

A COMPLETE COURSE  
OF  
**Jiu-Jitsu**  
AND  
PHYSICAL CULTURE



**JIU-JITSU DIPLOMA**

*Received from the Governor of Nagasaki, Japan, by PROF. JOHN J. O'BRIEN*

**PHYSICIANS' PUBLISHING COMPANY**

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**PROF. JOHN J. O'BRIEN**

*who for ten years was Inspector of Police at Nagasaki, Japan, and who originally introduced Jiu-Jitsu into this country. Instructor of President Roosevelt, members of the Cabinet, and heads of departments in Washington, D.C.*

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AND  
**Jiu-Jitsu**

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"A noble soul dwells in a strong body."—*Japanese Proverb.*

## Jiu-Jitsu

WE know that you will find interest in reading and demonstrating to your own satisfaction the effectiveness of Jiu-Jitsu, in its mildest form, as a means of self-defense.

This is the first time that all the secrets of the Japanese national system of physical training and self-defense have been given to Western people. Less than a generation ago you could not have obtained this knowledge at any price. So religiously have the principles of Jiu-Jitsu been guarded that no foreigner has ever before received official instruction from one who has taken the highest degree in the art.

Jiu-Jitsu is the most wonderful system of physical training the world has ever known. It is a science. It is muscle dominated and directed in every detail by brain. The Japanese are the hardest race of people in the world to-day, and we attribute their wonderful strength and power of endurance solely to the persistent practice of their national system of physical development.



Jiu-Jitsu develops every muscle and strengthens every organ in the human body. It does not produce knotted muscles, but develops the body harmoniously and uniformly. It affects those minute muscles which are not reached by any other system. It strengthens the heart action, scientifically renews and invigorates every tissue, and helps every organ to perform its functions. The man or woman who devotes ten minutes daily to the practice of Jiu-Jitsu will enjoy a degree of health and strength that will make him or her thoroughly alive and fully conscious of the possession of perfect manhood or womanhood. (The improvement of the average American pupil in from thirty to sixty days is as follows: Development of the chest, three to four inches; chest expansion, three to five inches; upper arm, one to two inches; forearm, one-half to one inch; thigh, two to three inches; and the entire body in proportion.)

Jiu-Jitsu is also a natural and positive cure for constipa-

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tion, indigestion, and all forms of dyspepsia, insomnia, pulmonary troubles, and lack of vitality. Its practice improves the appetite, accelerates circulation, and aids assimilation. And to the increased vigor and tone of the system the brain responds, and the mental capacity as well as the physical is improved. The Japanese enjoy better health than any other nationality. With them consumption is very rare, dyspepsia has no meaning, and physical weakness is an affliction with which only the aged are beset. Extreme leanness is regarded in much the same manner as Americans regard physical deformity, and extreme corpulency is unknown. There is a reason for all this and it is found in Jiu-Jitsu.

As a means of self-defense, Jiu-Jitsu is as potent at short range as the most deadly weapon that human ingenuity has devised. A Japanese skilled in this art has no fear of any form of personal attack. He will even defend himself unarmed against a swordsman and emerge from the combat victorious. The science of Jiu-Jitsu takes into account the vulnerable points in the human body. It comprehends the laws of mechanics, thus enabling the weak to overthrow the strong. One unskilled in the art is entirely at the mercy of the expert Jiu-Jitsuian, no matter how unequally matched in point of size or strength the contestants may be. An opponent may be overcome and remain unharmed if it be the will of the operator, or he may be seriously disabled by a slight pressure exerted at a vulnerable point, or a sharp twist of the arm, as to be rendered utterly helpless and unable to renew the attack.



The full-page illustrations in this book show the holds and locks of Jiu-Jitsu and represent Professor J. J. O'Brien, who was for many years a resident of Japan and received his diploma as Professor of Jiu-Jitsu from the Japanese Government, a reproduction of which will be found on the title page.

This is the only work published in this country which gives the ancient and original Jiu-Jitsu. There are many books published and many self-styled Professors who

claim a knowledge of Jiu-Jitsu, but what they teach is pure and simple Japanese wrestling, which is taught and used not by the higher class of Japanese but most exclusively by the Japanese coolies.

Prof. John J. O'Brien came to America well known and highly recommended by the Japanese Government, and it was he who introduced Jiu-Jitsu into this country, first in Washington, D. C., by giving instruction in the art to President Roosevelt, members of his Cabinet, and heads of many of the departments in Washington, and, says the *New York Sun*, "Jiu-Jitsu, the Japanese system of physical training, has become a popular fad at the Capitol under the President's example, who, through persistent practice, has become an expert in the art, and as told in the news despatches, is anxious to have Jiu-Jitsu introduced in the course of training at the Naval Academy."



We give in this book twenty-eight illustrated lessons in Jiu-Jitsu, by Prof. John J. O'Brien and James Clinton Gavigan, one of the world's greatest Physical Culture instructors. Any person of ordinary intelligence, by studying these lessons, can with a little practice become eminently proficient in Jiu-Jitsu. No apparatus whatever is required, and an ordinary room will suffice in which to perform the exercises. It is necessary to have a friend who is equally interested, to practice with you, as it adds pleasure and zeal to the work, and you will be surprised to find how rapidly you become familiar with the subject.

The practice of the modern system of Physical Culture needs a good deal of self-denial because there is little to keep up the interest; but with Jiu-Jitsu it is entirely different. A tilt with a companion has a great deal of pleasurable anticipation, and in combat there is always that uncertainty of success in offensive moments which makes one keenly alive to the situation.

It does not matter who the companion may be, a man of unequal strength, or husband and wife, brother and sister, may join in the friendly contest and each derive equal pleasure and benefit therefrom.

JOHN F. McDONALD, of American College of Physical Culture and Jiu-Jitsu.

# Jiu-Jitsu

As Seen by William E. Curtis.

Correspondent of the Chicago *Record-Herald*.

TOKIO, July 21, 1904.

One of the chief reasons for the success of the Japanese in battle, for their nerve and endurance, for the remarkable physical vigor of the nation, for the low death-rate, and their material progress, may be found in the athletic exercises which are required of every child and are continued through life by a large proportion of the population. Jiu-Jitsu, the noble science of self-defense ("the gentle art," to translate the word literally), may be called the national sport, and has been of incalculable advantage to Japan. Everybody, from the emperor down to the humblest coolie, is educated in it, and, as in everything else, there are those who excel. It is as much a part of the education of a soldier as the handling of a gun. No man can obtain a place on the police force until he is proficient in it, and if the same requirement were made in the United States the efficiency of our police would be immensely increased.

The Japanese police, like the rest of the race, are comparatively of diminutive stature. The burly Russian mujiks derided their opponents at the beginning of the war by comparing them to monkeys, but they have discovered by contact that stature does not make a soldier, and those who have had experience with the police here have the highest appreciation of their proficiency.

The other evening a drunken English sailor came around in front of the Grand Hotel at Yokohama and

made a disagreeable disturbance with foul and profane language and his desire to fight somebody. He was a monstrous, burly fellow, with a knife in his belt, and drunk enough to be reckless and desperate. His demonstrations soon attracted a natty little policeman in a suit of spotless linen duck, who was just about half the size of the sailor. The latter called him a "kid" and other contemptuous names, and promised to eat him if he did not clear out, but the officer did not pay the slightest attention to the jeers, and, to the astonishment of every foreign spectator, took him boldly by the arm and tried to lead him away from the terrace of the hotel, which was filled with guests sipping their after-dinner coffee.

