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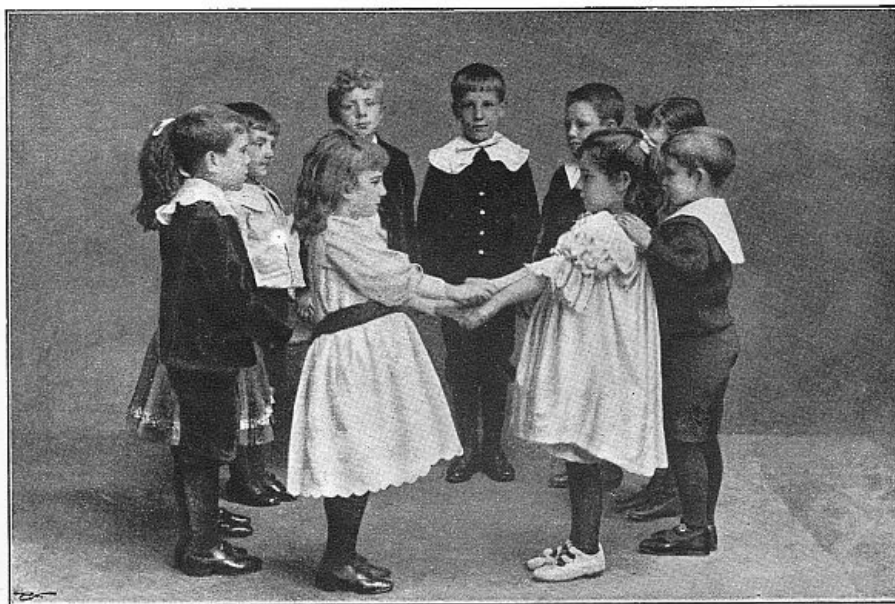
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*** START OF THE PROJECT GUTENBERG EBOOK GAMES WITHOUT MUSIC FOR CHILDREN ***

GAMES WITHOUT MUSIC

[i]



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GAMES WITHOUT MUSIC FOR CHILDREN

[iii]

BY
LOIS BATES

AUTHOR OF 'KINDERGARTEN GUIDE' 'RECITATIONS FOR INFANTS'
'GUESSING GAMES' 'SALTAIRE ACTION SONGS'
'SALTAIRE KINDERGARTEN GAMES' ETC.

LONGMANS, GREEN, AND CO.
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PREFACE

[v]

THE object of these Games is to introduce variety when it is needed in the ordinary school routine, and to form a means of recreation to the children when unfavourable weather makes the usual playtime impossible.

Those of the Games referring to special subjects, such as 'Sewing,' etc., may be used in the lesson time devoted to such subjects, and the 'Guessing Rhymes,' Nos. [51](#) to [97](#), may sometimes be given between lessons. For notes on these, see [p. 87](#).

'Games for the Playground' and a few of those immediately preceding are old games with new rhymes.

It is hoped that some of the plays (Nos. [12](#) to [20](#), *e.g.*) will help to teach the children important truths that are difficult for them to learn in the abstract, but which represented and practised in childish play may make an impression on their plastic little minds. Many of the Games are suitable for home use, and will probably be played there by the children after being learnt in school.

[vi]

If the Games help to make school brighter and pleasanter for teacher and children their object will be gained.

LOIS BATES.

SALTAIRE.

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GAMES WITHOUT MUSIC

FOR CHILDREN

[1]

I. GAMES FOR THE SCHOOLROOM

1. *LAYING THE BREAKFAST-TABLE*
 1. SPREAD the cloth—this is the way,
Cups and saucers, where are they?
 2. Put them at one end in rows,
See, a spoon with each one goes.
 3. One plate for each person bring,
And a napkin in a ring.
 4. Here's a jug of milk so hot,
Sugar next, and coffee-pot.
 5. Bread and butter place we here,
Then we get the chairs, my dear.
 6. Ring the bell, and all sit round,
Each should in his place be found.

[2]

Directions.—The table may be laid by two children only, or several may be employed, but different children should take part each time the game is played, so that all may learn how to carry the cups, &c., and how to place them.

Verse 1. Two little girls step forward and lay the cloth.

Verse 2. The cups and saucers are brought on a tray, and placed in rows at one end of the table.

Verse 3. One child brings plates on a tray and places them one by one round the table, while another follows with serviettes on a small tray, and places one to the right of each plate.

Verse 4. The sugar, milk, &c., are placed in position.

Verse 5. One or two plates of bread and butter are put on the table, and then the chairs are placed ready.

[3]

Verse 6. The bell is rung, and the children who are to sit at table take their places.

2. THE BREAKFAST PARTY

This game may be played immediately after the one preceding, or it may be used alone. The children seat themselves at the table, the 'Mother' sitting at one end and the 'Father' at the other. When all the cups are filled and passed, the following lines are repeated:

1. [1] Little hands are folded while the grace is said,
'Father, God, we thank Thee for our daily bread.' [4]

2. [2] Let us stir our coffee, softly, gently, so,
[3] Then the spoon in saucer quietly must go.

3. When you eat and drink, dears, do not make a noise,
[4] Pass things to each other, little girls and boys.

[If there is a piano in school, a little music
might be played while breakfast is in progress.]

4. When we finish breakfast, [5] hands in lap lay we,
Elbows on the table, that should never be!

NOTES:

[1] Fold hands and bow head.

[2] Stir coffee.

[3] Place spoon in saucer.

[4] Pass bread and butter to each other.

[5] Fold hands in lap.

(For Dinner and Tea Table songs, see [Appendix I.](#))

3. CLEARING THE TABLE

(For directions as to laying the table, see game [No. 1.](#))

1. Breakfast over, off we go,
To remove the cloth, you know. [5]

2. Put the napkins on the tray,
And the plates, too, take away.

3. Cups and saucers next we take,
Carefully, lest them we break.

4. Bring the milk and sugar here,
Soon the table will be clear.

5. Shake the cloth and fold it straight,
Then we'll wash each cup and plate.^[A]

Instructions.—*Verse 1.* Children rise from table, and each carries chair to the place where it should go.

Verse 2. A child brings a little tray, and, walking round the table, takes up all the napkins, putting them on the tray one by one. A second child follows with another tray, and takes up the plates in the same manner.

Verse 3. Two children remove the cups and saucers, each having a tray.

Verse 4. The coffee-pot, milk-jug, and sugar-basin are taken away on a tray. [6]

Verse 5. The cloth should be taken off carefully, so that the crumbs are not spilt, or if a toy crumb brush and tray can be obtained, the crumbs may be removed before the cloth is taken up.

NOTE:

[A] For song 'Washing Dishes,' see [Appendix I.](#)

4. WEIGHING

Scales and weights are required for this game.

Before commencing let the children see the different weights, and hold them one after the other in their hands.

The following rhymes may assist the scholars to remember the various weights:

1. First comes the [1]ounce weight, small and round,
Sixteen of these do make a [2]pound.
2. Four ounces [3]quarter-pound will be;
[4]Half-pound has eight ounces, you see.

NOTES:

- [1] Show ounce weight.
- [2] Show pound weight.
- [3] Show the quarter-pound.
- [4] Show half-pound.

[7]

The four weights given above will be sufficient at first for little children, but more may be added as they become familiar with these. When the scholars have learnt to distinguish the pound, ounce, &c., they may come out in turn and weigh various objects.

It would be well to explain that solid objects occupy less room than lighter substances—that a pound of feathers, *e.g.*, would take up a large space, while a pound of lead would go into a very small compass.

GUESSING GAME.—When the object to be weighed has been chosen, a number of children are allowed to come out and hold it in turn, and say what they think is its weight. As the object is handed to the first child, the teacher says:

Can you tell the weight of this?
Mind you do not guess amiss.

Each child takes the object in its hand and guesses. The article is then weighed, and the child who has guessed most nearly its correct weight is allowed to choose the next object for weighing, and to call out the children who are to guess. He hands it to the first child, repeating the words of the rhyme.

[8]

5. MEASURING GAME

Before playing this game, the children should be well accustomed to the use of the foot-rule, marked with inches (cost, &c.^[1]). Each child should have a foot-rule and measure its book, pencil, desk, &c.; it should also be taught to draw lines of different lengths with the rule on its slate; thus, teacher might say, 'Draw a standing-up (vertical) line six inches long,' or, 'Draw a lying-down (horizontal) line four inches long,' and so on. The children will thus get accustomed to estimating the length and breadth of objects, and will be able to play the game.

