



Moose. Height, 6 ft.

Feeds on plants only.
 Covered with coarse hair (fur).
 Flesh is used for food.
 Fur is useful (robes, clothing).
 Lives in forests.
 Color brown.

PECULIARITIES.

Antlers flattened and broad.
 Nose high and large.
 Lives in families.
 Very swift runner.
 Of the deer family (largest)
 Found in North America.

Educational Games.



Wild Animals

For School and
 Home Play.



The United States Playing Card Co.
 Cincinnati, U. S. A.

The Cincinnati Game Co's

Educational Games.

RICHARD G. BOONE, Editor in Chief.

Wild Animals

A Game for Third to Sixth Years.

By **LOUIS M. SCHIEL**, Principal 23d District School,
 Cincinnati, O.

Edited by **CHAS. DURY**, Naturalist.

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Animal and Bird Games.

GENERAL STATEMENT TO TEACHERS.
 By the Editor in Chief.

The so-called nature studies are so characteristic of modern elementary courses as fairly to claim special consideration. Their introduction and treatment constitute a distinct movement in modern systems and methods. They comprise one

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considerable group or what are known as "content studies," as opposed to the mastery of symbols and conventional forms. The objects of study include plants, animals, climate, soil, mineral products, physical forces and their phenomena, the human body, the physical conditions of human life and achievement, and the interrelations of the several material objects and forces. The current custom is to make much of this touch with nature. It concretes experience. It deals with what is distinctly real to the child. Things have direct meaning. They can be sensed. In experience with things of nature the child begins his mental life.

The movement is more than a passing whim. The tendency to make these subjects an organic part of the instrument of teaching grows steadily. Their literature has greatly increased in a decade. The best educational thought of the day has been and is being given to the selection and organization of this nature material. What shall be taught? When? And in what grades? How? What results shall

2

Knowledge of the value of these studies as means of education has led to the present movement to construct a series of games whose material is drawn from the forms and conditions of animal life. These include "Wild Animals," "Domestic Animals," "Birds." The game is intended to be a part of the regular work of the school, fitting into as an organic part of the daily program, and having its share of the school time. Its purpose is educational. It is a teaching instrument. It is not a device for busy work only, although it has been found to serve this purpose also. It is designed primarily for the school and with school conditions and school aims in view. All of the games published and others in preparation are meant to re-enforce the instruction given in other class and group exercises. In recognition of the quality of interest pupils show in games, these are constructed looking to educational results.

Type forms have been selected from the several animal and bird groups, and the effort has been made to omit no important example. Minor variations have been

4

The games, both in subject matter and interest, greatly re-enforce the work in geography and the industries. As will appear from a study of the rules, they may be played either by the class as a whole or by smaller groups. The groups will handle them best, for several reasons: (1), in the group play the pupil does the work rather than the teacher; (2), the mental reactions of pupils in play are many fold greater than in any formal class exercise; (3), eye and ear and hand and mind re-enforce each other as they do not in most class exercises; (4), personal responsibility and close attention are increased in the play of a smaller group; (5), the game idea is more prominent where few play than where many are concerned.

be sought? In any branch of the group what are the really vital parts? What should the early years accomplish? The later years? Doubtless some things now included in certain courses will be eliminated as we come to understand better the instruments of teaching. But it is none the less evident that nature work in the elementary grades, and the subsequent form of its development, science in the high school, have found a permanent place in our courses of study.

Naturally, children are interested in things not less certainly than in persons—in the changes and uses of those, and the doings of these. How animals and plants behave and what can be done with them; what they do, and where and how they live; their names and distinguishing characteristics; their appearance in form and size and color and covering; their habits and habitats never cease to interest children. How to make this concern of theirs in things—moving, growing things—contribute to their education, is important among the problems set the teacher to solve.

excluded. The common characteristics have been given in the most available language and made the basis of several interesting methods of play. The distinguishing characteristics (peculiarities) furnish material for other forms of play.

Neither pains nor expense have been spared to produce illustrations that are as true to life as graphic art can furnish. These pictures are themselves a means of education and the arousing of interest.