The sailor jerked away, and, shaking a fist as big as a ham at the pigmy policeman, warned him not to lay hands upon a free Briton or he would regret it. Then he made a vicious assault.

In less time than I can tell it the sailor was flat upon his back in the road, only half conscious, and the little officer was tying his shaggy wrists with a cord he had coolly taken from his pocket. Then, blowing a whistle, he calmly awaited the arrival of assistance to take the sailor to the station-house. Before help came the giant seemed to recover his senses, and attempted to struggle. What happened to him I could not see, and do not know, but the officer was equal to the occasion, and ultimately led his prisoner away without the slightest show of concern or excitement.

When we went back to our seats an old resident remarked:

"That was a very pretty exhibition of Jiu-Jitsu."

"Jiu-Jitsu?" half a dozen people exclaimed.

"Yes, Jiu-Jitsu, by which a small man can do a large man in an instant without losing his breath or quickening his pulse beats. It is a science which teaches a



man to turn his antagonist's strength and fury against himself; it's brains against muscle. You saw it done, as I have seen it forty times. The native police are trained for it. In the old days it was a secret of the samurai, or knighthood, but to-day it is taught in every public school in Japan, to girls as well as boys. There are hundreds of special schools at which it is taught, and I see that President Roosevelt has been taking lessons in the art.

I have heard that Colonel Wood, the United States military attache, is ordered to make a report on the subject for the benefit of the West Point Military Academy. It is said that instruction is already being given to the midshipmen of Annapolis. The police force of every city in the country would increase their efficiency by including Jiu-Jitsu among their drills. It should be introduced into our schools, and certainly into every gymnasium in the country.

Jiu-Jitsu is not a new thing, however. In Japan it is as common as eating or walking, and has been taught in the schools for generations. According to the traditions the science was evolved by a thoughtful samurai (knight), having been suggested to him by seeing two kittens at play. He was the first teacher, and up to the Restoration every soldier was compelled to practise it. After the Restoration, with the craze for foreign ideas and methods, it fell into innocuous desuetude, and was practically obsolete outside of the army and the police, but about 1895, when the triumphs of the Japanese army in China revived the national spirit and pride, a national athletic association was organized under the patronage of the emperor for the purpose of cultivating Jiu-Jitsu. Prince Kan-in, a cousin of the Mikado, is the active president, all the young men of the imperial family take a prominent part, and altogether there are now 884,645 active members throughout Japan. The

headquarters of the association are in Kyoto, where, every spring and fall, tournaments are held, and local champions in all the different sports come in from the country to compete with each other for the championship of the empire. Every country village and city ward has its little temple, club house, and instructors, and each its ambitious candidates for distinction, who go up to Kyoto to the imperial meets twice a year. There are minor tournaments at stated dates in all the provinces and counties. Representatives of the emperor are always present to make the announcements and present the prizes. Each prize bears the emperor's bust and autograph, and a legend signifying that it comes from him. People who know the devotion of the Japanese to their sovereign — they worship him as divine — can appreciate the value that is placed upon the medals awarded, and the enthusiasm which the organization has evoked. It has caused a revival of interest in all forms of sports, especially in Jiu-Jitsu. For the last seven or eight years that science has been taught in every school in the empire, and is considered as important as reading or writing. The interest seems to have spread across the Pacific. I read in the home papers that experts have been giving exhibitions in the United States, and, as I have already stated, we are told here that our President has taken it up. If he will make it fashionable, if he will encourage its introduction into our public schools, and he can do it if he will, he will confer an inestimable blessing upon not only this generation, but upon generations to come.

We attended the annual tournament at Kyoto and saw the finest exhibition of Jiu-Jitsu you can imagine by amateurs from every corner of the empire. Each afternoon, after the amateurs had finished, we had high-class exhibitions by experts. To our unsophisticated eyes it looked as if the men on the platform were not in

earnest; but they were. One of the professors of Jiu-Jitsu would stand in the center — some of them are men of slight stature and delicate appearance — and would play with the most robust and cheery young giants just as a cat will play with kittens. It was not ordinary wrestling. The contestants did not clinch with each other, and struggle and grunt, like the professional wrestlers, but the professor seemed to be able to throw his assailant to the floor almost as soon as the latter touched him, and seldom changed his position. His hands would go out, and he would often do something with his legs, but the young men who attacked him were seldom or never able to get beyond his guard. We couldn't understand why those impetuous athletes, who came toward the professor so boldly and vigorously, should find themselves the next instant on their backs about three yards away. Sometimes he would toss them over his head or shoulders, without an effort. Then, after he had flung a dozen or more all around the platform, he would bow to the presiding officer, bow to the distinguished guests, kowtow to the emperor's portrait and retire.

"Why didn't those young fellows grapple him?" I asked the Japanese gentleman who had been detailed to look after me.

"Impossible," my chaperon would reply, "No one could grapple him any more than an amateur could pink an accomplished fencer."

"Why not? They seemed to be stronger and more active than he."

"Certainly, they have greater strength, but he has superior skill, and uses that skill to turn their strength and impetuosity against themselves. You may have noticed, perhaps, that the fiercer an assailant went at him, the harder was his fall."

"Yes, that seemed to be so, but I couldn't understand it."

"That's the science of Jiu-Jitsu. It is the most perfect of all methods of self-defense."

# Jiu-Jitsu

## Used on Hold-up Man

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Athletic Pedestrian Throws Assailant Bodily Into Street

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While porch-climbers and other sneak thieves are reaping a goodly harvest during the carnival of crime which is now going on in Chicago, owing to the inability of the police to effectively cope with existing conditions, hold-up men and others of their ilk who work on the public highways are on the look-out for exponents of the dangerous "Jiu-Jitsu" science, who are evidently able to defend themselves against the armed desperadoes.

By the judicious use of the Japanese art of "Jiu-Jitsu," Fred Korepta, 9240 Houston Avenue, South Chicago, put to flight a highwayman who was armed with a large revolver.

"I need your money," said the hold-up man, and the next thing he knew his intended victim, by a scientific application of "Jiu-Jitsu," had sent him spinning head over heels into the street. He did not wait to insist on getting the money, but fled, leaving his revolver behind him.

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## LESSON A. POSITION NO. 1.

This lesson shows how a weak person could stop an opponent who is about to clinch,

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## LESSON A. POSITION NO. 2.

by putting the first and index fingers to the eyes. This method was used by the Japanese at Port Arthur in the hand-to-hand battle with the Russians.

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## LESSON B. POSITION NO. 1.

Take your opponent by the left hand firmly, as above illustrated.

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## LESSON B. POSITION NO. 2.

Raise the left arm, turning your opponent's wrist inward with your left; slide your right under your opponent's left.



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## LESSON B. POSITION NO. 3.

Grasp your opponent's lapels firmly; stiffen your right arm, pushing your opponent's left from you until it rests on your right forearm. At the same time twist your opponent's left wrist inwardly and down.

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## LESSON C. POSITION NO. 1.

Place your right hand on your opponent's left arm at the elbow.

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## LESSON C. POSITION NO. 2.

Take your opponent's left hand at the wrist with your left, raising it inwardly, using your right to push his elbow forward.

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## LESSON C. POSITION NO. 3.

This will turn your opponent so his back will face you. Draw his left arm up, twisting the wrist with your left, taking a firm hold of your opponent's coat collar with your right.

