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A FESTIVAL GAME IN COSTUME

TWO HUNDRED GAMES THAT TEACH

BY

LAURA ROUNTREE SMITH

AUTHOR OF PRIMARY SEAT WORK, SENSE TRAINING AND GAMES;
NEW COMMON-SCHOOL SONG BOOK; THE
LIKE-TO-DO STORIES, ETC.



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INTRODUCTION

GAMES are a very necessary part of school work. In fact it has been said that play is more necessary to the education of the child than is study. It is, in reality, a part of the child's life, a natural inclination, which can be utilized in the schoolroom to the best possible advantage to teach things of definite educational value.

Those of us who have had the opportunity to observe are frequently, often sadly, impressed with the slow, listless movements of some children and their indifferent attitude toward everything, play as well as work. Even their positions are suggestive of the positive inactivity of body and mind. This is a result of physical stagnation which weakens all the senses. Such a condition must be removed before these children can get growth in any form. Through the medium of games even the slowest children will show improvement as their physical activity increases. In this way play comes in as a method of education. Once true play spirit can be aroused and sustained through all forms of school work, other developments will be apparent. A wonderful transformation in the study work of the children will follow, together with a readiness to apply themselves to their tasks as earnestly as they had indulged in their games.

The principles of law-abiding citizenship, of individual initiative, of courage, justice and perseverance, of community coöperation, and of healthy living in general are learned to a considerable extent through play. The spirit of honesty, fair-play, truthfulness, reliability, friendship, respect for authority and for others' feelings, and many other

homely virtues are acquired in the same way. Play makes for a better mind in a better body. It induces keener perception, surer judgment, better reasoning, sound emotions and a stronger will. It is effective in securing order and system.

Everyone knows that children work best when they are enjoying their work. A certain amount of play is needed for rest and recreation. There are many times in the work-and-play schoolroom when two or three minutes between classes is spent in refreshing exercise. The games contained in this little volume were intended for just such a purpose. They will be found helpful to teachers in creating an interest in and enthusiasm for real earnest work, which in turn will have its good influence on the home. Keep the child's mind wholesomely active and you will have solved several problems at once. Play games, not alone for the pleasure afforded the child, but with the purpose always in mind to make those hear who have ears and hear not; to make those see who have eyes and see not; to make those learn who have brains and learn not.

These two hundred games should form a valuable adjunct to the teacher of the first four grades in teaching elemental truths through play. With exception of the playground games they may be used at any time in the day when change and rest from the routine work are desired. Rest periods may be often varied by substituting these games in place of gymnastics. A careful choice has been made for the interest of the schoolroom and the school playground; many of the games are original ones which have been tried and found worthy. They have been grouped according to a system that will be found practical to meet the various requirements of the grades as well as different occasions and conditions.

First we have Games for the Littlest Ones which includes those based on Froebel's Gifts and his Mother Plays. Next, a series of primary games to teach Color, Time, Direction,

Right and Left; a group of games to teach Days of the Week and Number of Days in the Month; another group to teach the Names of Trees, Birds, Flowers and Fruits. Politeness is taught by games illustrating the practice of simple courtesies among playmates. The spirit of kindliness and graceful poise that come from knowing how to do the right thing in the right way at the right time will prove valuable assets throughout life for those children trained to practice politeness in early years.

The work in the grades should develop grammatical sense and an ear for good usage. The younger pupils especially need fewer facts and more drill. But drill lessons are apt to be stupid and automatic. Here as elsewhere games seem to solve the problem. The simple language games provided are such as the children will enjoy and from which they will acquire a habit of hearing and saying correct forms. The play spirit, which has proven such a vital thing in language, is also retained in the number work and a series of drills in arithmetic which take the form of games are provided.

The Health Games will be found to stimulate activity of mind and body, alertness of eye and brain, and to promote the suppleness that is the accompaniment of trained muscles. A new type of game is found in the Games to Teach Safety. These illustrate traffic rules and practices, the child being taught to exercise care in crossing streets, etc., also the training of children to deal with the acute problem of being lost. The Festival Games are intended to supply material for the celebration of special occasions and school holidays.

The Story-Play Games are in the nature of the dramatized story, which has always found great appeal with children. The pupils soon invent new ones from the stories which they read and the fact that they have a share in preparing and conducting the work appeals to them strongly. Among

the Miscellaneous Schoolroom Games are such favorite types as those dealing with children of other lands, the circus, the windmill, etc.

The last section is devoted to Games for the Playground and includes some of the most prominent games handed down the generations, without which the experience of school children would be incomplete.

The two hundred games outlined are the result of extended experience and study. All of them have been tried out under varying school conditions and have been found to lend themselves to natural, free and whole-hearted play. Many of the games include songs or verses set to simple music, which makes them doubly attractive to little children.

Music for the games as well as an alphabetical index will be found at the back of the book.

"We do not play because we are young;
we have a period of youth so that we may play."

—Karl Groos

SUGGESTIONS TO TEACHERS

WHILE these games have been arranged primarily for school-room use, many of them are equally well suited for the playground, gymnasium or home. During the pleasant, sunshiny weather, it is suggested that at least one game period a day be given out of doors.

The few simple rules following should be observed in giving games:

1. The instructor should be familiar with the game before attempting to teach it and should give a full explanation of it to the pupils before they take their places.

2. As many children as possible should engage in the play, when it is impossible for all to take part.

3. Fresh air is important and plenty of it should be had during the exercise, especially in those games which require the children to run about.

4. Have everything in readiness where apparatus or materials are required so that as much actual playing time as possible may be had.

5. Where quiet games are given, it is well to end up with a quick march or a short active exercise.

6. Always hold the pupils to the strict rules of the game. Demand attention, alertness, accuracy. Every game should be a sense-training game.

7. Play with the children spiritedly, whole-heartedly: they will appreciate it and you will benefit from it.

8. Little children require little games played often. Therefore, the younger the child, the more play periods needed.

9. A breathing exercise in rest periods is beneficial.

10. Do not make the games too serious. They were meant to afford joy, pleasure and laughter.

TWO HUNDRED GAMES THAT TEACH

May they bring us nearer to the boys and girls,
that we may better understand, appreciate,
interpret and direct them.

*For his heart was in his work, and the heart
Giveth grace to every art.*

GAMES FOR THE LITTLEST ONES

[4] BASED ON FROEBEL'S GIFTS

1. Right and Left

The players form a circle, with one child in the center holding a ball suspended by a string. While he swings the ball, all sing, swinging the right arm to and fro, to the music of "Winter's Gone," page 54, New Common-School Song Book.

To and fro, to and fro,
See the bright ball, make it swing,
To and fro, to and fro,
While the children sing.
Right and left, all can see,
Just as silent as can be;
To and fro, to and fro,
See the bright ball swing.

The child in the center now says, calling on any one in the circle:

To the right now, with ease,
Come swing my ball, if you please.

The child called on runs in and swings the ball to the right or drops out of the game.

The child in the center then calls on another child, saying:

To the left now, with ease,
Come swing my ball, if you please.

This child must swing the ball to the left. The game may continue any length of time.

2. Round and Round

The players stand in a circle, swinging the right arm round and round, while the one in the center swings the ball round and round. They all sing to the music of "Winter's Gone," page 54, New Common-School Song Book:

See the ball, see the ball
Swinging gently round and round,
See the ball, see the ball
Swinging round and round.
In a circle it will go,
Swinging round and round, you know;
See the ball, see the ball
Swinging round and round.

The leader in the center calls on any child, saying:

Swing the ball round and round,
Right to left without a sound.

The child called upon swings the ball round and round; and the game continues until each child has swung it round.

3. To and Fro

The children sit in a circle, with the leader in the center holding a sphere. This he rolls to any child in the circle, singing to the tune of "Mistress Mary," page 27, New Common-School Song Book:

Little Sphere so small and round,
In my hand you now are found,
I will roll you on the ground,
Little Sphere so small and round.

The child who receives the sphere must sing the little song and roll it to another child in the circle. If he cannot sing the song he goes out of the game.

At first, the children must all sing the song together, to become familiar with it.

4. Choice of Colors

The children form a circle, and one child is chosen to run around the circle with the colored balls in a basket. They all skip around the circle, clapping hands and singing to the tune of "Dreamland Babies," (omit chorus) page 37, New Common-School Song Book:

Violet and blue and green,
Which will you now choose between?
Yellow, orange, red, today,
Choose your color now in play.

The child with the basket now pauses by any of the players and asks him to choose between two colors, holding out two balls. The child called upon must name and take the ball of the color he chooses, or go out of the game.

The game continues until all the balls are chosen. Then the children with the balls and the child with the basket run round the circle, singing to the same tune:

Pretty balls we choose today,
Roll them like the sphere in play,
Red and orange, yellow too,
Green and violet and blue.

They stoop down and roll the balls inside the circle. The child who catches the largest number of balls becomes the leader and skips around the circle with the basket of balls; and the game continues as before.

5. Faces, Corners, Edges (A)

The children skip round in a circle, while one child skips outside the circle. They all sing, adapting the music of "Oriole Song," page 100, New Common-School Song Book:

Around the circle now today,
The little cube is going;
And who will be the next to play
We have no means of knowing.

Tra, la, la, la, la, la, la,
Who will count its faces,
Corners sharp and edges too
All are in their places.

The one outside the circle taps one of the players on the shoulder and asks him to tell how many faces, edges or corners the cube has. If he answers correctly he changes places with him; if not, he goes out of the game. The game may continue in this way any length of time.

6. Faces, Corners, Edges (B)

The children form a circle, and choose one of their number to go inside. The one chosen holds a cube. They all say:

Six faces has the little cube,
And edges twelve, you see;
Corners eight, we count in turn,
As you all agree.
Don't you think it very queer,
Cube will not roll like the sphere?

The child in the center of the circle calls on any child, singing to the tune of "Winter," page 29, New Common-School Song Book:

Many faces now you see,
Count and change your place with me,
Many faces now you see,
While we're singing merrily.

Substitute the words "edges" and "corners" for the word "faces" as the game continues. The child must name the

number of faces, corners, or edges correctly or go out of the game. At first he may be allowed to count them; later he must know without counting or go out of the game.

7. Faces, Corners, Edges (C)

A large covered pasteboard box is placed in the center of the circle, with a child inside the box. The children in the circle stoop and rise, singing to the first two lines of "A Song of the Road," page 39, New Common-School Song Book:

Jack-in-the-box, we sing to you,
We give to you fair warning,
Jack-in-the-box, we sing to you,
So early in the morning.

A child goes up and taps on the box. Jack-in-the-box jumps up and says:

My box is made like a cube for me,
How many faces (corners, or edges) do you see?

The child must answer correctly or he becomes Jack-in-the-box, and the game continues as before.

8. Names of Cylindrical Objects (A)

One of the children holds a cylinder; the others form in two lines. They hold their arms up with hands joined to form a bridge as the child with the cylinder passes through. They all sing, adapting the chorus of "Glad Thanksgiving Day," page 67, New Common-School Song Book, to the words:

Little cylinder is going
On the bridge today,
When the stormy wind is blowing
'Tis the safest way;

It has faces and has edges
But no corners do you see.
Cylinder, so smooth and pretty,
Roll it back to me.

As the last word is sung, the children lower their arms and the child holding the cylinder chooses another child to take her place. The child chosen must name an object which is like the cylinder or go out of the game.

9. Names of Cylindrical Objects (B)

The children stand or sit in a circle and extend their arms as though rolling a cylinder back and forth. One child in the circle holds the cylinder. All sing to the tune of "Lightly Row," page 145:

Cylinder, cylinder,
Like a rolling-pin, you see;
Cylinder, cylinder,
Pretty as can be;
We can roll you to and fro,
Building with the gifts, you know;
Cylinder, cylinder,
Made for you and me.

The child with the cylinder calls on any child in the circle to name a cylindrical object. If he does so correctly, he exchanges places with him, and the game continues as before.

10. The Cylinder Rolls Only in One Direction

In this game the children are seated in two lines with a child in one line, named the "Rolling-pin." They extend their arms forward and back, as though holding a rolling-pin or cylinder, and sing to the tune of "Lightly Row," page 145:

Rolling-pin, Rolling-pin,
Like a cylinder I see,

Rolling-pin, Rolling-pin,
Roll it back to me.
We can roll it now, 't is clear,
Something like a little sphere,
To and fro, to and fro,
In one direction, see.

The players choose a "Cook," who skips about outside the lines, and says:

I have lost my Rolling-pin,
May I come in? May I come in?

As she names the children, they make all sorts of excuses, saying: "It is too late"; "The door is locked"; "The fire is out"; and others. The Cook does not know which child is named the Rolling-pin; but as soon as she calls on that child, she and the child run to a place agreed upon as goal; the one to get there last becomes Cook. The game may be continued as long as desired.

11. Counting and Arrangement

The children sit in a circle. They choose a leader, who sits in the center with the large cube divided into its several parts. They all sing to the tune of "Mulberry Bush," page 145:

With little cubes we play today,
We play today, we play today,
With little cubes we play today,
So early in the morning.

Holding hands over heads:

This is the way we build today,
We build today, we build today;
This is the way we build today,
So early in the morning.

The child in the center takes the cube apart and asks any of the players how many small cubes there are in the large one. The child called upon comes and counts them at first, but later, when the game is played, he must know. The leader calls on another child to arrange them in twos, fours, sixes, and so on, and calls also for any pretty grouping of the cubes. The child called upon must do as requested or go at once out of the game. The song is freely sung.

12. Form and Shape

The children form a circle with one of their number in the center holding such pasteboard objects as a circle, a square, an oblong, a triangle, a cross, a star and others. He says:

Tell me what I'm holding today;
Come in the circle, come and play.

He holds up any of these objects and the child called upon names it quickly and changes places with him.

Another pretty way to play the game is to have the leader display one object at a time as the children close their eyes, saying:

Close your eyes, if you are wise;
Open them for a surprise.

He hides the object he displayed somewhere in the room. The children sing to the tune of "Santa Claus Is Coming," page 70, New Common-School Song Book:

Close your little eyes today,
In a very pleasant play;
Open them, now understand,
When the leader claps his hands.

The leader claps his hands and the children search for the object hidden. The child who finds it becomes leader next time.

[B] BASED ON FROEBEL'S MOTHER PLAYS**13. The Two Gates**

The object of this game is to enable the children to name animals quickly and to bear in mind that animals should be enclosed inside a fence with gates. The children form a circle and extend their hands, holding the fingers touching, to form the gates. They choose a "Farmer," who stands inside the circle and says:

The gates are open; without a doubt
Some of my animals will get out.

The children all drop their hands to their sides and the first one to name an animal (as sheep, horse, or cow) runs in and out between the children standing in the circle.

This child then becomes the Farmer, and the game proceeds as before.

14. The Weather Vane

This game should be played on a windy day. The children form a circle. They choose one of their number to be the "Wind." He blows through a megaphone, and gives them names relating to the weather, such as rain, sun, dew, hail, frost, fog, and others. The children all wave the right hand to and fro, to imitate the Weather Vane, and sing to the tune of "Easter," page 93, *New Common-School Song Book*:

See the weather vanes on high,
We do not quite know whether
The sun is going to shine again,
Or we'll have stormy weather.

Ha, ha, ha, turn round about, (*whirl*)
Hear the March wind singing,

Ha, ha, ha, the secret's out,
Merry spring he's bringing.

The Wind now calls: "It is time for the sun and rain to change places." The children given these names there-upon change places. Next he may say rapidly, "dew and frost," "sun and fog," and so on, the children so named changing places quickly.

When the Wind says, "I see a cyclone coming," they all run to their seats and the game is ended.

15. The Flower Basket

This game is intended to teach the names of flowers and the act of giving. The children form a circle and choose a "Gardener," who must gather flowers to give away. He skips about inside the circle. The children hold their hands together, fingers curved, to make hemispherical hollows. They sing to the tune of "Saint Valentine," (omit chorus) page 87, New Common-School Song Book:

All the flowers bloom again,
In the woodland, field and glen,
All the flowers are so sweet,
And they blossom at our feet.

The Gardener runs around the ring and says: "I give you roses" (or any flower he likes). He pretends to drop a flower in each little "basket" formed by the hands. The last child he goes to exchanges places with him.

If at any time the Gardener cannot think of the name of a flower, he goes out of the game and a new Gardener is chosen. The game may be preceded by a short drill on the names of flowers, and may be played out of doors.

16. "All Gone"

The children sit in a circle with an empty bowl, which they pass from one to another, saying:

All gone, all gone, put the bowl away,
All gone, all gone, at the close of day.

The child who holds the bowl as the last word is said must turn it quickly upside down or go out of the game. After the bowl has passed once round the circle, one of the players is chosen to take it inside the circle. This child says:

Who will fill the bowl today?
Tell me, or I'll skip away.

Any child may skip inside the circle, bow, and name any breakfast food or cereal with which to fill the bowl, and skip back to her place. This play may continue as long as desired. A glass may be used instead of a bowl for variety, and may be "filled" with buttermilk, cream, lemonade, water, or any other liquid.

17. "Falling! Falling!"

The children form a circle and choose two of their number for "October" and "Mother Autumn." October carries a basket and Mother Autumn says to her fruit children in the circle:

Do not let October tease you,
For then old Jack Frost will freeze you;
Stay at home and tell your name,
Then you'll all enjoy the game.

She goes off, and the children sing to the tune of "Lightly Row," page 145, raising and lowering their arms:

Falling down, falling down,
Leaves of yellow, red, and brown,

Falling down, falling down,
Autumn's come to town.
On a bright October day
All the autumn fruits will sway,
Falling down, falling down,
Autumn's come to town.

October skips around the circle, saying:

I will choose you, and you,
Fine ripe fruits, and juicy too.

The children she chooses name any fall fruits quickly, or she "picks" them and takes them away. The game continues as before. When Mother Autumn returns, she goes after her lost children.

18. The Toyman and the Maiden

The children choose a "Toyman." He goes inside the circle they form, and imitates any toy—such as spinning a top, blowing a horn, drawing a sled, and so on. The children he calls on must name the toy or go out of the game. If they can not guess by his motions, he may describe the toy.

They all sing every time a toy is named to the tune of "Winter's Gone," page 54, New Common-School Song Book:

See the toys, see the toys,
They are pretty as can be.
Name the toys, name the toys
On the Christmas tree.

19. Hide and Seek

The players stand in two lines. They raise and lower their clasped hands over their faces, saying:

Peek-a-boo, peek-a-boo,
We are hiding, it is true;
The Rabbit is out, he may catch you,
Peek-a-boo, peek-a-boo.

A "Rabbit" is chosen to run through the lines. As soon as he can catch a child who fails to raise and lower hands while singing, he changes places with him, or runs with him to a goal, and the game continues as before.

20. The Sky and the Moon

The children choose the "Sky," who gives them names, such as cloud, sun, moon, stars, rainbow, dew, or any other nature name. They stand in two lines and sway to and fro while singing to the tune of "May Song," page 29, *New Common-School Song Book*:

See the moon-ship, sailing, sailing,
Wait for you and me;
See the moon-ship, sailing, sailing,
O'er the bright blue sea.

The Sky runs through the lines, saying: "Where are the sun and the moon?" The sun and moon change places and the Sky tries to slip into the place of one of them. She keeps on naming her sky children until she obtains a place in one of the lines, and the child left out then becomes the Sky. The Sky may say at any time:

Go to sleep, for it is best
Every night to take a rest.

The children then repeat the song, or the Sky may say:

Let's have a hurricane, wind and snow;
Hurry, scurry, we all will go.

