



PLAY



FOX AND CHICKENS. Frontispiece. See page 142

PLAY

COMPRISING

GAMES FOR THE KINDERGARTEN
PLAYGROUND, SCHOOLROOM
AND COLLEGE

HOW TO COACH AND PLAY GIRLS'
BASKET-BALL, ETC.

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TO
E. G. MOORE
IN RECOGNITION OF A LONG
FRIENDSHIP

INTRODUCTION

THE American people cannot fail to welcome a new book on play.

Throughout our country there is a growing appreciation of its importance and its necessity during childhood and youth. No movement of modern times affecting the life and education of the young has been received with greater enthusiasm than the one which has for its end the establishment of playgrounds, and the organization and encouragement of the play interests of children. We have apparently become convinced that no child can develop normally unless he has opportunities for a large amount of diversified play; though the writer of this note can remember the time when even intelligent people thought

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games were useful merely for recreation. One rarely heard in those times that play was essential, alike to physical and to mental development. Parents and teachers would frequently correct a child by telling him not to waste his time in games, but to devote himself to profitable work of some kind. Happily, this attitude is rapidly disappearing, though it still lingers among us in some sections of the country.

Students of human development are saying to-day that it is impossible for an individual to mature properly without almost constant motor activity during the years preceding adolescence. It is also generally recognized that a child or youth will gain much more of value for his nervous and physical development from spontaneous than from mere formal exercises of any kind, either in the gymnasium or outside. In play one has a definite end

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always in view, and the effort to attain this captures his attention completely, and synthesises his whole organism, mental and physical. In play of this kind most of the muscles and all the vital functions are brought into action, and exercised in a thorough and beneficial manner.

Organized play is much more necessary in American life to-day than it was fifty years ago, when the majority of the young lived in the country. The city tends to repress play activities. Students of this matter are finding that play is dying out among boys and girls beyond the age of six or seven. The old traditional games suited for the country cannot be well played under city conditions, and the young do not readily devise new ones which can be carried on under the changed conditions. As a consequence, it is probable that the boys and girls who are growing up in the cities need to receive definite

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suggestions regarding the best way to play interesting and developing games. It is of vital importance that they should be brought together more than they now are in the give-and-take of competitive activity in play. The games which Professor Angell has described in this book are admirably adapted to give the young experience in adapting themselves to one another in all the essential ways which will be required of them later when they play their rôle as citizens in society. One of the most effective means of cultivating social feeling and readiness in social adaptation in a child is to provide for him opportunities for a great deal of play of the kind described in this book.

One who has studied the life on the playground of a typical public school in a large city does not need to be told that difficulties arise thereon which can be solved in no way except through organ-

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ized play. The present writer has observed the transition which has taken place in the conduct, of the boys especially, of a certain public school since a playground has been established in its vicinity, and the boys and girls have been shown how to play interesting games. Before this event there was a great deal of bullying and teasing and quarreling on the playground, which must always be the case when large numbers of boys are thrown together without having opportunity for any organized activities. But the moment games can be played lawless combat disappears, and the energies now are utilized in supporting legitimate competitive activities. Many games exercise the fundamental instinct of combat, but under rules which rob it of its viciousness, and really turn it into coöperative channels. It is within bounds to say that the group life of children cannot remain whole-

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some and developing unless their energies can be expressed in organized play.

Professor Angell has for a number of years had unusual success as a teacher of games and plays to children and youth of all ages. In this book he has indicated most pleasingly and effectively the fundamental principles of play, which make it of primary importance in both physical and mental development. He has traced the biology of play, and has shown this impulse to be fundamental in all normal human beings. In the latter two-thirds of the book he has indicated in a detailed way how a large number of interesting games may be played by children under the ordinary conditions of city life. These games are also well adapted for groups of children in the country. The book may be very heartily recommended to teachers, parents, and to all who are interested in the young, as well as to children them-

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selves who wish to learn how to play games which will be full of interest to them.

M. V. O'SHEA.

THE UNIVERSITY OF WISCONSIN,

19 February, 1910.

FOREWORD

THE material contained in this book is the result of many years' intimate experience with playgrounds, the schoolroom, college and gymnasium. During a course of games given by the author to the summer school students at Harvard University, it was suggested by the pupils that it would be a big help to them if many of the games were arranged and described in such form that they could readily be used in their future teaching. It was the original intention to collect a group of gymnasium and playground games for the benefit of teachers. As material was amassed, the scope of the endeavor was enlarged, and instead of preparing a book on plays and games merely for a teacher's convenience, the needs of other groups of people interested in play have been

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considered. It is hoped that the material contained herein will not only stimulate an interest in play, but will furnish practical information that may be utilized by the physical director, the playground instructor, the public school teacher, the kindergartner and the parent; and it is even believed that the child may find games of interest that he may work out and enjoy with his playmates, unaided by any assistance but the descriptions and the pictures.

No attempt has been made to gather and describe every game in existence, for there are hundreds and thousands of different ways of expressing one's self in play. Many games have been considered and discarded, and it can be stated definitely that all described in this book are useful and interesting. They have been tried many times; have been played by different groups of people of varying ages and of both sexes, with the result that

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only those that have proven of value are retained. In teaching games to teachers at the summer schools of Harvard and Yale and at teachers' institutes, the author has had the privilege of expert advice and consultation with people who are working out play problems, and as it has taken many years to gather and experiment with the material collected, the games described are those that experience has proven good.

A large number of the games are original and are described here for the first time. In looking up the literature of play, one or two of the games claimed by the author are found to be too closely similar to other games to be entirely original. "Line Football," for instance, was thought original, until almost an exact duplicate of the game was found in an old German book. Several have claimed "Water Basket Ball." It was taught by the writer in 1903 in the Natatorium at the University

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of Wisconsin. It has since been developed into quite a game with a special set of rules.

It would have been impossible to have done all of the work necessary in preparing a book of this kind if it had not been for the friendly and willing assistance of many who are interested in play and play ideals.

Dr. M. Vincent O'Shea of the University of Wisconsin has been generous and stimulating with his suggestions, and because of his kindly interest in the practical working out of the play problems, his helpfulness is acknowledged here.

Prof. Carl Schrader of Harvard University has given many helpful suggestions, and indicated valuable games derived from his wealth of knowledge pertaining to old German plays and games.

Arthur Leland, playground architect of Templeton, Massachusetts, who has written much on practical play problems, has willingly furnished information, pictures and playground plans.

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The author is especially indebted to Dr. Henry Curtis, head of the public playground system at Washington, D. C., for the inspiration derived from a splendid course of lectures given at Harvard on playground problems, and for many helpful suggestions along practical play lines.

Many of the beautiful photographs reproduced were taken by Prof. George H. Hudson of the Plattsburg State Normal School and Dr. J. C. Elsom of the University of Wisconsin.

While it is impossible to name all of the many friends who have been helpful in furnishing suggestions and valuable material, their many kindnesses are not unappreciated.

Twelve of the games described in this book were published by the author in two articles in the "Ladies' Home Journal" of 1903-1904, while the initial chapter on basket-ball for women was printed in the "Boston Herald" in 1903.

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THE VALUE OF PLAY

IT is a significant fact that more time is being devoted to a study of play than at any previous period in the history of education. Educators throughout the country are seriously discussing at their meetings and conferences the value of physical recreation. Every school has its playtime, and the most up-to-date schools have a competent director in charge of the games. Progressive teachers are eagerly looking for new games. Normal schools for teachers have special courses in games and plays, and every graduate is expected to be familiar with the latest play theories and the practical methods of working them out.

A complete history of play would be a history of the human race, and would

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carry us back through all chronicled time into that mystic world of the prehistoric. Never has man lived in civilized or uncivilized state without some form of play, and from the humble skin-clad child of primitive man, playfully practicing the methods of slaying the terrible cave tiger or the fearful mammoth, to the college student of to-day, deep in the intricacies of modern football, is a long and enchanting story, — enchanting because it tells of that part of the life of man which is to him the best. Play sums up the one great part of life's activities that is spontaneously and enthusiastically accepted by all normal human beings. One does not look to man alone for convincing proof that play is an inherent quality of all intelligent life, for the animals of forest and field give us abundant evidence that joyous activity is not confined to the human breed. "As playful as a kitten" and "as happy as a lark" are suggestive of what is

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found in the animal world. Not much could be expected of the puppy that showed little life or spirit in his growing days, and dog fanciers would never expect such a dog to develop into a very mighty hunter. It would be a poor specimen of a kitten that did not delight in chasing a ball or jumping at a dangling string, and it is a poor type of boy whose youth is not spent largely in satisfying the longing for tag, and running, and jumping, and ball, and swimming, and the other activities that build up a sturdy body and nourish a growing mind. How little do we expect from a boy who does not play vigorously, and how true it is that such a boy seldom develops into a virile, aggressive man, joying in strong manhood, and fearlessly meeting the battles of life.

In the development of play lies a striking example of evolution, for in the games of childhood there is a reproduction of many of the past events of human develop-

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ment. As in the embryo, one sees a panorama of the biologic development of life, so in play one gets a fleeting glimpse of the educational advancement of man. The child's first play is often quite meaningless, and exceedingly simple; he runs hither and thither as he responds to varying impulses; he piles pebbles or blocks, digs sand, and in a variety of ways shows that he is adjusting himself to his environment by a continuous series of playful experiments. Later the child begins to imitate in play. He imitates the vocations of the men he sees and admires; he is an engineer, a motorman, a conductor, and often behind a team of little human horses he drives the Deadwood stage-coach with flourish and style. Stories of savages are enchanting to him; he imitates the things he hears about, and he lives again the activities of his primitive progenitors. He is a savage, and has his bows and arrows, spears and knives; with other little war-

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riors he engages in fierce battles, in which the terrible and awesome war-whoop rings out above the clash of wooden implements of destruction. His little band of braves march in Indian file along the trail into the convenient forest where councils of war are held. He builds huts and caves, and even contemplates staying out all night in his camp, and, if his nerve is good, he gets two or three other "kids" and with a blanket or two, their trusty wooden knives and bows and arrows within reach, they turn their toes to the camp fire and prepare to sleep,—but they don't sleep; the fire burns lower, the cold creeps under their blankets, and the shadows, fitting hither and thither as the fire turns to ashes, magnify into terrible grotesque "some-things" that make each little warrior forget mighty deeds of valor, and long for the cozy bed at home. About half-past nine it is very probable that three or four small and shivering boys are trying to

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enter their respective homes *via* the window above the woodshed, or some other equally inconspicuous entrance.

Later the boy plays soldier, and with his companions imitates crudely the manœuvres of squads and companies. He plays circus, and to the inspiring music of a toy drum and a tin horn performs daring acrobatic feats. It is in these simple organized plays that the future leaders are developed for games more complex, and for life more real. All is tending toward the team game, in which each player is just one of the parts of a perfect unit. In the early games of childhood, the *ego* is conspicuous, but later, as a member of a baseball, cricket, hockey, basket-ball or football team, the boy learns that the interests of the individual must be sacrificed to the good of the larger unit. This one point, the submerging of self for the organization, develops the altruistic spirit as nothing else has ever done. New ideals are

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formed, and the boy's character is strengthened. It is not strange, then, that scholarly men should, in their pedagogic schemes, find a place, and a large place, for the games of childhood. It is also true that they should seek the game that interests the largest number. They want games that will make all the children play. Girls need the play as much, and even more than boys, for in their quieter lives they miss the opportunities of continually gaining and maintaining health and strength. When girls once learn organized games, they enter into them with much enthusiasm. It is only within the past few years that girls have played games that involved team-work and a high grade of skill. Field-hockey and basket-ball have afforded the directors of women's gymnasiums the opportunity of introducing games of scientific possibilities and requiring team-work. The rapid development of basket-ball surprised even the

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most sanguine enthusiasts. Wellesley, Smith, Bryn Mawr, Vassar, and in fact every prominent woman's college and co-educational institution in the country has its basket-ball teams.

It is the contention of persons who are unfamiliar with the possibilities and impossibilities of physical development that athletics for women tend to make them masculine, and cause them to lose the charms of femininity. Nothing could be more untrue than such an assertion. The masculine girl is born and not made; strength and physique which approximate those of a man are occasionally found in a woman, but the gymnasium or athletic field did not bring about the miracle. Girls can and do acquire strength of body, lungs and heart, graceful carriage and ease of manner in athletics, but they need not lose the womanly qualities or develop into an objectionable type which can be characterized as the "athletic girl."

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Girls playing basket-ball acquire grace and physical beauty, which are a valuable reward for the months of practice necessary to the making of a skilled player. Grace is not evidenced by the ability to move the body in artificial and so-called "esthetic" exercises. Grace is best shown in the natural activities of a healthy girl, trained so that her muscular judgment is almost perfect. There is nothing in physical education that so trains her in this direction as play. In the game there is little time for self-consciousness, and one is never graceful if self-conscious.

It is interesting, in a study of the value of play, to consider the subject nationally. We find that the most progressive nations to-day are countries devoting the most time to athletics and games. Germany for a century has been an enthusiastic player of games. England and America are even more conspicuous in that direction. Wellington proved himself a philosopher

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when he said, "The battle of Waterloo was won on the cricket fields of England." Play that has the most value is the kind that engages many participants. When athletics degenerate into a mere spectacle, then is the stability of the nation weakened. Greece led the world while the youth of that great country deemed it an honor to struggle for the laurel leaf, and gymnasiums were everywhere and universally used, and the people saw little good in an education that neglected the body. It is a significant fact that the degeneracy of Greece was synchronous with the degrading of athletics into mere professional contests. What had been the athletics of the people became a spectacle for the people. The youth of Spain sits languidly in the hot, southern sun, puffing a cigarette and watching a bull stabbed to death, while the sturdy sons of America and England are earning laurels or braving defeat on the football and cricket

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fields. There is not a doubt that the life of a nation is directly related to the games of its people. Give the child a chance to enjoy play well directed, and the possibilities are greater for better men and women and a stronger nation. If the child has played well, he will work well. No greater mistake is made than by the parent who curbs his child in satisfying the play instinct. Play is a logical demand of youth, and the boy or girl whose play life has been stunted passes into adult life handicapped for the struggles to come. Play is an education, and it is an education that gives to the young pupil strength, health, alertness, aggressiveness, sympathy, friendship and courage, and, better than all, it paves the way for a deeper morality than would come in any other way.

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THE RELATION OF PLAY TO GYMNASTICS

A system of physical training should give three things, — health, strength and grace. If any one of the three is sacrificed to the others, the system is incomplete and inadequate. There are two rival national systems of gymnastics which are being presented to the American educators as the best, most logical and scientific schemes for body building.

The Swedes urge us to introduce the Swedish system into our public schools, and the Germans, with just as forceful arguments, advocate the German methods of building men through muscular expression. While the two systems are battling over the respective merits of their methods, it would perhaps be well, without making any comparisons, to consider the subject from a somewhat broader

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standpoint, and decide whether we really need any one's system.

If physical training is a part of our educational scheme, it should be considered as any other subject taught in our schools and colleges. Take history as an example. There is not any man or country that possesses the only and original method of teaching history. There are as many methods of presenting the subject as there are original and competent teachers, and the result is the pupils learn history. Psychology, physiology and literature are presented with great diversity, and yet the result is uniform, — pupils learn psychology, physiology and literature. In what wise is gymnastics different? If a teacher is properly trained and understands the basic principles upon the theory of which physical education is founded, it seems as though he, just as well as the historian, the psychologist, the physiologist and the litterateur, should

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be able to arrange his work along original lines, and only make use of the systems and methods he has studied for the assistance they give in a comprehension of physical training in general. If he is competent, his results will balance well with those of his co-workers in other educational directions, — well-trained bodies will harmonize with well-trained minds.

One of the objections to the systems used in public school work is that the gymnastic period lacks in recreative value, and a system of gymnastics that does not recreate is a sorry system indeed. Too much emphasis is placed upon the educational value of formal gymnastics, and because this educational myth is so eagerly believed by its devotees, the lesson in gymnastics is often drudgery and unpleasant to the pupils.

The average school does not allow more than one-tenth of the daily school period for gymnastics. That means that nine-

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tents are spent in directly training the mind; and with that fact before us it seems like a distortion of what should be a recreative period to turn it into another half-hour of brain training. Recalling the essentials of a perfect physical training system, — health, strength and grace, — it seems as though a much happier and more vigorous method could be used than that of having children stand in stiff positions and tire their already weary brains by listening for, interpreting and responding to orders that are given because of their supposed educational value.

In emphasizing the educational value of physical training and seeking it directly in formal gymnastics, we are exaggerating the importance of a mental training that should come and does come indirectly and incidentally in all forms of physical expression. It is psychologically and physiologically true that the motor areas of the brain grow in power and efficiency when

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the muscles of the body are trained. If the educational side of the matter were the only consideration, there is a shorter and pleasanter method of attaining the desired result, and that is in play.

Play develops judgment, compels rapid response to stimulus, increases the rapidity of reflexes, enforces alertness, muscular control, rapid decision and quick thought; and is not all this educational training?

