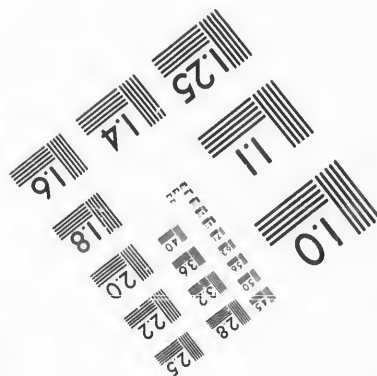
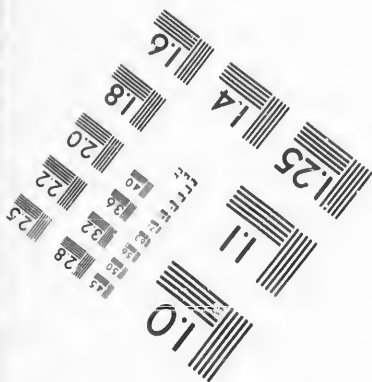
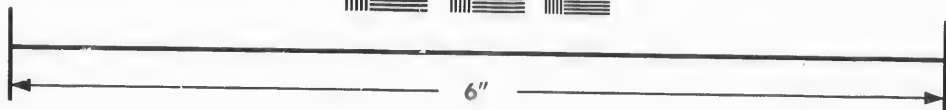
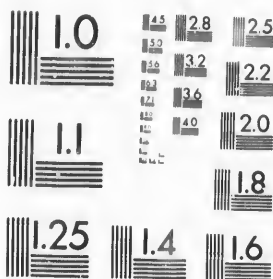


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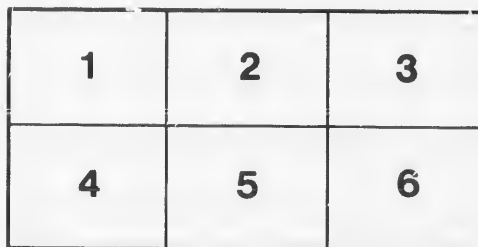
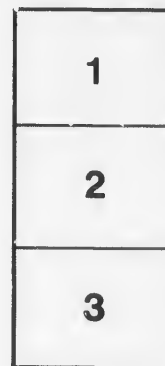
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The School Fair

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PREFACE

There are certain well-established community activities which every school will do well to aid, and paramount among these are the Fall Fair and the School Fair. There are many ways in which even one school may be of assistance here, though if you can persuade other schools in the district to join with you the result is proportionately greater.

This little booklet is designed to help those schools that want to have something interesting and unusual in the way of a school exhibition.

No doubt there are many other ways in which the teacher and the pupils may aid the Fall or School Fair, and these will occur more readily to the individual teacher, who understands best the needs and interests of his district. The thing is to decide what you can do best, what will be of greatest value, and of most supreme interest, then confer with the directors of the Fair and see what arrangements they will make for you. And, even if you are the only school to evince such an interest, do not be discouraged. Go ahead with your plans. Your section will be proud of you and next year some of the timid ones will be more than eager to follow your lead.

The contents of this little book includes:

School Yells and Slogans.

A Chapter on Banners, Badges and Costumes.

Three new Marches (easily learned).

Six new Platform Exercises—planned to include the whole school.

Suggestions for School Songs.

A Chapter on School Displays and Exhibits.

Plans for Exhibition of Pets and Grand Parade.

1976

Memorandum

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1976

YOUR SCHOOL AND THE FALL FAIR

I.

SCHOOL YELLS AND SLOGANS

Some of these yells are, necessarily, written for individual schools. Study them and see into which the name of your own school will fit best. It is well to use the school name in a yell where possible.

Rah! Rah! Ripperty-Rec!

Rah! Rah! Atherley!

Whose school?

Our school!

Ath-er-ley!!

Hi! O! Fairmount!

Hi! Yo! He!

Fairmount! Fairmount!

Yo! He! He!

Fairmount's our school!

Now you know!

Yo! He!!

Kio Caro! gilto Claro!

Section Seven (or Township Proton

Township Grey,

Section Four)

Come along—calling

Ding-dong! hoddelling!

Gilto Cl. o! Kio Me!

Yo! ho! Here we go!

Section Twenty-two (or Twenty-four)

Hear us spell! You can tell

Who! Whoo! Whoo! (or Who we are!)

Two! Two! E! U! P! H! R! A! S! I! A!

(or 2! 4! P! E! R! T! H!)

Ripperty Re! Ripperty Re!

Kalimacobon Yah!

(Write the name of the school twice, three or four times, as suits the meter.)

Rah! Rah! Rah!

Remenice

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Row-dee! dee-do-dee!
Zi-do-zee!
Rub-a-dee-dee! rub-a-dee-dee!
Hurrah!
Hip, Hurrah!

Doray! deray!
Leelo! doo dum!
Doray! deray! loolo me!

Yam-kee-zo! yam-kee-zo!
Zip-kee-bo! Tam-kee-zam!
The best school! The first school!
Three cheers and a tiger
For _____ School!
(or For Section Sixteen)
Hurrah! Hurrah! Hurrah!
Hip! Hip! Hurrah!

Oh! look! Oh! say!
Sul-livan Town-ship—Count-y Grey!
School Sec-tion Num-be. Twelve!
Hip! Hip! Hoo-ray! HOO-RAY!

Wire! Briar! Limber-lock!
Knick! Knack! Knick-a-knock!
Zip! Boom! BROOKLYN! (any name).

Who—are—we?
Can't—you—see!
Hear—us—yell
That—will—tell
TRENT! (any name)
TRENT!!
TRENT!!!

Who! Who! Who! Who!
School Section Number Two!
Fee! Fie! Foe! Fon!
Fenelon! Fenelon!
Rip-rap! Biff-Bang!
Zip! Boom!—ISLAY!

A Fair Day for Fun!

Girls make Women!
Boys make Men!
Watch us grow!!

All work
And no play
Makes Jack
A dull boy!

Wisdom's ways are pleasant ways.

The Maple Leaf Forever!

Good schools make good citizens.

Three cheers for the Red, White and Blue.

A great long HIP!
A little short ZIP!
A great big loud HURRAY!
Hip! Hip! Hip! Hip!
Zip! Zip! Zip! Zip!
Hip! Zip! Hip! Zip! HURRAY!