Suppose the slate to be the object chosen, the teacher holds it up so that all may see it, and then repeats the lines:

[9]

Think it over carefully,
And tell me what the length may be
Of this slate.

The children who are ready to answer then put their hands out, and the one who guesses correctly (or most nearly correctly) has the privilege of asking the next question, and stands in front of the class in readiness. Before proceeding, however, the first object should be measured, so that all may see that the answer was correct.

Perhaps the pencil may be the next object chosen, or a window-pane, ball-frame, desk, duster, book, &c., and instead of *length*, we may have *breadth*. The words would then be:

Think it over carefully,
And tell me what the *breadth* may be
Of this window-pane.

The children should be taught to listen attentively, so that they may know whether length or breadth is to be guessed; the meaning of the two terms should, of course, be explained

[10]

previously.

If circular objects are chosen for measurement, the word 'girth' must be substituted for 'length.' This form of object should only be used for the older children, as it is much more difficult. To measure a circular object, a string should be passed round it, and the string should then be measured with the foot-rule.

Sometimes the word *height* may be substituted, as, for instance, in measuring the height of a plant or a child. The children will enjoy the latter very much.

Twelve inches make a foot,
And *nine* a quarter-yard,
The half-yard *eighteen* inches takes,
To learn this is not hard.

NOTE:

[\[1\] Appendix II.](#)

6. *SHOPPING*

The shopman should stand behind a table or desk, and have articles made up in parcels ready for sale. 'The Shop' described in 'Kindergarten Guide,' p. 230,^[1] would do nicely for this game. [11]

The children who go shopping should be dressed in outdoor costume, and each carry a basket. They should also have money; imitation cardboard coins (for cost^[2]) would do. (Customer walks up to the counter.)

SHOPMAN

Good morning, ma'am, how do you do? And pray what can I get for you?

CUSTOMER

Good morning, shopman, will you please
To weigh for me a pound of cheese?
[The packet is handed to customer.]

CUSTOMER

Here is a shilling [*handing it*], eightpence take,

SHOPMAN

And fourpence change [*giving fourpence to customer*] just
twelvepence make. [12]

The children should also ask for other articles, without using the rhymes, and they should be encouraged to speak clearly and distinctly, and to address the shopman civilly. This will be likely to assist them in going errands for mother.

NOTES:

[\[1\] See Appendix III.](#)

[\[2\] See Appendix IV.](#)

7. *TYING A BOW*

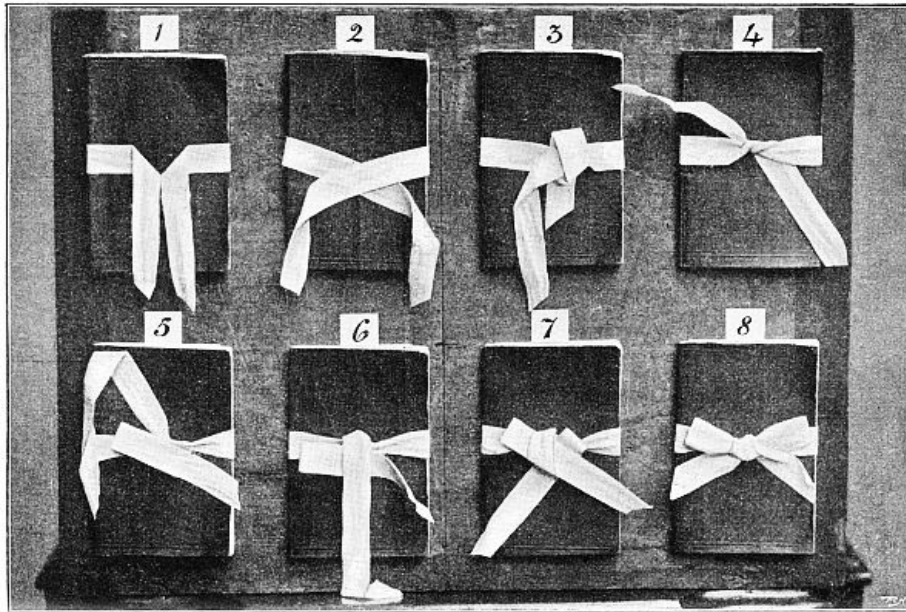
Instructions.—The children should be sitting at desks or tables, and each child should have a $\frac{3}{4}$ yard length of tape or ribbon, one inch in width, and a book with stiff cover. The teacher should first show how to tie the bow by passing her ribbon round the neck or wrist of a child, and performing the various movements as they are mentioned in the rhymes and shown in the illustrations. This should be done several times very slowly, the words being repeated either by teacher only or by all. When the children begin to tie the ribbon each round its own book, the teacher should show the various movements as they occur, performing them simultaneously with the scholars. (The numbers refer to fig. 1, which shows the various steps in order.) [15]

[1]Place your ribbon round the book,

[2]Cross it—left end at the top;
[3]Now the right end take and pass
Over, [4]draw it tight, then stop.

[5]With the right end make a loop.
[6]Draw the left across it, so;
[7]Now another loop we make
With the left, and [8]pull it through.

'Tying a Knot' (which is more simple than 'Tying a Bow') is given in the
'Kindergarten Guide,' p. 105.^[A]



NOTE:

^[A] Appendix III.

[16]

8. THIMBLE GAME

Each child should have a thimble, and the teacher should have one also. A short conversation about the thimble should precede the game—how it is smooth inside and rough outside. What makes it rough? What are the little holes for? Which is the rim? &c.

(The teacher, if facing the children, should use the left hand for right.)

[1]Pretty little thimble,
[2]In your cradle go,
[3]I will rock you gently,
Gently to and fro.

Now I [4]toss and [5]catch you,
[6]Up and down and [7]up;
[8]Next I hold my thimble
Like a little cup.

[9]On the right thumb place it,
Is that right? [10]oh, no!
[11]On your longest finger
[12]Should the thimble go.

[17]

NOTES:

- [1] Hold thimble up between thumb and forefinger of right hand.
- [2] Put thimble in left hand, which should be held palm upward and bent to form a cradle.
- [3] Sway left hand from left to right.

[4], [5], [6], [7] Toss thimble and catch it.

[8] Hold thimble, rim upwards, between thumb and forefinger of left hand.

[9] Place thimble on right thumb.

[10] Take thimble off.

[11] Hold up middle finger of right hand.

[12] Place thimble on proper finger.

9. SEWING GAME

(N.B. In this game, as in [No. 8](#), the teacher, as she faces the scholars, should use her *left* hand each time the children use the right.)

If the children have been taught the use of the thimble (Game [No. 8](#)), they should wear it during this game.

[18]

TEACHER

Little children, clean and bright,
Show your [1]left hand, show your [2]right,
[3]Left forefinger, that will do,
[4]Place your sewing round it, so.

[5]Needle in your right hand hold,
All should do just what is told;
When the number *One* I call,
[6]Take a stitch, dear children all.

[7]*Two*, we show the stitch so neat,
[8]Just to see it is a treat.
[9]*Three*, we push the needle's eye
With our thimble carefully.

[19]

[10]*Four*, we draw the needle out,
Minding well what we're about.
Thread from needle need not slip,
If a good look-out we keep.

After practising this game several times, the children will be ready for the sewing drill given on p. 270, 'Kindergarten Guide.'

NOTES:

[1] Hold left hand up.

[2] Hold right hand up.

[3] Hold up forefinger of left hand vertically.

[4] Hem of pinafore or pocket handkerchief to be placed round left forefinger.

[5] Hold up right hand with thumb and forefinger in position as if holding needle.

[6] Pretend to take a stitch.

[7] Hold up sewing with both hands.

[8] Hem in position (see No. 4).

[9] Pretend to push needle (which is supposed to be in the hem) with thimble.

[10] Pretend to draw needle out.

10. KNITTING GAME

Each child should have a pair of knitting-pins ([A]wooden ones are the best for learning), and the teacher should have a pair also. As the teacher stands facing the children, her *left* hand is opposite to their *right*, and she should, consequently, use her *left* needle to take the stitch, &c.,

otherwise the children will be confused.

TEACHER

I will teach you how to knit,
If you listen, dears, to me;
And I'm sure you will admit
It is easy as can be.

[20]

Put the pins all ready,^[1] so,
Hold one firmly with each hand;
Then the knitting drill I give
You must try to understand.

[2]Take a stitch at number *One*,
And when I say, 'Number *Two*,

[3]Hold the wool in your right hand,
And then throw it over, so.

[4]Now the pin that's underneath
To the top must come at *Three*,

[5]Slip the loop at number *Four*
From the left pin carefully.