At this they all scamper to their seats and the game is ended.

21. The Nest

The players form a circle, fingers held together, palms up, to form the nest. They sing to the tune of "Santa Claus Is Coming," page 70, *New Common-School Song Book*:

Bluebirds all will come again,
In the merry, merry spring.
High up in the leafy trees,
How they all delight to sing.

They skip around and around and then go to their seats. Each time the first child to name a different bird becomes the leader and skips first in leading out a new circle. The new bird is named each time in their song.

22. The Greeting

The children stand in line and choose a leader, who faces them, saying:

Shake the right hand now in greeting,
When a playmate you are meeting;
Bow your head to left and right,
Always try to be polite.

They go through the suggested motions. The leader then says: "Shake your left hand," but goes up to any one offering his right hand, or both hands. The child approached must do what he says, regardless of the hand he offers. The first child to make a mistake goes out of the game, but is keenly on the alert to correct any one in the line.

This game creates much fun, and quickens the children's powers of observation.

GAMES TO TEACH COLOR, TIME, DIRECTION, RIGHT AND LEFT

23. The Rainbow Fairy

The children form a circle and choose a "Rainbow Fairy." She is given a sash or scarf on which the rainbow colors are fastened. She skips about the outside of the circle, singing to the chorus of "Little April," page 30, New Common-School Song Book:

I'm a Rainbow Fairy,
And I dance alway;
Who can name my colors,
Colors bright and gay?

The children now all face out and sing:

We all know your colors,
Without any doubt;
Little Rainbow Fairy,
We'll turn round about!

The Rainbow Fairy now pauses before one of the players, points to a rainbow color in her scarf, and asks: "What color is this?"

If the child answers correctly, he and the Rainbow Fairy change places. If he cannot answer, he must sit down in the circle, and the Rainbow Fairy skips to another child, who must answer correctly or sit down.

The game may be made harder later on by asking the child to name all the rainbow colors in order, without looking at them.

This game should aid the children in learning the primary colors.

24. Naming Colors

The children form a circle and choose a boy to stand in the center.

Each child is given a ribbon of one of the primary colors. All skip about in a circle and sing to the tune of "The Jolly Workers," page 62, New Common-School Song Book:

Oh, violet and blue and green,
We bring today for you,
The yellow, orange too, and red,
We all will wave for you.
Oh, see the rainbow colors bright,
As we all are dancing,
And skipping so with footstep light,
You'll see us all advancing.

The boy now names any two colors rapidly, and the children holding the ribbons of these colors must change places in the circle. If they fail to know their colors when called, they sit down inside the circle. To close the game, the boy waves a flag, which he has kept furled, saying:

Rainbow colors, three cheers for you;
But hurrah, hurrah for the red, white and blue!

Repeat.

25. Telling Time

The children stand in a circle, and one inside holds a cardboard clock dial. The hands are wired or sewed on, so they will move readily. The children sing to the music of "Spring Song," page 57, New Common-School Song Book, swinging their arms to imitate the motion of the pendulum:

Round and round and round and round,
Round about the old clock's face,
Round and round and round and round,
See the two hands run a race!

Little hand the hour will show,
Big hand minutes tells, you know,
Round and round and round and round,
See the two hands run a race.

The child in the center sets the clock at any hour and says:

Tell the time if in your power,
Little hand points to the hour,
Big hand will the minutes show,
As round and round the two hands go.

The child called upon must tell the time or go out of the game. The hours should be called for first; then half-past the hour; then quarter-past the hour; then quarter of. Later any time may be set and called for.

The game should be played in a lively manner.

26. Telling Directions (A)

The children stand in a circle with four of their number inside. They all sing to the tune of "Valentine Song," (omit chorus) page 88, New Common-School Song Book:

Oh! the North Winds colder blow,
And the South Winds warmer blow,
Then the East Wind brings the rain,
And the West Wind blows again.

Whether it blows East or West,
We will like that wind the best,
Whether it blows East or West,
We will like that wind the best.

The four inside face North and sing:

Face the North, with one, two, three,
Backs to the South, as all can see,
Right hand East, and left hand West,
Choose the one that you like best.

Any player in the circle may run up and grasp any one of the four in the center by the hand and take his place. The original four go back to the circle.

This game may also be played successfully out of doors.

27. Telling Directions (B)

The children stand in a line and sing to the music of "Winter's Gone," page 54, New Common-School Song Book:

Face the North, face the North,
Back of you is South, you know,
Right hand East, left hand West,
Wave them to and fro.

Whirl about to South in play,
Turn and bow to North today,
Right hand East, left hand West,
Soon we'll find our way.

The teacher gives out directions quickly, saying: "Face East, South, West, North," etc. Those who fail drop out of the line. The verse is often repeated as a song.

28. Right and Left Hand and Foot

The children skip round in a circle singing to the tune of "Comin' Thro' the Rye," page 145, or "Pussy Willow" (omit chorus), page 32, New Common-School Song Book:

Round the circle we are going,
Clapping merrily;
Right hand, left hand we are waving,
Happy children we.

Right foot, left foot, now advancing,
Keep in time, you know;
Right hand shake, then with your partner
Bow politely, so.

They go through the motions suggested by the song, and the child who was chosen to go inside the circle says:

Point your right foot now at me,
Raise your right hand where all can see.

This child may indicate any one in the circle. She may say:

Point your left foot now at me,
Raise your left hand where all can see.

If the child called upon fails, he steps out of the circle. He may keep watch, however, and when another player makes a mistake, go through the motion correctly and step back into the circle.

Later the child inside the circle may call out sharply for right hand, left foot, waving of right hand, swinging of left foot, and so on. At times the children may all be called upon to go through the motions, and the little song should be repeated frequently.

29. Right and Left Hand

The players form a circle and choose a "Miller" to stand on the inside. They all sing to the music of the "Robin Song," page 28, New Common-School Song Book:

Wave the right hand round and round,
Wave it high above the ground;
Wave the left hand round, for so
Round and round the mill-wheels go.

The children wave their hands as indicated by the song.

The Miller may point to any one of the players and say: "I want a good right hand in my mill." The child indicated runs in to him, bows, and waves the right hand round and returns to his place. The song is repeated.

The Miller calls for a good left hand next, and the child called upon runs in and waves the left hand, and so on.

When a player waves the wrong hand, the Miller and he change places.

The game should be played in a lively manner.

30. Right and Left

The children stand in two lines, with arms up, touching hands. The two players at the end run between the lines, while all say:

Two and two, two and two,
Right hand, left hand marching through;
Two and two, two and two,
Pray, how do you do?

Other couples try to run through; but the players in the lines lower arms to catch them while going through. The children now sing the verses to the tune of "London Bridge," page 145:

Right hand, left hand falling down,
Falling down, falling down;
Right hand, left hand falling down,
While we are singing.

The couples run through the lines twice if possible.

31. Counting

The children stand in line, the leader facing them. The leader says:

Clap the hands, one, two, three,
How many fingers do you see?

He holds up as many fingers as he pleases from one or both hands. He asks any child he pleases to answer him. Those who answer correctly come over to the leader and stand by him. The children are soon in two lines. When there are only a few left in the first line the other players clap them out.

GAMES TO TEACH DAYS OF THE WEEK AND NUMBER OF DAYS IN A MONTH

32. Days of the Week (A)

The players stand in two lines, facing each other. Those at the ends of the lines join hands and skip down between the lines. When they reach the ends of the lines, one whirls right and the other one left. They dance about with each child in both lines in turn until they return to their places. All sing to the music of "Mistress Mary," page 27, New Common-School Song Book:

We have many things to learn—
Days of week all come in turn;
Monday greet with smiling face,
Tuesday comes to take her place.

The two next the end now skip as the first two did, and all sing:

Oh, it is a pleasant play,
Learning something every day;
Tuesday greet with smiling face,
Wednesday comes to take her place.

The game continues as before, naming another day each time. For Saturday, they sing:

We will have some time to play
On a week-end holiday;
Saturday is time for fun,
Sunday comes, our work is done.

The game may be played any length of time.

33. Days of the Week (B)

The children stand in two lines. They choose one of their number for "Cupid," who runs between the lines. He holds a large pasteboard heart on which are written the days of the week.

The children in the lines skip to and fro, singing to the tune of "Bed in Summer," page 35, New Common-School Song Book:

Oh, February days have come,
And we will play this morning,
Saint Valentine is coming soon,
We give you all fair warning.

Oh, who will get the valentine?
Now to and fro we're going,
Oh, who will get the valentine,
There is no way of knowing.

The children in the lines now pause and Cupid runs between them with his heart. He skips up to any child, naming, "Monday" or "Tuesday," or any day of the week he wishes. The child called upon must spell the name correctly or step out of the line and be out of the game. If he answers correctly, he and Cupid exchange places.

The children in the lines skip to and fro as before, and the game continues. It may be played any length of time.

34. Number of Days in a Month

The children form a circle and choose "Father Time," who stands in the center. He asks any child in the circle:

How many days, tell me, pray,
In September, month so gay?

This child and Father Time then join hands and the two skip around the circle. The child must say when he returns to his place in the circle: "September has thirty days," or he and Father Time change places.

Another month is called for each time, and the game proceeds as before. The children clap hands each time after a month is called for and sing to the tune of "Lightly Row," page 145:

Thirty days, thirty days,
Glad September brings to you,
April, June, thirty days,
And November, too;
February passes on;
All the rest have thirty-one;
Twenty-eight, twenty-nine,
February's done.

35. Number of Days in Each Month

The children stand in a circle and pass a bell from one to another, singing to the music of "Pussy Willow," (omit chorus), page 32, New Common-School Song Book:

Oh, the New Year's bells are ringing,
In the steeple high,
Merry, merry bells of New Year
Sing, "Old Year, good-bye."
Ringing, singing, ringing, singing,
We can hear them call,
A happy, happy, New Year,
Happy year to all.

The child who holds the bell runs inside the circle and says: "How many days in January (or any other month)?" The child he asks must answer correctly or go out of the game.

They all form a circle again and pass the bell around, singing as before. The game may go on until only two are left.

The bell is made of pasteboard and has the names of the months written upon it and the correct number of days in each month, so the child holding the bell may know the number of days in each month.

36. The Order of the Months

[A Rainy-Day Game]

The children stand in a circle and choose a child to go inside the circle with an open umbrella. They all sing to the tune of "Comin' Thro' the Rye," page 145:

Get your good umbrellas ready,
On an April day,
Patter, patter, hear the raindrops,
This is what they say—
Shower and sunshine altogether;
Get your rubbers out,
For it is jolly April weather,
Now beyond a doubt.

The child in the center closes her umbrella and runs up to any child in the circle, saying:

Twelve months in the whole long year,
After April, who comes here?

The child called upon must say, "After *April* comes *May*," and answer quickly or go out of the game. The song is repeated and the child in the center of the circle the next time goes up to any of the players and says:

Twelve months in the whole long year,
After the *May* month, who comes here?

The child called upon must name "June," and the game continues in this way until all the months are named. To make the game harder by-and-by the child in the center may require any child to name all the months of the year.

GAMES TO TEACH NAMES OF TREES, BIRDS, FLOWERS AND FRUIT

37. The Greenwood

The players form a circle with two children standing inside. Those in the circle hold their arms up, and the two on the inside skip in and out between them. These children each carry a bunch of daisies, which they hand to two in the outer circle as they skip in and out. These latter children in turn hand the daisies to two others, and all to whom the daisies have been handed follow the first pair, and skip in and out of the circle. This may continue until half the players are skipping and half standing in the first circle. The children who have been skipping form a circle outside the first circle, and all sing to the tune of "Lightly Row," page 145:

Come and play, come and play,
In the wildwood far away;
We will go, we will go,
Where the daisies grow;
In the greenwood we will meet,
And we'll gather flowers sweet;
Children love a cool retreat,
And the flowers sweet.

One circle skips off to the right and one to the left, and all go to their seats. This game is a very pretty one to play out of doors.

38. Arbor Day Game

The players stand in a circle or in two lines. They choose a "Gardener," who may stand inside the circle or between the lines and gives each one the name of a tree.

After singing the verse given, the Gardener says: "Maple and Oak" (calling for any two trees). The children bearing these names change places and while they do so he tries to slip into one of their places. If he succeeds in doing so, the child left out of a place becomes the Gardener, otherwise he must be the Gardener again. They all sing, clapping hands to the tune of "Lightly Row," page 145, or the chorus of "Spinning Song," page 32, *New Common-School Song Book*:

Arbor Day, Arbor Day,
Here we go a-planting trees,
Arbor Day, Arbor Day,
Come now, if you please.
We must plant trees now, you know,
Hoping year by year they'll grow;
Arbor Day, Arbor Day,
We go planting trees.

39. Arbor Day

[Planting Trees]

The players form a circle and choose a "Tree Fairy," who goes inside. The Fairy gives the children the names of trees. These names are printed on cards, which they hang about their necks. They sing to the tune of "Lucy Locket," page 145:

Who will go a-planting trees,
We have no way of knowing;
But upon happy Arbor Day,
The trees are growing, growing.

The Fairy now says: "I plant cedar and poplar trees," and the children so named change places. The Fairy may end the game any time by waving her wand and saying:

Merry breezes blow, blow, blow,
Little green trees grow, grow, grow;
In the forest quiet keep,
Nodding to sleep, nodding to sleep.

40. The Bird Fancier

The children choose the "Bird Fancier," and they stand in two rows facing each other. The Bird Fancier walks between the lines and sings to the tune of "Dreamland Babies," page 37, New Common-School Song Book:

I will choose two birds today,
Do not let them fly away,
Finest birds are they, I think,
Robin and the bobolink!

The children represent "birds." The Bird Fancier points to two birds, one in each line, as he sings "Robin and the bobolink!" These two birds try to change places, and if the Bird Fancier can tag them or get into either of their places he becomes a bird, and one is left to take his place. If he cannot get into a place or tag either bird, he must sing again and name two other children as birds. He sings the same verse every time. Each time after the Bird Fancier sings the others face toward the right, raise and lower arms, and sing the chorus:

Now all the birds fly,
To catch us you must try;
Up in the tree tops,
Away, away, we fly!

41. The Woodman

[Names of Trees]

The players form a circle, and choose a "Woodman," who goes inside. They all skip around the circle, waving branches and singing to the tune of "Lightly Row," page 145, or the chorus of "Spinning Song," page 33, New Common-School Song Book:

See the trees, see the trees,
Waving in the gentle breeze,

See the trees, see the trees,
Upon this fair Arbor Day,

We will learn the names of trees,
And we'll tell them, if you please,
Pretty trees, in the breeze,
Upon this fair Arbor Day.

They pause, and the Woodman calls on any child he chooses to name a tree. If he cannot do so, he is "cut down" by the Woodman; that is, he goes out of the game. If he names a tree, he and the Woodman change places. The game continues as before.

Older children playing the game may be required to name a tree when the Woodman says: "I am thinking of a tree whose name begins with 'A,' 'E' or any other letter." They must be careful not to name any tree that has been named before. The game should be played out of doors and in a very lively manner.

42. The Flower Basket

[Names of Flowers]

The players stand in a circle and choose four of their number to represent the "Basket." These four cross arms and whirl around inside the circle with hands clasped. The children in the circle clap hands and skip about singing to the tune of "Baa, Baa, Black Sheep," page 28, New Common-School Song Book:

Flowers, flowers all are bright and gay,
We will name them all today,
Flowers in the valley, and flowers on the hill,
But none is so pretty as the sweet daffodil.

The children in the circle face in. One of the players who form the Basket calls on any child to name a flower. If he

does so, he is drawn into the circle and whirled around with the Basket. If he fails, he goes out of the game.

All of the players who form the Basket call in turn upon some one in the circle to name a flower. Each one whirls around with the Basket.

When four have been chosen the Basket is full. They then change places and those in the Basket go into the circle. Thus a new Basket is formed every little while. The song is repeated, and the game may continue until all have had a chance to form the Basket.

43. Flower Game

[For Children's Parties]

A "Customer" is chosen by the children, who stands inside the circle they form and gives each one the name of some flower. He then says: "I want to use pansies and mignonette in my bouquet." The children who have been given these names change places. The Customer continues to name any two flowers he wants for a bouquet until all the children have had a chance to change places. He then says:

Face about; without a doubt
I will buy this greenhouse out;
Face about without delay,
I will buy you all today.

The children face outside, then turn quickly and face in. When the Customer finishes his verse, they are seated and given cards containing the following story, the blanks to be filled in with the names of flowers. The child who finishes first, filling in the names correctly, may be presented with a small potted plant. The Customer has the correct list of flower-names and awards the prize.

1. A girl once said good-bye to her friend. He said: "What shall I give you for thoughts?" (*Pansies.*)
2. He said: "Your eyes are as blue as (*violets*).
3. She gave him a queer kind of button (*bachelor's button*).
4. He gave her a single (*rose*).
5. The train came in and she said: "Good-bye (*sweet William*)."
6. Her horse was waiting for her. She gave him a bunch of (*clover*).
7. Next day she got a letter from (*sweet William*).
8. He sent her a pressed flower. It was a (*forget-me-not*).
9. She went into the meadow and made a (*daisy*) chain.
10. Then she went home and drank a cup of (*tea rose*).

44. Names of Birds

The children skip around in a circle, waving their arms to and fro. They are named by the teacher, robins, blue-birds, etc. Each time, at the close of the song, the birds named run outside the circle, and remain out. The game continues until none are left in the circle. Any bird name may be inserted into the song, which is sung to the tune of "London Bridge," page 145:

Robin's singing merrily,
In the tree, in the tree,
Robin's singing in the tree,
Singing in springtime.

Then:

Bluebird's singing merrily,
In the tree, in the tree,
Bluebird's singing in the tree,
Singing in springtime.

45. Names of Fruits

The players stand in a circle with hands held high. One child, carrying a basket, runs in and out among them singing to the tune of "London Bridge," page 145, or saying:

Will you have a fruit today?

Fruit today, fruit today,

Will you have a fruit today?

"A" is the letter.

The child leaves her basket behind one of the players in the circle, who, on turning, picks up the basket and names a fruit beginning with the letter "A." She will then run in and out of the circle, and the first child takes her place. If she fails, she is out of the game. Letter "B" is called for next. The children clap hands as the basket changes hands and say:

Fruits are ripe and round and mellow,

Fruits are red and green and yellow,

Letter "A" come tell the name

Or you'll be left out of the game.

They insert the following letter each time they play.

46. A Bird Game

["If You Please"]

The children choose a "Bird Fancier," who stands inside the circle they form. They skip about, singing to the chorus of "Lightly Row," page 145:

If you please, if you please,

We will form a magic ring,

If you please, if you please,

Hear the cheery robins sing,

Merry thrush and bluebird, too,

Sing good-bye, good-bye to you,

If you please, if you please,

Birds are ever on the wing.

The Bird Fancier says, pointing to any child he likes:

I choose a (pewee) if you please,
To sing up in my leafy trees.

He may name any bird and any child he likes, being careful not to call for a bird that has been mentioned in the song. If he names "thrush," "bluebird" or "robin" he is clapped out of the game.

The child named hops inside the circle and the song is repeated as before. The Bird Fancier calls for a different bird each time until half the children are inside the circle. They hold up their arms over those in the outer circle and say:

Fly away, fly away, each a gay rover,
Fly away, fly away, summer is over.

They all wave their arms and fly to seats.

GAMES TO TEACH POLITENESS

47. Good-Morning and Good-Night

The children form in two lines and skip forward and backward, singing to the tune of "Robin Song," page 28, New Common-School Song Book.

