

ground work, that there is too much play; that boys and girls do not need to be taught how to play, but to work. And yet those who have worked in the playground movement know that the great rank and file of boys and girls do not know how to play the simplest games, and they are, of course, tremendous losers. One of the leading educators of New York, formerly a prominent school man in New England, used to say that as a boy he was cheated out of the play years. He never learned how to play, and he says that all through his life, up to the present time, he has felt that as a tremendous handicap in everything that he has undertaken to do.

We have with us this afternoon a gentleman who will tell us out of his observation and experience something of these games that every boy and girl should know. I have the pleasure of introducing Mr. George E. Johnson.

GAMES EVERY BOY AND GIRL SHOULD KNOW

PAPER OF MR. GEORGE E. JOHNSON

Many active games of boys and girls possess some element which originated in an age-old life and death conflict; many informal plays of children are founded upon some primitive contest over nature. It suggests a very optimistic view of human progress to learn that the fierce passions and agonizing struggles involved in life and death conflicts of ages ago have bequeathed to our children impulses to activities mutually healthful and joyous to all participating in them. I used to wonder how wild animals, or young dogs even, could play, could growl and bite, and roll together on the ground in mock battle and not have aroused in them the rage and lust for blood that stirred their ancestors in their fierce struggles with their prey or their foes. It is quite in keeping with the beneficent and refining process of nature that the very joy of exercising awakening powers or instincts should swallow up in good nature the inherited memory of ill will and destruction.

From this we get a hint of the process of nature which tends, in each successive generation, to conserve the essentials of previous generations, and in a somewhat higher and nobler form;

and we gain the suggestion that we might take advantage of play in a way to achieve perfect coöperation between conscious education and the process of nature. Every normal child born into the world is blessed with so rich an inheritance from the past that it is difficult, if society does its part, for him to go astray.

Now, the games and plays of children are the modes of taking possession of this rich inheritance, and if we keep in mind what qualities we desire our children to possess and what foundations for such qualities have been laid in the past, it becomes a fairly easy and sure task to suggest games that every boy and girl should know.

The first thing we should desire for our children is good health. Every boy and girl should participate in those plays and games which are based upon the activities that gave to, or at least retained for, our ancestors, poise of body, depth of chest, strength of heart, active circulation, and good digestion. Therefore, every child, before and after what may be called the age of games is reached, should play at walking in difficult places, at climbing and hanging by the arms, at swinging, at digging and lifting and hauling, at running and dodging and chasing, at swimming, at jumping, at throwing and striking, at wrestling and fighting.

The boys and girls who pursue on through the years such plays and games under favorable conditions will take possession of their birthright of a complete and rounded physical development and escape that deplorable condition, so common among school children, of an inverted pyramid of intellectual and physical development—a condition which recalls Lincoln's familiar allusion to the Mississippi steamboat that had a one-horse-power engine and a two horse-power whistle. When the whistle blew, the steamboat stopped. We observe many a school child with a two-power brain and a one-power stomach, and all too frequently the child life stops.

The next thing to a sound body that we should desire for our children is a sound mind to control it. The activities of the race have developed certain mental qualities also which tend to be conserved in children through their plays and games. Beginning with the lower qualities, as perception, acuteness of hearing, clearness of vision, keenness of touch, and the rest, and continuing through accuracy of judgment of impressions, correlation of the senses and motor apparatus, memory, association, imagina-

tion, discrimination, judgment, and reasoning,—*up to a certain point*, the plays and games of children furnish the best, if not the only, practicable means whereby boys and girls may take full possession of their mental inheritance. Therefore, every boy and girl should play those games that tend to make the mind the perfect master of the body. These include, first of all, innumerable games of skill, beginning perhaps with the simple games of ball, tip-cat, ring toss, bean bag board, jackstones, marbles, hop scotch, hoop rolling, top spinning, and concluding with the most complicated games of ball. On the mental side these games advance beyond those first-mentioned exercises, which merely develop correct posture, deep chests, and good stomachs; and they make for a finer organism, closer correlation, higher efficiency, and more masterful control.

The perfection of mental control over motor mechanism is constantly illustrated in ball games. I watched some school-boys engaged in a game of baseball. It was a fast, close game, with the score 4 to 3 in favor of the field at the second half of the ninth inning. The crowd was yelling fiercely. A batter hit a ball sharply to the infield. It bounded along with the speed of a cannon ball, a little to one side of the shortstop, who by some incredible sweep of body and hand stopped its progress, but was unable to recover for a sure throw to first, and the ball went wide and struck the fence beyond. The runner, seeing his opportunity, tore along toward second base like a race-horse. Meantime the pitcher, simultaneously with the hit, started back to first base, and with the swiftness of a hawk bore down upon the ball, now on its rebound from the fence. With what to the eye seemed a single and continuous movement, he seized the ball, turned, and threw it with unerring aim to the second base, who caught the ball and tagged the runner as he shot in a long swift dive for the bag, and the game was saved. It is no wonder that such perfect union of temper, mind, and execution constantly exhibited in ball games should excite the instinctive admiration of thousands, who by their perennial enthusiasm attest the popularity of our national game.