When the above game has been repeated several times, the children will be ready for the Knitting Drill given on p. 274 of 'Kindergarten Guide.'

NOTES:

[A] [Appendix V.](#)

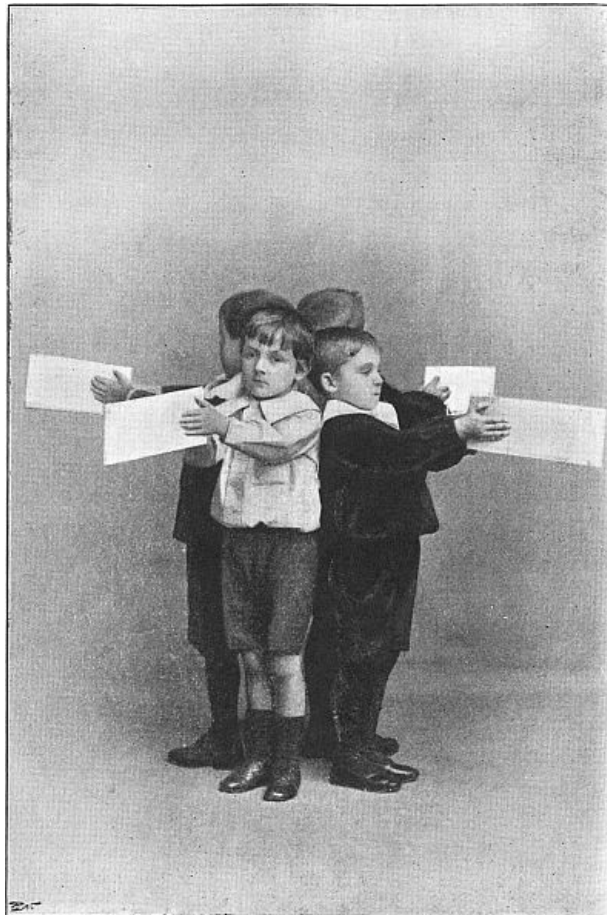
[1] Teacher puts her pins in position.

[2] Put end of *right* pin under end of left.

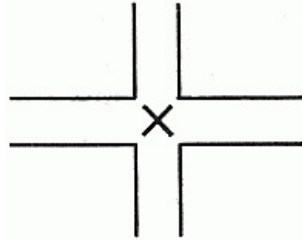
[3] Pretend to put wool round end of right-hand pin as in actual knitting.

[4] Bring right-hand pin to the top.

[5] Slide the right pin off the left.



11. THE SIGN-POST



Directions.—The children make roads by standing in lines (see diagram). Four children should stand at the place marked × (see fig. 2), one child facing each road, and holding in its two hands a good-sized strip of cardboard, with the name of a town or village to which the road is supposed to lead printed thereon. It would be well to use the names of places in the district with which the children are familiar. Some of the children must be little travellers, and come walking up the different roads until they reach the sign-post, then all repeat the lines:

The little travellers do not know
Which way to go, which way to go,
But here's a sign-post that will tell;
Ah! now they know the way quite well.

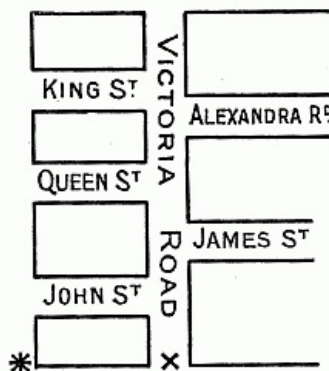
The travellers should be told the names on the sign-post before starting, and each should choose the place to which he will journey. After the lines are repeated, each traveller takes the road that leads to his destination.

12. ASKING WAY IN STREET

Preliminary.—One of her Majesty's inspectors remarked on one occasion that he could judge of the intelligence and manners of a school by the way in which its scholars playing in the street would reply if asked a question as to the whereabouts of any particular place in the locality.

It is doubtless desirable that children should know something of the streets and roads of the district in which they live, and if they have clear ideas as to the meaning of 'right' and 'left,' the following game should help them in describing the position of places.

The streets may be made by the children themselves standing in rows, as in the preceding game; or if the space available be small, the children may stand round the room, while the plan of the streets is chalked on the floor. There should be one central street, with others branching out of it right and left, and each should be named. It may be possible to arrange and name the streets of some district with which the children are familiar. The name of each should be written on a card and placed at the end of the street. The accompanying diagram will illustrate the playing of the game. We will suppose that a little girl comes walking up Victoria Road, and at the point × meets a gentleman (a little boy), who asks, 'Can you please direct me to Queen Street?' 'Yes,' she replies, 'it is the second turning on the left.' The place of meeting may be varied, and the children will then see that the terms 'right' and 'left' are interchangeable, according to the direction in which we are walking. In the following instance, *e.g.* Queen Street is on the *right* instead of left. More difficult questions may be asked as the children get to understand better, such as, 'Which is the way to Alexandra Road?' (starting from *). 'Take the second turning to the right, then turn to left, and it is the first street on the right.'



13. POLITENESS IN STREETS

The streets (p. 26) of Game No. 12 may be utilised for this game. The children should have on their hats and caps, and walk along the streets. The game is intended to teach them how to behave when walking; they should keep to the right, not speak loudly, and the boys should raise their caps when they meet anyone who acknowledges them.

When the game is fairly started, the two verses which follow may be repeated by all the

children:

Keep always to the right
When in the street you walk,
And please remember this—
Do not too loudly talk.

We must not stare at folks,
Or turn to look behind;
Be kind, but never rude—
A good rule you will find.

A little girl who is walking drops her handkerchief; then, after going a few yards further, stops and says: [28]

Where is my handkerchief? oh dear!
I must have dropped it somewhere near.

A boy who has picked it up advances and offers it to the lady, at the same time raising his cap, and the lady says 'Thank you.' The game may be continued at the teacher's discretion, and the verses again repeated.

14. DRESSING CHILDREN

About a dozen of the older children stand in the centre of the room, and a number of the little ones come in with coat and hat in hand. The older children repeat the verse:

Ready for the babies stand,
See they come with hat in hand.
Bigger children always should
To little ones be kind and good.

The younger children then advance, and the others proceed with the dressing. First the coat is put on and carefully buttoned, then the hats or hoods are tied on, and the little child says 'Thank you.' [29]

This game should be played just before the children are dismissed, or before playtime.

N.B.—How to tie a bow may be learnt from Game No. 7, [p. 12](#).

15. FATHER BRINGING PRESENTS

Object of Game.—Anyone who has observed children cannot fail to have noticed how very often they have to be *prompted* to express their thanks for kindnesses received. It is hoped that this little game may be of use in impressing the lesson, so often reiterated by parents and others.

A 'house' is formed by a ring of children (see [Frontispiece](#), and description of same on p. [31](#)). There should be three children in the ring to represent 'John,' 'Maud,' and the 'Baby,' also an older girl for the 'Mother.' The 'Father' is supposed to be away on a journey, and preparations are being made for his return. The 'Mother' and 'Maud' lay the table for tea (see Game No. 1, which is similar), and the other two children may be looking at a picture-book or watching for Father's return at the door or window. When he arrives, each member of the family greets him; one takes his hat, another his bag, and a chair is placed for him at the table. Then the children take their places, and the Mother pours the tea. [30]

After the meal is finished, the Father opens his portmanteau, and looking into it, says:

A ball for baby should be here,
[Takes out the ball and gives it.]

BABY
Oh, thank you, thank you, Father dear.

FATHER
A skipping-rope for Maud is this,
[Presents it to Maud.] [31]

MAUD
I thank you, Father, with a kiss.
[Kisses Father.]

FATHER
This cricket-ball for John will do.
[Hands John the ball.]

JOHN
Thank you, Papa, 'tis kind of you.

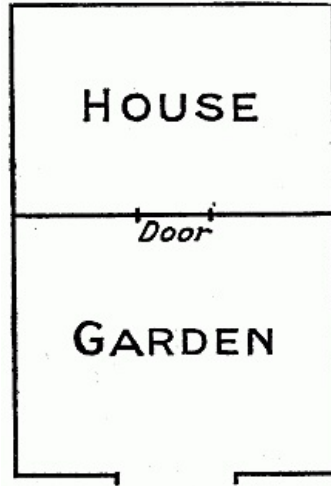
Frontispiece.—Twenty or thirty children might very well combine to make the 'house,' instead of ten as shown here. The two girls who cross hands form the 'door.' The boy on the left of the door grasps the girdle of the girl with his right hand, while the boy on the right places his left hand on the girl's shoulder to make the 'latch.' To open the 'door' we lift the 'latch,' and then push the girl on the right gently inside the ring, the girl on the left moving with her.