I believe that from a purely educational standpoint play is superior to any other form of physical training. In making this statement I am viewing play in its broadest aspect, and am not considering a game of tag or chase as the ultimate in physical training. Fencing, boxing, wrestling, dancing, swimming and games are all factors in body training that come under the broad definition of play. The point that I would make is this: that in our teaching of gymnastics, recreation



THE GIRLS' BASKET-BALL TEAM. *Page 9*



LITTLE MOTHERS. *Page 22*



A BOY'S AMBITION. *Page 20*



PRIMITIVE INSTINCTS ARE NOT ALWAYS SUPPRESSED. *Page 23*

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should be and must be an essential element; that without the factor of play strongly in evidence, our results educationally are diminished.

There is not such a wide physical difference between the man who has gotten his muscular training in football, baseball, on the track and in the water, and the boy who has been physically educated by formal gymnastics. If there is a difference, it is in favor of the outdoor man. He is certainly just as alert physically, and it is safe to believe that his motor areas are as efficient and his brain as a whole as well developed. It is generally true that in health and endurance the athlete is superior to the gymnast, and the system which gives the maximum of health and endurance more nearly approaches the ideal.

England does not do much in formal gymnastics; English boys get their training on the football and cricket fields; in

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tennis, boxing, wrestling, rowing and swimming, and on a training that is entirely play, they develop into men who compare very favorably physically and mentally with their Swedish, German and American brothers, and the beautiful part of it is that they dig out their physical salvation eagerly and joyously.

It is not necessary to over-emphasize the formal side of gymnastics. If there were more informality in our physical training scheme, the same results would be attained along lines that would mean greater pleasure and a more joyous response on the part of the pupil.

It is unnatural for the average boy or girl to dislike exercise, and when our system of physical training is so arranged that a love for the exercise hour is felt by the pupil, then the work becomes a delight and our ideals of health, strength and grace become more easily attainable.

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PUBLIC PLAYGROUNDS

A few years ago the city boy had to struggle for his play under conditions that made it almost a crime. If he tossed a ball in the street, it was ever with a watchful eye out for the familiar and much-dreaded blue suit and brass buttons of his natural enemy, the policeman. If he happened to go to one of the city parks with all its inviting expanse of green, he was on every hand confronted with much hated little boards warning him to "keep off the grass." The boy, with all of his natural love for activity, was compelled to stifle the play instinct that urged him on, or else, rebelling against the unkind laws, he stole his play in defiance of law and order. In the one case submitting to fate, he stood a fair chance of developing into a "namby-pamby, sissy" boy — weak and inactive: in the other case, by defying the law, he would lose respect for law

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and might commit greater misdemeanors and eventually become really criminal.

Some one has said that "a bad man is really a good man who has expressed himself wrongly." That is often true of the juvenile criminal. A boy may have the qualities that would make a good man, but the urgent calling of a spirit that will not be suppressed takes him into paths that lead to shame and ruin. It is then a case of environment; if he is surrounded by conditions that suppress the good in him and call out a wrong expression of what might have been guided along good channels, he becomes bad.

It has been only in the past few years that our city fathers have awakened to a realization of a boy's play needs, and have attempted to provide for them. The first playgrounds were equipped and conducted by people not officially connected with the municipal administration. A few far-seeing men and women with philan-

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thropic ideals were the first to realize the value of the public playground. They backed up their judgment with their own money, and the results were so effective in proving their point that the administrators of civic affairs began to make appropriations to continue the work. At the present time there is hardly a large city which is not attempting a provision in the way of public playgrounds for the children. New York and Boston have the work well started, and are adding new playgrounds, extending the play spaces and increasing the equipment each year, urged on by men and women whose hearts are in the work. The playgrounds of Chicago, Cleveland and San Francisco simply illustrate how widespread and general the movement has become.

The problem has been a difficult one to handle in such cities as Chicago and New York. When there are over three hundred thousand people congested in one square

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mile of space, as happens in some of New York's tenement districts, the condition is appalling; and the endeavor to provide breathing space — much less play space — is difficult enough. Thousands of boys and girls are growing up in these districts stunted in mind and body, with never a real opportunity to give expression under decent conditions to the play instinct. Filth and poverty, vice and crime, on every hand, and thousands of future mothers and fathers and citizens growing to be men and women, deprived of the best part of a child's life, — play!

The builders of an ideal city would never allow such conditions to exist. They would limit the height of buildings and the number of people in each tenement, and, best of all, in every district there would be open spaces with grass and trees and sunshine and air. There would be no signs warning the children to "keep off the grass," but the space would

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be free to the babe and the child, to the eager youth and the tired mother. Play would be possible under conditions most favorable to growth — physical and moral.

In some cases in congested districts a vacant lot has been utilized, and though many times too small for the numbers that want to play, the attempt to do something for the children is appreciated and much good results. The instituting of public playgrounds is not a fad or a luxury, and the results have a direct and conspicuous economic bearing on municipal affairs. Juvenile crime has decreased in the districts where there are playgrounds. This in itself is a vital consideration. It not only means a protection to property owners and a large saving to the city, but the more far-reaching result, — that of making better citizens, — is by far the most important of all. The boy who commits a petty misdemeanor may not always be

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naturally vicious. The "toughest little customer" in a neighborhood might, under better conditions, develop into a man of character. There is a strange restlessness in boys approaching adolescence. They must do something; they are full of energy that must be worked off, and if the outlet for that energy can be arranged for along lines that are clean and elevating, the boy may be saved from degrading himself, and a useful man, instead of an expensive drag, is added to society. The same fundamental impulse that makes a boy play baseball is often the same impulse that makes another smash a window or rob a peanut stand.

The boy must have clean interests and a place to work them out. The playground gives these to him. He finds there surroundings that appeal to him and the things that are attractive,—companionship, games, gymnastics and athletics. It is the most interesting place in the world

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to a child during a certain period of his development.

In an ideal playground he finds a director who understands him, who sympathizes with him, who is ready to help him. He can play without fear; he can joy in giving vent to his superabundant spirits. He becomes a member of one of the teams and learns loyalty to organization. He learns to be honest in his games and to play fair, and when a boy learns to play fair a great moral victory is won that bears on all of the activities of his life. He learns that a bully is discouraged, and that it is the place of the strong to protect the weak. The little democracy of the playground opens the boy's eyes to a wider appreciation of life, and gradually, so gradually that he is not cognizant of the change, he broadens in his relations to the world around him.

The public school is spoken of as our great American democratic institution, but

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for pure democracy where black and white, Jew and Gentile, mingle freely and easily, the school is an aristocracy compared to the playground. The toughest boy in a district often becomes the playground director's right-hand man. Naturally a leader, aggressive and courageous, he has "been wrongly expressing himself," when the playground gives him the opportunity to get his proper adjustment, and he becomes a useful instead of a useless member of society.

The playground means sunshine, fresh air and exercise, and these conditions give life and strength to thousands of little bodies which are starving for these very things.

The playground has come to stay. The movement is young but growing, and when the importance of playgrounds is more truly appreciated, and their number and size increased to meet the need, then will statistics show clearly an increase in health and a decrease in crime.

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THE EQUIPMENT OF THE PLAYGROUND

A playground that would be ideal in New York or Chicago's slum districts would be miserable and inadequate in any American city of ten to fifty thousand inhabitants. The differences in environment occasion a difference in playing space and equipment. Though, in the main, the same kinds of apparatus and the same forms of teaching and the same games will interest the child in the large metropolis and in the smaller towns, the boy in the larger municipality is used to restricted territory and to play-privileges under difficulties. Therefore, anything that enlarges his play-territory appeals instantly because of his immediate needs. The boy in the smaller city has many play-privileges that are denied his city brother.

The problem of equipment therefore reduces itself down to local conditions.

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There is one piece of playground equipment, however, that cannot be dispensed with, and that is the playground director. No matter how splendid the equipment, the playground will be a failure unless in charge of a capable director. If a playground committee in a large city or a small town has a certain sum of money with which they could do one of two things, — equip a playground or hire a director, — the advice of every student of play conditions would be emphatically in favor of hiring the director, even though his play space lacked absolutely in equipment. A tactful, experienced, and capable playground expert will succeed without equipment.

An ideal playground should be large enough to have two or more baseball diamonds, a couple of basket-ball courts, a complete set of gymnastic apparatus, including rings, parallel and horizontal bars, vaulting horses and bucks, ladders,



A GANG OF LOYAL "ROOTERS." *Page 26*



"OUT BY A MILE!" *Page 29*



DOING "STUNTS." *Page 30*



YOUNG BUILDERS. *Page 32*

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sliding poles, seesaw teeters and climbing ropes. The field should be divided into three parts, — the main one for baseball and football, a smaller space for apparatus and games, and still another space for girls and very young children. In the larger space, the older boys will congregate to indulge in the various group games. Baseball in summer has naturally the largest following, and if a field is provided with two or three diamonds, a great many boys may be taken care of without much attention on the part of the director. A suggestion now and then, a little friendly influence brought to bear occasionally, leading toward a spirit of fairness and clean play on the part of his pupils, is about all the attention that this section requires after the playground has been well organized.

There are, of course, many problems that come up that must be settled as they arise. Disputes and arguments that lead

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to unpleasantness must be avoided. Bullying must be absolutely prevented. The smaller boy and the weaker boy must always get a fair deal. Dr. Henry Curtis argues that the chief value of the playground is found in the courtesy that it teaches. Boys are trained to be thoughtful, to be gentlemanly, and to be fair, and in these things a courtesy is developed that makes them better candidates for citizenship in the bigger world for which the playground assists in fitting them.

In the fall, on many playgrounds, the larger space is used for football, and in some sections, when the winter comes, it is flooded and used for skating and ice hockey. In the section occupied by the gymnastic apparatus much valuable work may be done. It is in this space that the playground instructor reaches the boy directly. He teaches him "stunts" on the various pieces of apparatus; helps

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the youngster in learning difficult feats and in building up a muscular and healthy body; and it is here that the small unorganized games in which the director oftentimes takes an active part are taught. Such games as circle ball, three deep, and various kinds of tag and ring games are utilized to interest the youngster and broaden his play experience.

The section for girls and children is one of the most valuable parts of any playground plan. There are pieces of apparatus that the girls may exercise on; there are teeters and slides for the youngsters; there are sand boxes for the toddlers of kindergarten age, and basketball courts where the older girls may play. There is sometimes a covered pavilion open on all sides, with chairs or benches, where the mothers may come and sew or read and watch their little ones at play. Sometimes books and magazines are kept in this pavilion for their

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benefit. If the playground is quite complete, and has a staff of instructors, this section may be in charge of an experienced kindergartner, who is well informed in all the various methods of teaching the little ones to use their fingers, and who sometimes interests the older girls in sewing and raffia work, or in other forms of industrial art.

While this arrangement of playing space would meet the average conditions and be quite ideal under many circumstances, there are sections of the country that fall far below this in the equipment for play that they furnish, and there are some cities that furnish play opportunities even more ideal.

Chicago does not seem to be restrained by the standards that have fixed limits for play opportunities in other cities. Instead of stopping with the amount of equipment that has satisfied many other sections, they have gone ahead and added

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features costing thousands of dollars, with a result that their playground system is rapidly reaching a position unequalled anywhere in the country. They have all the usual features of other playgrounds, and in addition have built artificial lakes and wading pools where the children may have the unique experience of wading on real sea sand in real water, — surrounded by the high-storied buildings of the tenement districts. In providing just this one simple thing the Chicago playground committee has satisfied a craving that exists wherever there are bare-legged children. They also have swimming pools, where each little bather enters the pool through a shower bathroom and swims in water that is constantly changing. This delightful recreation is indulged in under conditions that are healthful and sanitary. Field houses are provided, and these structures are not of cheap and tawdry material, but in most cases are magnifi-

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cently built of masonry, brick, and woodwork that are of the best. Here indoor play opportunities are furnished, so rich in variety and under conditions so beautiful, that not only are the children of the industrial districts given privileges that enrich them physically and mentally, but their older brothers and sisters, and even their fathers and mothers, are cared for by specialists, who are studying the big problems of recreation from every angle.

These play centres are not conducted merely during the summer months, but they are open throughout the year, meeting the varying conditions of play and social life. In these field houses are gymnasiums and reading rooms, libraries and dance halls, and restaurants where healthful food may be purchased at a minimum price. Clubs are formed, and night after night, throughout the winter, various organizations made up of working girls and working boys, comprising groups of many

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religions and all nationalities, meet for entertainment that is clean and wholesome, and conducive to the development of a finer conscience. There is nothing that so thoroughly combats the evils of the vicious dives and dance halls found in these congested districts as do these social play centres of the Chicago playground system. Boys and girls, and young men and young women, do not always deliberately choose an environment that is evil and that tends toward a lower social life. There is an instinctive love for the beautiful, an innate love for the clean and wholesome. There are thousands and thousands of American people who, without these privileges, would be compelled to seek social diversion and recreation in places that slowly but surely undermine the community's moral tone. The good men and the good women who have stood firmly behind this great playground movement in Chicago have con-

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tributed a great service to America. They have raised money and brought about legislation that has been effective in condemning whole blocks of valuable city property. Buildings and tenements have been torn down that play space might be provided, and in this destruction of property and its rebuilding for play purposes they have given an example to other cities that is a rich and wonderful object-lesson.

New York, with all its multitudinous civic problems, has worked for this play life along somewhat different lines. The transit problem has necessitated the construction of miles and miles of subways and tunnels, to carry its mass of passengers from end to end and from side to side of Manhattan Island. The people working for play and the ideals that play stand for could not go beneath the ground to give the children of this great congested district the things that

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their young lives demanded, and so they stole an idea from those commercial purveyors to the play instinct, the vaudeville promoters. After the play committee had availed themselves of the thousands of small brick school yards throughout the city, in working out in this congested area play opportunities in capsule form, they went a step further, or really a step higher, and began to utilize the roofs of the various school buildings. Now in New York City we have the unique spectacle of thousands of richly dressed men and women going to the tops of skyscrapers and paying their good dollars to enjoy the efforts of paid entertainers, and of still greater thousands, not so richly dressed, flocking to the roofs of the various school buildings, where they furnish their own entertainment.

The play spaces that are most common in New York would not furnish the ideal conditions described earlier in this chap-

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ter, but though the spaces are limited in area and the equipment meagre, thousands and thousands of boys and girls who would be deprived of healthful play activity find a joy and recreation that means much to their poor little bodies and their cramped and impoverished souls.

Going back to the problem of equipment, — there are various ways for the organizer of a playground system to supply the things essential to his community's needs. Much of the apparatus, such as parallel bars, horizontal bars, rings, swings, seesaws, and other devices that give pleasure to the child, may be constructed by local carpenters, if lack of funds compels economy in this direction. If the playground committee is well supplied with money, of course it is better to go to one of the many houses supplying gymnastic and playground equipment and buy the material ready-made. Many of the smaller communities, however, have

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gotten satisfactory equipment and splendid results from home-made apparatus. The material should be made strongly, as it must stand hard usage.

It is not the purpose of this chapter to go into detail concerning the method of constructing each piece of apparatus. A playground committee should take into consideration the space that is available for their playground, and then get in touch with some one of the many playground associations for advice as to the best method of utilizing it. A letter written to any of the several houses carrying athletic and playground apparatus will bring a reply giving information about the various pieces of apparatus that might be purchased, suitable for the space in question. If it is desired to economize, and construct the apparatus locally, the play world is provided with an expert who has made a specialty of economical apparatus and the best method of its distribution.

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The planning of the playing space should not be haphazard. All the needs of the children who will utilize the playground should be considered. Arrangements should be so made that as many activities as possible may be carried on with the greatest economy, but without lacking any of the essentials.

A playground recently noticed by the writer was poorly arranged, and illustrates some of the things that should be avoided by a playground committee. In the first place, a plot of ground was obtained and appropriations quite adequate were made for apparatus. The committee secured the various pieces of gymnastic equipment, and with little thought placed this outfit in the very center of the playing space. While quite attractive in appearance, it absolutely spoiled the playground for baseball and other team games, a feature that is fascinating to all boys. By arranging the apparatus along one side

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or in a corner of the play space, which could easily have been done, plenty of room would have been given for those who wished to use the swings or gymnastic fixtures, and a space large enough for baseball or other group games would have been provided. A great deal of good work may be done with the gymnastic equipment in a little area, and this should be kept in mind by playground organizers who are working to develop a playground with a limited territory.

THE DIRECTOR OF THE PLAYGROUND

The director of a public playground should know children, not have the theoretical knowledge of the child mind gained from studies in psychology and pedagogy, but the exact understanding that comes from a memory of his own youth, and by direct contact with the youngster. He must have qualities that appeal to the boy;

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he must be an athlete or a gymnast, for there is nothing that wins the respect of the boy so quickly as muscular strength and physical skill. If he is not an athlete, he must have the qualities of leadership and an appreciation of the child's needs, so that he can direct him along the lines that are of greatest interest. The playground director is not necessarily a teacher; he is a leader, and by mixing with the boys in their plays and games he guides them along by suggestion instead of by teaching. He should be ingenious and original, able to adapt himself to the many varying conditions that arise on a playground. He must be tactful and considerate, sympathetic, and ready at all times to help his boys. He must be a friend of the boys, and if they are glad to have him around and show it, he can be pretty sure that his work is a success.

