

Strachan

PART 2



PLAYBOOK



Play While You Learn

Learn While You Play

PARENTS ASSOCIATION, PLEASANT HILL, OHIO

PLAYBOOK

PART TWO



PLAY WHILE YOU LEARN
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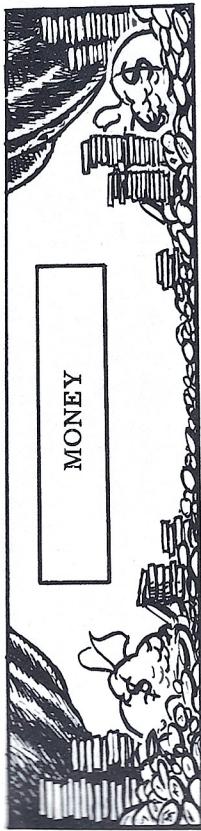
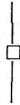
By

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Bruce and Betty were home from school because it was Saturday. They couldn't play out of doors on account of the rain. Just as they were wondering what they could do to pass away the time, they heard a thud against the door.

"What was that?" Betty was frightened.

Bruce went to the door and opened it cautiously. Then he stooped down and picked up something. "Oh look, Betty!"

He returned, holding high a tiny sample box of cereal. "Now I know what we can do. We can play store!"

"Let's do!" said Betty, and immediately they set about collecting other items and arranging them on the piano bench which was to serve as the counter.

Bruce Played Like He Was The Storekeeper

Bruce stood back of the bench (Fig. 169) and said, "Now, let's play like I'm the storekeeper and you be the --"

"I'll be the lady customer!" said Betty. Then she spread out her empty hands and added with a little shrug, "But what can I buy things with? I don't have any money."

Bruce had the answer. "That's easy. We'll ask Mother for some."

So they ran to the kitchen where Mother was baking, and asked if they might play with the money in her pocketbook.

Mother was interested in what they were planning to do. "You say you're going to play grocery store?"

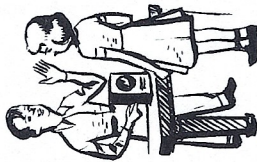


Fig. 169

"That's right," said Betty. "Bruce is going to be the storekeeper and I'm to be the customer."
"Well, I was just thinking," said Mother, "if this is to be a make-believe store, you really ought to have some make-believe money."

"Oh, yes!" The children were delighted. "That's just what we need. How do we go about getting it?"

Mother crimped the edge of her pie as she told them each what to do. "Bruce, how about your finding some cardboard and a pair of scissors? And Betty, you might bring some pencils and Mother's handbag."

Bruce ransacked the wastebasket for a piece of cardboard. By the time he returned with the scissors, Betty was there with the purse and the pencils.

"Now what do we do?" asked Betty.

Mother slipped her pie into the oven and closed the oven door. "Well, now let's see. You'll want some nickels and dimes and--"

"Pennies!" said Betty.

Mother agreed. "You'll need lots of pennies for making change." (Fig. 170)

"We'll want quarters, too," said Bruce, "and some half-dollars!"

There Is One Nice Thing About Make-believe Money

Mother laughed. "That's one nice thing about make-believe money. You can have as much of it as you want!"

Bruce looked at Betty in amazement. "We'll be rich!"

Mother took from her purse one penny, one nickel, one dime, one quarter, and one half-dollar. She spaced them evenly on the cardboard, then showed the children how to hold down each coin with the index finger of the left hand while using the right hand to trace around the coin with the pencil.



Fig. 170



Fig. 171



Fig. 172

In the center of each make-believe coin, they wrote a number to indicate its worth in terms of cents. On the cardboard penny they wrote the numeral 1; on the nickel, 5; the dime, 10; the quarter, 25; the half-dollar, 50.

While they were making these coins and cutting them out, Bruce said, "I wonder who ever invented money?"

"One theory," said Mother, "runs something like this. Many, many years ago, there was no need for money. Each man provided for his own family by hunting, fishing, or raising what crops he could. As time went on, some men proved to be more skillful fishermen than others. Some proved to be more skillful at hunting and preferred that line of work. Still others learned how to get the most out of the soil, and preferred to specialize in the raising of crops."

Bruce was all ears. "Wouldn't they get tired of eating just one kind of food?"

Mother nodded. "That's just what I was about to say. The hunter sometimes wanted fish for his family, and the fisherman wanted game. So they simply traded products, and each had what he wanted." (Fig. 175)



Fig. 173



Fig. 174



Fig. 175

"That way," observed Betty, "everybody was happy."

"Exactly. But sometimes the fisherman did not have any fish. Then he would say to the hunter, 'I would like a rabbit to eat today. If you will give me one now, I will give you a fish for it later.'"

Bruce and Betty thought that was a good arrangement.

"But," said Mother, "the fisherman, in order to be sure that he would remember to give the hunter a fish later, would take a charred stick and make a single mark at the left side of his cave door." (Fig. 176)

Bruce was a jump ahead of her. "And if the fisherman owed two fishes?"

"Then he would make two marks." (Fig. 177)

Betty was not to be left behind. "What if the fisherman owed three fishes--or even six?"

"Then he would make three marks, or six marks. You see, when people first wrote numbers, they let each mark stand for one object. Later, when trading increased, these people, because they had so many marks to make, became careless in writing them down."

"Maybe," ventured Bruce, "they didn't even bother any more to lift the charred stick away from the wall after each mark, but just sort of let the stick drag from one line to the next."



Fig. 176



Fig. 177

1	2	3	4	5	6	7	8	9	OLDEST WRITING
1	2	3	4	5	6	7	8	9	RAPID WRITING
1	2	3	4	5	6	7	8	9	FINAL WRITING

Here is a theory as to how the first numbers were made and how our present numbers came finally to be used instead of these first ones.

Fig. 178

"That is possible," said Mother. Anyway, some of the marks ran together. (Fig. 178)

"Like my letters," asked Betty, "when I print my words too fast?"

"The same principle," said Mother. "In fact, just as the careless running together of printed letters developed into script, so these original carelessly made marks evolved into numerals."

The children were fascinated. "But," continued Mother, "getting back to those primitive hunters and fishermen. As they traded more and more, they grew tired of making a mark for every single one of a large number of objects. For one thing, everybody knew that there were as many fish on a string as there were fingers on a man's two hands, and that there were also ten strings of fish to a basket. Why not have some way of indicating a whole string of fish at once, or even a whole basketful?"

Bruce could scarcely wait to hear the solution. "So what did they do?"

"Why, if a man had ten fish on each string, and owed three strings, he just indicated the number of strings instead of the number of fish. Or, if he owed hundreds of fish, he just indicated the number of baskets." (Fig. 180)

It Was a Wonderful Idea!

Bruce wasn't too sure that such a system would work. "You'd think the people would get all mixed up, and not remember which number meant the strings of fish, and which meant the baskets."

"They even thought of that," said Mother. "They got together and decided that they would each have three spaces on their cave wall to the left of the door. The number of baskets, or hundreds, was to be indicated in the third space to the left. The number of strings, or tens, was to be indicated in the second space. And the number of separate fish was to be indicated in the space nearest the door." (Figure 181)



Fig. 179



Fig. 180

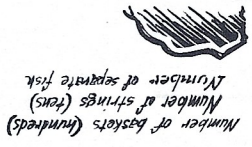


Fig. 181

Betty thought that was a clever idea.

"And finally," said Mother, "in order to interpret the figures correctly, even if written on bark or parchment, those people agreed to let a simple dot represent the door of the cave."

Bruce snapped his fingers and shot up his hand. "I know! The mark in the third space to the left of the dot told how many hundreds, and the mark in the second space told how many tens!" "That's exactly right. And the mark just to the left of the dot indicated the--"

"Ones!" called Betty, for her mother had looked directly at her for the answer.

"Now which one of you can tell me how they indicated one hundred baskets?"

Up shot Bruce's hand again. "Why, they put just one mark in the third space to the left of the dot; and nothing, or zero, in the first and second spaces."

"Good for you!" said Mother. "Now how would they have indicated one hundred and twenty-seven fish?"

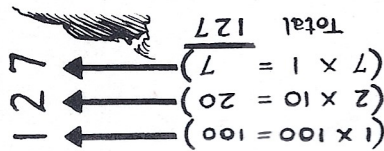


Fig. 182

They Discovered the Answer

Bruce and Betty figured it out together. "The figure 1 in the third space to the left to tell how many hundreds; the figure 2 in the second space to tell how many tens; and the figure 7 in the first space to tell how many separate fish."

"Right!" said Mother. "Isn't that a lot quicker than having to make one hundred and twenty-seven different marks?" (Fig. 182)

Bruce marvelled at the system. Betty said, "Those hunters and fishermen must have been smart people!"

Mother agreed. "After all these years, we still haven't been able to find a better method of counting things. But," she continued, "clever as their system of counting was, there came a time when they found that merely keeping records was not enough."

"Why not?" asked Bruce.

"Well, suppose the hunter wanted fish; but the fisherman, instead of wanting meat, wanted grain."

"What would they do then?" asked Betty.

Mother said, "They finally thought of a happy solution. They took small objects, like shells of different colors, and used them just as we use money."

"That way," said Bruce, "if the fisherman didn't want meat, he could accept shells from the hunter and give them to the farmer for grain!"

"That is exactly right," said Mother. "And this original system of exchange underlies all our modern business."