To *knock* at the 'door' we rap on the floor.

[32]

16. GOING ERRANDS

The children join hands and stand round to form a 'house' and 'garden' (see diagram). A space is left for the gateway of the 'garden.' For 'door' of house see Frontispiece.



In the 'house' stands one of the bigger girls to represent the 'mother,' and there should also be a little chair, and a doll's cradle with a doll in it.

[33]

In the 'garden' eight or ten children are engaged in playing a game. ('Drop, Drop, Drop,' No. 41, p. 74, would do nicely.) One of the girls must represent 'Nellie,' and one of the boys 'Johnnie.' As the game proceeds, the 'mother' comes to the door and calls:

'Nellie, Nellie!'
[Nellie at once answers:
'Yes, mother.'
[Leaves game immediately and runs to mother.]

MOTHER
Baby cries, just soothe her, Nell.
Rock the cradle; that is well.
[Nellie sits down and rocks the cradle.]

The game proceeds for a little while, and then the 'mother' calls again:

'Johnnie!' [*Children say*], 'Mother calls you, see.'
[Johnnie runs quickly to the 'mother.']

MOTHER
Go round to the shop for me.
[Gives him money and a basket.]

Johnnie may go outside the room and come back again, or the game 'Shopping' (No. 6, p. 10) may be played, having been previously prepared in another part of the room, and Johnnie may go to the shop for what his mother requires. When he has returned, all the children say:

[34]

Little children, always run
When your mother's voice is heard,
Leave your play whenever she calls
Quickly mind her every word.

17. TAKING FATHER'S TEA

A classroom may be used for the 'house' and another for the 'workshop,' or they may both be made by rings of children (see Frontispiece, and description of same on p. 31). Between the 'house' and the 'workshop' there should be a 'street' (see Game No. 12, p. 24). In the workshop there should be 'joiners' planing, hammering, sawing, &c. (a set of toy tools might be used for this), and in the 'house' a little girl should represent the 'mother.'

[35]

Two children come walking quickly down the 'street' towards the 'house,' saying:

Straight away from school we go,
To take our father's tea, you know.

They enter the 'house,' and the 'mother' gives a jug to one and a basket to the other, and says:

With care the jug of tea you'll hold,
And make good haste lest it get cold.

Children reply:

Oh yes, dear mother, all you say
We'll mind right well—and now, away.

They walk up the 'street' to the 'workshop,' and the 'father'—a joiner with sleeves rolled up—comes to the door.

FATHER

Ah! my children, here you come,

[36]

CHILDREN

Yes, we've brought your tea from home.

Father takes the jug and basket, saying:

Thank you, now run home and play;
I am working late to-day.

Children say 'Good-bye,' and run off.

INVITATIONS

Preliminary.—Children should be taught to express thanks not only for tangible presents, as in Game No. 15, but also for kindness or favours received. The two games which follow are intended to teach this.

18. INVITATION TO PLAY

A house with garden is needed; to make this the children join hands and stand as shown in diagram, p. 32. In the 'house' there should be a 'mother,' and in the 'garden' a number of children playing with ball or skipping-rope. A smaller 'house' is required at some distance from the first. In this, also, there should be a 'mother'—(Mrs. Day), and a little girl—(Nell). A classroom may be used for this 'house' if more convenient.

[37]

As the play proceeds the 'mother' comes to the 'door' to watch the children's game. Presently one of them—a boy—runs up to her and says:

Mamma, please, may we ask Nell Day
To come and have a game of play?
[The other children come and cluster round.]

MOTHER

Oh, yes! I will a message send—
An invitation for your friend.
Just go and ask if Mrs. Day
Can spare Nellie to come all day.

ALL THE CHILDREN

Thank you, mother.

The boy runs off to Mrs. Day's house and knocks. Mrs. Day answers the door.

[38]

CHILD

Please, Mrs. Day, may Nellie come
To play all day with us at home?

If Mrs. Day says 'Yes,' Nell should reply, 'Thank you, mother,' and Mrs. Day should also send a message of thanks to the boy's mother. When Nell is ready, they run off hand in hand.

19. INVITATION TO DRIVE

The house and garden described in Game No. 16, p. 32, will do quite well for this also, but the children are to be at work instead of play. One child may be fetching water, another minding the baby, and another watering the garden or going errands. A gentleman (boy) comes to the garden-gate (a space is left for the gateway), with 'carriage' and 'horses'; the 'carriage' is made in the same way as the 'coach' (Game No. 24, p. 48), and has two horses instead of four. Gentleman walks through the 'garden,' knocks at the door, and says:

[39]

Good morning, madam; if I may,
I'll drive your children out to-day.

MOTHER

I thank you, sir [*beckons children to her*]; come children! [*children run to her*].

GENTLEMAN

Such busy, happy children, they
Shall drive with me far, far away.

CHILDREN

Oh, thank you, sir, 'twill pleasant be
To ride with you nice things to see.

Children enter carriage, waving hands to 'mother,' and saying:

Good-bye, dear mother, off we go,
The horses gallop fast, we know.

[40]

20. GETTING READY FOR BED

This game may be used for a class of children, or for a few only. In the former case, the majority of the scholars would, of course, be lookers-on.

Half a dozen boys and girls should be playing in different parts of the room; one might be drawing, another building, and a third looking at a picture-book; or they might all be joining to play a game together. A big girl or the teacher represents the elder sister, who repeats (or sings to the tune of 'The Campbells are Coming') the four lines following:

Come, children, get ready for bed, bed, bed,
And sister must wash you, as mother said,
The hands and the faces will all be clean,
Such nice, happy children, shall ne'er be seen.

The children instantly put toys and books away in their proper places, and reply:

[41]

Some folks they do cry, when they're washed, oh dear! dear!
Pray where do they live? We do not want them here.
Merry, happy little children, come and get well scrubbed,
But do not cry when you are washed and rubbed.

The 'sister' pretends to wash all the children; then they say:

Some folks they do cry when they're told, 'Time for bed,'
Some folks pout and say, 'Oh! let me play instead.'
Merry, happy little children, laughing go away,
Good-night, good-night, we'll play another day.

The children go out of the room kissing hands to those who are left, or to the elder 'sister.'

[42]

21. WASHING ONE'S SELF

The teacher may repeat the lines, accompanying them with the actions, which the children imitate, or the children may learn and repeat the words themselves.

[1]Wash your hands, dear children all,
[2]Palms we rub and [3]backs as well,
[4]Round the wrist we leave no mark,
Else a sad tale that would tell;
[5]Rub the knuckles, [6]brush nails, too,
Clean, bright[7] hands nice work can do.

Now 'tis time to [8]wash your face,
[9]Soap your hands, and [10]rub away,
[11]Gently round the ears we go,
[12]Don't forget your eyes, I say;
[13]Nose, and [14]mouth, and [15]forehead high,
[16]All to make quite clean we try.

[43]

NOTES:

Actions.—

- [1] Pretend to wash hands.
- [2] Rub palms together.
- [3] Rub back of left hand with palm of right.
- [4] Wash left wrist, then right.

- [5] Rub knuckles of both hands.
- [6] Brush nails of left hand with right fist.
- [7] Show hands.
- [8] Touch face with both hands.
- [9] Pretend to rub soap on hands.
- [10] Rub hands together.
- [11] Wash the ears.
- [12] Wash eyes.
- [13] Rub the nose.
- [14] Wash round mouth.
- [15] Rub forehead.
- [16] Rub all the face.

22. ASKING FOR DRINK OF WATER

Preliminary.—This little game may be used to teach children to be courteous to strangers, and it should also teach them how to carry liquid without spilling.

Directions.—The school or classroom should be the 'house,' and a boy (representing the man who asks for water) should go outside. One child is required to answer the door, and another may carry the glass of water, or the same child may do both.

The 'man' comes and knocks at the door, which is opened by a little girl; he then says:

[44]

A drink of water, please, I pray,
You'll give me, madam, this hot day.

A child walks across the room with the glass of water, which should be carried on a plate or small tray, without spilling, and hands it to the man, who takes it, saying, 'Thank you.' When he has finished drinking, he returns the glass, and the child says 'Good-day,' and closes the door.

23. THE FOX AND THE TIGER

Directions.—The 'tiger' (a boy) hides in a 'forest,' which the children make by standing at irregular intervals and representing trees. Each child should name the tree it chooses, the following rhyme gives the names of a few common trees:

Beech and chestnut, birch and oak
Are the names of English trees,
Elm and willow, poplar, ash,
Soon you will remember these.

