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U. S. DEPARTMENT OF LABOR  
JAMES J. DAVIS, Secretary  
CHILDREN'S BUREAU  
GRACE ABBOTT, Chief

# A BRIEF MANUAL OF GAMES FOR ORGANIZED PLAY

ADAPTED FROM STANDARD SOURCES

BY

MARTHA TRAVILLA SPEAKMAN

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III



## LETTER OF TRANSMITTAL

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U. S. DEPARTMENT OF LABOR,  
CHILDREN'S BUREAU,  
*Washington, June 19, 1924.*

SIR: There is transmitted herewith a revised edition of a brief manual of games for organized play adapted from standard sources by Martha Travilla Speakman, of the staff of the Children's Bureau.

This manual was originally prepared at the request of the Commissioner of Education of Porto Rico and in conference with the teachers of Porto Rico, while the Children's Year Survey was in progress in the island.

Respectfully submitted.

GRACE ABBOTT, *Chief.*

Hon. JAMES J. DAVIS,  
*Secretary of Labor.*

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# A BRIEF MANUAL OF GAMES FOR ORGANIZED PLAY

## HOW TO TEACH GAMES

Games, like arithmetic and reading, must be graded. To enjoy a game the child must understand it. Little children find the greatest pleasure in playing simple games, often games of "make-believe and repetition," but always simple games. Older children demand games that are much more complicated, while still older boys and girls take the greatest interest in playing team games, where competition is the chief factor.

The teacher can do a great deal by selecting the right games and by seeing that all the children are included in the games.

Try to awaken in every child a sense of alertness by quickening his senses of hearing and seeing. Make every child feel that he is a part of the game, so that he will get the fun out of it as well as the physical exercise.

Choose games that will be so interesting that all your children will want to play, and you will be taking a big step toward making them good citizens.

In teaching new games there are several very important things to remember:

1. Plan your program of games and folk dances so that it will include both active and quiet play. This will keep the children from getting tired and they will enjoy the play period more than if the games were not planned.
2. When explaining a new game, have the children stand in a circle. It is easy to maintain quiet and order this way.
3. Choose clever children to start a new game. Then, after the class understands the game, choose the dull ones and let them take an active part; thus the child who needs to be taught alertness can be taught to be alert by playing such games as "Midnight."
4. Give every child a chance to take part.
5. Make the game easy enough at first, then gradually make it more difficult. Let the children find out the point of the game themselves. It gives them great joy to discover.
6. Make rules and stick to them. Fair play is most important.
7. Don't play confusing games. To do so spoils the child's pleasure.

8. Develop reason and judgment about risks and dares.
9. Encourage the timid pupils to give dares and to take risks.
10. Don't make the games too serious. Get laughter out of them.
11. Team play is most important, especially for older children.
12. Honor. It is far better to lose than to do anything that is dishonorable.
13. Put yourself into the game that you are teaching and the children will catch your spirit.



## SCHOOLROOM GAMES FOR YOUNGER CHILDREN

### "I SEE"

1. Teacher begins by saying: "I see something that is red" (or "green," or "blue"). The children in turn guess what it is. The winner then chooses something, etc.

2. Same game but with "I see something made of iron," etc.

3. Same game but with "I see something made of wood," etc.

4. Same game but with "I see something, the first letter of which is 'a'" (for example, "apron") and the children guess in turn what it is. The child who guesses correctly chooses something (in sight) beginning with the letter "b" (for example, "book," or blotter"). Each time the winner chooses some article beginning with the next letter of the alphabet.

NOTE.—This game (1) trains little children to notice colors; (2 and 3) trains them to distinguish materials; and (4) helps them to make a game of words.

### "WHO IS KNOCKING AT MY DOOR?"

Children sit quietly. One child is chosen to sit on a chair in the front of the room and shut his eyes tightly.

Some other child (chosen by teacher) goes up and knocks on the floor behind him.

Child with closed eyes says, "Who is knocking at my door?" Child knocking says, "It is I." Child with closed eyes guesses who it is. He has three guesses. If he can not guess, he looks, and then another child is chosen to knock. If he guesses correctly, then the "knocker" becomes "it" and the teacher chooses another "knocker."

NOTE.—This game teaches children to listen carefully and to distinguish sounds.

### CAT AND MICE

One player is chosen to be "cat" and hides behind or under the teacher's desk. After the "cat" is hidden the teacher beckons to two or three other players, who creep quietly up to the desk and scratch on it with their fingers to represent the nibbling of mice. As soon as the teacher says "Catch them," the "cat" scrambles out from under the desk and chases the "mice," who may save themselves only by getting back to their holes (seats). If a "mouse" is caught the "cat" changes places with him for the next round of the game. If no "mouse" is caught, the same "cat" may continue, or the teacher may choose another.

A different set of "mice" should be chosen each time, so as to give all the children an opportunity to join in the game.

NOTE.—A good game to wake up a sleepy schoolroom.

### MAGIC MUSIC

One player is sent from the room; while he is absent one of those remaining hides a thimble, a cork, or some other small object which has been previously shown to the absent one. When the object is hidden, the absent player is recalled and proceeds to hunt for the hidden object. While he is doing this the others sing or clap their hands, the sound being very soft and low when the hunter is far away from the object, growing louder as he approaches it. Piano music is desirable, but for schoolroom use singing is found to be more interesting for all. For very little children handclapping is pleasing and sometimes more easily used than singing.

NOTE.—This game helps to make the children alert.

### BUTTON, BUTTON

Children sit with the palms of their hands pressed together. One child (A) has a button pressed between the palms of his hands. He walks down the aisle, passing his pressed palms between the hands of each child. He lets the button slip from his own hands into the hands of some child (B). When he has gone to the end of the line he chooses a child (C) to guess in whose hands the button is. If C guesses correctly, he gets up and passes as before; but if C does not guess correctly, the one whom he has guessed (D) opens his hands to show he has not the button, and then D guesses, and so on, until the button is found. Then the game is repeated.

NOTE.—A good game to play, as well as a quieting game. It teaches children concentration.

### APPLES RED

Take several different-colored balls or several small objects, such as a blackboard eraser, a piece of chalk, a pencil; let one child pass these around, giving each article to a different child. The children hide whatever they are given, then the child who has given out the things goes around and asks each child for the exact article he gave him.

NOTE.—A very good quieting game. Good memory test. Develops self-control.

### "WHO HAS GONE FROM THE RING?"

Children stand in a circle, or sit in their seats in the schoolroom. One child is "it." He closes his eyes. The teacher then motions for another child to leave the room. The first child, "it," opens his

eyes and tries to name the child who has gone from the ring. If he fails, he closes his eyes again and the child outside returns to his place in the room and "it" opens his eyes and guesses who has returned. The second child, if named correctly, is then "it" and the game is repeated.

NOTE.—Develops memory and observation. Especially good to quiet a group after a running game.

### FOX AND SQUIRREL

The players sit in their seats facing toward the aisles, so that each two adjacent lines have their feet in the same aisle and face each other. The game consists in passing or tossing some article, such as a bean bag, basket ball, or handball—the "squirrel"—from one player across the aisle to another and back again, zigzagging down each aisle, to be followed at once by a second article, the "fox"; the object being to have the "fox" overtake the "squirrel" before the end of the line is reached. The line that finishes first wins.

With very little children, passing is better than tossing; but with older children, or even with little ones when more experienced, it is well to use the game as a practice for tossing and catching. The action should be very rapid. The game makes much sport for young children, and they are fond of it.

NOTE.—Develops alertness, skill, and concentration.