The argument has often been advanced

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by people unfamiliar with playground work that it is unnecessary to have a director; "give the children the place to play and they will play all right," is the argument. This is very true in a general way, but the results of the work on directed playgrounds are so much superior to what is accomplished on grounds undirected, that a return to the old way is never considered by the cities that have had both experiences.

On the undirected playground the play is uncontrolled, and the vicious habits of the street are simply transferred. The bully element is in evidence and the young and weak are crowded out. A gang of adult loafers often drive the boys from the ball diamond and use it themselves. These conditions do not exist on the directed playground. The director interests himself in every child weak or strong, good or bad. Smoking, gambling and profanity are forbidden, and the boy develops under

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conditions that are more conducive to his moral and physical welfare.

Upon the playground directōr devolves the important and difficult task of changing a boy's ideals. Many boys educated on the street learn to look with respect and admiration at some older fellow who has won some distinction as a rough and a petty criminal. The boy is a natural hero-worshipper. If surrounded by good influences his hero may be a football or baseball player or some great athlete, or the ideal may be some good all-round man who has qualities worthy of the boy's emulation.

The boy naturally admires vigor and strength and courage, and if some local drunken tough has figured in an escape that has resulted in a fight with a policeman, the youngster of the street gazes with awe and admiration upon "de guy who licked de cop." The power of these degenerate influences cannot be



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THE SLIDES AND SWINGS. *Page 41*



TELLING STORIES. *Page 43*



SITTING-DOWN CIRCLE BALL. *Page 57*

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overlooked, and anything that comes into the boy's life that diverts his attention to cleaner things, and supplants a vicious ideal by something stronger, sturdier and more elevating, is worth much in the social advancement of the state. A tough may be lost to society and a citizen gained.

The playground director is in one of the most useful professions, — a field that is making a good clean mark on the lives of thousands of boys. He should realize the importance of his opportunities and know that his work well done is as valuable as any work in the education of the boy. He should be a man — not a pedantic pedagogue, but a man who has not forgotten what it means to be a boy.

CLASSIFICATION OF GAMES

An arbitrary classification of recreative games is impossible, as it is peculiarly true that many of the games played with enthusiasm by the small boy are played

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just as enthusiastically by college men. In a general way, however, the games can be listed for the pupils to whom they are suited. It will be found in some cases that one game will be in nearly all of the divisions. All of the games, with few exceptions, can be played by both sexes.

PRIMARY AND KINDERGARTEN

Cat and Mouse	Last Couple Out
Daddy on the Castle	Blind Target
Kick Ball	Flag Race
Chariot Race	Mark Game
Dodge Ball	Name Game
Word Game	Last One Out
Picture Game	Blow the Feather
Paper Passing	Chicken Fight
Pussy in the Corner	Sparrow Fight
Snake and Birds	Advancing Statues
Double Tag	Rabbit's Nest
Peggy in the Ring	Bell Cat
Blind Man's Buff	Drop the Handkerchief
Circle Blind Man's Buff	Good Morning

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Fox and Chickens	Name Ball
Cap Tag	Medicine Ball Tag
Line Tag	Wall Kick Ball
Bull in the Ring	Yale Lock Tag
Last Couple Out	Prisoners' Base
Three Deep	Boston
Touch Ball	Line Interference
Straddle Ball	Double Tag
Straddle Pin Ball	Co-Ed Tag
Ball Passing	Horse and Rider
Pass Ball	Blind Target
Kick Ball	Pin Football
Indoor Baseball	Plug Ball
Kicking Baseball	Line Football
Curtain Ball	Captain Ball
Dodge Ball	Circle Ball
Crowd Ball	Bell Cat
Touch Ball	Blind Man's Buff
Pin Ball	Circle Blind Man's Buff
Peggy in the Ring	Hand Wrestling
Snatch the Handkerchief	Wheelbarrow Race

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Chariot Race	Knapsack Race
Leap Frog Race	Flag Race
Indian Club Race	Straddle Ball Race
Obstacle Race	Potato Race
Picture Game	Sentence Game
Number Game	Object Passing
Blind Man's Biff	Tournament
Water Tag	Keep the Ball
Horseback Wrestling	Wand Wrestling
Sparrow Fight	Chicken Fight

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Yale Lock Tag	Corner Ball
Prisoners' Base	Medicine Ball Tag
Ball Passing	Hand Wrestling
Pass Ball	Bar Pull
Pin Football	Line Tag
Pin Ball	Boston
Kick Baseball	Bombardment
Plug Ball	Indoor Baseball
Line Football	Medicine Ball Play
Chariot Race	Volley Ball
Leap Frog Race	Swat Ball

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Indian Club Race	Curtain Ball
Obstacle Race	Captain Ball
Wheelbarrow Race	Knapsack Race
Number Game	Human Burden Race
Blind Man's Buff	Straddle Ball Race
Circle Blind Man's Buff	Potato Race
Water Push Ball	Sentence Game
Hand Wrestling	Object Passing
Sparrow Fight	Water Tag
Three Deep	Wand Wrestling
Fox and Chickens	Chicken Fight
Cat and Mouse	Line Interference
Medicine Ball Tag	Double Tag
Touch Ball	Crowd Ball
Straddle Ball	Snatch the Handkerchief
Straddle Pin Ball	Circle Ball
Name Ball	

COLLEGE

Yale Lock Tag	Line Tag
Prisoners' Base	Bombardment
Indoor Baseball	Medicine Ball Play
Volley Ball	Swat Ball

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Plug Ball	Chariot Race
Leap Frog Race	Human Burden Race
Indian Club Race	Straddle Ball Race
Potato Race	Pull Away
Water Push Ball	Keep the Ball
Water Basket-ball	Water Tug of War
Find the Coin	Find the Plate
Hand Wrestling	Chicken Fight
Straddle Ball	Three Deep
Straddle Pin Ball	Fox and Chickens
Corner Ball	Medicine Ball Tag
Pin Ball	Double Tag
Hand Wrestling	Crowd Ball
Bar Pull	Circle Ball

HOW TO TEACH GAMES

A game is somewhat different from a problem in mathematics or a lesson in history, and this fact should be kept in mind in its teaching. The instructions should be brief and to the point, and little time should be wasted before the pupil is actually playing the new game taught. A

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game should be pleasantly taught. It should not be forced upon a pupil as though it were some unpleasant task that must be performed. The teacher should not scold and be irritable, and while possibly these instructions might apply to the teaching of any subject, they have a definite application when the subject is play.

The teacher should feel play if he is to teach play. He must realize that in play he is furnishing something that is joyous and beautiful, and if it lacks in joyousness and in delight, his teaching is a failure. In play, the instructor comes closer to the pupil than in any other form of teaching. He brings himself to the level of the learner without losing in dignity or sacrificing his pupils' respect.

If the game taught be just the simple game of tag, a few brief words to indicate the purpose of the game and then the teaching should continue as the children

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play. If the game is more complex, the learning may be somewhat slower, but the teacher can hasten a pupil's grasp of the essentials of any game by little helpful suggestions as the play progresses. The point is this, the recreative hour should not be spent in pedantic descriptions of a game, but should be spent in the actual playing of that game, and the teacher should study the shortest method of plunging his class into the joyousness of play.

If the class be large, and it is found that a game such as "Cat and Mouse," for instance, is not furnishing enough action for all of the pupils, it may be best to divide the class into two groups and have two games of "Cat and Mouse." This should be kept in mind at all times, that the game arrangement should be such that all of the pupils have ample opportunity of taking part in the play. It should not be the endeavor of the teacher to see how

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many games he can teach his classes, but that each game taught should be thoroughly enjoyed.

If the game be a complex team game, such as basket-ball or indoor baseball or hockey, then the method of teaching is somewhat different as the instruction in these games becomes more personal. Each player must be taught different things to do, — how to catch the ball, how to throw for goals, various ways of passing and avoiding opponents. It is, however, in the teaching of the simple easy game that is readily learned and immediately enjoyed that the average teacher finds his opportunity, and a few points kept clearly in mind will add to one's success in caring for the play period.

Therefore:

Be brief and to the point.

Lose as little time as possible in getting your class started in the actual playing of the game.

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Don't scold.

Modify your discipline to conform
with play ideas.

Be companionable.

Don't be pedantic.

Insist upon fair play.

Don't let your dignity prevent you
from enjoying the game yourself.

MEDICINE BALL PLAY

The medicine ball, invented by Robert J. Roberts, the "grand old man" of physical training, is one of the most useful pieces of recreative exercising apparatus in the gymnasium. It may be used in such a variety of ways in drills, in throwing for exercise or in games—that it is a boon to physical directors. A gymnasium should not be equipped without a good supply of medicine balls varying from two to twelve pounds in weight.

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The game of Medicine Ball Passing is purely recreative, and is simply one method of getting a lot of exercise in a pleasant way. The class forms a large circle around the entire gymnasium, and several balls are started passing from one to another. The teacher is one of the circle and directs the passing. The players imitate him as he changes from one style of passing to another. He throws the ball in the ordinary way,—the two-hand push straight from chest, a one-hand throw, like putting the shot, touches the ball to floor and throws with a straight-arm sweeping motion, turns his back and throws over head, stands astride and throws back between legs. These and many other styles of throwing he illustrates and the class imitates. He makes the circle smaller by calling out “One step forward march.” He keeps repeating the order at intervals, while the balls of course are still flying around, until the

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players are formed in a small circle shoulder to shoulder and passing the balls with great rapidity.

The next order is "Sit down." The players sit and the balls still go around. The exercise ends by throwing all the balls into the circle and kicking at them until they are all kicked out. For a lot of good vigorous exercise presented in a pleasing way and compelling every man to do his share of the work, Medicine Ball Passing cannot be beaten.

CIRCLE BALL

One of the most popular of all games played for recreation by college men and women is Circle Ball.

A circle is formed with one of the players standing within. The players throw a light medicine ball or basket-ball from one to another. The one in the center tries to intercept the ball or make one

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of the players drop it. If a player muffs the ball he becomes "it," or if the player in the center blocks the throw or catches the ball, the thrower becomes "it." The game is full of action and develops judgment in throwing and catching.

SITTING DOWN CIRCLE BALL

This is a variation of ordinary Circle Ball. The players sit in the circle; to make one of the circle "it," it is only necessary for the center player to touch the ball when a basket-ball is used. When a medicine ball is used, it is necessary to get the ball. In Sitting Circle Ball a player dropping the ball does not become "it."

TOUCH BALL

A circle is formed, all the players standing shoulder to shoulder. One player is selected who must remain outside the

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circle and try to touch a medicine or basket-ball that the circle players pass from one to the other. When the player on the outside touches the ball, the one who has possession of it at the time becomes "it." If a player drops the ball, the penalty is the same.

INDOOR BASEBALL

This game is played like regular baseball, but is adapted to indoor use by having a soft ball about twice the size of a baseball and a small bat. The rules and material for the official game can be furnished by any athletic house. The game is splendid for indoor exercise and very interesting. Mr. Henry Etling, instructor in public school gymnastics at Pittsburgh, Pennsylvania, has varied the game in several ingenious ways. He places vaulting bucks in front of each base, and the base runner is compelled to vault before reaching base; or, with heels together,

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base runners are compelled to hop between bases. Another variation is to have mats between bases, and each runner must roll over before reaching base. These exercises add much to the amusement of the game.

DODGE BALL

Half of the players form a large circle and the other half stand within. The players forming the circle have a basketball and try to hit the "Dodgers" within. When one is hit, he drops out. When the last one has been hit, the circle takes the place of the "Dodgers" and the game continues. Interest can be added by making the game competitive. A watch is held by the teacher, who notes the time required by each circle to put the others out. The circle finishing in the shortest time wins.

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BALL PASSING

In this game a circle is formed and a basket-ball is passed around from player to player. The teacher keeps introducing more balls until five or six or even more are rapidly following around the circle. The balls may be of different sizes and weights,—basket, medicine, tennis and indoor baseballs may be used. When a player drops a ball, he must stop playing.

OBJECT PASSING

This is played just the same as Ball Passing, only the game is complicated by the use of various objects. Balls, Indian clubs, dumb-bells, wands, etc., are used to add difficulty to the game.

STRADDLE BALL

The players form a circle with feet far apart and touching the feet of their neighbors. One player is selected who takes



CIRCLE BALL. *Page 56*



SCRIMMAGE BALL. *Page 64*



CROWD BALL. Page 69

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his place in the circle and tries to throw a basket-ball between the feet of any one in the circle or between any two players. If he succeeds, the player whose feet it went between or to whose right it passed must exchange places with the player in the center.

STRADDLE PIN BALL

The players take the same formation as in Straddle Ball. Each player stands an Indian club between his feet, which he must guard. The center player tries to knock down one of the pins with the basket-ball. When successful, the player whose pin is knocked down exchanges places with the player in the center.

BOMBARDMENT

A line is drawn across the center of the field of play. The teams line up from fifteen to twenty-five feet back of the line in their own territory. Each player has

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an Indian club to guard that stands on the floor beside him. Several medicine or basket balls are used, an equal number being given to each team, and the object is to knock down the pins of your opponents. The balls must be thrown as soon as secured and the players are permitted to run up to the line to make a shot. When a pin is knocked down, the guard of that pin must stand it up again before returning the ball. The game continues until the number of points decided on has been made by one of the teams. If a player accidentally knocks down his own pin, it counts a point for the opponents just the same as though they had knocked it down with the ball.

VARIATION: An interesting variation of the game which adds much to the agility required of the players is to count two points every time a pin is knocked down, and one point every time a ball passes

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between any two of the pins unstopped by the guards.

PASS BALL

The players form a circle and count off by twos. A number one has a basket or medicine ball and a number two, directly opposite, also has a ball. At the signal to start, the balls are passed around the circle to the right, the ones throwing to the ones and the twos to the twos. The game continues until the ball of one side overtakes and passes the ball of the other.

NAME BALL

The players form a circle, and a basket, tennis or indoor baseball is thrown in the air by a player standing in the center. As he throws the ball, he calls the name of one in the circle. This player must rush forward and try to catch the ball as it descends. If he succeeds, he throws the ball into the air, calling the name of some

PLAY

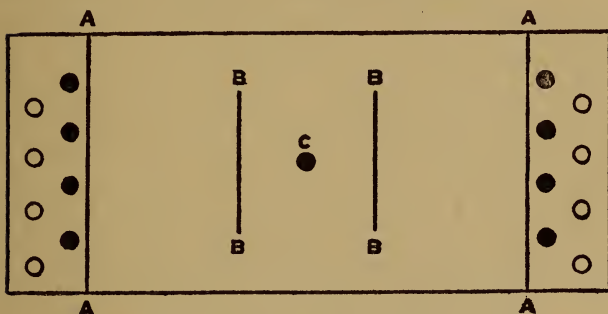
other player. If he fails and muffs the ball, all of the circle players run until he calls "stop." He cannot order them to stop until he has recovered the ball. From where he picks up the ball he must try to hit a player with it. If he succeeds, the player who is hit will pick up the ball and try to hit another. The players who are being thrown at may move the body but not the feet. This target practice continues until a player misses a shot. The player missing the shot drops out of the game, and the one missed throws the ball up and calls the next name.

SCRIMMAGE BALL

A floor marked for basket-ball can be used. The ball should be a medicine ball weighing from four pounds upwards; or a crowd ball can be used. There should be an even number of men on each side, half of each team acting as forwards and the other half as guards.

P L A Y

The ball is placed on the floor half-way between the two goals. The players line up back of their respective goals.



●-Forwards, O-Guards, AA-Goal line, BB-Foul line, C-Ball.

At a signal from the referee, the forwards from each team rush for the ball and try to get it across their opponents' goal line by pushing, or scrimmaging it along with one hand. The guards of each team must remain back of their respective goal lines and act as goal defenders. When a goal is made, the ball is placed in the centre of the field again, and at the referee's signal the guards rush for the ball and the forwards become guards, and

P L A Y

so on throughout the game, the guards and forwards changing positions at the end of each goal. The guards must remain back of their goal line, and in defending goal are allowed to place one foot in front of goal line. If they step over the goal line with both feet to block a play it is a foul.

FOULS: All rough play, such as hitting, pushing, tackling, etc., propelling the ball with both hands at the same time, picking up the ball and throwing it, kicking the ball, or blocking with any part of the body except the hand. A player cannot hit the ball when he is down. When a man falls, he must be on his feet before he can touch the ball again. Violation of this rule is a foul.

PENALTY FOR FOULS: When a foul is made, the forwards from the offended side are allowed to kick "a goal." The offenders must retire back of their goal line while the forwards stand in front of

P L A Y

the goal on the foul line. (See diagram.) The ball is thrown into the air by one of the forwards, while another of the forwards tries to bat it across the goal line as it descends. The forward that throws the ball cannot bat it. The side that committed the foul tries to prevent a goal by knocking the ball back into the field of play. If the ball touches the floor back of the goal, it is a goal and counts one point for the side that "kicked the goal"; but if the ball is blocked and lands in front of the goal line, it is again in play (the same as in basket-ball), and the forwards from each team rush for the ball and continue the game as before. A regular goal from the field counts two points. A goal on a foul counts one point. The distance of the foul line from the goal line must be governed by the weight of the ball. The game should be played in two halves of five or ten minutes' duration. There is no off-side play and no out of bounds.