"Hey! Look at this!" cried Bruce. And he gathered up a whole handful of make-believe coins that he and Betty had finished drawing and cutting out.

Betty ran toward her bedroom. "I'm going to get my red pocketbook and fill it with this play money. Then I can buy lots of things!"

She returned wearing a red hat to match the pocketbook.

Bruce was already in his place back of the piano-bench counter. He had a towel pinned around his waist for an apron. He was wearing an old pair of spectacle-frames, and over his right ear he had placed a red pencil. Upon seeing his customer, he was all smiles. He greeted her cordially. "Why, good morning, Mrs. Wilson! And what can I do for you?" (Fig. 183)

Betty pursed her lips to effect the manner of a fashionable lady. She gracefully adjusted her hair in the back and then said sweetly, "Have you any tomahtoes?" (Fig. 184)

Bruce Was Completely Amazed!

Bruce was entirely unprepared for the way she pronounced that second syllable. Before he could control himself, he said, "Oh, my land!" and snorted right in her face. Then remembering his position as a respectable storekeeper,

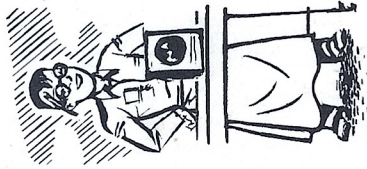


Fig. 183

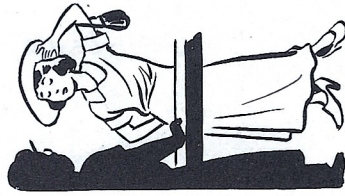


Fig. 184

he pulled a handkerchief out of his pocket and blew his nose. He cleared his throat with jaunty carelessness and said, "Pardon me, Mrs. Wilson, I seem to have taken a little cold. Came on me rather suddenly."

Conscious of his customer's icy stare, he continued without so much as cracking a smile, "Let me see-what was it you wanted, Mrs. Wilson? Oh, yes, now I remember--the tomatoes. Let me think. I believe I have just one left. If you'll pardon me, I'll take a look in my refrigerator."

Betty made use of his absence by looking over the outlay of groceries. When she came to a paper sack marked NAVY BEANS, she lingered over its contents. It had been a long time since she had seen these old white beads of Mother's.

Bruce closed the lid of the window seat which contained their playthings, and returned with a shiny red, rubber ball. "Here we are, Mrs. Wilson! Here's your tomato. Isn't it a beauty? Not a blemish on it. And this is the kind that doesn't even have seeds." (Fig. 185)

Betty eyed the "tomato" critically. "Is it home grown?"

"It sure is, Mrs. Wilson. It was grown right here in our own--" He was about to say toy-box, when he thought better of it and said "deep-freeze."

Betty adjusted her hair again, looked more approvingly at the tomato and asked, "How much is it?"

The Storekeeper Gave His Customer A Bargain

"Well, I'll make you a special price on that. Instead of charging you thirty cents, I'll let you have it for only twenty-seven."

Betty opened her red pocketbook and gave him two make-believe quarters. (Fig. 186)

Bruce took the pencil down from his right ear and did some figuring on a piece of paper. He



Fig. 185



Fig. 186

had added 25 to 25 and was about to subtract 27 from 50 when Mother came in. She watched him a moment and then said, "I believe there's an easier way to make the correct change than that." Bruce held up two crossed fingers. "King's ex, Betty. I want to see how Mother would do this."

Mother said, "How much did Betty give you?"

"Two quarters, that's fifty cents."

"And what was the amount of the purchase?"

"Twenty-seven cents."

Mother Shows Them the Easy Way

"All right. Simply remember that amount, twenty-seven cents. Get out a little change and spread it loosely over the palm of your hand so you can see at a glance your different coins. Then, beginning with 27, count aloud to 50 as you place each penny, nickel, or dime, in the customer's hand."

Bruce said, "Wouldn't I have to work it out on paper ahead of time?"

"Not at all. Let me show you." Mother took a handful of coins and spread them out on her left palm. "Here we are." (Fig. 187)

Bruce held out his hand.

Mother looked him squarely in the eye and said distinctly, "TWENTY-SEVEN." Then placing, in turn, three pennies in his hand, she counted aloud, "twenty-eight, twenty-nine, thirty." Seeing two nickels in her handful of change, she transferred first one of them and then the other to Bruce's outstretched hand.

"Thirty-five, forty." While she was still counting, her glance fell upon another coin which would complete the transaction. With an air of finality, she placed the dime in Bruce's hand, smiled, and said, "FIFTY." (Fig. 188)

"Oh, I see!" said Bruce. "Why, that's easy."

"I see, too!" said Betty. "Mother, may I be the storekeeper so I can make the change?"

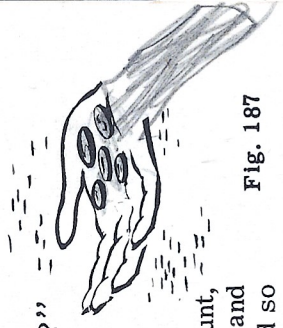


Fig. 187



Fig. 188

It seemed that now both children wanted to be the storekeeper. As usual, Mother knew just what to say to keep both of them in good spirits. She suggested that they take turn about.

Betty Was So Happy She Clapped Her Hands

Betty clapped her hands in glee. "Oh, goody! Now it's my turn!"

Mother squinted her eyes in deep thought. "I was just thinking--"

Bruce and Betty crowded eagerly to her, for they knew that, whenever Mother got to thinking, she always thought of something nice.

"What is it, Mother? What are you thinking?" "I was just thinking of a way that you could make your make-believe coins look like real money!" (Fig. 189)

At her direction, the children scampered for the proper materials and placed them on their play table--a sheet of carbon paper from Daddy's desk drawer, some ordinary tissue paper, a few actual coins, and a fountain pen with a smoothly rounded cap.

Mother placed on the table a new, unworn penny. On top of the penny, she placed a piece of tissue paper. Then on top of the tissue paper, she placed the sheet of carbon paper, carbon-side down. She held the coin firmly in place with two fingers of her left hand. Then she took the fountain pen in her right hand and began rubbing the smooth rounded end over the covered coin.

Both Children Watched Carefully

Bruce and Betty were watching every move so intently that their heads almost got in Mother's way. But she kept right on. (Fig. 190)

"Now I'm not sure this is going to work," she confessed. "But we'll see what happens." Gently she stroked the entire raised surface, being



Fig. 189



Fig. 190

especially careful to exert an even pressure against the circular edge.

When she lifted up the carbon sheet, the children were wild with excitement, for there on the tissue paper was a clear impression of the coin's markings. (Fig. 191)

"Oh, Mother!" exclaimed Bruce. "That's beautiful!"

Betty said, "Why, Mother, that is so plain that I can even see to read the fine printing. Underneath the 'ONE CENT,' it says 'UNITED STATES OF AMERICA!'"

Mother picked up the real penny and turned it over. "Now shall we make an impression of the obverse side?"

Who Ever Heard of Such a Word?

Bruce didn't understand. "Obverse?"

"Yes. The obverse side of a coin is the side that bears the date."

Betty said, "Then what is the name for the side that we've been looking at?"

"The side opposite the obverse," said Mother, "is called the reverse."

The children tried to see which could be the first to point out the reverse side of a quarter, the obverse side of a half-dollar, and so on.

After they had made carbon impressions of both sides of each coin, they cut them out and pasted them on the original cardboard coins. Now the make-believe pieces of change looked like real money. (Fig. 192)

Bruce said, "Thank you, Mother, for showing us how to do this!"

Betty said, "Now when we play store, it will seem as if we are really-truly buying things!"

And so the day that started out to be rather dull for Bruce and Betty turned out to be one of the gladdest, most exciting days they had ever known.



Fig. 191

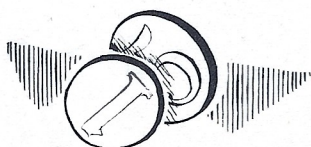
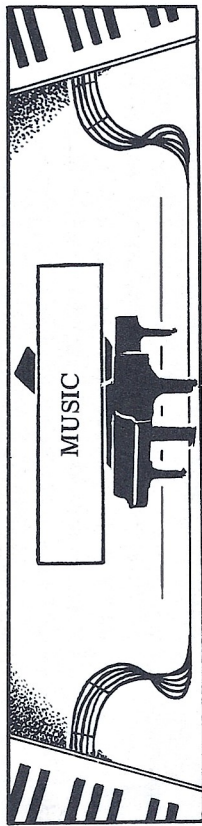


Fig. 192



It was another great day for Bruce and Betty when their cousin Dick, a popular High School student, came to visit them.

After Dick had gone, Bruce said, "Boy! Could he ever play the piano!" (Fig. 193)

"He sure could!" agreed Betty. She was thinking of the runs made by the gliding of Dick's thumb across the keys, when she added, "I liked that fast part that had the zippers in it!"

"Mother," asked Bruce, "how did Dick ever learn to play so well?"

"For one thing," said Mother, "Dick has loved music from the time he was a tiny child. I remember when he was no more than a toddler. Whenever he would hear beautiful music, he would stand stock-still in his tracks. Then, catching the rhythm, he would start swaying his whole body from one side to the other."

Bruce and Betty laughed at the thought of how cute the little fellow must have looked.

"Then," continued Mother, "about the time he started to school, he began taking lessons, and he has been advancing rapidly ever since."