[46]



Fig. 3.—FOX'S DEN

The children should see leaves from each tree, and country children should be shown the trees themselves with the leaves growing on them. The 'den' of the 'fox' is at the edge of the 'forest,' and is made by ten children standing as shown in fig. 3. The four children who form the entrance join hands as shown, and the other six meet hands in centre. A better way of making the den would be for each child to hold a branch of a tree, then the *branches* would meet instead of the hands. The children who stand for 'trees' in the 'forest' wave branches, if the latter are obtainable; if not, the arms are waved for branches. One of the bigger girls should be the 'fox,' and two or three of the smallest children should be cubs, and go into the den with the fox. Then the fox comes walking out of the den, and says:

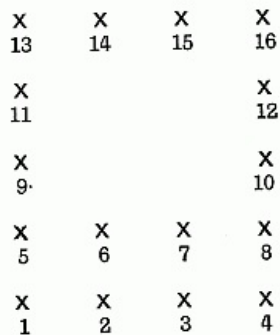
[47]

I go to find a duck
 For dinner this fine day,
 And you, my pretty cubs,
 Will stay at home and play.

While she is absent, the tiger comes softly into the den and takes one of the cubs (leading the child away by the hand). Presently the fox returns, goes into the den, misses the cub, and chases the tiger.

[48]

24. THE COACH GAME



The 'coach' is formed by children standing in position as shown on diagram. All the children face the same way. 1, 2, 3, 4 are 'horses' and join hands behind, as in 'Bell-horses'; 5, 6, 7, 8 join hands to make the front part of the 'coach'; '5' holds the coat of 'horse' No. 1 with right hand, while '8' holds coat of '4' with left; 9, 10, 11, 12 each hold the dress of the child standing in front; 13, 14, 15, 16 join hands; '13' catches hold of No. 11 with right hand, and '16' holds the dress of No. 12 with left. When the 'coach' is ready, the 'driver' (a boy) repeats the lines:

[49]

Here is my coach, who'll come and ride?
 The door, you see, is open wide.

Four 'passengers' advance, and the 'driver' makes way for them to enter the 'coach' between '10' and '12,' saying:

Jump in quick! quick! not long we stay,

Then ready! steady! right away!

The 'door' is closed by '12' again grasping the dress of '10,' and the 'coach' moves off. The 'horses' should not go very quickly, else the 'coach' will probably lose its shape. The 'passengers' walk along with the 'coach' until their destination is reached, when the 'driver' opens the door and allows them to alight.

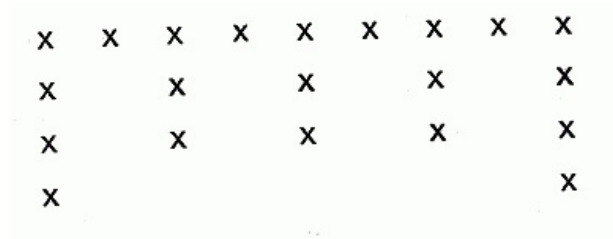
The above game may be played in conjunction with Nos. [25](#), [26](#) and [27](#).

[50]

25. THE STABLE

This game may be played immediately after 'The Coach,' or it may be played alone.

Directions.—The 'stable' is formed by a number of children who stand in rows (see diagram) and join hands.



The 'hostler' (a boy) should stand near the 'stable.' When the 'coach' (Game No. 24, [p. 48](#)) drives up, he goes to the driver and asks:

HOSTLER

Shall I take your horses for a rest and feed?
They are tired, I think, sir, and a drink they need.

DRIVER

Yes, good hostler, take and give them nice fresh corn,
With a pail of water; they have worked since morn.

[51]

The 'hostler' leads one horse into each stall, and pretends to give them hay or corn. Then he carries water to them in a pail (a toy pail, price 1*d.*, would do), and each drinks. After this he rubs them down, using a brush or his hand.

26. VISITING GRANDMAMMA

Directions.—Four little girls are selected to visit grandmamma, and to carry messages and presents to her. Grandma's 'house' is made by a ring of children (see [Frontispiece](#), and description of same on [p. 31](#)), and the girl who is to be 'Grandma' sits in the ring knitting. An old-fashioned kerchief and cap help to make the 'grandma' more real, and a pair of spectacles adds further to the effect. If the 'coach' game be used in conjunction with this, the little girls may be the 'passengers' and go in the 'coach' to grandma's house. The 'door' (see description of [Frontispiece](#) on [p. 31](#)) should be opened by a little maid, then the four children enter and repeat the lines:

[52]

CHILDREN ALTOGETHER

Good morning, grandma, we have come
With messages from all at home.

FIRST CHILD

Mamma sends love, and I'm to say
She hopes you are quite well to-day.
[Grandma replies suitably.]

SECOND CHILD

These flowers, dear grandma, are for you,
[Gives her flowers.]
In my small garden bed they grew.

GRANDMA

Thank you, my dear.

THIRD CHILD [*handing a basket*]

And here are cakes that Nellie made
To send to grandmamma, she said.

[53]

FOURTH CHILD [*giving basket to grandma*]

Ripe fruit I bring for grandmamma,
These pears and plums are from papa.

When 'grandma' has thanked each of the children, they take leave of her and return home.

The Guessing Rhyme, No. [92](#), might be given after playing the above game.

27. PAYING CALLS

Directions.—A ring of children form the 'house' (see [Frontispiece](#), and description of same on [p. 31](#)) or a classroom may be used for it. A few chairs and a table should be placed in the 'house,' and there should be a 'mother' and 'children.' A 'lady' (represented by a little girl) comes and knocks at the 'door,' and the 'mother' opens it.

VISITOR

How do you do, dear Mrs. Brown?
I've called upon you going to town.

[54]

MOTHER

I'm quite well, thank you, Mrs. May,
And glad to see you this fine day.

The visitor then walks in and speaks to the children one by one; they should answer without hesitation. Children are generally very shy and awkward when addressed by strangers, but they should be encouraged to reply with confidence and ease. Perhaps these little games may help to give them confidence.

The game 'Paying Calls' might appropriately be followed by 'Afternoon Tea'; both these are played with great glee by the little girls.

28. AFTERNOON TEA

The tea-tray is brought in by one of the children and placed on a table near the 'mother,' who pours out the tea. One of the children carries a cup to the visitor, and hands it to her, asking:—

Will you take a cup of tea?

[55]

VISITOR

Yes, refreshing it will be.
[Takes the cup and says 'Thank you.']

A plate or d'oyley may be placed in the lap of the visitor for the bread or biscuit, which the child hands, saying:—

Bread and butter, biscuits, cake.

VISITOR

Please a biscuit I will take.

The 'mother' may serve the children with tea, or there may be other visitors calling, then the time of the children will be occupied in attending to them.

When Mrs. May has finished, the child says:—

Shall I take your cup away,
And your plate, too, Mrs. May?
[Takes them away.]

By-and-by the visitor takes leave of the 'mother' and children, bidding each 'Good-day,' and the 'door' is opened for her by one of the children.

[56]

29. SPRING FLOWERS

All the children join to form a large ring, and one of the taller girls stands in the centre to represent 'Spring.' The twelve flowers mentioned in the verses should be represented by twelve children standing at intervals in the ring. Before commencing the game, the child who represents 'Spring' might appropriately repeat the lines of Guessing Rhyme No. 74, [p. 95](#).

The 'Flowers' step forward from the larger ring as the name of each is mentioned in the verses, and form a smaller circle round 'Spring.' The children should join hands to close up the gap which is left by each 'Flower' as it steps forward to join the small circle.

A Daffodil am I,
And I a Daisy small;
A Bluebell I come here,
I'm Buttercup so tall.

[57]

The Cowslip should come next,
And then the Violet sweet,
The Snowdrop fair and white,
The Crocus trim and neat.

The starry Celandine,

Anemone, so fair,
The yellow Primrose, sweet,
Lily, with fragrance rare.

The 'Flowers' then join hands and repeat the verse following:—

Whene'er Spring shows her face
The flowers all come again,
We cluster round the 'Spring,'
[All the Flowers bow.]
We follow in her train.
[Flowers turn to right.]

'Spring' marches round inside the larger ring, and the 'Flowers' follow in order.

30. SUMMER FLOWERS

This game is played like the game of 'Spring Flowers' (see instructions on p. 56).