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## LESSON D. POSITION NO. 1.

Place your right hand on your opponent's left arm at the elbow.

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## LESSON D. POSITION NO. 2.

Take your opponent's left hand at the wrist with your left, raising it inwardly, using your right to push his elbow forward.

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## LESSON D. POSITION NO. 3.

This will turn your opponent so his back will face you. Draw his left arm up, twisting the wrist with your left, taking a firm hold of your opponent's chin with your right and twist his head backwards.

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## LESSON E. POSITION NO. 1.

Take your opponent's left hand with your right so your thumb will rest on the back of his knuckles and your four fingers on the ball of your opponent's hand.



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## LESSON E. POSITION NO. 2.

Raise his hand as shown in the above illustration, hold it firmly.

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## LESSON E. POSITION NO. 3.

Press your opponent's hand backwards with your thumb and at the same time twist his hand to the right with your fingers.

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## LESSON F. POSITION NO. 1.

Should a person make an attempt to strike you with either hand,

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## LESSON F. POSITION NO. 2.

stiffen the fingers of your left hand and strike your opponent in the neck.

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## LESSON F. POSITION NO. 3.

Follow this up by placing your right around his waist, drawing him closely to you and pressing firmly on his neck with your left.

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## LESSON G. POSITION NO. 1.

Take your opponent firmly by the lapels of the coat, drawing him to you.

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## LESSON G. POSITION NO. 2.

Throw the coat over his shoulders, drawing your opponent's arms firmly together.

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## LESSON G. POSITION NO. 3.

Step to right quickly, placing your left leg behind your opponent's left, giving a sudden push backwards and to the right will result in a throw.



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## LESSON H. POSITION NO. 1.

Grasp your opponent's right with your left so as your fingers will rest in the centre of his hand and your thumb on the back of your opponent's, close to the wrist.

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## LESSON H. POSITION NO. 2.

Raise your opponent's arm over your head, striking him in the solar plexus with your right, holding firmly with left, going under as indicated by the above illustration.

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## LESSON H. POSITION NO. 3.

As shown by the above you have your opponent's right arm twisted and in a position where he is at your mercy.

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## LESSON I. POSITION NO. 1.

Place the four fingers of your right hand so they will rest firmly on the ball of your opponent's left and your thumb on the back of his hand.

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## LESSON I. POSITION NO. 2.

Place your left on your opponent's arm at the inside of the elbow, taking a firm hold turning up and inwardly, drawing the elbow back with your left, twisting the left hand upward with your right.

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## LESSON I. POSITION NO. 3.

Until you have it in the above position turn to the left pressing downward, using your left with your right if it becomes necessary.

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## LESSON J. POSITION NO. 1.

Should a person shake his finger in your face and about to strike,

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## LESSON J. POSITION NO. 2.

take a firm hold with both your hands so your thumbs will rest on the back of your opponent's hand.



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## LESSON J. POSITION NO. 3.

Press the hand back with your thumbs and at the same time twist your opponent's hand to the left and downward.

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## LESSON K. POSITION NO. 1.

Take your opponent's right, using your right so that thumb will rest on the back of his hand and your first three fingers in the palm of your opponent's.

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## LESSON K. POSITION NO. 2.

Step to the left; raise your opponent's arm, taking hold with both hands,

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## LESSON K. POSITION NO. 3.

pressing inward and twist to the right. You should always keep your opponent's arm raised, which will cause him to bend forward.

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## LESSON L. POSITION NO. 1.

Should a person take hold of you by the lapel of your coat with intentions of causing you bodily harm,

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## LESSON L. POSITION NO. 2.

and you should try to break the hold after your opponent had you by the back of the neck,

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## LESSON L. POSITION NO. 3.

hold him firmly by the arms with both hands, raise your right leg, pressing it firmly against his left, above the knee, as above illustrated. You will find it very effective.

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## LESSON M. POSITION NO. 1.

Should a thief reach to steal your pin or diamond stud on the street or in a public place,



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## LESSON M. POSITION NO. 2.

use your left hand, placing your three first fingers firmly on his hand, forcing his arm to the left.

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## LESSON M. POSITION NO. 3.

Take two steps to the right, holding your opponent's arm upward, and you will have him at your mercy.

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## LESSON N. POSITION NO. 1.

Take your opponent's right with your left firmly by the wrist as above illustrated.

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## LESSON N. POSITION NO. 2.

Twist your opponent's arm to the left as you are about to raise it; at the same time go under, holding firmly with your left.

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## LESSON N. POSITION NO. 3.

Place your right to your opponent's throat, taking a firm hold, pressing downward with your left; you can either choke your victim or break his arm.

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## LESSON O. POSITION NO. 1.

Should you get into an argument with a person and you have your hat on, which is sometimes the case,

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## LESSON O. POSITION NO. 2.

and you are about to be attacked, pretend to raise your hat in a casual way with your right hand.

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## LESSON O. POSITION NO. 3.

Lean forward, striking your opponent in the face with your hat and using your left, sending it to his solar plexus.



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## LESSON P. POSITION NO. 1.

Place your right arm inside your opponent's left as above illustrated, step to the right

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## LESSON P. POSITION NO. 2.

and inward, raising your opponent's arm as shown above,

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## LESSON P. POSITION NO. 3.

forcing your opponent's arm up, which will cause him to bend forward in great pain he cannot resist.

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## LESSON Q. POSITION NO. 1.

Take your opponent firmly by the left wrist with your left hand as shown above,

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## LESSON Q. POSITION NO. 2.

force your opponent's hand up and twist to the left, gripping firmly with your left, at the same time have your right ready to

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## LESSON Q. POSITION NO. 3.

take hold of your opponent's left hand as above shown. You can then twist his arm at your will, which is very painful.

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## LESSON R. POSITION NO. 1.

Take your opponent firmly by the left, using your left so that the ball of your hand will rest on his.

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## LESSON R. POSITION NO. 2.

Twist your opponent's arm to the right, raising it over your head, grasping firmly.



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## LESSON R. POSITION NO. 3.

Go under, at the same time grasp your opponent's right arm with your right hand, holding firmly and pull down with your left. Your victim cannot resist.

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## LESSON S. POSITION NO. 1.

Should a person take hold of you by the lapel of your coat with the intention of doing you bodily harm,

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## LESSON 5. POSITION NO. 2.

force your arms up between your opponent's. This must be done quickly, and step forward.

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## LESSON S. POSITION NO. 3.

Bring your left arm outside and under your opponent's right, placing your right to his shoulder and your left firmly on your right, which will cause your opponent much pain.

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## LESSON T. POSITION NO. 1.

Take your opponent's left with your right hand, allowing your thumb to rest on the back and your four fingers on the ball of his hand, holding firmly,

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## LESSON T. POSITION NO. 2.

raising your opponent's hand up, pressing firmly with the thumb of your right hand,

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## LESSON T. POSITION NO. 3.

and at the same time bring your left hand into play. You can throw your opponent at your will.

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## LESSON U. POSITION NO. 1.

Take your opponent firmly by the left, using your left so that the ball of your hand will rest on his.



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## LESSON U. POSITION NO. 2.

Raise your opponent's arm, twisting his wrist outward,  
placing your right arm over his,

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## LESSON U. POSITION NO. 3.

bringing your right around his left, firmly pressing down with your left hand, and at the same time twist the wrist.

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## LESSON U. POSITION NO. 4.

Should your opponent try to resist, you can bring your right hand down to your left wrist, which will make a firm hold that cannot be broken.

