Amusements of Worcester school children ..

Croswell Thomas Rich
Title: Amusements of Worcester school children..

Author: Croswell Thomas Rich

This is an exact replica of a book. The book reprint was manually improved by a team of professionals, as opposed to automatic/OCR processes used by some companies. However, the book may still have imperfections such as missing pages, poor pictures, errant marks, etc. that were a part of the original text. We appreciate your understanding of the imperfections which can not be improved, and hope you will enjoy reading this book.
Amusements of Worcester School Children.
AMUSEMENTS OF WORCESTER SCHOOL CHILDREN.

By T. R. Croswell.

Educators are coming more widely to recognize that development following nature's laws is not always a steady growth in one direction, but often by sudden starts and rapid shoots at what are termed the nascent periods. They also recognize that, to guide the formation of true men and women, they must know more of what these nascent periods are, of what the natural tendencies of the child are in the normal process of his development. Such beliefs have led to the many attempts to study in a variety of ways the natural interests of children. The present study is but another such attempt based on the belief that the spontaneous activity of the child affords the best opportunity for the investigation of interest. It is not expected that the most careful study of the outward expression of the life of a limited number of children can settle the problem of children's interests; but we believe that this study, touching as it does the lives of several thousand children now attending our public schools, may serve some as a rough criterion of their work, confirming in many cases the results of general observation and honest experimentation, and in other directions pointing just as directly toward vital errors. Not only will it serve as a criterion of value, but will also contain many hints to the thoughtful teacher for special devices and methods of teaching.

This paper, originally intended as a preparation for a more extended study (which may yet follow), is based almost entirely upon the answers of some two thousand children in the public schools of Worcester, Massachusetts, to questionnaire No. VIII, issued in the fall of 1896 at Clark University. But these answers have been confirmed, as far as possible, by comparison with similar studies of about the same number of pupils from other localities, by the extended reading along this line, and by general observation. For the generous aid received, the writer feels under the greatest obligation to all contributors, and especially to the hearty co-operation and encouragement of Supt. C. F. Carroll, and to those principals and teachers who so kindly furthered the work in Worcester.

These returns, in round numbers, from about one thousand of each sex, include all grades from the kindergarten up to

The University

A.03
and into the high school. They are from seven different schools, so selected that about a third of the children are of Swedish parentage, one-fourth of American parentage, and the rest are about equally divided between the French Canadians and Irish, with a slight sprinkling of other nationalities. The questions were intended to recall as far as possible each child's own experience without suggesting particular answers. In order to call out the various reactions of the child, the questions were put from a number of slightly different stand-points. For the most part the answers bear the stamp of originality and truthfulness.

In collating this material three general heads have been followed:

1. A study of the variety and character of the games, toys, and other amusements of the child. In brief a tabulation and study under a general head of all the things mentioned in the answers to the following questions.

**TOPICAL SYLLABUS FOR CHILD STUDY.**
(Series for Academic Year 1896-7.)

**VIII. SPONTANEOUSLY INVENTED TOYS AND AMUSEMENTS.**

A. For Children. (Teachers are requested to ask their pupils to answer this part of the syllabus.)

Write your (a) name, (b) age, (c) sex, and (d) state whether you live in city or country.

I. What toys or playthings do you use most (a) in winter, (b) in spring, (c) in summer, (d) in fall?

II. What games and plays do you play most (a) in winter, (b) in spring, (c) in summer, (d) in fall?

III. Which of these are (a) your favorite playthings, (b) your favorite plays? Do you use most the toys and games you like best? If not, why not?

IV. Name other (a) games, and (b) playthings which you used when younger. Give age at which each was used most. Show your choice as above.

VIII. Describe any games you or your friends have invented. How long did you play them before giving them up? To what extent did other children imitate them?

IX. What do you play, or how do you amuse yourself (a) when alone? (b) When only two or three are together? (c) When more than three?

X. What do you do for amusement evenings?

XI. What games do you play on Sunday? What else do you do to amuse yourself?

2. A more careful study of question IX, i. e., a study of the influence which special conditions of environment may exert.