### SQUIRREL AND NUT

All the players but one sit at their desks with heads bowed on the arms as though sleeping, but each with a hand outstretched. The odd player, who is the "squirrel," carrying a nut, runs on tiptoe up and down through the aisles, and at his discretion drops the nut into one of the waiting hands. The player who gets the nut at once jumps up from his seat and chases the "squirrel," who is safe only when he reaches his "nest" (seat). Should the "squirrel" be caught before he reaches his nest, he must be "squirrel" the second time. Otherwise the player who receives the nut becomes the next "squirrel."

It is scarcely necessary to say that the other players "wake up" to watch the chase.

NOTE.—Develops self-control as well as alertness.

### SLAP JACK

The players stand in a circle, clasping hands. One player runs around the outside of the circle and tags another as he runs. The player tagged immediately leaves his place and runs in the opposite direction. The object of both runners is to get back first to the

vacant place. Whoever succeeds, wins, and remains in that place, the one left out becoming runner the next time.

This is sometimes varied by having the players bow and shake hands as they meet. This adds an element of self-control, but detracts from the vigor and sport of the game. This game is one of the standard favorites for little children.

In the schoolroom the game is played with all of the pupils seated except one. The odd player walks or runs through the aisles, touches some player, and runs on around the room in the direction he is going. The one touched at once leaves his seat and runs around the room in the opposite direction. The one wins who first gets back to the vacant seat. Dodging through aisles to shorten distance is not allowed; the run must be around the outer aisles of the room.

NOTE.—Can be played on playground as well as in schoolroom. Develops alertness and self-control.

#### “I SAY, STOOP!”

The players stand in a circle, and in front of them stands the leader or teacher. The leader says quickly, “I say, stoop!” and immediately stoops and rises again. The players all imitate the action; but when the leader says “I say, stand!” at the same time stooping, the players should remain standing. Any who make a mistake and stoop when the leader says “I say, stand!” are out of the game.

NOTE.—This can be played on the playground as well as in the schoolroom. It develops alertness, self-control, and concentration.

## PLAYGROUND GAMES FOR YOUNGER CHILDREN

### JACOB AND RACHEL

(12 or more players)

All of the players but two form a circle, with clasped hands. The two odd players are placed in the center, one of them, "Jacob," being blindfolded. The object of the game is for "Jacob" to catch the other player, "Rachel." "Rachel" does all she can to avoid being caught by "Jacob."

"Jacob" begins the game by asking, "Rachel, where art thou?" "Rachel" replies, "Here I am, Jacob," and immediately tiptoes to some other point in the ring, trying to avoid being caught, or she may dash from one side of the ring to the other, or resort to any tactics except leaving the ring. "Jacob" may repeat his question whenever he wishes, and "Rachel" must answer each time.

When "Rachel" is caught "Jacob" returns to the ring, and "Rachel" is blindfolded and chooses a new "Jacob," seeking him with the question, "Where art thou, Jacob?"

NOTE.—Every time the blindfold is used it should be refolded so that a fresh portion of it touches each succeeding player. This is very important as serious eye trouble is often transmitted if the teacher is not careful. This game develops alertness.

### PUSS IN THE CORNER

(5 or more players)

Each player but one has a goal. It may be a chair, desk, corner, or other object. The one who has no goal goes up to another player and says, "Pussy wants a corner." The answer is, "Ask thy next-door neighbor." During this time the others change goals, and the odd player tries to get one. If he has tried several times without success he may go to the center of the space and call, "All change," and all must change goals, giving him a better chance. The one left out is "it," and the game begins as before.

NOTE.—This is a good game for little children. It develops daring and makes them alert.

### BLACK AND WHITE

(11 or more players)

This game is played with a 3-inch cube of wood which has been painted white on three of its surfaces and black on the other three

surfaces. The players are divided into two equal groups. One group is called the "Blacks," the other the "Whites." Two goals are chosen, one for the "Blacks" and one for the "Whites," equally distant from a center dividing line. A leader, who may be an extra player or the teacher, stands on the center line. The "Blacks" stand on a line parallel to the center line, 5 feet to the right of the leader, and the "Whites" on a similar line 5 feet to the left of the leader. The leader tosses the cube up and when it falls to the ground, if a white surface is up, the "Whites" must run for their goal, the "Blacks" chasing them to tag as many as possible before they reach their goal. If the cube falls with a black surface up, the "Blacks" must run for their goal, the "Whites" chasing them. The players who are tagged must go over to their opponents' team and thereafter assist them in catching players on the other team. The game ends when all the "Blacks" have been caught by the "Whites," or vice versa.

NOTE.—This game develops alertness and concentration.

#### CAT AND RAT

(10 to 30 or more players)

The players join hands and form a circle. One is chosen "rat" and stands inside the circle. Another is the "cat" and takes place outside the circle. The "cat" tries to catch the "rat." The players favor the "rat" and allow him to run in and out of the circle, but try to prevent the "cat" from following him by raising and lowering their arms. They must not bend their knees. When the "rat" is caught the "cat" and "rat" join the circle and the players at the right of each become "rat" and "cat." When there are many players two "cats" may be chosen.

NOTE.—This is a good game to play with small children who are not accustomed to games. It develops alertness.

#### "HAVE YOU SEEN MY SHEEP?"

(12 or more players)

Players form in a circle. One player is chosen as "shepherd." He goes around the outside, taps a player on the back, and asks, "Have you seen my sheep?" The player asks, "How is he dressed?" The "shepherd" then tells something of the dress of one of the players in the circle, as "He wears a blue coat and low shoes." The player tries to guess who is being described. When he guesses correctly the "shepherd" says "Yes," and the guesser chases the one described. Both must run on the outside of the circle. If the chaser catches

the runner before the runner has returned to his place, the chaser becomes "shepherd"; if he does not, the runner becomes "shepherd." Notice that the "shepherd" does not run.

NOTE.—A good game to wake up the group.

### CHARLEY OVER THE WATER

One player is chosen to be "Charley," and if there are more than 20 players there should be two or more "Charleys," to make the action more rapid. "Charley" stands in the center; the other players join hands in a circle around him and dance around, repeating the rhyme:

"Charley over the water,  
Charley over the sea,  
Charley catch a blackbird,  
Can't catch me."

As the last word is said the players stoop, and "Charley" tries to tag one of them before he can get into that position. Should he succeed, the player tagged changes places with him.

NOTE.—This game develops alertness.

### WATER SPRITE

The players stand in two lines facing each other, with a large open space representing a "river" between. One player, representing the "water sprite," stands in the middle of the "river" and beckons to one on the bank to cross. This one signals to a third player on the opposite bank or side of the "river." The two from the banks then run across to exchange places, the "water sprite" trying to tag one of them. If the "water sprite" is successful, he changes places with the one tagged.

NOTE.—This is a more complicated game for little children. Best to play it after they have played several of the other playground games. A good running game.

### SQUIRREL IN TREES

This game is very like "Rabbit in a Hollow Tree," but is a little less exciting, and under some circumstances better adapted to very young children.

Most of the players stand in groups of three with hands on each other's shoulders, forming "hollow trees." In each "tree" is a player representing a "squirrel," and there is also one odd "squirrel" without a "tree." The teacher or leader claps her hands, when all



the "squirrels" must run for other "trees," and the odd "squirrel" tries to secure a "tree," the one who is left out being the odd "squirrel" next time.

NOTE.—This game is an introduction to several more difficult ones that will come later, such as "Rabbit in a Hollow Tree." It teaches the children to play in small groups instead of in a big circle.