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## LESSON V. POSITION NO. 1.

Take your opponent firmly by the left, using your left so that the ball of your hand will rest on his.

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## LESSON V. POSITION NO. 2.

Raise your opponent's arm with your left, twisting inward.  
Place your right under his left and up,

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## LESSON V. POSITION NO. 3.

placing your right at the back of his head, taking a firm hold.

Department of Physical Education  
University of California  
103 Gymnasium for Men  
Berkeley 4, California

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## LESSON V. POSITION NO. 4.

Pressing down with your left and twisting your opponent's wrist inward, force his head down with your right.

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## LESSON W. POSITION NO. 1.

Take your opponent's left hand with your right. Have the thumb rest on the back and your four fingers on the ball of his hand.



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## LESSON W. POSITION NO. 2.

Raise the hand as indicated above, turning your opponent's wrist to the right.

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## LESSON W. POSITION. NO. 3.

Hold firmly with your right and pass your left under the arm as above illustrated.

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## LESSON W. POSITION NO. 4.

Grasp your opponent's left at about the wrist with your left. Pressing downward you then have your right free and have opponent at your mercy.

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## LESSON X. POSITION NO. 1.

Should you get into an argument

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## LESSON X. POSITION NO. 2.

and your opponent should clinch as above illustrated,

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## LESSON X. POSITION NO. 3.

place your right to opponent's nose and push. He will be more than willing to release his hold.

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## LESSON X. POSITION NO. 4.

You can then follow up with your left, which leaves your right free to take hold, same as lesson W.

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## LESSON Y. POSITION NO. 1.

Should a person point a revolver in your face to hold you up or otherwise, do not make a false move with either hand, keep cool.



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## LESSON Y. POSITION NO. 2.

Direct your left to your opponent's wrist, forcing his arm to the right, hold firmly, then grasp the back of the hand with your right.

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## LESSON Y. POSITION NO. 3.

Hold firmly with your left, force inwardly with the right;  
this must be done quickly.

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## LESSON Y. POSITION NO. 4.

Turn your opponent's wrist with your right, holding his arm up. You can then take the revolver from him with your left very easily. N. B. This should be practised by removing chamber from revolver.

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## LESSON 2. POSITION NO. 1.

Should you become involved in an argument and your opponent

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## LESSON 2. POSITION NO. 2.

grasps you by the throat, as above illustrated,

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## LESSON 2. POSITION NO. 3.

take a firm hold of his index finger with your left, draw his hand up and to the left, run your right under his left arm.

# Jiu-Jitsu



## LESSON Z. POSITION NO. 4.

Place your wrist over your opponent's, as above illustrated, pressing firmly down with your right. You have then reversed the positions and have your opponent at your mercy.

# Jiu-Jitsu



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## LESSON AA. POSITION NO. 1.

Should a person grasp you by the lapel of your coat as above illustrated,



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## LESSON AA. POSITION NO. 2.

run both up between your opponent's. This must be accomplished quickly.

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## LESSON AA. POSITION NO. 3.

Wind your left around your opponent's right, taking a firm hold on his lapel.

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## **LESSON AA. POSITION NO. 4.**

Step to the left and follow up closely, place your right to your opponent's chin, pressing firmly.

# “SECRET OF WHY YALE HARVARD LOST”

(By the Timekeeper)

Weep no longer. Harvard men, over the football defeats sustained by the Crimson the past season.

The reason for the defeats has leaked out. The coaches were not incompetent, as has been charged. Favoritism was not shown. Harvard was beaten by Pennsylvania and perhaps by Yale because of no fault of her own.

Harvard was beaten by Pennsylvania because of jiu-jitsu, and this Japanese art is now the sport of the hour in Philadelphia.

“Pennsylvania beat Harvard because she understood more about the new Jap science,” is the remarkable statement that has been made by Halfback Reynolds. “My punting improved 50 per cent after I understood the art. My advice to all football players, especially all kickers, is to master jiu-jitsu.

“If Harvard had paid more attention to this new Jap game,” says Reynolds, “and less to football proper, she would have had a better season.

“Two Japs have secretly and cunningly taught the Penn players the mysteries of the art. Jiu-jitsu is especially valuable to linesmen. Penn’s light forwards had no trouble bowling over the Crimson giants because, understanding the tricks of the Jap wrestling game, they were able to put that extra little twist in their shoulders which would throw their opponents off their balance,” he continued.

It is up to Scotty MacMasters to master jiu-jitsu. There is no longer any need of experts trying to discover what ails Harvard in football. When Reynolds’ statement is read by Harvard men, opinions will change of the football team and of the coaches.

SMITH T

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The above illustrates a student of Physical Culture—a perfect type of manhood obtained by persistent and careful devotion to the following exercises.

## PHYSICAL CULTURE

IN America the noblest interests of the race have reached unparalleled development. In no other country, in no other age, has mental culture been so complete and universal. It is an era in the progress of the race. The fruits of labor, which in other times and lands have been wasted upon the abnormal life of the few, have here, like air and light, the two great representative gifts of Heaven, found their way to the normal life of the million.

But in this hour of triumph the national life is jeopardized by physical exhaustion. While the admiring world looks on, our bodies, upon which as a foundation our higher faculties must rest, crumble and give way. Precocious brains are borne about by doubtful spines; brilliant talents are linked with dying bodies.

Men, women, and children should be strong, but it should be the strength of grace, flexibility, agility, and endurance; it should not be the strength of a great lifter.

Let me allude to the gymnastics of the circus.

Permit me to call special attention to three

features—to the man who lifts the cannon,

of the india-rubber man, and to the general

performer. The lifter and the india-rubber man constitute the two mischievous extremes. It is impossible that in either there should be the highest physiological conditions; but in the persons of general performers is found the model gymnast. They can neither lift great weights nor tie themselves into knots, but they occupy a point between these two extremes. They possess both strength and flexibility, and resemble fine, active, agile, vigorous carriage-horses, which occupy a point between the slow cart-horse and long-legged, loose-jointed animal. The race-horse has a much more vigorous circulation than the cart-horse. It is a fact not unfamiliar to horsemen, that when a horse is transferred from slow, heavy work to the carriage, the surface veins about the neck and legs begin at once to enlarge; when the change is made from the carriage to the cart, the reverse is the result.



And when we consider that the principal object of all physical training is an elastic, vigorous condition of the nervous system, the superiority of light gymnastics becomes still more obvious. The nervous system is the fundamental fact of our earthly life. All other parts of the organism exist and work for it. It controls all, and is the seat of pain and pleasure.

The impressions upon the stomach, for example, resulting in a better or worse digestion, must be made through the nerves. This supreme control of the nervous system is forcibly illustrated in the change made by joyful or sad tidings.

Could we have an unbroken succession of good news, we should all have good digestion without a gymnasium. But in a world of vexation and disappointment, we are driven to the necessity of muscle culture, and other hygienic expedients, to give the nervous system that support and vitality which our fitful surroundings deny.

If we would make our muscle-training contributive in the highest degree to the healthful elasticity of our nerves, the exercise must be such as will bring into varied combinations and play all our muscles and nerves. Those exercises which require great accuracy, skill, and dash are just those which secure this happy and complete inter-marriage of nerve and muscle.

