

GAMES *and* **EXERCISES**

OUTDOORS *and* IN
FOR ALL GRADES

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CONTENTS

America—The Star Spangled Banner—Battle Hymn of the Republic—Columbia, the Gem of the Ocean—Hail Columbia!—The Battle Cry of Freedom—Tramp! Tramp! Tramp! the Boys are Marching—Yankee Doodle—Tenting on the Old Camp Ground—Home, Sweet Home—Marching through Georgia—Dixie—My Old Kentucky Home—Old Black Joe—Old Folks at Home—Illinois—Maryland, My Maryland—Hymn of the Marseillaise—Russian National Anthem—March of the Men of Harlech—Annie Laurie—Auld Lang Syne.

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Games and Exercises

OUTDOORS AND IN

FOR ALL GRADES



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CHICAGO

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I.

KING OR QUEEN ON THE THRONE.

PLACE a chair in a conspicuous place of the room. Seat the children as nearly as can be in a semi-circle facing the chair. One child dressed in a long cape which answers for a robe, takes the chair. Then the game begins.

The King or Queen, as the case may be, describes a pupil in the room without naming him, and asks this pupil to do a particular thing which must also be described. If this request is not prefaced by *please* the king or queen loses his or her place and another—the servant takes the place—as Queen and says—
“My subject, a boy with dark blue eyes, black hair, always neat, and who wears to-day a red waist, blue tie and a little coat, will *please* take a book to Alice who is an invalid and can not go out to play (Alice is one of the girls in the room).”

Two chairs may be used and then the King and Queen alternately describe a pupil, and both act when asked. The player who gets caught so as not to be able to go on is out of the game.

Some means of grace can be provided so the players put out may be returned. This will prolong the game.

II.

GOING TO BOSTON.

ONE letter of the alphabet is taken as L for instance. The pupils seated in a circle must be ready to name objects beginning with L. One begins by tossing a handkerchief to another saying, I'm going to Boston. The one who catches the handkerchief asks—"What will you take?" Answer comes, "Lemons." Then the handkerchief is thrown to another who asks and is answered as the first. No two must take the same object.

III.

GOING TO EUROPE.

THIS is played as Lesson II only that the object must be spelled with the first letter of the players' names.

IV.

GOING TO SEE THE WORLD.

THROW the handkerchief as before, saying, "I'm going to——" (name some place of which you know something).

The one to whom the handkerchief is thrown says, "What are you going to buy?" or "What are going to see?" These questions must be answered by true answers—that is such things must be bought or seen as are really to be bought or seen there.

V.

CITIES OF SOME STATE OR CITIES OF
THE WORLD OR CITIES OF
A COUNTRY.

SOME one names a city, the next names a city whose initial letter must be the same as the last letter of the city just named; the next names a city whose initial letter is the last of the preceding, etc., as Chicago—Olympia—Albany.

If the players desire cities of a particular location may be used. Limitations add interest sometimes.

VI.

RIVERS OF THE WORLD.

THIS is played as Game V only that names of rivers are used instead of cities. A game of islands or mountains can be played in this way also.

VII.

COUNTRIES, LAKES, OCEANS.

ONE player names a country, lake or ocean—the next must name one which borders onto the one named and tell in which direction it lies. The next must border on the last named, etc.

VIII.

AIR, EARTH AND WATER.

PLAYERS all seated. One takes his place in the circle. He points at one seated saying one of the words in the title and at the same time counts from one to ten. The one pointed at must name some animal that lives in the element named before the counter gets to ten. If he does not do this he gives his place to the counter and tries his luck at getting a place.

If a mistake is made in naming the animals—as *fish* when air is asked for—the one who made it changes places with the counter, etc.

IX.

KITCHEN FURNITURE.

EACH player is given an article of kitchen furniture. The one in the ring points to one seated and counts to ten. The one seated must name his piece of furniture before the ten is reached or forfeit his place. If he forfeits his place the counter takes his piece of furniture, so the chair as it were bears the name and any one sitting in it keeps the name of the furniture while there.

X.

FOWLS OF THE AIR.

THIS is descriptive: Some fowl is described fully. The other persons guess what has been described. The one guessing correctly has the opportunity to describe. If no one can guess what has been described the one on the floor has another chance.

XI.

FISH OF THE SEA.



XII.

BEASTS OF THE WILD.

THESSE are played as those preceding. Describe *fish* for Game XI. Describe *animals* for Game XII.



XIII.

BEAN BAG.

THIS is too commonly played to need any description. It might be well to suggest that the pupils make their own board and the five bags. They can be made by using corn instead of beans. Let each bag thrown through the board count *five* rather than *one* as the pupils like large amounts in games.

XIV.

PRONOUNCE DOWN.

STAND in line—pronounce words of a certain sound ending as the words ought, thought, bought, etc.

The ones who miss take their seats. The one who stands longest wins the game.

XV.

WHAT I SEE IN NATURE.

EACH pupil writes a sentence telling what he sees and folding the paper over so as to hide what he wrote. Passes it to the right.

The last reads it all. Then if the number of players is small this is repeated. After this is done the one who can name the most things—plainly visible—and which have *not* been written on either paper wins.

XVI.

TRACING RIVERS OR SUMMER BOATING.

FIRST player begins while sailing down the _____ river I stopped at _____ to see the _____. After enjoying that I allowed my boat to be anchored so I could fish. I caught a _____ fish, shot a _____ (duck, goose, loon, heron, etc.)