#### HINDU TAG

A player is safe from being tagged only when his or her forehead is touching the floor.

NOTE.—A splendid exercise for the whole body. The teacher can show the children how this game is played, but it is not at all necessary to play with the children unless the teacher so desires.

#### BLIND MAN'S BUFF

One player is chosen to be blindfolded, and stands in the center. The other players join hands and circle around him until the "blind man" claps his hands three times, whereupon the circle stops moving and the "blind man" points toward some player in the circle. The player at whom he points must at once step into the circle, and the "blind man" tries to catch him. When he succeeds he must guess whom he has caught. If the guess is correct they change places. If not, or if the "blind man" has pointed at an empty space instead of at a player, the circle continues and the game is repeated. The player who is called into the circle will naturally try, by noiseless stepping, dodging, etc., to give the "blind man" some difficulty in catching him, but when once caught must submit without struggle to examination for identification.

This is one of the oldest recorded games, and is found in practically all countries. The ancient Greeks called it "Brazen Fly."

NOTE.—This game is an introduction to many more difficult ones later on. It develops alertness and memory. Great care should be used in changing the blindfold, that each time a fresh side of the handkerchief be used; otherwise serious diseases may be passed from child to child.

#### DROP THE HANDKERCHIEF

All the players, except one who is "it," stand in a circle. "It" runs around on the outside of the circle, carrying a handkerchief, which he quietly drops behind one of the players in the circle. As soon as this player in the circle discovers that the handkerchief has been dropped behind him, he must pick it up and run around the circle in the same direction as the player who dropped it, trying to catch him before he reaches the place left vacant in the circle. If "it" is caught he must be "it" over again; if not, the other player becomes "it," and the game is repeated.



## SCHOOLROOM GAMES FOR OLDER CHILDREN

### "I SPY"

One child leaves the room, and the teacher, or another child, hides an object—eraser, ball, knife, etc.—previously agreed on, in plain sight but in an unusual place. The child then returns to the room and tries to find the object.

Instead of one child, several may be sent out. As soon as one of them finds the hidden article he takes his seat. When three of the children have taken their seats a new group is sent out, and the article, or a new article, is hidden again.

The game may be varied by hiding the object out of sight. The children who are in the secret help the searcher by saying "Hot" when the searcher is near the object, and "Cold" when he is not near it. Also the children may clap their hands as the searcher approaches the object.

NOTE.—This game develops the power of observation and teaches the children who are in the secret to control their desire to tell.

### INDIAN RUNNING

#### (Quiet game)

Four or five children go out of the room and run in again in "Indian" (single) file. They run around the room once and then go out again and return in a group to their seats. The teacher then chooses one child to replace the "Indian runners" in their original order or to name the order in which they ran.

This can also be played by arranging a group of children in a certain position. After a minute they return to their seats and another child is chosen to tell how they were arranged.

NOTE.—This game teaches the child to observe.

### GOING TO JERUSALEM

The game starts with all of the players ready to march. The music begins and the class marches in serpentine form, up one aisle and down the next. For a large class there should be from one to six fewer seats than the number of players. For instance, one seat should be counted out in each row or each alternate row. The seat that is not in play may be turned up, if of that variety, or a book may be placed on the desk belonging to it. The music stops suddenly and every child tries to get a seat.

The game may be played without music. The leader or teacher beats time and stops when players are to sit; or he may give a signal or a command to "sit."

NOTE.—This game develops alertness.

### DUMB CRAMBO

The class is divided into two groups. One group goes out of the room and those who remain choose some verb. The outside group is then told some word that rhymes with the chosen verb. They consult together (outside the room), and decide on a verb which they think is the chosen verb and then return to the schoolroom and, without speaking, act the word. If it is right, the class claps hands, but if wrong they merely shake their heads "No." The acting group goes out of the room again and decides upon another verb that rhymes with the word. They continue to act verbs until they have guessed the right one.

For example: The verb "eat" is chosen. The group outside is told that the word rhymes with "heat." Then the group decides that perhaps the verb is "beat," and they act "to beat." As this is not correct, they try "to meet," but again without success. At last they try "to eat." When the word is guessed the groups change places, and the game is played again.

NOTE.—This is an excellent game to help in the teaching of English, especially in illustrating verbs of motion.

### CHARADES

The class is divided as in Dumb Crambo. The group which is outside chooses a word of several syllables. Then they go back into the room and act out each syllable separately, and then the whole word. They can talk or do anything they wish in dramatizing the word.

For example:

Kingdom----- King-dumb.

Infancy ----- In-fan-see.

NOTE.—This game has many dramatic possibilities.

### PRINCE OF PARIS

A player is chosen as leader; the others are numbered consecutively from one up, and all are seated.

The leader, standing in front, says: "The Prince of Paris has lost his hat. Did you find it, No. 4, sir?" Whereupon No. 4 jumps to his feet and says:

"What, sir! I, sir?"

Leader. "Yes, sir. You, sir."

No. 4. "Not I, sir."

Leader. "Who then, sir?"

No. 4. "No. 7, sir."

No. 7, as soon as his number is called, must jump at once to his feet and say (before the leader has time to repeat, "The Prince of Paris has lost his hat") :

"What, sir! I, sir?"

Leader. "Yes, sir. You, sir."

No. 7. "Not I, sir."

Leader. "Who then, sir?"

No. 7. "No. 3, sir."

No. 3 immediately jumps to his feet, and the same dialogue is repeated. The object of the game is for the leader to try to repeat the statement, "The Prince of Paris has lost his hat," before the player named can jump to his feet and say, "What, sir! I, sir?" If he succeeds in doing this, he changes places with the player who failed in promptness, that player becoming leader.

Should any player fail to say "sir" in the proper place, this also is a mistake, and the leader may change places with such player.

NOTE.—The object of this game is to develop alertness and memory.

### TAG-THE-WALL RELAY

(Racing game)

The players should all be seated, an even number in each row of seats. At a signal the last player in each line runs forward down the right-hand aisle, tags the front wall, and returns to place by the left-hand aisle. As soon as this player is out of the aisle the others all move backward one seat. This leaves the front seat vacant, and the runner, having touched the wall, returns immediately and takes this vacant front seat. As the player sits down he raises his hand, which is a signal for the player who is now the last one in the line to run forward, the line moving backward one place as soon as he is out of the aisle. He in turn, having touched the wall, takes the vacant front seat. The play is continued in this way until everyone in the row has run.

The line wins whose player, sitting originally in the front seat, first returns to his seat.

As in all schoolroom games where there is running, the seated players should be very careful to keep their feet under the desks, so there will be nothing in the aisles over which the runners may trip.

NOTE.—This game develops both alertness and concentration.

**FIRE, AIR, WATER**

This game may be played with all the players in their regular seats except one, who is "it." The one who is "it" stands at the front of the room and throws a small ball or a knotted handkerchief at some player and at the same time calls either "Air," "Fire," or "Water," and then quickly counts, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10," out loud, while the player at whom the handkerchief is thrown must quickly name some animal living in the air if "it" calls "Air," or name some fish if "it" calls "Water." If "Fire" is called, the player at whom the handkerchief is thrown must remain silent. No child may name any animal or fish previously called by another child. Should the player who is hit by the ball fail to answer correctly before the one who is "it" counts 10, he changes places with the thrower.

NOTE.—The chief points developed by this game are alertness and ability to think quickly.