3. A study of the creative work of the child when left to himself. Based upon answers to the following questions:

V. Describe any plaything, no matter how poor, which (a) you have ever made, (b) your friends have made.
VII. Describe anything you have repeatedly attempted to make, or wanted to do, but did not know how.

Below the fourth grade, owing to the difficulty in written expression, little was attempted beyond the answers to the first three questions. Those from the kindergarten and first grade were obtained by careful inquiry on the part of several teachers who very kindly took upon themselves the labor of writing down the statements of their pupils.

The 2,000 children mention over 700 different means of amusement.¹

About 100 of these are sedentary games (chiefly cards), and 150 are with toys and common objects used as toys, which would tend to sedentary habits; 225 are active games or sports; 85 are such pastimes or employment as do not belong distinctively to any of these classes; while the writer was unable to find out even the nature of 130. 272 of these amusements were common to both sexes, 182 are mentioned by the boys alone, and 197 by the girls alone.

It has seemed best, however, to attempt to classify the amusements according to their most prominent function in the development of the child,² and to present the list at the beginning

¹Space does not permit a description of these various amusements, but the works referred to at the close of this article describe the majority of those which are neither original or purely local.

²Although the classification given in Groos's *The Play of Animals* seemed to me very unsatisfactory and incomplete, that in his later work, *Die Spiele der Menschen*, is by far the most philosophical that I have seen, and had it appeared earlier it certainly would have influenced greatly my own work. However, as my manuscript was already in the hands of the printer, it seemed best to call attention merely to the main points of his classification. Assuming, as I have done, that the function of play is development, Groos has made two main divisions of the play activities: In the first, those instincts tending toward the physical and mental development of the individual, find expression; in the second, those tending toward social development. (I. Triebe erster Ordnung oder spielendes Experimentiren. Solchen Trieben, durch deren Einübung das Individuum zunächst einmal die Herrschaft über seinen eigenen psycho-physischen Organismus gewinnt, ohne dass dabei schon die Rücksicht auf sein Verhalten zu anderen Individuen in Vorgründ stände. II. Die spielende Betteigung der Triebe zweiter Ordnung. Solchen Trieben, die gerade darauf ausgehen, das Verhalten des Lebenswesens zu anderen Lebenswesen zu regeln.) The first division is subdivided into three main groups, treating respectively of the exercise through play, of the sensory, the motor, and the higher psychic instincts of the individual. The second division has four main groups: Contests, Love Plays, Imitation Plays, and Social Plays. The last group, however, seems to me to be rather an extra emphasis given to the main characteristic of the preceding three, than an exclusive group. Although, perhaps Groos's classification is more logical and philosophical than my own, the reader would, I think, find greater difficulty in applying it successfully to the list of activities here presented.
of this study. Accordingly, in one main class are placed those activities, aiding most directly in the motor development; in the other class those productive of general idea not distinctively motor. These main divisions have been subdivided into groups more or less artificial, but serving to place before us kindred activities of the child, and thus affording a means of mass comparison. After every attempt at identification more than 125 different games must be left unclassified. However, as the most of these are not mentioned by more than one or two different persons, they have little bearing on the comparison of groups, though as indicating the great variety of amusements found among children similarly environed, they have considerable interest. A separate division is also made for those amusements reported by the children as played only when they were younger.

The general form of presenting each group is in three paragraphs; the first containing amusements mentioned by both boys and girls, the second by boys alone, the third by girls alone. In these paragraphs the amusements are arranged for the most part in the order of times mentioned in the returns, and after each game are numerals giving its standing, thus: Tag B 356–73, G 442–93, shows that 356 boys out of a total of 1,000 speak of playing tag, and 73 of these 356 considered it a favorite, while 442 girls out of 929 play it, and with 93 it is a favorite.

A. Amusements Productive of General Ideas.

1. Original Make-believe Games.

Play House B 59–5, G 365–54; Play School B 60–1, G 257–32; Play Horse B 166–26, G 47–3; Play War B 55–3, G 8–1; Play Fire B 41–9, G 3; Play Church B 4, G 9; Play Sunday School B 4, G 10; Santa Claus B 4, G 3–1; Salvation Army B 4, G 6; Dress Up B 3, G 6; Policeman B 15–1, G 2; Farmer B 3, G 1; Milkman B 1, G 3; Doctor B 1, G 1; Indians B 10–1, G 1; Bear B 13 "when younger," G 13; Pig, including "Pig Pen" and "Pig Stabbing" B 4, G 3; Fish B 1, G 1; Toll Gate B 3, G 1; Show, Circus, etc. B 4, G 7; Horse Car B 1, G 1.