Fig. 193

A Question Many Children Have Asked

Bruce was thoughtfully silent for a moment. "Mother," he said, "do you think I could ever learn to play the piano?"

"Why, bless your heart!" said Mother. "If you love music and really want to learn how to play, there's just nothing that can stop you!"

Betty said, "Does that go for me, too?"

"Indeed it does. Suppose we gather about the keyboard right now."

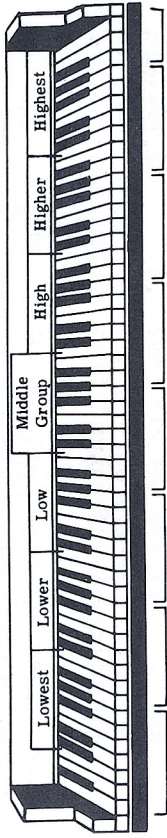


Fig. 194

The children were fairly trembling with eagerness as Mother pointed out first one interesting thing and then another.

"How many different kinds of keys do you see?" Bruce and Betty saw two kinds: black ones and white ones.

Mother concealed a number of black keys with her forearm and called attention to the white keys.

"They're all alike!" observed Betty.

"That's right," said Mother. "They are all the same size, and they all look exactly alike. But now look at this!" She removed her forearm from the keyboard. "How about these black keys?"

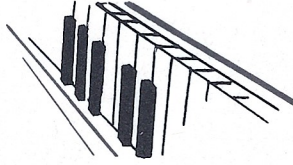


Fig. 195

Black Keys Are in "Bunches"

After scanning the full length of the keyboard, Bruce said, "The black keys are in sort of bunches." (Fig. 195)

Mother said, "How many black keys in a group?"

Bruce looked at the keyboard closely. "Some groups have two black keys, and some have three."

"With one black key left over," added Betty, pointing to the one at the extreme left end of the keyboard.

"That's true," said Mother. "That poor little black key is all by itself. But now about these groups of twos and threes. Would you say the twos are at one end of the keyboard and the threes at the other?"

"No!" Bruce was emphatic about this. Proceeding from left to right, he pointed out one group after another. "First comes a group of two black keys, then a group of three black keys, then twos, then threes, then--"

"It's that way all the way up!" announced Betty.

"Why, so it is!" agreed Mother. "Suppose we combine these little groups into larger groups, each containing a group of twos and a group of threes."

They Found Three Groups On Each Side of the "Middle Group,"

They called the group in the center of the keyboard the Middle Group. To the right of this, they called the groups the High, Higher, and Highest groups; and to the left, the Low, Lower, and Lowest groups.

At Mother's suggestion Bruce seated himself directly in front of the Middle Group. He slid his hands up and down over the keyboard just to get the feel of it. First he felt the groups of two black keys, then the groups of threes.

"Now close your eyes," said Mother.

Bruce shut his eyes so tightly that his face puckered. (Fig. 196)

"Now," said Mother, "with your right hand, let's see if you can find the three black keys in the Highest Group."

Bruce's fingers felt for the extreme right edge of the keyboard, then groped their way to the nearest group of threes. (Fig. 197)

"Good for you!" said Mother. "How did you know you had it right?"

Bruce opened his eyes and said, "That was easy! I could tell by the little spaces in between the black keys and by the wide spaces on either side of the group."

Betty said, "Mother, I think I could do that. May I try?"

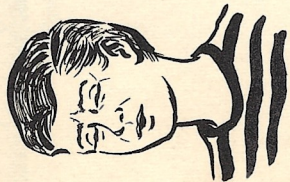


Fig. 196

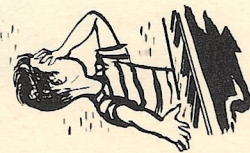


Fig. 197

As Bruce jumped up from the bench, Mother said, "Yes, now it's Betty's turn."

Betty was no more than seated when she closed her eyes.

Mother said, "Shouldn't you take a good look at the keyboard first?"

Betty opened her eyes just long enough to say, "I did that, Mother, while Bruce was taking his turn."

"Very well. Suppose with your left hand you find the two black keys in the Middle Group. . . Now the threes in the Middle Group with your right hand. . . Now with your left hand, see if you can find the threes in the Lowest Group."

Betty Found the "Poor Little Black Key" With Her Eyes Shut

Using Bruce's strategy in reverse, the fingers of Betty's left hand felt for the extreme left edge of the keyboard. "I'm not peeping, Mother," she declared, "but I can tell by the feel that this is that poor little black key that's all by itself." (Fig. 198)

Bruce and Mother laughed.

Betty's fingers groped their way over the two black keys, then went on and came confidently to rest on the group of threes.

"Splendid!" said Mother. "You and Bruce do catch on to things rapidly."

The children beamed with the pride of accomplishment.

"And now," continued Mother, "let's learn some more about these white keys. They are named for the first seven letters of the alphabet."

"I know!" said Betty. She held up the outstretched fingers of her left hand and pointed to each one in turn as she called off the letters: "A, B, C, D, E--" Then, holding up her right hand, she raised first her index finger and the one next to it as she called out triumphantly, "F, G!" (Fig. 199)

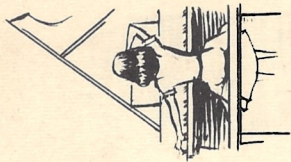


Fig. 198



Fig. 199

"But the white keys are all alike," said Bruce. "How can we tell which is which?"

"To start with," said Mother, "you might remember this little rhyme:

'Hi Dum Diddle,
D's in the middle.'

The children repeated it together.

"Now," said Mother, "suppose you find the group of two black keys nearest the center of the keyboard."

Bruce found it first.

Mother pointed to the white key between these two black ones and said, "Now what do you suppose is the name of this white key?"

"Oh, I know!" said Betty.

'Hi Dum Diddle,

D's in the middle.'

"Good for you!" said Mother. "I wonder how many D's there are on the keyboard."

Bruce found seven D's in all, one for every group of two black keys. (Fig. 200)

When the children learned that the white key to the left of the two black keys was C, and that the white key to the right was E, they located all the C's and all the E's. Then they played C-D-E in seven different places on the keyboard.

In similar manner, they learned the white keys nearest the three black keys, with F to the left, and B to the right.

Even after Mother had gone to prepare the evening meal, the children continued to drill each other on the names of the various keys.

Betty tested Bruce on the key which she considered the most difficult of all. "What is the name of the white key between the upper two of the three black--"

Bruce Asked Betty a Hard Question

"A!" called Bruce. "But now let me ask you a tough one. What is the name of the white key between the lower two of the three--"

"G!" shouted Betty.

And so, almost before they were aware of it, they had become acquainted with the full length of the keyboard. Even with their eyes shut, they could find any white key and describe its position.

The next evening, when Daddy came home from work, he brought a surprise package to each of the two children. They could scarcely wait to open the flat parcels and see what was in them.

"Oh, thank you, Daddy!" said Bruce, and he held up high a Music Writing Book. (Fig. 201)

Daddy smiled and patted him on the shoulder. "I'm glad you like it."

By this time, Betty had removed the wrapping from her Writing Book. When she saw that it was just like Bruce's, with lines for regular music, she leaped into her daddy's arms, grabbed him around the neck, and kissed him.

When the children gathered about the keyboard for their next lesson, Mother said, "Would you like to make signs in your notebooks to represent the sounds made by these different keys?"

Both Children Said "Yes" to This

Betty clapped her hands, as both she and Bruce shouted, "Yes!"

"First, said Mother, "let's take a look at some music that's already written. Here, this hymn book will be as good as anything."

As she leafed slowly through the hymnal, she pointed to the music above and below the words. "You see," she explained, "piano music is usually written on ten lines: five above an open space, and five below."

Bruce started counting them, just to be sure. "The lines in each staff," Mother reminded him, "are numbered from the bottom line, up."

"Oh, I see!" said Bruce and, starting this time from the lowest line, he counted aloud, "1, 2, 3, 4, 5; 1, 2, 3, 4, 5!" (Fig. 202)



Fig. 201

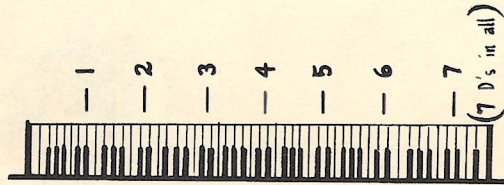


Fig. 200

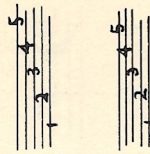


Fig. 202

"The upper lines," continued Mother, "are called the Treble Staff; and the lower five lines are called the Bass Staff."

"And what is this?" asked Betty, pointing to the sign at the upper left of the music.

Mother said, "That is called the G Clef. Want to guess why?" (Fig. 203)

Bruce squinted his eyes. "It looks just a little like a capital G."

"So it does. That should make it easy to remember that this second line which it curls around represents G, the first G above Middle C."

While Betty sounded that particular G on the piano, Bruce found twelve places on one page where the corresponding note appeared: the note on the second line of the Treble Staff.

"And what is this, Mother?" This time Betty pointed to the sign on the Bass Staff.

"That is called the F Clef." (Fig. 204)

Bruce squinted his eyes again. "Is it because it looks something like a capital F?"

"You're right!" Mother assured him. "Originally, it was the letter F. It always started from this heavy dot on the fourth line and indicated that any note on this line stood for F, the first F below Middle C."

This time Bruce sounded that particular F on the piano while Betty pointed out all the F's she could find on the fourth line of the Bass Staff.