If player makes mistake in city—sight or scene—fish—bird or anything, another goes on with the story, finishes this and goes to some other in the same way.

You tell who wins.

XVII.

MUCH amusement as well as instruction is found in the many sets of History, Geography and Authors card games. These can be found at almost every publishing house at nominal prices.

XVIII.

CROKONOLE AND PARCHESSII AND
HOPPITY

ARE nicely played at the noon hour. These games may be purchased by contributions.

XIX.

DOMINOES.

FOUR games can be played with them :

1. Simple dominoes where the players simply match by turns the last dominoe played to see who gets his hand finished first.

2. Muggins—In this the players try to make five or some multiple of five every time he plays. The one who makes 100 first wins.

3. Twelve Hundred—In this nothing is made unless a *blank* is on one end of the row already played, then each player makes as many tens as there are ones on the farther end of his dominoe as—

$$\boxed{} \boxed{\cdot \cdot \cdot} \boxed{\cdot \cdot \cdot} \boxed{\cdot \cdot \cdot \cdot \cdot} = 60$$

The one who makes 1200 wins.

4. Match Game—Divide the dominoes equally among the players.

Each player places his in a standing row, and as his turn comes he plays the dominoe last in his row. If this matches the *first* one played by the *leader* this player takes *all* on the table and places them standing in front of his row. Then he leads in the next play. When some one player gets *all* he has won the game.

5. Dominoes are equally divided among the players. Double six is *always left on* the table. Each player at his turn plays two dominoes turning the one played first upside down. If the others think or know that these are not correctly matched some one looks to see if they are correctly matched, the *one who looked* to see takes all on the table and leads in a new play. If they were not matched the player who played these takes *all* and leads. If someone wishes to look he must do so before

the next player places his two dominoes otherwise it is allowed to pass by and the players go on. The player who at the end has *all* the dominoes *loses* the game.

XX.

OLD MAID.

THIS is played with *Author* cards. One card is put away. Two cards make a book so there will be one *odd* card at the end of the game. This is the Old Maid.

Instead of asking for cards the players draw one from their right hand neighbor. As the books are matched they are put aside so as to leave the Old Maid alone. Of course this one loses the game.

XXI.

PIG.

THIS is played with *Author* cards equally divided. Each player passes a card to his right hand neighbor—(all do this at the

same time.) The one who gets a books of four turns his hand down without telling any one—passing cards as they come to him if no one sees his cards turned down. As the others see his cards down they must quickly but quietly turn theirs and the last one to do this is the *pig* for his tardiness. Players must not wait till they get their books if there is one turned already.

XXII.

RIDDLES. EACH ONE TELL AS MANY
AS HE CAN.

XXIII.

PROVERBS.

A PROVERB or quotation is distributed among the players so each gets a word. The one who has been sent out of the room is then invited in. He asks any question he choses of anybody he choses, and the person answering must use *his word* of the proverb

in his answer. If several sentences are required for answers, the word must be used in each sentence.

XXIV.

SHOUTING PROVERBS.

THIS is sometimes noisy but need not be so. Each player is given a word of the proverb or quotation.

The player out of the room then comes in and asks for the proverb. All speak at once their *one* word. From this must be guessed the entire proverb.

If there are many players the proverb may be repeated in order to go around to all as in game twenty-eight.

SUGGESTIVE PROVERBS.

1. "A soft answer turneth away wrath."
2. "A rolling stone gathers no moss."
3. "Great trees from small acorns grow."

4. "A good name is rather to be chosen than great riches."

5. "If you cannot speak well of a friend do not speak of him at all."

6. "As the twig is bent so the tree groweth."

7. "Experience is a good but expensive teacher."

A few of Washington's rules of conduct can also be used.

XXV.

WRITING POETRY.

SOME one with a long sheet of paper writes a line upon it. He covers his line and passes it to his neighbor who must also write a line. This line and the three succeeding lines must rhyme in the last word with the first.

A second verse of four lines is written in the same way—no one writing more than one line—until the required poem is complete. Then it is read to the players as a whole.

XXVI.

SPELLING CLASS.

PLAYERS in a line. First says one letter the next another, the next another, etc. If a word is completed the one who completes it must pronounce it or go to the foot of the class. Each must have some word in mind when he adds a letter so it will make it possible to spell a word. No one tells his neighbor what word he thinks of, as:—

1	2	3	4	
r	i	l	l	—rill.

Then five begins a new word. How long can you keep your place?

 XXVII.

DEAF AND DUMB.

THE players are equally divided into two groups. The first side gets a word or phrase and on coming to the side of the room where the second is they act their word or

phrase. If the opposite guesses the word it takes one player out of the ranks of the first. If it is not guessed the first chooses from the ranks of the second one player. The side with the greater number at the close wins.

XXVIII.

HOW, WHEN AND WHERE DO YOU
LIKE IT?

ONE player leaves the room. The others take some noun as—*case*. Then the one outside comes in. He has the privilege of asking these three questions of each. How do you like it? When do you like it? Where do you like it?

And these questions must be answered truthfully. That is the *case* must be put to such use as it is really intended. Various meanings of the word can be used—as case for books—watch case—case in court. To the

question, How do you like it? one can answer, large and roomy, or small and round or short and concise. These will be true as well as puzzling.

When the word is guessed the one whose answer led most directly to its discovery goes out while a new word is found.

OUTDOOR EXERCISES.

I.

HIDE AND GO SEEK.

II.

BASE BALL.

III.

LONG BALL.

