

Hints and Helps.

THE PLAYHOUR IN A COUNTRY SCHOOL

FRED BROWNSCOMBE, PETROLIA.

IX. OUTDOOR GAMES.

BASTE THE BEAR.—The "bear" kneels on the ground and the master stands beside him and endeavors to touch one of the other players in the act of striking the bear with his cap or knotted handkerchief. The person so touched becomes the bear, and the former bear becomes the master. Or the bear kneels in a circle secured by a rope held by the master. If the master can touch any of the assailants without letting go of the rope or dragging the bear out of the ring, the boy so touched becomes bear, selects his own keeper, and the sport is continued.

HAT-POST.—A stake is driven into the ground, one end of a six foot rope tied to it and another end given to a boy to hold, and all the other boys place their hats about the post or stake. These boys must now endeavor to steal away their hats without being touched, while the first boy tries to prevent them from so doing. Each must get his own hat first, after which he may help get others. Any player touched is out of the game; if touched while making off with a hat he must replace it. When all the hats are gone, those persons touched undergo some penalty, as that described in Hopping Hats or Broken Down Tradesman, after which the first one caught becomes "it" for a new game. The guardian of the hats may touch any player at any time, provided he does not let go of his rope. If all the hats are obtained without anyone being caught, the guardian undergoes the penalty and remains in office during next game. Should he guard so well that all or any players give up, all so giving up must suffer the penalty.

DEFENDERS.—A cap or handkerchief is laid upon the ground and about it group the defenders, while the attacking party stand five or six yards off. When the game commences each player of both parties stands upon one foot and anyone who touches both feet to the ground is out of the game. The object of the attacking party is to secure the hat as many times as possible, as each capture counts one point; and of both parties, to overthrow the other, for the side that has one or more players left when their opponents are all out, counts one point for each so left. The attacking party hop towards the others and some strive to overthrow them, while one or more seek to get the hat. The hat secured, all rest on both feet and the attackers go back (leaving the hat) and shortly begin again. When all of one party are out the sides exchange places. Twenty points constitutes the game.

DUCK ON THE ROCK.—A base is drawn about ten yards from the duckstone, which is a large stone surmounted by a smaller one called the duck. The players now gather behind the duckstone and "pink," that is, pitch their stones towards the base line, to determine who is to be "it." This is the player whose stone is furthest from the line, who thereupon remains near the duckstone, while the others commence the game by pitching (not throwing) their stones in the attempt to knock off the duck. After each player has thrown he stands near his stone, and, watching his opportunity, seizes it and carries it "home" to pitch it again. The guardian may touch anyone off the base carrying a stone, or who has touched his stone, and the person so touched becomes the guardian. When at any time the duck is knocked off, all shout "Duck's off," and those whose stones are out, seize them and run home, for the keeper may not touch anyone till he has replaced the duck. When one player's stone strikes another's, the stones are said to "kiss," and the two owners may carry them home without being liable to be touched.

DRAWING IN THE PUBLIC SCHOOLS.

REASONS WHY IT SHOULD BE TAUGHT.

(1) *Drawing is one of the four fundamental studies*, number, language and music being the others. All other studies addressed to the mind are branches of which these are the foundation. For example, writing is a combination of language and drawing; geography, of number,

language and drawing; botany, of language and drawing, etc.

(2) Drawing is the basis of a very large number of branches. It is the basis of—*The Mechanical Arts*; *The Decorative Arts*—frescoing, embroidery, tapestry, and lettering; *The Plastic Arts*—carving, modeling, molding and sculpture; *The Reproductive Arts*—etching, engraving, lithographing, printing and photography; *The Productive Arts*—which include original work in any department.

(3) *Drawing is largely the basis of the trades.* The stone cutter cuts a capital from stone; the draughtsman draws it on paper. The mechanical process differs, but the mental process is the same. The blacksmith *draws* a horseshoe with his hammers; the draughtsman draws it with his pencil; both require the same cerebral activity. In like manner the carver draws with chisels, the mason with a trowel, the carpenter with various tools, the painter with a brush, the tailor with shears, etc.

(4) *Drawing is one of the surest means of acquiring knowledge.* To represent an idea by drawing it, requires a thorough study of it.

(5) *Drawing shortens the school course.* By cultivating the perceptive powers the time is shortened in acquiring those studies that wholly, or in part, depend on observation.

(6) *Drawing is the basis of observation.* To reproduce objects requires habits of closest scrutiny. On the other hand to have drawn objects stimulates closer observation of those objects.

(7) *Drawing is a third language*—oral language, written language, drawn language. The drawn language is supplementary to written language. Where written language is weak, drawn language is strong, and vice versa.

(8) Drawing cultivates the hand and lays the foundation for technical education.—D. R. AUGSBURG, in *N. Y. School Journal*.

HONORABLENESS IN SCHOOL.

BY REV. NEWMAN SMITH.