But there is a further need of boys and girls, beyond health of body and mental control, namely, of certain moral and social qualities, the foundations of which have been laid in generations past. Every boy and girl should know those games that develop courage, self-respect, admiration of skill, desire for efficiency,

sense of justice, the love of fair play, sympathy, and sociability. Ample opportunity for the development of most of these qualities is found in the active games of children. In our nation of diverse peoples there is special need of games which develop those qualities in the individual that are essential to social control. Ross mentions four of these traits or qualities essential to good order, namely, sociability, sympathy, sense of justice, and its correlative, resentment. In these days of rapidly increasing interest in the sociological aspects of education, the plays and games of children acquire special interest, for it is in the play life of children, in the pure democracy and autonomy of the playground alone, that any adequate opportunity for normal social expression can be made possible for children.

Strange to say, the tendency in the development of civilization is frequently away from the sociability of primitive races. The Anglo-Saxon is less sociable than the Eskimo, Sioux, Negro, or Bushman. Instinctive sociability, unmindful of race or social position, is best conserved and most safely expressed on the playground. Every boy and girl, therefore, should know the traditional singing games, folk plays, and dances, such as Looby Loo, London Bridge, Jenny Jones, Go Round and Round the Village, and others, and the dances of various nations. Especially is the socializing influence of the play festival apparent when the children of all sections of a city and of all nationalities meet in one happy gala day of play, showing in their common interests and common joys that in the childhood of the races, at least, "God hath made of one blood all nations of men."

Sympathy, the gentle spirit that evens inequalities and puts one in another's place, like sociability, often loses in the process of civilization and in the passing of childhood. It is an observation of anthropologists that "idyllic gentleness" has been found only among primitive peoples, and it is a common observation that children are more sympathetic than their elders. Many a man finds it difficult to kill his chickens, drown superfluous kittens, or shoot mischievous squirrels, when he considers the peace and knowledge of his little children. But sympathy, as well as sense of justice, will have much to do with any successful righting of social wrongs or with the maintenance of better social conditions when once they are attained. We shall do well to conserve in the children of this generation all possible susceptibility to sympathy. This can best be done through the plays of

children. In his play the child splits up into his "other selves"; he becomes all things; he puts himself constantly in another's place.

Every boy and girl, therefore, should know those plays and games that call for imitation and impersonation in great variety, imitation of animals, of playmates, of men and women, and of every social stage and occupation, such as fireman, cowboy, policeman, grocer, expressman, doctor, conductor, teacher, and others; games where the players alternate in having the desirable and an undesirable part, in being "it" and not being "it," such as Tag, I Spy, Hunkety, Hill Dill, Bull in the Ring, Blind Man's Buff, Follow the Leader, Gypsy, Fox and Geese, Duck on a Rock, Roly-Poly, and the like.

The sense of justice or love of fair play is another "contribution of the individual" to social order and "best good of all." Children in their games tend instinctively to adhere to rule and to grant and to demand equality of advantages and opportunities. The playground, therefore, readily becomes the best school for the conservation of the "square deal" in personal and social relations; and the supervised playground has one distinct advantage in this, that it can maintain a high standard of fair play and of adherence to the rules of the game. Every boy and girl should become expert in some games which have a generally accepted and clearly defined code of rules governing them.

These traits of character of the individual which have been mentioned, and toward which there is an instinctive but not always unerring tendency in children, would not fulfil their function fully unless they came to be exerted in social as well as individualistic activities. And, sure enough, the race has bequeathed to our children an instinctive tendency to do this, as Dr. Gulick has so well shown. The individual is the atom of society; the group is the molecule. It is upon the relation of the atoms in combination that the character of the molecule and of the substance depends. The welfare of society will depend in a great measure upon the elemental virtues which are so well developed in games and which take on a new and higher form when exerted in group activities. Therefore every boy and girl should know certain of the best group games, such as baseball, foot ball, captain ball, hockey, for boys, and modified ball games for girls.

The half has not been said as to what games every boy and

girl should know, nor as to why they ought to know them, while there has been scarce mention of informal play, as distinct from formal games, which perhaps represents as much higher type of play as the arts of peace are higher than the arts of war. However, from what has been said, we may include among the games every boy and girl should know:

1. Games that conserve the essential biological and physiological growth of children.
 2. Games that tend to make the body the perfect organ of feeling, thinking, and execution, even under the stress of great excitement.
 3. Games that develop the elemental individualistic virtues.
 4. Games that tend toward a more perfect expression of the individual in social relation and for social ends.
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THE CHAIRMAN: As we look over our American cities and as we come to know more and more of the government, or rather in many cases the lack of government, in those cities, and as we behold with wonder the men who are elected to municipal office, we cannot help but think with many misgivings of what the future is to be, unless the material that shall be at hand for the government of our cities is better than that which is now in sight. There have been some efforts made along the line of municipal training, so to speak, of boys. I believe there is but one city that has made the attempt of having a municipal camp. The next speaker is going to tell us something of the practical working of Newark's Municipal Camp.

I have the honor of introducing Mr. Charles A. McCall.

NEWARK'S MUNICIPAL CAMP

PAPER OF MR. CHARLES A. MCCALL

Newark is justly proud of its municipal camp. Although still in its infancy, Newark's camp has fully proved its usefulness and value as a practical charity during the four years of its existence. From a very small beginning it has developed into a camp which provides a week's outing during the vacation