ONE player at the bat, one as catcher, one as pitcher, with half the number of players in the field play with two *goals*, one near the batter, the other down passed the pitcher. Each has his turn at the bat. Three strikes is all each has before going to the first goal. As long as some one is at the bat it doesn't matter how many are on the *goals*. They must run however, whenever they get a chance so as to be sure of having a batter.

Three outs as in *Base Ball* gives the other side a chance to play.

IV.

SPELL DOWN.

PLAYERS form in line. A leader takes his place out in front of the line. He tosses a ball to the head player who returns it, then the leader tosses to the next, and to the next, etc. Any one failing to catch the ball must take his place at the foot of the class.

When the leader misses a catch he takes his place at the foot and the head of the line takes his place.

V.

TWO OLD CAT.

THIS is for four players, two catchers—two batters. When the batters strike the ball they change places before the catchers get the ball back to the goal—either goal. The out is the same as base ball.

When one batter is out both are out.
Then the catchers take the places at the bats.

The bases are four rods apart and of course the players face one another.

● c. | b. | b. ● c.

VI.

TENNIS AND BASKET BALL.

THESE may be played in schools where the pupils can afford the expense.

VII.

PUSSY CORNER AND HANDKERCHIEF

Are too familiar to be described.

VIII.

CAT AND MOUSE.

THE players stand in a circle—not close together. One player is cat and walks around the outside. He touches one in the ring and calls her mouse. She turns to catch

him. They dodge between those standing but must not cross the circle. If the mouse catches the cat that cat must run again, and the mouse is allowed to take her place.

If the cat is not caught the mouse must run around as cat and touch a mouse to catch her. This is violent exercise and too much of it spoils the fun.

IX.

PRISON GOAL.

PLAYERS choose sides. Each has a goal and at a little distance a goal for prisoners. Some one leads by going pretty close to the front of the opposite side, some one goes out to catch him. This one in turn is chased by one of side one, etc., until several are in the field. The last one out from the goal can catch any one before him.

2 + 1 + 2 + 1 + 2 + 1

Each brings home the one caught and takes him to the prisoners' goal.

Now the leader who comes from side two must try to run to the prison. If he touches one he can run home with him. The leader is safe if he gets to the prison or in the ranks of the opposite side before he is touched by any from the other side, but he must see to it that he gets home safely. Any one seeing him go may chase him and as he nears the opposite goal, the leader may turn on him providing he has touched his goal. Thus a continuous chase is kept up. Keep close watch as to who leaves the goal last.

X.

LAST COUPLE OUT.

THE players form a line two abreast. One takes his place in front and calls "Last couple out." The last couple run and try to meet in front of the line (column). The odd one who called them must try to catch one of them. If he succeeds he takes his place in the ranks and the one left takes the place in front

to call "Last couple out," etc. This is repeated until all couples have run or may continue until all are tired and want something else.

XL

KING WILLIAM.

THE players walk around a circle. One player stands in center. All sing and the one in the center does as the song suggests.

King William was King George's son,
Upon the royal race he run,
Upon his breast he wore a star.
Go choose your east,
Go choose your west,
Go choose the one that you love best.
If he's (or she's) not here to take your part,
Choose another with all your heart.
Down on this carpet you must kneel,
As sure as the grass grows in the field,
Now lose your right,
And *bow* so neat,
Then you *rise* upon your feet.

The last one in stays to go through the song so each one gets a chance to *do* the little acts asked.

XII.

LONDON BRIDGE.

THE players pass through a bridge made by two facing each other and reaching their hands upward and forward. They sing,

London bridge is falling down, falling down,
falling down,
London bridge is falling down,
My fair young lady.

As "My fair young lady" is said the hands come down and encircle one of the players.

This player is asked which he likes the better, apples or pears. He tells and is asked to stand back of the bridge builder who has adopted the fruit that this one likes the better.

So the game is repeated until all are taken and each goes away with her row of players.

XIII.

MY SHIP HAS ARRIVED.

PUPILS are seated on the grass. A large cotton batting ball is made. Some one throws it and says, "My ship has arrived." The one who receives the ball asks "What's it loaded with?" You must then tell what it is loaded with. Then the ball is thrown to some one else and the question and answer are again given. The exact answer must not be repeated but some other kind of load must be in the ship.

XIV.

THROW THE GUARD.

THIS is much like hide-and-go-seek. The difference being a guard (stick) is used at the goal and if any of the hiders get it and throws this away they can all hide again and the stander begins anew to find them. This takes a wide-awake stander who is a pretty swift runner.

XV.

CAT AND MOUSE.

PROCURE a medium sized foot ball—a round one is best. The pupils take hold hands and form as large a circle as possible without letting go of hands. Then keep places and let go of hands. One pupil is outside and is called the *cat*. The *ball* is the *mouse* and is kicked by the pupils on the circle. It must not get outside and pupils must always kick it across the circle. If it gets outside the *cat* must get it before the pupil who kicked it out gets it. If the *cat* now gets it the pupil who kicked it must be *cat*. The *cat* remains outside until she catches the mouse.

XVI.

CHARACTER REPRESENTATION.

PUPILS wear or carry something that can be construed to indicate some character, real or fictitious (books and papers may be used also). Such as these, a toothpick

pinned on a lamp wick is *Pickwick*. *Bacon*, carrying a slice of **bacon, on saucer**. *Trilby*, a trill in key of B. Our Mutual Friend, wear a picture of the County Superintendent of Schools pinned to the sleeve, or, of some person well known to be a mutual friend of all. *She*, this needs no extra preparation as any one of the girls may represent this book. *Ivanhoe*, a weather vane and hoe. *Heep*, Uriah, a heap made of broken pieces of chalk. *Falstaff*, a weed that is (a false staff) easily broken if the weight is brought upon it. *Wordsworth*, a list of words and a dime pinned on paper.