Say good-morning every day,
In your work and in your play,
Say good-morning, every one,
And good-night when day is done.

They choose a "Stranger," who runs between the lines and shakes hands with one of the children, who must at once say, "good-morning" or "good-night" or go out of the game. They repeat song and skip forward and backward each time after the Stranger has run through the lines. When a child fails to say good-morning or good-night and goes out of the game, the Stranger takes his place and chooses another child to run through the lines, and the game proceeds as before.

48. Thank You

The children stand in a circle. They choose one to go inside the circle. This child throws a ball to any child in the circle, who must catch the ball and say: "Thank you," and throw the ball back to him. The second child must also say: "Thank you," and throw the ball to another child, and so on. Each time after a ball is thrown, the children in the circle face in two and two and say:

"Thank you," say, "thank you," say,
For presents large and small,

"Thank you," say, "thank you," say,
"Thank you," one and all.

Whenever a child forgets to say "thank you," he is out of the game.

The game should be played rapidly.

49. Politeness Town

The children play this game in their seats. The two at the back of the room join hands across the aisle and run up to the front of the room and back, saying:

Ride away, ride away,
To Politeness Town;
Join our play, join our play,
Riding up and down.

The children in the seats all join hands with those across the aisles, and raise and lower arms, singing to the music of "Lightly Row," page 145.

The next two children now run up and back, and the game continues until all have played.

50. If You Please

The children choose one of their number to be "Fairy Politeness." They form a circle with the Fairy inside. They swing to the center of the circle and back, singing to the chorus of "Spinning Song," page 33, *New Common-School Song Book*:

If you please, if you please,
We will dance around the ring,
If you please, if you please,
Merrily we all will sing.

The children cover their faces and Fairy Politeness skips around the circle. She chooses a child and joins hands with

her. They whirl around, and change places. Fairy Politeness says, upon choosing a child:

"If You Please" is a wee fairy,
With a smiling face,
"If You Please," "If You Please,"
Come and take my place.

The game may be repeated as often as desired.

51. How Do You Do? and Good-Bye

The children form a circle. One of their number stands in the center and says:

We will learn to read and write,
We'll also try to be polite.
How do you do? How do you do?
Choose your partners two and two.

The children in the circle bow to the right and to the left. They join hands, skipping round the circle two and two, and singing to the tune of "Lightly Row," page 145, or "Winter's Gone," page 54, New Common-School Song Book:

Ope and close doors with ease,
Very softly, if you please;
Ope the doors, two and two,
Quietly pass through.

They now shake hands, and say good-bye, bowing low. The child in the center tries to catch some one who fails to shake hands and say good-bye at the end. If he succeeds, this child changes places with him, or is out of the game. This game should be played in a lively manner.

52. Excuse Me in Passing By

The children stand in line, and sing to the music of No. 3, Lesson V, page 10, New Common-School Song Book:

Please excuse each lad and lass,
As in front we have to pass,
Every morning, noon and night.
We will try to be polite.

The child at one end of the line now skips in and out among those in line, saying, "Excuse me" every time she passes in front of a child. If she forgets, she goes out of the game at once. The song is repeated and the next child in line skips in and out among the others. The game continues until all have skipped. The little song is used every time after a child has skipped in and out of the line.

53. A Pleasant Greeting

The children form in two lines, and sing to the tune of "Yankee Doodle," page 185, New Common-School Song Book:

Oh, now to school we have to go,
So early in the morning,
To be on time there is the rule,
We give you all fair warning.

CHORUS:

Bow with smiling faces all,
When your friends you're meeting,
You can hear our voices call,
In a pleasant greeting.

One child at the end of each line skips forward. They bow and whirl around, while all sing the chorus of the song and return to their places.

The two children next the end of the line now skip out and meet; then the next two, and so on, until all have skipped.

54. A Railway Journey

[Polite Expressions]

The players occupy a row of chairs. They choose one of their number to be the "Conductor," who waits to enter until the close of the song. They all sing to the tune of "Comin' Thro' the Rye," page 145:

On a journey we are going,
You must understand;
Many miles we have to travel,
To Politeness Land.
Bow to every one in greeting,
As you take your place,
On the train we like to travel,
We go with smiling face.

The child at the end rings a bell, the next blows a whistle, the next cries "All aboard," and the Conductor enters, saying, "Tickets, please." The child by whom he stands must say at once: "Excuse me," "Beg pardon," "If you please," or any other polite expression, for these expressions are the *tickets* which carry the children all the way. If any child fails to make such a response he is put off the train. The song is repeated each time, and the Conductor goes to the next child, and so on, until all have been asked for their tickets.

The children are anxious to ride all the way and, to make the game seem very real, they may wear wraps and carry little pasteboard traveling bags of their own making, with their initials neatly printed upon them.

55. Doors to Open and Close

The children form a circle with arms held high, hands joined. They swing their arms up and down and say:

Open and close the doors with ease,
Very softly, if you please;
Open the doors, two and two,
Close and quietly pass through.

The children choose a "Visitor," who skips in and out among them as they stand with arms held high and sing to the tune of "Comin' Thro' the Rye," page 145, or "Pussy Willow," (omit chorus) page 32, New Common-School Song Book:

If you ever chance to enter,
By the door, my dear,
Open it and close it softly,
So no sound you hear.

If the window then is open,
You may take a peep,
In Politeness Land this morning,
On your tip-toes creep.

After skipping around in the circle, the Visitor drops a bouquet outside, and the child who picks it up takes her place.

56. The Visitor

[A Greeting]

The children choose a "Visitor." They stand in line and the Visitor comes and shakes hands with them, saying:

How do you do? Will you kindly say,
If you'll lend me sugar or salt today?

The child may reply:

I have no sugar or salt 't is true,
Kind friend, or I would share with you.

The child may reply instead, if he wishes:

Sugar or salt I sell for a penny;
But, kind friend, I do not *give* away any.

In this case the child and the Visitor run to a place agreed upon as the goal and the last to get there becomes the Visitor the next time the game is played.

The song to be used in connection with this game is sung to the tune of "Yankee Doodle," page 185, New Common-School Song Book:

How do you do? We sing today
In very pleasant greeting,
How do you do? We sing today,
When visitors we're meeting.

CHORUS:

Bow your head and be polite,
Shake your hand then lightly;
And we say, "How do you do?"
As we bow politely.

57. Beg Your Pardon

The children stand in two lines. They choose one of their number to run through the lines. All march forward and back, clap their hands and say:

Clap your hands, clap your hands,
Hark! who is at the door?
Clap your hands, clap your hands,
Listen, as before!

The child outside says:

Excuse me; beg your pardon, too,
May I pass through? May I pass through?

One child says: "Excuse me, you left your cap outside." Any one may respond: "Excuse me, here is your cap," and run out of the line. Another child then says, "Excuse me," or "Beg your pardon, you left your coat outside." Any child

responds, "Excuse me," or "Beg your pardon, here is your coat," and runs outside the lines.

This may continue for some time, but if a child forgets to preface his remarks with, "Excuse me," or "Beg your pardon," he is clapped out of the game.

The children in the two lines may say whenever they like:

Be polite whate'er you do—
"Excuse me," "Beg your pardon," too,
Be polite whate'er you do;
Now this time you may pass through.

The first child and those who became "cap," "coat," and so on, run through, and the game is ended.

58. Politeness Game

The children form a circle and choose one of their number to run in and out among them. They hold up their arms, hands clasped, to form the windows. The child chosen first runs round the circle, saying:

Open the window, if you please,
Then I can come through with ease.

She taps on the shoulder a child, who follows her. This child, in turn, taps another child on the shoulder, and these run in and out, each tapping another child to follow through the windows, winding in and out through the circle. This continues until there are no more left in the original circle.

Another way to play the game is to have the first child ask the one she chooses to follow her: "What do you see through the window?" The child must answer quickly or remain in her place in the circle. This stimulates the imagination and makes the children alert.

LANGUAGE GAMES

59. A Picnic Game

To teach the correct usage of *would* and *should*.

A leader is chosen, who asks, "How many would like to go for a picnic?" Leader: "Where would you like to go, Albert?" Albert: "I *should* like to go to Garfield Park; may I go?" Leader: "You may go." Albert goes out of room. Leader questions each in the same manner, as, "How would you go?" "What would you take?" "What would you like best to do there?" and similar questions children may care to ask.

60. "Borrow and Lend"

Correct use of *borrow*, *lend*, *may*, *It was I*.

The teacher permits a number of pupils, whom she quickly names, to come forward to select articles she has at hand in a basket kept for that purpose, such as a lantern, a toy, a doll, a cradle, a chair, a book, etc. As soon as each pupil provides himself with one of the things from the basket he takes his place, with article in hand, in front of the school. The teacher then calls upon some one of the pupils who are at their seats, as James, who immediately rises and says: "Frances, *may* I borrow your lantern?" Frances says: "Yes, James, you *may* borrow my lantern." James steps forward, toward Frances, who advances a few steps and hands James the lantern. James then takes the lantern, saying: "Thank you, Frances," and goes to his seat. Other pupils at their seats are designated, who borrow the different articles held by the pupils in front of the class. When all the articles

have been borrowed the first pupil (Frances) says: "Who borrowed my lantern?" The pupil borrowing it (James) rises in his seat and says: "*It was I* who borrowed your lantern, James. I thank you, Frances, for *lending* it to me." While James is saying this he steps forward toward Frances, hands her the lantern, saying: "Thank you, Frances, for lending me your lantern." Frances replies: "You are welcome, James." In the same way all the borrowed articles are returned to the lenders and then to the basket.

61. The "Is n't" Game

Leader—I've thought of a word that rhymes with "door."

Jimmie—Is it part of an apple?

Leader—No, it is n't "core."

Ethel—Is it what I did to my dress?

Leader—No, it is n't "tore."

Jean—Is it what lions do?

Leader—Yes, it is "roar."

Now Jean, the successful, "thinks of a word" and the guessing continues by definitions.

This game never fails to give pleasure. Ideas struggle for expression in comprehensible definitions and the rhythmic formula "No, it is n't . . ." repeated again and again makes the correct verb form pleasantly familiar.

62. The Question Game

To teach the correct usage of *see, saw, seen, he and you, he and I, from whom, from* instead of *off*.

Hold up a book or pencil. Ask these questions of different pupils: "What do you see?" "What did he see?" "What has he seen?" "What have they seen?" "What did they see?" The answers to these questions and many more of the same type will call for the correct use of *see, saw, seen*.

"What did John and you see?" "What did he and you see?" These questions call for answers with the correct use of "he and I."

"Mary, get a ruler from Annie." "From whom did you get the ruler?" "From whom did Mary get the ruler?" This may be continued by calling on different children and making use of different objects. "Where did you get it?" "Where did I, he, she, we, they get it?" The answers to questions of this sort will teach the children to use *from* instead of *off*.

63. Word-Play

Place on the board a picture of stepping stones across a brook, and on each stone write a word; pupils try to cross the brook without any missteps, by calling the words at sight.

A picture of a clock-face with a word at each of the twelve figures may be used for sight work on words, at the same time giving drill on reading the time of day. For example: "Mary, tell us the words for half-past nine." (She speaks the words that are written in the spaces for IX and VI.) "John may read twenty minutes past seven," etc.

Fishes in a pond, a word written on each fish. The aim is to see who can get the most fish.

Stones in a wall are marked with words; the game is to climb up the wall, or walk along the top of it without falling.

The limbs of a tree properly marked furnish a competition in climbing. Vary this by using a picture of a ladder with a word on each round.

Draw a house and fill it with words; play that the words are children; with red chalk represent flames—the house is on fire. The pupils rescue the "children." They may work in pairs, one to speak a word, the other to be ready with eraser in hand to erase the word spoken.

64. Adjective Game

Each row is given a noun. One pupil from each row works at the board, preferably the back board to avoid giving suggestions to those at their seats. At a given signal all write as many well chosen adjectives as they can to describe their noun—in three minutes. No incongruous, inappropriate adjectives will be considered. The lists on the boards will be examined and discussed and additions will be made to each list from those at the seats.

The same drill may be used for adverbs and for phrases. It is a helpful way to enlarge the pupils' vocabularies.

65. Word Game

Drill on *did, see, saw, heard, is, is n't*.

The children pretend they were asleep and dreamed. The teacher may ask, "What *did* you *see* (or *hear*)?" They answer by telling of a flower, an animal, or a tree that they saw or heard; as, "I *saw* a daisy," or "I *heard* an owl," not "heard."

A pupil steps into the corridor while the teacher selects another pupil. At a signal he returns and points to different pupils, saying, "Is it you?" Each answers, "It *is n't* I" until the right pupil is found. He answers, "It *is* I," and goes out of the room.

66. The Bird Game

Have bird pictures arranged along the blackboard ledge, with backs turned to the class. A leader is chosen. A child asks, "*May* I have *this* picture?" Leader: "Yes, you *may* have *that* picture." Child takes picture and says (to class), "Can you guess what picture this is?" John: "Is it the bluebird?" "No. It is not the bluebird, it is the meadow-lark." If John

guesses correctly, the picture is given to him, and he may choose the next child to get a picture. If he does not, the child who took the picture keeps it, and the leader chooses. This is played until all the pictures have been taken from the ledge.

Any child with a picture asks a question about the bird shown in his picture, as, "If you were an oriole, where would you build your nest?" *Ans.* "If I were an oriole, I would hang a cradle from a limb of a tree." Questions such as, "How would you sing, what would you eat, where would you spend the winter?" etc., may be asked.

67. Memory Game

Correct verb forms.

An interesting game sometimes played by pupils, which teaches them to use four words, *went, saw, came* and *did*, correctly. Besides, it teaches them alertness.

Arrange articles such as bell, eraser, pencil, book, pen, bottle of ink, on the teacher's desk out of sight of the children. Child is chosen to run to desk and glance at articles. He is asked, "What did you do?" and answers, "I *went* to your desk and *saw* —," etc. "I *came* to my seat. That is what I *did*." If any are omitted, another child is chosen to complete the list.

Another way of playing the game is to have all pupils at a word march past the teacher's desk and try to see everything on it as they pass. When they have returned to their seats, the teacher asks questions that the pupils answer.

68. A Guessing Game

Then one child is sent to take an article from the group, and hide it behind him. He says, "Can you guess what I *have*, Mary?" Mary asks, "Have you a pencil?" Child

answers, "No, I have n't a pencil." If Mary guesses correctly, she takes something from the group, calling upon child to guess what she has. If not, other children guess until one guesses correctly.

69. "Does n't"

"Tell me some things your mother does n't do; your father; your teacher; a squirrel; a robin."

"My mother does n't talk English."

"My mother does n't work in the mill."

"My mother does n't start the fire."

"My mother does n't chop wood."

"My mother does n't like dirty boys."

70. Prince of Paris

Drill on *did n't, have n't, find, found, see, saw, seen*, etc.

A Leader is chosen, who stands before the rest of the children and says, "The Prince of Paris has lost his hat. Did you find it, Number Three, sir?" Number Three is to jump to his feet and say, "What, sir, I, sir?" The leader answers, "Yes, sir! you, sir."

Number Three—"Not I, sir; I *did n't* (or did not) *find* it."

Leader—"Who, then, sir?"

Number Three—"Number Five, sir."

Number Five jumps up and says—"What, sir? I, sir?"

Leader—"Yes, sir! you, sir."

Number Five—"Not I, sir; I *have n't found* it."

Leader—"Who, then, sir?"

Number Five—"Number Two, sir."

Number Two is to jump up immediately and say, "What, sir? I, sir?" The Leader answers, "Yes, sir, you, sir." Number Two then answers in the affirmative: "Yes, sir, I *found* it." The conversation then goes on as before, with new verbs

introduced, as *see, saw, seen*, etc. The Leader tries to say, "The Prince of Paris has lost his hat" before the player whose number is called can jump up and say, "What, sir, I, sir?" If he succeeds the player in question must change places with him. Any one who fails to say "sir" in the proper place must change places with the Leader.

The game may be varied by having the players stand in line and applying the rule that when a miss is made the player who misses must go to the foot of the line. In playing the game this way there is no exchange of places with the Leader. The object of each one in the line is to be at the head when the game ends.

71. The Game of Addresses

Make believe that you are telephoning to a classmate. An operator is chosen. Hold the make-believe telephone in your hands and call for a pupil with whom you wish to talk. He will take up his make-believe telephone and answer you when the operator calls him. Child One rings. Central: "Number, please." Child One: "1234." Central repeats number and calls it. Child Two: "Hello." Child One: "Is this Mary?" Child Two: "It is she." Child One: "Will you please tell me ——'s address?" Child Two: "It is 1357 —— Street." Child One repeats. Child One: "How do you spell —— Street?" (name, etc.). Child Two spells. Child One repeats. When he has all necessary information, Child One says: "Thank you." Child Two: "You're welcome." Each: "Good-bye." Child One writes address on board. Class asks questions as, "With what kind of a letter does John begin, and why?" etc. Many variations of this will suggest themselves.

72. Parts of Speech Game

Select a paragraph which is interesting and does not present too many difficulties; place it on the board before the class. One pupil is chosen to begin. He names the part of speech of each word as the teacher points quickly. As soon as he makes a mistake, he has to stop and choose some one to go on. The point of the game is to see how many words can be correctly classified in one minute. One pupil may be time-keeper and announce when the minute is up; he may also keep a record of each pupil's work on a sheet previously prepared with the names of all pupils in the class and a space for the number of words classified. The results of the game may be read or the names of those standing highest may be placed on the board, or the whole sheet may be placed on the bulletin board.

73. "Tea-Kettle"

[A Revision of an Old Game as a Drill on Homonyms]

The pupils give lists of homonyms most used in conversation. These may be placed on the board and discussed. The part of speech of each will be given; i. e., read, usually used as a verb; red, an adjective. The class chooses one member to go out of the room. The others then choose a group of homonyms; for instance, blue—blew. When everyone is ready, the pupil comes in and asks questions which must be answered by sentences which will require the word chosen, but instead of the word, the answer contains "tea-kettle," and the person giving the answer must state how the word will be used. For example, the question may be, "Where are you going tonight?" The answer may be, "I am going down town to buy a 'tea-kettle' bow for my hat." The word is an adjective. The pupil who is questioning tries to get from the context the word given. With classes reviewing verbs,

require the pupils to tell the tense of the verb used and, where case has been studied, the case of the nouns used.

74. Rotation

1. A ball or other object is given to a child. He passes it on to three other children. He then tells to whom it has been given and asks for its return. *Example:* "I gave the ball to May. May gave it to Sue. Sue gave it to John and John may give it to me." If no mistake is made the child may try again and this time the ball is given to four children before being returned to the original possessor. The number may be increased until the child makes a mistake, either in the order or in English, when he chooses a successor.

2. The children stand in a circle with one child in the center who is called the director. He says: "May, run to Grace." May does this and then takes her place in front of the director for further orders.

Director. You ran to Grace, now run to Jane.

After this command is obeyed she again returns to position.

Director. You ran to Grace, you ran to Jane, you may run to Sarah.

This continues until the director forfeits his position by a mistake in English or failure to remember the order, then another child takes her place.

75. Store Game

Expressions: I brought. I bought. May I borrow? I will lend.