By Boys Alone. Play Ice Cart 10, Ragman 3, Peddler 1, Judge 4–1, Mail Car 2, Shoemaker 1, Library 1, Dutchy-Greenhorn 1, Clown 1, Daddy 1, Dungeon 1, Clubroom 1, Robbers 2, "Deliver your Goods" 2, "There's a Burglar in the Parlor" 1, Wildmen and Tiger 1, Buffalo 1, Indians and Wild Horse 1, Indians and Cowboys 4, Indians and Robbers 1, Monkey 3, Training 1.

By Girls Alone. Play Parties, Tea Party, Doll Party 5, Theater 5, Giant 2, Postma, Stage Coach, Fairy Queen, Prince, Lady, Dressmaker, Milliner, Marching, Band, Queens, one each.

2. Play with Toys.

Dolls B 39–6, G 621–233; Teaset B 8, G 242–73; Doll Carriage B 5, G 233–86; Doll Furniture B 3, G 79–30; Doll Cradle B 1, G 131; Doll Table B 1, G 15–1; Stove B 1, G 15–3.
**AMUSEMENTS OF WORCESTER SCHOOL CHILDREN.**

*By Girls Alone.* Doll Bureau 16-4, Doll Piano 8-4, Dolls' Clothes 3, Flatiron 5, Washing Set 1, Sewing Box 3, Doll House 3-1, Doll Swing 2, Doll Slippers 1. Horse B 17-1, G 4; Sheep B 2, G 1; Dog B 2, G 1. The following are mentioned by Boys alone, although several girls speak of having played with such toys at an earlier age. Elephant, Crocodile, Monkey, Wooden Pig, one each. Wagon, Express, and Dump Cart B 18-8, G 7; Train, Engine, Cars, B 21-5, G 8; Blocks B 37-7, G 9; Pea Blower B 15-1, G 1; Balloons B 4, G 1; Windmill B 2-1, G 2; Whistles B 35-6, G 3; Drum B 31-8, G 3; Harmonica B 15-5, G 4; Horn B 9, G 3; Rattle B 1, G 1.

*By Boys Alone.* Guns (wooden) 17-3, Knives 17-6, Swords 12-11, Whip 7, Reins 5, Toy Soldiers 2, Flag 1, Cannon 1, Boat, Ship 35-3, Water Wheel 4-1, Water Hammer 2-1, Jumping Frog 3-1, Fighters (clothespin) 3, Jumping Jack 2, Pop Gun 1, Squirt Gun 1, Dice 7-1, Clapper 7.

*By Girls Alone.* Jack-in-the-Box 2, Toy Watch 1, Wooden Hammer 1, Horse Car 1.

3. With Common Objects Used as Toys.

Dog B 36-5, G 11-3; Cat B 17-2, G 9-1; Horse B 4, G 3; Baby B 2-1, G 3; Leaves B 75-2, G 112-6; Flowers B 32-1, G 102-1; Horse Chesnuts, "Horse Cobbles" B 85-5, G 7; Nuts, Nutting B 48-1, G 28; Trees, Climbing Trees B 25-1, G 11; Apples B 18, G 8; Berries, Berrying B 16, G 6; Picking Fruit B 5; Acorns B 3, G 19; Sap B 1, G 1; Eat Food B 1, G 1; Hot Cross Buns B 1, G 1; Hay, Playing in Hay B 20-3, G 18; Grass B 31, G 8; Sand Dirt B 21, G 18; Sticks B 18, G 12-1; Stones B 12, G 13; Water B 8, G 3; Fire B 5, G 1; Tin Cans B 9, G 7; Tin Dishes B 3; Trunk B 4-1, G 3-1; Bells B 3, G 3; Box B 1, G 3; Buttons B 3, G 2; Matches B 4, G 3, Pail B 3, G 3; Soap Bubbles B 1, G 3; Clothespins B 1, G 1; Broom B 1, G 1.