Yah! Rah!
Mullamaroo!
Ricky-tavy, Ricky-tavy,
Ricky-tavy-davy-doc!

Yow! Wow! Wow!
Here we come!
Watch our school
Make things hum!
Yow-Wow! Wow-Wow!! Wow!!!

A. B. C. the Alphabet!
1, 2, 3, for numbers!
When our schools around you get
No time left for slumbers.
Wake up! Hurrah!
Shake up! Hurrah!
And cheer for Bartonville.
(Olney School)
(Section Four)
Hip! Hip! Hurrah!

II.

BANNERS, BADGES AND COSTUMES

The parade of school-children is featured in many of the Agricultural Fairs with great success. Usually each school marches with its own flags, banners, etc., and often each is in an artistic and distinctive uniform. School colours help to make these distinctive, and if the school has no colours, now would be a good time to adopt them — they are certainly a fine thing in establishing *esprit de corps*.

The school name should have a prominent place. It is most often displayed on a flag-banner or pennant. If the school has colours a flag may be made of strips of cotton, silk or wide ribbon in those two or three shades with the name painted or stencilled on in black or a contrasting colour, or it could be made of material of one colour with the school colours in narrow strips on the lower right hand corner or floating as narrow pennants above the flag. If a pennant is used it would be in one colour with the lettering in a widely contrasting shade. A banner would be made just as a flag but is fastened to a cross-piece and carried with a staff on either side. Because in this way it is held stiff and straight, it is possible to do the printing on coloured mounting paper which is then fastened to whatever material makes the foundation of the banner, leaving a wide margin on all sides—the one at the bottom being slightly wider than

the other three. Instead of a banner, a shield is sometimes used—and this may be made from heavy pasteboard or thin wood. It may be carried on two staffs like a banner or just at an easy level in front of the first two pupils in the parade. A more unusual way is to have the pupils carry wands with a letter at the top of each so that the name of the school is spelled along the line of marching pupils. Children marching side by side would carry the same letter so that the name could be read on either side. The effect is prettier if the wands are wound with ribbon of one, two or three colours. If the name is in two words, as Section Seven or Port Dover, it is well to make a break by leaving one wand between without a letter—this wand should finish with streamers at the top and the same should be done with the wands at the end of the line if there are more children than letters in the school name. Straps of crinkled tissue paper may be used instead of ribbon. A simpler way, though not quite so effective, is to have a large letter on a band around each child's arm so that the name spells in the same way.

Often the pupils wear badges of some kind. This may be just the ordinary ribbon badge with the name of the school printed on it, or perhaps a band around the sleeve or hat or from the shoulder to the hip—in any case carrying the name of the school. Another plan is to fasten two circles of some material in bright contrasting colours to the front of each dress or coat. The circles should slightly overlap and each should carry an initial or number of the school name as S.S. 12 (Section Twelve) or C. S. (Clinton School). Other shapes could be used in place of the circle, as, for instance, a triangle or shield. Wherever there are school colours they would, of course, be used and would make a still further identification.

The pupils should be as nearly uniform in dress as possible. It is usually not difficult to have the boys wear dark trousers and white shirts and the girls dark skirts and middie blouses, or all white dresses. With some pretty badge the effect is quite pleasing but is not as distinctive as some special costume would be. The costumes may be planned to be either pretty or

amusing and in addition may call attention to the school name or number.

A few costumes are suggested:—

HIGHLAND COSTUME—

The plaid can be bought in a cheap material and sateen used for the black.

INDIAN COSTUME—

Girls—in long straight dresses to the knee, fringed at the side to the height of the waist and trimmed around the bottom with bands of bright material in several colours. Sham embroidery or beads in the same bright colours on the upper part of the dress (khaki cotton may be used for the effect of deer-skin, or even brown paper). Leggings fringed at the side—the hair done in two long braids and a band around the head with feathers in front.

Boys—Straight shirts over long fringed trousers. Head-dress the same. They may carry bows and arrows.

In a march the children should wear ordinary shoes, but on a "float" or in a drill they could use moccasins.

FANCY COSTUME WITH SCHOOL NUMBER—

Girls—Straight kimona dresses of yellow crepe paper with narrow one-inch strips of black paper or ribbon falling from the shoulders, both back and front, to four inches above the hem. The number of the school cut from pasteboard and coloured black, hangs from each of these strips. The numbers should be about two and a half inches in height. Tall round pointed caps with the number in black on the left side.

Boys—Black crepe paper smocks and caps with the ribbons and number in yellow.

This costume could be used with any school colours.

BALLOON COSTUME—

Boys and girls wear crepe paper balloons in a variety of brilliant colours. The paper is very full and is fastened at the top over a wire hoop just large enough to go over the head that rests on the shoulders, and at the bottom to a hoop that falls just below the knees. This

last large enough to give ample room to step. At the waist the paper is fastened to a hoop large enough to give the round effect of the balloon. The two lower hoops hang from the shoulders by tapes that are slightly shorter than the paper, giving it a chance to puff to the balloon shape.

FANCY COSTUME—

Girls—Dresses of pale green crepe paper—the lower part cut from about the hips in long slightly rounded points, and worn over any plain white dress or slip. Each pair of girls represent some different vegetable. The first, for instance, might have carrots. The carrots are cut from paper of that colour (or if that is not available they may be coloured with paint or crayon) and one pasted on each point of the dress, and another in front directly below the round neck. The hats or caps are made of green paper with a carrot pasted directly in front. Parsnips, melons, pumpkins, onions, etc., all make pretty decorations.

Boys—Dress as uniformly as possible and wear collars of the green crepe paper about four inches wide, circular in the back and with long straps falling in the front to nearly knee length. In the end of each of these a cut out vegetable is pasted and on the front of the green paper hat or cap.

COWBOY COSTUME—

Girls—Short khaki skirts and leggings; soft shirt open at the throat with bright knotted handkerchief. Wide brimmed hats turned up like sombreros. Carry quirts or coiled ropes.

Boys—The same, with riding breeches in place of the skirts.

DUTCH COSTUME—

Girls—Dress of a deep bright blue made with very full skirt—straight tight waist and either a long or elbow length sleeve. A very full apron of white or any bright contrasting colour, tied at the waist; a white neckerchief reaching to the waist and a white cap made like a hood, pointed slightly at the crown and with points that roll back from the face at the ears.