Another point I take the liberty to urge. Without *accuracy* in the performance of the feats, the interest must be transient. This principle is strikingly exemplified in military training. Those who have studied our infantry drill have been struck with its simplicity, and have wondered that men could go through with its details every day for years without disgust. If the drill-master permits carelessness, then authority alone can force the men through the evolutions; but if he enforce the greatest precision, they return to their task every morning for years with cheerfulness.



At this point it may be urged that those exercises which hasten the action of the thoracic viscera to any considerable degree are simply exhaustive. This is another blunder of

the "big-muscle" men. They seem to think you can determine every man's constitution and health by the tape-line; and that all exercises whose results are not determinable by measurement are worthless.

I need scarcely say there are certain conditions of brain, muscle, and of every other tissue, far more important than size; but what I desire to urge more particularly in this connection is the importance, the great physiological advantages, of just those exercises in which the lungs and heart are brought into active play. These organs are no exceptions to the law that exercise is the principal condition of development. Their vigorous training adds more to the stock of vitality than that of other organs.

I have said an elastic tone of the nervous system is the physiological purpose of all physical training. If one may be allowed such an analysis, I would add that we exercise our muscles to invigorate the thoracic and abdominal viscera. These in their turn support and invigorate the nervous system. All exercises which operate more directly upon these internal organs, as, for example, laughing, deep breathing, and running, contribute most effectively to the stamina of the brain and nerves. It is only this mania for monstrous arms and shoulders that could have misled the intelligent gymnast on this point.

As our artificial training is designed to fit us for the more successful performance of the business of life, I suggest that the training should be, in character, somewhat preparatory for those duties. If you would train a horse for the carriage, you would not do it by driving at a slow pace before a heavy load. If you did, the first fast drive would go hard with him.

Just so with a man. If he is to lift barrels of flour, or kegs of nails, as a business, he may be trained by heavy lifting; but if his business requires the average velocity and free motions of human occupations, then upon the basis of his heavy slow training, he will find himself, in actual life, in the condition of the dray-horse, who is pushed before the light carriage at a high speed.

Is it true that in either intellectual or physical training,



bold, brilliant efforts, under proper conditions and limitations, exhaust the powers of life? On the contrary, is it not true that we find in vigorous, bold, dashing, brilliant efforts the only source of vigorous, bold, dashing, and brilliant powers?

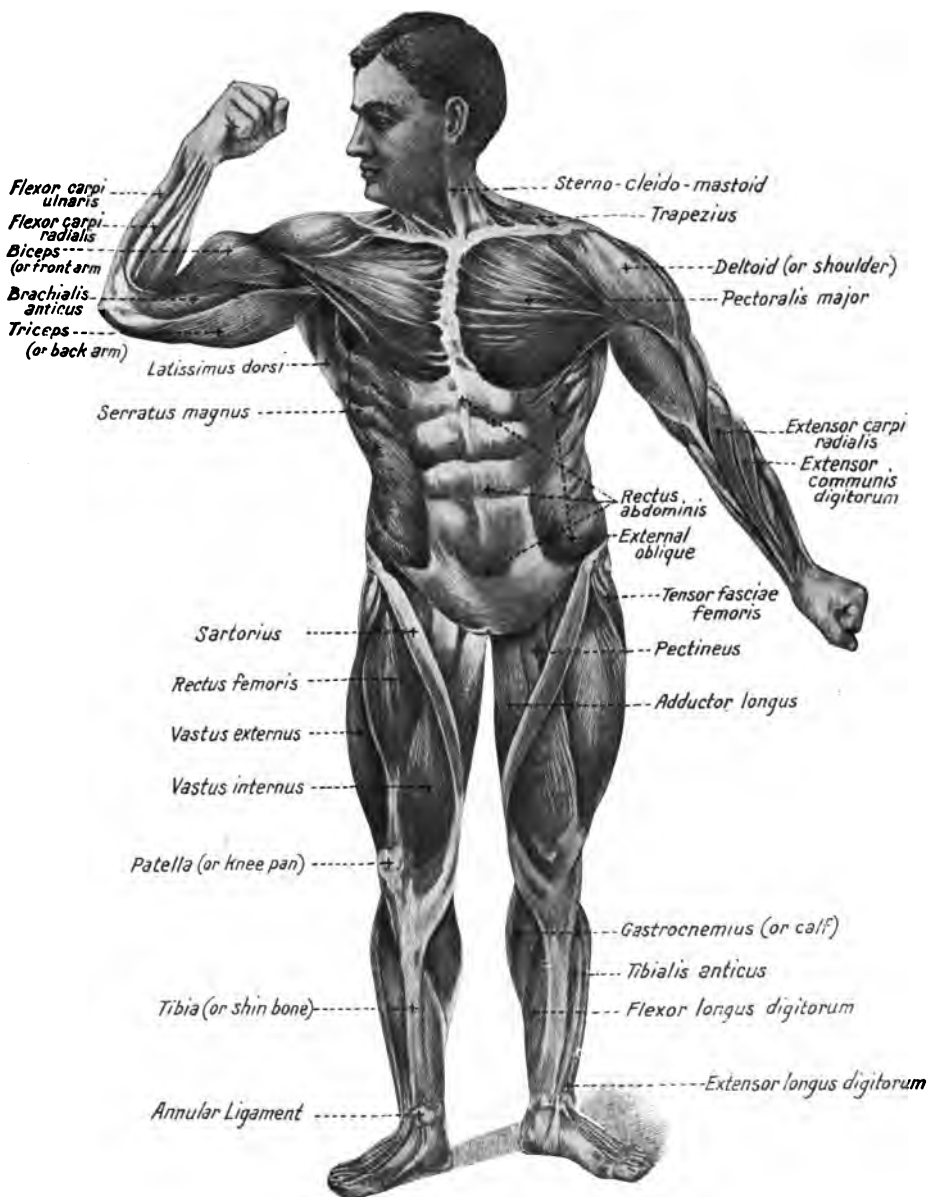
In this discussion I have not considered the treatment of invalids. The principles presented are applicable to the training of children and adults of average vitality.

I will rest upon the general statement that all persons of both sexes, and of every age, who are possessed of average vitality, should, in the department of physical education, employ light apparatus, and execute a great variety of feats which require skill, accuracy, courage, dash, presence of mind, quick eye and hand, — in brief, which demand a vigorous and complete exercise of all the powers and faculties with which the Creator has endowed us; while deformed and diseased persons should be treated in consonance with the philosophy of the *Swedish Movement Cure*, in which the movements are slow and limited.