P L A Y

In a large gymnasium, or in certain circumstances, bounds may be used, the man touching the ball first putting it in play, as follows: Have all the forwards stand at least ten feet from the man out of bounds and have him put the ball in play by scooping or knocking it into the field. The chief value of the game lies in the fact that no man has a more important position than any other on the team. As they become forwards and guards alternately, every man is afforded the same amount of exercise and the same opportunity to distinguish himself.

PLUG BALL

Two lines are drawn from wall to wall about twenty feet apart, and the two teams line up with all of the basket-balls and medicine balls in the gymnasium equally divided. They throw the balls back and forth, and whenever a ball touches the floor in the territory of either

P L A Y

side it counts a point for the side making the throw. The balls must be thrown across the intervening space, and failure to do this counts a point for the other team. Two scorers should officiate, one counting the points made for each team. The team scoring twenty-one first wins. This is a game for very large classes, and the number of balls used should be equal to about one for every seven or eight players.

CROWD BALL

One of the troublesome problems in physical training is to find games that will hold the interest and give recreation and exercise to an unlimited number of players at one time. It was with this need in mind that Crowd Ball was originated and introduced at the University of Wisconsin.

A ball, made exactly like a basket-ball, though much larger (twenty inches in diameter), is used. The game can be played indoors or out in the open. When played

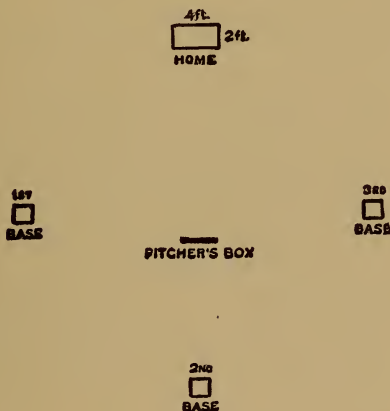
P L A Y

outdoors, two teams face each other in the centre of the field, ten feet apart. The ball is thrown in the air, and as it descends the players rush toward it and, by batting and throwing, try to force the ball down the field and across the goal line of the opponents. When the ball goes across the goal line of either team, a point is counted for the side making the goal. The goal lines extend across the entire field at each end. It is not necessary to mark the line, but the players can be given to understand that when a ball goes beyond a certain point a goal is counted. When the game is played in the gymnasium, the wall at each end of the room is used as the goal. When the ball touches the wall, a goal is counted. The number of points to be played for can be decided at the beginning of the game, and the side making the number first wins.

PLAY

KICKING BASEBALL

This is played just the same as baseball, with a few exceptions. The ball is a basket-ball; the bat, the batsman's foot;



and a player can be put out as in baseball, and also by being hit with the ball while running bases. The home plate is four feet wide and two feet deep, and the batsman stands on it. The bases are thirty or forty feet apart, according to the size

P L A Y

of the field. The pitcher stands back of a line thirty feet from the batter. Three strikes put a batsman out if the catcher catches the last strike on the first bounce. A strike is a ball that crosses the plate lower than the batsman's knee. The first two fouls count as strikes, but after two strikes fouls do not count. If a foul or fly is caught, the batter is out. There may be five or more players on a team. The game seems to afford equal enjoyment to boys and girls. It gives girls a better understanding of the national game, and at the same time affords them an exercise that is not too violent and is full of fun.

HUMAN TARGET

This game keeps one player pretty busy and affords the others considerable amusement. One is selected for the target, and it is his business to avoid being hit by the basket-ball that the others are passing around and throwing at him. When the

PLAY

ball is held by a player he cannot run toward the target and throw it, but must throw the ball from where he gets it. If in poor position for a good shot, he can throw the ball to some one nearer the target. When hit, a new target is selected.

CURTAIN BALL

A curtain is stretched across the gymnasium, the upper edge of which should be about ten feet from the floor. Any number of players may take part in the game and, divided into two teams, are distributed over the floor, on each side of the curtain. A basket-ball is used, and the object is to throw it over the curtain to the players on the other side, who return it. Every time the ball is not caught, it counts a point for the throwers. Sometimes the ball may be thrown hard and far, and next time it may be just dropped lightly over the top of the curtain. The

P L A Y

game is interesting and amusing because of the element of uncertainty, and the fact that the players cannot see their opponents.

LINE FOOTBALL

Two teams face each other on lines about thirty feet apart, stretching from wall to wall in the gymnasium. A basket-ball is placed in the centre of the field of play, and at the signal "start" two players from the right end of each line run toward it. The object is to kick the ball across the line of the opponents, — either between their feet or over their heads. The kickers must not use their hands, but the players on the line may guard to prevent scoring by kicking or batting the ball back into the field of play. They may only step over the line they are guarding with one foot. When a goal is made, the kickers take their places at the left end of the line, and two more players from the right end of

PLAY

each line become kickers. The game continues until every player has been a kicker, and the side having the most points wins.

ONE GOAL BASKET-BALL

This is a good game to use when four or six players are in the gymnasium and desirous of participating in a little basket-ball play. With less than the full number of players on a regular basket-ball team, it is too strenuous a game when both goals are used.

In One Goal Basket-ball the players are divided. One of them throws the ball into the air, and the one getting it when it comes down has the privilege of starting the game. He stands on the free throw line and makes a try for goal. If he succeeds, one point is counted for his side and he is entitled to another free throw. He is privileged to make free throws and score points until the ball misses the

P L A Y

basket. As soon as it misses the basket, however, it is in play, and the game continues as in a regular game of basket-ball, with the difference that only one goal is used, both teams shooting for the same basket. When a player makes a basket two points are added to the score of his side, and he is entitled to a free throw as a reward. As in the start of the game, he is entitled to free throws until the ball misses the basket, when it is again in play. Every player is both a guard and a forward, — a guard when the opponents have the ball and a forward when his side has the ball.

A game is completed when one side has made eleven points, or, if a longer game is desired, twenty-one points may be the total number required for winning.

It is a purely recreative game without any attempt to call fouls, although the general rules of basket-ball are observed by the players.

PLAY

BASKET-BALL GOAL RACE

This is a good game for practice in goal throwing. Two teams line up at right angles to and under one of the goals, about six feet apart. The first player in each line has a basket-ball. At the signal "Go," both of the players try to throw a basket, and continue throwing until a goal is made. As soon as successful, the next player picks up the ball and throws. When every player in one line throws a goal, the game is finished and that line wins.

VARIATION: Some of the familiar features of ball racing games may also be used in connection with Basket-ball Goal Race.

The lines may form as described above, but the balls are given to the player in each line farthest from the goal. At the signal to start, the two end players pass the ball to the next one in their respective

PLAY

lines, and so on, until the first players in each of the lines receive the balls; they must then try to throw the ball into the basket and continue throwing until a goal is made. As soon as a player makes a goal, he picks up the ball and runs to the foot of the line, where the passing is again started.

The game continues until every player in one line has made a basket, thus winning the game.

VARIATION: Various forms of passing may also be used. For example, the game of Straddle Ball Race may be used, with the added feature of having each one of the players throw for the basket, as described above.

KEEP THE BALL

There are several games that are valuable in preliminary basket-ball coaching. Keep the Ball is as simple as any, and develops judgment in passing, catching

PLAY

and guarding. The players are divided into two teams, and it is the object for each team to try and keep the basketball by passing from one to the other. The players can take any position and go where they please. A player must throw the ball from where it is caught, and must not run with it. To make the game more interesting, a point may be awarded the team making ten successive passes.

SWAT BALL

This is a game full of vigorous action, and is much enjoyed by collegemen.

The class is divided into two teams facing each other about twenty feet apart, and all of the medicine balls and basketballs are divided equally. At the signal to start, the men try to hit their opponents with the balls as in a snowball fight. When a man is hit by one of the balls he must drop out of the game, and he is not privi-

PLAY

leged to pick up the ball and throw it at any of his opponents. Other members of his team, however, may use the ammunition of the enemy in continuing the attack.

The players are not restricted to any particular territory after the game is once started, and are permitted to run into the camp of the enemy in their endeavors to make an accurate shot.

The game continues until all of one side have been hit, thus compelling them to drop out, or a time limit may be fixed. Then the side having the greater number of players in the game when time is called wins.

KICK BALL

This game is much liked by young players, and even college girls enjoy it as a change. The players form in two solid lines facing each other and sitting on the floor about four feet apart. Two players, the captains, stand at opposite ends of the

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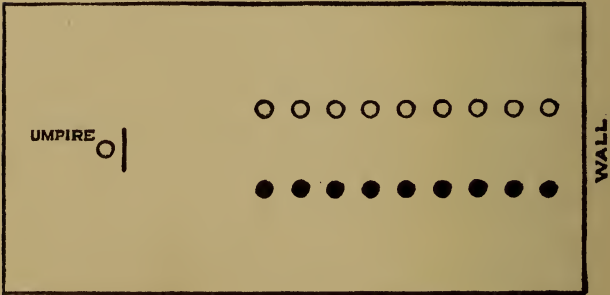
path formed by the lines. A basket-ball is rolled by one of them on the floor between the lines, and the players sitting on the floor try to kick the ball over the heads of the opponents. They must keep their hands on the floor and use their feet only. When the ball is kicked over, a point is counted for the team making the score. The other captain then takes the ball and rolls it from his end. The game continues until one team makes the number of points agreed on.

WALL KICK BALL

VARIATION: An original arrangement of Kick Ball is taught by L. R. Burnett, director of the Cunningham Gymnasium at Milton, Massachusetts, that adds new interest to the game. The two lines form at right angles to one of the gymnasium walls, and instead of having captains an umpire rolls the ball. He stands about fifteen feet from the end of the two lines, and rolls the

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ball between the lines and against the wall. The players must not kick the ball until it rebounds from the wall. When it is kicked over one of the lines, the player sitting near-



est the wall in that line must run and get the ball and take his place in the line at the umpire's end. The player facing him in the opponent's line near the wall must run and touch the umpire and take his place at the opposite end of his own line. The one of the two players succeeding in meeting the conditions and in getting to a sitting position in his own line first wins a point for his side. The game is continued until all of the players have been runners,

PLAY

and the side having the greater number of points wins.

CORNER BALL

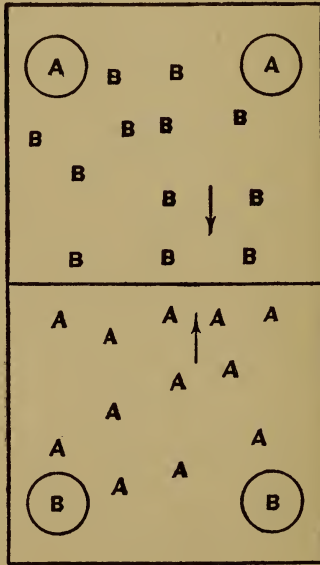
This game is somewhat similar to Captain Ball, but not quite so complicated.

A line is made across the centre of the gymnasium floor or playing space, running from side to side. About twenty-five feet from the line, and in each corner of the playing space, circles about eight feet in diameter are made. A gymnasium mat may be substituted in each corner for the circles.

Two players from each side stand in the circles located in the territory of their opponents. The game is started as in basket-ball, the ball being thrown between two centre players; they try to bat the ball to the players of their own side, who are scattered over the field of play in their own territory. These players are known as the guards.

PLAY

The object of the game is for the guards to try to throw the ball to either one of the two players located in the circles in the



opponents' territory. They also endeavor to prevent the occupants of the circles in their territory from getting the ball. They are not permitted to cross the line or to step into the circles. If either of these

PLAY

two rules are violated a point is scored for the opponents. The players within the circles are allowed to step one foot in outside territory. A point is also scored every time the ball is thrown to and caught by one of the players in the corner circles. The game does not stop when a corner player catches the ball, but he may throw it back to any one of his guards, who continues the game. The game is completed when the agreed number of points has been won by either team.

CAPTAIN BALL

This is one of the team games that may be made very popular. The diagram illustrates a game for twenty players, ten on a side, but a greater or lesser number may be used. For twenty players the field should be about fifty or sixty feet long, divided by a line from wall to wall, if indoors. There are five circles in each half of the field; the centre circle is oc-

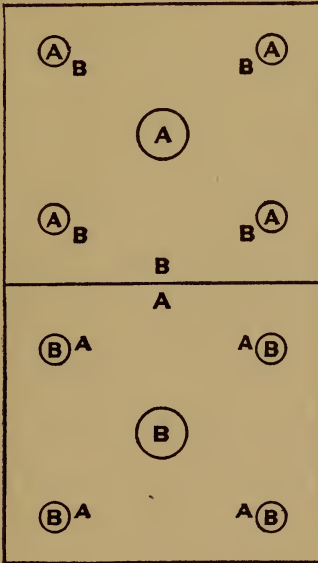
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cupied by the Captain. Each circle should be about three feet in diameter. The Captain's circle may be a little larger, say four or five feet. In the diagram the A's are all on one team and the B's on the other. Five of the A's occupy circles, and the other five guard the circles of the B's. Each A circle is guarded by a B. The game is started by the two guards of the Captain's circles standing astride the centre line, and having the ball thrown between them. Each tries to bat it to one of his own players. The object is to get the ball to the Captain, but it must come from one of the side circles to count a point. For instance, if one of the A's guarding a B circle should get the ball, he must not throw directly to his A Captain, but to one of the side circles, who will then try to throw to the Captain in the centre, thus scoring a point.

There is one other way of scoring a point, and that is by making a circuit of

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the circles with the ball. If A in circle 1 gets the ball, he can throw to 2, and 2 to 3 and 3 to 4, thus scoring a point. The circle



players must not step out of the circle, nor may the guards step into a circle. The ball must not be kicked, nor may a player take any steps after catching it. An infringement of the rules gives the ball to

PLAY

the Captain's guard of the opposing side. The guards may run where they please to guard or get the ball, and may advance it to the line by passing as in basket-ball, though they must not step over the line.

The game should be played in two halves of five minutes each, or in four quarters of five minutes each without any rest between. At the end of each quarter the guards play in the circles, and the circle players get the more active exercise of guarding.

Some teachers of the game give the circle players greater latitude by permitting them to step one foot out of the circle. Another feature of the game is to place the Captain on a spring or beat-board. This elevation gives him an advantage in catching the ball.

CAPTAIN BASKET-BALL

This is a variation of the same game and introduces basket throwing as the

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feature. The field is laid out in the same way with the exception of the centre circle. Instead of having the Captain in the centre circle, there are two Captains in circles about fifteen feet apart and near the goals. The ball must come to one of the Captains or forwards from one of the side circles as before, and he will try for a basket. The basket counts two points, as in basket-ball. More players may be used in either game by adding to the number of circles.

VOLLEY BALL

This is practically a game of tennis played by a large number with a basket-ball instead of a tennis-ball, using the open hand for the racquet. If played outdoors, the court may be marked off with lines from forty to seventy-five feet long and about two-thirds of the length in width. The net is stretched across the court, with its upper edge between six and

PLAY

seven feet above the ground. The players scatter over their territory, and the game is started by a player on one of the teams, — the server. He stands back of the base line, throws the ball into the air, and hits it with his clenched fist as it descends, driving it over the net. He is allowed two trials as in tennis, and if he fails to bat the ball over the net in two trials the serve goes to the other side. The receiving side volleys the ball back by hitting with the palm of one hand. A player may juggle the ball in the air before returning it, but must not catch it. The ball is volleyed back and forth until one side fails to return it, by dropping the ball or driving it into the net or out of the court. The serving side is the only side that scores, and they retain the service until put out. A player need not try to bat the ball directly over the net, but may relay the ball to some one of his own side nearer the net, who may again relay the

P L A Y

ball by batting it to one of his own side or may drive it directly over the net. Some teachers of the game give the players the privilege of letting the ball bounce once before returning it. The game is won by the side having the most points after all have had a chance to serve, or a definite number of points may be the limit.

PIN FOOTBALL

Two circles, eight feet in diameter, are marked on the floor, about forty feet apart. The teams line up in front of the circles, and a basket-ball is placed on the floor in the centre of the gymnasium. Six Indian clubs stand in the centre of each circle.

The game is practically the old game of association football.

Every time the ball knocks a pin down it scores a point for the side making the kick. The ball is in play all of the time, and may be kicked from the rear of a

P L A Y

circle or from the front. The players must not use their hands to catch the ball, but may stop it with one hand and kick it as it drops to the floor.

It is a foul for a player to step into his ring or into the ring of his opponent. A foul entitles the opponents to a free kick from a line twenty-five feet away. In a free kick, the team kicking lines up with the ball, and the opponents must be on the side of the circle farthest from the kicker. If a pin is missed, the ball is in play where it falls. One point is scored for every pin which is knocked down in regular play or by a foul kick.