It Was Fun to Work With The
Music Writing Books

"Now for your Music Writing Books!" Mother had already assembled the pencils and rulers. "First, suppose you fasten two of those staffs together by a brace, a straight up-and-down line that exactly touches the edges of all ten lines."

On the upper five lines, Mother taught them how to make a G Clef; and on the lower five lines, the F Clef. (Fig. 205)

After the children had placed a note on the second line of the Treble Staff to represent G, and a note on the fourth line of the Bass Staff to represent F, Mother said, "Now for the most important note of all! You see this wide space between the two staves? Let's just add a little line and put a note on it... There! That lies just halfway between the upper and the lower staves. For that reason it is called--"

Fig. 205

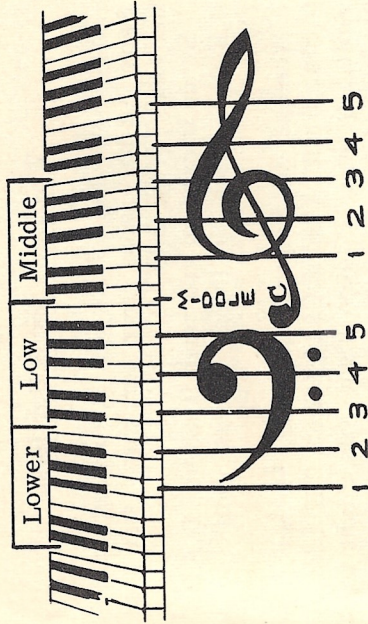
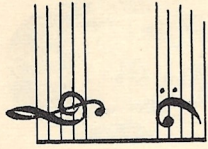


Fig. 206

"Right you are!" said Mother. "And now while I go about my work, I'm going to let you enjoy your Music Writing Books."

Betty said, "May we practice making G Clefs?"

"And F Clefs?" added Bruce.

"Surely," said Mother. "That's what those Music Writing Books are for."

Later in the day, Mother overheard Bruce and Betty making up riddles to be answered by musical terms.

Here are some of the riddles they were asking each other:

What is it you use to unlock a door? (Fig. 207)
What is a short letter that you write to a friend? (Note.)

What is sometimes worn on teeth to straighten them? (Bass.)
What is a long stick sometimes called, a stick that you lean on? (Staff.)

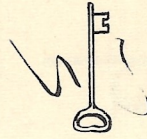


Fig. 207



Fig. 203



Fig. 204

When Bruce and Betty had learned to play the Scale of C, Mother said, "How would you like to start on some other key, we'll say G, and make up a scale that sounds just like the Scale of C?"

"Oh, I could do that!" boasted Bruce.

"Fine! Suppose you try it!"

Bruce found G and, in all confidence, started building up a scale: G, A, B, C, D, E, F --



Fig. 208

Why Betty Shook Her Head

But something was wrong. It sounded terrible. Betty put her hands over her ears, and shook her head. (Fig. 208)

Bruce backed up and tried it again: G, A, B, C, D, E, F -- Same old thing. It just didn't sound right.

When he was properly humbled, Mother came to his aid with a helpful suggestion: "If a certain white key doesn't sound right, you might try a black one."

Bruce knew which key was causing the trouble. It was that F. So this time he left it out entirely and played in its stead the black key to the right.

Betty breathed a sigh of satisfaction and said, "That sounds more like it!" (Fig. 209)

"A black key to the right of a white key," said Mother, "is called a Sharp (Fig. 210) and is a half-step higher in pitch. Listen to this."

She played F and then she played F-Sharp.

Bruce and Betty agreed that, even though the difference was only a half-step, it made all the difference in the world when it came to making the Scale of G sound right.

When Betty tried building up a Scale from F, the B sounded too high. So, without any help from anybody, she tried the black key to the left, and it sounded just right.

"Good for you!" said Mother. "A black key to the left of a white key is called a Flat (Fig. 211) and is a half-step lower."



Fig. 209



Fig. 210



Fig. 211

They Were Happy When They Could Name Any Key on the Keyboard

The children were delighted, for now they could name any key, white or black, the full length of the keyboard. They practiced making Sharps and Flats in their Music Writing Books, and they had great fun in making up Scales, beginning on different keys.

Mother said, "I'm going to play a Scale beginning on high D and coming down. Listen to this..."

"Why, Mother," said Bruce, "that sounds exactly like 'Joy to the World.' How did you do it?"

"Just by sustaining certain tones longer than others," said Mother. And then she fascinated the children by explaining how rhythm is represented in music by various kinds of notes, such as quarter notes (Fig. 212), whole notes (Fig. 213), half notes (Fig. 214), eighth notes. (Fig. 216)

Bruce and Betty wrote all these different kinds of notes in their Writing Books. They even composed melodies to simple rhymes.

Here is the very first melody that Bruce ever wrote:

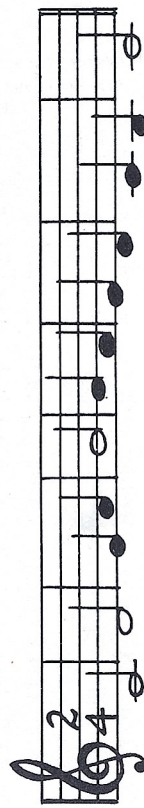


Fig. 215

Fun, fun, Oh what fun! Music lessons have begun.

That little composition just about sums up the experience of both Bruce and Betty. As time went on and they continued to learn interesting things about music, they loved it more and more. Before long, they were able to play regular pieces for the enjoyment of others as well as themselves. And all because of a visit from cousin Dick!



Fig. 212



Fig. 213

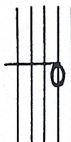
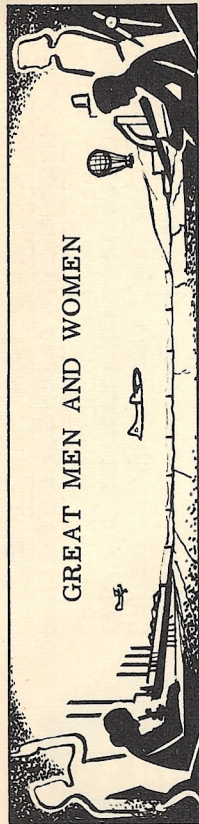


Fig. 214



Fig. 216



GREAT MEN AND WOMEN

By great men and women, we do not mean those who have sought to attract attention to themselves. Nor do we mean those whose names appear most frequently in newspaper headlines. Rather, by great men and women, we mean those consecrated persons who, in their own quiet way, have been able to accomplish the most for the welfare of mankind.

Happily, greatness is not confined to any one country, or to any one race. Great men and women have arisen from all parts of the world, and even from races that have been exploited and subjugated by their fellowmen.

GEORGE WASHINGTON CARVER

This great Negro scientist, through his inspired laboratory experiments, discovered more than three hundred uses for the ordinary peanut. (Fig. 217)

When he saw how the raising of cotton year after year was depleting the soil and impoverishing the already poor share-croppers of the South, he urged the farmers to rotate their production of cotton with peanut and sweet potato crops. (Fig. 218)

In following his advice, however, the farmers found themselves producing more peanuts and sweet potatoes than the market could absorb. This created an even bigger problem than before. Dr. Carver tackled this new problem and solved it in his own chemical laboratory by finding new commercial uses for the peanut and the sweet potato.



Fig. 217



Fig. 218

From the peanut, he derived such diverse products as face powder, axle grease, printer's ink, milk, cream, butter, liquid shampoo, creosote, vinegar, coffee, soap, salad, wood stain, dye, and a healing oil for victims of infantile paralysis. (Fig. 219)

At one time Dr. Carver was offered the sum of \$100,000 by a certain business firm which wanted his services. But he declined, in order to give himself whole-heartedly to the saving of the farmers of the South. (Fig. 221)



Fig. 220

DR. GEORGE CARVER

Orphaned from earliest infancy, this lowly man never knew who his parents were. He didn't even know his own name, or where he was born. And yet, because of his deep concern for the welfare of others, he not only saved the Southern farmers from hopeless poverty, but he enriched the whole world through his scientific discoveries.

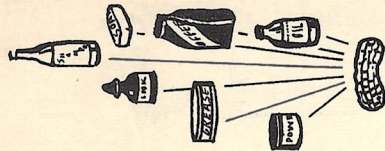


Fig. 219



Fig. 221

TOYOHICO KAGAWA

This great character was born July 10, 1888, in Tokyo, Japan. His father was a wealthy government official. When little Toyohiko was only four years old, his father died, and the child was left in the care of unsympathetic relatives. Although he was given a splendid education and plenty of money, his childhood was utterly devoid of affection.

At the age of seventeen he was converted to Christianity by a missionary (Fig. 222) who conveyed to him the love of God and convinced him that even one man, devoting himself to the service of others, can effect tremendous changes for good.

From that day, Kagawa's whole outlook underwent a transformation. To him, religion became not a scheme for attaining heaven after death, but the art of bringing heaven into the experience of living men.

His Rich Uncle Left Him Without Money

Since he was intellectually brilliant, his family expected him to enter the diplomatic service. His decision, therefore, to become a Christian minister was costly. He was disinherited by his rich uncle and left as a penniless student.

While at college, Kagawa contracted tuberculosis. (Fig. 223) The doctors gave him one year to live. He determined to expend that one year of life where it would count for the most. He would fling it into the Shinkawa slums of Kobe and would spend every moment that remained to him in relieving the suffering of the destitute human beings he found there.