 XVII.

SPELL DOWN.

STAND in a row. Leader gives a letter of the alphabet as—r; second add a letter with a word in mind, as *a*; next add another letter with a word in mind as *s*; (if you should

say *t*, here you would complete the word *rat* and so would have to take your place at the foot.) *Words must* be made but make the *words* long for the one who completes the word goes to the foot and consequently is the loser. If *rash* is made from the word I begun No. 4 goes to the foot. It can be carried on to spell rascal or rascality.

XVIII.

SPELL DOWN.

WITH BALL.

PLAYERS form line. One takes the field with the ball about a rod and a half in front of the line. Toss the ball to each pupil who in turn returns it to the field catcher.

If any miss catching the ball he must go to the foot.

If the field catcher misses he goes to the foot and No. 1 takes his place. If no one fails to catch the ball one round has been played and the field catcher is out of the game. No. 1 takes his place and the game goes on.

XIX.

SNAP AND CATCH-HIM.

PLAYERS form circle. *Snap* is outside, when circle is formed *Snap* runs around and taps some one on the shoulder. This one gives chase, *Snap* runs in and out among the players who must stand still. If *Catch-him* makes a mistake in running he is out of the game and *Snap* goes around again. If *Snap* is caught he goes out and *Catch-him* becomes *Snap*. So on till the game is ended.

XX.

PIN THE TAIL ON THE TURKEY.

HAVE a large sketch of a turkey, and a separate sketch of the tail. Blindfold the pupils one at a time and let each try to pin the tail.

This would do for Thanksgiving if the day is a stormy one.

XXI.

THROWING THE BALL.

ONE child holds the ball in her hand and stands at a little distance from the wall against which it is to be thrown. The other children are gathered near in a group or semi-circle. When all are ready, the children say :—

Throw the ball against the wall,
Then we'll listen for your call.

The child who is holding the ball replies :—

“One, two, three, Pollie Burton” (supposing that to be the name of the child called), and throws the ball, all the children running off except the one whose name was mentioned. If the latter is successful in catching the ball, it is returned to the girl who had it first and the game is repeated, another name being substituted. If the ball is not caught, the child who was called picks it up

and runs after the other children until she manages to hit some one with it. The child who is hit picks up the ball and all return to the starting place. The lines are again repeated and the game proceeds as before.

XXII.

LAME LASSIE.

AT the commencement of the game the children stand in a large ring, and the girl who is to be "Lame Lassie" stands in the centre. The children then say:—

Now Lame Lassie give us chase,
Get one quick to fill your place.

They all run off, and "Lame Lassie" follows until she manages to touch some other child. Wherever the latter is touched, she must place her hand on that particular spot and run after the others until she is successful in reaching some one else. Some-

times a child will be holding its shoulder or elbow, or it may have to hold up one leg and hop on the other. This is a game which causes much fun and merriment.

XXIII.

WOLF AND SHEEP.

ONE child is the "Wolf" and stands on one side of the playground, while the rest of the children are "Sheep," and stand in a row on the opposite side.

Wolf: Where's your shepherd, pretty sheep?

Sheep: In his cottage, fast asleep.

Wolf: I will catch you as you run,

Sheep: If we let you, there's the fun!

The "wolf" and "sheep" then change sides, and in crossing the "wolf" touches as many of the "sheep" as she can; these all go to her side and help to catch more "sheep" next time. The game proceeds until all the "sheep" are caught except one, and that one is "wolf" next time.

XXIV.

HOPPING GAME.