Material: Set of cards 8x6 inches, with following words printed upon them:

raisins	flour	mustard	celery
plums	eggs	cheese	peas
bananas	bread	coffee	walnuts
peanuts	crackers	tea	cookies
grapes	cloves	vinegar	lemons
cocoa	sugar	cabbage	lettuce
butter	oranges	nuts	salt
syrup	berries	cinnamon	candy

A child who knows every word is chosen to act as delivery boy. He enters the room with a basket containing the cards on his arm. As he distributes them, he says, "I brought you some tea," "I brought you some sugar," etc.

When all the cards have been distributed, the teacher calls rapidly upon each pupil, saying, "Edith, what did you buy?" Edith answers, "I bought some tea."

One child acts as a neighbor, and borrows from those who have bought, saying, "John, may I borrow some sugar?" When children understand the use of "borrow," the following step may be added:

In reply, John will say, "Yes, Charles, I will lend you some sugar."

76. Tongue Twisters

The aim of these exercises is to improve pronunciation and to teach children to talk distinctly. The repetition of words containing the same or similar sounds or combinations of sounds gives drill on consonants that will impart greater fluency and aid in overcoming faulty habits of speech.

Peter Piper picked a peck of pickle peppers.

A peck of pickle peppers Peter Piper picked.

If Peter Piper picked a peck of pickle peppers,

Where 's the peck of pickle peppers Peter Piper picked?

She sells sea shells.

"Had n't ought" had n't ought to be used, had it ought?

Here Harry Hare hunts hares.

A growing gleam glows gaily in the gloaming.

Sixty-six thick thistles sticking sharply.

Thither Theodore thrust a thousand thorns.

Betty Botter bought some butter;

"But," she said, "this butter's bitter;

If I put it in my batter,

It will make the batter bitter;

But a bit of better butter

Will make my batter better."

So she bought a bit of butter

Better than the bitter butter,

And made her bitter batter better.

So 't was better Betty Botter

Bought a bit of better butter.

"How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

"If a woodchuck *could* chuck, a woodchuck would chuck as much wood as a woodchuck could chuck if a woodchuck could chuck wood."

77. A Pronouncing Game

Send the class out of the room, write on the board a list of words commonly used and frequently mispronounced, call in the class one at a time and let each one in turn pronounce the list. The teacher may announce in each case how many were correctly pronounced. Here is a good list to begin with:

address	height	pen	theater
apron	length	picture	tomorrow
because	library	pillow	wharf
February	nothing	rhubarb	which
geography	often	strength	window

78. Word Hunt

Find the verbs in the following verses; then the adjectives, nouns and pronouns:

The breaking waves dashed high,
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark,
The hills and water o'er,
When a band of exiles moored their bark
On a wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang;
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang,
To the anthem of the free.

*From The Landing of the Pilgrims,
By Felicia D. Hemans*

NUMBER GAMES

79. The Hoop Game

The children may throw bean bags through a hanging hoop in which is a bell. Every bag that goes through without ringing the bell counts 10. If the bell rings, the throw counts only 2. For example, in ten throws each, the score of two pupils may be

0, 0, 2, 10, 0, 0, 2, 2, 0, 10;
10, 0, 0, 0, 0, 2, 0, 0, 10, 2.

What was the score of each? Which won the game?

80. A Marble Game

The children may cut five holes of different sizes in the bottom of a cardboard box. The largest hole is near the center; the other four holes are near the four corners. The largest hole may be numbered 1, the next 3, the next 5, the next 7, and the smallest 10. The children may then put the box on the floor and drop marbles from the height of a table.

With 10 marbles each, the score of two pupils might be

1, 1, 3, 1, 0, 10, 7, 5, 0, 1;
0, 5, 0, 1, 1, 1, 1, 7, 7, 10.

What was the score of each?

81. The Clover Leaf Game

Give the children clover leaves by the handful. Let them arrange the leaves in a row at the top of their desks, until each child has a dozen complete clover leaves, each having three leaflets.

Then the children take pencil and paper and write the figures from two to twelve in a single column. Opposite each figure then let them write the words "threes are."

The task is for the children to count the clover leaves to find the answers to the problems, which must be written in the proper place. When all have finished the child who finished first reads the answers. If he makes a mistake, some one else takes his place. If the second child makes a mistake he in turn is succeeded by a third child, and so on.

82. The Fair Game

The children may make paper cornucopias, paper birds, chairs, barns, kites, windmills, or anything they know how to make out of paper. Then a price list is prepared and hung up in a conspicuous place showing how many pins each paper toy will cost. For instance, a paper doll will cost 10 pins; a paper kite, 5 pins; a paper cornucopia will cost 6 pins. Distribute pins among the children and let them buy the toys they like with the pins, from one of their number chosen to be the keeper of the booth at the "Fair."

83. Ninepins

The teacher hands around oblongs of white cardboard about 3x6 inches. Kindergarten scissors are given out and the figure of a ninepin is cut out. During the crayon lesson, the children draw two straight lines across the center of the ninepin, about an inch apart; then write a number in the center between the lines—any number from 1 to 10. Next, color the stripes and chalk over the lightly pencilled figure. Lastly, a strip of cardboard is cut and pasted at the back to make the pin stand. In the number lesson, place the cards in order on the table and let the children knock them down with a tennis

ball. At first use them for recognition of numbers, and afterwards for addition and subtraction.

84. The Number Matching Game

Take twenty-four cards or cut paper in pieces to represent cards. On each card write numbers or combinations of numbers from the multiplication table, using them in pairs, like this: 2×2 will be on one card, 4 will be on another card. 2×3 will be a third card, 6 on a fourth card. Distribute the twelve pairs of cards among the children, giving each child a card. One child runs to the front holding up his card to show to the class. The card may read, for instance: 2×6 . The child who has the card marked 12 must then go forward and stand by the first child. If the first child's card has only one number on it, as 10, the child holding the card 2×5 must go forward. The pupils in the seats watch for mistakes and any child going forward at the wrong time must take a back seat.

85. Number Tag

Each child is given a number and the leader names any number below 25 (or some other prescribed limit). All the children who have factors of this number must then change seats. If there is only one distinct factor, as in the case of 25, the pupil rises and bows. Children failing to rise are tagged.

86. "It"

For an oral arithmetic game, one child takes the pointer and moves down the aisles; pointing suddenly to another pupil, he says " 4×8 " or " $54 \div 9$ " and counts rapidly to ten. If the one thus surprised can give the correct answer before the count reaches ten, he takes the pointer and is "It." At

first the counting should not be too rapid. As the speed increases, the interest and knowledge will increase also.

87. Buzz

Place the children in a circle and let one of them begin the count. The next child says the next number and so on until 7 is reached when, instead of saying "seven," the child says "buzz." The next child says "eight," and the count goes on until 14, when the word "buzz" is spoken instead, and so on. For every number including a seven or a multiple of 7 the word "buzz" is substituted. If any child forgets, he is left out of the game and must pay a forfeit. The thing to remember is seven, or the multiples, 14, 21, 28, etc. The one who holds out the longest may receive a prize. The same drill on multiples of any other number may be used.

88. Baseball Buzz

Note the above game of Buzz, on which this game is founded. There may be eighteen children or less in the game on two even sides. Place chairs for one side to mark relative positions as on the diamond of a ball field. Place chairs on the other side in a row for the batter's bench. One child at the bat stands at the "plate." The count begins with the children on the bench and goes on to those at the bases and in the field, the "buzz" number being selected for each inning by the group at the bat. If one of the sides in the field fails to say "buzz" at the right place the batter goes on to the next base until he has made a run, which scores for his side. Then another batter takes the base. If the batting side fails to say "buzz" at the right place, the batter loses out and when three on this side are out the sides change places.

89. The Game of the Brownies

Get pictures of Brownies and trace copies of them on brown paper. Mark their round eyes plainly, give them wide, smiling mouths and rotund, fat figures, with thin legs. On the back of each brownie write a number, such as five, ten, twelve, etc., going no higher than the children can count readily. Send the children out of the room while the brownies are hidden. Call them in and let them hunt for the brownies. When the brownies have all been found, each child may add the numbers they will find on the backs of the brownies. The child who has the highest score wins the game and receives a prize, which might be a box of brown and yellow candies.

90. Number Ball Game

The children form a circle with one of them on the outside holding a rubber ball. This one throws the ball in the center, at the same time calling out "five times five," "six times nine," etc. A child answering correctly and catching the ball at the same throw scores ten. When any child has scored 100 that one wins the game. This game teaches the multiplication table quickly.

91. A Hunting Party

A large number of pictures of game birds, such as wild turkeys, ducks, geese, mud hens, etc., are cut from paper, each marked with a number according to its kind. That is, turkeys would be marked highest, say 15. Geese might be marked 12, ducks 10, and so on. The pictures are then hidden around the room and the children hunt for them. When they have all found several they count the value of their game by adding the numbers marked on each bird. The one who scores the highest wins the game.

92. Peanut Game

Buy a pound of peanuts. Tie red threads around ten of them, and blue threads around twenty others, being careful to leave a loop of thread on each peanut. Tie black threads on all the rest of the peanuts. Give the children hatpins or button hooks and let them sit two or three at a time at the table, for two minutes for each group, and lift out the peanuts one at a time. The peanuts are to be scattered over the table and no child may leave his seat to reach any that are too far away. The peanuts having the red threads count 10, the blue 8 and the black 5 points in the game. Each child is furnished with a score card. When all have had their turn the one who has the highest score wins.

93. The Train Game

Divide the class in halves. Give one half of the children numbers to wear and the other half combinations of numbers. (These may be placed on manila tag paper and hung around the children's necks.) The children wearing the numbers remain at their seats. They are the trains in the car-shed waiting to go out.

The children wearing the combinations are stations. They place themselves around the room, extending their right arms as a signal for trains to stop. A pupil or the teacher acts as train man and calls out the trains by number. When a child's number is called he leaves his seat, goes to the first station and gives the answer to the combination. If the answer is correct the signal goes down and he is allowed to pass on to the next station and continue as before, until the trip is completed. Should a child fail he must wait for the wrecking train (any pupil selected to take this part) to help him along. The teacher times each child and designates the fast and slow trains.

HEALTH GAMES

94. Picking Spring Flowers

[Story Play]

1. North wind going home, so grass and flowers can grow. Run around room, one row at a time.

2. Rain falling to make ground soft. Raise arms high at sides, let them fall slowly, with fingers fluttering. Rain may fall to ground (floor); stoop and let fingers come to floor.

3. Making flowers grow. Bring the arms in close to body and stretch arms upward.

4. Skip to the woods for flowers. Two rows around one row of desks.

5. Picking flowers. Stoop, pick a few flowers, then stand; stoop again, pick, stand, etc.

6. Run home to seats.

7. Smell flowers, deep breathing.

95. Brownies and Fairies

[Tag Game for Playground]

Form two lines facing each other, with an even number in each line. Select a watchman from each side, fix two bases, and have each line stand back of this base. The brownies turn their backs to the fairies and must not look around, the watchman only having that privilege. The fairies try to see how close to the brownies they can creep without being tagged. When the watchman thinks they are close enough he calls, "Look out for the fairies." At this warning the brownies turn and try to catch the fairies; those caught become

brownies. Now the play is reversed, brownies stealing upon the fairies.

96. The Globe-Trotter

The children form a double circle, facing the center. The inside circle kneels; one player is in the center. The outside circle runs to left; on signal each finds a place behind the one kneeling, and the center player finds a place. The child at the left goes in the center. Walking, running, skipping, gliding, and hopping may be used.

Circles change places and continue.

97. A Story of the Flowers

Characters: Flowers, the Sunshine, the Rain, the Mother

(a) Flower children are all asleep. They run on the field and sink down with heads in arms.

(b) The Rain and the Sunshine run in and out among them and stop an instant at each one. The Rain moves her arms in large circles. The Sun keeps arms in circle overhead.

(c) After the Rain and the Sunshine have danced among the Flowers, the Mother of the Flower Children comes and, walking in and out among them, peers closely at each one and touches them on the heads.

(d) The Flower Children begin to wake up slowly and slowly they rise, as though growing inch by inch, stretching and growing.

(e) When all the Flowers have grown, the Mother, the Rain and the Sunshine all play together.

98. The Snowstorm

[Story Play for the First or Second Grades]

1. Falling snow. Stand! Up! Raise the arms over the head. Flutter—flutter! The arms are slowly lowered side-

ways downward; at the same time the fingers are fluttered up and down in imitation of the gentle fall of snowflakes. Up! Raise the arms forward, upward, moving the fingers about as before. Again, flutter—flutter! Up! Down!

2. Drifting snow. The wind blows the snow down the street. Ready—go! One row after another scampers lightly around the room and down to seats. Run softly; the snow makes no noise as it is blown. See how silent and quiet the room is. Every one listen! Go softly, softly, on the toes.

3. Whistling wind. The wind blows through the pine trees and makes a long, low, whistling noise. Breathe—in! Every one takes a big deep breath. Breathe—out! The pupils breathe out and allow the air to escape through the mouth, making a noise like the wind. Again, in! Out!

4. Whirling snow. Ready—go! Raise arms to sides and turn about in a little circle with short running steps. Turn about the other way—go! The children run about to the left (right) once, and then turn to the right (left). This movement when taken in the schoolroom must be simply a turn on the toes with many little steps. If the play is conducted in a play-room, each pupil may run around in a circle about four feet in diameter.

5. The snow bends the trees low. Now the snow falls slowly and gently. (The movement described under Number 1 may be repeated.)

99. Picking Apples

The children all stand and at count one, they bend over; at count two, pick up an imaginary apple; at count three, stand erect; at count four, place apple in an imaginary basket. Repeat several times. Or the children may fill baskets without the counting signals. After the baskets are

filled, the children take them on their arms and march around, singing these words to the tune of "Winter's Gone," page 54, New Common-School Song Book:

Apples ripe, apples ripe,
Who will buy my apples ripe?
Apples ripe, apples ripe,
Apples I will buy.

100. Little Leaves

Select six or eight children to represent trees. They stand a few feet apart with their arms upraised. Group four or five children around each tree. They are later to represent the leaves. One child is chosen to represent the wind. The rest of the children stand around the sides of the room to enclose the meadow.

The wind runs back and forth around the trees while the children sing these words to the tune of "Maypole Song," page 105, New Common-School Song Book.

Come, little leaves, said the wind one day,
Come o'er the meadows with me and play,
Put on your dresses of red and gold,
For summer is gone and the days grow cold.
Soon as the leaves heard the wind's loud call,
Down they came fluttering one and all,

At the sixth line all the "little leaves" flutter after the "wind" over the meadow, turning about in every way.

Children sing:

Over the brown fields they danced and flew,
Singing the soft little songs they knew.
Dancing and whirling the little leaves went,
Winter had called them and they were content,
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

101. Mill Wheels

Select ten or twelve children to form the inner wheel. The other children form the larger outer wheel. All take hold of hands and march around in a circle, the inner wheel revolving to the right, the outer wheel to the left, while all sing or say these words:

Round and round the mill wheel goes,
And fast the water flows,
Dripping and dropping the rolling wheel whirls,
To turn the dusty mill.

While singing the second stanza each wheel reverses direction of turning, or each ten children may make small separate wheels.

Turning, whirling, all the day,
It never stops to play,
Dripping and dropping the rolling wheel whirls,
And grinds the golden meal.

102. The Windmill

Two children are chosen to form the windmill. They stand at the front of the room, back to back, each with one arm extended straight from the shoulder. One child extends the right arm at the same time the other child extends the left arm. Then each slowly drops the extended arm, and raises and extends the other arm. By making these motions continuous, their arms represent the four arms of the windmill in motion.

The children all repeat or sing the words of the windmill song to the air of "The Wind," page 40, New Common-School Song Book:

The wind must blow to turn the mill,
Or else it will stand still, stand still.

The wind must blow to turn the mill,
Or else it will stand still, stand still.

The arms of the windmill are kept still and in place at these words:

The corn makes meal,
The meal makes bread,
That all the children
May be fed.

Then the arms are set in motion again with these words repeated:

The wind must blow to turn the mill,
Or else it will stand still, etc.

Several windmills, each formed by two children, may be placed in different parts of the room to vary the game, these different sections representing various farms or countries.

103. "Company, Attention!"

One child is chosen as captain, the remainder of the class to be his company of soldiers. He stands before his company and gives these orders:

"Company, Attention!" (Each child takes attention position with eyes to the front.)

"Soldier caps!" (Each child places tips of fingers together over head.)

"Epaulets!" (Tips of fingers on shoulders.)

"Knapsacks!" (Fold arms behind back.)

"Guns!" (Left arm points straight out from shoulder. Fingers of right hand touch elbow of left arm.)

"Aim!" (Point gun directly at captain and squint along the barrel.)

"Fire!" (Clap hands in front.)

(Sometimes the game is prolonged by marching around the room while the captain gives marching orders of "drums," "wave flags," "bugles," "fifes," etc.)

GAMES TO TEACH SAFETY

THE TRAFFIC POLICEMAN

[Games 104 to 110 inclusive]

Adapted from Imogene C. Stockett, in "Primary Education"

Now that "Safety First" is the popular slogan the schools can help along the movement for the prevention of accidents by giving oral language lessons on the traffic policeman, his duties and how he goes about them. This lesson may be followed by a story gymnastic lesson in which each child pretends to be a policeman stationed at some busy street crossing. In such a lesson it is essential that the teacher develop, while the class is seated, each activity; how to get ready for it, what signals are given, and what to do on each signal. The movements should appeal to the experiences and the imagination of the child. Few technical terms should be used.

(I) The policeman walks with his squad from the station house to the crossing at which he is on duty; (II) he salutes the officer whom he relieves. (III) He looks in all directions at the approaching traffic. He sees sight-seeing automobiles, milk wagons, motor cycles, newsboys, street cars, jitneys, baby carriages and other traffic as suggested by the children. (IV) He signals traffic going east and west to move, (V) and to prevent accidents stops the traffic moving north and south. (VI) A careless driver is stopped and the officer, placing his foot on the running board of the machine, cautions him, also asking, "What is your name? Where do you live? What is your number? Show me your license!" (VII) His work done, the policeman returns to the station house to report to his captain.

The name of each exercise and all of the signals are given by the teacher when conducting the children in their lesson. All italicized signals are those on which the children act. Preceding words are "thinking signals." The descriptions are explanatory of the different movements and are here given to aid the teacher in developing the lesson for the class.

104. Walking to the Crossing

Signals: Rows two, four, six, eight, to the rear. *Turn*, left, right, ready, walk, *left*, *right*, etc. To the front, *Turn*.

Description: Turn right about, facing the back of the room. Rows one and two walk in a circle around the first row of chairs; three and four around row three; five and six around row five and seven and eight around row seven. All start forward with the left foot and continue walking until reaching own chair again. Explain clearly that the leaders of rows one, three, five and seven follow the first child in the second, fourth, sixth and eighth rows and that the last child in each of the latter rows follows the last one in the preceding rows.

105. Saluting

Signals: *One—Two*.

Description: Raise the right hand to the temple. The palm of the hand should be front, with the thumb down, and the elbow bent out at side. Lower hand to side with snap and quickness.

106. Looking for Traffic

Signals: Hands on Hips, *Ready*. *Right Front—Left Front*. *Hands Down*.

Description: Place hands on hips with thumbs back, fingers front and pointing obliquely downward and inward. Keeping

the feet still, twist the trunk to the right, then twist the neck and look directly to the rear. Face front. Repeat, twisting to the left. Face front and continue alternating right and left.