Boys—Long very full trousers that gather in just above the boots, short jacket belted in at the waist; rather high hat with flat crown and narrow rim turned up close about the crown. The trousers should be the same blue as the girls' dresses, and the jackets may be the same, or else the colour of the girls' aprons if they are not white.

If on a "float," the children could wear clogs made from pasteboard, but if marching, their ordinary shoes.

COSTUME SUGGESTING THE SCHOOL NAME—

Where the name of the village or town has some meaning that can be suggested in the dress, the costume seems especially appropriate. With such a name as Port Rowan, for instance, a conventional cluster of Rowan (Mountain ash) berries with their leaves could be used as a *motif* of decoration for the costume. It could be cut from paper and pasted on, in which case the dress should be of crepe paper, cheese-cloth or some other very cheap material. If cut from red and green cotton it could be basted on any white dress or a boy's white shirt or dark coat and afterward removed. The *motif* could be used around the hem of the girls' dresses, one in the front just below the neck, and on the ends of a sash. The boys could wear it on their sleeve, on the left side of their coat where they would wear a badge, and on their hats or caps. Other names that offer similar suggestions are Beaverton, Oakville, Orangeville, Cardinal and Red Wing.

PATRIOTIC COSTUME—

Girls in white dresses, scarfs of red, white and blue passing over left shoulder and knotted on left hip, red, white and blue bands in hair.

Boys in either white shirts and dark trousers or dark suits with scarfs the same as the girls.

Or—narrow red, white and blue ribbons may be used in place of the scarf with three green maple leaves cut from green paper fastened in the middle front.

III.

DRILLS AND MARCHES

MARCH WITH HOOPS

Pupils in any uniform costume. Girls in white, boys in dark suits if no especial costume is worn. Hoops bound in the school colours or in red, or red, white and blue.

Music: Any good march.

1. The pupils enter in single file from opposite sides of the stage near the back, eight on each side. The hoops are held down at the side, the pupils entering from the right carrying theirs in the right hand, and those from the left in the left hand.

2. March up the sides of stage towards the front, turn the corner at a right angle, and march across front towards the centre, where the lines meet and cross each other in a short diagonal, continuing the march across the front of stage, in a line just inside the original track; turn at corners, down sides, and across back, crossing each other at the centre of back in manner similar to that of crossing in front. Continue this march till the lines meet in centre of back the second time.

3. The two at the head of the lines then form a pair. Each raises the hand holding the hoop, and the two hoops are held close together, forming but one, at about the height of the face. This couple marches towards the centre of front, followed by the others in pairs with hoops held in like manner.

4. At the centre of front the first pair turn to the left and the second to the right, the third to left, and the fourth to right, and so on. Describe curves instead of angles at the corners of stage, and march thus around stage.

5. At the meeting of couples at centre of back, the couples unite and form fours, at the same time extending the hoops by each couple crossing arms in a horizontal X.

6. As the fours reach the centre of front, they separate into pairs, alternately turning to the right and left and marching towards the sides and then towards the back of stage, each holding hoop with both hands, arms extended forwards.

7. At centre of back of stage the first pair form an arch by touching the edges of the hoops together, both arms extended and upraised. The second pair pass under this arch and form a second arch in a like manner. The third pair, passing through both arches, form another arch, followed by the others doing likewise.

8. The first pair being now at the back, lower their hoops, pass through all the arches, and separate, one going to the right, the other to the left. The next pair follow, go through the remaining arches, and do the same, and so on, the last pair dropping their arms and following.

9. The two lines thus formed march in single file once around the stage in opposite directions. When they meet at centre of back of stage they repeat the march as in 3, 4 and 5. Being now in four parallel lines of four pupils each, they march towards the front and take position for drill by standing apart at sufficient distance from each other to allow freedom of movement. The hoops are now all to be held by the right hand and down at the side: left arm folded across the waist.

THE DRILL

Music: Some simple schottische with distinctly accented 4-4 time, played rather slowly. Unless otherwise mentioned, each number is to be performed in two measures, or eight beats.

Between the figures there should be each time an interval of eight beats (two measures) of the music, during which the hoops are held down at the side, marking the time.

1. Introduction.—Raise hoops and touch the forehead with them, then gently bow the head as hoops are lowered.

2. Shoulder.—Hoops laid flat across the chest, touching the left shoulder. Tap four times with hoops against the shoulder (each tap two beats).

3. Rest.—Hoops placed upon right hip, with right arm akimbo.

4. Up.—Hoops held horizontally high above the head with both hands.

5. Wave.—Drop the left hand and move hoops in a left and right, left and right wave above the head.

6. Raise.—Raise the hoops, placing them so as to form a frame for the face.

7. Salute.—Raise the tips of fingers of right hand to the lips and throw a kiss to the audience through the enframing hoops.

8. Dismiss.—First couple turn to march out. Second couple turn in opposite direction. These, followed by the couples behind them, march in order until entirely off the stage.

FLAG DRILL WITH MARCH

(For twenty-four pupils, one older girl, Miss Canada, and one as Goddess of Liberty.)

Costume: Twelve pupils are to be dressed in white. Twelve are to be dressed in red, white and blue, or (if boys) to wear red, white and blue sashes over the shoulder and knotted at the hip. Twelve girls and 12 boys are a good number. Miss Canada shall wear a white dress, with a broad sash of red, white and blue, worn from the shoulder diagonally across the chest. A crown of maple leaves upon the head.

Each pupil in the company carries in the right hand a small flag about two feet in length. Miss Canada carries a larger flag, three or four feet in length.

Music: Any good march.

The company enter in pairs (a pupil in white and one in red, white and blue, forming a pair) from opposite sides of the stage at back. Meet at centre of back and form fours (two white dresses inside).

March down centre to front. Separate in pairs, turning right and left, and march to back. Pairs separate, colored costumes turning toward sides of stage, and white dresses toward centre line. March to the front, white dresses in a double file down centre, and colored costumes in single files at sides. Make short turns right and left and to back, where the left file of white dresses cross the left file of coloured costumes, and the right file of white dresses cross the right file of coloured, so that the coloured costumes shall form the double file down

the centre, and the white dresses the single files at sides. When the heads of files reach front of stage all halt.