SQUARES are chalked on the ground,
thus :—

5	6
4	7
3	8
2	9
1	10

X

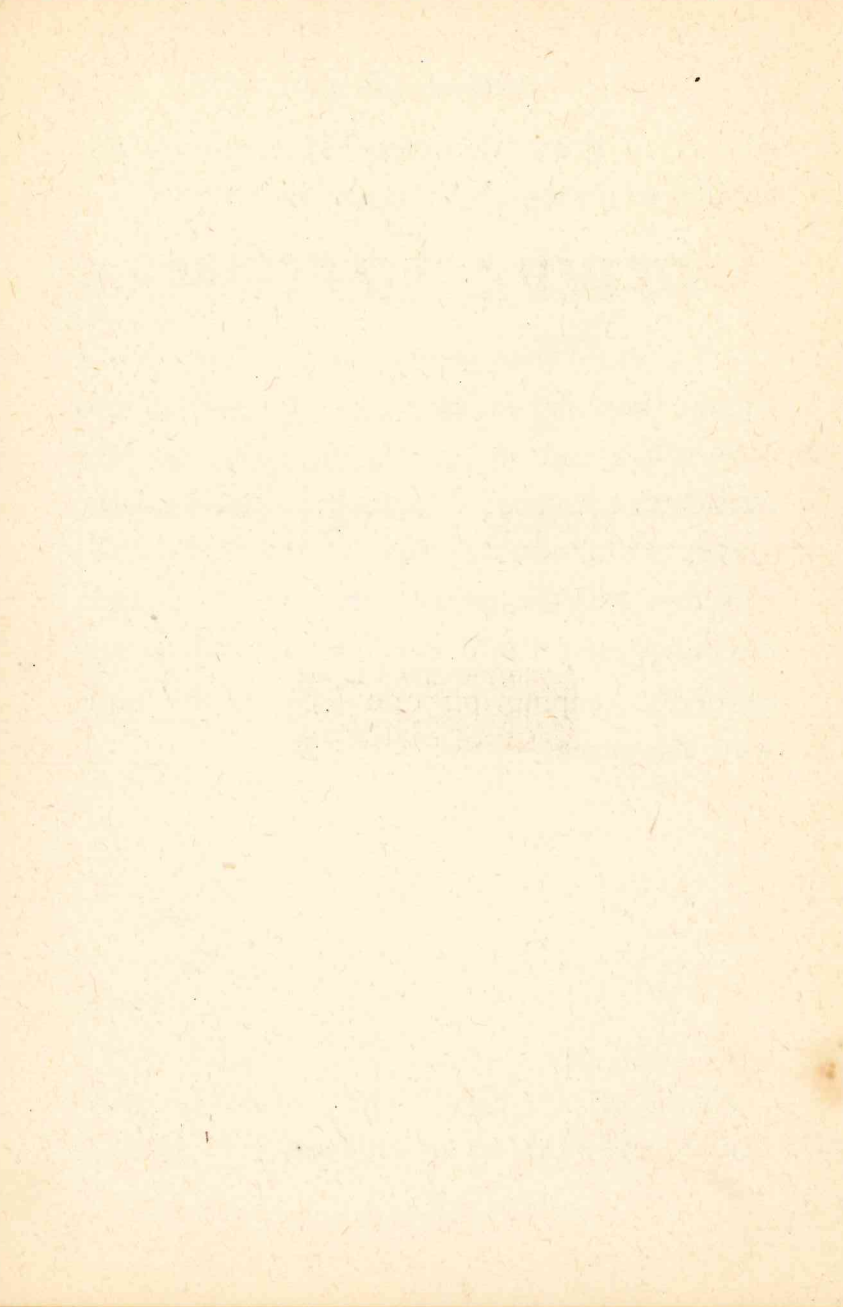
and a stone or pebble is put at the place marked x.

The object of the game is to pass the pebble into each square with one foot only, following the numbers in order. The child

who is to begin the game stands near the pebble, while the children say:—

Here is a game for you, hippity, hop,
Into the next place you make the stone pop.

The child then sends the stone into No. 1 square (hopping on one foot), from that into Nos. 2, 3, 4 and so on. If the stone be sent outside the square into which it should go, the player is out, and another begins. The child who first gets the pebble into No. 10 square, having passed it into each of the others successively, keeping on one foot all the time, wins the game.



Opening Exercises

FOR

UPPER GRADES



OPENING EXERCISES FOR UPPER GRADES

THE BEGINNING OF THE SCHOOL DAY.

KATE DOUGLAS WIGGINS says that in the kindergarten they outline the policy of the day in the opening exercises, because the minds of the children are apt to be more impressionable than later when they have felt the heat and burden of the day. Teachers in all grades find the day more profitably spent for taking a few moments in the morning for inspiring attractive exercises. To make this short time a pleasure and a profit is often a study.

Bible reading and prayer should not be neglected, but should be varied so that it may never become tiresome. Singing will always prove an inspiration, especially if the teacher is a good singer.

The teacher needs to be on the lookout for suggestions which will make this period one looked forward to by the pupils.

Our school journals are full of bright plans for opening exercises which the little people enjoy. But they often seem to forget that the higher grades might enjoy bright things adapted to their understandings.

To meet this need the following suggestions have been compiled, giving a few things found useful in actual experience. Some devices are original and others have been gathered from one source and another—school journals, books and friends. No attempt will be made to give credit but thanks are given to one and all for helps often unconsciously given.

A. L. S.

CURRENT EVENTS.

THE general news of the day—what live boy or girl does not find it interesting? But the faithful student is apt to find his time

too fully occupied to keep well posted. To emphasize the importance of a knowledge of current history many teachers give it a place in opening exercises.

Some teachers find it profitable to head a part of the blackboard "Current Events," "News Items," or something similar, leaving the pupils to fill the space. Take time occasionally to discuss some topic particularly interesting.

Sometimes set aside a morning and expect every pupil to be prepared with some news item. Try pitting the boys against the girls to see which will be best prepared. Sometimes select a topic on which they will give items of interest—as "China," "The Philippines," *The "Week's Current,"* or "*Our Times,*" will prove more useful to the teacher than the ordinary newspaper. Connect as carefully as possible all current history with geography, civil government or any other study which will make the points clearer.

Occasionally have each pupil answer in writing a few such questions as the following: What is the most important event of current history in the United States? In Europe? Who is the most important personage before the public in each country? Why? What is the most important question under consideration by the public at present?

Such questions cultivate thoughtfulness on the part of the pupils.

BIBLICAL ALLUSIONS IN LITERATURE.

WRITE these quotations on the board and let the pupils locate the quotations and explain the Biblical references. It would be well to give some time to look up any that prove difficult.

1. "Daily with souls that cringe and plot
We Sinais climb and know it not."
2. "And hope for all the language is
That He remembereth we are dust."