107. Signaling Traffic to Move

Signals: *Ready. One and Two and, etc. Arms Down.*

Description: Raise arms sideward as high as shoulder, with palms down. On *one* swing the arms downward close to the body, cross them and immediately raise in front of chest with elbows bent as high as shoulders. On *and* swing downward and out to position at side. Continue with a rhythmical, loose swing.

108. Signaling Traffic to Stop

Signals: *Forward, Backward. Return.*

Description: Step forward on the right foot, lifting the left heel from the floor, and raise the right arm obliquely forward and upward with the palm front. Turn left about, swaying to the left foot and lifting the right heel. At the same time lower the right arm and raise the left. Continue six or eight times before bringing heels together and lowering arm.

109. Cautioning a Driver

Signals: *Up One, Two, Three, Four, Down.*

Description: Raise the right knee forward as high as the hip, with toe pointing downward, and place right hand on knee with palm up. Strike the forefinger of the left hand against the right hand four times as an officer would when rapping with his "billy." The questions suggested in the introduction may be given instead of the counts. Lower the knee and drop hands to sides. Repeat this several times with the right knee and then with the left.

110. The Relieving Officer

This game is patterned on the first seven numbers, of which it is the obverse. It may be played by similar movements and actions to those of the previous exercises.

(I) The retiring policeman salutes the officer who relieves him. The relieving officer also salutes.

(II) The relieving officer steps into the position relinquished to him by the first policeman. He looks at the moving traffic, the direction of which he is about to take over.

(III) The retiring officer notes with satisfaction the orderly motion, always to the right, according to the rule of the road, of the stream of automobiles, motorcycles, trucks, street cars, jitneys, pedestrians and carts represented by the different groups of children. If any are out of order, he speaks to them as he passes. Then he retires.

(IV) The new officer signals to the several items of traffic to move thus and so. Then he blows his whistle to stop the motion in one direction and to start the movement of traffic crosswise. The children move according to signals for east and west, north and south.

(V) A careless driver turns to the left and causes confusion. The officer says to him: "You are out of order and are under arrest." He is asked to show his license number, etc. Another "cop" takes him to the station. This provides a useful object lesson.

(VI) Finally this officer in his turn is relieved by a third traffic "cop," with whom he exchanges salutes.

This number reviews the motions learned in games I-VI. After the class has thoroughly learned the movements and exercises of the previous numbers, this game may be used to include the series.

111. "A Safety First" Game **[For First Grade]**

The object of this game is to teach children to learn and memorize the street and number of their homes as well as their own full names, so that when they get lost, they can tell their addresses.

The game is played with one of the children impersonating the policeman. Then the other tots play at "getting lost." If a "lost" child can give the small policeman his correct name and address he is escorted in safety to his desk. If he is unable to remember his name and address, he is taken to jail in the corner of the schoolroom, where he must remain in temporary disgrace till the next victim takes his place.

The game is an effective "safety first" method of impressing on young minds how to take care of themselves in the emergency of getting lost.

112. The Traffic "Cop"

One child is selected as the traffic "cop." Others represent buildings, others machines, others are pedestrians crossing the street. The "cop" has a traffic sign with the words "go" and "stop" on it, and the pedestrians proceed according to the signs.

113. The Rule of the Road

Each child represents an automobile. At the beginning the captain for each row names the automobile it represents. The first child in each alternate row, at a signal given by the teacher or a chosen leader, leaves by the right side and runs forward. At another signal from the teacher or leader who holds her right hand up, each child stops when he reaches

the front of the room. The teacher then reads or recites the following verse:

'Tis the rule of the road that when travelers meet,
In highway or byway, in alley or street,
On foot or on horseback, a-wheel or alight,
Each favor the other and turn to the right.

As soon as the last word is spoken this is a signal for the children to come forward and run around to the right, then up the aisle to the rear where they are again stopped by another child who recites the same verse; then they turn to right and continue to their seats.

As soon as these children are seated the second child in each row runs, the third next, etc. The next alternate rows run in the same manner. The rows are timed and the ones making the best time without making any errors, which are called "accidents," are the winners.

FESTIVAL GAMES

114. Eugene Field

[Birthday, September 2]

Select certain of Field's poems suitable for the children and typewrite them clearly, number the verses and write the title over each verse separately. Then cut the verses apart and distribute them to the children. Announce the title of the poem to be read and the child having the first verse reads it and then sits down. The child having the second verse of the same poem then reads and afterward the child having the third verse, etc. It requires alertness on the part of the children to come in at the right time, but they appreciate the poem more for several participating in the reading of it. Let the children vote who read the best and give a portrait or a booklet of Field's poems for a prize.

115. The School Bell

[September Game]

The children choose one child to represent the "School Bell." They all stand in a circle singing, to the tune of "Lightly Row," page 145:

Hear the bells, hear the bells,
 Ringing this September day;
Hear the bells, hear the bells,
 Calling us away.
Be on time, that is the rule,
O'er the world in every school.
Hear the bells, hear the bells,
 This September day.

The School Bell stands in the center of the circle. She runs to any one of the players, joins hands with her and skips round the circle and back to place, the child she chooses having "gone to school." The song is repeated and the School Bell chooses another child to skip around. This continues until all have been chosen, when they clap their hands and say:

Clap the hands! 'tis jolly fun;
School is over, day is done.

Then all skip to their seats. For a special occasion the School Bell may wear a bell-shaped dress of yellow crepe paper and carry a small tea-bell, which she rings.

116. The Trades

[Labor Day]

Make pasteboard tools to represent those used in the several trades, such as hammer, saw, plane, screw driver, brush, pliers, monkey wrench, trowel, shovel, spade, axe, pickaxe, scissors, etc. The tools may be covered with tin foil, if desired, to make them look more like the real thing. Number each one. Then write lists of the occupations in which these tools are used, as carpenter, blacksmith, mason, painter, plumber, miner, engineer, woodman, etc. Provide the children with paper and pencil. Distribute the pasteboard implements. Then let the children take turns pantomiming the occupation in which the implement each one has is used. For instance, the carpenter uses hammer and nails, saw, plane, etc. The blacksmith also uses hammer and nails, but in a different way; the miner uses shovel and pickaxe, the mason uses trowel, the engineer uses pliers and monkey wrench, etc. As each child in his turn gives his little pantomime,

the others are to guess the name of the trade and write it down opposite the number of his implement, which he gives as he finishes. A prize may be given the one who guesses the most of the pantomimed trades and a consolation to the one who makes the lowest score.

Then the children may join in a "Labor Day" parade with the various paper implements carried as insignia of the trades represented. Any good march music may be played, or the children may sing "Work and Play," page 61, New Common-School Song Book.

117. October Game

The children stand in a circle. They choose one of their number for "Miss October," who goes inside the circle.

They all march around the circle, singing to the tune of "Spring Song," page 57, New Common-School Song Book:

Round and round the ring we go,
Merry children as you know,
All the school-bells sing a song,
Happy children march along.

The children now pause and face toward the center of the circle. Miss October says:

All the months go passing by,
To tell my name now, who will try?

One after another the players run inside the circle, saying, "Is your name June?" "Is your name December?" and so on. Each time Miss October answers:

Guess again, 't is very plain,
That you do not know my name.

The children should keep on guessing until all the other months have been guessed, then one of them may ask, "Is

your name October?" This child and Miss October will change places, and the game continues. Then all the children clap hands and say:

The summer is over,
You are merry October.

To vary the game, or to end it, the children may again march around the circle, singing, to the same tune:

All the months are marching so,
One by one they come and go,
Winter, summer, spring and fall,
You will find twelve months in all.

If any child asks if the month is October before all the other months have been named, he must go out of the game.

This game will help the children to learn the names of all the months.

118. James Whitcomb Riley

[Birthday, October 7]

Give each of the children a verse or a short poem of Riley's to read. Be sure to include "The Swimmin' Hole," "The Raggedy Man," and other favorites.

Let them take turns reading and then let them vote which has done the best. A prize of a portrait of Riley or a booklet of certain of his poems for children may be given.

119. A Brownie Game

The children form a circle. They choose a "Brownie," who tiptoes in and out between them. When he claps his hands, they all take partners and whirl around. The Brownie tries to get a partner; if he does so, one child is left out and becomes the Brownie next time. The game must be played

by an even number of children in the circle. They all sing as the Brownie is tiptoeing around, and he may even interrupt the song, which is sung to the tune of "London Bridge," page 145, by clapping hands any time he pleases:

Late at night on Hallowe'en,
Brownie comes o'er the green;
In October who has seen,
Our little Brownie?

120. Jack Frost [An October Game]

The children choose "Jack Frost," who stands in front of the school with a basket. He names the children for various flowers, repeating the name of a flower, whenever he wishes. Jack Frost now says: "I want flowers for my basket. I will choose Asters today." The children he has named "Asters" run up to the basket and pretend to put flowers in. He calls for various flowers, and other children run up to help fill the basket, and then run back to their seats. This may continue until all the children have had a chance to run up and return to their seats.

As a surprise Jack Frost may face about and take from inside his coat enough flowers to fill the basket and march out with the basket full.

This is a pleasant rest exercise and the game may be varied by having Jack Frost say there will be a picnic, and then the basket is filled with "sandwiches," "apples," "pickles," and so on, the children being given these names.

121. Tinker Bell

Tinker Bell was the fairy in the story of Peter Pan. She was never seen but only heard by the sound of her voice, which was a tiny, tinkling bell. A little girl is chosen to be

Tinker Bell. A tiny bell is hung around her neck. A boy is chosen to be Peter Pan. He is blindfolded and he wears a cap. He must catch Tinker Bell by following the sound of her bell. As he reaches her, she may move softly away and the other children also may move to disguise her movements. When Peter catches her he may give his cap to another boy to play the part, and another girl may be chosen to play Tinker Bell.

122. November Game

The children choose sides and stand in two lines. All the children in the first line say:

Come out and play, come out and play,
On this bright November day.

The child at the end of the second line says:

Oh, no, I can't come out to play,
I've dishes first to put away.

All in the first line say, as before, "Come out and play," etc. The second from the end in the second line replies:

Oh, no, I can't come out to play,
For I must sweep the floor today.

All in the first line say, as before: "Come out and play," etc. The third from the end in the second line says:

Oh, no, I can not play with you,
For I must sweep, and bake and stew.

All in the first line say, as before: "Come out and play," etc. The fourth from the end in the second line says:

Then I will come and play instead,
For my old gray goose is dead.

She goes over to the first line, and they all clap hands and sing to the chorus of "Spinning Song," page 33, New Common-School Song Book:

Clap, clap, clap, clap, clap, clap,
Sing a merry, merry song;
Clap, clap, clap, clap, clap, clap,
You will help the work along.

The game then starts as before.

If at any time, those at or near the end of the second line fail to answer, the next will answer, and the one who fails to respond goes to the end of the line.

123. Oats, Peas, Beans and Barley Grows

[For Harvest Home]

The players form a circle, holding hands. One child is chosen to be the farmer, who stands in the center of the circle, while the others dance around him and sing the first four lines. Then they drop hands and make a sweeping motion with the hand and arm to indicate sowing seed. Then they stand erect and fold arms. They stamp feet and turn completely around at the words in the song indicating these motions. At the proper time the farmer chooses a partner, and the rest move in a circle about the two. The one chosen becomes the farmer in the next game, and the first farmer returns to his place in the circle. (For music see page 145.)

124. Tip the Sleigh

[November Game]

The children stand in a circle with their hands clasped. They choose one of their number for the "Horse," who stands in the center and calls:

Tip over the sleigh, tip over the sleigh,
On a bright November day,
I like oats, and corn and hay,
But best I like to tip over the sleigh.

The Horse tries hard to break through the circle, and when he succeeds he chooses a child to take his place.

Whenever the Horse breaks through, the players call:

Jingle, jingle, jingle bells,
Ringing from each merry sleigh;
Jingle, jingle, jingle bells,
Soon will come Thanksgiving Day.

125. Thanksgiving Garden

Hand to each of the children a slip of paper folded, on which is written the name of a vegetable or fruit to be sketched on paper hastily and a number to identify the holder. Ten minutes are allowed for the sketches. Turn the papers over and on the reverse side write the names of the fall fruits and vegetables. The pictures are placed on the table and the children may come forward to look at them and to vote which they think is the best. They are given a ticket on which to write the number of their choice. Then the papers are turned over and the longest and best list is selected. Prizes may be given for the best sketch and the longest list.

Sing "Harvest Time," page 47, New Common-School Song Book.

126. December Game

The children are seated. They choose one of their number to be "December." He in turn chooses seven children, to whom he gives the names of the days of the week. The children all say together:

Old December's come to town,
December in a snow-white gown,
Old December, whom do you seek?
Here are all the days of the week.

December chooses a day, saying, "I want Monday." He and "Monday" skip together, joining hands. They go out of the room, and back to their places. December keeps on choosing one day after another until all are chosen. Then he says: "There is one other day in December. What day is it?" The child who first says "Christmas Day" runs with him to a place agreed on as goal. The one who gets there last becomes December next time the game is played. Other children then are chosen to represent the days of the week, and the game continues.

127. Whittier Day

[Birthday, December 17]

Whittier's birthday may be observed by an exercise similar to that for Riley Day, using Whittier's poems. Selections from "Snow-Bound," "The Barefoot Boy," etc., may be used.

128. The Christmas Bag

Make the bag of paper that is somewhat fragile, or use a thin paper bag. The bag should be trimmed with red crepe paper and tinsel to make it highly ornamental. Any amount of holly and mistletoe may be put on it. Then there must be a wand, for which the end of a broomstick will do, or better still, a cane. Fasten a bow of red crepe paper to the wand. Fill the bag with candies, wrapped in tissue paper, and nuts. Popcorn balls may be added, but they too should be wrapped. Tie the bag to the chandelier or to some hook so that it will hang above the children's heads. The children select one of their number to be the "Wizard" or the "Witch" and wield the

wand. This child, blindfolded, steps forward and aims to hit the Christmas bag with the wand, once, twice, or three times, according to what has been agreed upon. He is to try to break the bag. If he does not succeed the third time trying, another child will be chosen as Wizard or Witch, to take his place and try, blindfolded, to break the bag. When the bag is broken the children may all scramble for the various candies, nuts and bonbons. There may be a prize tied in the handle of the bag for the child who succeeds in breaking it. Close by singing, "Holly and Mistletoe," page 74, New Common-School Song Book.

129. Santa Claus Game

The children form a circle with "Santa Claus" in the center. They all sing "Santa Claus Song," to the tune of "Japanese Song" (omit chorus), page 170, New Common-School Song Book. Each time they sing the chorus, Santa Claus winds in and out among the children in the circle, who all clap their hands. If Santa Claus can catch some one who does not clap, that child takes his place.

If no one is caught, Santa Claus goes inside the circle and the children sing as before. This time as the chorus is sung Santa Claus goes around the circle and shakes the right hand of each child. Any child giving him his left hand is caught and becomes Santa Claus. If no one is caught, Santa Claus must go inside again, and the children sing as before. This time, when the chorus is sung, the children clasp hands over heads. If Santa Claus cannot catch any one this time, he may choose a child to take his place.

Santa Claus Song

Merry Christmas, girls and boys, (*Santa sings*)
Jolly Santa Claus, (*Children sing*)

I will bring you nicest toys, (*Santa sings*)
Jolly Santa Claus. (*Children sing*)
I will fill from top to toe, (*Santa sings*)
All the stockings in a row,
Down the chimney I will go.
Jolly Santa Claus. (*Children sing*)

CHORUS (*Children sing*)

Pat, patter, patter, patter,
Patter on the roof,
Pat, patter, patter, patter,
Goes each tiny hoof.
Pat, patter, what's the matter?
We are glad today because,
Down the chimney, down, down, down,
Comes old Santa Claus.

130. A Christmas Game

The players have a little tea-bell, which they pass from one to another, ringing it softly. They all sing to the tune of "Lightly Row," page 145:

Sweet bells ring, sweet bells ring,
Merry Christmas we all sing,
Hear the chime, hear the chime,
Merry Christmas time.
Merry Christmas time is here,
And it comes but once a year;
Hear the chime, hear the chime
Merry Christmas time.

They stop singing, and a child who has been chosen to stand in the center of the circle, runs to the one she thinks holds the bell. If she is correct, they exchange places; if not, the game continues with the same child in the center of the circle.

131. Christmas Callers

The children stand in two lines, carrying branches of evergreen, which they hold touching. They choose the "Sandman," an "Elf," two "Reindeer" and "Santa Claus" to run through the lines.

They sing the couplets to the music of "Santa Claus Is Coming," page 70, New Common-School Song Book.

The Sandman runs through the lines:

Let me pass now if you can,
I am just the old Sandman.

The Elf runs through:

Let me in, I'm little elf,
Who so likes to help himself.

The Reindeer run through:

Let us pass, we're the reindeer;
Always here this time of year.

Santa Claus tries to run through:

Dressed in fur from top to toe;
I'm old Santa Claus, you know.

The children lower arms and catch Santa Claus as he tries to go through. The next time the game is played, they catch any of the children who try to pass through.

132. A New Year Game

The children sit in chairs and choose "January." January then points to several of them quickly, giving them names of days of the week. The children say:

January has come to town,
January in snow-white gown,

Oh January, whom do you seek?
For here are all the days of the week!

January now points to any child, as "Monday," and Monday says:

I am Monday, I hope you know,
I will go with you over the snow.

January and Monday skip out of the room, return, and Monday takes her place.

January chooses another day, who replies in the same way. They skip out of the room and this continues until January has chosen all the days of the week.

January then says:

There is one day that is very welcome here.

The children reply:

Oh, can it be the *Little New Year*?

January says:

Yes, it is *Little New Year's Day*.

The children now rise and form a circle around January and he tries to break through the circle; if he does so, the game is ended. If he cannot break through he may name a child to take his place.

These little games may be played in a variety of ways, to lay stress on days or months.

Seven Days:
Sunday, Monday, Tuesday,
Who will follow after?
Wednesday, Thursday, Friday,
Saturday, with laughter!
If these lines you can recall,
You will name seven days in all.

133. The Bells**[January Game]**

The children form a circle, with a "Bell Ringer" in the center. He gives them the names of different kinds of bells, such as "door bell," "sleigh bell," "church bell," "school bell," and others. He says:

Hark! I hear the door bell ringing,
In the winter-time or spring.

The child named "door bell" whirls around in the circle. The Bell Ringer names a different bell each time. The players all sing to the tune of "Baa, Baa, Black Sheep," page 28, *New Common-School Song Book*:

Jingle, jingle, bells with merry din,
We will ring the New Year in!
Cold winds are blowing, and down falls the snow,
Hurrah! for old January comes, we know.

134. The Months

Let each child wear or carry something to symbolize or suggest one of the months. January is dressed to represent a baby; February may be noted by the figures 7 x 4—signifying the number of its days; a verse about the wind might represent March; a poem about rain, or showers, would do for April; for May, early flowers, mayflowers if possible, or crocuses—or a girl may wear a crown of flowers to represent the May Queen; and so on. December should be disguised to represent an old man, with white tissue paper cut into a fringe for hair and beard, etc. He carries a scepter. The children will guess which month each one is supposed to represent and a prize may be given the one who scores the best guess in the shortest time, if there are several. Then a clock-face is shown with the hands pointing to twelve, and the child

playing December comes forward to the door, where the child representing January, dressed in white as a baby, enters. December passes his scepter to January and the children sing "Welcome, New Year," page 80, New Common-School Song Book. The dates of the old and new year may be placed conspicuously on the two taking these parts. Bells may be rung as the chorus is sung.