[58]

The girl chosen to represent 'Summer' may repeat the verse given in Guessing Rhyme No. 75, p. 95, and then the 'Flowers' step forward as their names are mentioned in the rhymes which follow.

First comes the Pink Wild Rose,
[Rose steps forward.]
The White rose, too, is here
Next Honeysuckle sweet,
And Foxglove standing near.

The scented Mignonette,
Dog-daisy gold and white,
The pretty Cornflower blue,
And Marigold so bright.

A Champion white grows here,
And next a Champion pink,
Here's Clover from the field,
Harebell comes next, I think.

The 'Flowers' then join hands and repeat the following rhyme:—

A ring we make round Summer sweet,
Oh Summer, Summer, thee we greet:
[All bow.]
For bright and happy is our play
All through the livelong Summer day.

[59]

The 'Flowers' then dance round 'Summer.'

31. THE THREE BEARS

This game may be played either in the home, schoolroom or classroom. The words should be learnt previously as a recitation.

Materials required.—Three mugs or basins of various sizes, with a spoon in each; three stools or chairs of various sizes, and three beds. The latter may be made by laying shawls or coats on the forms or floor. The 'beds' should vary in size, the first being the largest, the next smaller, the third smaller still.

Three boys or girls should be chosen to represent the Three Bears, and these also should vary in size. The 'Bears' go outside the room.

The child who represents the little girl should know the rhymes well. When all is ready she comes in and, standing near the open door, says:—

[60]

What a funny house I see!
Surely I may step inside,
All is quiet as can be,
And the door is open wide.
[Walks slowly towards the mugs.]

Pots of food are near the fire.
I must taste them, one [tastes the first], two [tastes the second],
three [tastes the third];
Oh, how good, I'll eat it all,
For my breakfast it shall be.
[Puts the mug down and turns to stools.]

Three stools! first [sits on first] and next [sits on it] too high,
Tiny one is just for me.

[Sits on third.]

Oh, 'tis broken [tumbles off], off I go,
What else is there yet to see?

[Walks towards beds.]

Beds, a large one [lies down], that is hard, [Rises.]
This one [pointing to middle bed] is too long, I fear,
Oh, how soft [lies down in little bed], I'll take a rest,
In the little bed just here.

[61]

[Pretends to sleep.]

The three bears come tramping in. The big one takes up his mug and says, 'Who has been at my porridge?' The second bear says the same; and then the little bear takes up his mug and says, 'Who has been at my porridge and eaten it all up?'

They proceed in the same way with the stools, the little bear finishing with 'Who has been sitting on my stool, and broken it?'

Then they go to the beds in order, asking one after the other, 'Who has been at my bed?' until it comes to the little bear's turn, when he says, 'Who has been at my bed? and here she is still!'

The little girl now opens her eyes, and, seeing the bears, jumps up quickly and runs off.

[62]

32. IMITATING CRIES OF ANIMALS

(A simple game for the very smallest children.)

One child comes out to stand in front of the class and says:—

Listen to the cry I make,
Then, if you the trouble take,
You may guess my name.

He then imitates the cry of some animal, the 'bark' of a dog, the 'mew' of a cat, or the 'crowing' of the cock, and the children who wish to answer hold out the hand. The child who is allowed to give the name of the animal represented by the cry comes out (if the answer is correct) and makes the cry of another animal, first repeating the lines as before. The following are some of the cries that the children may be able to imitate, 'cluck, cluck' (hen), 'quacking' (duck), 'hissing' (goose), 'neighing' (horse), 'braying' (donkey), 'grunting' (pig), 'chirping' (bird) or talking like the parrot.

[63]

33. CHARADES

Preliminary.—Everyone knows how fond children are of representing ideas by action. It is for this reason that charades are recommended here. It will, of course, be necessary for the teacher to assist and suggest, but the children soon acquire confidence, and their acting, being perfectly natural, is often remarkably good.

A very simple little charade is given as an example.

The children who are to take part go out of the room for a few minutes with the teacher. We will suppose the word chosen is

TEA-CAKE

ACT I.—The teacher is to be the 'mother' and the rest are children. The 'mother' enters and sits down; presently the children come trooping in from school and gather round her. She asks what they have been doing at school, each one tells her something about its work or play, and then one child asks, 'May we have tea, mother, please?' 'Yes,' says the mother, 'go and take off your hats and we will get it ready.' (End of Act I.)

[64]

ACT II.—The tea-table is prepared (see Game No. 1, which is similar) and the children sit down to tea. (The 'guessing' children should be told to listen carefully to what is said during tea.) One child asks for the *cake* to be passed, another for bread and butter, and so on. (End of Act II.)

ACT III.—In the last act the whole word is to be given. The children pretend to have a baker's shop (see 'Shopping Game,' No. 6), one child keeps the shop, and the rest come to buy. One asks for a loaf, another for rolls, a third buys a *tea-cake*, and so on.

Bricks and tablets may be used for the loaves and cakes, or they may be made in the clay-modelling lesson and kept for this game.

[65]

Finding the word.—The children who have been listening are now asked to guess, and may be encouraged by remarks, such as, 'Think of the first act, and what the children said to their mother.'

'Remember the tea-table and what was said there.'

Some of the words thus obtained may be written on the blackboard, words for each act being put in separate columns.

'Now what did the baker sell?' In this way the answer is soon obtained.

It is well worth while to help the children to learn how to play charades, because it makes such a pleasant home-play for them in wintry and wet weather.

34. PASSING THE STICK

The children sit round the room, or stand in a semi-circle. The teacher should start the game, standing at the left extremity of the semi-circle, with the stick in her right hand, and repeat the lines:—

[66]

On the floor you see I [1]tap my [1]stick, [1]stick, [1]stick,
Then I [2]pass it to my [3]neighbour quick, quick, quick,
If you know it, then please do the trick, trick, trick.

The children who do not know the game will probably *omit* to pass the stick into the left hand; as each one tries to do the trick, the teacher says 'right' or 'wrong' as the case may be, and those who are wrong are told to notice particularly how the teacher does it.

NOTES:

- [1] Tap floor.
- [2] Pass stick from right hand to left.
- [3] Give it to neighbour.

35. FINDING THE THIMBLE

This is a favourite game and can be played with very little noise. At home, *all* the children would go out of the room except the one who remains behind to hide the thimble, but when played in the school or classroom, it will be sufficient if six children are sent out.

[67]

The thimble is to be placed where it can be seen, the children are then called in, and the one who has hid it says:—

Try to find the thimble out,
Use your eyes and look about,
Look before and look behind,
And when you the thimble find,
Just sit down.

As soon as any child sees the thimble, he takes a seat and remains quite still until all the seekers have seen it, and each in turn has sat down. Then the child who *first* saw the thimble takes it from its hiding-place, and has the privilege of remaining behind to hide it next time. Different children should go out each time, so that all may have a turn.

[68]

36. THROWING THE HANDKERCHIEF

The children stand in a ring, or sit round the room, one child standing in the middle. The handkerchief is thrown from one to another, and the one who is 'out' tries to find a child with the handkerchief in its hand. As soon as he can do this, the child who was caught with the handkerchief has to stand in the centre, and the other one sits down, or stands in the ring, as the case may be.

As the game begins, the children say:—

The handkerchief is thrown,
Find quickly where 'tis gone:
From you to me, from me to you,
To keep it long will never do.

[69]

37. PICKING UP POTATOES

Take twelve potatoes and place them in two rows of six each, thus:—



Two medium-sized spoons are required with which to take up the potatoes, and a basket is

placed two or three yards away to receive them.

Two children are chosen to pick up the potatoes, one standing at the end of each row. The rest of the children may be grouped on the gallery, or may stand round in a ring.

The following verse is repeated either by teacher alone, or by all the children, as the spoon is handed to each child.

Take this spoon, and with it see
That you lift so carefully
These potatoes. One! two! three!

The last three words are said slowly, and the game is to begin immediately 'three' is said. The child who gets his row of potatoes *first* picked up and deposited in the basket wins the game. The potatoes are not to be touched, except by the spoon, and they are to be carried one by one in the spoon to the basket.

[70]

[71]

II. GAMES FOR THE PLAYGROUND

38. 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.

[72]

39. 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. Sometimes 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.

[73]

40. POLLY FLINDERS

The children form a ring, joining hands, and one child sits in the middle. Those who form the ring walk round singing to the tune of 'The Keel Bow.'

Here's Polly Flinders,
She sits on the cinders,
Waits for a fairy to come and bring her news.
Stand upon your feet, dear,
Take a look around here,
Kiss the one you love best, the one you like to choose.