3. "Hung their ladder of rope aloft like the
ladder of Jacob,
On whose pendulous stairs the angels
ascending, descending,
Were the swift humming birds that
flitted from blossom to blossom."
4. "Giants in heart were they who believed
in God and the Bible.
Ay, who believed in the smiting of
Midianites and Philistines."
5. "And grief may bide an evening guest,
But joy shall come with morning light."
6. "Ah, broken is the golden bowl,
The spirit flown forever."
7. "Is there—is there balm in Gilead?
Tell me—tell me, I implore!"
8. "Save when a blazing comet was seen on
the walls of that temple,
As if a hand had appeared and written
upon them 'Upharsin.'"
9. "Ever the fiery Pentecost
Girds with one flame the countless host."
10. "Ichabod!
So fallen! so lost! the light withdrawn
Which once he wore."

11. " I hear a slow
Refrain, ' Forgive them for they know
not what they do.' "
 12. " On him alone the curse of Cain
Fell like a flail on garnered grain,
And struck him to the earth. "
 13. " While with perfidious hatred they pursued
The sojourners of Goshen. "
 14. " And over its turrets uplifted
Glimmered the golden reed of the
angels who measured the city. "
 15. " Or speaks with tongues of Pentecost
From all its sunlit leaves. "
 16. The dove from my bosom hath flown far away.
It is flown and returns not, though many a day
Have I watched from the windows of
life for its coming. "
 17. " We sit here in the Promised Land
That flows with Freedom's honey and milk. "
 18. " Lord all our pomp of yesterday
Is one with Nineveh and Tyre. "
-

READING TO THE PUPILS.

IN some communities, especially in rural districts where it is often difficult to obtain books, nothing can be more helpful

than the reading of a good book to the pupils by a thoughtful teacher. Unconsciously, by the force of her superior culture, she gives them more than they could gain by reading the same book alone.

Books for this purpose should be carefully chosen with a view to having something bright and readable, also of a high moral tone and good literary style.

Below is a list of books which will interest pupils from the sixth to the ninth grades. They will also answer all the requirements mentioned above. Most of them the writer has personally used with excellent effect :

Ten Roses.
 A Young Savage.
 Widow Callighan's Boys.
 Little Colonel.
 Two Knights of Old
 Kentucky.
 In Cadet Days.
 The Man Without a
 Country.
 Jersey Boy in the Revolution.

Boots and Saddles.
 Cattle Ranch to College.
 Gen. Nelson's Scout.
 On Gen. Thomas' Staff.
 Hero Tales from
 American History.
 Six Boys.
 Ten Boys on the Road
 from Long Ago to Now
 Boys of Other Countries.

Three Young Colonials.	Bird's Christmas Carol.
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Thy Friend Dorothy.	Persimmons.
The Story of a Bad Boy.	Story of Dago.
Navy Blue.	Little Smoke.
Cleared for Action.	Boy Life on the Prairie.

All the above can be furnished by the publishers of this book.

A beautiful poem or a pointed story or article from some of our leading magazines or other periodicals will often prove interesting. No pains should be spared to inculcate in the pupils a love for good reading.

NOM DE PLUMES.

GIVE the real name of the following authors :

Mark Twain.

A. L. O. E.

Boz.

George Eliot.

Ouida.

Josh Billings.

Gail Hamilton.

TALKS ON GENERAL TOPICS.

SHORT talks on topics of general interest can always be made a source of profit. By skillful management the well informed pupils may be led to share their information with the school. Careful reading and observation are thus emphasized. Topics developing thought rather than information may often be used with profit.

General talks should be used rather as a stimulus to develop habits of thought and observation than as direct lessons.

Outlines of a few such talks are given. The ingenious teacher will find material for such work on every hand.

LIGHTHOUSES.

OBJECT? How long in use? Some examples of early lighthouses. Devices used for same purposes? (Beacons, postlights,

siren signals and whistling buoys.) By whom are lighthouses built and cared for?

Lighthouse districts of United States? (Atlantic Coast, Gulf Coast, Pacific Coast, Mississippi River, and Great Lakes.) Distance between? (Nowhere along seacoast out of sight of a light.)

How are the signals distinguished? (Different colored lights, various whistles, etc., all mapped out on charts.)

Reference—McClure's Magazine, July, 1900.

MONEY.

WHAT is it? Materials used for money in our country? In other countries?

- What United States coins are made of gold?
- What United States coins are made of silver?
- What United States coins are made of nickel?
- What United States coins are made of copper?
- What is nickel?
- What is an alloy?
- When used?
- What United States coins are not now coined?
- How can paper be used for money?

- What is a gold certificate ?
What is a silver certificate ?
What is a national bank note ?
What is a greenback ?
What is a treasury note ?
What is meant by subsidiary coin ?
What is meant by legal tender ?
What money is legal tender to an unlimited extent ?
What is free coinage ?
Do we have free coinage in the United States ?

(Information may be secured from circular No. 123, issued July 1, 1896, by J. G. Carlisle, Secretary of Treasury.)

NATIONAL SONGS.

A VERY pleasant exercise may be arranged by asking some pupil to give the history of one of our national songs. Then have the song sung by the school. Songs whose history will prove especially interesting are :

- “ Battle Hymn of the Republic.”
- “ Star Spangled Banner.”
- “ John Brown’s Body.”
- “ Yankee Doodle.”
- “ Sherman’s March to the Sea.”
- “ America.”

The national songs of other countries will also prove an interesting topic.

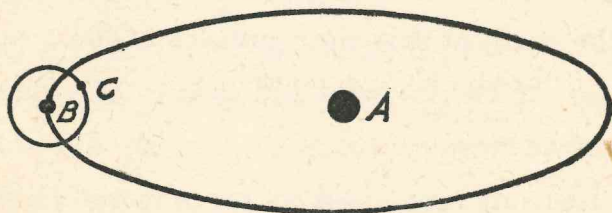
ARSENALS.