*By Boys Alone.* Pigeons 5, Pigeon Flying 1, Birds 2, Parrot 1, Poultry Show 1, Toads 4, Frogs 1, Rabbits 4-1, White Kats 2, Cows 2, Goats 2, Living Animals 2, Pigs 1, Lanterns 9, Valentines 8, Jack-o-lanterns 7-1, Fireworks 4, Pot 2, Bench, Bicycle Buttons, Blank Cartridges, Crowbar, Boots, Cartwheel, Wheel, Dustpan, Fork, Toothpick House, Strops, and Spool of Thread, one each.

*By Girls Alone.* Mud, Mud Pies, etc., 24-2, Clover, Oakballs, Oranges and Pears, one each; Lamp, Candles 5, Basket 4, Rocking Chair 4, Jacket 2, Parasol 2, Spoons 2, Stamps 2, Bottles, Cap, Coal-hod, Fans, Mother's Skirt, Pillow, Screen, one each.

4. Occupations Common Among Children.

**IN-DOOR.**

Books, Reading B 83-7, G 108-22; Studying B 2, G 3; Camera B 7-2, G 1; Drawing, Painting, etc., B 22-2, G 9; Blackboard B 2, G 13; Pencil B 2, G 3; Ruler B 1, G 1; Slate B 6, G 15; Paper, Paper Cutting, Colored Paper B 4-1, G 4; Desk B 1, G 3-2; Talking B 7, G 7; Tell Stories B 4, G 12; Riddles B 4, G 7; Singing B 11-1, G 22; Musical Instruments B 20-4, G 60-10; (of these the following are mentioned specifically, Piano B 6-1, G 51-9; Violin B 5, G 1; Banjo B 1, G 1; Flute B 3; Music Box, Melodeon, Harmonica, Accordion, and Zither, by one boy each; Apollo Harp, Autoharp, Mandolin, by one girl each;) Dance B 4-2, G 15-3; Parties, Social B 4, G 6; Carpentry, Tools, Tool-box, Saw, Hammer and Axe, etc., B 41-6, G 3; Jack-knife B 12-2, G 1.

*By Boys Alone.* Printing Machine 5-1, Typewriter 3; Debating Club,
Go to Public Lectures, Library, French Book, Bookkeeping, one each; Jig Saw 5, Leather and knives 1, Building Log Cabins 1; Electric Battery 3, Electric Toys 2, Electric Pulley, Experiments in Electricity or Chemistry, Telephone, Run a Stationary Engine, one each.

By Girls Alone. Writing, Writing Letters 5, Assume Characters and Charades 4-1, Practice Reading, Recite Poetry, Spell, Study Catechism, one each; Microscope, Scales, Theater, Opera 3, Play with Boys 1, Fancy Work 15-1, Crochet 15, Sew 19-1, Patch Work 1-1, Make Candy 4, Pop Corn 2, Stove 2, Clean and do Chores 1, Collecting Tintypes.

OUT-DOOR.
Shovel, Hoe, B 61, G 12-1; Rake B 12, G 3; Wheelbarrow B 18-1, G 2; Gardening, "Tend my Plants," "Plant things in Spring," B 6, G 6; Walks, "Go to Walk," B 14-2, G 25-2; "Go to the Woods to have a Good Time," "Romping in the Woods" B 2, G 1; Camping Out B 2, G 2-1; "Fresh Air," "Shovel Snow for an excuse to get out" B 1, G 1.

By Boys Alone. Butterfly Net 2, Catch Bugs 2, Whooping 2, Collecting Eggs 1, Peddle Papers 1.

By Girls Alone. Lawn Mower and Hose 2, Picnicing 2, Play in the Sun 2, "I go away for amusement," Go out with the Baby, Dig Potatoes, Look at Birds, Go Shopping, one each.