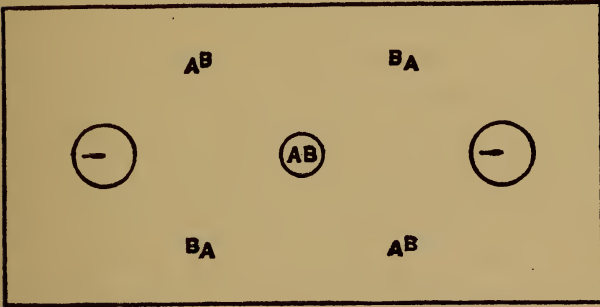
P I N B A L L

This is a variation of the game of basket-ball.

The field is marked out as in pin football, namely: with a circle about six feet in diameter at each end of the field. The circles used to partially surround the free

PLAY

throw line in basket-ball may be used. An Indian club stands in the centre of each circle. The game is started and played as in basket-ball, and in general



basket-ball rules should be observed. If a player of either side steps within the circle, a foul is called against his side, and a point arbitrarily counted for his opponents. One point is scored each time the pin is knocked down with the basket-ball.

In playing this game, the sides need not necessarily be limited to the number generally used in a regulation basket-ball

PLAY

game. As many as ten or twelve on a side have played the game successfully.

BLIND TARGET

The players form in a line facing one player — the target — who stands ten or fifteen feet in front of the line with his back turned. The line has a tennis or basket-ball, and passes it from one to the other. The target counts ten, and when he reaches ten the one at that time holding the ball may hit him with it. The target turns and guesses who threw the ball; if he guesses correctly, the thrower becomes the target, or if the thrower misses the shot he becomes the target.

HORSE AND RIDER

A game for boys. Half of the boys are horses and half are riders. The riders sit on the shoulders or backs of the horses and pass a basket-ball from one to the

PLAY

other. If a rider muffs the ball, all of the riders dismount and run. The first horse getting the ball calls "Halt," and the riders must immediately stop. The horse holding the ball then tries to hit a rider with the ball, which must be thrown from where he picks it up. The riders may dodge by moving the body, but must not move their feet. If the horse hits a rider, all of the riders become horses, and all of the horses become riders.

JUMP THE SHOT (Catching Fish)

This game is played very extensively in Swedish gymnasiums, and derives its name from the fact that the jumping-standard rope with bags of shot attached to each end is used. A long, light stick is just as good.

The players form a circle, and the leader in the centre swings the rope or stick close to the ground, the players jumping as it approaches. Whenever a

PLAY

player fails to get over the rapidly moving rope and stops it, he not only gets a sharp rap on the legs, but must drop out of the circle. The leader increases the rapidity of the swinging, and continually raises it higher from the ground, compelling the players to respond more quickly and to jump higher.

VARIATIONS: Have the players "right face" and jump in that position; stand on one foot and jump; get down on hands and knees, and jump from that position as a dog would jump.

LAST COUPLE OUT

The class forms in a double file, the couples clasping hands. One player, who is selected to be "It," stands at the head of the double column. He calls "Last Couple Out," and the last two players in the column must unclasp hands and run, each on his own side of the column, and try to reclasp hands somewhere in front of

P L A Y

the "It" without being tagged by him. The "It" must not look around when he calls "Last Couple Out" until the two players who have left their positions come on a line with him. He may then try to tag either of the two players. If he fails, he still remains "It." If he succeeds in tagging one of the two players, that one takes his place, and he clasps hands with the other and stands at the head of the line.

JAPANESE TAG

This makes an amusing variation of the old game of tag. When a player is tagged, he must place his left hand on the spot tagged, and keep it there until he has caught some other victim. The game works out in this way: the one who is "It" endeavors to tag a runner on the knee or foot, so that his efforts to tag any one with his hand on this part of the body will be awkward and amusing.

P L A Y

CAP TAG

This game is doubtless an evolution of the old trick which boys have of taking a cap from the head of some youngster and throwing it from one to the other, thus preventing the owner from recovering it. The game of Cap Tag is practically the same scheme, with a couple of rules added to govern the playing.

One boy is selected to be "It," and a cap held in the hand of another boy designates the one whom he is expected to chase and tag. If the boy having the cap in hand is in imminent danger of being tagged, he may pass it to some other boy, who becomes the one to be chased. When a boy is tagged with the cap in hand, he becomes "It," or if he drops it on the ground the same penalty is inflicted.



IN AND OUT THE WINDOW. Page 104



HORSE AND RIDER. *Page 94*



JUMP THE SHOT. *Page 95*

PLAY

YALE LOCK TAG

This game was originated at the Yale University Summer School of Physical Training and met with some favor. The pupils in the class wished the game to have a name that would suggest in some measure its birthplace, and thus it became Yale Lock Tag.

The players form twos with arms locked, and scatter over the field of play. One player is selected for runner and another for chaser. The chaser tries to tag the runner, who may save himself by locking arms with any one of a couple. This compels the third player to leave his partner and take the place of the runner, and the player tagged becomes the chaser.

To make the game most interesting, there should be constant changes, and one player should not try to see how long he can run uncaught, but should lock arms with some one as soon as possible.

PLAY

CO-ED TAG

This game is played when there is an equal number of boys and girls, and the method of playing is similar to Yale Lock Tag.

The players form in couples, each boy taking a girl for a partner. One boy is selected to be "It" and a girl is chosen for the runner. To save herself from being caught she may lock arms with any boy, thus compelling his partner to become a runner. When the girl is caught she must try to tag the boy who caught her or any other who is crowded off. In every case there is always a girl and a boy participating as runner and chaser

LINE TAG (Flank Tag)

The players take a column formation in sixes, sevens, eights, or more, as the case may be. Each line stands directly behind the one in front, with a space of

P L A Y

about three feet intervening. The lines clasp hands, thus forming aisles between each two lines. A player is selected as the runner and another as the chaser. The object is for the "It" to tag the runner, who runs up and down the aisles. The teacher directs the game and every now and then gives the order "left face" or "right face." When this order is given, all of the players in the lines will take the position ordered, and form new lines at right angles to the ones that before existed, clasping hands in the new direction. This constant changing throws the runner and chaser into different aisles and adds much to the pleasure of playing tag. When caught, the runner and chaser are succeeded by two more selected by the instructor.

HANDKERCHIEF TAG

This is a game somewhat similar to Medicine Ball Tag; in this game, however,

P L A Y

the player is tagged instead of the object carried. The one who is "It" tries to tag the player who holds the handkerchief. The holder of the handkerchief may run to avoid being tagged, or may pass or throw the handkerchief to some other player. One becomes "It" by being tagged or by dropping the handkerchief.

PRISONERS' BASE

This is one of the oldest games, and is played indoors or out. Two lines about sixty feet apart are made on the floor from wall to wall at opposite ends of the gymnasium. At the right of each line and just outside is a circle three feet in diameter called the "Prisoners' Base." *Begin here* About six players on a side make the best game, though a greater or lesser number may play. The teams face each other on their goal lines, and the object is to accomplish the capture of the other by tagging while out in the open space between the goal



LINE INTERFERENCE. Page 105



LAST COUPLE OUT. *Page 96*



JAPANESE TAG. *Page 97*

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lines. This can only be done in a certain way. A player leaving his goal after any of his opponents have left theirs may tag them. The game is started in this manner: A player from either side runs challengingly toward the opponents; any of the opponents may tag him since they will leave their line after he has left his, but when one attempts it the "Challenger" will be protected by one of his team, who will run out and head off the pursuer. The game continues in this manner, the last one out always having the advantage. When a player is chased back, he touches his base line and then he is ready to run out again and tag any player in the open space. When a player is caught he must stand in the "Prisoners' Base" of his opponents. If any one of his team can run across and touch his hand, he is freed. The one who saved him may return to his goal. When there are several prisoners they join hands, the last one standing in the circle, the

PLAY

others outside. One manner of playing allows the whole line to go free if the outside one is touched by one of his own team, or another way allows just the end one to go free. The game may be played on a time limit, the side having the most prisoners when time is up wins.

IN AND OUT THE WINDOW

This is one of the many circle games best adapted for children, but often played with enthusiasm by older people. The class forms a circle, joining hands with the exception of two, who take their places, one inside and one outside the circle. The child on the outside of the circle must catch the other, but he must follow the exact course of the one chased. The one chased will go in and out under the arms of the players forming the circle, which suggests the name of the game. When caught, two more are selected, and so on.

P L A Y

LINE INTERFERENCE

Eight girls lock arms in fours. One girl, the runner, stands behind them; two chasers are selected, who try to catch the runner. The lines interfere, or block the chasers, who try to elude the interferers and get through to the runner. When the runner is caught, she takes her place in one of the fours, and her catcher in the other, locking arms with the girl on the left. This crowds off two girls, one from each four, who become chaser and runner respectively. The other girl remains a chaser until she catches some one. This makes a game for eleven players. If there were two more, one could be added to each four, making them five.

CAT AND MOUSE

One of the most amusing of gymnasium or playground games is Cat and Mouse.

A circle is formed, and the player se-

P L A Y

lected to be the mouse stands in the circle. Another player, the cat, stands outside. The object of the game is for the cat to catch the mouse. The circle assists the mouse by letting her out or in the circle at any time, but the cat is hindered as much as possible, tightly clasped hands forming the obstacle. When the game is well learned, much interest is added by having two cats and one mouse. This makes the game more amusing, as the mouse, if not very alert, will elude one cat, only to run into the arms of the other. The two cats in this case should be slower runners, and the mouse one of the speediest.

VARIATION: Have two circles formed about twenty feet apart. Select two cats and a mouse for each circle. The mice may run into either circle, though the cats may try to catch only the mouse from their own circle.



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PLAY

RABBIT'S NEST

The children scatter over the playing space, and groups of four form circles with hands clasped. A single player stands in the center of each circle. Two other players are selected, one to be the rabbit and one the farmer's dog. The children are then told that the playing space is a big cabbage field, and that the rabbits have been eating the farmers' cabbages. He has therefore sent his dog to chase them. Each little circle is a "rabbit's nest," but will only hold one rabbit. When the one lone rabbit who is without a nest runs into one of the nests, the rabbit already there must leave. When the rabbit is caught, the dog becomes a rabbit and the rabbit the dog. The game is continued until all of the children have had an opportunity to be dog, rabbit and nest.

P L A Y

SNATCH THE HANDKERCHIEF

This game is one requiring alertness and rapid action, and is one of the most popular on the German playgrounds. Parallel lines are marked on the ground about fifty feet apart, and on a stick or Indian club half-way between is placed a handkerchief. The players are divided into two equal groups, and stand facing each other on the respective goal lines. At the signal "Go," the player on the right of each line runs towards the handkerchief. The object is to snatch the handkerchief and get back across the goal line without being tagged by the opponent. If one girl gets the handkerchief and succeeds in running to her own line without being touched, her opponent becomes her prisoner. If tagged, she becomes the prisoner of the other side. In every case, one or the other must become a prisoner, the one tagged or the one who fails to get the handkerchief

P L A Y

and also fails to catch the one who succeeded. Both players are striving to do exactly the same thing, — get the handkerchief and return to the line untouched. A player should not snatch the handkerchief immediately upon running out, as her momentum would carry her into the hands of the enemy. They both should run to the stick and stop, and then try to get the handkerchief by cleverness. The game continues until every player has been out, and the side having the most prisoners wins.

MEDICINE BALL TAG

This game takes its name from the fact that a ball found in all gymnasiums and called a medicine ball is used. It may be made with either a canvas or leather cover stuffed with cotton, to weigh from three to twelve pounds. The weight of the ball used is regulated by the strength and age

P L A Y

of the players. The game is simply a variation of Tag.

One of the players is selected to be the chaser and another carries the ball. The chaser tries to touch the ball. When the ball is touched, the player who holds it or held it last becomes "It." Players may run carrying the ball, or may save themselves by throwing or passing the ball to some other player. The one receiving the ball will in her turn elude the chaser. The chief object is to keep the ball from the chaser, and all the players assist the holder of the ball. To make the game interesting and lively, the ball should be constantly changing hands.

BULL IN THE RING

This is another of the old-fashioned games that has been part of the play experience of nearly every boy. The players grasp hands and form a circle. One player — the bull — stands in the circle.



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He tries to break out by rushing at the clasped hands of the players or by dodging under. When he breaks out, the circle players drop hands and run after him. The one catching him becomes the next "bull in the ring."

VARIATION: In this game there is a "bull in the ring" and a helper outside. The one outside assists the bull in breaking out by lifting the arms of the circle players or by pulling their hands apart. When the bull gets out, they both run until caught, and the two catchers take their places.

THE BEATER GOES AROUND

There is not a game that occasions more merriment than the game of The Beater Goes Around. The players form a circle, standing with their hands open behind their backs. One player, with a knotted towel in hand, runs around the circle rapidly and places the towel in the hands of

PLAY

a circle player. The one receiving the towel immediately begins beating the player on his right, who, to avoid punishment, must run around the circle to the vacant place left by the beater. The one who first had the towel takes the place of the runner in the circle. When the one who has been the beater has chased a victim around to the vacant place, he continues running, and places the towel in the hands of another player, who beats the player on his right. The game may continue indefinitely. This game is one that can be enjoyed by players of all ages and both sexes. It is a game that keeps every one alert, for at any moment the player on your left may get the towel and then he must run to avoid the rapidly delivered blows. For real fun, happily combined with good exercise, there are few games as good as "The Beater Goes Around."

VARIATION: Have two knotted towels or stuffed clubs and two runners. This

P L A Y

adds a great deal to the uncertainty of the game, and is much more interesting and amusing than the single game.

VARIATION: In this game the knotted towel is placed in the center of the circle. The players stand facing in and pass a medicine ball or basket-ball from one to the other, trying to make the catcher drop it. When the catcher drops the ball, he must pick it up and run around the circle to his place. The thrower of the ball who made him miss runs to the center of the circle and picks up the towel, breaks through the circle in back of the runner with the ball, and beats him until he has reached his place.

DOUBLE TAG

This game has been played successfully, and with seemingly the same degree of pleasure, by primary school children and University students. It has the same object as the simple game of Tag, familiar

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to every one. The players form in couples. One couple is "It," and tries to catch, and touch or tag, one of the other couples. The two touched become "It." The chasers must keep their arms locked, and so must the ones chased. If the two who are "It" break apart, they cannot tag any one until their arms are locked again. If any two in attempting to escape break apart, they become "It" as a penalty.

VARIATION: The game can be made triple tag instead of double tag by having the players lock arms in threes, or quadruple by having them lock arms in fours.

THE GAME OF THREE DEEP

This game is simply our old-fashioned Tag elaborated. The players, grouped in couples (one player behind another), form a large circle, facing in. One player is selected as a runner, and another is "It," or the chaser. The chaser attempts to tag or touch the runner, who endeavors to



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escape by dodging in and out the circle. If the runner is not immediately caught, but is in imminent danger, he may save himself by standing in front of any couple, making "three deep." This crowds off the rear player of the original couple, who immediately becomes the runner and is chased until caught, or until he saves himself by standing in front of some two, making it "three deep," and crowding off another player. When the chaser catches a runner, the runner becomes chaser, and the former chaser becomes a runner. As a game it renews the interest in Tag, because of its many superior points, and then, instead of being a game for the few fleet of foot, it becomes a game that gives every player a chance. The uncertainty and the many rapid changes keep every player alert.

VARIATION: Instead of having one chaser and one runner, the game is played with two chasers and two runners, or even more

P L A Y

when the game is well understood and the number of players is large.

VARIATION: The formation in this variation is just the same as in the ordinary game of Three Deep, except that the twos stand facing each other grasping hands. The runner in eluding the chaser may dodge under the arms of any two, grasping one of them by the hands, thus crowding off the one to whom his back is turned, who becomes the runner.

HANG TAG

A splendid game in a gymnasium or playground with overhead apparatus, such as rings, ladders and bars.

The game is played as the simple game of Tag, with this exception: When a player is hanging by his hands or arms from a piece of apparatus so that his feet do not touch the ground, he cannot be tagged. To make the game more lively, the chaser has the privilege of standing

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ten feet from any player and calling out "All change." When this signal is given, the players must leave the apparatus they are hanging on and go to some other. Only one player can occupy any one piece of apparatus; any player can hang on a piece of apparatus already occupied, thus crowding off its former occupant, who must seek a new place.

RACING GAMES

POTATO RACE

Ten potatoes or blocks of wood or dumbbells are placed five feet apart in rows from the starting line. At the signal "Go," the racers (one runner for each row of potatoes) run from the starting line and pick up the potatoes one at a time, then returning place them in a box or basket back of the starting line. The one getting all of his potatoes into his box first wins.

PLAY

STRADDLE BALL RACE

If there are twenty players in the class, two lines of ten each may be formed, each player standing directly behind the one in front with feet well apart. The first one in each line has a medicine or basket ball. At the signal "Go," he throws it between his own feet down the line between the widespread feet of all of his players. The last one in the line picks up the ball and runs to the head of the line and repeats. When every player in the line has done this, one after the other, and the first player is again at the head, the race ends. More players may be used by adding to each line or having more lines.