WHAT is an arsenal? Owned by whom? What advantage in such ownerships? Where was the first one established in the United States? Where are some of the principal ones? Why are they in different parts of the country? Why did John Brown take Harper's Ferry when he began his raid?

(Read Longfellow's, "The Arsenal at Springfield.")

CAUSE OF AN ECLIPSE.

MOST effectively given directly after an eclipse.



A—Sun.

B—Earth.

C—Moon.

Place on the blackboard a sketch something like this.

As the earth travels around the sun, where does the moon travel? What name is given to bodies which travel about another body in this manner? Have the other planets any satellites? How long does it take the moon to travel around the earth? What is an eclipse? When could the moon eclipse the sun? Why does not an eclipse occur every month? Why is an eclipse of the sun visible to so small a part of the earth's surface? (A book held before a lamp will illustrate this point nicely. When may the earth cause an eclipse of the moon? What does the shadow of the earth at this time prove? Give a little history of the theories and effects of eclipses in early times.

Consult any good astronomy for further work. Most children are intensely interested in this topic.

THE INCREASING EFFECT OF HABIT.

DIFFERENCE between brain and mind? How do we know the mind is in the brain? Will what injures the brain injure the mind? How may the brain be injured? Will anything improve the brain structure? Will that improve the mind? Will the work of to-day help in the work of to-morrow.

Scientists tell us that each thought and act of the mind leaves hardly a perceptible path on the brain. Repeated action deepens the path and makes it harder to act in another line, and easier to follow the beaten track, utility of reviewing a subject. An education along any line is but the result of path making. To change these paths after they are well established is to change one's flesh and blood.

Emphasize the importance of making brain paths both true and strong and of changing quickly if the wrong course has begun. The ability to work speedily and

correctly an example in partial payments or cube root involves a long period of path making along the line of addition, subtraction, multiplication and division.

Mahomet says, "A mountain may change its base, but not a man his disposition."

(Read DeMott's "Secret of Character Building;" also chapter on "Habits" in James' Psychology.)

SOME TOPICS WHICH WILL BE FOUND OF INTEREST.

- | | |
|--|---|
| <p>Indian Reservations.
Catholic Missions of the Southwest.
National Parks.
Teaching of the Blind Deaf-mutes.
Furs.
Oysters.
Colonial Possessions of Great Britain—location, government, etc.
The City of New York.
The City of Philadelphia.
Rodents.
Liquid Air.</p> | <p>Quarentine—Why Established? Effect?
The Great Fishing Grounds of the World.
The Telescope.
Difference Between Telephone and Telegraph.
Army Hospitals.
Postage and Postage Stamps.
World's Fairs.
Education of To-day Compared with a Century Ago
The Early Colleges of the Country.</p> |
|--|---|

SOBRIQUETS.

WHO was—

Old Hickory?
 Mill Boy of the Slashes?
 Artful Dodger?
 Unconditional Surrender
 or Uniformly Successful.
 Old Man Eloquent?
 Quaker Poet?
 Pap?
 The Grand Old Man?
 Old Tippecanoe?
 The Nation's Guest?
 The Father of the Consti-
 tution?
 Poet of the Hearth and
 Home?
 Apostle to the Indians?
 The Iron Duke?
 The Man of Destiny?
 The Iron Heart?
 Prince Hal?
 The Blind Historian?
 The Swamp Fox?
 The Merry Monarch?
 Learned Blacksmith?
 Bachelor President?
 Oom Paul?

Blind Old Bard of Scio's
 Rocky Isle?
 The Poet of the Children?
 Teacher President?
 Rail Splitter?
 Rock of Chickamauga?
 Siege of Concord?
 Stonewall?
 Sick Man of the East?
 Old Rough and Ready?
 Old Put?
 Black Dan?
 Siege of Monticello?
 The Plumed Knight?
 The Nation's Elder
 Brother?
 Uncle Robert?
 Poor Richard?
 The Silent King?
 Blind Poet?
 Fighting Joe?
 Wizard of the North?
 Good Gray Poet?
 Mad Anthony?
 Tommy Atkins?

HOLIDAYS.

GIVE reason for naming:—

- | | |
|----------------------|-----------------------|
| New Years. | Christmas. |
| Thanksgiving. | Decoration Day. |
| Labor Day. | All Fool's Day. |
| All Saint's Day. | St. Patrick's Day. |
| St. Valentine's Day. | Hallow e'en. |
| Ground Hog Day. | Good Friday. |
| Ash Wednesday. | Ascension Day. |
| Michelmas. | Palm Sunday. |
| Forefather's Day. | Shrove Tuesday. |
| Derby Day. | Yule. |
| Lent. | Mardi Gras. |
| Noel. | Holy Innocents. |
| Ember Days. | Muster Day. |
| Dog Days. | Red Letter Days. |
| Trinity Sunday. | Lammas Day. |
| Inauguration Day. | Candlemas. |
| All Soul's Day. | Commencement Day. |
| Children's Day. | Blue Monday. |
| Black Friday. | Independence Day. |
| Memorial Day. | Washington's Birthday |
| Whitsuntide. | Low Sunday. |
| Epiphany. | St. John's Day. |
| Halycon Days. | Advent. |
| The Lord's Day. | Arbor Day. |

COMMON QUOTATIONS.

GIVE origin of—

Open Sesame.

Barkis is willin'.

Battle of the Spurs.

I am so very 'umble.

Carrying coals to Newcastle.

When found make a note of.