## PLAYGROUND GAMES FOR OLDER CHILDREN

### MIDNIGHT

(Twelve o'clock at night)

One player is the "fox" and the others are "sheep." The "fox" may catch the "sheep" only at "midnight." The game starts with the "fox" standing in a "den" marked in one corner of the playground (or schoolroom) and the "sheep" in a "sheepfold," marked in the corner diagonally opposite. The "fox" leaves his den and wanders about the meadow (playground), whereupon all the "sheep" also come out and scatter around, approaching the "fox" as close as they dare. They keep asking him, "What time is it?" and he answers with any hour he chooses. Should he say, "Three o'clock," or "Eleven o'clock," they are safe; but if he should say "Midnight" they must run for the "sheepfold" as fast as possible, the "fox"



chasing them. Any "sheep" caught changes places with the "fox," and the game is repeated. When played in a schoolroom, only a few children should be selected for "sheep."

NOTE.—This is a good group game and develops alertness. It is an excellent game to teach the children to take risks and to dare.

### RABBIT IN A HOLLOW TREE

The players stand in groups of three with their hands on each other's shoulders, each group making a small circle which represents a hollow tree. In each "tree" is a player who takes the part of "rabbit." There should be one more "rabbit" than the number of "trees." One player is also chosen for "dog." The "dog" chases the odd "rabbit," who may take refuge in any "tree," always running in and out under the arms of the players, forming the

"tree." The "rabbit" already there must run for another "tree." Whenever the "dog" catches a "rabbit" they change places, the "dog" becoming the "rabbit" and the "rabbit" the "dog." If at any time a "tree" is empty, the "dog" may become a "rabbit" by finding shelter in this empty "tree," whereupon the odd "rabbit" must take the part of the "dog."

NOTE.—This is a more advanced way of playing Squirrel in Tree and is a very good game to develop alertness.

### POM POM PULLAWAY

(5 to 30 or more players)

This game is often played between the curbs of a city street, but is suitable for any open space which is large enough to permit two lines to be drawn across with a space of from 30 to 50 feet between them. All players stand on one side behind one of the dividing lines, except one player who is "it" and who stands in the center of the open ground. He calls:

"Pom Pom Pullaway!  
If you don't come, I'll pull you away!"

whereupon all the players must run across the open space to the safety line on the opposite side, the one who is "it" trying to tag as many as possible before they reach that line. Anyone tagged by the one who is "it" joins him in helping to catch other players as they dash across the open space; but the one originally "it" remains the caller throughout the game. The player who is "it" again calls "Pom Pom Pullaway," etc., and all the uncaught players must run for their original goal. The players run from one goal to the other in this way until all have been caught. Then the game starts all over again. The first one to be caught in one game becomes "it" for the next game.

NOTE.—An excellent game, especially for boys.

### THREE DEEP

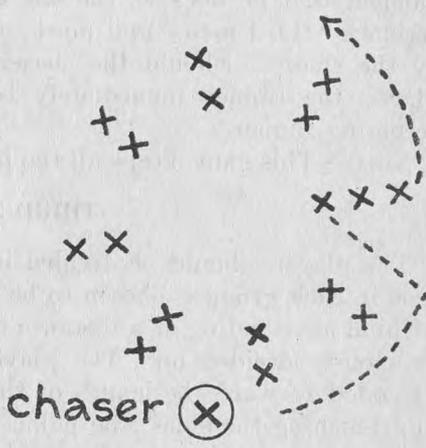
(15 to 60 players)

All the players but two form in a double circle facing inward, one player directly behind another. There are several methods of forming players into this double circle. One method is to have the players march in column two by two, form in a circle, and all face inward. Another method is to have the players form in a circle in single file, then every second player step in front of his neighbor on the right.

The two odd players, of whom one is runner and the other chaser, start outside of the circle, generally one of them starting on one side of the circle and the other opposite. The object of the game is for the chaser to tag the runner. The runner may save himself by running into the circle and stopping in front of any couple, whereupon, that file having been made "three deep," the outer player or third man can be tagged, so he becomes runner and tries to evade the chaser. He may save himself in the same way by stopping in front of a couple.

Should the chaser tag the runner, they exchange places, the runner becoming chaser and the chaser becoming the runner.

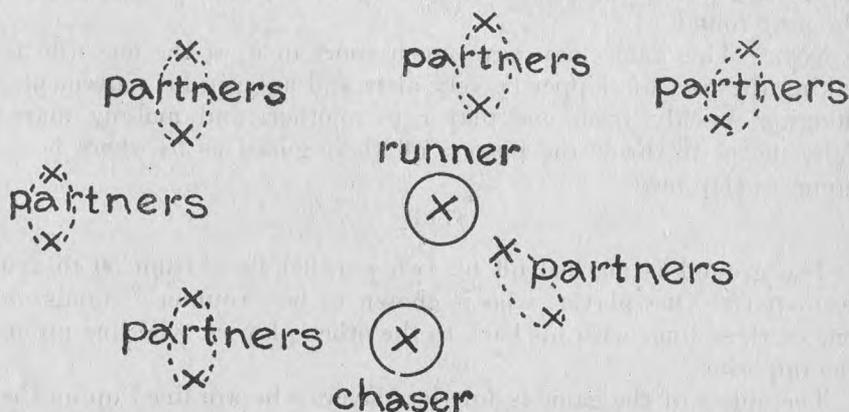
Both runner and chaser may dash through the circle, but may not pause for a moment within the circle, except when the runner stops in front of some couple. When players confuse the play by hesitating while running through the circle, this privilege of running through is sometimes forbidden, all the chasing being confined to the outside of the circle.



NOTE.—This is a good chasing game.

THIRD MAN

This game is another form of Three Deep, but instead of the circular formation the players are scattered irregularly over the play-



ground. All of the players but two take partners and scatter in any irregular way. The players forming each couple stand facing each other, with the distance of a long step between them. To make a

success of the game the distance between the various couples should be considerable.

Of the two odd players, one is runner and the other chaser, the object of the latter being to tag the runner. The runner may take refuge between any two players who are standing as a couple. The moment that he does so, the one toward whom his back is turned becomes "third man" and must in turn try to escape being tagged by the chaser. Should the chaser tag the runner, they exchange places, the runner immediately becoming chaser and the chaser becoming runner.

NOTE.—This game keeps all the players on the alert.

### THIRD SLAP

The players should be divided into groups of from 5 to 10 each. One in each group is chosen to be "it"; the others line up in front of him, all standing at a distance of from 30 to 50 feet from a goal previously decided on. The players in the line hold their hands extended forward the length of the forearm, the elbows being bent and touching the sides; the palms should be turned downward.

The object of the one who is "it" is to slap some player's hands, either one or both hands, while they are in this position. When he makes the attempt to slap a player's hands, the player may bend his hands downward, upward, or sidewise at the wrist but must not withdraw his arm or change the position of his elbow. A player who receives the third slap immediately chases the one who is "it" toward the goal.

Should the slapper be caught before he reaches the goal, he must continue as before, but if he succeeds in reaching the goal in safety, he changes places with his pursuer, who becomes "it" or slapper for the next round.

NOTE.—This game may have much sport in it, if the one who is taking the part of slapper be very alert and agile in his movements, dodging quickly from one player to another, and making many false moves to throw the players off their guard as to where he is going to slap next.

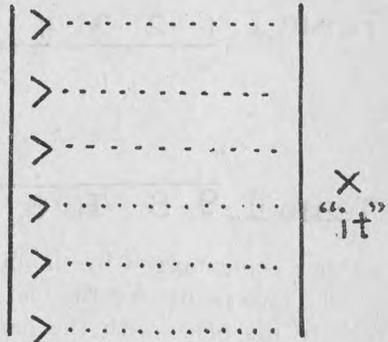
### STEP

The ground is marked off by two parallel lines from 50 to 200 feet apart. One player, who is chosen to be "counter," stands on one of these lines with his back to the other players, who line up on the opposite.