CARDS.
Cards B 163-34, G 151-51; Old Maid's B 38-12, G 73-20; Authors B 28-2, G 50-10; Peter Coddles B 2, G 15-3; Robinson Crusoe B 8-3, G 7-3; Snap B 6-2, G 8; Anagram, Letters, Spelling Game B 8, G 5; Napoleon B 6, G 1; Lost Heir B 7-1, G 1; Chicopee B 7, G 1; Bible Game B 2, G 5-1; Dr. Busby B 3, G 3; Christmas Goose B 1-1, G 5-4; Cinderella B 3-1, G 3; House That Jack Built B 3, G 2; Jack the Giant Killer B 3, G 1-1; Mail Express B 1, G 1-1; Pussel B 1, G 3-1, Whang B 1, G 2-1; U. S. Puzzle B 3-1, G 1-1; Shopping Game B 1, G 3; Waterloo B 2, G 2-1; Literature Game 3-1; Literary Women B 1; Noted Men of America G 1; Solitaire B 2, G 1; New Market B 1, G 1; Speculation G 3; Penock G 1.

By Boys Alone. Cock Robin, Columbus Base Ball Team, Bluff Cards, Delagoa's Travels, Hispaniola, Princeton and Yale Foot Ball Game, Slap, Massachusetts Puzzle, one each.


TABLE GAMES.
Checkers B 277-87, G 189-34; Dominoes B 185-42, G 133-26; Chess B 25-3, G 1; Puzzles B 21-3, G 13-1; Lotto B 21-4, G 47-8; Go Bang B 11-2, G 11-4; Tic-tac-toe B 11-1, G 10-2; Fox and Geese B 4, G 14-1; Halma B 2, G 5-1; Crocinole B 7-1; Parchesi B 17-2, G 40-17; Messenger Boy, Errand Boy, Telegraph Boy, Newsboy, Office Boy B 31-10, G 16-4; Nellie Bly, A Trip Around the World, A Race Around the World, Around the World in 80 Days B 17-3, G 7; Backgammon B 12-2, G 15-3; Old Mother Goose B 3, G 14-2; William Tell B 1, G 13; Cuckoo B 4-1, G 6; Yacht Race B 5-1, G 2; Steeple Chase B 2, G 4-1; Cash B 3-1, G 1; India B 2, G 2; Innocents Abroad B 3, G 1; Jack and the Beanstalk B 2, G 1; Little Miss Muffet B 1, G 3; Zigzag Kangaroo B 2, G 1; Bobb B 1, G 2; Arena B 1, G 2.

By Boys Alone. Toboggan Slide Game 2, County Fair, Sailor Boy, Three Horse Race, one each.
AMUSEMENTS OF WORCESTER SCHOOL CHILDREN.

By Girls Alone. Crossing the Alps 3-3, Drummer Boy 2, Bicycle Game 2-1, Little Bo-Peep 2-2, Crossing the Ocean, Lost in the Woods, King Quoits, Stick Game, one each.

PARLOR GAMES.

Hide the Button B 14, G 55-7; Hide the Thimble B 15, G 26-2; Quaker Meeting B 5, G 10; Guessing Games B 10, G 2; Post Office B 3-1, G 6-3; Shouting Proverbs B 1, G 3.

By Boys Alone. Send my Ship to China 2, My Cook doesn’t like Peas 1, Jedkins Up 1, Ghost 1, Kiss the Pillow 1, One, Two, Three, Go Back 1.


B. AMUSEMENTS PRODUCTIVE OF MOTOR DEVELOPMENT.

1. Traditional Ring Games.

On the Green Carpet B 6, G 62-10; Grandmother Grey B 5, G 53-10; Go In and Out the Windows ("Winrows") B 4-2, G 40-5; Lazy Maid, Lazy Mary, Lazy Bessie B 2, G 33-2; Water, Water wild Flowers B 1, G 33-2; Ring Around the Rosy B 5, plus 10 at an earlier age, G 31-5, plus 10 earlier; Farmer in the Dell B 8-2, G 26-5; London Bridge B 3 (plus 11 earlier) G 23-3; Round the Mulberry Bush, "Round the Barley Bush" B 2, G 14; Billy, Billy Button B 5, G 1; Three Kings B 1, G 4; Jack and Jill B 1, G 4; Tin Tin a Poppy Show, or Pin, Pin," etc., B 1, G 4.

By Boys Alone. Bushel of Wheat, Bushel of Rye 2, Fly Kitty through Peals 1.