135. New Year Wish Tree

Hang up a clock-face or a picture representing a clock-face with the hands both at twelve. Under it place a small tree or shrub which is to be the New Year Wish Tree. It may be decorated with diamond dust to represent snow and there may be tinsel and ornaments if desired. The main thing, however, will be to bring out the "wish" feature. Tie one or more wishbones to the tree. The wishbones may be gilded or wrapped in tinfoil. Papers on which good wishes of various sorts are written are folded in fancy shapes and sealed with New Year's seals, tied to the tree by bright colored ribbons. These are distributed to the children so that each will have one.

136. February Game

All the players carry flags and stand in two lines, marching forward and backward, and singing to the tune of "Yankee Doodle," page 185, New Common-School Song Book

Oh, bonnie, bonnie stars and stripes,
We see your colors glowing;
We march like U. S. soldier boys,
And to the war we're going.

They pause, face each other, and wave their flags, singing:

CHORUS:

Give three cheers, oh bonnie flag,
Merrily we're singing,
While the bonnie stars and stripes
Gladly we are bringing.

The lines march and meet each other; then go back to places, march and pass between, while the teacher hides her flag. They pause, and each one tries to guess where the flag is hidden. The one who guesses correctly becomes leader of one line, and chooses one to become the leader of the other line, and the game proceeds.

Where the game is played by very small children the teacher may place the flag partly in sight, as behind a picture or map, and the first child to discover the flag may raise his hand, and so become leader of one line. The children greatly enjoy this game.

137. Lincoln Game

The children stand in two lines, facing each other, and choose a "Captain," who carries a flag. Then the lines march forward and back, wave their arms and sing, adapting the music of "Glad Thanksgiving Day" (omit chorus), page 66, New Common-School Song Book:

We all will wave our banners gay;
For Lincoln they are streaming;
Bring out the flag on his birthday,
We see the colors gleaming.

The Captain now runs through the lines, singing to the next lines of the same tune:

I am coming, I am coming,
Dancing in quaint manner;
I am choosing, I am choosing,
Soldiers with my banner.

The Captain hands his flag to one of the children. They skip together twice through the lines, and then exchange places.

A new Captain is chosen each time, and the song is repeated. The game may be played any length of time.

138. Silhouettes

[Lincoln's Birthday]

Give each of the children a piece of black paper with round pointed scissors and tell them to cut out the best picture they can of Uncle Tom, Old Black Joe or Uncle Remus. Prizes may be given for the best and the most comical. All join in singing "Old Black Joe," page 155, and "Lincoln's Birthday," page 85, New Common-School Song Book.

139. Valentine Game

The children choose one of their number to be "Cupid." The others stand in two lines, facing each other. The players in each line have hold of hands, and skip forward and back, singing to the tune of "Valentine Song" (omit chorus), page 88, New Common-School Song Book:

Tra la, la, la, tra la, la,
Who will write us just a line?
Tra la, la, la, tra la, la,
Who will get the valentine?

Each child now joins hands with the one opposite, and Cupid passes through, singing:

I am coming, I am coming,
To an old sweetheart of mine,
I am coming, I am coming,
And I bring a valentine.

Cupid passes through the line, goes around to the right and through again several times, and drops a valentine back of one of the children. They all turn around, and the one who picks up the valentine becomes Cupid, and Cupid takes her place in the line. Then the game proceeds as before.

140. A Valentine Post Office

A boy may be chosen for "Postmaster" and a window cut out of pasteboard, if a sash is not available. Boxes with slits cut in the sides may be used for mail boxes. Scores of cheap picture postcards may be purchased, or the children may be able to make their own valentines. A certain number should be held in reserve, so that if some of the children receive less than others, the teacher may provide them with valentines. The children are to place their valentines, addressed to the ones they want to send them to, in the mail boxes. Two boys chosen for postmen then receive from the Postmaster the valentines to distribute to the children. The children may read texts from the valentines if desired. The song "Saint Valentine," page 87, *New Common-School Song Book*, may be sung while the postmen are distributing the valentines.

141. Washington Game

The children form a circle. The Leader stands inside. All wave flags, singing to the tune of "Clover," page 34, *New Common-School Song Book*.

Wave on high red, white and blue,
Banners we are bringing;
To our country we are true,
Happy children singing.

Washington, hurrah for you,
Bonnie banners flying;

Washington and Lincoln, too,
Echo is replying.

The children pause, and the Leader goes up to any child in the circle and says:

A President or hero's name
Promptly give or leave the game.

The child names a President and skips with the Leader outside the circle and back to his place. After this has continued for some time, the players form a line and cross flags. The two at the opposite ends of the line skip through the line and back to their places, while the song is repeated. The next two opposite couples skip through the line, and so on, until all have run through the line. They then repeat the song, and march right and left to their seats.

142. The Hatchet Game

[Washington's Birthday]

Paste pictures or sketches of several different kinds of trees, one a cherry tree, on a piece of white muslin a yard square and tack the cloth in a conspicuous place. Give each of the children a little paper hatchet with a pin in it. The hatchets may be covered with "silver paper" or tinfoil, if desired. Then each child is blindfolded and each one goes forward with his hatchet, to "cut down the cherry tree." That is, the aim of each is to pin his hatchet to the cherry tree. The one whose hatchet is pinned on the cherry tree or nearest to it, is given a little box of candied cherries.

143. Henry Wadsworth Longfellow

[Birthday, February 27]

Appoint one of the boys to be "Hiawatha," who will be master of ceremonies. One of the girls will be "Minnehaha,"

to assist. These two may wear Indian costumes, if procurable. Hiawatha may wear feathers in a headdress, while Minnehaha wears her hair in two braids and wraps a shawl around her.

The poem, Hiawatha, may be read in turn by the members of the group or if this contains too many unfamiliar words, another of Longfellow's poems may be chosen. Each child may read until he mispronounces a word, when he must yield his place to another. The one who holds out longest may be given a prize, such as a booklet of Longfellow's poems, or a picture of the poet. Hiawatha passes the book from one reader to another and Minnehaha bestows the prize.

144. February's Here

The players form a circle and choose one of their number as "February" to run around on the outside with a flag. All in the circle wave their right arms held high, as though carrying a flag. They skip merrily around the circle, singing to the tune of "Comin' Thro' the Rye," page 145.

Merry are the children singing,
February's here,
And our banner we are bringing,
Flag we hold so dear,
Red and white and blue we're singing
Of our love for you,
Hear the far-off echoes ringing,
We are loyal too.

February hands his flag to one of the children, who skips around the circle with him and back to the place of starting. A new child is chosen for February each time, and the game continues as before.

145. Pussy Willow

The children sit in a circle with their eyes closed. They choose one to be "Spring," who skips lightly around on the outside with a bunch of pussy willows. She taps every other child gently with the pussy willows, and these children form a circle, dancing around the rest. At first, they all sing to the tune of "Winter," page 29, New Common-School Song Book:

Pussy Willow, are you here?
Pussy Willow, skies are clear,
In your little coat of fur,
Pussy Willow, can you purr?

Those who form the second circle sing to the same tune:

Pussy Willow's come, 'tis true,
When the skies are bright and blue,
And so long we've looked for her—
Pussy Willow, can you purr?

They go back to their seats, and Spring chooses the other children the next time to form a new circle.

146. April Morning

The children form a circle. One is chosen as April, who stands in the center with an open umbrella. April must not move from her place, but she tries hard to tag the children in the circle as they sway back and forth while singing. As soon as she tags a child they change places. All sing to the tune of "Lucy Locket," page 145:

Patter, patter, hear the rain,
Upon an April morning;
You need umbrellas, every one,
I give you all fair warning.

147. Easter Eggs

A picture of a rabbit is pinned or pasted on a piece of cloth about a yard square. The children draw ovals and color them, to represent Easter eggs. The eggs are cut out and a pin placed in each one. In turn the children may be blindfolded and the blindfolded child may walk up to the cloth and pin his egg on as near the rabbit's paws as he can. The one who gets his eggs in the right place, or nearest to it, wins.

148. The Easter Rabbit

The players stand in a circle. Each child holds an Easter egg. They choose a "Rabbit," who stands outside the circle. A basket is placed inside the circle. The children skip around in the circle, singing to the tune of "London Bridge," page 145:

A Rabbit lives in our town,
In our town, in our town;
A Rabbit lives in our town,
Who likes bright Easter eggs!

The Rabbit, who has been running around the circle, now stops beside one of the players and holds out his hand. The child gives him an Easter egg. The Rabbit runs inside the circle, drops the egg in the basket, and he and the child exchange places.

There is a new Rabbit each time running round the circle, the same verse is sung, and the game proceeds until all the eggs are in the basket. The last Rabbit goes inside the circle, takes up the basket of eggs and skips off; or he may say:

Here are Easter eggs of red and blue,
With the pretty eggs what shall we do?

The children may suggest several places where they may be sent. At last one will say:

How about Mother Hubbard?
Quite empty is her cupboard!

The Rabbit then says:

We'll take the Easter eggs today,
To Mother Hubbard, old and gray!

The children then choose partners and skip around the Rabbit and to their seats.

149. April Game

The children form a circle and choose one of their number for "April." She stands outside the circle while they skip around, holding hands and singing to the tune of "Glad Thanksgiving Day," (omit chorus) page 66, New Common-School Song Book:

Oh, we will get umbrellas out,
Upon an April day.
'Tis very wet, without a doubt,
Upon an April day.
See, the sun now shines again;
Ope the door, come in, come in,
See, the sun now shines again,
Ope the door, come in.

They pause, and April tries to break into the circle. The children continue to clasp hands tightly. If she succeeds in breaking through, she names a child to take her place and skips into the circle herself. If she cannot break through the circle the song is sung again and again. If she still fails after the song has been sung a number of times, the children may clap her out of the game and choose another child for April.

150. Tree Conundrums

The children are seated and given pencil and paper. The leader asks the conundrums, announcing the number of each. She should have a watch, or better still, appoint a timekeeper whose duty it is to announce Time whenever a minute has passed, thus giving a moment to think and write the answer to each question. The questions and answers suggested are these:

1. What part of a tree is like a dog? Bark.
2. What part of a tree is like going away? Leaves.
3. What part of a tree is like an elephant? Trunk.
4. What part of a tree is like a hog? Root.
5. What part of a tree is like a stream? Branch.
6. What tree is beloved by heroes? Laurel.
7. What tree is double? Pear.
8. What tree is not me? Yew.
9. What tree is mournful? Pine.
10. What tree suggests the seashore? Beech.
11. What tree suggests paradise? Tree of Heaven.
12. What tree never fades? Evergreen.
13. What tree will never be younger? Elder.

The game can be adapted to use for a party by having cards decorated with leaves in color and small pencils attached to cards by ribbons through a hole punched in a corner.

151. The May Queen

The children sing to the tune of "Bed in Summer," page 35, New Common-School Song Book:

See-saw, see-saw, merry are we,
Looking today for our May Queen;
We will have but a moment to choose,
We're looking today for our May Queen.

See-saw, see-saw, come, let us play,
Making a crown of red roses.
Who is smiling just over the way?
Our May Queen we're crowning with posies.

See-saw, see-saw, tell us today,
Whom shall we crown for our May Queen?
We will crown her with roses so gay,
'Tis (Mary) we'll crown for our May Queen.

The children stand in two lines, facing each other. They carry hoops covered with artificial red roses. They wave the hoops to and fro while singing. While singing the first verse of their song, they march forward and meet each other. While singing the second verse, they march forward and remain on opposite sides. They wave their hoops and the one chosen to be May Queen steps between the lines. They all hold up their hoops as if to crown her at the end of the verse. Then one child places his hoop or wreath on the chosen one's head, and they go together out of the game. Any one is at liberty to name the May Queen just before the singing of the last verse.

The game may continue as long as any girls are left to be crowned. Only one may carry a hoop or wreath of roses if preferred, and the game may be played indoors or out. When played in a crowded room the children may stand in the aisles singing, and the May Queen may go up in the front of the school and be crowned.

152. Dancing Around the Maypole

Streamers of cheesecloth are fastened to the top of the Maypole, one for each child who takes part in the frolic. Boys and girls alternately may take hold of the ends of the streamers, all facing the pole. When all are ready, they dance, hop, skip and jump around the Maypole, going in and

out among the streamers, all in the same direction, singing "Now is the Month of Maying," page 58, New Common-School Song Book. The streamers will be woven and interlaced around the pole, which will soon be covered with a network of the cheesecloth. When all are as close as they can get to the pole, reverse the movement to the opposite direction and unwind by a similar process. This time they sing "Maypole Song," page 105, or "Maypole Dance," page 104, New Common-School Song Book.

153. A May Day Game

The boys and girls stand in two circles. The boys are in the outer circle, and one of them holds a wreath. The boys skip around the girls singing to the tune of "Lucy Locket," page 145:

Crown the May Queen with red roses,
Lightly we're advancing,
We bring to her the fairest posies,
While we all are dancing.

The boy with the wreath steps inside the circle and crowns the "May Queen." Together they skip around the circle and out of the game. The boy gives the wreath to another boy, the children repeat the song, and the game continues as before.

154. June Game

The children form a circle and sit or kneel as a chord is played. The child who takes the part of "June" skips about outside the circle. She carries a wreath and says:

March, April, May,
Who will come and play?
I will choose you very soon,
And my name is Merry June.

As she says the word "June," she places the wreath over a child's head, and this child follows her. The game then becomes like "Follow the Leader," and whatever June does, the child must do. June may run in and out among the children in the circle, go inside, nod, fold her arms, wave her arms up and down, and so on. If the child who was chosen fails to do as she does, she goes back to her place in the circle, and June proceeds as before.

If June becomes tired of saying the verse, she may hand her wreath to any child who will take her place. The game may be varied by singing any pretty flower song as June skips in and out of the circle. It may also be played by having the children stand in two lines facing, and June skipping between them.

155. A Flag Hunt

Buy little paper flags by the dozen or hundred, according to the number of children who are to take part. The flags are to be hidden about the room and the children are to hunt for them. When found the flags are pinned to the frocks or coats of the children, or stuck in the hair or hat band. The child who finds the largest number of flags is given a cotton flag of larger size.

156. Fourth of July Game

Some of the players wear red, some white, and the rest blue caps. They form a circle. One of their number is chosen "Flag Man" and stands in the center. Those in the circle skip around and sing to the tune of "Comin' Thro' the Rye," page 145:

We are happy-hearted children,
Singing as we play,
For the Fourth the flags are waving,
With their colors gay.

Soon the Flag Man will be choosing,
Colors pure and true,
While the bonnie flag is waving,
Red and white and blue.

They all pause, bow toward the Flag Man, and say:

Come, make a flag of red, white and blue,
For this is the Fourth of July, 't is true.

The Flag Man says: "I will make a flag of red and—" He pauses, and all the children wearing red hats march in and out around the circle. The song and dialogue are repeated. This time the Flag Man says: "I will make a flag of blue and—," and the children wearing blue caps march in and out among those in the circle. In a similar way he chooses the children with the white caps. They all pause and say:

Then wave the banner high,
Hurrah for the Fourth of July!
The flag is passing by,
Hurrah for the Fourth of July!

Older children may play the game in a different way. There may be only three children with hats; one wearing a red hat, one a white, and the other a blue one. They pass their hats around the circle as the song is sung. When the Flag Man chooses the color, the child holding the hat of that color changes places with him, and the game continues.

STORY-PLAY GAMES

157. The House That Jack Built

The children choose several of their number to be the "Rat," "Cat," "Dog," etc. They all stand in a circle, raise and lower their arms and say:

This is the House that Jack Built.

ALL: Where is the rat?

Rat [*runs inside the circle*]

This is the rat that ate the corn,

That lived in the House that Jack Built.

ALL: Where is the cat?

Cat [*runs inside the circle*]

This is the cat that worried the rat,

That lived in the House that Jack Built.

ALL: Where is the dog?

Dog [*runs inside circle*]

This is the dog that chased the cat,

That lived in the House that Jack Built.

The Dog, Cat, and Rat now run in and out among the children standing in the circle, then they come inside.

ALL: Where is the cow with the crumpled horn?

Cow [*goes inside the circle*]

Here is the cow with the crumpled horn,

That was milked by the Maiden all forlorn.

ALL: Where is the Maiden all forlorn?

Maiden [*goes inside*]

This is the Maiden all forlorn,

That milked the cow with the crumpled horn.

ALL: Where is the Man all tattered and torn?

Man [*goes in*]

Here is the Man all tattered and torn,
That kissed the Maiden all forlorn.

ALL: Where is the Priest?

Priest [*goes in*]

Here is the Priest all shaven and shorn,
That married the man all tattered and torn.

ALL: Where is the cock?

Cock [*runs in*]

Here is the cock that crowed at morn,
That waked the Priest all shaven and shorn.
Cock-a-doodle-doo, cock-a-doodle-doo!

All run back to their places in the circle, the last one in place is out of the game.

The game may be played any number of times. It may also be varied by ending with a reading such as the following:

And this was the cock that crowed in the morn,
That waked the Priest all shaven and shorn,
That married the Man all tattered and torn,
That kissed the Maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog, that worried the cat,
That caught the rat that ate the corn,
That lay in the House that Jack Built.

This verse may be left on the board until learned.

158. Bo-Peep

The children choose "Bo-Peep." She goes to the front of the room and chooses her sheep (one-half of the school). She and her sheep now go to the back of the room, and the children from the seats go to the front and sing to the chorus of "Spinning Song," page 83, New Common-School Song Book:

Poor Bo-Peep, poor Bo-Peep,
 She has lost her little sheep;
 Long ago, long ago,
 They were standing in a row.
 Clap the hands, look about,
 They'll be found without a doubt,
 Poor Bo-Peep, poor Bo-Peep,
 She has lost her little sheep.

The children who stand in front now run up and down the aisles, and the sheep run to the front of the room. The children try to tag the sheep as they run. The sheep that are tagged are out of the game. The sheep that are not tagged can take their seats when the teacher taps the bell and play again. As the sheep run, the children who follow them sing the chorus:

To and fro, to and fro,
 We will softly, softly creep;
 To and fro, to and fro,
 Looking for those little sheep.

If any child who runs after the sheep fails to sing and the sheep notices it, he may call out her name and this child will be out of the game. The teacher will tap the bell whenever she wishes the game to end.

159. The Flower Garden

The children who represent flowers stand in groups. One of the children is chosen "Gardener," another "Rain," etc.

GARDENER: I am going away for a little while. Be sure to let no one come into the greenhouse.

ROSE: Can't we let the Sunshine in?

GARDENER: I said, let no one in.

VIOLET: What shall we do if the Raindrops knock?

GARDENER: I will fasten the door and window, then no one can come in. [*The Gardener now goes out.*]

FLOWERS: I wonder where the Gardener has gone?
The children all sing to the tune of "Santa Claus' Land"
(omit repeat), page 69, New Common-School Song Book:

Raindrop Song

Patter, patter, what's the matter?
Hear the little raindrops clatter!
Patter, patter, drops of water,
Raindrops falling on the window,
Drops of water on the window pane.

RAIN [*knocking*]: Please let me in, I am so cold.

ROSE: Who are you and what do you want?

RAIN: I am Rain, I want to dry my toes.

VIOLET: We cannot let you in.

RAIN: Why can't you let me in?

VIOLET: We cannot open the door.

RAIN: Never mind, I can come in the window.

DAISY: We cannot open the window either.

RAIN: Can't you open the window just a crack?

DAISY: No, we cannot open it even a crack.

RAIN: I don't see why you won't let me in, you let the Sun in one day.