The object of the game is for the players who are lined up on the rear line to advance until they cross the line where the counter is stationed. They may advance only by short stages, however, during which the player in front counts 10.



The game starts by this forward player counting 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, loudly and rapidly, the other players moving forward while he does this; but as soon as he says "10" they must stand still, and he at once turns to look at them. He will call the name of any player or players whom he sees moving, and any so called must go back to the starting line and begin over again. This counting of 10 by the one player and moving forward of the others continues until all have crossed the line where the counter stands. The first one over changes places with him for the next game.



NOTE.—The players will learn to use much caution in moving forward, often stopping before the count of 10, to be sure that they shall not be caught in motion. The progress thus made may seem slower than that of those who dash forward to the last moment, but, as with the proverbial hare and tortoise, this slower but continuous method often wins.

### NUMBERS CHANGE

(10 or more players)

The players stand in a large circle and are numbered consecutively. One player takes his place in the center. He calls two numbers, and the players whose numbers are called must change places while the center player tries to secure one of their places. The one who is left without a place becomes the center player.

This game may be adapted for the schoolroom by selecting two players as chasers, who take their places in the front of the room. All of the other players are seated, having been numbered. The teacher calls two numbers. The players having those numbers must rise at once and exchange seats, the two chasers trying to catch them before they can get to their seats.

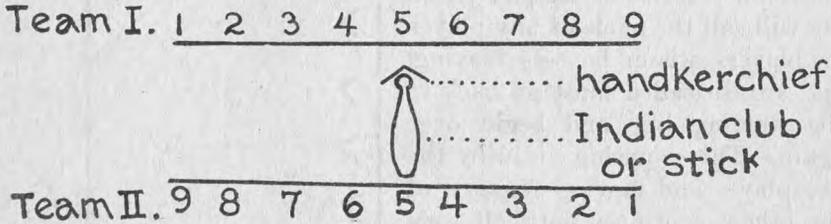
NOTE.—When a game is played under those circumstances it is not permissible for the chaser to take a vacant seat; he must catch the player who is running for it. No player, having once left his own seat, may return to it; he must keep up the chase until he is caught or reaches the seat for which he is running.

### “SNATCH THE HANDKERCHIEF”

Players stand in two straight lines facing each other. Each child has a number.

One team begins to number from one end of the line, and the other teams begins at the other end.

The teacher calls a number, for example, "No. 7"; then each of the two "No. 7" players tries to snatch the handkerchief from the Indian club (without upsetting it) and get back to his own place



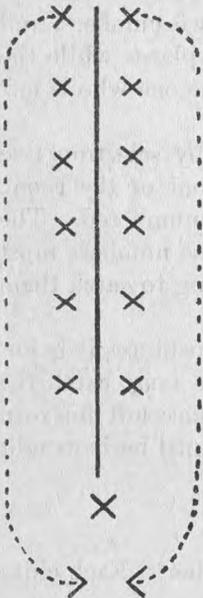
without being tagged by the other "No. 7." The teacher keeps the score. Two points for the team of the player who successfully gets back to his place with the handkerchief without being tagged by the player from the opposite team. One point for the team of the player who successfully tags the player on the opposite team who has snatched the handkerchief before this player gets back to his place.

NOTE.—It is well to have the boys and girls on opposite sides. It is an excellent game to develop both skill and alertness.

LAST COUPLE OUT

(11 to 25 players)

An odd number of players is required for this game. One is chosen for catcher, who stands with his back to the other players. The other players stand in couples in a long line behind, facing in the same direction that he does. The catcher should be not less than 10 feet in front of the first couple.



The catcher calls, "Last couple out." Then the last pair in the line run toward the front (the right-hand one on the right side of the double line, and the left-hand one on the left side) and try to join hands in front of the catcher before he tags either of them. The catcher must not chase them before they are in line with him, and must not turn his head to see when or whence the runners are coming. The runners should vary the method of approach, sometimes both circling far out beyond on each side, or one of them doing this and the other running close to the lines.

If the catcher succeeds in catching one of the players before that player can clasp hands with his partner, the player tagged becomes the catcher, and the former catcher and the other player form a couple and take their

places at the head of the line, which should move backward to make room for them. If neither is caught, they take their places at the head of the line, and the catcher calls again for the "last couple out."

NOTE.—This is a very good game to develop self-control.

### STREET AND ALLEY

(18 or more players)

The players stand in rank and file, with four or more players in each rank and in each file. The files should be far enough apart so that the children in one file can just clasp hands with the children in the next file. The ranks should be as far apart as the files. There are two extra players, one a "thief" the other a "policeman." The players join hands across the ranks, forming "streets," while the "thief" and "policeman" run, the "policeman" trying to catch the "thief." At a given signal, all players face right and join hands along the file, forming passageways at right angles to the "streets." These are called "alleys." The command to change from "street" to "alley," or vice versa, may be given by blowing a whistle or by calling "street" and "alley" alternately. To make the game lively, the command to change from "street" to "alley" should be given often. The "thief" and "policeman" may run only where the passageways are open. They are not permitted to break through the joined hands or duck under them. When the "policeman" catches the "thief," two players from the ranks are chosen to take their places and the former "thief" and "policeman" step into the places left vacant in the ranks.

NOTE.—This is an excellent exercise. Develops alertness.

### TAG GAMES

In Tag, one player is "chaser," or "it," and tries to touch or "tag" the other players, the one tagged then becoming chaser. There are many kinds of "tag" games, and it adds to the interest and fun to vary them.

#### Japanese tag.

In this form of the game, whenever a player is touched or tagged he must place his left hand on the spot touched, whether it be his back, knee, elbow, ankle, or any other part of the body, and in that position must chase the other players. He is relieved of this position only when he succeeds in tagging some one else.

As in other tag games, where there are a large number of players several players take the part of the tagger, or "it," at the same time.

NOTE.—By keeping the left hand on the spot tagged the player develops skill and the game is more amusing.

**Stiff-knee tag.**

All players keep stiff knees and play tag. (For older children.)

NOTE.—This is a good game, and also a good leg-muscle exercise.

**Nose-and-toes tag.**

Players are safe from being tagged when the nose is held with the left hand and at the same time the toes of the left foot are held with the right hand.

NOTE.—This game is very amusing, especially to “break in” a group. It is a good back exercise.

**Cross tag.**

“It” starts after any player he chooses, but must change his course to pursue any other player who runs between “it” and the one he is chasing. Thus a fresh runner may at any time divert “it” from a tired player who is nearly tagged.

NOTE.—This game is very good for developing skill and alertness.

**Chain tag.**

One player is chosen to be the first link of the chain. When he has tagged a player, this player locks arms with him and forms the second link. These two links, without separating, add a third link by tagging another player who locks arms with the first player caught. In like manner other links are added, the chain lengthening until it includes all the players as links.

**Partner tag.**

All the players but two hook arms in couples. Of the two who are free, one is “it” or chaser, and the other the runner. The runner may save himself by locking arms with either member of any couple he chooses. Whenever he does so, the third party of that group becomes runner and must save himself in like manner. If the runner be tagged at any time he becomes “it” or chaser; and the chaser becomes runner.