Files at sides turn about to face centre line of stage, each pupil standing at a distance of about two feet from the next pupil. These lines now take two steps forward and halt. The centre files (colored costumes) resume their march, one file turning to the right and the other to the left. Turn the corners and back of the lines at the sides and fall into the line, each beside his or her original partner. The white and coloured costumes will thus alternate. The lines remain in this position and Miss Canada comes upon the stage. She enters from the centre back and marches down the centre line to the front, where she halts and gives salute thus:

She holds the flag in the right hand, the stick vertical and resting in the hollow of the shoulder, the arm hanging nearly at its full length near the body, the thumb and forefinger grasping the stick, the remaining fingers closed together. She raises the left hand and arm horizontally in front of her, palm of the hand down and fingers extended. Then she bends the left elbow, carrying the hand around till the forefinger strikes the stick in the hollow of the right shoulder, then returns left arm to horizontal position, then drops left hand by side.

Music changes to "The Maple Leaf for Ever."

Miss Canada sings and at each chorus all the company join in the singing, waving flags as they sing. Miss Canada waves her flag. At the conclusion of song, Miss Canada steps backward until she is in the centre of the stage, while music changes to march again. The lines at sides then march forward toward centre line of stage. When quite near they halt and turn half about so as to face audience, standing in files. Miss Canada then advances to the head of the file on the right and leads the march in single file around the stage, the file on the left falling in close behind the others. While marching in single file the success of the figures depends almost entirely upon a good leader (Miss Canada), as the others simply follow the leader. She first leads the company entirely around the stage, and then upon the central part of stage in the forms of the following figures in succession:

1. A parallelogram.
2. A triangle.
3. A circle.
4. A figure eight.
5. A spiral or coil.

The spiral, which seems complicated, is really quite simple. It is formed thus: From the front centre of stage Miss Canada leads the company in a large circular curve (the central point of which is the centre of stage), to form the outside thread of the spiral. Each succeeding thread or line of the spiral is a much smaller curve until the central point is reached, when they reverse and begin to wind out in curves parallel to those made in forming the coil. When Miss Canada reaches the front centre of stage she halts and faces audience, but the company continue the march, those in white turning to the right side of stage and those in colours to the left, forming files down sides of stage. They halt, turn to face centre of stage, and the pupils of each line standing close together, the lines make a partial wheel to unite and form a semicircle. Music changes to "God Save the King," and all sing the National Anthem.

At conclusion of song, music changes to march. The couple standing in the centre of the semicircle raise their flags, cross the staffs, and, standing about two feet apart, march toward Miss Canada at the front centre of stage and there halt. The next couple step toward each other and do the same, halting at the back of couple No. 1. They are followed by the other couples in order. The crossed flags form an archway from the front to the back of stage, under which Miss Canada passes and marches off the stage. The company then march off in couples, led by couple No. 1.

BALLOON DRILL AND MARCH

Costumes, simple dresses of white. Dark suits for boys. Each performer carries a soft ribbon one or two inches wide and two yards long, and in each hand a group of two, three or four balloons of varying colours fastened to strings eighteen inches in length which end in loops, which may be slipped over the finger. The ribbons

should harmonize in colour with the balloons, and should be in various colours.

Music: 4-4 time.

Enter at rear of stage, holding ribbon above the head in graceful loop, and having the strings of the inflated balloons slipped over a finger of each hand. March down centre of stage to front. The even numbers turn to the right and the odd numbers to the left. Meet at back of stage; come front in twos; turn left and right; meet at back of stage; come front in fours; turn right and left; meet at back of stage; come up in eights. Take position for drill in three or four lines of eight as the number of pupils dictates.

When all are in position a chord is struck, and all bring arms down to sides, ribbon hanging in loop across the front of dress. A second chord is then played and all raise ribbons to chest level, preparatory to first movement. The music now changes to waltz time. Count one to each measure.

1. Carry ribbons from chest straight up (count one), back to chest (count two). Execut four times (eight measures of music).

2. Extend right arm straight out to side, shoulder level, bringing the left hand to the right shoulder (count one); return to chest (count two); extend left arm, bringing right hand to left shoulder (count three); return to chest (count four). Repeat (eight measures in all).

3. On one, raise ribbons to horizontal position above heads, the ribbon being drawn tense and straight between the hands. On two, carry the right arm down to the side and carry the left over the head so that the ribbon is held perpendicularly at right side. On three, return to horizontal position above the head; on four, carry left arm down to side and right arm above head, thus bringing ribbon to perpendicular position at left side. Repeat (eight measures in all).

4. On one, bring ribbon back, to horizontal position above the head and bend at the waist to right. On two, recover erect position. Repeat (eight measures in all). Be careful to keep the arms in the same position throughout, with relation to the body.

5. On one, keeping the ribbons horizontal and straight carry the right hand forward and the left back, so that the ribbons are stretched in a straight horizontal line from front to back. On two, return to starting position. On three, carry the left hand forward and the right hand back. On four return to position. Repeat (eight measures in all).

6. On one, toss ribbon lightly over the head, loop hanging back of shoulders, finger-tips on shoulders, and ends of ribbon hanging down in front. Elbows lifted laterally to shoulder level.

7. On one, carry ribbon over the head with left hand (right hand remaining on shoulder), and bring left hand to waist at left side. The ribbon now hangs in diagonal loop from right shoulder to left side of waist. Hold pose to end of fourth measure.

8. On one, bring right hand to waist at right side, and left hand to left shoulder. Hold through four measures.

9. On one, bring left hand to waist at left side, step back on right foot, head a little bit back and to the right.

10. Raise ribbon above head and step diagonally forward on right foot, bending right knee, and locking up. Keep left knee straight. Take pose on one, and hold through fourth count. Then sway back on left foot, bending the left knee and straightening the right, arms still above head. Count one as this change is made, and hold pose to end of third count. On the fourth count bring the arms down in front, draw the right foot back to the left, and face forward with the weight on the right foot. Repeat, stepping diagonally forward to the left (sixteen measures in all).