VIOLET: Yes, the Gardener let the Sun in himself.

RAIN: Oh, ho! so the Gardener is afraid of me, and you are all afraid of me. I am not a bad fellow. I am not so full of mischief as my brother, Hail.

HOLLYHOCK: What good do you ever do?

RAIN: I give the flowers a drink when they are thirsty.

LILAC: Oh, dear! I am thirsty now.

RAIN: Let me in, Lilac, and I will give you a drink.

LILAC: I am so afraid your feet are wet.

RAIN: I will dry my feet on the mat if you will let me in.

POPPY: What other good things did you ever do?

RAIN: I kept a little stream from running dry.

HELIOTROPE: I have a great mind to let Rain in.

RAIN: Please let me in, it is so chilly out here, I am afraid I shall freeze.

[*The children repeat song and Heliotrope lets Rain in, he skips about with an umbrella among the children, and they sit down and nod their heads.*]

RAIN: Oh, oh! I hear the Gardener coming. I must hide. [*Enter Gardener.*]

GARDENER: Why, what is the matter with my flowers? They are all drooping. Did I let them get too dry? [*He feels the flowers.*] Why, dear me! they are so wet the Rain must have come in. I wonder if there is a crack in the roof. I will look for Rain.

[*The Gardener now runs in and out among the children, looking for Rain, and Rain tries to hide, and then runs out.*]

GARDENER: Well, Rain has been here, for he left his umbrella. I must wake the flowers. Wake up and sing me a song.

[*The flowers sing very softly the Raindrop Song again.*]

GARDENER: Why don't you sing, Heliotrope?

HELIOTROPE: My feet are wet and I feel as though I had a frog in my throat.

GARDENER: I thought you liked wet weather.

FLOWERS: We know why Heliotrope does not sing.

GARDENER: Tell me about it.

FLOWERS: Heliotrope let Rain in while you were gone.

GARDENER: I will take Heliotrope with me next time I go out.

[*The flowers all return to seats and all the children sing the Raindrop Song.*]

160. Holland Game

This game can be played outdoors. The children stand in a circle with hands clasped. One child stands inside the circle and recites:

When I was in Holland,
In Holland, in Holland,
When I was in Holland
The windmills turned around.

All the children in the circle unclasp their hands and turn, facing out; they clap hands and sing, "Tra, la, la," and so on. They turn again and face inside the circle, and the child inside recites:

When I was in Egypt,
In Egypt, in Egypt,
When I was in Egypt,
I sailed upon the Nile.

The children in the circle face out, as before, singing, "Tra, la, la, la," etc. The child inside recites:

When I was in China,
In China, in China,
When I was in China
I wore a funny queue!

The children recite as before, and the child inside taps one of the other players on the shoulder. This child runs with him to a place agreed upon before as the goal. If the first child reaches the goal first, the other child takes his place inside the circle, and the game proceeds; otherwise he has to return inside and recite as before. If the children are very small, they may all recite the verses until the child who stands in the circle is familiar with them.

161. The Ant and the Grasshopper

The children stand in two lines, facing each other. They choose an "Ant" and a "Grasshopper." The Ant goes back and forth from one to another across the lines and pretends to store food away in each one's hand. The Grasshopper hops up and down, and in and out between the lines. They pause.

GRASSHOPPER: Why do you work so hard all summer, little Ant?

ANT: I am storing food away for winter; I have no time to play.

GRASSHOPPER: How foolish you are to work always! You would better play as I do.

CHILDREN [*suddenly raise their arms and lower them, saying*]:

Winter is coming, ha! ha! ho! ho!
Down fall the flakes of feathery snow!

[*The Children all sit down and nod heads.*]

GRASSHOPPER: How cold it is! I am so hungry.

ANT: I am sorry for you.

GRASSHOPPER: I have nothing to eat.

ANT: What did you all summer?

GRASSHOPPER: Oh, I danced and played all summer.

ANT: Then you may have to dance and play all winter, too. Good-bye!

The Ant runs away and back again into the circle, and wakes all up, singing any pretty little winter song. The Grasshopper runs to his seat and is out of the game.

162. Eskimo Game

The children play the game in their seats. One child is chosen to be the "Tent," another the "Polar Bear," a third

the "Sled," a fourth the "Whip," etc. Several children are chosen for the "Dogs." Whenever any of these animals or articles are mentioned in the following dialogue, the children mentioned get up and run to the front of the school and back again to their seats. Any of the children may take part in the dialogue.

FIRST CHILD: Let us all take a trip.

SECOND CHILD: Where shall we go?

THIRD CHILD: Let us go to visit the Eskimos.

FOURTH CHILD: Every one must get a fur suit. [*Child who represents Fur Suit runs up.*]

FIFTH CHILD: Have you a fur rug? [*Child who represents Fur Rug runs up.*]

SIXTH CHILD: Are all the dogs ready? [*Several children run up.*]

SEVENTH CHILD: Is the sled ready? [*Child named Sled runs up, etc.*]

EIGHTH CHILD: Who has a good whip?

NINTH CHILD: Where is our tent?

TENTH CHILD: We are all ready to start on the trip.

ELEVENTH CHILD: All aboard! I hope we won't meet the polar bear.

[*All the chosen characters run up in front and stand there and the Polar Bear comes in.*]

POLAR BEAR: "I smell the breath of children, I like the looks of that little fellow with the fur suit."

FUR SUIT: Ask for the fur rug.

[*Fur Suit runs, Bear after him; if not caught, he gets to his seat; if caught, he becomes Bear.*]

POLAR BEAR: Where is the fur rug?

FUR RUG: Ask for the dogs.

[*Fur Rug runs, Bear runs after him, and Fur Rug tries to*

get to seat, etc. They continue in this way until only the Tent is left.]

TENT [*putting out arms*]: Come inside, Polar Bear, there is plenty of room.

[*Polar Bear goes inside the Tent. The Tent holds him fast, and all the children who have been in the game come forward and dance around the Tent, saying*]:

Clap the hands, clap the hands,
We have caught the Bear.
Clap the hands, clap the hands,
He is safe in there.

In a similar way children can take a trip to Japan or Holland or any interesting country. The first time the game is played, the names of the things needed for the journey may be written on the board.

163. The Crow and the Pitcher

One of the players is chosen for the "Crow," and the others form a circle around him. Those in the circle clap their hands, skip about, and say:

Clap the hands and dance about,
But do not let the Black Crow out!

The children in the circle pause and join hands. The Crow goes to the north end of circle and says:

I am as thirsty as can be,
Oh, who will give a drink to me?

The children at this end of the circle say:

We have no water, oh, thirsty Crow,
To the south you would better go!

The Crow goes to the south end of the circle, repeating his request. The children at the upper end of the circle say:

We have no water, oh, thirsty Crow,
To the west you would better go!

The Crow goes west and east with no better result. Then one of the children runs inside the circle and says:

Here is a pitcher of water, ho! ho!
It must be meant for a thirsty Crow!

The Crow runs up and pretends to drink, and says:

I cannot drink, the water is low,
So open the gates and let me go!

The children in the circle hold up their arms, hands still clasped, but they let the Crow run in and out between them. He taps several of them on the shoulder. They become his "Pebbles," and go and kneel by the "Pitcher." The Crow says, from time to time:

I'll put Pebbles in my Pitcher, ho! ho!
Then higher and higher the water will go!

The Crow now pretends to drink. The Pebbles rise and circle round him and the Pitcher. The players all clap hands and say:

Where there's a will there's a way;
We will clap the old Black Crow away.

They clap the Crow out and the game is ended.

164. The Fox and the Grapes

The children choose one child for the "Fox" and one to represent the "Grapes." As soon as these are named, they must run to a place agreed upon as the goal and back to their places. If the one chosen to represent the Grapes gets back into his place first, the Fox will call, "Sour Grapes,"

and he is out of the game. If the Fox gets back to his place first, he will say: "I ate all the Grapes I could find," and the child who represented the Grapes is out of the game. If they get back to their places at the same time, they run again.

The children clap hands and sing to the tune of "Yankee Doodle," page 135, New Common-School Song Book:

Around and round and round the ring,
We all are skipping lightly;
We meet the Fox in search of Grapes,
We bow to him politely. [*Bow*]

CHORUS:

Clap the hands and skip about,
Singing is such pleasure,
Clap the hands, oh, jolly Fox,
Now will he get his treasure?

The Fox and Grapes will run at the end of the first verse.
The game may continue as long as desired.

165. March Wind

One of the players acts as the "March Wind." The others sit in chairs in a circle around him. He points to the different children and names them ships, trees and kites. They all sing to the tune of "Longing for Spring," page 53, New Common-School Song Book:

Oh, the March Winds cold are blowing,
Blowing, March Winds blowing cold,
Oh, the March Winds cold are blowing,
Turning all the windmills round.

Then the children repeat in concert:

Round and round, round and round,
Turning the windmills round.

The March Wind now runs around the circle, saying:

The March Winds blow the ships at sea,
Come, dear children, follow me.

The children who were named "ships" must rise, and follow the March Wind. The song is repeated, and these children are seated. Then the March Wind says:

The March Wind is stirring every tree,
Come, dear children, follow me.

They repeat again the refrain:

Round and round, round and round,
Turning the windmills round.

The children who were named "trees" rise and follow the March Wind. The song is repeated, and the Wind says:

The March Wind blows kites for you and me,
Come, dear children, follow me.

The game continues as before until the March Wind says:

The March Wind turns the windmills round,
With a pleasant, whirring sound!

The children then all run into the center of the circle and back to their seats, whirling round, and the March Wind tries to get a seat. The child who fails to find a seat must be the new March Wind.

The game continues as before.

When the children imitate ships, they wave their arms up and down. When they imitate trees, they sway their whole bodies to and fro. When they imitate kites, they wave right hands high over head.

MISCELLANEOUS SCHOOLROOM GAMES

166. Animal Game

The children are all in their seats. Those in the front seats join hands with those across the aisle. They rise and skip up in front, singing to the tune of "The Owl," page 42, New Common-School Song Book:

The animals march in, two by two,
The big giraffe and kangaroo,
'T is fun for me and fun for you—
The animals march in two by two.

These children stand in a line in front of the school, and those in the second row of seats join hands and skip up, singing the same song.

The game proceeds in this way: the next row of children each time joining hands and skipping up two and two, until there is no room for any more in front of the room in one line. Then the children in the front of room hold up their hands high, two and two, to form a tent, and say:

Hurrah! hurrah! for the big white tent,
There is time for work and play;
Hurrah, hurrah! for the big white tent,
For it is Circus Day!

The children in the next row back now join hands and skip up and under the raised arms of the children in line, and back to their seats. The next row may do the same, until all the children have had a chance to leave their seats. Then the game is ended.

The game may start again, and the children in the back

row go up, two and two, to form the line. Those in next the back row may go up next, and so on. This game is easily learned and rests the children.

167. Rock-a-Bye Baby

The children stand in a circle, all but one carrying dolls. The child without a doll skips about inside the circle, with outstretched arms, and all the other children swing their dolls to and fro and sing "Lullaby Song," page 27, New Common-School Song Book.

Any child may now give her doll to the one who runs about in the circle, and they exchange places. The game may continue until every child has had a chance to skip about in the ring. The dolls, of course, are mixed up by the close of the game, but may be easily returned to their owners. This game should develop generosity in lending dolls.

The game may also be played with a few dolls, or even with one doll. When there is but one doll, the child holding it should run inside the ring as the song closes and give the doll to the one who has skipped. This child passes it to her neighbor in the ring, otherwise the same two children would skip again.

168. The Circus Clown

The children stand in two rows opposite each other. They choose a boy for the "Clown," who gives them the names of animals. They sing, marching forward and back, to the tune of "Lucy Locket," page 145:

The Circus Clown has come to town,
He came to town this morning,
The Circus Clown has come to town,
We give you all fair warning.

The Clown now marches through the lines and says: "The 'elephants' are out," or "The 'monkeys' are out." The children bearing the names of either of these animals in each line change places.

The Clown tries to take the place of one of them. In case he succeeds, the remaining animal of that name becomes the Clown. If the Clown cannot take the place of either animal in the line the song is repeated and he comes through the line calling for other animals.

He may call for any animals he wishes to change places.

The game should be played in a lively manner.

169. Fox and Rabbit

The children remain in their seats and choose a child to be the "Fox." The other children are "Rabbits." The Fox runs up and down the aisles and names two children, who must quickly change their seats. The Fox tries to tag either of them or to slip into a seat vacated by one of them. If he succeeds, the child he has tagged takes his place.

This game may also be played by children standing in two lines, while the Fox goes between and names two to change places, one from each line. It may also be played outdoors, with children (Rabbits) standing in a circle and the Fox running about inside the circle. He will name two children to change places, however the game is played. They sing to the tune of "Maypole Song," page 105, New Common-School Song Book:

Out in the moonlight the fox prowls about,
You'd better watch out, you'd better watch out!
Oh, he is looking, he's looking for you,
Then run fast away whatever you do.
Yes, he is looking, he's looking for you,
Then run fast away whatever you do.

170. Holland Windmills

In this game the players may appear in costume if desired. The children stand in a circle and each child whirls around. A "Buyer" runs on the outside. They sing to the tune of "Welcome, Mothers" (first two lines), page 106, New Common-School Song Book:

The windmills now are turning,
The windmills turn today,
The windmills now are turning,
They turn in Holland today.

The Buyer comes along. He taps two children on the shoulder as he says:

I will take this windmill, whirling so,
Round and round the windmills go.

These two children face out, still standing in the circle. The children in the circle all stamp their feet and clap their hands, saying:

Clumpety, clump go the wooden shoes,
He may choose you or me,
Clumpety, clump go the wooden shoes
In Holland o'er the sea.

The Buyer repeats his little couplet and taps two more children on the shoulder. They face out as before. This continues until half the children are facing out. They then form two circles, one outside of the other, and the Buyer goes inside the inner circle. The children all repeat their song, whirling around. The Buyer then says:

Change your places in and out,
I need you all without a doubt.

The children change places. Those in the inner circle change with those in the outer circle. They all face inward and say, or sing to the same tune:

Oh, say, what are you paying,
Oh, what do you pay,
Oh, say, what are you paying,
For good windmills today?

The Buyer tries to break through the circles, the children having tight hold of hands. They sing again. This time all go toward the center of circle, repeat the song, while all in outer circle hold hands over those in inner circle. The Buyer sings sadly:

My pockets all are empty,
My pockets are so light,
My pockets all are empty,
So, how am I to pay?

They all stamp feet, clap hands and say:

Clumpety, clump go the wooden shoes,
He is honest without a doubt,
Clumpety, clump go the wooden shoes,
We all will clap him out.

The game is ended.

171. The Garden Swing

The players form a circle, and choose a child for the "Swing." He goes inside the circle. They swing their arms to and fro and sing to the tune of "Saint Valentine" (omit chorus), page 87, *New Common-School Song Book*:

Swinging, swinging, to and fro,
Jolly boys and girls, you know,
In the garden swing we go,
Swinging, swinging, to and fro.

The Swing chooses a child, who goes inside the circle with him. The two join hands and swing to and fro, while the other children repeat their song. The two inside the circle

then choose two other children, who go inside the circle, join hands and swing to and fro.

The game continues until the children are all in couples, joining hands and swinging arms to and fro. They sing to the same tune:

Swinging low and swinging high,
We will let the old cat die,
Slower, slower, by and by,
Swinging low and swinging high.

They skip to their seats and the game is ended. This game may easily be played outdoors.

172. See-saw Game

The children stand in two lines, arms extended. They wave arms up and down to imitate a see-saw. They say:

See-saw, see-saw,
Who will go to town?
See-saw, see-saw,
Riding up and down.

Any child skips up in front, faces the rest, and says:

Thank you, I will go to town,
Riding, riding up and down.

This child raises and lowers arms in front of the others, while they repeat their first verse, and another child runs up in front and says:

Thank you, I will go to town,
Riding, riding up and down.

The game continues until the children are half of them in front facing the rest. They say, skipping forward and back,

Some go up and some go down,
Ride away to See-Saw Town.

They skip to seats and the game is ended. This game may be played indoors or out.

173. Carpenter Game

The children sit in a circle on the floor. They choose a "Carpenter" who goes in the center and says:

My tool box is empty and therefore I sigh,
Who'll fill my tool box? Will any one try?

One of the children may run in and name any carpenter's tool, saying: "Here is your 'Saw,' or 'Hammer,' or 'Chisel.'" He remains with the Carpenter, and all the other children go through the motion suggested by the game. When the Carpenter has all his tools, he says:

I go to work if I am able;
I will build a house and stable.

At this the children in the circle rise and clasp hands tightly while the Carpenter and his Tools try to break through. If they break through, they may return to their places, when the game continues. If they do not break through, they are clapped out of the game after three minutes have passed.

174. The Mother Hen

Choose one of the children to be the "Mother Hen" and have this one go out of the room. Then the other children all sit down with their heads bowed on their desks. Touch three of the seated children on the head, when at once they must begin to call "Peep! Peep!" like tiny chicks. The Mother

Hen is recalled and she tries to locate the children by the sound of their voices, which are very tiny, heard from a distance. The chick first discovered takes the place of the Mother Hen.

175. The Weather Bureau

Through this game the children may learn the points of the compass. One child is chosen to represent the "Weather Bureau," and stands in front. The children having learned the directions, north, south, east and west, stand at attention. Then the Weather Bureau calls out, "The wind blows north," and the children turn quickly to face the north. When he calls "The wind blows west," they must face the west, and so on. When he says "Whirlwind," the children must turn quickly three times on one foot. If he says "Tornado," they may wave their arms quickly up and down. For older children, the directions northwest, southwest, etc., may be used. The interest of the game will depend on the quickness of the calls of the leader of the different directions and kinds of wind storms.

GAMES FOR THE PLAYGROUND

176. The Flower Chase

The children group themselves into two equal parties and the two sides take positions at opposite ends of the playground, with plenty of space between. Those on one side represent "Flowers" and each takes the name of some flower, as rose, lily, daisy. There may be several of the same name. The players on the opposite side represent the "Winds." They stand in line, watching the flowers. The flowers walk toward the winds and stand in line, as the winds approach. The winds must then guess what flowers are represented by their opposing side. They mention the names of different flowers. As soon as they hit upon the right name of any of the flowers, the children of that name must run, the winds chasing them. Any of the flowers caught by the winds before reaching the goal, which is the extreme boundary of the playground on the side belonging to the flowers—must join the winds. The flowers not caught may rejoin their companions and change their names to some other flower. The play continues until all the flowers have been caught by the winds.

177. Midnight

One child is chosen to play the "Fox," while the others are "Sheep." The sheep are in a fold on one side of the playground and the fox has a den as far away as possible. The fox has his eye on the sheepfold, but it is understood he may catch the sheep only at midnight. He leaves his den and wanders about the playground, watching the sheep as they

wander about. Some of the sheep approach as close as they dare to the fox, and they ask him continually "What time is it?" The fox may say "Five o'clock," or "Ten o'clock," or any hour he chooses, and they are safe. But when he says "Midnight!" this is a signal for a grand scamper for the sheepfold, for now the fox may catch them if he can. The first sheep the fox catches must change places with the fox, whereupon the game begins all over again. This game may be played indoors, when the number participating would have to be reduced.