The plays result here, as in the Game of Our National Life, in setting off the cards into pairs. Though unlike the history game this offers opportunity for from two to twenty pairs with any one card, instead of a single pair. It may therefore be so played as to appeal to the upper primary classes even, or be made so difficult as to interest and challenge the understanding of the pupils in the upper grades. Routine pairing is reduced to a minimum. Guessing aimlessly is barred. Playing the game develops both information and interest. Vital characteristics are given prominence.

5

Rules for Game of Wild Animals.

For School Use. Also adapted for Home Play.

By LOUIS M. SCHIRL, Principal 23d District School, Cincinnati, Ohio.

Composition of the Game.

The game comprises 55 cards, each card describing one animal. The text beneath the illustration and above the black line gives characteristics, habits and uses common to it and other animals. The text beneath the rule, under the heading "Peculiarities," gives characteristics, habits and uses belonging distinctly to this animal.

For Group Game No. 1, the text above the line is used.

For Group Game No. 2, the text below the line.

Group Game No. 1.

FOR SCHOOL USE. ALSO ADAPTED FOR HOME PLAY.
FOR FROM THREE TO TEN PLAYERS.

Shuffle the cards thoroughly, deal five cards to each player around towards the left, and place the remainder of the pack

face down on the table, to be drawn from, as hereafter explained. (In case seven or more play, the cards should all be dealt, thus dispensing with the drawing from the pack. If the cards do not deal out evenly the odd cards are placed face up on the table, to be paired to by any player, as hereafter provided).

The player to the left of the dealer plays first, then the next player to the left, and so on in rotation.

The play is made by naming the animal described on any card held by the caller, and reading aloud, from this card, one of the habits, or characteristics, or uses, printed above the line, then calling on any other player for an animal having a similar habit, or characteristic, or use. The player called on, without announcing whether he has an animal with the attribute called for, states: "I have such and such an animal" (naming the animal), or "I have no such animal." If he states he has a certain animal, which he names, the caller must decide whether such animal possesses the attribute called for. If in

8

the second. If, however, the card rejected proves not to show the attribute called for, it must remain face up on the table, and any of the attributes shown above the line may subsequently be paired to by any player, as hereafter provided for.

If the caller asks for a certain attribute which the player called upon announces he does not hold, it is then the next player's turn.

Immediately after a card is played from the hand of any player, no matter whether to the board or given to another player, the hand is restored to five cards, by drawing from the pack.

If, on a player's turn to play, there is a card on the board which shows an attribute that will pair with an attribute on a card in his hand, he is privileged to pair them, announcing the names of both animals and the attribute used.

If a player calls from another player for an attribute which is shown on any of the exposed cards on the table, the first player that detects the fact may announce "veto" and take up the card from the table, demanding card which has been called from.

10

as hereafter explained. (In case seven or more play, the cards should all be dealt, thus dispensing with the drawing from the pack. If the cards do not deal out evenly the odd cards are placed face up on the table to be paired to by any player, as hereafter provided).

The dealer begins the play by reading aloud from any one of his cards, a statement under "Peculiarities." The player at his left endeavors to decide from this peculiarity what animal is pictured on the reader's card. If he can not do so, the next player at the left has an opportunity. If he fails the next player to the left, and so on until some one in his turn correctly names the animal, or all have failed. If all fail, the reader names a second peculiarity, and the players take their turn as before. This is continued until some one correctly names the animal or until all the peculiarities have been read. When a player correctly names the animal, the card is given him and he scores it, as hereafter explained. If he incorrectly names the animal, the reader so announces, and the

12

his judgment it does, he announces "I accept." If in his judgment it does not, he announces "I reject." If he "accepts," the two cards are laid, face up, on the table, so that the players may see whether both have the attribute named. If they have the caller takes both cards, laying them to one side for scoring later. It is then the next player's turn.

The words in parenthesis are not considered or used in forming pairs. They are inserted to show the different forms of the same attribute, as it occurs in different animals.