With the ribbons in same position as on entrance, break into fours at centre of lines, face left and right and march, left fours down left of stage and right fours down right of stage, second and third ranks falling in behind the preceding rank. Meet at back of stage and come to front in single file. Circle the stage once. Then form spiral thus: From the centre front of stage the leader leads the company in a large circular curve (the central point of which is the centre of the stage) to form the outside thread of the spiral. Each succeeding thread or line of the spiral is a much smaller curve until

the central point is reached. As the lines converge raise the hands higher above the head until when the figure is completed the hands meet above the head. Now loosen all the balloons and let them float away. About face. The last person in the spiral leads out by marching toward that corner of the stage which he faces when he turns. Follow side (or sides) of stage to exit. As the spiral unwinds hands are separated and lowered gradually to the initial position (that held on entering the spiral).

IV.

PLATFORM EXERCISES

SCHOOL GIRLS AT THE FAIR

Directions.—Twelve little girls will pass to the front of the stage. They begin and repeat lines 1 and 2, and then one pupil steps out a foot beyond the line of the class and says line 3, then bows and steps back out of the line and leaves the stage, which closes up. The head girl looks down the line and says line 4. Then they all say it, looking surprised. All the other stanzas are spoken in a similar way. Much depends upon the action. Keep it as uniform and graceful as possible.

1
Twelve little school girls
Went to the Fair;
I don't think I'll like it here,
Then just eleven are there.

(At line 2 all the girls turn to the left, take one step to the left, stretch out the right hand, all arms parallel but pointing to the left corner of the stage, and go through the motion of putting a ticket into some person's hand. They then step back one step and turn to the front. Girl number 4 then steps to the front, shrugs her shoulders and looks disdainful.)

2
Eleven little school girls
Marched in the parade.
I am shy, I'm going home.
Well, we're not afraid!

(At line 2 all the girls turn to the left and mark time on each syllable of the line, then turn back to the front. Girl 6 steps to the front. She droops her head slightly and twists some part of her dress in her fingers while she says line 3.)

3

Ten little school girls
On the Merry-go-round.
Oh! my head is in a whirl.
Now only nine are found!

(At line 2 the girls catch hands, moving forward quickly (almost at a run) till they form a circle, then moving backward in the same way to their places. Girl 2 steps to the front and holds her head with both hands while she says line 3.)

4

Nine little school girls,
Ice cream and candies ate.
I am ill! I'm going home!
Now there are eight!

(At line 2 the girls raise the left hand as though holding a dish; at the word "cream" raise the right hand to the dish and then to the lips as though eating—drop both to the sides and at "candies" raise the right hand to the lips as though taking a candy. Girl 11 steps forward, lays her hand over her stomach and looks sick while she says line 3.)

5

Eight little school girls
Approached the Gypsy tent.
I'll not have my fortune told!
Only seven went!

(At line 2 the girls take one step forward with the right foot, throwing their weight on that foot and extend their right hands slightly in front of their bodies, just above the level of their waists and with their palms very flat. At the end of the line they step back dropping their hand to their side. Girl 5 puts her hands behind her back when she steps forward and says line 3.)

6

Seven little school girls
Heard the big band play.
I do not like the music,
So only six will stay!

(During line 2 the girls take three-dance steps without moving from their places. Girl 10 puts her fingers in her ears when she steps out to say line 3.)

7

Six little school girls
Saw the stock arrive.
I'm scared to death of little pigs.
Now there are only five!

(At line 2 the girls rise on their toes, swing their bodies slightly to the right and a little forward and look in the same direction. Girl 7, when she steps out to say line three, turns slightly to the left with her head turned with a frightened look over her right shoulder. Her right arm is extended toward the right corner of the stage—palm to the back as though she were warding off the little pigs.)

8

Five little school girls
The fancy work survc. ed.
I didn't get a prize at all.
But four are undismayed!

(At line 2 the girls raise both hands as though holding a piece of fancy work. Girl 3 when she steps out puts up her hands as though she were going to cover her face and cry.)

9

Four little school girls,
As tired as can be.
I declare, I'm fast asleep.
Now there are three!

(At line 2 the girls throw their weight on the left foot and let their bodies droop to the left. Girl 9 rubs her eyes with her knuckles as she steps out and at the end of the line she yawns, covering her mouth with her hand as she steps back out of the line.)

10

Three little school girls,
Hunting something new.
I've seen everything there is.
Now there are two!

(At line 2 the girls take one step forward toward the left, look in that direction and bring their eyes slowly around to the extreme right as though searching for something. Girl 8 steps forward; she nods her head while she says line 3.)

11

Two little school girls
Watch the horses run.
'Tisn't fair, I've lost my bet.
Now there is one.

(At line 2 the girls take one step forward, throwing their weight on their left foot and bringing their right up behind it, just resting it on the toes—their bodies lean slightly forward and they look intently straight in front. The whole movement has the effect of eagerness. Girl 12 steps forward, stumps her foot and clenches her fists, bringing them up to a level with her elbows on each side.)

12

One little school girl
Says it is no fun
Being at a Fair alone—
Then there will be none!

(Girl 1 waves her hand to the audience at the end of the last line and retires.)

RAINBOW EXERCISE

Provide for each one taking part a wand (lath may be used) painted or covered either red, orange, yellow, blue, green, indigo or violet. Of every colour there should be an equal number of wands. The smallest children should occupy the front row and have red wands; the next in height should stand directly behind the first and have orange coloured wands; and so on, the tallest pupils occupying the last row. If there are more than seven rows repeat the colours in order, beginning with red. If the wands are covered, wind them with knitting wool of the required shades. Count *one and, two and, three and, four and*, to each movement. Music in four-four time with well accented measures should be used. In counting, number the accented beats only.

1. Attention. 2. Rise. 3. Mark time. 4. March for wands (hold with both hands, front).

First strain: Push wand out and in.

Second strain: Push wand right and left.

Third strain: Raise wand, still holding it with both hands, up and down, alternately.

Fourth strain: Combine the previous movements—out, right, left, up.

Fifth strain: Grasp wand in centre with right hand and charge diagonally to the right, throwing right foot out, and stamping while the wand is held at arm's length, left hand on hip.

Sixth strain: Repeat the former movement, using left foot and hand in place of right.

Seventh strain: Bend knees and straighten alternately, wand resting, ends on shoulders, in an upright position.