HONESTY among pupils is one of the possible school virtues. And honesty in study is a preparation for honesty in life. There is such a thing as honest study, and also there are habits of shirking lessons, inattention, and making believe to know, which are not honest habits. Then there is a still finer virtue even than honesty; or rather I should say the homely, substantial virtue of common honesty is capable of taking on a finer quality, as good iron may be tempered into bright steel. Honesty, when it is tempered and brought to its finest quality, becomes honorableness. The honorable man lives clear above the ways of the low-browed man who is just honest enough to keep his business under cover of the law; and the honorable boy at school will not be content just to edge along under the rules. School life offers many opportunities for tempering a soul to high honorableness. A boy can learn to be honorable in all things with other boys and towards his teachers, never telling an untruth, never taking a mean advantage, never speaking a base word, never hurting one weaker than himself. In school life one can gain a wholesome spirit of good comradeship, learning not to be shut up in himself, but to live heartily and happily with others. Opportunity also is afforded in school life for the exercise of pluck and determination, for gaining that strength of will which men and women need so much to acquire in order that they may live worthily.

To give up a school task half-mastered, to fail of putting all the child's will into the child's work, is as cowardly in the boy or girl as it would be cowardly for a man to be afraid of standing up for the right, or for a woman to hesitate to make a sacrifice of her ease in the service of love.

And if we are to have brave men—and God knows how much the world needs them—we must put value on child courage in standing up to the tasks and the duties of school life. It requires moral courage sometimes for a youth at school or college to keep himself clear from questionable customs; to refuse to join in anything unseemly; to risk giving offence rather than laugh at the coarse jest or listen to the vulgar song; to follow alone, if need be, the low, clear voice of duty and pure home love, and to do under any temptation the one right thing. But the making of men is in such valor of soul.

CHILDREN'S LIES.

BY THEO. B. NOSS, CALIFORNIA, PA., STATE NORMAL SCHOOL.

All phenomena of child-life have interest for the true teacher. The little vices as well as virtues reveal the workings of the mind. The lies of young children may often show but little moral guilt; yet they will always be regarded with apprehension by the wise teacher or parent.

Several months ago, at my request, a member of our senior class began a collection of data in regard to the falsehoods of young children. The following is the report which he submits:

"This study of falsehood in children has been for the most part a direct observation of the children of the model school and of the town for the last five months.

The children were observed in their school work, at play along the street, and wherever it was possible to gather information on the subject. Commonplace lies, rather than unusual ones, have been noted and those of ordinary children, rather than of the exceptional. The observations were recorded as soon as possible after they were made. The examples here given are fair specimens of the false statements noted.

It seemed fitting to divide this collection of promiscuous lies into classes according to their motive:

First, Selfish Lies: Willie aged nine to Frank aged eleven, 'Give me an apple?' Frank, 'Have no more.' He had two in his pocket at the time. Three out of sixteen children were seen to peep into a book in a review in geography. There were three claimants to a paper of very neat writing, when the teacher asked whose it was. A little girl of eight denied positively that there were any freckles on her nose, when it was asserted by another pupil that there were. These lies are among the most common, and are the result of a somewhat biased feeling toward self.

Second, Boastful Lies: One girl aged nine said she could run as fast as a man. Another quickly replied that she could run as fast as the train. A boy aged twelve said he could jump over a barrel. 'That's nothing,' replied another of ten, 'I can jump over a house.'

Third, Lies to Surprise: A very little girl said it rained so hard at her house that she couldn't see out of the window. Girl of eight said she saw a pile of earth around an ant's burrow, three feet high.

Fourth, Lies for Contrariness: Girl of nine spelled gas with two s's. 'Why, Mary, are you not wrong?' 'That is the way it is in my book.' When shown her own book, she replied: 'Well, I'm sure when I looked before there were two s's.'

Fifth, Lies for Sympathy: Nine-year-old boy described untruthfully the way a big boy had treated him. Girl of eleven told her mother that the teacher had slapped her ears. He had only slightly shaken her.

Sixth, Gossip Lies: When the teacher wanted to know which of a large class of small singers had purposely made a very rough sound, one boy, and then several, pointed to one of the best boys in the room.

Seventh, Opinions set up without direct observation of Facts: Almost a whole class were unhesitating in the assertion that a bean would shrivel up, if put in water.

Eighth, Lies to Please: Boy of ten told a favorite girl, that she had the 'prettiest black hair.' Hair was auburn. Little girl said her teacher knew everything.

Ninth, Fear of Punishment: Mother coming home from church: 'Harry, did you eat that pie?' 'No, ma'am.'

Big Brother: 'Now, Harry, you did eat that pie.' 'Yes, ma'am.' Big brother had eaten the pie himself.

Other kinds Noted: Those told to help friends out of difficulties, those to hurt others, yarns, etc.

These are but a small part of the examples of observations made; the data here given being of necessity small. Children were seen to be more careful not to make a misrepresentation of facts taken in through senses than older persons. They also give more credit to what others say than do older people.

Girls seemed less worthy of confidence than boys, but they were not so apt to tell careless falsehoods as boys. Many little ones of from six to ten years were seen to be much afraid of making a misstatement of any kind. They use, 'I was told so,' 'I think so,' 'perhaps,' etc., very often.

We feel like discussing this theme a little further.

It seems to us that the first thing to be done in