Waiting for something to turn up.

Turn, boys, we're going back.

Will catch the fox in the morning.

Don't cheer, boys, the poor fellows are dying.

I would rather be right than president.

England expects every man to do his duty.

And these are my jewels.

O, Liberty, how many crimes are committed in thy name?

Soldiers, forty centuries are looking down upon you.

I regret I have but one life to lose for my country.

This was the noblest Roman of them all.

The Old Guard may die but it never surrenders.

God pity my poor bleeding country.

Friend, thy need is greater than mine.

Don't give up the ship.

COMPLETING QUOTATIONS.

BEGIN familiar quotations as below and allow pupils to complete and give the author:

- " Full many a gem "—*Gray*.
 " A thing of beauty "—*Keats*.
 " To thine own self "—*Shakespeare*.
 " Tell me not in "—*Longfellow*.
 " We live in deeds, not "—*Bailey*.
 " To be, or not to be "—*Shakespeare*.
 " Vice is a monster of "—*Pope*.
 " The day is cold and dark "—*Longfellow*.
 " O, wad some power "—*Burns*.
 "' Twas ever thus from "—*Moore*.
 " Truth crushed to earth "—*Bryant*.
 " Remember thy creator "—*Solomon*.
 " And the cares that "—*Longfellow*.
 " The man who seeks one "—*Owen Meredith*.
 " God made the country "—*Cowper*.
 " O, woman! in our hours of ease "—*Scott*.
 " Breathes there a man "—*Scott*.
 " A little learning "—*Pope*.
 " Break, break, break "—*Tennyson*.
 " Go wing thy flight from "—*Moore*.
 " Honor and shame from "—*Pope*.
 " Procrastination is "—*Young*.
 " Toiling, rejoicing, sorrowing "—*Longfellow*.

- "Of all sad words"—*Whittier.*
"Once to every man"—*Lowell.*
"He prayeth well"—*Coleridge.*
"In the world's broad field"—*Longfellow.*
"Our father's God to Thee"—*Smith.*
"Up from the meadows"—*Whittier.*
"Westward the course"—*Berkely.*
"Why don't you speak"—*Longfellow.*
"Who steals my purse"—*Shakespeare.*
"True worth is in being"—*Alice Cary.*
"To him who in the love"—*Braynt.*
"The day is cold and dark"—*Longfellow.*
"This is the forest"—*Longfellow.*
"Build thee more stately"—*Holmes.*
"Whither midst falling dew"—*Bryant.*
"Once upon a midnight"—*Poe.*
"By the rude bridge"—*Emerson.*
"Blessings on thee"—*Whittier.*
"Ay tear the tatter'd ensign"—*Holmes.*
"Who gives himself with his alms"—*Lowell.*
"Among the beautiful pictures"—*Alice Cary.*
"When Freedom from her mountain"—*Drake.*
"Friends, Romans"—*Shakespeare.*
"The curfew tolls the knell"—*Gray.*
"With fingers weary and worn"—*Hood.*
"Ring out wild bells"—*Tennyson.*
"The splendor falls"—*Tennyson.*
"And first I tell thee haughty peer"—*Scott.*

LITERARY CHARACTERS.

HAVE each pupil rule a page of paper in three columns, heading them, (1st,) the character, (2nd,) the book, (3rd,) the author.

Supply the author and the book :

Ichabod Crane.	Cordelia.
Topsy.	Simonides.
Friday.	Mrs. Jarley.
Little Nell.	John Alden.
Schocky.	Roderick Dhu.
Shylock.	Helen Mar.
Polly Milton.	Dinah Morris.
Christian.	Harvey Birch.
Dennis Fleet.	Mr. Squeers.
Morton Goodwin.	Natty Bumpho.
Micawber.	Donatello.
Rebacca Sharp.	Rebecca.
Madam DeFarge.	Sam Weller.
Dr. Primrose.	Hester Pryme.
Sancho Panza.	Falstaff.
Artful Dodger.	Jim Fenton
Mrs. Jelly.	Ophelia.
Jean Valjean.	Mr. Pecksniff.
Tessa.	Captain Cuttle.
Desdemona.	Dick Swiveller.
Ione.	Eva St. Clair.
Pyramis and Thisbe.	Uriah Heep.
Dominie Sampson.	Sairy Gamp.

GIVE the authors of each:--

- | | |
|----------------------------------|-------------------------------------|
| "Jane Eyre." | "Robinson Crusoe." |
| "Barriers Burned Away." | "John Halifax, Gentle-
man." |
| "Gulliver's Travels." | "The Pilot." |
| "Elsie Venner." | "Kenilworth," |
| "Nicholas Nickelby." | "Dred." |
| "The Sketch-Book." | "Pilgrim's Progress." |
| "Vanity Fair." | "Locksley Hall." |
| "Tom Sawyer." | "The Star in the Valley." |
| "The Antequary." | "The Aerried." |
| "Paradise Lost." | "Cotter's Saturday Night" |
| "The Illiad." | "The Raven." |
| "The Old Clock on the
Stair." | "Tam O'Shanter." |
| "Betsy And I are Out." | "Bricks without Straw." |
| "The Gilded Age." | "Merchant of Venice." |
| "In Memoriam." | "Vision of Sir Launful." |
| "Snow Bound." | "Ramona." |
| "Don Quixote." | "Courtship of Miles Stan-
dish." |
| "Eight Cousins." | "The Chambered Man
tilus " |
| "Hoosier School-Master." | |
| "The Heathen Chinees " | |

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