At the word 'stand' the child in the centre rises to her feet, and when the rhyme is ended she chooses a child to take her place in the centre and returns to the ring. All the children stand still while the choice is being made.

[74]

41. DROP, DROP, DROP

The children stand eighteen inches apart in a ring, *not* joining hands.

One child walks round the ring, holding a handkerchief in her hand, and repeating the words:
—

One, two, three,
 Come follow me,
 Drop, drop, drop,
 Where shall I stop?

At the word 'stop,' she drops the handkerchief near one of the children, and runs; the child picks it up and follows her as she threads her way in and out of the ring, until she is caught. Then the 'chaser' goes round the ring with the handkerchief, repeating the rhyme, and the child who was caught stands in the other one's place.

[75]

42. *PUSSY IN THE CORNER*

This game may be played by four children, each standing at a corner, with one in the centre for 'pussy,' or it maybe played by a ring of children.

The child who is 'pussy' stands in the centre of the ring, and the others say:—

Pussy cat, pussy cat looking so spry,
 Might very soon catch us, if she would but try.

Two children then beckon to each other and exchange places. (If a ring is formed, the two children should come from opposite sides of it.) As they are crossing, 'pussy' tries to catch one of them; if she succeeds, the child who is caught stands in the centre, and the old 'pussy' takes her place in the ring or corner.

[76]

43. *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.

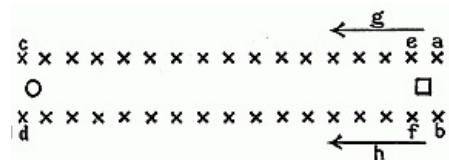
Wolf: Where's your shepherd, pretty sheep?
Sheep: In his cottage, fast asleep.
Wolf: I will catch you as you run,
Sheep: If we let you, there's the fun!

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.

[77]

44. *DANCING GAME*

The children stand in two rows facing each other, thus:—



How to line up for the dance

The following is sung to the tune of 'Pop Goes the Weasel.'

Have you seen my monkey, Jack?
 Gay old Jack, so funny!
 He can climb, or nuts can crack,
 Or take your money.

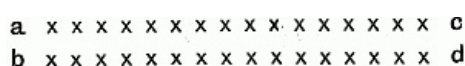
As the children begin to sing, 'a' and 'b' join hands and dance down to 'o,' then change hands and dance back again to []; then 'a' goes behind 'e' as shown by line 'g,' and stands at 'c,' while 'b' goes behind 'f,' following the line 'h' and stands at 'd'; 'e' and 'f' proceed in the same way, and each couple follows in turn.

[78]

45. *DUCKING UNDER*

The children stand in rows facing each other, each child holding the handkerchief of its opposite partner, and so helping to make a long tunnel. As they stand thus the verse is repeated:

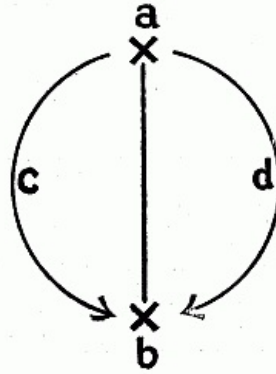
Ducking under is the game,
 Are you ready, children, all?
 Hold your handkerchiefs quite fast,
 Then run under when I call,
 One, two, three.



At 'three,' 'a' and 'b' run under, and stand at 'c' and 'd' respectively, extending handkerchiefs as quickly as possible, so that the next couple may be able to pass under. The couple who stood next 'a' and 'b' at the beginning follow, then the next couple, and so on until the 'tunnel' has moved round the playground.

[79]

46. WHO'LL GO A-HUNTING



The children stand behind each other in couples at one end of the playground, ready to dance off when the song begins. They start from point 'b,' and each holds his partner's hand until the other end of the playground is reached, point 'a,' then the hands are dropped; one goes to the left (following direction of arrow 'c'), the other to the right (arrow 'd'), and they meet again at the starting point 'b,' where they join hands and repeat the movement.

[80]

The following is sung to the tune of 'Weel may the Keel Row.'

Who'll go a-hunting, a-hunting, a-hunting,
 Oh! who'll go a-hunting this merry, merry day?
 We'll catch the sly old fox—O,
 Safe in a box—O,
 Then who'll go a-hunting this merry, merry day?

47. SHEEP GATHERING

Two rows of children are formed facing each other, with a long chalk line between. The children join hands.

[The first row advances to the chalk line, singing:—

KEY F.

d : — : d	d : — : m	s : — : m	d : — : d
Here we come to	ask of you a		
r : — : r	r : — : d	t ₁ : — : l ₁	s ₁ : — :
nice, good sheep to-	day, to- day,		

[First line recedes as second advances.

[81]

[Second line advances singing:—

d : — : d	d : — : m	s : — : m	d : — : d
Pray which good sheep	would you like? the		
r : — : r	s ₁ : l ₁ : t ₁	d :	
name you please must	say.		

[Second line retires, and first again advances singing:—

Mary Burton [or any other name] is the name,
 so send her right away, away,

[Second line advances as first retires and sings:—

Johnny Smith [or any other name] will come to
 fetch her, then begins the play.

The two children named then come out, and joining hands with the line between them, try to pull each other over the line. If the child from first line succeeds, then both children join that line, or *vice versa*, and the game begins again.

[82]

48. 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:—

[83]

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.

49. MAKING A CHAIN

The game is started by one child who catches another and says:—

I have caught you, come away,
Let us make a chain to-day.

The two then join hands and catch another, repeating the same words; then the three start off and catch another, and so on until all are caught.

[84]

The last child caught starts the game again, or the completed 'chain' may form a ring and play one of the ring games, Nos. 40, 41, 42.

50. MOTHER, MAY WE GO OUT TO PLAY?

One corner of the playground may be the 'house' in which the 'mother' sits. If the game is played by the children elsewhere, they will probably mark out the shape of the 'house' on the ground with stones or pebbles, a practice of which they are very fond. The children come to the 'house' where the 'mother' sits, and standing in front of her, ask:—

Children: Mother, may we go out and play?

Mother: Yes, good children, that you may.

The children then run away, and after a little while return to the mother; she asks:—

[85]

Mother: Where have you been?

Children: Away up the hill.

Mother: What have you seen?

Children: A house by a mill.

Mother: Who was there in it?

Children: A little, old man.

Mother: What said he to you?

Children: Catch me if you can.

The children then run off, and the 'mother' chases until she has caught one or more; these are kept prisoners in the 'house,' and the game proceeds until all are caught except one, and she is the 'mother' when the game begins again.

Notes.—The Guessing Rhymes are intended to be read by the teacher to the children, who then try to find out the word. The verse should be repeated slowly two or three times before the children are asked to guess. At first only the familiar and well-known objects should be given, and even then it will sometimes be necessary to assist the imagination of the children by a question or two. Before reading the rhyme, the teacher should say whether it is a flower, object or animal, &c., that is to be guessed.

The rhymes about animals, flowers, and natural phenomena will not be difficult to the children if these subjects have been included in their object lessons, or have formed the subject of 'morning talks' (see p. 14, 'Kindergarten Guide').

[88]

The Nursery Rhymes will have been learnt by the children when they were in the Babies' class, and the rest of the rhymes belong to fairy tales that are commonly told to all children.

MISCELLANEOUS OBJECTS

51. I'm tied up in a basin
 And boiled well in a pan,
 And then turned out and eaten,
 So guess me if you can.
 PUDDING.

52. Two hands I have, my face is round,
 In father's pocket I am found,
 My hands do move, I make a noise,
 Now guess me quickly, girls and boys.
 WATCH.

53. Are there cobwebs, is there dust,
 Are there crumbs upon the floor?
 Then you surely bring me out
 From behind the pantry door,
 And on sweeping days I'm seen,
 Making all things nice and clean.
 BRUSH.

[89]

54. Sometimes I'm made of willows,
 But oftener of wood,
 Four legs they always give me,
 Or else I am no good;
 A back I should have also,
 And two strong arms as well,
 Now if you think it over,
 My name you soon should tell.
 ARM-CHAIR.

55. You have me in your pocket,
 I'm square and white, 'tis true,
 And many things I'm used for
 By children, such as you.

POCKET-HANDKERCHIEF.

56. I may be white, I may be brown,
 You draw me up or pull me down,
 At night I'm mostly down, you know,
 But in the morning up I go.
 WINDOW BLIND.

57. I glide along or fast or slow,
 And only on the water go;
 I'm long and narrow, and you see
 My pointed end [bow] that first should be;
 The broad end always goes behind [stern],
 And both have names as you will find.
 BOAT.