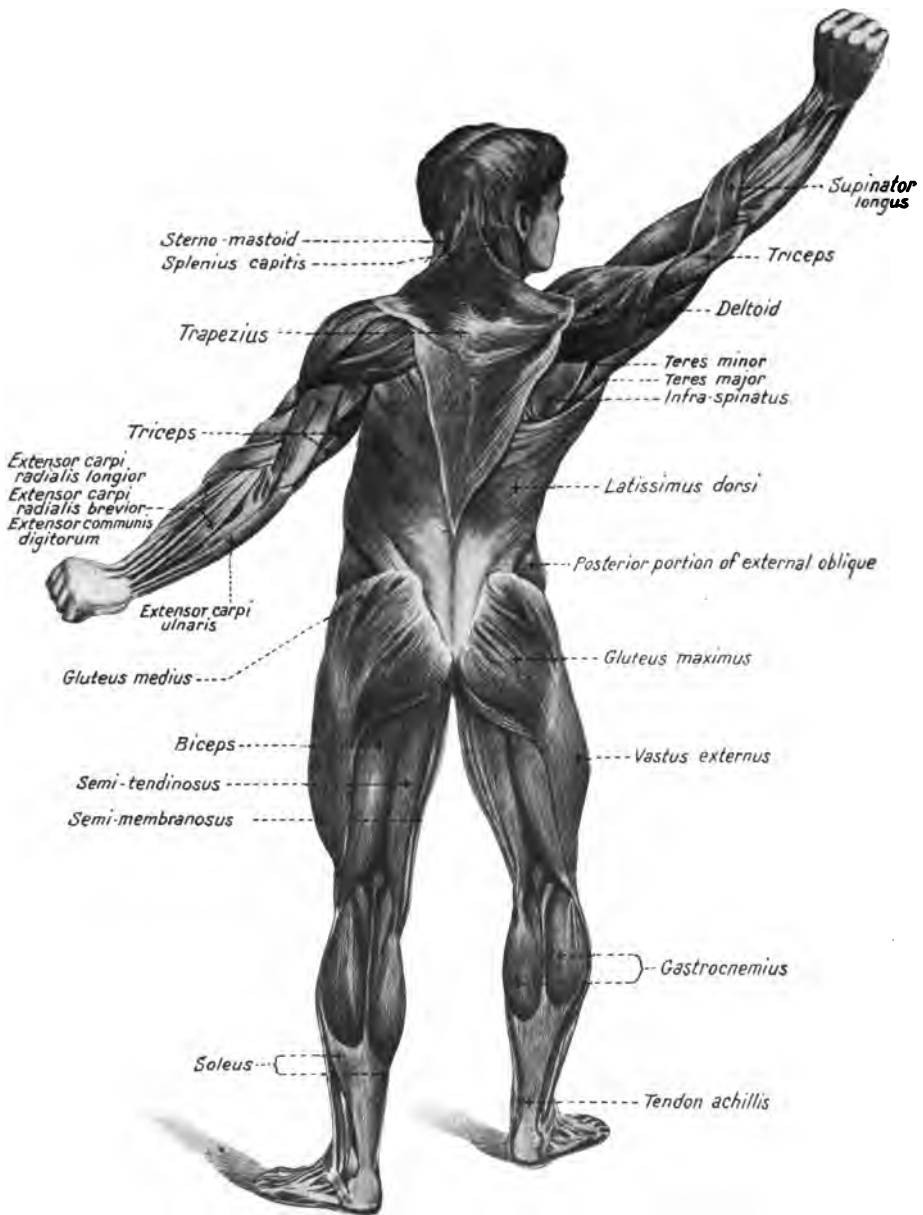


We rejoice to see that the American people of all classes and both sexes are taking more and more interest in outdoor sports. The bicycle, if used in reasonable moderation, will prove a great factor in the physical development of both sexes; but the danger is that the American idea of trying to outdo others will cause the young with untried muscles to attempt century runs and generally to overdo; while, if they should take reasonable rides, and enjoy the fresh air and scenery, it would prove a benefit to mind and body.

There are many simple contrivances to use at home, if not convenient to take full gymnastic courses. We give a description of ten lessons which bring every muscle and organ of the human system into action, and if used faithfully twice a day, say ten minutes in the morning after a sponge bath and ten minutes at night just before retiring, these lessons are positively sufficient for either man or woman. They will reduce the fat from those muscles on which it does not belong — and strengthen the power of the lungs, heart, and nervous system.