With the help of some college friends, he was able to rent a miserable six-foot hut which was thought to be haunted because of a murder that had been committed there. On this account, the shack had long been vacant, even in this overcrowded district.

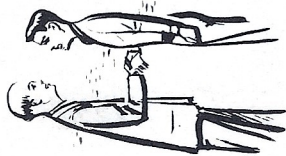


Fig. 222



Fig. 223

His first guest was a sick beggar who pleaded for a night's lodging. Kagawa shared a mat-bed with him. The next night, they were joined by an convict, then by another. The only job Kagawa could find was chimney-sweeping. The small income from this helped to provide the four of them with rice and water. But Kagawa was always seeking ways of earning more money, so that he might help more people.

He ministered to the sick and the dying, for epidemics were frequent in these vermin-infested hovels; epidemics of typhoid, dysentery, and small pox.

Sometimes as many as ten persons slept in his tiny hut. Even though he removed one of the walls to make more room, he himself was frequently crowded out. (Fig. 224)



Fig. 225

KAGAWA

On many occasions he was attacked by individual gangsters, mad with drink, but he kept right on loving them and helping them.

One day a magazine editor came to the neighborhood, seeking a human-interest story. People in the crowded, filthy alley told him to see Kagawa. (Fig. 226)

"Kagawa? Who is he?"



Fig. 224



Fig. 226

These poor creatures were at a loss to know how to describe him. Finally a crippled boy, whom Kagawa had taught to read and write, said, 'He is the one who serves.'

The journalist found Kagawa in his hut. The only furniture in the place was a mat-bed and a ramshackle set of shelves made of packing cases. On these shelves were books in Japanese, English, and French. They were volumes on science and travel, on religion and philosophy, but particularly on social reform. Among these books on the rickety shelves was a manuscript written on old scraps of wrapping paper, newspaper margins, and food-tin labels.

When the journalist left, he had something much more valuable than notes for an article. He had in his possession the manuscript of a great novel. (Fig. 227) It was entitled Across the Death Line. Its publication brought Kagawa a substantial sum with which to carry on his work. Still more important, the book served to acquaint the people with the evils of the slums.

A Great Day for Kagawa

It was a great day for Kagawa when the Japanese Government became so stirred by his dramatic exposure of slum conditions that ten million dollars were voted to be used in six cities for tearing down old rat-infested buildings and replacing them with decent houses having sanitary facilities.

It has now been more than forty years since the doctors gave him just one year to live, and Kagawa is still doing a prodigious amount of work. He has written scores of books, organized labor unions and cooperatives, and has traveled extensively in speaking tours throughout the world. (Fig. 228) It would almost seem that he was just too busy to take time off to die.

He is one of the most lovable, joyous persons imaginable. And yet he bears in his body the

marks of suffering and persecution. On one occasion a drunken neighbor, whom he had many times befriended, gave him a smashing blow on the mouth, knocking out four teeth. 'That's why I don't speak good English,' he tells American audiences. 'The four false teeth put in by a Japanese dentist don't have a very good American accent.'

He has suffered beatings and imprisonments. When he reads, he takes from his pocket a magnifying glass which he places to his right eye. (Fig. 229) His sight has been almost destroyed by a disease contracted from a blind beggar with whom he shared his bed.

MOHANDAS K. GANDHI

This nationalist leader of India was known affectionately as the Mahatma, meaning great soul. In spite of his superior education and training as a lawyer, he is usually pictured in the garb of a lowly Hindu. (Fig. 230) It was his custom to be clothed only in a homespun loin cloth in order to identify himself more intimately with India's millions of downtrodden outcastes.

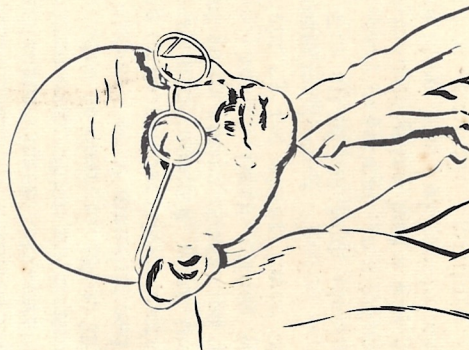


Fig. 231

GANDHI

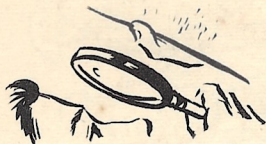


Fig. 229



Fig. 230

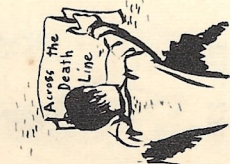


Fig. 227

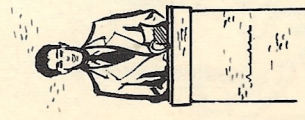


Fig. 228

On one state occasion, when all other guests were dressed in formal attire, Gandhi, in loin cloth and shawl, faced the British King. When Gandhi was leaving Buckingham Palace, someone twitted him for wearing so little. To this, he replied with a chuckle, 'His Majesty had on enough for both of us.' (Fig. 232)



Fig. 232

The Secret of Gandhi's Greatness

Gandhi's physical frailness was more than offset by his overpowering spiritual vitality. The secret of his greatness was his firm belief that love is the mightiest force in the world. Mightier even than weapons and bombs. And he set out to demonstrate this conviction.

His followers were called Satyagrahis. They were trained in the technique of non-violence. Against the enemy's ability to inflict suffering, they were to pit their ability to endure that suffering. Under no circumstances were they to return blow for blow. Rather, they were to return good for evil, even though they themselves might be tortured or put to death.

On one occasion, instead of resisting an armed onslaught, these Satyagrahis formed a human carpet over which the British Cavalry was commanded to charge. (Fig. 233) Many of Gandhi's followers were mangled and killed by the pounding of those merciless hoofs. But there came a dramatic moment when the cavalrymen could not go on riding roughshod over living, unresisting, human flesh. They were literally put to flight by the sheer force of disciplined, overpowering love.

For all of his high idealism, Gandhi was intensely practical. In a given situation, his legally trained mind had a way of knowing just what the issue was and how to meet it.

For example, millions of India's poor had long been exploited by the British Government. At a time when the Viceroy of India was getting



Fig. 233

approximately \$25,000 a year, the poverty-stricken peasants, for all their hard labor, were receiving only five or six cents a day. Even then, they were taxed for the very salt that they ate.

No one but the Government was permitted to make salt, and the product was sold at a price that added a heavy tax burden to the already destitute peasant. Salt was a necessity of life. A direct tax upon salt in a land where the people were starving, seemed unjust, especially when imposed by a foreign power. The Government was taking twenty million dollars a year from the people by salt taxation. (Fig. 234)

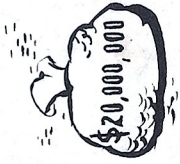


Fig. 234

How Gandhi Smashed a Monopoly

Gandhi proposed to smash that monopoly. He proclaimed that on a certain day he would begin to march, barefoot, to the seacoast. There he would manufacture salt by directing sea-water into shallow salt-pans and letting the water evaporate under the hot sun.

And so, on March 12, 1930, Gandhi with a host of followers led a spectacular, twenty-five-day march to the sea. (Fig. 235) Eventually, he held aloft a handful of untaxed salt in defiance of the whole British Empire.

What was the result? His followers did not retaliate when they were beaten by the police, for this salt-march was to be a demonstration of non-violence. Many arrests followed. Prisons were filled.

Gandhi himself was jailed. But his indomitable spirit kept marching on. Village after village refused to pay the unjust tax. Indian officials politely refused to co-operate with the foreign administration. Property was confiscated by the Government. Thousands upon thousands of Indian patriots accepted the bludgeonings of the police and were thrown into prison.



Fig. 235

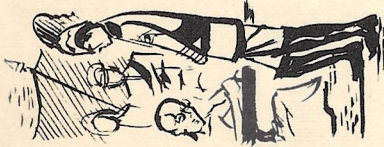


Fig. 236

But eventually the Satyagrahis won. Gandhi was released. And in March, 1931, an agreement was signed between Gandhi and the Viceroy, Indians could then make their own salt, untaxed. (Fig. 236) Political prisoners could walk out of jail as free men, and their property would be returned to them.

In ways such as these, Gandhi proved the fitness of the people of India to govern themselves. India was eventually given her independence and is now taking her place among the nations of the world.

The Game: Famous Persons

Here is a list of 24 outstanding individuals. Opposite the names in the list are the achievements for which the persons are noted.

Jane Addams	Pioneer American social worker
Marian Anderson	Negro contralto
George W. Carver	Negro scientist
Madame Curie	Co-discoverer of radium
Charles Dickens	English novelist
Thomas A. Edison	Inventor of electric light and phonograph
Albert Einstein	Mathematician, scientist
Henry Ford	Automobile manufacturer
Benjamin Franklin	American printer, writer, statesman, scientist, inventor
Mohandas K. Gandhi	Hindu liberator

Toyohiko Kagawa

Japanese writer, social reformer

Helen Keller

American writer, deaf and blind

Fritz Kreisler

Austrian violinist

David Livingstone

Missionary, explorer in Africa

G. Marconi

Inventor of wireless telegraphy

B. Michelangelo

Italian painter and sculptor

Isaac Newton

Discoverer of law of gravity

Florence Nightingale

English nurse

Louis Pasteur

French biological chemist

Albert Schweitzer

German organist, philosopher, medical missionary to Africa

William Shakespeare

English poet and dramatist

Leo Tolstoy

Russian writer, social reformer

Booker T. Washington

Negro educator

Christopher Wren

English architect

To help you become familiar with these names and the achievements associated with them, make 48 cards about $2\frac{1}{2} \times 3\frac{1}{4}$ inches in size.