[90]

58. By steam alone I move and go,
 Men have an engine down below;
 Long journeys oftentimes I make,
 When o'er the sea my way I take.

59. I skim so lightly o'er the sea,
 With wings outspread like bird so free,
 What are my wings? [sails] and do you see
 How o'er the waves they carry me?

SAIL BOAT.

60. The fire burns very slowly,
 You come to look for me,
 I blow it till it blazes,
 All bright and cheerfully;
 I'm partly made of leather,
 The rest is iron and wood,
 I always have a round hole,
 Or else I am no good.—BELLOWS.

[91]

61. I'm made of wood, or made of clay,
 And used at any time of day;
 When father comes from work at night,
 Perhaps he takes me, strikes a light,
 And puffs—ah, then what do you smell?
 Now surely you my name can tell.

PIPE.

ANIMALS

62. I watch your house all night,
 When you're asleep, my dear,
 If any thief should come,
 My voice you soon would hear.

DOG.

63. A gentle, timid creature, I
 Shall soon run off if you come nigh;
 My horns, like branches of a tree,
 Above my head you always see.

STAG.

[92]

64. A little, creeping thing I saw,
 Upon a plant it stayed all day,
 And very many legs it had,
 And how it ate the leaves away!

CATERPILLAR.

65. They are frisking in the field,
 By the side of mother dear,
 Playful, happy creatures, they
 Never think of danger near,
 And their coats so soft and light
 Keep them warm by day and night.

LAMBS.

66. I take my trunk with me, wherever I go,
 'Tis not made of tin or of wood, oh, dear no,
 I use it to lift to my mouth things I eat,
 Just give me a biscuit, that would be a treat!

ELEPHANT'S TRUNK.

67. My coat is made of soft, warm fur,
 My tail is thick and round,
 My eyes are very sharp and bright,
 Among the trees I'm found;
 I like to crack the nuts, you see,
 And jump about from tree to tree.

SQUIRREL.

[93]

FLOWERS

68. Before the winter changed to spring,
 I saw a graceful, white, wee thing;
 Its pretty bell was hanging down,

As if it thought, 'Too soon I've grown,'
Although more snow we yet may see,
We give glad welcome, flower, to thee.
SNOW-DROP.

69. A yellow eye and frill of white,
Which closes up when comes the night,
Sometimes my frill is edged with pink,
Now, surely of my name you'll think.
DAISY.

70. I come in the spring, and my bells are all blue,
A pretty blue carpet I'm spreading for you.
WILD HYACINTH.
(Commonly called 'Bluebell.')

[94]

71. Another blue flower, that in summer we see,
Has bells that are larger, in which dips the bee,
And if you should give these blue bells a slight shake,
A pretty, soft tinkle for you they would make.
HAREBELL.

72. Five petals I have which are white, as I think,
Unless I should blush, then they turn rosy pink,
I smell, oh, so sweetly, now guess me quick, quick!
And mind, when you pluck me, the thorns do not prick.
WILD ROSE.

73. All the hedge is snowy white,
Covered with my blossoms bright,
Sweetly I do smell, they say,
And I come in month of May.

MAY BLOSSOM.

[95]

NATURAL PHENOMENA

74. All the trees have buds of green,
Pretty, yellow flowers are seen,
Lambs are frisking, happy, free,
Pray what season can this be?
SPRING.

75. Sunny days so bright and long,
Sweet, new hay, and mower's song,
Honeysuckle, roses sweet,
Holidays, that are a treat.
SUMMER.

76. The reapers' scythes are heard among the yellow corn,
There's harvest moon at night, and frosty air at morn,
The hunter sounds his horn, ripe nuts and fruits are here,
The leaves go whirling by, and colder days draw near.
AUTUMN.

[96]

77. Now we have the North wind bold,
Bringing frost and snow and cold,
Sliding, skating, oh what fun,
When this season is begun!
WINTER.

78. Four sisters come past, one by one, every year,
The *first*, in a dress of green buds will appear,
The *second* brings roses and flowers, oh, so sweet,
The *third* scatters gold and brown leaves at our feet,
The *fourth* often wears a white robe—now please tell
The names of these sisters, you know them quite well.
THE FOUR SEASONS.

79. We are sometimes dark and heavy,
Then you think there will be rain,
We are sometimes light and fleecy,
And the blue sky shows again,

If you would see us, look above,
Across the sky we always move.
CLOUDS.

[97]

80. On a frosty morning, you may sometimes see
All the fields and houses white as white can be,
If the sun arise, the whiteness soon will go,
Pray what can its name be? for it is not snow.
HOAR-FROST.

81. In the early morning
Drops are shining clear,
On the leaves and grasses,
In the flower-cups here;
Through the night 'tis falling,
But by noon of day,
Sunshine warm and pleasant
Sends it quite away.
DEW.

82. You want me very much when you go to fly your kite,
I send it soaring upwards, to such a great, great height,
Sometimes I lift your hat off, and you to catch it fly,
You wonder where I come from, so now to guess me try.
WIND.

[98]

NURSERY RHYMES

83. A little boy once had a horn,
I think he lived among the corn,
And wore a pretty dress of blue,
I've nearly told his name to you.
LITTLE BOY BLUE.

84. A boy and girl walked up a hill,
But tumble, tumble, down they came,
And where's the water? where the pail?
Of each poor child you know the name.
JACK AND JILL.

85. Somebody has a garden,
We ask her how it grows,
Such funny things she says are there,
A-growing all in rows.
MARY, MARY, QUITE CONTRARY.

[99]

86. Who sat down in a corner,
One Christmas, long ago,
And thought himself a good, good boy,
While eating pie, you know?
LITTLE JACK HORNER.

87. 'Twas something about a supper,
And something about a knife,
And something about a boy that cried,
And something about a wife.
LITTLE TOM TUCKER.

88. 'Where is your flock, my little maid?'
'They're lost, all lost, kind sir,' she said,
'I slept and dreamed, but found not one,
Ah! here they are with tails all gone!'
LITTLE BOPEEP.

89. She had a dog, and he could smoke,
And dance, and laugh or cry,
This woman and her dog you know,
To find her name please try.
MOTHER HUBBARD.

[100]

90. He tumbled from a wall so high,
And if to pick him up they try,
They find it is in vain, in vain,
He cannot be picked up again.

91. She sat upon a little stool,
To eat her food one day,
A spider came and frightened her,
And quick she ran away.
LITTLE MISS MUFFET.

FAIRY TALES

92. Who was it went her Grandmamma to see,
In cloak and hood as pretty as could be?
RED RIDING HOOD.
93. And pray whom did she meet, that said 'Good-Day,
I'll race you, little maiden, all the way?'
WOLF. [101]

And when, at last, she reached her Grandma's house,
Who lay there in the bed, still as a mouse?
WOLF.

94. She sat by the fire, and she looked oh, so sad,
Until a kind fairy made everything glad,
Away drove the maiden in carriage so bright,
With slippers that sparkled like jewels that night.
CINDERELLA.

What time did the fairy tell someone to come
To her carriage, and quick, oh, so quickly drive home?
12 O'CLOCK.

And what did she lose? [Her slipper.] I think you know well,
And what was the end of it all, can you tell? [102]

95. They say she slept a hundred years,
Her hair down to her feet had grown,
And then the brave prince woke her up,
And claimed the maiden for his own.
SLEEPING BEAUTY.

96. He climbed a stalk so wondrous high,
It seemed almost to reach the sky,
And then he slew, so we are told,
A giant who was bad and bold.
JACK THE GIANT KILLER.

97. Who was it had a pussy cat,
And sent it o'er the sea,
And then became Lord Mayor, they say,
And rich as rich could be?
DICK WHITTINGTON.

Works by the same Author

[103]

1. 'The Dinner Table Song' } by Lois Bates,
'The Tea Table Song' } 1s. 4d. each
Song, 'Washing Dishes' } (E. J. Arnold.)
2. Foot-Rules, 9d. per dozen.
3. 'Kindergarten Guide,' by Lois Bates, 6s. (Messrs. Longmans.)
4. Cardboard Coins. Box of 220, 1s. 8d.
5. Wooden Knitting-pins. 10d. per dozen pairs.

Transcriber's Notes:

Obvious punctuation errors repaired.

[Page x](#), "Hubbare" changed to "Hubbard" (89. Mother Hubbard)

[Page 77](#), two facing brackets are used to show a drawn square in the text.

*** END OF THE PROJECT GUTENBERG EBOOK GAMES WITHOUT MUSIC FOR CHILDREN ***

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