Eighth strain: Bend body at waist-line, forward and back, still holding wand across shoulders.

Ninth strain: Holding wand at arm's length overhead, sweep forward, lay it down, clap hands, and bring to position again.

Tenth strain: Holding wand at arm's length overhead, sway body to the right and left, alternately.

Eleventh strain: Bending diagonally right, holding wand with right hand down, imitate the act of sawing wood.

Twelfth strain: Same movement, only left instead of right.

Thirteenth strain: Rock the wand from side to side, holding it with both hands.

Fourteenth strain: Imitate the act of shooting with wand and arrow, aiming right, front, left, alternately.

Fifteenth strain: Describe circles in the air, right hand grasping wand in middle, and arm moving from shoulder.

Sixteenth strain: The same, with left hand. (*March. Return wands to places.*)

PATRIOTIC MARCH

Any number of girls or boys divisible by three (providing the quotient is an even number) may take part in this exercise. The girls should wear red white and

blue gowns made with short plain waists, full skirts and sleeves. Cheese-cloth is an inexpensive and effective material from which to make the gowns. One-third of the number of children wear red, one-third white, and one-third blue. If boys are taking part in the drill it is best to have the right number of boys to take the part of the white and let them wear white suits or white blouses or shirts. Entrance is made by threes, "red, white, and blue" coming in together, to the tune of "O Canada!" Places are taken in rows of three each, one behind another, as in Fig. 1, the letters standing for the colors.

Fig. 1

R	W	B
R	W	B
R	W	B
R	W	B
R	W	B
R	W	B

When all are in place, first, third, and fifth rows face *right*, while second, fourth, and sixth throws face *left*. The alternate rows now march around each other, repeating the movement as many times as seems desirable before taking position again, (Fig. 2).

Fig. 2

R	W	B
R	W	B
R	W	B
R	W	B
R	W	B
R	W	B

Those in the column of blues, headed by the girl on right of front row, now march *front, to the right, backward, left, to the front again, right*, and form a line right front of platform. As soon as the end of the blue column comes to the *front* at beginning of march, the leader of the white column will march, falling in behind the last of the blue column. Those in the red column fall in directly after the white column. When the movement is completed, a long row of children, one-third in blue, one-third in white, and one-third in red will be ranged along front of platform (Fig. 3).

Fig. 3

R R R R R R W W W W W W B B B B B B

The children mark time to the music, throwing out left and right feet alternately. Then, the leaders of the red and the blue march *obliquely backward* until they meet each other at a point on a line with the middle of the white row. The last one in the red row will halt just behind the girl on left of white row, while the last child in the blue row will halt behind the extreme right of white row. This movement forms a triangle (Fig. 4).

Fig. 4

R B
 R B
 R B
 R B
 R B
 R B
 W W W W W W

The reds now march, following their leader to the *left, forward, to the right*, and into line directly in front of the whites. At the same time the blues close in behind the whites, when the rows will be arranged as in Fig. 5.

Fig. 5

B B B B B B
 W W W W W W
 R R R R R R

The blues now fall back, stepping in time to

Fig. 6

B B B B B B
 W
 W
 W
 W
 W
 R W R
 R R R

music and keeping a straight line. At the same time, the reds step forward and range themselves in a semicircle, curving outward. When the blues and reds are in position, the leader of the whites marches to a place

directly back of the centre of the red semicircle; the others in white row form a straight column behind the leader. The completed movement will make Fig. 6.

The whites now range themselves in front of the blues, while the reds fall back into line in front of the whites. In this position the children make a low bow, then march and countermarch by threes (red, white, and blue together) while they sing "O Canada," or "The Maple Leaf for Ever," or "Britannia the Gem of the Ocean."

EXERCISE WITH WANDS

FOR ANY NUMBER OF PERFORMERS.

This drill requires no special costume. If girls, pretty white dresses may be effectively worn. If boys, ordinary gymnastic costume. The wands should be round, about three feet long, three-fourths of an inch in diameter, painted bright red.

Music: A march should be played for marching, and wand exercises.

1. March down the centre of stage in twos, separate at front, march up sides and across the stage so as to form lines of four each. Carry wands horizontally in right hand down at side.

2. Take wands in both hands (keep horizontal), bring around in front of body. Take left hand position with left hand and move right hand to position, wands horizontal in front of body. Raise wands horizontally in front to shoulder level and back to position, through eight counts. Then raise them to vertical position in front of body, right hand above left, and back to place through eight counts.

3. Charge to right side, bringing the left hand to chin, the right being held out obliquely in horizontal line. Look along the wand as if taking aim. Repeat through eight measures, and then charge, in the same way, to the left. Position!

4. Swing the wand over the head and toward the left, so that the right hand touches the head, the left arm being extended. Keep the wand horizontal. Repeat to the

right, left hand touching head, and continue alternating through eight measures.

5. Bring left hand to right shoulder, right hand being at side, and count one; raise right hand at side in line with shoulder, and count two; raise right hand to vertical position and count three; raise left hand also to vertical position and count four (the wand is now horizontal over the head); bring right hand down to left shoulder, and count five; bring left hand out at side, level with shoulder, and count six; bring left hand down at side, and count seven; bring right hand also down, and count eight. Repeat, and then execute the same movements twice, starting by bringing the right hand to the left shoulder and reversing the direction.

Take wand in both hands, holding in horizontal position in front of body. Move right hand to centre of wand. Drop left hand. Swing wand to horizontal position at right side, arm dropped as in entering.

Nos. 1 and 16 lead up the sides, followed in order by the others; march down centre in twos; all turn to right, and march up side of stage; march down centre in twos; all turn to left, march up side and off stage in twos.

EXERCISE WITH DUMB-BELLS

Music: 2-4 or 4-4 time. A polka or schottische distinctly accented is very good.

March upon the stage in single file and take position. Bells should be held with the arms hanging at full length by the side, body erect. Each exercise must commence on the first note of a strain of music. Exercises follow each other without interludes.

EXERCISE 1

In this exercise the bells are rotated by movement of the wrist.

- a. Rotate bells four times, arms hanging at side.
- b. Rotate four times with elbows bent and held close against side of waist, fore-arms extended in front.
- c. Rotate four times, arms out at side at full length, at shoulder level.