On each of 24 cards print one of the foregoing names. On each of the other 24 cards write the corresponding achievements.

This game can be enjoyed by as many as nine players.

Shuffle the cards well. Deal five cards, face down, to each player, leaving the remaining cards, face down, in the center of the table.

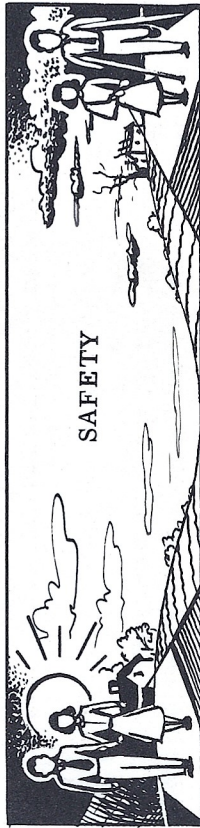
The object of the game is to see which player is the first to secure as many as five pairs of cards, a pair consisting of a card bearing the name of a famous person and another card listing his particular achievements.

The player to the left of the dealer begins the game. He looks at his own cards and sees, for example, "American writer, deaf and blind." So he says to some other player, "I would like the name Helen Keller." Or, if the first player has the name Helen Keller, he may ask for an "American writer, deaf and blind." In other words, the card he asks for must match one of the cards in his own hand.

If the one called upon by the player happens to have the desired card, he must turn it over promptly to the player who asked for it. When given the appropriate card, the player then places the pair of cards in front of him and continues to play until he fails to receive the card he asks for. He may then draw the top card from the center of the table. If this card completes a pair for him, he continues to play. Otherwise, the next player to the left proceeds.

The winner of the game is the first one who succeeds in laying down the fifth pair of cards.

Note: To be sure of the correctness of any pair of cards, it might be well to number consecutively the 24 achievement cards to correspond with the 24 cards bearing names. These numbers need not interfere at all with the game, because they are not to be considered except in cases where there is desired an immediate check-up on correctness.



Here in the newspaper is an account of a tragic accident. A twelve-year-old boy shot his dearest chum. How did such a thing ever happen? This boy didn't mean to commit murder. He was just playing. Besides, when he pulled the trigger, he didn't know the revolver was loaded.

Thousands of children are crippled for life by accidents that could have been avoided.

You will find listed here a number of simple safety rules which everyone should know. Study them carefully, and then let your mother or some other person test you on your knowledge.



Fig. 237

If you build a campfire, be sure to put out the last burning ember before you leave the place. Never throw away a burning match. First extinguish the blaze.



Fig. 238

Keep away from thin ice when you skate. Before swimming, take a cool shower to prevent cramps. Avoid drinking from unknown streams or wells.

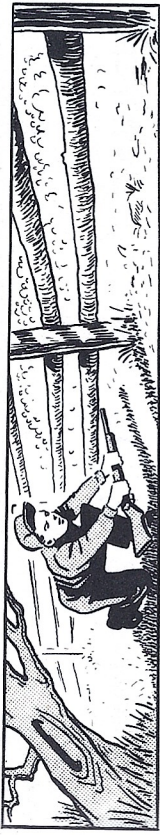


Fig. 239

If you must climb a fence while hunting, first place your gun carefully over or under the fence.

Never, never point a gun where you would not shoot.

When fishing, remember that fish hooks are extremely dangerous. Before jerking your fish line out of the water, make sure that no one is near enough to be injured by the barbed hook.



Fig. 240

In tramping through the country avoid wandering in a pasture where there are strange cattle.

Perhaps the following jingle will help you remember never to approach an animal from the rear.

On the mule we find two legs behind
And two we find before.
We stand behind before we find
What the two behind be for.

If you go to the woods, beware of eating unknown berries, fruits, or "mushrooms." They may be poisonous.



Fig. 241

In the Street

If you are playing ball, and the ball goes into the street, stand stock-still in your tracks until you have made sure there is no traffic approaching.

Cross a street only at an intersection.



Fig. 242

Before crossing a street, look first to the left and then to the right.

In the city, wait to cross the street until you have the green light.



Fig. 243

While skating, bicycling, or tobogganing, avoid holding on to a moving vehicle.

Avoid playing in the street, except in cases where the street is roped off for that purpose.

Keep away from railroad trestles.

In walking along a highway, walk on the left side of the road. Courteously decline rides from strangers.

Whenever possible, avoid riding a bicycle on the sidewalk. Even on the highway, bicycles are a traffic hazard. So use every precaution. Obey traffic signals. Use lights at dusk, as well as at night.



Fig. 244

In the Home

Keep gasoline, naphtha, and kerosene away from an open fire. If the house should catch fire, call the fire department.

If your clothing catches fire, fling yourself to the floor and roll. Or wrap a blanket or rug about you--anything to smother the flames.



Fig. 245

Before changing a light bulb, make sure that the electric current is turned off.

While in the bathtub, avoid touching electric fixtures. Keep ice and snow off of outdoor steps and walks.



Fig. 246

Keep the stairway absolutely free of objects and look at the steps before going up or down.

In the Automobile

Before closing a car door, pause a moment to make sure that no fingers will be injured.
Keep hands off the instrument board.
Remain seated while the car is in motion.
Avoid opening a door while the car is moving.
Wait to get out of the car until it has come to a dead stop.



Fig. 247

First Aid

Take care of even the slightest wound as soon as possible.
Have access at all times to at least a simple First-Aid kit, containing sterilized cotton, gauze bandages, adhesive tape, and an antiseptic.
Before using medicine of any kind, read carefully the label.
If blood spurts from a cut, make a tourniquet by applying a bandage between the cut and the heart. Take a stick and twist the bandage tightly enough to stop the spurting, then get a doctor at once.

"DO-YOU-KNOW" GAME

For Children Under Three Years of Age

To the parent: the purpose of this game is to teach even a very young child to recognize at a glance the pictorial likeness of simple objects.

Get the child's attention, point to the first drawing, and say pleasantly, "Chair."

When he repeats the word after you, pat him on the back and say, "Oh, that's fine! This is a chair!"

Now point to the second picture and proceed in a similar manner. Before leaving the first three drawings, make sure that the child can identify each one. Let him point to each object, in turn, as you call off the name. Then let him call off the correct name, as you point to any one of the three objects.

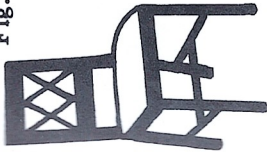

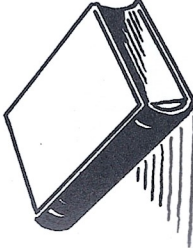

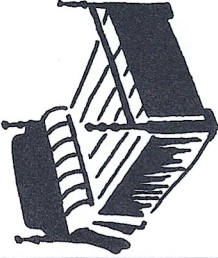
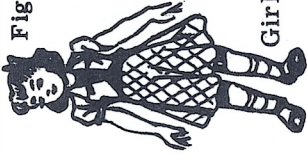
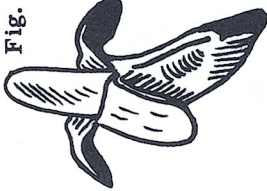

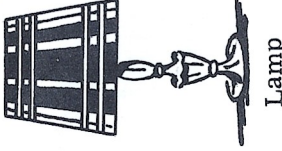


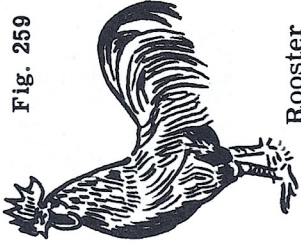
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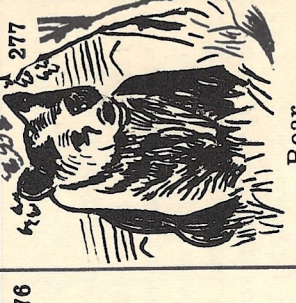


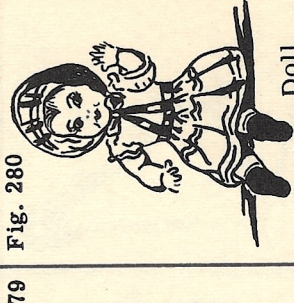
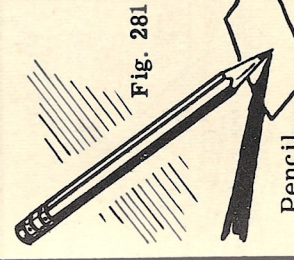
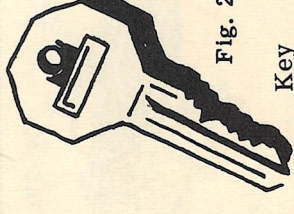
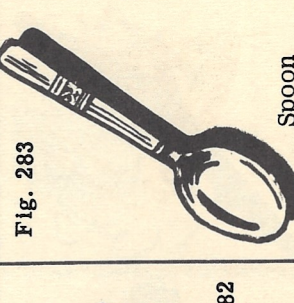
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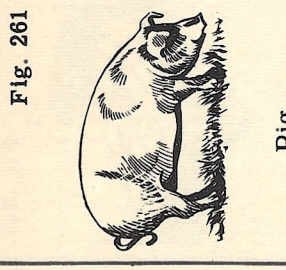