By Girls Alone. Jennie à Jones, Jemima Jones 24-3, Poor Tommy is Dead 14-2, Little Sally Waters 12 (plus 6 earlier), Forty Girls go Round the Ring, "Merry Girls, etc. 11-3, Draw a Pail of Water 4, Here come an Old Woman from "Farmerland" (or Cumberland) 5, Here comes one King 1, Here’s the Way We Wash our Clothes 1, Have you any Bread and Wine? 2, Lady Bug, Fly, Fly! 1.

2. Games of Chase.

Tag B 356-73, G 442-93; Hide-and-Seek B 241-74, G 427-132; Relieve B 356-126, G 191-48; Black Tom and Black Jack B 102-26, G 97-14; Drop the Handkerchief B 22-2, 101-11; Lion in the Den B 4, G 80-22; Puss in the Corner B 35-3, 73-9; Steps B 9, 65-9; Hare and Hound, Hunt the Hare B 65-13, G 6; Blindman’s Buff B 42-2, G 64-13; Hill Dill B 45-6; 47-4; Run, Sheep Run, or Sheep Lie Still B 38-10, G 36-11; Bull in the Ring B 42-7, G 13; Bar Up B 42-6, G 20-2; Snap the Whip B 41-3, 50-2; Colors B 6, G 40-4; Duck on the Rock B 37-5, G 36-6; Stealing Eggs B 35-3, G 9-1; Birds B 9-1, G 25; Trade B 6, G 23-2; Old Witch ("Oh, Mother the Kettle is Boiling over," "Sunday, Monday," etc., "Old Man") B 6, G 19; Pig Tail B 5, G 18-1; Pinch Me, Oh! B 13-2, G 1; Last Couple Out B 1, G 12-5; Bonney B 6, G 3; Rachel and Jacob B 6-1, G 3; Chase the Squirrel B 6-1, G 2; Chase the Fox B 2, G 2; Gypsy B 3, G 3; The King (I’m on the King’s Land) B 1, G 2; Lead, Leadman B 2, G 12-1; "Pond, Pond Pull Away," "Pump, Pump Pull Away" B 1, G 1; Rush B 4, G 1; Round the Back B 1-1, G 6-1; Fox, Fox and Goat B 2, G 1; Grand Daddy Long Legs (An Original Game of Chase on Stilts) B 2, G 1, Skip B 3, G 1.
AMUSEMENTS OF WORCESTER SCHOOL CHILDREN.

3. Contests with Objects.

Ball B 679-241, G 409-57; Marbles B 608-115, G 130-21; Football B 455-151, G 1; Jackstounes B 28-2, G 341-63; Hockey, Shinney, Polo B 313, G 8; Top B 176-28, G 11; Hop Scotch B 16, G 154-21; Croquet B 62-3, G 148-52; Hoop B 71-3, G 110-14; Stilts B 70-7, G 12; Bean Bag B 4, G 72-7; Pick Knife B 57-4, G 3; Tenpius B 53-10, G 6; Tennis B 51-10, G 31-7; Tip Cat B 33-1, G 10-2; Tiddledy Winks B 22-6, G 31-3; Pillow Dex B 16-2, G 21-4; Horse Shoes, Quoits B 19-2, G 1; Fish Pond B 12-1, G 15; Pool, Billiards, B 13-2, G 2; Jackstraws B 4, G 11; Golf B 4-1, G 1; Cricket B 4, G 1; Battledore B 1, G 3; Bagatelle B 2, G 3; Parlor Ring Toss B 1, G 1.

By Boys Alone.—Boxing 36-7, Fight for fun 1, Fencing 1, Sling Shot 22, Bow and Arrow 15-2, Hand Ball 4, Basket 2, Tug of War 5, Vaulting Pole 2, Shovel Board 1, Tivoli 1, Roly Poly 1.

By Girls Alone.—Shooting Game 1.