NOTE.—To get the proper sport into this game, the couples should run and twist and resort to any reasonable maneuver to elude the runner, who is likely at any time to lock arms with one of them and so make the other the runner.

**BULL IN THE RING**

(For boys)

All but one of the players stand in a circle with hands firmly clasped. The odd player stands in the center and is the “bull.” The “bull” tries to break through the ring by parting the hands of any of the players. If he breaks through, the two players whose hands he parted immediately give chase to him, and the one catching him becomes the “bull.”

NOTE.—This game is better for boys, as it may be rough.

### BLACK TOM

Two parallel lines are drawn on the ground with a space of from 30 to 50 feet between them. All the players except one stand beyond one of these lines. In the middle territory between the lines the one player who is chosen to be "it" takes his place and cries, "Black Tom! Black Tom! Black Tom!" repeating the words three times as here given; whereupon the other players must all rush across to the opposite line, being chased by the center player, who tags any that he can. Any one so tagged joins him thereafter in chasing the others.

The particular characteristic lies in the fact that the center player, instead of saying "Black Tom," may trick or tantalize the runners by saying, "Yellow Tom," or "Blue Tom," or anything else that he chooses. Any player who starts to run upon such a false alarm is considered captive and must join the players in the center. This is also true for any player who starts before the third repetition of "Black Tom."

Another way of giving a false alarm is for any of the center players except the original "it" to give the signal for running. Any runner starting in response to such a signal from any of the chasers, except the original "it," thereby becomes captive and must join the players in the center. The first one to be caught is center player, or "it," for the next game.

NOTE.—A game of alertness and concentration.

### DUCK ON ROCK

Equipment: Bean bag, or stone.

Each player is provided with a bean bag or a stone, called a "duck," about the size of a baseball. A large rock or post is chosen as the "duck rock," and 25 feet from it a throwing line is drawn. One player places his "duck" on this "duck rock" and stands by it as a guard. (This guard is selected at the beginning by all the players throwing their "ducks" at the "duck rock" from the throwing line. The one whose "duck" falls nearest to the rock becomes the first guard.) The other players stand behind the throwing line and take turns in throwing at the "duck" on the rock, trying to knock it from the rock. After each throw a player must recover his own "duck" and run back "home" beyond the throwing line. Should

he be tagged by the guard while trying to do this, he must change places with the guard. The guard may tag him at any time when he is in front of the throwing line, unless he stands with his foot on his own "duck" where it first fell. He may stand in this way as long as necessary, awaiting an opportunity to run "home"; but the moment he lifts his "duck" from the ground, or takes his foot from it, he may be tagged by the guard. Having once lifted his "duck" to run "home" with it, a player must not again place it on the ground.

The guard may not tag any player unless his own "duck" is on the "rock." Before he may chase the thrower, he must therefore pick up his own "duck" and replace it should it have been knocked off. This replacing gives the thrower an opportunity to recover his own "duck" and run "home," but should the "duck" not have been displaced from the "duck rock," the thrower may have to wait either at a safe distance or with his foot on his own "duck" if he can

duck rock ●

duck guard X

throwing line x x x x x x

get to it, until some other thrower has knocked the "duck" off the rock. Several players may thus be waiting at one time to recover their "ducks," some of them near the "duck rock," each with a foot on his "duck," others at a distance. Any player tagged by the guard must change places with him, placing his own "duck" on the rock. The guard must quickly recover his "duck" and run for the throwing line after tagging a player, as he in turn may be tagged as soon as the new guard has placed his "duck" on the rock.

A stone that falls very near the "duck rock" without displacing the "duck" may also prove disastrous to the thrower. Should a stone fall within a hand span (stretching from finger tip to thumb) of the "duck rock" without knocking off the "duck," the guard challenges the thrower by shouting "Span!" and proceeds to measure with his hands the distance between the "duck rock" and the other player's "duck." Should the distance be less than a hand's span, the thrower of the stone has to change places with him, put his own "duck" on the rock, and become the guard.

**NOTE.**—This is a game for boys. It teaches them to become expert throwers. Great care should be used that the boys do not throw stones at each other.

## ANIMAL BLIND MAN'S BUFF

(10 or more players)

One player is blindfolded and stands in the center of a circle, with a stick or cane in his hand. The other players dance around him in a circle until he taps on the floor with his cane, when they must stand still. The "blind man" thereupon points his cane at some player who must take the opposite end of the cane in his hand. The "blind man" then commands him to make a noise like some animal, such as a cat, dog, cow, sheep, lion, donkey, duck, parrot. From this the "blind man" tries to guess who the player is. If the guess is correct, they change places. If wrong, the game is repeated with the same "blind man."

The players should try to disguise their natural voices as much as possible when imitating the animals, and much sport may be had through the imitation. Players may also disguise their height, to deceive the "blind man," by bending their knees to seem shorter or rising on their toes to seem taller. Where there are 30 or more players, two "blind men" should be placed in the center.

NOTE.—In playing games with blindfolds it is very important that the blindfold be refolded every time it is used, so that only a fresh portion of it touches the child's face, otherwise contagious diseases may be passed from child to child.

## STILL POND

One player is blindfolded; the others scatter about the playground. The blindfolded player is led to the center of the playground, and asked: "How many horses has your father in his stable?"

He replies: "Three."

"What color are they?"

"Black, white, and gray."

"Turn around three times and catch whom you may."

The blindfolded player is then spun around so as to confuse his sense of direction. He then says, "Still pond; no more moving," whereupon the other players must stand still, being allowed only three steps thereafter. The blindfolded player begins to grope for the others. When he catches one, he must guess by touching the hair, dress, etc., whom he has caught. If he guesses correctly the player changes places with him; if incorrectly, he must go on with his search. The players may resort to any reasonable devices for escaping the hands of the groping "blind man," such as stooping or dodging, so long as they do not take more than three steps. When caught, a player may try to disguise his identity by making himself shorter, etc.

## RACES AND RELAYS

Races of all kinds, when not overdone, are excellent exercise and develop competition in a way that no other form of play does. Races develop alertness and bring out a "freeness" of motion that is splendid.

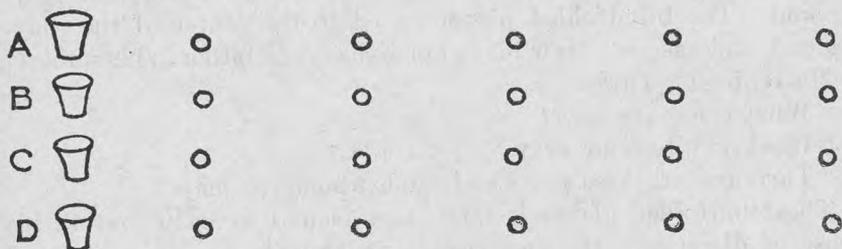
Relay races are even better, for they develop a "team spirit," which is one of the highest forms of play. To teach any kind of play that makes a child forget his own individual self and play his best for the team is to bring out the best in that child.

Almost all races can be played as relays. It is best to teach the race first and afterwards choose teams and make it a relay race. It is important that every child understand the relay. It is best not to play relay races with young children.

Teach the children to play with all their might, but cultivate a sense of honor. Teach them that any victory not earned by strictly fair play is a disgrace to them and their team. Develop the spirit of trust. To be trusted is far better than to be praised. Defeat that is the result of an honest trial of strength is honorable defeat.