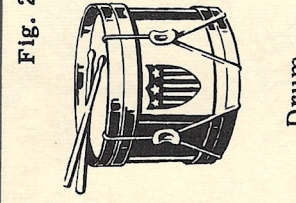
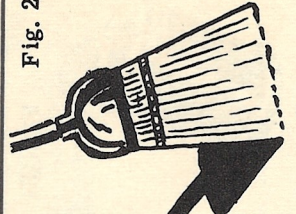
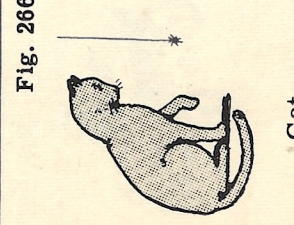

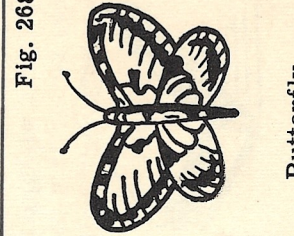
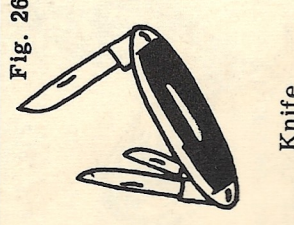
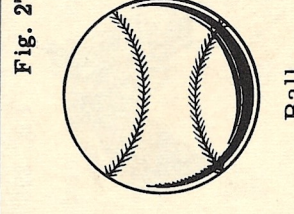

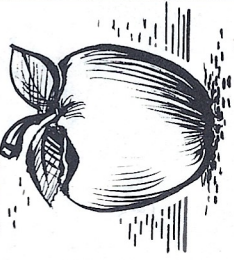

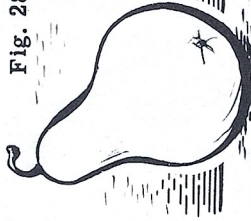
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Fig. 285 	Grapes
Fig. 286 	Pear

For Children Three to Six Years of Age

To the parent: the greater your child's fund of general knowledge, the more likely he will be to develop into a person of broad, cultural interests.

When pointing to the drawings in this section, add any information you can about the object. Thus you may arouse your child's curiosity and so start an interest that he will enjoy for years. For example, a word about the squirrel's home may start a love for all wild life.

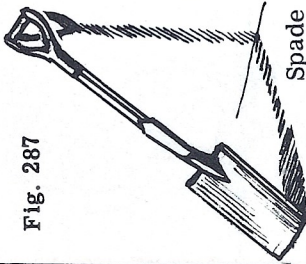
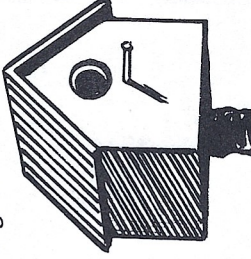
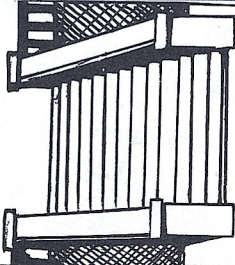
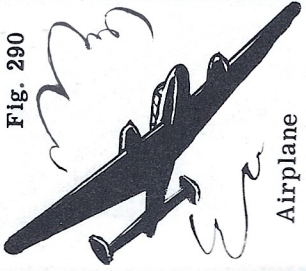

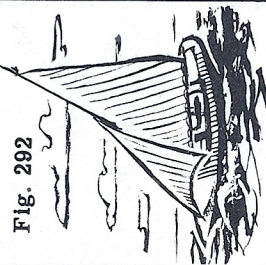
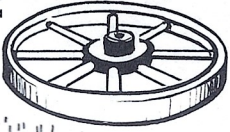



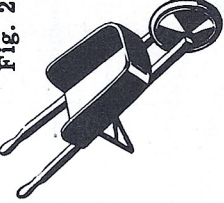
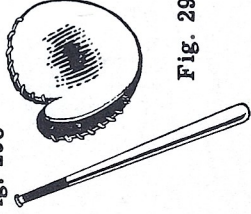



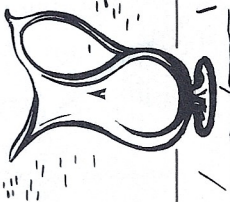
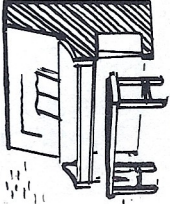


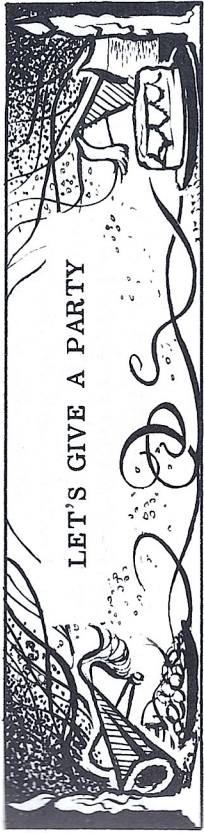
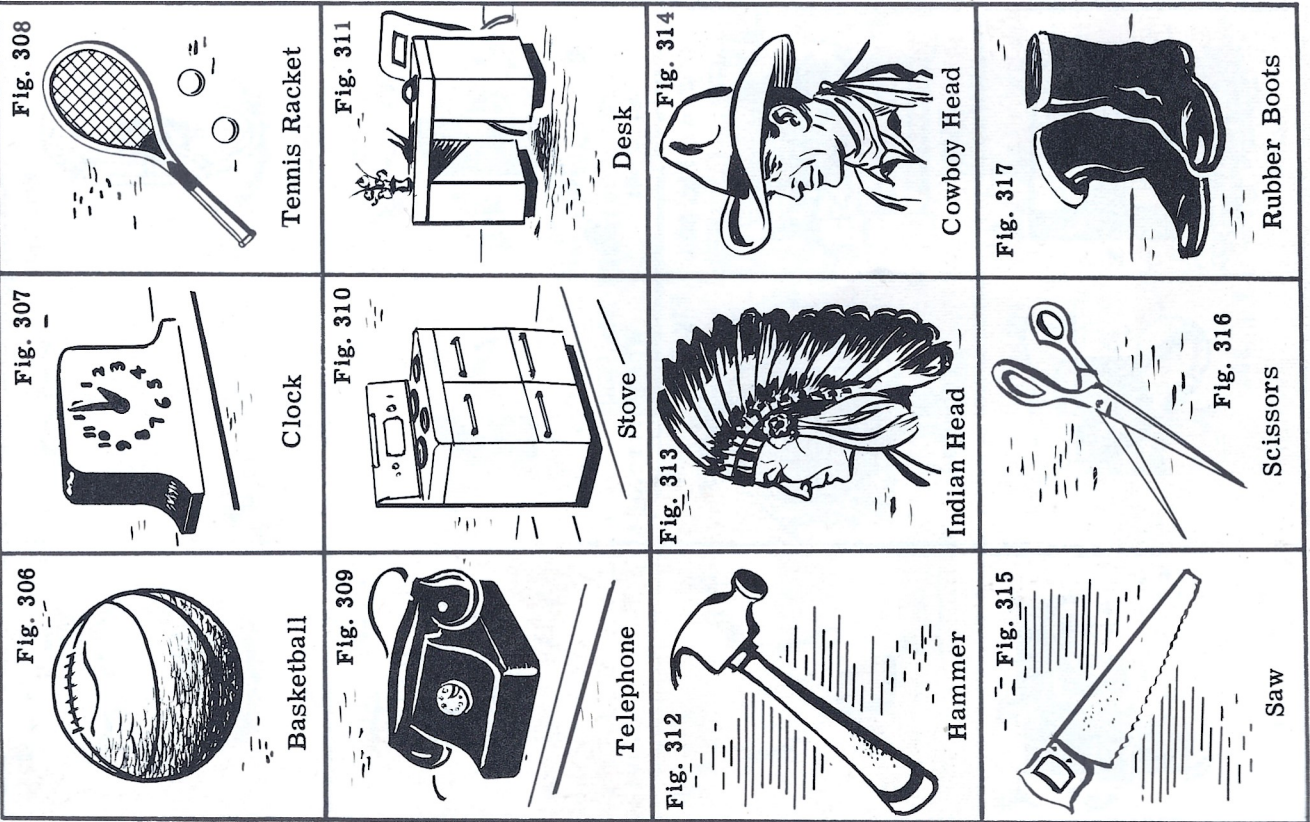
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Fig. 299 	Glove
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Fig. 302 	Pitcher
Fig. 303 	Piano
Fig. 304 	Violin
Fig. 305 	Camera



There may be times during the year when you would like to give a party for your friends.

The next few pages contain party ideas which, with very little expense, can provide great enjoyment for your guests.

In preparing for your party, you will want to plan every phase of it carefully: invitations, decorations, entertainment, refreshments, and favors.

When making out your invitation list, be sure to include every child who might reasonably expect to be invited. After all, the purpose of a party is to create a general feeling of friendship and good will. To neglect a single child, intentionally, would defeat the very purpose of a party.