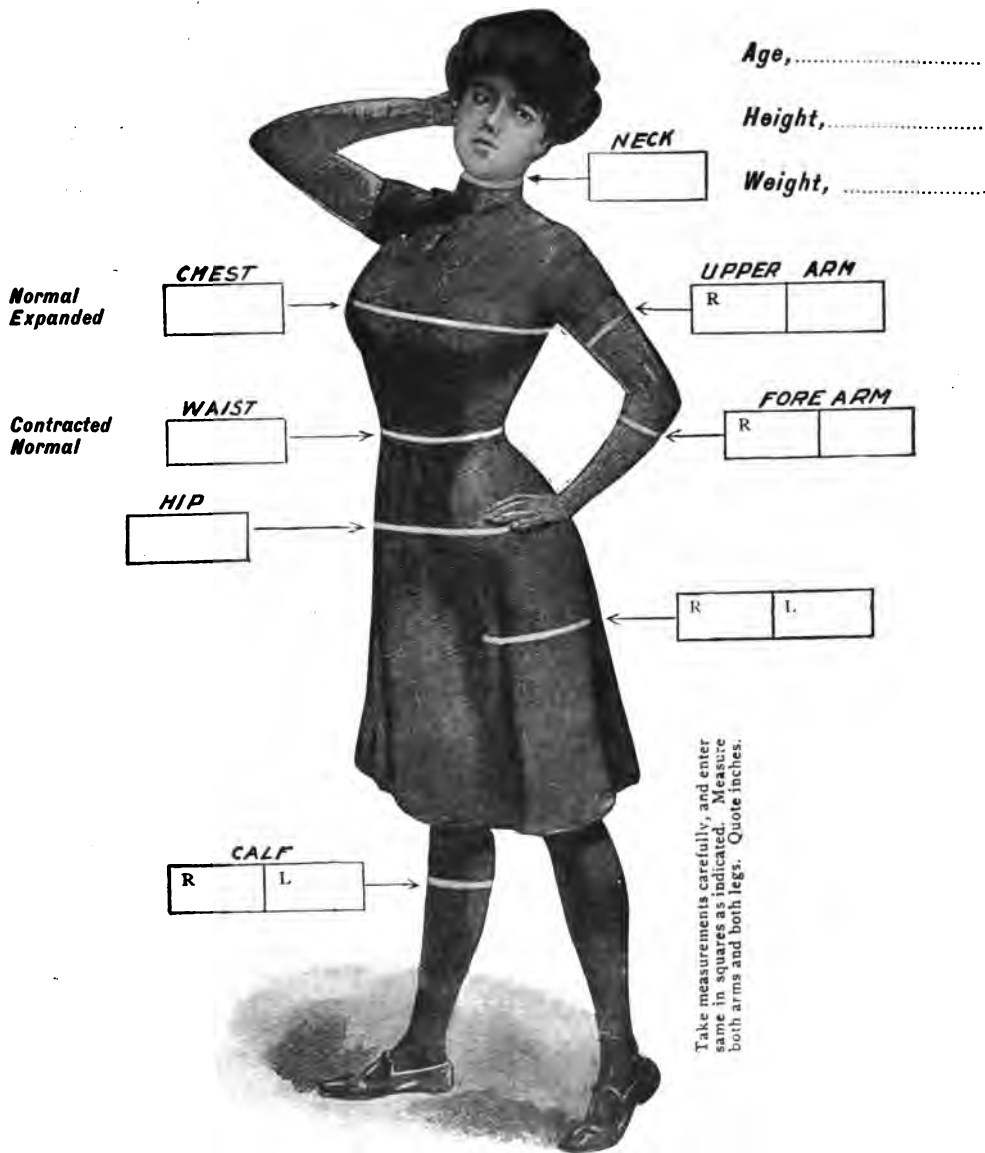


**The Muscles of the Human Body.**

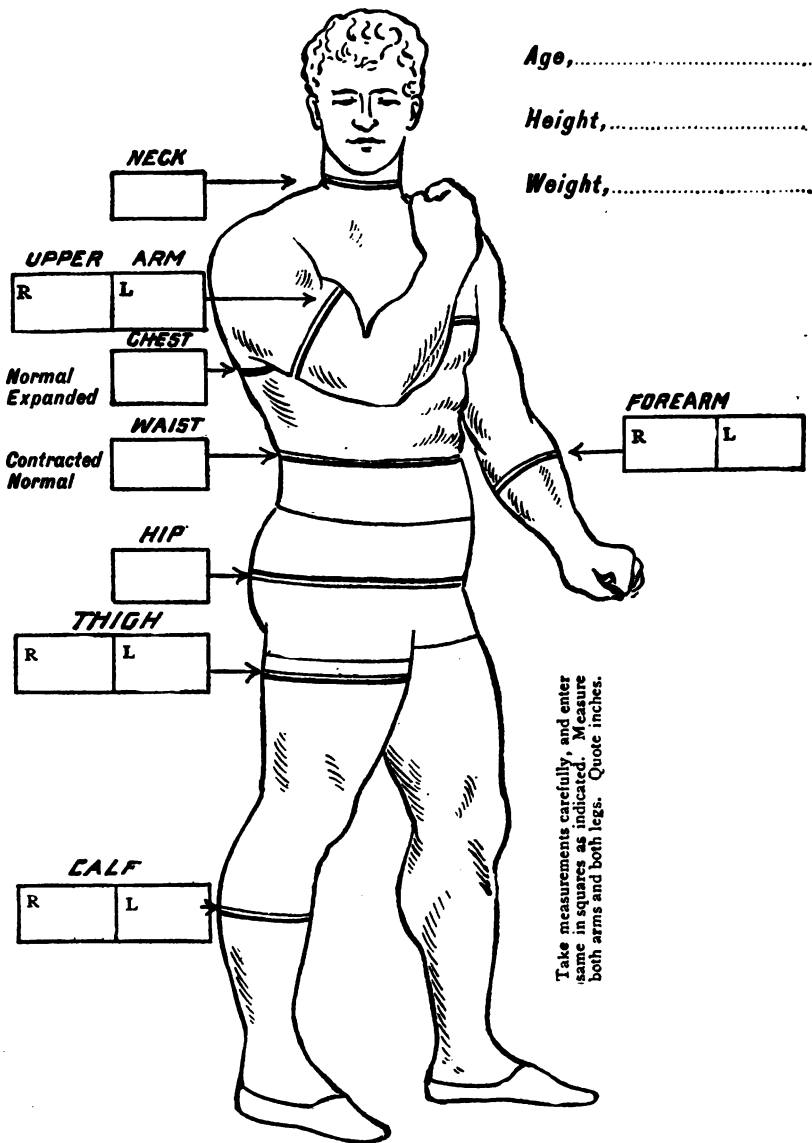


## The Muscles of the Human Body.

This Figure will show pupils how to take their own Measurements.



**This Figure will show pupils how to take their own Measurements.**



## LESSON I



### READY POSITION

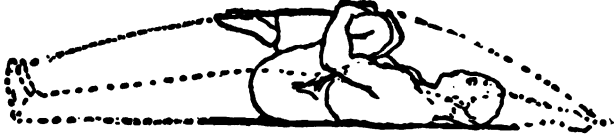
Lie on back, hands clasped behind head, which should be slightly raised.

### MOVEMENT (SLOW)

Draw up the right leg, flexing the knee as far as possible, pointing the toes downward. Lower again and extend leg, pointing the toes upward but not allowing the heel to touch the ground. While the right leg is being straightened the left knee should be raised. Count 1, 2 (bend, stretch).

NOTE. — Pull knee as close to the chest as possible when bending, and stiffen leg when straightening it, so that the quadriceps are felt distinctly contracted. Do not hold breath; count as already described.

## LESSON II



### READY POSITION

Lie flat on back, arms stretched above head and in line with body.

### MOVEMENT

(1) Draw up both knees, clasp them with the hands, press them well to the chest, exhaling; (2) extend the legs and arms, inhaling deeply, and repeat. Count 1, 2 (inhale, exhale).

NOTE. — This exercise affects the abdominal muscles and the digestive organs, also the lungs and legs, and should be done SLOWLY, emphasizing the breathing. In the extension of the leg contract the quadriceps firmly by pressing the heel forward.

Principal muscles used: Rectus abdominis, quadriceps and biceps of thigh, gluteus maximus, deltoids, pectoralis major, serratus magnus and lungs, etc.

### LESSON III



#### READY POSITION

Hands on the hips, waist drawn in, bend body forward.

#### MOVEMENT

Rotate slowly in a circle from the waist line, from right to left, reverse. Count 1, 2 (right, left).

NOTE. — Bend as far as possible when going to the rear, and forward when going to front; keep the legs straight. This movement affects the liver, also abdomen and back.





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This portrait is of a lady before using these lessons.

This portrait illustrates the perfect figure of the same lady after four months' treatment of ten minutes' exercise each day.

## LESSON IV



### READY POSITION

Arms extended in front of body. Heels on ground and knuckles upwards.

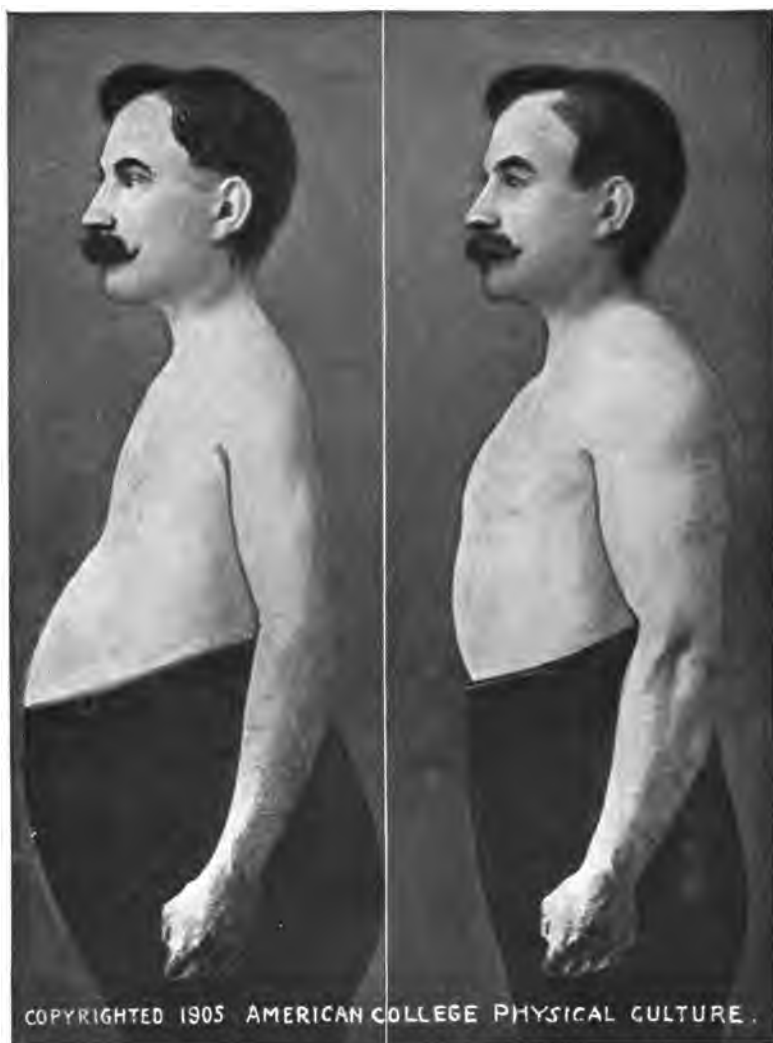
### MOVEMENT

(1) Carry the arms downwards and backwards (in a parallel groove) as far as possible, pressing the hands well back; at the same time rise on the tiptoe; press the chest forward, inhaling to the utmost. (2) Pause a moment and return to ready position, completely emptying the lungs.