### POTATO RACE

The space for a simple potato race should be marked off thus:



At each "o" is placed a potato or some other small and uniform-sized object. The spaces between the "o's" should be at least 3 feet. At each of the points A, B, C, D a basket is placed, and a player stands ready to begin at a signal from "starter." Each player runs to the first "potato" in his "line," picks it up, runs back to his basket with it, puts it into the basket, and runs for the next "potato," and so on until all are in the basket. The player who puts all the potatoes in his line into his basket first is the winner. The winner then plays the winner of the next set of four, and so on.



### PEANUT RACE

The players are in the same formation as for potato race. They use peanuts instead of potatoes and pick them up with either a knife or a spoon and carry them to the basket one at a time as in the potato race.

### OBSTACLE RACE

An "obstacle race" is a race in which the players must overcome certain obstacles; for example, the players must jump over boxes (the obstacles must be alike for all players), crawl through barrels, turn handsprings, or perform other "stunts."

NOTE.—It is very amusing if the players are dressed in "funny clothes."

### WHEELBARROW RACE

The first player is on his hands and knees and his partner stands in back of him and grasps him at the knees, thus making a "wheelbarrow." They then race another similar "wheelbarrow" to a goal line about 20 feet from the starting line.

NOTE.—This game is better for boys. It is an excellent back exercise. Great care should be taken that the one who is standing grasps his partner under the knees and not at the ankles.

## BEAN-BAG AND BALL GAMES

A wide variety of games can be played with bean bags or balls. Hard balls should not be used where small children are playing, but indoor baseballs, volley balls, or other balls which are filled with air make possible the playing of many games, particularly competitive games for older children.

To make bean bags, take two 6-inch squares of heavy cloth, such as duck, sew three sides, put in 1 cupful of beans, and sew the fourth side.

### HOT POTATO

This is a game especially popular with children under 10. The players can sit in a circle on the ground or in their seats (if in the schoolroom). An indoor baseball or a knotted handkerchief is the "potato."

A "make-believe" oven, in which to "bake" the potato, is formed by holding the hands around the ball on the ground. One player, who is "it," "heats" the potato. After he holds the potato in his hands for a few seconds, it is supposed to be very hot. He then bats the ball with the palm of his hands across the circle on the ground. The player nearest to whom it rolls must bat it quickly across the circle to someone else. No one must pick up the "hot potato," or hold it in his hands, even for a second, for fear he will "burn his fingers." If the one who is "it" taps any of the players while the potato is touching him, that player becomes "it."

### CALL BALL

(10 to 30 players)

The players are numbered and form a circle, one of the players standing in the center.

The player in the center tosses the ball high up within the circle, at the same time calling the number of some player. The one called must quickly run to catch the ball on the fly or on the first bounce. If he catches the ball he tosses it up and calls the number of some other player. If the ball is not caught, the first player again tosses it up. If any player fails three times to catch the ball, that player is out of the game.

## BALL TAG

(5 or more players)

The players scatter promiscuously. One player, who is "it," tries to hit one of the other players with a soft ball or a bean bag. Any player thus hit becomes "it" and must try to tag others in the same way. When a player fails to hit the one at whom he aims, he must pick up the ball and throw it at some one else. In the schoolroom, where the seats and desks interfere with this, any adjacent player may pick up the ball and throw it back to the one who is "it." Players may dodge in any way, as by stooping, jumping, or moving sidewise.

When there are many playing, it is advisable to have two or three who are "it," in which case there will be two or three balls or bean bags in use at the same time, and the game is much more rapid.

If played in the schoolroom, a light gas ball or bean bag should be used. Outdoors anything from a light-weight hand ball to a basket ball is suitable. Hard balls should never be used.

## CENTER CATCH BALL

(10 to 30 players)

The players stand in a circle, with an odd player in the center. He tries to catch the ball, which is tossed rapidly from one circle player to another. If he catches the ball, the one who last touched the ball changes places with him.

## DODGE BALL

(10 to 60 players)

The players are divided into two equal groups. One group forms a circle (this is not marked on the ground). The larger the circle the more sport in the game. The other group stands within the circle, scattered about. The object of the game is for the circle men to hit the center men with a basket ball or volley ball, the center men dodging to evade this. They may jump, stoop, or resort to any means of dodging except leaving the ring. Any player hit on any part of his body at once joins the circle men. The last player to remain in the center is considered the winner. The groups as originally divided then change places for the next game, the center men becoming circle players and the circle men going to the center.

The center players merely dodge the ball. The ball is returned to the circle either by a toss from a center man or by a circle man stepping in for it if it should not roll within reach. When two center men are hit by one throw of the ball, only the first one hit leaves the center.

**BEAN-BAG RING THROW****(10 or more players)**

This game may be played with bean bags, or, when out of doors, with small blocks of wood, stones, or shells. The players are divided into several groups of equal numbers. A small ring measuring from 12 to 18 inches in diameter is drawn on the ground or floor opposite each group of players, who stand in single file. The leader of each file "toes" a line drawn across the ground from 10 to 15 feet from the circles. Each file of players is provided with six bean bags or other objects for throwing, as indicated above.

At a signal the leader of each file throws his bags one by one toward the circle, and scores one point for each bag that lands within the circle. A bag that touches the line does not count. The player then takes up his bags and runs back to the rear of the file, giving the bags as he passes to the front player of his file, who should have moved up to the line. These second players, in turn, all begin throwing on a signal. The file wins which has the highest score when all have thrown.

It is advisable to have some one to act as scorer for all of the files, though it is practicable for the first player in each file to act as scorer for his file.

**HAND-OVER-HEAD BEAN BAG****(10 or more players)**

This is a relay passing race, the different rows of players competing with each other in passing bean bags backward over the head.

The players should all be seated, there being the same number in each row of seats. On each front desk a bean bag should be laid. At a signal the first player in each row lifts the bean bag over his head and drops it (it should not be thrown) on the desk behind him, immediately clasping his hands on his own desk. The next player either catches the bag or picks it up from his desk, and passes it backward in the same manner. It is thus passed quickly to the rear of the line. When the last pupil receives it he runs forward at once to the front of the line. As soon as he reaches the front desk the entire row of players moves backward one seat, and the player who ran forward takes the front seat, immediately passing the bag backward to the player next behind him.

The play thus continues until the original occupant of the front seat has again returned to it. As soon as he is seated he should hold the bean bag up with outstretched arm, as a signal that his row has finished. The row wins whose leader does this first.

**BEAN-BAG CIRCLE TOSS**

(5 to 20 players)

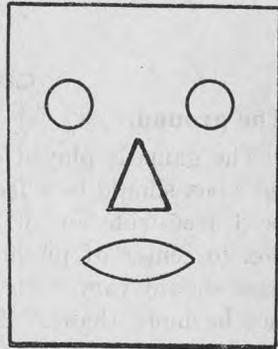
There should be a bean bag for each of the players except one. The players form a circle, separated from each other by a small space. At a signal from a leader each player turns toward his right-hand neighbor and tosses his bean bag to him, turning at once to receive the bag which is coming to him from the left. The game should move rapidly, but, of course, this is a matter of skill and may have to be acquired. With very little children it may be advisable first to play the game with only half as many bags as there are children, till they grow accustomed to tossing and turning quickly to catch. Balls may be used instead of bean bags if desired.

When the tossing has gone once or twice around the circle to the right, the direction should be changed to the left. It is well to have one of the bean bags of a different color from the others, so as to know when the circle has been completed. Any player failing to catch a bag must pick it up and toss it regularly to his neighbor.