4. Other Athletic Pastimes.

Racing, Running B 51-13, G 8; Leap frog, "Foot and Half" B 48-8, G 1; Jumping B 44-4, G 8; Gymnasium, Gymnasium Apparatus, Dumb bells, Indian Clubs, etc., B 22, G 11; Poisin B 2, G 16-1; Swinling B 13-1, G 22-4; Hurdles B 1, G 2; Wall Fences B 2, G 1; Bicycle, Tricycle, Velocipede B 160-78, G 91-46; Swimming B 119-26, G 15-2; Kite, Parachute B 107-5, G 12; Fishing B 80-19, G 7-1; Boats, Canoes, Rafts, B 78-18, G 27-4; Guns, Rifles, Hunting B 64-14, G 3; Tents B 33-2, G 14-1; Horseback Riding B 7-1, G 4; Carriage, Sleigh, Buckboard, Tally-ho B 16-5, G 22-3; Sled B 555-100, G 458-66; Skates B 538-168, G 412-113; Snow Balling B 123-14, G 68-3; Snow Shovel B 65-1, G 19; Snow Shoes, Skees B 58-3, G 10; Snow Man B 56-3, G 26-1; Snow House B 28-3, G 23-2; Snow Forts B 20-3, G 14; Toboggan B 2, G 2.

By Boys Alone.—Punching Bag 6-1, Wrestling 3, Vaulting 2, Last Dare 1, Roller Skates 1, Traps 4, Ice Boat 1.

By Girls Alone.—Jump the Stick 15, Hopping 2, Walk on Cans 2, Sliding on Feet 1, Somersaults 1, Merry-Go-Round 1, Snow Plough 2.

2. Practical Jokes.

Kings and Queens B 1, G 2.

By Boys Alone.—Digging for Gold 7, Pee-wea-mo-yet 2, Knight of the Whistle 1, Let 'er Fly 1.

C.

1. Games Mentioned Only as Outgrown.

By Boys Alone.—Cuckoo, Devil in the Band Box, Filling bar of soap with tacks, House that Jack Built, Play in the Tubs, Stealing Chickens.

By Girls Alone.—Barker, Drumming on Tin Pans and Marching, Five Little Rabbits, Fox and Cat, Little Boy Blue, Pea Porridge Hot, Peek-a-boo, Peter and Rachel, Roll Your Hands, Selling Birds, Stealing Chickens, The Cobbler, This is the mother good and dear.

3. Unclassified.


By Boys Alone.—Allart, Bombay, Boston Ring, Bug-a-Boo Bill, Catch my Bear, Catch the Wild Bull by the Horns, Catch the Fox by
the Tail, Croweck, Coast in the Well, Dickey Dick, Duckrick, Four Famous Funny Fellows, Four Louse Eaters, Free the Ring, Full Force, Galic, Gig, Mash the Gig, Muzzle the Gig, Gold Bank, Half Eagle, Have you ever seen a nigger, High Giggles, Hill Climbers, Kyno, Lilostillgo, Log Cabin, Man in the Moon, Pat, Peter Pumpkin Eater, Pike's Pike or Bust, Plume, Plump, Pooh, Range, Soldier on the Road, Six and Four are Ten, The Spear, Spole, Stag, Tarhand, Tat, The Capitol at Washington, The King Quoth, Three Mice, Twenty-three Fishers, Twiddles.


### III. General Function and Characteristics.

What are the characteristics of such typical amusements as ball, marbles, jumping rope, tag, checkers, cards, dolls, playing horse, cycling, playing with leaves, stones, reading, etc.? Certain of these are marked by active physical exertion, but this cannot be said of all. Some are dramatic; some call for the exercise and display of varying degrees of skill. Some demand the co-operation of numbers and so necessitate a social community, others are adapted to the individual alone. Some plays are deliberative, others appear to be entirely impulsive. Some amusements satisfy if the individual has the opportunity merely to exercise his own skill, his mastery over self and over inanimate objects, while others necessitate the subordination or mastery of another. In most games the element of chance is present, the risk of not securing the desired end adding zest to the other attractive features of the games.

Most theories offered to explain the play of children begin by assuming a "play impulse" sharply differentiated from all other activities, yet the serious character of much play is a fact of common observation. The necessity of accounting for such an impulse has led many to assume again, as the basis of all play, an exceptional state of neural activity which is termed the condition of "overflow energy." 1 This, perhaps, is the

---

1 Friedrich Schiller: *Letters upon the Ästhetic Education of Man.* See letters 25 and 26.