Count 1, 2 (inhale, exhale).

NOTE. — This is a powerful breathing exercise and should be done slowly. Inhaling should take place the whole time the hands are traveling from front to rear. The movement of hands forward should be done smartly, forcing the air out of the lungs quickly.

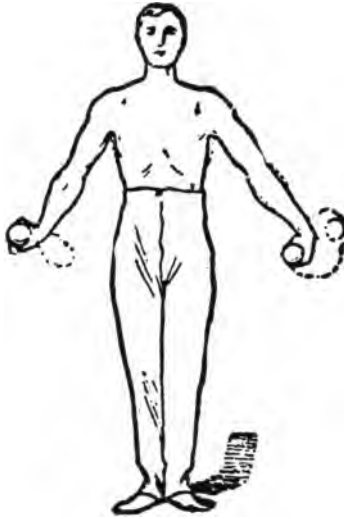
Principal muscles used: Deltoids, latissimus dorsi, rhomboideus, gastrocnemius (or calf), quadriceps, pectoralis major, serratus magnus.



A very pronounced case of obesity.

This shows the same person after a six months' use of these lessons. Waist reduced, chest, neck and arms developed. In perfect health.

## LESSON V



### READY POSITION

Stand erect, hands about six inches from sides. Use only one-pound dumb-bells, but small wooden dumb-bells are better still.

### MOVEMENT

(1) Bend the hands backward and (2) forward from the wrist to the forearm, contracting the muscles to fullest extent. Count 1, 2 (in, out).

NOTE. — This exercise is solely for the muscles of the forearm and hand. Follow the movements with the eyes. Make the contractions slowly and deliberately.

Principal muscles used: Flexor carpi radialis, extensor carpi radialis.

## LESSON VI



### READY POSITION

Breathing exercise. Lie at full length, hands resting on thighs.

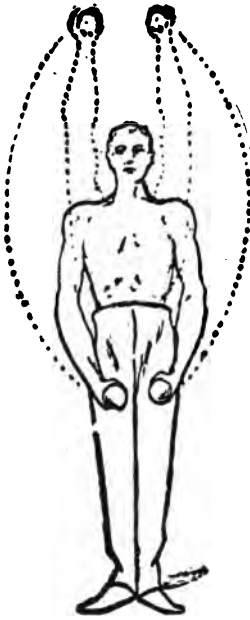
### MOVEMENT

(1) Raise the arms slowly until they are fully stretched above the head, inhaling all the while. Pause a moment with chest fully expanded. (2) Then bring arms slowly to side again, expelling the air to the utmost. Count 1, 2 (inhale, exhale).

NOTE. — Make the movement of the arms slowly and strive to breathe the whole time the arms are moving. This will be found difficult at first, owing to the lungs being undeveloped and incapable of taking in their full complement of air intended by nature. Perseverance will overcome this difficulty and defect, and when the taking of a breath can be made to occupy 20 seconds the lungs will then be fairly well developed.

Principal muscles used: Pectoralis major and minor, serratus magnus, deltoids and lungs.

## LESSON VII



### READY POSITION

Breathing exercise. Arms by sides, stand erect.

### MOVEMENT

(1) Raise the arms slowly outward and upward till they meet above the head, expand the chest, inhaling through the nostrils all the time the arms are in motion. The face should look up, following the motion of the hands. Maintain this position for a moment and then (2) bring the arms slowly down sideways and in front of thighs, exhaling through the mouth to the utmost. Count 1, 2 (up, down).

NOTE. — This is a powerful movement for the lungs and should be done slowly, inhaling from start to finish of movements of the hands upward.

Principal muscles used: Deltoids, trapezius, pectoralis major.

## LESSON VIII



### READY POSITION

Arms bent, elbows slightly in front and pressed close to body, forearms perpendicular, bells level with the shoulders.

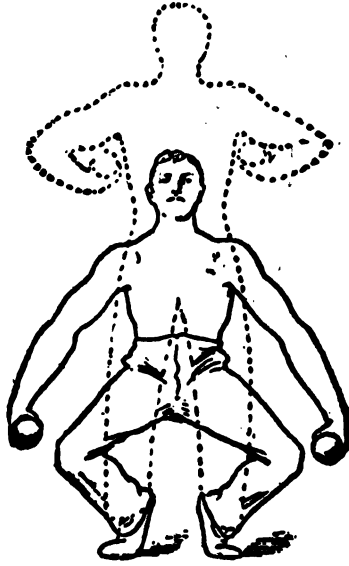
### MOVEMENT

(1) Press the right bell upwards as far as possible, head thrown back without moving body from the perpendicular. (2) Draw the bell smartly down to the original position, at the same time pressing the left bell up. Count 1, 2 (up, down).

NOTE. — Reach upwards as high as possible after the arm is straightened, bending the body to the side slightly in doing so. When bending the arm endeavor to raise the corresponding hip to meet the elbow. This is done by slightly raising the heel, keeping the leg stiff. This movement affects the liver, if the hip is raised as indicated.

Principal muscles used: Triceps, biceps, deltoids, serratus magnus, latissimus dorsi.

## LESSON IX



### READY POSITION

Stand on tiptoe, feet about 12 inches apart, dumbbells under the armpits.

### MOVEMENT

(1) Sink slowly down by bending the knees outward, straightening the arms by the sides; exhale. (2) Straighten the legs and resume ready position; inhale. The heels should not touch the floor throughout the exercise. Count 1, 2 (sink, raise).

NOTE. — Keep the back perpendicular while descending; this is done by looking direct to the front; fully inflate the chest and stiffen the legs when descending.

Principal muscles used: Quadriceps and biceps of the thighs and arms, deltoids, gastrocnemius, tibialis anticus, also lungs.



## LESSON X



### READY POSITION

Arms at sides, body perfectly upright, waist drawn in.

### MOVEMENT

Bend body to left side as far as possible, at the same time bringing right hand under right armpit, stretching the left arm down as far past the knee as possible. Reverse. Count 1, 2 (left, right).

NOTE. — This movement affects the liver and strengthens the obliquus abdominis, erector spinæ, and deltoid muscles.

The lessons and descriptions given on the next page are enough and sufficient for children, as they help develop all the principal muscles of the body.

With children who lead an active and strenuous life in play and games, it is not necessary to go deeply into Physical Culture exercises.



#### **BACK EXERCISE.**

Lie flat on the floor with hands by your side, as indicated by the picture.



#### **BACK EXERCISE, SITTING POSITION.**

Raise the body to a sitting position, as above indicated, without the assistance of your arm, or without raising the heels from the floor.



#### **SHOULDER AND ARM EXERCISE.**

Get position on floor as indicated by drawing above, and raise body, having the hands and toes only resting on the floor when the body is raised.



#### **FINGER AND WRIST EXERCISE.**

Join hands as indicated in picture, restraining against each other until one conquers.



#### **EXERCISE TO STRENGTHEN THE KIDNEYS.**

Join hands as indicated in above picture, holding the arms rigid and moving body and arms in a propelling motion as far as possible each way.