INDIAN CLUB STRADDLE RACE

The formation is just the same as in Straddle Ball Race, with the added feature of having as many clubs to pass as there are players in line. At the signal

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“Go,” the clubs are started back between the legs of the players. When the first club is received by the last player, he runs up and places it on a mark made ten feet in advance of the first player in his line. He then runs to the head of the line and starts the second club. The next player brings the second club, and so on. The race ends when all of the clubs of one line have been placed standing on the mark.

INDIAN CLUB RACE

Forty feet from the starting line, on another line, may be placed four Indian clubs for each runner. The object is to bring the Indian clubs one at a time back to the starting line and stand them up. The first one having all of his clubs standing on the starting line wins.

VARIATION: The arrangement of the clubs may be the same as in the Potato Race.

PLAY

HUMAN BURDEN RACE

This is a game similar to Indian Club Race, except that the players are carried instead of clubs. Four players stand facing the racer for each team, on a line forty feet away. When the race is started the racer runs across the space, picks up one of his team and carries him back to the starting line. The one carried across then runs and gets the second one, who must return and carry the third player. This continues until all of one team have been carried back to the starting line, the team finishing first winning the race.

OBSTACLE RACE

Considerable amusement may be had in an obstacle race where the class is not too large. Parallel bars, horses, vaulting bars, etc., may be placed as obstacles. The course is laid out and the race is run in

PLAY

heats of two, three or four runners. The winners of each heat meet in a final.

VARIATION: Have as many barrels with open ends as there are contestants in the race. Place them on a line the desired distance from the starting point. As the second obstacle, cover the parallel bars with mats, making what is known in gymnasium parlance as "the elephant." Some distance beyond "the elephant" place as many candles as there are runners, with a plentiful supply of matches, especially if played outdoors. Each runner must go through a barrel, over the elephant, light a candle, and finish with the lighted candle in hand. If played outdoors, the course may be in a straight line, but in the gymnasium a circular course may be planned.

CHARIOT PURSUIT RACE

A small race-course is marked off on the floor by placing four chairs or other

PLAY

objects to make the corner boundaries of a hollow square. At one corner on the outside from five to ten players stand, with arms locked. Diagonally opposite, the same number of players stand facing the same way. At the signal "Go," the race starts — each team pursuing the other around the course. The team overtaking wins, or if the race is run in a number of laps, the team that has gained on the other wins. A heavy player should be the pivot of each line. This is a good race to have at an exhibition, and the unwieldy line swinging around the small arena is very suggestive of a chariot race.

LEAP FROG RACE

Every one is familiar with the ordinary game of "Leap Frog," where boys form in a line a couple of feet apart, with hands on knees, and the last one goes down the line by vaulting over the backs of each boy. Arriving at the front of the line he

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takes the same position as the others; the next boy follows, and so on, until each player has vaulted over every other. Interest may be added by making a race the feature of the game. Two or more lines form in Leap Frog position, and at the word "Go," start. The line finishing first wins.

VARIATION: The lines may form at one end of the gymnasium and leap frog to the other end, — the row of boys first crossing a line marked there, winning. If played outdoors, the distance for ten boys to go could be about one hundred and fifty feet.

WHEELBARROW RACE

The racers arrange themselves in twos at the starting line. One, the wheelbarrow, puts his hands on the floor and the other lifts the wheelbarrow's feet. At the signal "Go," the teams start in this position for a line forty feet away. The first crossing the line wins.

PLAY

VARIATION: The start is made in the same way, but the race is twice as far, — down and back. At the turn the players change positions; the runners become wheelbarrows and the wheelbarrows runners. The first team getting back to the starting line wins the race.

KNAPSACK RACE

One player, the knapsack, sits astride the shoulders or back of a runner. As many runners and knapsacks as convenient can be used in a single race. The course can be to a line fifty or sixty feet away, where the players change and return, with the former knapsack carrying the runners. The team crossing the starting line first wins.

MEDICINE BALL PURSUIT RACE

The players are divided into two equal lines, and stand facing each other, about

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thirty feet apart, forming a hollow square. The first man at the right end of each line, at the signal "Go," starts on a run around the square, carrying a medicine ball. It is a relay pursuit race, and the runner of each line tries to overtake the runner of the other. As soon as a man gets to the point from which he started he hands the ball to the next in line, who continues the pursuit. The first runner takes his place at the foot of the line. The race continues until a runner of one side overtakes a runner of the other and tags him with the medicine ball. A good way of arranging the course is to make the corners by driving stakes; if played in a gymnasium, a piece of apparatus, a mat or chair should be placed at each corner.

DADDY ON THE CASTLE

This is a simple game that is much enjoyed by little tots. A gymnasium mat or a rug or a space marked on the floor is

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called the castle. One of the players is Daddy. The children run on to different parts of the castle and call out the challenge to Daddy: "Daddy, I'm on your castle." If Daddy catches any one while on the castle, the one caught becomes Daddy.

HILL DILL

This is a game very much enjoyed by young players. The entire class stands against the wall at one end of the gymnasium or on lines marked on floor. One player stands in the center and calls out, "Hill Dill, come over my hill," and the players try to run across to the other wall or line. If they reach it without being touched they are safe, but all who are tagged remain in the center, and as the Captain calls out "Hill Dill" they assist in catching the rest of the players. The game continues until all are caught, and the first one captured is the one to remain in the center next time.

PLAY

VARIATION: AS SOON as a player is caught he joins hands with the leader, making a chain, and each player captured forms a link of the chain. The captures must be made with the line intact.

THE SNAKE AND THE BIRDS

This game appeals to the imagination of the children. Half of the players — usually the boys — are formed in a line with arms locked. The girls are told that they are birds, and that the line of boys is a snake that will try and catch them. If there are more than ten boys it is better to have two snakes — a big snake and a little one. The largest boy in each line is the head and the smallest is the tail. The object of the game is that the line of boys shall encircle any of the girls that it can catch. The boys must keep their line intact. As soon as a bird is caught, she is sent to a tree or stone or bush selected for that purpose, and there

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she must remain a prisoner until the other little birds are caught. It is not such an easy matter as may be supposed for an unwieldy line of boys to catch active girls, so the players are restricted to certain territory. If an antipathy for our good friend the snake is felt, the teacher can give the line of boys a name of some animal of pleasanter suggestion.

BLACK AND WHITE (Day and Night)

This is a running and catching game much enjoyed by children of primary and grammar school age. A disk of wood or pasteboard, painted white on one side and black on the other, is tossed up between two teams of players who have been designated as the Blacks and the Whites. If the disk falls black side up, the blacks run for their goal — a line drawn across the floor in back of them. The Whites try to catch the Blacks by tagging as many as they can before the safety goal is



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reached. All caught are prisoners and must drop out until the game is finished. Of course, if the disk comes down white side up, the Whites run and the Blacks chase. The game is splendid for making pupils alert, for it is not decided, until the disk falls, whether they are to be chasers or are to escape.

PUSSY IN THE CORNER

This game, so familiar to all children, hardly needs description, but it can be used with so much pleasure either outdoors or in the gymnasium that a book of games would not be complete without it. If played outdoors, trees, posts and corners of the house may be used. If played in the gymnasium, pieces of apparatus may be scattered around and used for corners. Each corner should be twenty or more feet from any other. There should be one more player than there are corners. The occupants of the corners

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call out to each other "Pussy wants a corner," and the players try to change corners so rapidly that the "It" cannot get to one of the unoccupied corners. If the "It" does get to a corner before one of the pussies running toward it, that pussy becomes "It." To enliven the game, the "It" may go to a point twenty-five feet from any corner, and call "All change." All of the pussies must then change, and the "It" has a better chance of getting a corner. If played on the playground where there are no trees or apparatus, the teacher may make circles three feet in diameter for the corners, and a square of the same size where the "It" can call "All change."

ADVANCING STATUES

This is a splendid game to teach children balance and control. The children are first told what a statue is, and that in the game to be played they are to be

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live children when the teacher's back is turned, but motionless statues when his eye is on them. They are to start all together from a line about thirty feet from the teacher, and the first one crossing the line on which the teacher stands will be the winner. They may advance when his back is turned, but as soon as he faces them they must not move hand or foot, or head or body. They are statues. When they have lined up, the teacher stands on the opposite line, with his back turned, pounding with a stick, and counting aloud. Occasionally he turns rapidly, and any child detected in motion is pointed at and must return to the line and start again. The teacher does not turn at regular intervals, but uses every artifice to catch the children, sometimes counting slowly and turning unexpectedly, or turning instantly on the first count, or several times in rapid succession.

VARIATION: Have all the boys at one

PLAY

end of the gymnasium and all the girls at the other. The teacher stands in the center with his staff, and while counting and facing the boys the girls advance; when he turns, the boys advance. The child first crossing the center line wins for his team. This makes the game competitive, and adds much to the interest.

BLOW THE FEATHER

This is a game for little ones. If there are thirty in the class, they are divided into circles of ten each. A light feather is thrown above each circle, and the circle keeping its feather in the air longest by blowing wins. They do not have to keep the circle formation, but may chase the feather wherever it goes.

BLOWING BALL RACE

A ping-pong ball is furnished each competitor. A race-course may be laid out on the floor by placing Indian clubs

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at intervals, or by marking with chalk. The balls are placed on the floor at the starting point, and each competitor must try to make the circuit of the course by blowing his ball along the floor. He must not touch the ball with hand or body. The player driving the ball around the course and across the finish line first wins.

BOSTON

This is an amusing parlor game, and may be used on the playground or in the gymnasium. Chairs are placed in a circle or in two lines facing, about seven or eight feet apart. The players are all numbered from one up. If there are boys and girls in the game, the boys have the odd and the girls the even numbers. One player stands in the center blindfolded, and calls out two numbers — an odd and an even. The players numbered must try to change seats without being caught by the “It.”

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The one caught becomes "It." Occasionally the "It" calls out "Boston," and then every player must change with some other. When "It" calls numbers he tries to catch one of the players changing, but when he calls "Boston" he tries to get a seat.

PEGGY IN THE RING

The children form a circle with clasped hands around one of their number, who stands blindfolded in the center with a staff in hand. The circle dances around Peggy, while she pounds the floor deliberately with the staff. On the third beat they must all stand still. Peggy then points with the staff, and the one pointed at must grasp it. Peggy may ask three questions, and the replies may be grunts. If the name of the one replying is guessed she must become the Peggy in the Ring.

PLAY

BELL CAT

This is one of the many circle games that little tots delight in. The players form a circle, clasping hands. One is selected as the Bell Cat, and one as the chaser. The chaser is blindfolded and the Bell Cat has a bell tied around her neck or carried in the hand. The blindfolded player tries to catch the Bell Cat, guided by the sound of the bell. When successful, two more players are selected.

VARIATION: If the circle is large, two chasers and one Bell Cat may be selected to play the game. In this case it is wise to direct the children who are blindfolded and doing the chasing to keep their arms extended in front of them, thus avoiding the possibility of bumping together. When the Bell Cat is caught, the successful chaser becomes the Bell Cat, and the other must remain a chaser until successful.

PLAY

BLIND MAN'S BIFF

Great fun may be had in this game. Two, four or six players may be matched and fitted with boxing-gloves. A blind is placed over their eyes. Each boxer has a guardian to keep him from colliding with wall or apparatus. When ready to start, the boxers are placed facing each other, and then each guardian turns his man around three times and the boxing begins. It is very ludicrous to watch, as the boxers cannot see and can only judge by sound. They wildly smash the air and cautiously guard blows that fall ten feet short. Occasionally they "soak" the guardians. It is a good feature for exhibition.

BLIND MAN'S BUFF

A player is selected to be blindfolded. He must try to catch some player, who in turn becomes the blind man. The players are restricted to a limited terri-

PLAY

tory, and to make it less difficult the blind man may at any time call out "All still." The players must then stand perfectly still, while the blind man advances three steps in any direction. If he does not catch any one in three steps, they may start running again.

CIRCLE BLIND MAN'S BUFF

This variation of Blind Man's Buff adds a feature to this old classic game that makes it more interesting.

The players form a circle, clasp hands, and one stands in the center blindfolded, and as in the original games tries to catch one of the players. Those in the circle try to avoid being caught, but must not unclasp their hands to escape. As the one who is "It" runs toward one side of the circle trying to catch a player, that side of the circle retreats, and the players forming the circle back of the one who is

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“It” advance, to give the retreating ones a chance for escape. If the one blindfolded attempts to catch some other player, the opposite side of the circle advances, and the side that was advancing retreats. The object is for the players in the circle to co-operate in keeping the circle intact, and to assist the players who may at any time be chased by the blindfolded “It.” If, in endeavoring to escape, any of the players unclasp hands, the player to the right of the break in the line becomes “It.”

This is a good game to play in the gymnasium or indoors, where it is possible for the one who is blindfolded to run into apparatus or furniture, as the circle protects the one who is blindfolded. It changes the old form of Blind Man’s Buff from an individual game to a team game, and the co-operation of the players in the circle adds to its interest.

PLAY

DROP THE HANDKERCHIEF

This is one of the best known of children's games. The players form a circle, and one of them is selected to "drop the handkerchief." He runs around outside the circle and drops it behind some player, who picks it up and tries to catch him before he gets to the space left vacant by the chaser. If caught, he runs around again and drops the handkerchief. If not caught, the one who has the handkerchief runs around and drops it behind some other player.

GOOD MORNING

This game is a variation of Drop the Handkerchief. The runner does not drop a handkerchief, however, but taps on the back some player, who must turn and run around the circle in the opposite direction. When the two runners meet, they must stop, make a deep bow or

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curtsey, and say "Good morning." They then continue running, each trying to get to the space left vacant by the one tapped. The one who is left continues the game by running around and touching some other player. The game may be varied by having the two who meet shake hands, or catch hold of hands and swing once around, or any other simple movement that the ingenuity of the teacher may suggest.

TOURNAMENT

Tournament is a pretty game to play at a juvenile exhibition. There may be three or four knights on a side. Each knight should be a rather small boy, and he selects a large boy for his horse. The knight is armed with a wand for a lance, well padded at the end. He wears a plumed paper helmet to give him the true knightly appearance. The rival knights and their horses are stationed at opposite ends of



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CHAIN TUG OF WAR. *Page 146*

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the arena. (Their colors should be different.)

A boy who can play a bugle call should ride out gayly caparisoned, and open the knightly games by tooting a salute to the audience. As he retires, the eight knights should gallop toward and pass each other, and swing into line and salute the audience. They should then wheel and gallop back half-way; then turn and advance, and the battle commences. It is the object of each little knight to select an adversary, and to try and dismount him by pushing with the padded lance. The battle continues until one army is defeated — the horses and riders of the vanquished retiring as soon as conquered. The bugler gallops out and hands a banner to one of the survivors of the winning side (and there may be only one), who gallops around the arena and out to the triumphant music of the bugle. The tournament can be made as spectacu-

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lar as the imagination of the teacher permits.

FOX AND CHICKENS

Fox and Chickens is one of the most amusing of recreative games. While it affords much vigorous exercise, it is a game that is all fun. A line of players forms, each one with arms clasped around the waist of the one in front. The first girl is the hen, and it is her duty to protect the line of chickens that cling to her. One of the players is the fox, and it is the object of the fox to catch the chickens, one at a time. The last chicken in the line must be caught first, and it is only necessary for the fox to touch the chicken to effect a capture. The first girl in the line, the hen, with outstretched arms, like the wings of a real protecting bird-mother, attempts to keep continually in front of the fox, who, with every artifice of that crafty animal, attempts to break past by

PLAY

dodging and fleetness of foot. When all of the chickens are caught the game ends. There is one rule, and that is that the line of chickens must remain intact. If, in whirling around to escape, any player loses her hold on the player in front, that player and all back of her become prisoners of the fox. The fox should be the speediest runner, rapid in action and clever in dodging.

LINE TUG

This is a game that is played in many parts of the world. It is the simplest of fighting games, and requires merely a line painted on the floor, marked with chalk or scratched on the turf. The players, evenly divided, face each other on opposite sides of the line and try to pull each other across. The result is a number of little individual "tugs of war," though occasionally two players will grab one and drag him across the line. When a player

PLAY

is dragged across the line, he turns and assists his captors in pulling the others of his team across.

DITCH TUG

This is a variation of Line Tug, and offers more interesting features. Two parallel lines about five feet apart mark the boundaries of the ditch, or, if played in the gymnasium, a mat may be used to make the ditch. The teams face each other as in Line Tug, and the object is to pull one of the opposing team across the ditch. When a player is pulled across, he drops out. The game continues until all of one team are exterminated.