- d.* Same as *b.*
- e.* Rotate four times, arms out in front full length.
- f.* Same as *b.*
- g.* Rotate four times, arms at full length above head.
- h.* Same as *a.*

EXERCISE 2

Two beats of the music to each motion. Bells held still except in *f.*

- a.* Cross arms diagonally on chest.
- b.* Draw elbows back to waist, forearms extended.
- c.* Arms extended full length in front.
- d.* Same as *a.*
- e.* Arms extended above head.
- f.* Strike bells together above head.
- g.* Same as *b.*
- h.* Rest bells in hollows in front of shoulders.

Repeat Exercise 2.

EXERCISE 3

- a.* Right bell down at side, arm's length, and back to hollow of shoulder twice.
- b.* Left bell down at side, arm's length, and back to hollow of shoulder twice.
- c.* Alternate bells once.
- d.* Both bells twice.
- e.* Right bell out at side, arm's length, and back to hollow of shoulder twice.
- f.* Left bell out at side twice.
- g.* Alternate bells once.
- h.* Both bells together twice.
- i.* Right bell up above the head, arm's length, and back to hollow of shoulder twice.
- j.* Left bell same.
- k.* Alternate bells.
- l.* Both bells.
- m.* Right bell out in front, arm's length, and back to hollow of shoulder twice.
- n.* Left bell same.
- o.* Alternate bells.
- p.* Both bells.

EXERCISE 4

Two beats to each movement.

- a.* Advance right foot.
- b.* Stoop and place bells on floor. Draw right foot back to place.
- c.* Rise.
- d.* Place hands on hips, thumbs to the rear.
Rest till end of next strain.

EXERCISE 5

Two beats to each movement.

- a.* Right foot forward and back twice.
- b.* Left foot forward and back twice.
- c.* Alternate feet forward and back twice each.
- d.* Right foot forward—to the right—to the rear—and in position.
- e.* Left foot forward—to the left—to the rear—in position.

EXERCISE 6

- a.* Bend the head forward twice, to the right twice, backward twice, to the left twice.
- b.* Bend the right elbow backward twice, the left elbow backward twice, alternate right and left elbow once, both elbows twice.

EXERCISE 7

Two beats to each movement.

- a.* Advance right foot.
- b.* Stoop and pick up bells as the right foot is drawn back to position.
- c.* Rise.
- d.* Hold bells to hollow of shoulder. Rest till end of next strain.

EXERCISE 8

Two beats to each movement.

- a.* Extend bells in front at arm's length.
- b.* Strike ends of bells, backs of hands up.
- c.* Strike ends of bells, palms of hands up.
- d.* Return bells to hollow of shoulder.
- e.* Hold bells above head, arm's length.

- f. Strike ends of bells, palms of hands front.
- g. Strike ends of bells, backs of hands front.
- h. Bells back on chest.

Repeat exercise 8.

EXERCISE 9

- a. Drop arms at side.
 - b. Strike bells in front.
- Repeat *a* and *b*.
- c. Drop arms at side.
 - d. Strike bells behind.

Repeat *c* and *d*

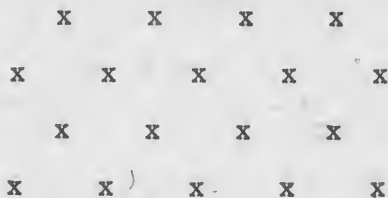
- e. Drop arms at side.
- f. Strike bells in front.
- g. Drop arms at side.
- h. Strike bells behind.
- i. Raise arms above head.
- j. Strike bells twice, palms front.
- k. Drop arms at side.
- l. March off of stage in single file.

SWING SONG WITH MOTIONS

FOR ANY NUMBER OF GIRLS.

Costumes.—White or cream Grecian costumes, with two white or coloured ribbon bands across the front of the head. White sandals attached with white ribbon crossed around the ankle. For song and music see page 33.

The performers take positions shown in diagram below. The number of participants is limited only by the stage room.



Front

Stand quietly, with weight on left foot and arms hanging relaxed at the sides, during the playing of the four intro-

ductory measures. On the first measure of the song, sway to the right, weight transferred to right foot, and swing both arms up to the right, palms of the hands down; at the same time incline the torso to the left. On the second measure sway to the left, inclining torso to right, and swing the arms up to the left. Repeat these movements in alternation throughout the first verse. Be very careful that the impulse in the arm movements comes from the shoulder, the hand and wrist being per- being light and flexible; also, that a perfect opposition is secured between the swaying of the torso and the swinging of the arms. Let the movements be very marked and decided on the strongly accented notes. In the last four measures, where the diminuendo and ritard occur in the music, the movements should grow correspondingly slower and the arc of vibration decrease, the arms returning to the sides at the end of the last measure. The four measures of introduction are also played as an interlude between the verses.

The movements in the last verse are exactly like those in the first. As the music, at the close, dies away, the movements should grow less and less marked, and finally cease on the last note.

SONG

Swing! Swing! Swing!
List to the echoes ringing!
Birds on the spray join our glad lay,
Mingle their notes with our singing!
Swing! Swing! Swing!
Never a note of sorrow!
Happy are we, merry and free!
Banish all care till to-morrow!
Swing! Swing! Swing! Swing!
Banish all care till to-morrow!
Swing! Swing! Swing! Swing!

Swing! Sing! Swing!
In the sweet summer weather,
Flowers and trees move in the breeze,
Swinging and swaying together.
Swing! Sing! Swing!

Heart of the world is beating,
Throbbing so strong, thrilling our song,
All Nature's rythm repeating.
Swing! Swing! Swing! Swing!
All Nature's rythm repeating.
Swing! Swing! Swing! Swing!

SWING SONG

MARGUERITE W. MORTON.

Swing! swing! swing!

The first system of musical notation consists of three staves. The top staff is a single treble clef line with a key signature of one flat and a 2/4 time signature. The middle and bottom staves are a grand staff with a treble clef on top and a bass clef on the bottom. The music is in a swing style, featuring eighth and sixteenth notes with a rhythmic pattern of eighth notes followed by a quarter note.

List to the ech-oes ring - ing! Birds on the spray join our glad lay,

The second system of musical notation consists of three staves. The top staff is a single treble clef line. The middle and bottom staves are a grand staff. The lyrics are written below the top staff, with the words "ring - ing!" and "spray" hyphenated across the bar lines.