**BEAN-BAG BOARD**

(5 to 30 players)

A board about 2 feet wide by 3 feet long is necessary for this game. Four holes to represent the eyes, nose, and mouth of a face should be cut in the board—two circles 5 inches in diameter for the eyes, an 8-inch triangle for the nose, and a 10 by 4 inch ellipse for the mouth. The board should be placed against a wall or fence or be supported by a hinged prop. The players stand at a line from 10 to 15 feet from the board. Each player has five bean bags, or five may be used for the entire group, the bags being recovered for each thrower in turn. A bag thrown into the mouth counts 5; into the nose, 10; into either eye, 20. The player wins who first scores 100, or the player having the highest score after all the players have had four turns to throw the bean bags may be considered the winner.



Where there are a large number of players it is desirable to have more than one board, so that the players may be divided into several groups and the game made more rapid.

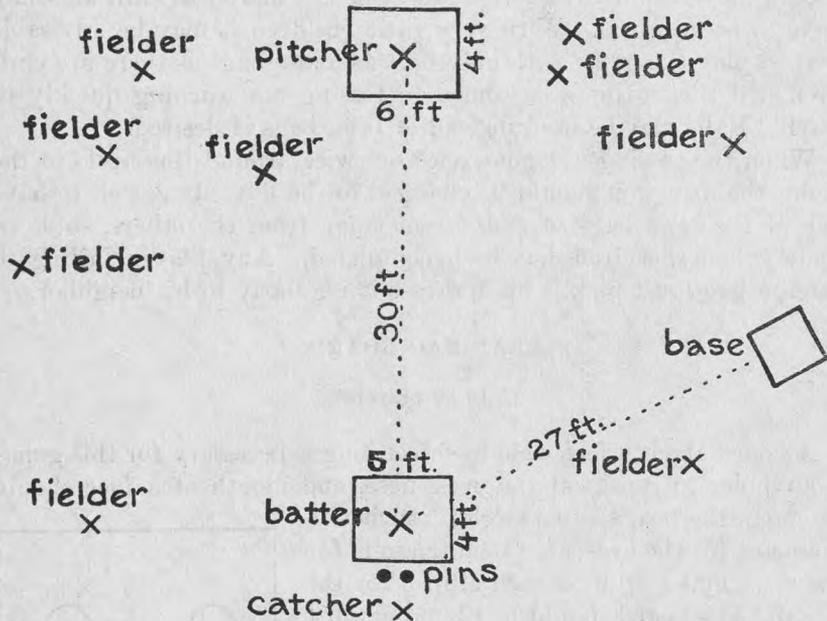
## PIN BALL

**Equipment needed.**

An indoor baseball, a baseball bat, and two Indian clubs for pins.  
(If Indian clubs are not available empty tin cans or sticks may be used for pins.)

**Players.**

Pitcher, catcher, and any number of fielders for each team.

**The ground.**

The game is played on a baseball field with only one base. Batter's box should be 4 feet wide and 5 feet long. Pitcher's box should be 4 feet wide and 6 feet long. Distance from center of batter's box to center of pitcher's box should be 30 feet. Distance to first base should vary with the skill and age of the players. It should not be more than 27 feet. The pins are placed 3 inches back of batter's box, 1 foot apart.

The batter strikes at balls thrown by the pitcher, as in baseball. The ball must be thrown underhand. The batter may be put out any time his bat is not touching the ground within the limits of the batter's box, by an opponent's bowling one or both of the pins down. He runs for base (1) when he hits the ball, (2) when the catcher fails to catch the ball, or (3) any other time when he thinks he has a chance to get to the base and back before his pins can be bowled down. He scores every time he gets to base and back without being put out. He remains at bat until he is put out. Any opponent may

bowl the pins down when the bat is not touching the ground within the batter's box, but it is usually best to throw the ball to the catcher and have him bowl them down.

A caught fly ball is out.

Three outs end the inning.

There are no strikes or fouls.

#### VOLLEY BALL

Volley ball is a splendid team game. Rules and complete instruction for laying out the court can be purchased at a nominal price.

## SUGGESTED GAME PROGRAMS

### I. Schoolroom games for younger children (6 to 10 years)

Active game (develops alertness) :

“Cat and Mice.”

Quiet game (develops hearing) :

“Who is Knocking at my Door?”

Active game (running game) (develops alertness) :

“Slap Jack.”

Quiet game (develops observation) :

“Who has Gone from the Ring?”

Active game (develops alertness, skill, and concentration) :

“Fox and Squirrel.”

Quiet game (trains little children to notice colors, distinguish materials, etc.) :

“I See.”

Active game (each of these games develops alertness, self-control, and concentration) :

“I say ‘Stoop,’”

or

“Magic Music.”

### II. Playground games for younger children (6 to 10 years)

Active game (running game) (develops alertness and concentration) :

“Cat and Rat.”

Active game (running game) :

“Have you Seen my Sheep?”

Quiet game (sitting down) (develops self-control and memory) :

“Apples Red.”

Active game (running game) (a good introduction to more difficult games) :

“Squirrel in Trees.”

Quiet game (sitting down) (develops self-control, concentration, and observation) :

“Button, Button.”

Active game (a more complicated game for little children) :

“Water Sprite.”



**III. Schoolroom games for older children (over 10 years)**

Active game (running game) (develops alertness):

“Tag-the-Wall Relay.”

Quiet game (either of these games develops observation):

“I Spy”

or

“Indian Running.”

Active game (develops alertness):

“Going to Jerusalem.”

Active game (develops alertness and teaches children to take risks and make dares):

“Midnight.”

Quiet game (each of these games develops imagination and dramatic tendencies.

“Charades”

or

“Dumb Crambo.”

Active game (develops self-control):

“Step.”

**IV. Playground games for older children (over 10 years)**

Active game (either game is a good running game and develops alertness; especially good for boys):

“Pom Pom Pullaway”

or

“Three Deep.”

Active game:

“Blind Man’s Buff”

or

“Still Pond.”

Quiet game (sitting down) (develops alertness):

“Numbers Change.”

Active game (chasing and catching game):

Tag game (Japanese tag or stiff-legged or cross tag, etc.).

Quiet game (sitting down) (develops ability to think quickly):

“Fire, Air, Water.”

Active game (either of these games develops alertness and concentration):

“Black Tom”

or

“Dodge Ball.”

## REFERENCE BOOKS

### Books of games and folk dances:

Games for the Playground, Home, School, and Gymnasium (456 pp.), by Jessie H. Bancroft. Published by Macmillan Co., Fifth Avenue, N. Y.  
What to do at Recess (33 pp.), by George E. Johnson. Published by Ginn & Co., Boston.

Songs and Games for Little Ones (136 pp.), by Walker and Greenough. Published by Oliver Ditson & Co., Boston.

Old English and American Games (55 pp.). Published by Saul Bros., 626 Federal Street, Chicago, Ill.

Folk Games and Gymnastic Play (43 pp.). Published by Saul Bros., 626 Federal Street, Chicago, Ill.

Folk Games of Denmark and Sweden (58 pp.). Published by Saul Bros., 626 Federal Street, Chicago, Ill.

Folk Dances of Bohemia and Moravia (45 pp.). Published by Saul Bros., 626 Federal Street, Chicago, Ill.

### Books which will help the teacher to obtain the best results from organized games:

Education by Play and Games (234 pp.), by George E. Johnson. Published by Ginn & Co., Boston.

Play and Recreation for the Open Country (265 pp.), by Henry S. Curtis. Published by Macmillan Co., New York.

Practical Conduct of Play (330 pp.), by Henry S. Curtis. Published by Macmillan Co., New York.

Play in Education (500 pp.), by Joseph Lee. Published by Macmillan Co., New York.

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