WAR

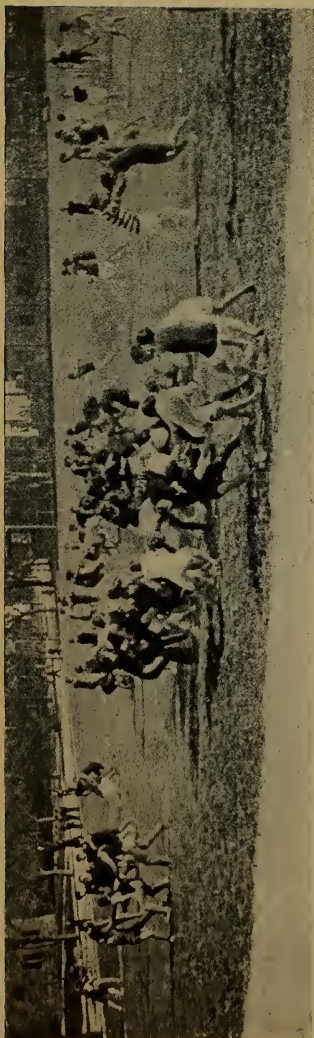
This is an elaboration of the last two games, and is about the most strenuous game that can be played. If played outdoors, lines are drawn about fifty or a



INDIAN CLUB WRESTLE, OR POISON STICK. *Page 145*



INDIAN CLUB WRESTLE, OR POISON STICK. *Page 145*



WAR. Page 144



CHICKEN FIGHT (STANDING). SPARROW FIGHT (SITTING). Page 148

PLAY

hundred feet apart, or, if played in the gymnasium, a line of mats is stretched across at each end. At the signal, both teams rush out into the field and, by any manœuvering that either skill or strength dictates, try to capture as many of the enemy as possible, dragging the captives to the line or mats. The game continues until all of one side is captured. It is war to extermination.

POISON STICK, OR INDIAN CLUB WRESTLE

Four or more Indian clubs are placed on the ground. The players join hands and form a circle around them. By pulling and pushing, each player in the circle tries to make some other player knock a club down by tripping or hitting against it. A player who knocks a club down replaces it and drops out. The game continues until only one is left.

PLAY

CHAIN TUG OF WAR

✓ The two teams form chains by grasping each other around the waist. The two leaders grasp a stick that they hold in a horizontal position parallel to a line on the ground, until the signal to start is given. At the signal "Go," the two teams pull until all of the players of one side are pulled across the line.

INDIVIDUAL GAMES

WAND WRESTLING

The contestants take hold of a wand or stick — right-hand palm up and left-hand palm down. The object is to twist the wand away from the opponent.

HAND WRESTLING

Two players face each other and grasp right hands. By twisting and quick jerks,

PLAY

one tries to make the other move one of his feet. Lifting a foot from place means a loss.

INDIAN WRESTLING

Two players lie on their backs on the mat with arms locked and feet in opposite directions. On the count "one" they raise inside leg and touch toes, on count "two" they repeat same, on count "three" they raise legs and lock at knees. The object is to struggle in that position and attempt to roll the opponent over backward.

BAR PULL

Two players sit on the ground facing each other with the soles of their feet touching. With legs and arms extended they grip a wand. At the signal to start they pull, and the one succeeding in pulling the other to a standing position wins.

PLAY

SPARROW FIGHT

Two players sit on the floor facing each other with a wand passed under knees and in bend of elbows, and with the hands clasped across shins. The object is to keep this position, and try to tip the other over by getting a foot under the foot of the opponent and lifting with that leverage. The player unclasping hands or overbalancing loses.

CHICKEN FIGHT

A circle seven to ten feet in diameter may be used, or a gymnasium mat. Two players stand on opposite sides of the circle on one foot with arms folded. The object is to bump each other until one is compelled to touch the raised foot to the floor, or is bumped out of the circle. The one touching foot to floor, unfolding arms, or pushed out of circle, loses.

PLAY

HORSEBACK WRESTLING

Two wrestlers sit upon the shoulders of boy horses. If played indoors it is best to have mats spread out for the contest. The object is to overbalance the opponent and make him dismount.

SCHOOLROOM GAMES

One of the difficult problems in play is to find some form of vigorous recreative activity suitable for the schoolroom. The following games I arranged some years ago, and introduced in the preparatory department of the Plattsburgh State Normal School. The games are all played with the same general object, but are varied to suit the age and mental ability of different grades of pupils. They will be described as graded, beginning with the game for the youngest primary class.

PLAY

MARK GAME

There should be an equal number of pupils in each row, and there should be a space marked on a blackboard directly in front of each row, with a piece of chalk in front of each space. Each space should be numbered, so that no mistake can be made; for instance, if there are five rows, row Number One should be facing space Number One. Everything should be made perfectly clear before the game starts. The game is simple and in the nature of a race. When the teacher says "Go," the last child in each row will run down his aisle on the right, and make a mark on the board in his space. He runs back to his seat, and the next child runs to the board and makes a mark; and so on, until each child has made a mark in his row's space on the board. The row finishing first wins. It is a rule of the game that a child must not leave his seat

PLAY

until the child preceding him has passed him in returning.

WORD GAME

This is a variation of the same game. The child, instead of making a mark on the board, writes a word, — cat, dog, mouse or any simple word, or may write any word he wishes of one syllable. The second race may require each child to write a word of two syllables, and so on, until the limit of polysyllabic words is reached

NAME GAME

This is a variation of the games' progression. Each child writes his own name in the space.

PICTURE GAME

This adds a little to the difficulty, and much to the amusement of the play. The teacher makes a simple picture of a man,

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— just a round head, round body, straight legs and arms. Each child must draw a similar picture in his space. Other pictures can be used, and credit should be given for the best pictures, as well as for rapidity of execution.

SENTENCE GAME

This variation is somewhat more complicated, and calls upon the ingenuity of the pupils. The upper grammar and high school grades get considerable fun out of this variation. The last child in the row is told to think of some sentence with as many words as there are pupils in his row. At the signal "Go," he runs to the board and writes the first word of his sentence there. The next player adds a word that could be part of a complete sentence, and the next another, and so on. If the sentence cannot be completed with one word, when the last child goes to the board he must add enough words to complete it.

PLAY

To win, the sentence must be complete, legible and grammatical. Of course the completed sentence is never the one that the first child had in mind.

NUMBER GAME

In this game the first child places on the board a number of four digits. The next child places directly under it another number, and so on. The last child must draw a line and add the column. The first finishing correctly wins.

PAPER PASSING

The first child in each row is given a piece of paper crushed into a ball. At the signal "Go," he passes it back with his left hand to the next child, who receives it in his left hand and it is passed in this way to the end of the row. The last child changes to the right hand, and the paper comes back on the right. The row getting the piece of paper around first

PLAY

wins. Bean-bags, balls or caps may be used.

To vary the game, several paper balls may be passed by each row, and the row getting all of the paper balls around the circuit and back to the leader wins.

FLAG RACE

Half of the pupils in the room stand in the first row facing the front of the room; the other half stand in the last row facing the back of the room. This makes an equal distance between the two line leaders in either direction around the room. Each leader has a flag or a cap or a handkerchief in his hand. At the signal "Go," each leader starts running to the left around the room. Each leader is thus pursuing the other. When the runner gets back to his own row, he hands the flag to the next in line, who continues the pursuit. He then steps into the vacant aisle next to his team, and takes his place

PLAY

at the foot of his line. The race continues — each runner making one circuit of the room until every child has taken part in the relay. The team which has gained the most on the other wins the race, or the race may be continued until a runner of one team has caught a runner on the other.

LAST ONE OUT

This game is played one row at a time. All of the children in one row stand, and one more child joins them, so that there is one more child than there are seats in the row. They start running around the row of seats. When the teacher claps his hands they all try to get a seat. The one failing makes the odd one when the next row runs.

GAMES IN THE WATER

One of the most popular places in the modern gymnasium is the natatorium. In

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addition to the swimming and diving, there are a number of games that enliven the hour spent in the water.

The best known of these games is water polo, and this is played by representative teams from most of the prominent colleges and many athletic clubs. It is a game requiring great endurance and special training, and should only be played by a few at one time. The official rules and ball can be procured from any athletic supply house. The following games are purely recreative and may be played without special training.

WATER TAG

This is played just as the simple game of tag. The players are permitted to run around the edge of the tank, and they can elude the pursuer by diving in and climbing out and by swimming under water.

PLAY

PULL AWAY

This is a splendid game for a few players, — five to eight make a good number. All of the players except one, the “It,” line up on one side of the tank in the water, hanging on to the side. The “It” is on the opposite side in the water. He calls out “Pull away,” and then the players leave the side and try to get across the tank without being tagged. They do not all leave at the same time, but may drop off under water one at a time. The “It” must not tag a man until he has left his side of the tank or has disappeared under the water. It is an under-water game, as it would be impossible to cross over on the surface without being caught. When a player drops down out of sight, the “It” immediately starts for him. This gives the others an easy passage across, though a good under-water

PLAY

man will not take this advantage, preferring the excitement of being chased.

All caught line up with "It" on the opposite side of the tank and help catch the rest when they pull away. A clever under-water man will sometimes get across several times with all the men after him before being caught. This is a game for a good swimmer, and once tried will be found fascinating.

KEEP THE BALL

The men divide into two teams and use a water polo, basket or tennis ball. The object is to keep the ball by throwing it to men of your own side.

WATER PUSH BALL

A basket-ball or association football is placed in the center of the tank. The men, divided into teams, line up at opposite ends of the tank. At the signal "Go," they plunge into the water and

PLAY

swim toward the ball. The object is to push the ball down the field of play and make it touch the wall at the opponents' end of the tank. Only one hand should be used in pushing the ball. The ball must not be grasped by both hands, but may be pushed with the hands alternately. Ducking, tackling, and using two hands at the same time are fouls. When a foul is made, the ball is given to the opposite side, five feet nearer the opponents' goal than the point where the foul was made. All of the opponents must in this case form at least five feet in front of the ball. Pushing the ball against the wall is a goal, and each goal counts one point.

A ball twice as large as a basket-ball, specially made, makes this a better game.

WATER BASKET-BALL

Two peach or bushel baskets are hung five feet above the water forty feet apart. The game is played similarly to basket-

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ball, except that the players are allowed to advance with the ball. Tackling and ducking are fouls, and penalized by allowing a free throw for goal from a point fifteen feet away. There is no out of bounds, and a basket may be thrown from any place in the water. A field goal counts two points, and a goal from a foul one point.

WATER TUG OF WAR

A long heavy rope is used, and as many players as can take hold of it. The team gaining the most rope in a one-minute pull wins.

FIND THE PLATE

Two teams line up on opposite sides of the tank. One team have their backs turned to the water. The Captain of the opposite side throws a tin pie-plate into the water and calls "Ready." The first man on the opposite side turns and dives for the plate. If he comes up without it,

PLAY

a point is counted for the team throwing the plate. He continues diving until he gets it, each failure adding a point to the score of the opposite side. When he gets it, his opponents turn their backs; he throws the plate into the water, and their first man turns and dives. The game is continued until every man has been down and brought up the plate, and the team having the most failures loses. The plate must be thrown in a certain limited space, and the diver must make his first dive the instant he turns.

FIND THE COIN

This is the same game played with a coin, and with the players facing each other and watching where it is thrown.

BASKET-BALL FOR WOMEN

Little did James Naismith think when, in 1892, he nailed a couple of peach bas-

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kets on the walls of the gymnasium of the Y. M. C. A. Training School at Springfield, Massachusetts, and urged a few of the students to try his new game, that he was introducing a method of play that would interest thousands in physical education. Nor did he know with what enthusiasm it would be received by the many directors of women's gymnasiums. It filled a want in the physical training of women, the desire for a new game that would hold the interest and develop the same qualities in women that baseball and football developed in men. Football was too rough, and baseball required a preparation so long that interest lagged before any excellence could be attained, but basket-ball was different. It had the speed of football with all of the roughness eliminated, and scientific possibilities similar to those in baseball, with the great advantage that the rudiments of the game could be grasped the very first day of play,

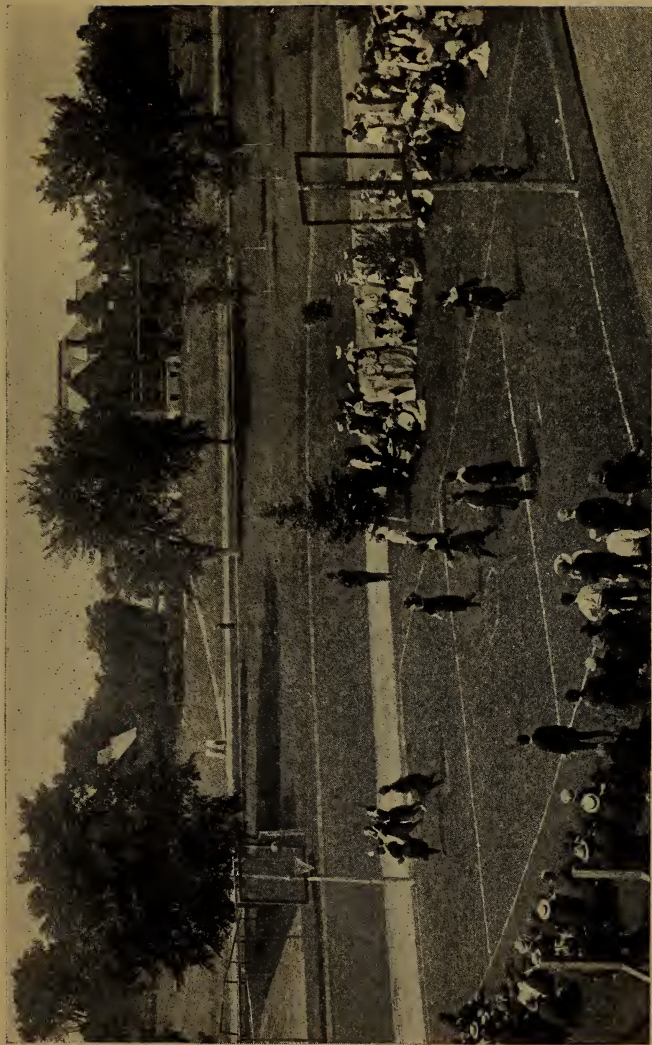
PLAY

and the fun of the game could be enjoyed at the start.

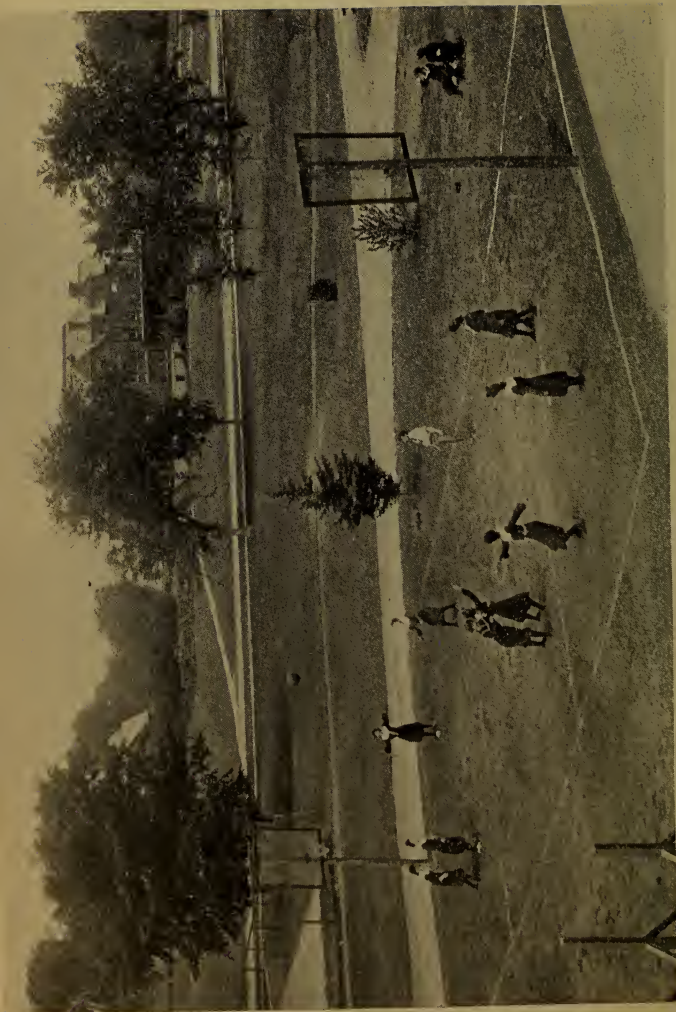
The object of the game is simple. Two teams meet in a court about eighty feet long and forty feet wide. At each end of the field of play there is a post on which is suspended, ten feet from the ground, an iron ring and net called the "basket" or "goal." The goal is backed by a screen six feet square. The object of the game is to throw an inflated ball about the size of an old-style football into the basket. Every time the ball is thrown into the basket two points are counted for the team making the goal. The game is played in two halves of fifteen minutes each, with a ten-minute rest between, the actual playing time being thirty minutes, which, with the rest, makes a game of forty minutes. The team having the largest final score wins. Should the game result in a tie, it is continued until one side makes two points. In brief, that is

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the plan and object of the game when played for recreation, but the match game, played according to rules, is a more complicated event. Most match games are played with five girls on a side, — two forwards or goal throwers, one center and two guards. In some schools as many as nine players are used, but the prettiest game is played with five on a side. The field is divided into three equal sections. In one section the two forwards or goal throwers are located, with the two guards of the opposing team. The middle section is the territory of the centers, and in the other section are the two guards and the forwards they are to oppose. The duty of the forwards is to throw goals; of the center, to keep the ball from going into the territory of her opposing forwards, and to get the ball to her own goal throwers. The guards try to prevent the forwards from getting the ball and, most important of all, prevent goals being made. Fouls



A THROW FOR GOAL. Page 163



A THROW FROM GUARD TO FORWARD. Page 164

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in the game are penalized and are as follows: It is a foul to step across the line that restricts the territory of any player, and to make any progress by running or walking while the ball is held; rough play, knocking the ball out of the hands of a player, and holding the ball more than three seconds are also fouls. When a foul is made, the umpire blows a whistle, which stops the play. He then gives the ball to the other side, and one of the team will try "a free throw for goal," which means a throw without interference from a line fifteen feet from the goal. If she drops the ball in the basket, it counts one point for her team, but if she misses, the ball is in play wherever it drops. In practice games, one official starts the game by throwing the ball in the air between the two centers, and then sees that the playing is according to rules, calling fouls as they are made, and deciding all doubtful points as they arise. In match games there are more

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officials, — a referee, an umpire, time-keepers, scorers, and linesmen to watch the lines and call fouls on players who step over.