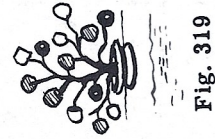
While invitations, decorations, and favors can be purchased, they will really seem more personal if you make them yourself. (Fig. 318)



How to Make a Nice Centerpiece
For the Table

An attractive centerpiece for the table can be made by taking a small bare branch and pushing a colored, sparkling gum drop onto the end of each twig. (Fig. 319) Variations of this idea may be used for Special Day parties merely by substituting for the gum drops the particular emblem of the Day. For example, on St. Valentine's Day, you can decorate the twigs with tiny red-cardboard hearts. On Washington's Birthday, you can use red cherries. And on St. Patrick's Day, green shamrocks.

Instead of giving prizes to the two or three children who may be the winners of contests, it



is much more desirable to leave off the special prizes and see that every child has some little favor to carry home. It need not be much. Just some little token, the very sight of which will recall to his mind the happy time he enjoyed at your party.

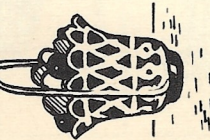


Fig. 320

Here is just one suggestion for such a favor: a tiny paper-doily basket filled with colored candies. (Fig. 320)

Such a basket can be made in the following way. Take a very small lace-paper doily and place it over an upturned pop-bottle cap from which the cork has been removed. Then press the cork down into the center of the doily to hold the doily firmly in the bottle cap. If the cork should have a tendency to work loose, simply put a touch of fingernail polish in the bottom of the metal cap, or even between the doily and the cork.

How to Improve the Paper-Doily Basket

To form the basket handle, hook the bent tip of a white pipe-cleaner onto the under side of the doily next to the metal cap. Then bring the pipe-cleaner around and over both upcurved sides of the doily, and hook the remaining end of the pipe-cleaner to the under side of the doily next to the metal cap. For perfect balance, make sure that this second end is attached at a spot laterally opposite the first end. (Fig. 321)

Now you have a little scoop basket as dainty as any that could be purchased. It can even be carried by the handle. If you want something really lovely, try filling this lacy basket with a little handful of purple violets.

Party snacks may be appropriately served on individual metal trays, if your mother happens to have them on hand.

Decorative paper napkins in keeping with the season of the year will enhance the festive spirit.

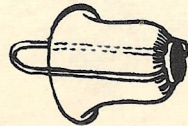


Fig. 321

For a drink that is wholesome and almost universally enjoyed, you could scarcely do better than to provide chocolate milk, served in half-pint bottles, with straws. Don't forget the straws. They improve the flavor of a child's drink tremendously. (Fig. 322)



Fig. 322

A Valentine Party

St. Valentine's Day is an occasion that just naturally lends itself to a party. For one thing, the symbols are beautiful as decorations: hearts, cupids, lacy valentines.

In making your plans, remember that the secret of a successful party does not lie in providing new, unheard of entertainment. The secret lies rather in choosing familiar, well-loved games and adapting them to the particular occasion. (Fig. 323)

For example, most children love to toss beanbags. All right. Simply decorate your beanbags with an emblem appropriate to the Special Day. At a Valentine Party, the tossing of heart-decorated beanbags can provide no end of fun.

The suggestions that follow are not intended to be exhaustive. They are intended merely to suggest a general pattern of procedure which you can follow in the working out of party plans for any occasion.

Invitations

To make invitations, take a piece of white paper, or red, if you prefer, cut it in the shape of a heart, and add the following lines.

St. Valentine's Day
Seems made for a party;
So do come to mine
For a welcome that's heart-y!

Date _____
Place _____

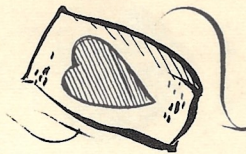


Fig. 323

If, instead of using this particular rhyme, you would like to write one of your very own, so much the better!

Decorations

To decorate your party room, cut strips of red crepe paper, twist them into graceful curves, and festoon the walls. Suspend big red hearts from archways or chandeliers.

The Welcome

Tag each guest upon arrival by pinning on him a red heart on which he prints his initials. (Fig. 324) Just two initials: the first letter of his given name, and the first letter of his last name.

Broken Hearts

Give each child an envelope containing a red cardboard heart that has been cut into several irregular pieces. (Fig. 325) Let the children race to see which one can be the first to put his broken heart together.

Heart Hunt

Have tiny red hearts, and a few gold ones, hidden about the room. Each red heart counts one point; each gold heart, five points. Now, to the tune of lively music, let the guests start hunting the hearts and see which child can accumulate the highest number of points.

The fun in this game is that the moment the music stops, each player must retain whatever position he happens to be in. One player may be caught standing on tiptoe, reaching up on a mantel (Fig. 326); another may be stooping down to look under the davenport. As soon as the music starts again, the hilarious hunt is resumed.

Initial Compliment

Have the boys stand side by side in a row facing a similar row of girls. Since this is St. Valentine's Day, a touch of romance is in order. Let each boy, in turn, step gallantly up to the girl facing him and give her the prettiest compliment he can possibly think of, being guided in his choice of words by the printed initials on her heart. (Fig. 327)

In each case, the girl must return a compliment to the boy, making use of the printed initials on his heart.

For example, suppose Elmer Carter, with the initials E. C. on his heart, is standing opposite Reva Gleason on whose heart appear the initials R. G. Elmer steps up to Reva and, with a low-sweeping bow, says, 'Reva, I think you are Ravishingly Glamorous!' Then Reva smiles demurely and says, 'Thank you, Elmer, I think you are Extremely Chivalrous!'

Refreshments

Appropriate refreshments for such a party could be red jello and heart-shaped cookies. (Fig. 328) Whatever beverage is served may be called the 'love potion.'

ACTIVE GAMES

Every party for children should contain some games that allow all the youngsters to enjoy plenty of exhilarating, physical exercise. Such exercise may be in the nature of running, hopping, skipping--anything that expresses the joy of playing together.

For an indoor winter game, a sleigh ride may be simulated in the following way. Arrange folding chairs in a large circle with the open seats facing outward. Have one less chair than there are players. To the lively tune of 'Jingle



Fig. 326



Fig. 327



Fig. 328

Bells" played on the piano, let the boys and girls line up and start marching around the outside of the circle, being careful to keep their hands off the chairs. The moment the music stops, each player is to sit down on the nearest chair. Since there are more players than chairs, there is bound to be a sudden, jolly scramble for seats. (Fig. 329) As soon as the one extra player has been eliminated and one of the chairs removed from the circle, the lively music is resumed and again the hilarious sleigh ride is continued.

A snowshoe race, too, is lots of fun. Each contestant is given two newspapers, one for each foot. As he steps on one newspaper with his right foot, he is to place the other newspaper ahead of him for his left foot, and so on. At a given signal, the players, all on their snowshoes, race to the opposite wall and back. (Fig. 330)



Fig. 329

QUIET GAMES

One secret of a well-balanced party is to have the active games interspersed by restful entertainment. This phase of your party may include riddles and guessing games. The following is a rhyming game which can be played again and again with enjoyment. A certain player thinks of a one-syllable word, cat for example, and says, "I'm thinking of a word that rhymes with fat." "Is it what you wear on your head?" asks one player.

"No, it isn't a hat," replies the first player.

"Is it what you hit a ball with?" asks another.

"No, it isn't a bat."

"Is it an insect?"

"No, it isn't a gnat."

"Is it an animal that catches mice?"

"Yes, it is a cat!"

At this point, the player whose question rightly defined the word, becomes IT, and the game continues.

Written contests, too, may be included among your quiet games. Most children love to take a



Fig. 330

word like THANKSGIVING, or some other nice long word appropriate to the season, and see which contestant can make the greatest number of small words out of the larger word.

Here is something else that your guests will enjoy. Give each one a sheet of paper and pencil. Then request that each player, with eyes closed, draw a pig without lifting the pencil from the paper except to make the eye. You will all have fun comparing the papers to see whose drawing most resembles a pig. (Fig. 331)

If you like to scramble and unscramble letters in words, give each guest a small pasteboard plate on which lines have been drawn to look like regular slices of pie. Printed in each section is the name of a certain kind of pie, with the letters all mixed up. See which player can first name all six different kinds of pie. Here are some examples that may suggest others:

1. HACEP PEACH
2. PLEAP APPLE
3. HERCRY CHERRY
4. STADURC CUSTARD
5. PINKMUP PUMPKIN
6. MOLEN LEMON



Again, if you are serving refreshments at card tables, let each guest find his place by searching among the various place cards for the jumbled letters of his own name. Thus Ruth Smith locates the place intended for her by a card bearing the letters: HURT HIMST.

STUNTS

No party is quite complete without some bit of hilarity which can long be remembered. The appropriate spot on the program for such entertainment is between two active games. Let some popular boy try to Ride a Crock Horse. (Fig. 332) Place a one-gallon crock on its side on



Fig. 332

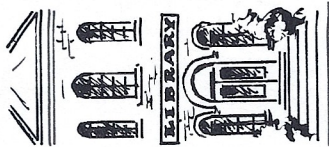


Fig. 333

the floor. The performer sits astride the crock lengthwise and is given a writing pad and pencil. Now let him try to write his name on the pad without touching hands or feet to the floor. His attempt will cause great merriment, because he will doubtless roll off the crock a dozen times. Let any one who cares to, try this stunt.

In planning your parties, or in carrying out any extended project, always remember that your Public Library can provide you with an almost inexhaustible supply of suggestions and information. (Fig. 333)

And now, as we come to the end of your PLAY-BOOK which contains such a wealth of interesting things for you to do, may this be for you the beginning of many, many happy hours of profitable enjoyment.

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