If, however, the caller has been incorrect in accepting the card, and the two cards do not show like attributes, both are left face up on the table, and any attribute on either of them (above the line) may subsequently be paired to by any player, as hereafter provided for.

If the caller rejects the card offered, it is immediately played to the table. In this case, if the caller has made a mistake in not accepting the card, he must lay the card called from on to the table, and the two cards belong to the player who offered

9

If a player announces "veto" incorrectly, he must forfeit to the caller the last pair he has won, or if he has not won a pair, the first pair he wins.

After all the cards are drawn from the pack, the play continues until all the cards in the hands are played out, or until no other pair can be made.

At the conclusion of the play, the player having the most cards wins the game.

For Beginners.

To simplify the game, the pairing may, at the teacher's discretion, be restricted to the first, or the first two attributes printed on the card; that is, the text concerning the animals food and covering. When pupils have become familiar with these, other attributes may be included in the play; later these simpler attributes (as food and covering) may be excluded.

Group Game No. 2.

FOR SCHOOL USE. ALSO ADAPTED FOR HOME PLAY.
FOR FROM THREE TO TEN PLAYERS.

Shuffle the cards thoroughly, deal five cards to each player around toward the left and place the remainder of the pack face down on the table, to be drawn from,

11

player is debarred from another chance at that card.

If none of the players give the correct name, the reader announces it, and himself retains the card which scores him one point.

After the first card has been disposed of, the player to the left of the dealer reads a peculiarity from a card in his hand, and the next player to his left must endeavor to name the animal as before, and so on as described above.

As soon as a card has been played from his hand, the reader draws another from the pack.

The play continues until all the cards from the pack and in the hands have been played.

The method of scoring is as follows: If a player wins a card on the first peculiarity read, it scores him three points; on the second, two points; on the third or any subsequent peculiarity, one point.

A score-keeper may be selected for the entire group, or each player may be pro-

13

vided with pencil and paper, and keep his own score.

Points are scored when made.

Class Exercise No. 1.

By far the best results from the use of the educational games have come from group play, as a part of the regular daily school instruction, either for assigned recitation or for the study hour. They are not designed for pastimes merely, or for special occasions, as Friday afternoons, intermission amusements and gloomy days, but as accustomed means of instruction in the regular course.

The game may, however, be used as an exercise in which the entire class or room may take part.

The names of pupils may be written on the board and a score-keeper appointed to mark down after their names the points they make.

The teacher takes one card from the pack she holds in her hand, names the animal, and reads a sentence. The pupils in turn or as they raise hands (at the option

14

side, in rotation. The side having the most points at the end of a given period or after a given number of rounds, wins the game.

Class Exercise No. 4.

The teacher takes a card from the pack and reads a sentence under "peculiarities." If any of the pupils can name the animal from the reading of this characteristic, their hands are raised and the pupil designated by the teacher arises and names the animal. If no pupil can answer, a second peculiarity is read, and so on until the animal is correctly named.

The pupil correctly naming the animal remains standing, and the teacher asks one or more questions regarding the more common attributes of the animal, such as its food, its covering, or other of its habits, characteristics or uses. If the pupil answers these questions correctly the card is given him. If not, it is laid to one side.

When the pupils become entirely familiar with the game, each pupil in rotation may be given a chance of naming the animal, instead of having hands raised.

16

of the teacher) name other animals of which a like statement can be made. Each animal so named correctly scores one point for the pupil naming it. When one pupil has named all the animals he knows with this character, or names an animal incorrectly, the next in turn, or others, at the call of the teacher, may try. This order may be continued until all the animals have been taken, or for a given length of time, or for a certain number of rounds of the class.

The pupil having the most points wins the game.

Class Exercise No. 2.

To add to the interest, the cards may be distributed to pupils, each pupil in turn being permitted to proceed as prescribed above for the teacher, the others answering to his reading and each scoring as before; the cards to be kept face down on the desk except when used for calling.

Class Exercise No. 3.

The room or class may be divided into sides, each side in turn holding the cards and calling upon the pupils of the opposite

15