Basket-ball was originally played as an indoor game, but now outdoor courts are found all over the country, and games in the open air are a feature of the spring and fall terms of many schools and colleges. Vassar is a notable example, and invitations to the annual class championships are much prized. The rivalry is keen and the classes turn out *en masse* to cheer their athletic classmates on to victory. Smith College was one of the first to make basket-ball a part of the gymnastic work. Bryn Mawr, Barnard, Wellesley and the "co-eds" of such colleges as Wisconsin, Chicago, Minnesota and Nebraska have all become interested in the game. The college girls have confined their athletic aspirations to making the class team and winning class games, but the Normal and High School

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teams throughout the country have met and struggled for athletic honors with teams from other schools, and the basketball trip is one of the pleasurable anticipations of their school life. Not alone in schools and colleges are teams found, but in hundreds of the public playgrounds throughout the country happy girls are gaining strength and skill on the basketball fields that have been so generously provided by men and women who believe in the value of properly directed play.

Basket-ball is a beautiful game to watch, as there is no game that is faster or capable of more variations. To see ten bright-eyed, rosy-cheeked girls play the game scientifically is a treat for any one. Clever passing, jumping and the catching of seemingly impossible balls, and then the well-judged and accurate throwing of the ball into the basket, are points of the well-played game, combining changes so rapid and plays so brilliant that the spectator

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does not experience a monotonous moment. The expertness of a well-trained team of girls is always a marvel to any one who has never seen a game. Every one admires strength, skill and grace, and those are the characteristics of basket-ball girls.

Why is the game so interesting to women and girls, and what are the benefits? This is a question often asked, as basket-ball has had to overcome the prejudice and opposition of those well-meaning but misguided people who have objected to all forms of physical exercise for girls. One needs only to study the growth of athletics for women to realize that such opposition is vain. Basket-ball stands to-day as the great national game for women. It is interesting because it contains all the competitive possibilities of any game. It is scientific, and the contests are always full of spirit when the teams are evenly matched.

The benefits of the game are many, and

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might be classed as physical, mental and moral. It is remarkable to note how a girl will gain in health and strength, how an awkward girl develops grace and skill. At the end of a season's playing the basket-ball girls show certain marked changes, — better figures, a more erect carriage, and powers of endurance that would dismay the tightly-laced, fashion-plate miss of a few years ago. The players actually improve in facial beauty; sparkling eyes, better color and an alertness of expression is developed by the game. If the improved health of our girls were the only argument in favor of the game, that in itself should answer all opposition. But there are other points that make the game a valued part of education.

Observation and study have convinced us that there is a direct relation between mental and physical vigor. The men and women of to-day who are doing the great-

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est things for the good of the race are men and women of sound bodies, as well as sound minds. The principal of one of the leading New York State Normal Schools recently remarked: "Young ladies whose school work was not up to the standard prior to playing basket-ball have taken more interest in the school, and have improved in their studies since taking up the game." Physical instructors and coaches of teams will tell you that, as a rule, the brightest girls in the school are playing the best game on the basket-ball team. In a comparison of all the marks of all the students in a New York Normal School, it was learned that the best girls, physically, had the best averages in their studies, while those of little vigor and low vitality were below the average.

There is a moral side to basket-ball that is important. Usually in a first-class, well-trained team there is perfect harmony of feeling. Five girls are working together

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with a common end in view, and the successes of one player are shared by the entire team. Therefore, a great moral principle is cultivated, the spirit of self-sacrifice. Personal interests are made subordinate, and all is for the team. This altruism is slow in developing sometimes, but it is sure to come eventually. Another great ethical victory is won when a girl learns to be absolutely fair and honorable in her play. The ideal of a team should be, and generally is, that a game honorably contested and lost is far better than a game won by unfair tactics. When a girl feels that an honorable defeat is worth more than a dishonorable victory, the character development involved cannot be estimated. Basket-ball brings out all that is best in a girl.

The objections to athletics for women are not very commonly heard now. There are some facts that the objectors cannot get around, namely, that the physical

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standard of women is being raised every year; that girls generally are healthier than ever before; that there are fewer breakdowns from overwork in the schools and colleges; and, perhaps most important of all, that the athletic girl is not less womanly because of her exercise, but that the contrary is true. A better, higher, more perfect type is the result of the increased interest in bodily improvement. The children of the future will be thankful that the mothers of to-day lived in an athletic age.

THE COACH

The coach of a girl's basket-ball team must thoroughly understand the material with which he works in order to get the best results. The physical condition of the players must be carefully watched, and they should never be permitted to overwork. The first few practices of the season should be moderate and the play-

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ing periods short; and it is in these preliminary practices that the coach sifts the candidates and gets a general idea as to their playing abilities. The coach should not be too premature in making his judgments, as often a player who makes a rather brilliant showing early in the season plays indifferently later, and just as often a mediocre player, by sheer pluck and hard work, will become the mainstay of a team.

Every player should be encouraged, and willing candidates, even if slow and awkward, should be shown that their efforts are appreciated, as many times from seemingly poor material a star player is developed. After the players are in good condition, each playing period should be played at top speed. It is better to play five minutes fast than to loaf through a ten or fifteen-minute period. As the season advances, the playing time should be lengthened until the teams can play a

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full fifteen-minute period and finish in good condition.

A coach should be strict; looseness of play should not be tolerated, and a player who does not work every minute should be sent to the side lines.

Whenever poor judgment is shown, the game should be stopped, and the players coached in the play that should have been made. A coach of any experience knows that his suggestions and criticisms are of most value at the moment a mistake is made, and as the game of basket-ball is so fast, it is necessary for the coach to keep up a running fire of suggestions and directions during the game. He should run in among the players, talking to this one and that one in a voice loud enough to penetrate the consciousness of players half hypnotized by their attention to a game that is so full of action and rapid changes. This method of coaching — shouting directions — at the players has

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at first the effect of rattling the team, but as they get accustomed to it they become rattle-proof, and are ready for almost any condition that may arise.

Each player should learn to play every position on the team, and all should be given practice in goal throwing. Goal-throwing competitions should be indulged in by the team from the foul line. The members of the team should try to rattle the thrower so that she can learn to use good judgment under adverse conditions. Fouls should be severely criticised, for a foul made in a game against a good team is too often a point for the opponents. The players should be compelled to play a clean, fast game. The rough player is usually the unskilful one, as roughness is depended on instead of science.

The coach should be a student of the game, thoroughly understanding every rule and its rightful interpretation. He should understand the weakness and strength of

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women, and should never permit his anxiety for a victory to override his judgment of condition. The health of his players should be the most important of considerations. His ideals should be such as to keep the game clean, fast and skilful, and free from any features that would detract from the qualities that characterize each player as a lady.

THE CENTER

It is a mooted question as to which position on a basket-ball team is most important. It is certainly true that a star center makes the positions of her team mates much easier to play. The center should be an all-round player, good at guarding and avoiding her opponent, a good jumper, and above all of quick and accurate judgment, and cool and collected at all times. Usually a tall girl is selected for center, because of her advantage in getting the ball at the start of the game; then her



A LOW PASS FROM CENTRE TO FORWARD. *Page 167*



A THROW FROM THE FOUL LINE. *Page 167*



AN OVERHAND THROW. *Page 177*



PASS AROUND BODY, WHEN GUARDING HIGH
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height enables her to block throws that would pass over the head of a shorter girl. This is just a general rule, however, and does not apply to all cases. Many times a small girl will outplay all of the larger candidates for the center position.

There is one general rule that should govern the playing of the center: when the opposing side has the ball, stick close to your opponent, but when your players have the ball, keep away from your opponent. When one of your guards gets the ball, immediately run towards the territory of your forwards, so that you will receive the throw near your own goal. This leaves your opposing center back of the play, and you can throw to your forwards unguarded. Remember that you, as a center, may be called upon to assist in nearly every play, and you should be at any point where you can possibly be of use; this is what distinguishes the good from the poor center. Some centers think

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that if they have thrown the ball into the territory of the forwards their work is completed. This is not true; a good center will follow up every play, and assist in the passing along the forward line that will many times result in a goal. If a forward gets the ball outside near her territory, she should be there instantly to receive the throw and pass it back to the same player as she enters the field, or to the other forward. She should be able to anticipate the direction of the throws of the opposing guards, and agile enough to block them. She should practice long-distance goal throwing, for many times in a field that is not especially large she gets the ball close to the forward's line, unguarded.

All in all, the ideal center should be the strongest, most active, most aggressive and most "heady" player on the team.

PLAY

THE GUARD

There is not a more important position on a basket-ball team than that of guard. If the guards play their positions perfectly, their opposing forwards will not score, and if the opponents do not score, they cannot win.

The position of guard is one of the most difficult to play, and is usually attended with the least praise. If a guard lacks for an instant in vigilance, and her forward makes a basket, she is blamed; and if she plays a faultless game, she rarely gets the credit that is her due. The guard must not let her opposing forward get out of her sight or mind for an instant; she must follow the forward's every movement, and must anticipate what she is likely to do next. A general rule for a guard to observe is: always to be between her opponent and the ball. The guard usually makes the mistake of paying more attention to the ball than to her

PLAY

opponent, and many a game has been lost by a guard whose anxiety to get the ball did not allow her to recover in time to guard her opponent, who, getting the ball on a pass, made a goal.

There are some guards so expert that their opposing forwards rarely get a chance even to catch the ball. When her forward does get the ball, the guard should be as close as possible, without making a foul, with right hand raised and following the ball, and the left hand slightly lowered, ready to guard a right-hand throw around body. A clever forward will often mislead a guard by making a motion to throw for goal overhead. This makes the guard jump to block, and as she is coming down the throw is made. A good guard will distinguish between a deception and a real throw. The guard has two duties to perform: she prevents goals being made and feeds the ball to center and forwards. She must practice long-distance throwing,

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for when her center is well guarded, she must be able to throw the ball accurately into the territory of the forwards. The guards should practice this a great deal, standing at opposite ends of the field, and throwing the ball back and forth. It is good practice to have a guard and forward stand at each end of the field; one guard will throw the ball down the field to the forward, who will catch it and throw for goal. She will then pass it to her guard, who will throw it back to the forward at the other end of the field, who throws for goal and then to guard.

The guards are the backbone of a basket-ball team, and it is more important to have good guards than it is to have good forwards, for if the guarding is poor the forwards and center will not get the ball very often.

A good guard should be strong and steady, and with endurance to follow the pace set by the fastest forward.

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THE FORWARD

The forward or goal thrower must be active in the extreme. She must be as "quick as a cat," and at the same time be cool and accurate in handling her position. Her playing requires faster foot work and more rapid throwing than that of guard or center. She must be able to catch the ball thrown, no matter how fast, how high or how low, and at the same instant know where she can throw it to the best advantage, either for a basket or to her other forward. She must know more different ways of throwing the ball than any other player on the team. She must learn to make goals with a two-hand throw, a one-hand throw from the back or side when guarded by a tall player, when on her knees, and while jumping in the air. She must learn to put the ball in the basket from directly underneath by striding a full step to one side and curving

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it in. In coaching a forward to make goals, she should be taught to throw the ball the instant it is caught, so that the catch and throw is one continuous movement. A good forward will learn to use her center in passing. For instance, if she gets the ball near the center line out of bounds, her best play is to center, at the same time running into the field to receive the throw back. The forwards should study each other's style of playing, and in time each one will know intuitively where the other is at all stages of the game. They should practice together, throwing and passing the ball around in their territory. They should also talk things over together and plan ways of getting results. A good forward will not try for impossible goals, but will either dribble or pass when in a poor position. She must also learn to guard well, for when her opponent gets the ball, she must block the throw and keep the ball

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in her own territory. An ideal forward should be the best all-round player on the team, for she not only must catch, throw and pass well, guard when occasion requires and be continually in action, but, most difficult of all, she must be able to throw a ball into a basket ten feet above the floor in the midst of excitement, with coolness and accuracy.

The forward should learn to take advantage of the three bounces or dribble permitted in girls' basket-ball rules, and much time should be spent practicing one to three bounces followed by a throw for basket, as there are many times in the progress of a game when a play of this kind will bring the forward close to the goal and in a better position for a clean shot. It also assists materially in avoiding the guard, when she can immediately find a player of her own side to pass to.

She may take advantage of the three bounces in getting away from the guard,



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A DOUBLE FOUL — HUGGING BALL AND BOTH ARMS AROUND
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and often a clever forward will throw the ball over the head of the opposing guard, as the guard changes, and dodging around will recover it in time to make a pass or throw for basket. All of these things tend toward expert play, and it is a knowledge of the fine points that adds to the players' efficiency.

TEAM-WORK

By team-work is meant the work of the team as a whole in contradistinction to the monopoly of the playing by one or two stars. A team will never attain a very high degree of skill or gain much success unless each of the players learns to play her game as a part of the machine and not as an individual. It has often been noticed that a team of individual stars will lose in any athletic game to a team that has developed its team-work well.

Forwards often make the mistake of

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trying for a basket, when a quick throw to the other forward who is nearer the basket would result in a goal. In one case it is the individual attempt to make a star play, and in the other case it would have been team-work. To develop high-class team-work, the players should practice passing a great deal. The two forwards and center should work together, and the two guards and the center should work together. In this way, the methods of handling the ball and the little peculiarities of each one's play can be studied. There are not many signals that are of much avail while the game is in progress, but before the ball is thrown up in the air after each goal, the center can give a signal by hand or position of feet showing whether she will catch the ball, or bat it to right or left, or straight down the field. The entire team should practice throwing the ball in from out of bounds, figuring to whom it should be thrown in different

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parts of the field. When a guard gets the ball, the center should immediately start toward the territory of the forwards on a fast run, and the guard should throw the ball so that it will drop ahead of her. If the opposing center is on the right, she should throw the ball to the left, so that her center will be between her opponent and the ball. The team should practice low passing, keeping the ball about waist high, and throwing with a strong underhand swing. A low, fast pass is the most difficult to guard.

Every girl should read the rules carefully and study them often.

OFFICIALS AND PLAYERS

The officials for a match game should be very carefully chosen several days before the game. The official must be thoroughly familiar with the rules, prompt and accurate in decisions, fair and impartial at all times, and he must so run

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the game that the officialing wins the respect and confidence of players and audience.

It is the best policy in college circles where the games are played by class teams for the coach to train the officials. Different ones may be tried and a list kept of the efficient. The mistake is often made of waiting until the last minute and then calling in as official a member of some boys' team. It is very difficult for a man unfamiliar with girls' basket-ball to officiate successfully. Great care should be taken in choosing officials, and when once chosen, they should be treated courteously and their decisions be unquestioned. A sportsmanlike player will not show her impatience or dislike of a decision rendered against her, even if she does believe it unfair. Basket-ball is the fastest indoor game played, and it is impossible for the officials to see everything. Fouls may be made that are not

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called, and a foul may be called on a player which she thinks she did not make. If the official should make a decision in direct violation of the rules, the captain of the team could call time, and quietly enter her protest. There should never be any wrangling over decisions.

Another matter that is quite important in a girls' team is the dress and conduct of the players. The æsthetic side of basket-ball should always be considered. A basket-ball player should be as careful in the selection of a basket-ball suit as she would be in the selection of a ball gown. The suit should be comfortable, neat and of some solid color. The stocking should always be plain black. Every girl should arrange her hair so that there can be no danger of flying combs or pins and a general derangement of the coiffure that will necessitate the calling of time until her "greatest glory" is rebuilt.

Players should not appear on the field

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until the coach orders them out for the preliminary practice, and then they should retire until the game is called. They should not talk to or visit friends in the audience before the game or between the halves.

When time is taken out for an accident or for any cause, every player should leave the field. Lounging around in view of the audience should be discouraged. From the time her basket-ball suit is donned until she is again attired in conventional costume she should give her entire attention to basket-ball.



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