178. The Rabbit Chase

The children all kneel in a circle, the hands of each child laid on the shoulders of those next to him. One of their number is selected for the "Rabbit." The rabbit runs about outside the ring. He touches one of the kneeling children, who must rise and chase the rabbit to his hole. The rabbit runs to the right, while the child who is chasing him runs to the left. If the rabbit can reach his hole without being tagged by the child who is chasing him, the latter has to take the place of the rabbit. If the second child succeeds in tagging the rabbit, he may take his place in the kneeling ring and again the rabbit has to touch another child, who must chase him, etc.

179. Japanese Tag

This is the way Japanese children play tag: When one has been tagged he must lay his right hand on the place touched, whether it be his shoulder, his arm, his hand, his chest or his back. In this somewhat awkward position he must chase the other children until he succeeds in tagging one of them. The comical figures cut by the tagged children add much to the fun of the game.

180. Sculptor

The child chosen to be "Sculptor" stands facing the rest, who must remain in fixed positions like so many statues as long as the sculptor is looking in their direction. He may keep them so for a whole minute or so. Then he turns his head to one side and counts ten or twenty as he chooses. The children do not know how many counts he will make. During the count the children may move about as they please, but the moment he turns back to look at them, they must become rigid again. If the sculptor sees anyone moving, he starts toward him and the child runs to the goal, the sculptor chasing him. If the sculptor catches the delinquent one, that child takes the sculptor's place.

181. Post Office

A "Postmaster" is chosen by acclamation. Each of the children then is given the name of a city or town, which he must write on a piece of paper representing a letter. When all have been named and have prepared their "letters," the postmaster calls out, "The post is going from New York to Cleveland," and the boys or girls bearing these names must at once change places. The postmaster tries to get into the place of one of them before they reach it. If he succeeds the one whose place he has taken becomes postmaster. At intervals the postmaster may call "General Post," when all must change places. The wild scramble that follows is "heaps of fun," and usually gives the postmaster his chance.

182. The Sheepfold

The children join hands and form the "Sheepfold," in the center of which is the child chosen to be the "Lamb." The one who plays the part of the wolf remains outside the fold.

The wolf tries to break into the sheepfold by separating the hands of the children forming the circle. If he gains entrance in this way the players on the opposite side must at once let go hands to let the lamb out. Then all close up the circle again at once, to keep the wolf inside and keep him from chasing the lamb. The wolf then tries to break out in the same way he broke in. If he gains his freedom, hands must be unclasped again to let in the lamb, and so the game continues until the wolf catches the lamb.

183. Jack Be Nimble

Place a small standard eight to ten inches high upright on the floor to represent a candlestick. The children are to run along in single file and jump with both feet at once over the candlestick, while all recite:

Jack be nimble, Jack be quick,
Jack jump over the candlestick.

Each child tries to jump over the candlestick without knocking it over.

184. Pom Pom Pullaway

All the children stand at the boundary line decided upon for the playground. A line is marked out for the goal at the opposite end of the space. The one who is "It" stands in the center and calls out the name of some player with the formula that goes with it and gives the game its name:

Mary Smith, Pom Pom Pullaway!
Come away or I'll fetch you away!

Mary Smith must at once run across the playground to the opposite goal, while the child who is "It" must try to catch her before she reaches the line. If Mary reaches the goal

safely, she may stay there until she is joined by the other players. If she is caught by the child who is "It," she must go into the center and help him catch the others as they are called in their turn by the formula and chased across the space to the goal. When all the children have been called from their places and have either been caught or reached the goal, they make a dash for their first position at the opposite end of the playground. The first one caught by the ones in the center space is to be "It" for the next game.

185. Cat and Mouse

By "counting out" select one child to be the "Cat." The "mouse" is a rubber ball. The children take hold of hands and spread their arms to form as large a circle as possible and then let go hands. The ball is then kicked to and fro inside the circle. The aim is to keep it within the circle. If it should get outside the cat tries to catch it before the child who kicked it out can reach it. If the cat gets it first the child who kicked it out must take the place of the cat, and the child who formerly was the cat may enter the ring.

186. Drop the Handkerchief

This is a very old game, played in many countries. One child is chosen to remain outside the circle formed by the other children, who join hands. The child on the outside runs around the ring and drops the handkerchief behind one of the children standing in the ring. Those in the ring are to look to the center and must not turn their heads as the runner passes them. As soon as a child sees that the handkerchief has been dropped behind him, he must pick it up and chase the runner, whose aim is to reach the place in the circle left

vacant by the child behind whom he dropped the handkerchief. The children in the circle must lift their hands to allow the runners to pass freely to and fro. Whichever reaches the vacant place first may keep it and the other one is the runner for the next stage in the game.

187. Blind Man's Buff

This is one of the old games that is played in every country. One of the players is blindfolded and placed in the center of the circle. The children in the circle keep moving around until the "blind man" claps his hands three times, when they must stop. Then the blind man points at one of the players, who must at once step into the circle. The blind man tries to catch him and the other player tries to elude him by dodging and side-stepping. When the blind man catches him, he must guess who the other player is. If he succeeds, the other player takes his place. If the blind man points to an empty space in the circle, the circle starts to move again and keeps on going around him until he again claps his hands and points to another player.

188. Wee Bologna Man

I'm the wee Bologna Man—
Always do the best you can,
To follow the wee Bologna Man.

A leader resourceful in ideas and brisk in movement stands in front of and facing the other players and rapidly repeats this verse, performing some action that the other players immediately imitate—such as beating a drum, playing a fife, a fiddle, trombone, flute, cymbals, imitating the drum major, etc. Without pausing he varies his actions, the other players

continuing to follow his movements. Rapidity of the time and the vivacity that is put into the movements determine the success of the game.

189. Do This, Do That

All the players stand facing one of their number who is the leader. The leader assumes any position or imitates any action, at the same time saying "Do this!" and the others immediately imitate. Should the leader at any time say "Do that!" instead of "Do this!" any player who imitates the action performed must be seated, or pay a forfeit, whichever form of penalty has been decided on at the beginning of the game. Three mistakes of this kind put a player out of the game.

The leader may choose any positions that are familiar, such as arm movements, head bendings, trunk bendings, knee bendings, hopping, jumping, dancing steps, etc.; or imitate familiar actions such as hammering, sawing, sweeping, washing, ironing, sewing, shoveling, riding horseback, etc.

190. Charley Over the Water

Players stand in a circle, hands joined. One player is chosen to be Charley. If there be more than twenty players there should be two or more Charlies, to make the action more rapid. Charley stands in the center. The other players skip around him, repeating the rhyme:

Charley over the water,
Charley over the sea.
Charley catch a blackbird,
Can't catch me!

At the last word, the players stoop, and Charley tries to tag

them before they can get into that position. Should he succeed, the player tagged changes places with him.

191. Follow the Leader

One player chosen as leader performs a series of marching activities, gymnastic exercises, or workaday occupations. The others all form in single file behind him, and imitate anything that he does. The leader aims to keep the line moving, and should set particularly hard tasks for them, such as climbing or jumping over obstacles, under others, to touch high points or objects, taking a hop, skip and jump, walking backward, turning around while walking, etc. Any one failing to perform the required feat drops out of the game or goes to the foot of the line, or at the pleasure of the players may pay a forfeit for the failure and continue playing, all forfeits to be redeemed at the close of the game.

192. Tommy Tiddler's Ground

A square or circle drawn by Tommy around himself represents Tommy's land. Tommy stands in the center trying to protect his huge stores of supposed treasure from the enemy. He must not cross his boundary line. The other players are on the other side of the line, and try to invade Tommy Tiddler's ground, and as they enter they shout:

Here I stand on Tommy Tiddler's Land,
Picking up gold and silver.

If Tommy can tag or touch any one on his ground, that person becomes Tiddler.

193. Bear in the Pit

The players join hands and form a circle to represent a bear pit. One stationed as the bear stands in the center.

The bear tries to get out of the pit by breaking apart the bars (clasped hands), or by going over or under these barriers. Should he escape, all of the other players give chase, the one catching him becoming bear.

194. Teacher and Class

One player is chosen for "teacher." The others stand in a line side by side, facing her, at an interval of from five to fifteen feet. If there are many players, make several groups of this kind, with a distinct interval between groups.

The teacher starts the game by tossing the ball to each pupil in turn, and it is immediately tossed back to her. If a pupil misses, he goes to the foot of the line. If the teacher misses, the player at the head of the line takes her place, the teacher going to the foot. The action should be as rapid as possible.

This game may be played with either bean bags or balls.

195. I Say, "Stoop!"

One person is chosen leader, taking his place before the players, who stand in a circle. Whenever the leader says "I say, stoop!" both he and the class stoop and quickly rise again. The players all imitate the action; but when the leader says, "I say, stand!" at the same time stooping himself, the players should remain standing. He repeats his commands in rapid succession and any who make a mistake and stoop when the leader says, "I say, stand!" are out of the game. This game is a variation of the old familiar game "Simon says," but calls for much more activity than the latter game.

196. Hound and Rabbit

The players stand in groups of three, with their hands on each other's shoulders, each group making a small circle which

represents a hollow tree. The other players, one stationed at each tree, are "Rabbits." There should be one more rabbit than the number of trees. An extra player, who is the "Hound," chases the odd rabbit, who may take refuge in any tree, always running in and out under the arms of the players forming the tree. No two rabbits may lodge in the same tree; so as soon as a hunted rabbit enters a tree, the rabbit already there must run for another shelter. Whenever the hound catches a rabbit, they change places, the hound becoming rabbit and the slow player hound. Or the hound may at any time become a rabbit by finding shelter in an empty tree, whereupon the odd rabbit who is left without shelter must take the part of the hound. All rabbits must move at signal.

197. Center Base

All of the players but one form a circle, with considerable space between each two. The odd player stands in the center, holding a ball (or bean bag). He tosses it to any player in the circle, and immediately runs away outside the circle. The player to whom the ball is thrown must catch it, place it on the ground in the center of the circle, and at once chase the one who threw it. The one who threw the ball tries to get back to the center of the circle and touch the ball before he can be tagged. Should he succeed in this, he joins the circle, and the other player throws the ball. If the first center player is tagged before returning to the ball, he throws again, and the one who chased him returns to the circle.

This game is very popular with children.

198. Run, Sheep, Run!

Two captains are chosen, who in turn alternately choose players until all the players are divided into two sides. One

side becomes a searching party, chosen by "counting out" between the captains, and remains at the goal, while the other party goes out with its captain, who directs the players where to hide, after agreeing with them on a series of signals to be used, as "apples," meaning danger; "peaches," meaning go around the other way, etc. When all are hidden, this captain goes back to the searchers, who at once start out on the hunt under the direction of their captain. The captain of the hiding party remains with the searchers, calling out signals to his hidden men which shall enable them to approach nearer to the goal by dodging from one hiding place to another, always trying to keep out of sight of the searchers. Neither party, however, may run for the goal until its own captain shouts, "Run, sheep, run!" Both sides then race for the goal, and the side that has all its players in first wins the game.

Should any member of the searching party catch sight of an opposing player before all run for the goal, he tells his captain, who at once shouts, "Run, sheep, run!"

199. Mulberry Bush

The children march around in a circle, with hands clasped, singing the first verse. In the second and alternate verses the action indicated by the lines is given in pantomime. The first verse may be used as a chorus between the singing of the other verses, while the children join hands and dance around. For music, see page 145.

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush;
Here we go round the mulberry bush,
So early in the morning.

This is the way we wash our clothes, etc.
So early on Monday morning.

This is the way we iron our clothes, etc.
So early on Tuesday morning.

This is the way we scrub the floor, etc.
So early on Wednesday morning.

This is the way we mend our clothes, etc.
So early on Thursday morning.

This is the way we sweep the floor, etc.
So early on Friday morning.

This is the way we stir our bread, etc.
So early on Saturday morning.

This is the way we go to church, etc.
So early on Sunday morning.

200. London Bridge

Two children form the bridge with raised hands, while all the rest march around under the arch and await their turn to be caught. As the last words of the verse are sung, the children who form the arch let their arms fall, enclosing the one who happens to be passing under. He is then given a choice between two articles, such as "gold" and "diamonds," which are represented by the two pillars of the bridge, and according to his choice he steps behind one or the other of the children and encircles him with his arms, to await the end of the game. When all the children have been caught a tug-of-war ensues between the two lines of children, and the side wins which succeeds in pulling hard enough to force the other leader to cross a given line back of where the "bridge" was stationed.

The tune is an old and familiar one (see page 145); the verses are as follows:

London Bridge is falling down, falling down, falling down,
London Bridge is falling down, my fair lady.

Build it up with iron bars, etc.

Iron bars will bend and break, etc.

Build it up with golden stones, etc.

Golden stones 'll be stolen away, etc.

Get a man to watch all night, etc.

Suppose the man should fall asleep, etc.

Put a pipe into his mouth, etc.

Suppose the pipe should fall and break, etc.

Get a dog to bark all night, etc.

Suppose the dog should meet a bone, etc.

Get a cock to crow all night, etc.

Here's a prisoner I have got, etc.

What's the prisoner done to you? etc.

Stole my hat and lost my keys, etc.

A hundred pounds will set him free, etc.

A hundred pounds he has not got, etc.

Off to prison he must go, etc.

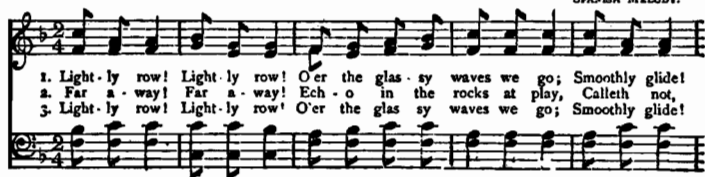
MUSIC FOR THE GAMES

THE music for all of the games requiring music will be found in the **NEW COMMON-SCHOOL SONG BOOK,*** with exception of the following games, for which the music is reproduced here.

Games 9, 10, 17, 34, 37, 38, 41, 46, 49, 51, 115, 130:

LIGHTLY ROW

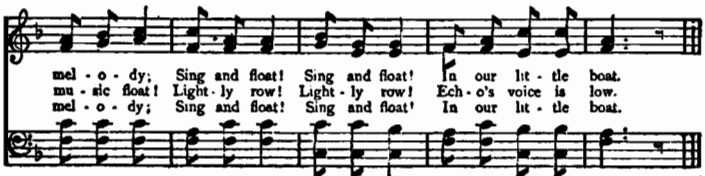
SPANISH MELODY.



1. Light-ly row! Light-ly row! O'er the glas-sy waves we go; Smoothly glide!
 2. Far a-way! Far a-way! Ech-o in the rocks at play, Calleth not,
 3. Light-ly row! Light-ly row! O'er the glas-sy waves we go; Smoothly glide!



Smoothly glide! On the si-lent tide. Let the winds and wa-ters be Mingled with our
 Call-eth not, To this lone-ly spot. On-ly with the sea-bird's note, Shall our dy-ing
 Smoothly glide! On the si-lent tide. Let the winds and wa-ters be Mingled with our



mel-o-dy; Sing and float! Sing and float! In our lit-tle boat.
 mu-sic float! Light-ly row! Light-ly row! Ech-o's voice is low.
 mel-o-dy; Sing and float! Sing and float! In our lit-tle boat.

* By Laura Rountree Smith, Arthur Schuckai and Others. May be had from the publishers of this book. Price 70 cents, postpaid.

Games 11, 199:

MULBERRY BUSH

Moderato

1. Here we go round the mul - berry bush, The mul - berry bush, the mul - berry bush;
 2. This is the way we wash our clothes, We wash our clothes, we wash our clothes;
 3. This is the way we iron our clothes, We iron our clothes, we iron our clothes;
 4. This is the way we scrub the floor, We scrub the floor, we scrub the floor;

Here we go round the mul - berry bush, So ear - ly in the morn - ing.
 This is the way we wash our clothes, So ear - ly Mon - day morn - ing.
 This is the way we iron our clothes, So ear - ly Tues - day morn - ing.
 This is the way we scrub the floor, So ear - ly Wednes - day morn - ing.

Fed.

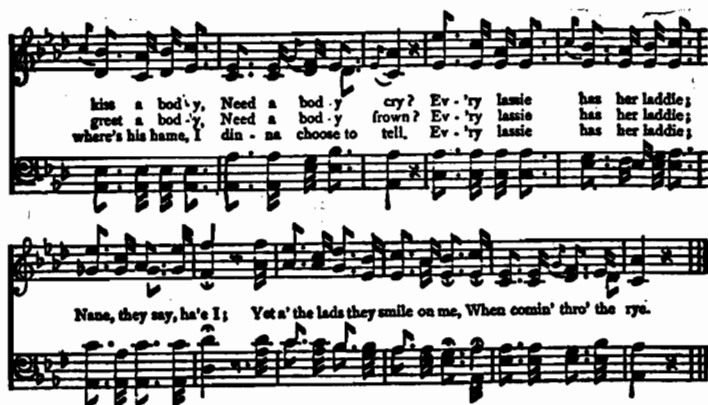
Games 28, 36, 54, 55, 144, 156:

COMIN' THRO' THE RYE

Allegro

1. If a bod-y meet a bod-y, Com-in' thro' the rye, If a bod-y
 2. If a bod-y meet a bod-y, Com-in' frae the town, If a bod-y
 3. Among the train there is a swain, I dear-ly love my - sel'! But what's his name, or

COMIN' THRO' THE RYE—Cont'd



kiss a bod-y, Need a bod-y cry? Ev-'ry lassie has her laddie;
 greet a bod-y, Need a bod-y frown? Ev-'ry lassie has her laddie;
 where's his hame, I din-na choose to tell, Ev-'ry lassie has her laddie;

Nane, they say, ha'e I; Yet a' the lads they smile on me, When comin' thro' the rye.

Games 30, 44, 45, 119, 148, 200:

LONDON BRIDGE



Lon - don bridge is fall - ing down, Fall - ing down, fall - ing down,

Lon - don bridge is fall - ing down, 'My fair la - dy.

Games 39, 146, 153, 168:**LUCY LOCKET**

VOICE

Lu-cy Lock-et lost her pock-et, Kit-ty Fish-er found it; But

PIANO

near a pen-ny was there left, Ex-cept the bind-ing round it

Game 123:**OATS, PEAS, BEANS AND BARLEY GROWS**

Oats, peas, beans and bar-ley grows, Oats, peas, beans and

bar-ley grows. Nor you nor I nor no-bod-y knows How

OATS, PEAS, BEANS—Cont'd

oats, peas, beans and bar - ley grows. Thus the far - mer

The first system of music features a treble and bass staff in G major (one sharp). The treble staff contains a melody of eighth and quarter notes. The bass staff provides a harmonic accompaniment with chords and single notes.

sows his seed, Thus he stands and takes his ease,

The second system continues the melody and accompaniment. The treble staff melody includes a dotted quarter note. The bass staff accompaniment uses chords and single notes.

Stamps his foot and clasps his hands, And turns a - round to

The third system continues the melody and accompaniment. The treble staff melody includes a dotted quarter note. The bass staff accompaniment uses chords and single notes.

view his lands. A - waiting for a part - ner,

The fourth system concludes the piece. The treble staff melody includes a dotted quarter note. The bass staff accompaniment uses chords and single notes.

OATS, PEAS, BEANS—Cont'd

A - waiting for a part - ner, So open the ring and

The first system of music is written on a grand staff with a treble and bass clef. The key signature has one sharp (F#). The melody in the treble clef consists of eighth and quarter notes. The bass line consists of chords and single notes. The lyrics are written below the treble staff.

choose one in, Make haste and choose your part - ner.

The second system of music continues the melody and bass line from the first system. It ends with a double bar line. The lyrics are written below the treble staff.

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