Mingle their notes with our singing, Swing! Swing! Swing! Never a note of

The third system of musical notation consists of three staves. The top staff is a single treble clef line. The middle and bottom staves are a grand staff. The lyrics are written below the top staff, with "Swing! Swing! Swing!" and "Never a note of" hyphenated across the bar lines.

sor - row! *Hap - py* are we, *mer - ry* and free! Ban-ish all care till to -

mor - row! *Swing!* *Swing!* *Swing!* *Swing!*

Ban-ish all care till to - mor - row. *Swing!* *Swing!*

1st. and 2nd. verses *pp* | *D.C.* | *last verse.* *ppp*

Swing! *8va.....* | *Swing!* *D.C.* | *Swing!.....* *8va.....* *trco.*

molto dim. e-rit.....

V.

SONG SUGGESTIONS

In choosing songs for the Fair it is well to keep to choruses that have been sung in the school and are familiar to the children rather than a more ambitious choice of new or more difficult songs, for even if these seem perfect in rehearsals they are apt to fail in the excitement of the final event. The words of popular songs that the children know can sometimes be changed to suit the occasion. "Oh! Canada," "The Maple Leaf Forever," "The Red, White and Blue," and other well known patriotic songs are always well received, and Darky melodies are pretty and simple for the children to learn. The following makes a good marching song:—

MARCHING ON

By JOHN FOX

(These words may be adapted to almost any two-four time which the pupils are familiar. Flags should be carried and waved while the last verse is sung.)

Ready, ready, pass the word along,
Sweetly, sweetly, sounds our marching song.

Marching on, on, on,
Marching on, on, on,
Marching on, on, on,
Marching on.

Brightly, brightly, smiling every face,
Lightly, lightly, be our marching pace.
Marching on, on, on, etc.

Proudly, proudly, like the soldier true,
Moving, moving, flags red, white, and blue.
Marching on, on, on, etc.

Other good marching songs which are well known to all are "John Brown's Body," "Marching Thro' Georgia," "There's a Long Long Trail," "It's a long Way to Tipperary." The words of any good marching song may be changed to make a suitable marching song for children, as, for instance:—

The sun shines bright on Rocklyn Fair
As we go marching on.

It's a long way to our school house,
It's a long way to go,
It's a long way to our school house—
The nicest school we know,
But good-bye Work and Lessons!
Going to the Fair!
It's a long way to our school house
But we don't care!

Bring a merry heart to hear the children sing their song,
Singing with a spirit that will start the world along,
Singing it in happiness, with hope and courage strong,
While they are marching on Fair Day.

The following is a good marching song, which may be
sung to the tune of "Onward Christian Soldiers":—

See us marching gaily
Onward to the Fair—
Hear our shouts and laughter
Fill the happy air.
We're from Bonar School-house
or (We are from Dunbarton)—
That our banners show,
Marching through (to) the Fair Grounds
Singing as we go.

All the grown-up people
Wish that they were we:
There's such fun on Fair Day
There's so much to see.
Wish that they were children
Marshalled row on row,
Marching through (to) the Fair Ground
Singing as they go.

School will seem the better
For a little play,
Lessons will be easy
After holiday.
So we gladly greet you—
Every one we know—
Marching through the Fair Ground
Singing as we go.

As indicated in lines 5 and 6 any school name may be supplied which suits the rhythm, or the fifth and sixth line may read—

“Just what school we come from
See our banners show”,

or

“We are from a fine school
As our banners show.”

VI.

FLOATS

Some fairs have arranged for “floats,” gaily decorated trucks, motors or wagons, in which the children ride; and this gives more opportunity for originality in effect, and is less wearisome to little feet. Besides, as the float comes from the district, it insures that all children reach the grounds in time for the parade. The floats are trimmed with flowers, flags, bunting, garlands, branches of trees or whatever material is at hand. Any costume that would be suitable for a march may be worn for the float. By arranging the pupils in two rows in the centre standing back to back, the next row on each side sitting on chairs and the last rows on low benches, all the costumes can be seen.

Sometimes floats are arranged to represent some special thing. A very attractive parade was made up of five floats. On the first the children were dressed as Indians—both boys and girls in long leather (paper) tunics with trimming of coloured beads—the boys wore long fringed trousers and the girls short skirts fringed at the side and fringed

leather leggings. All wore moccasins. They carried a banner with the legend—"We were the first school children in _____ Township. Our school was all outdoors." On the second float the girls wore Puritan or Priscilla costume—dark dresses with plain tight waists and long full skirts, white aprons tied at the waist, large white neckerchiefs and white caps; and the boys, knee breeches square-buckled low shoes and broad brimmed hats. On their banner were the words—"We are the pioneer School Children. Our school was a log house." On the next float the girls wore dresses with very full skirts, tight waists with low round necks, very short sleeves and pantalettes. Their hair was done in braids and fastened with a ribbon. The boys wore long rather full trousers. Their banner read—"We went to school with your grandmother. Our teacher boarded 'round." On the next float the girls wore plain dark dresses with long sleeves, white pinafores with wide "strings" from the side seam that tied in big bows at the back, wide white lace collars, strings of beads tied close about their necks with coloured ribbons, and wore their hair long in curls, if possible, and fastened with a ribbon band about one inch wide that went around their heads and tied in a bow on top. The boys wore tight knee trousers. Their banner read—"We are the school children of the last generation. We had the first brick school house." On the last float the children wore present day clothes—the girls with bobbed hair and straight shortsleeved dresses. Their banner carried the legend—"We are the school children of to-day. This is our school-house." A picture of the School was fastened to the banner below the lettering.

A small school with only one float might have the children representing school books—grammar, arithmetic, spelling, etc.—large pieces of pasteboard hung by straps over the shoulders will give the effect of book-covers—the titles and any other printing being put on with crayon. The largest boy should be chosen to represent the school register—the printing on the cover of this giving an opportunity to display the school name. This may even be carried farther and the whole school equipment represented. A small fat child might be encased in a

cylinder of black pasteboard with a white printed ink label—his neck and head will sufficiently suggest the top of the bottle and a very long feather, made from a number of feathers fastened to a wire, can be fastened to the cap to suggest a pen. And so on with pencils, pencil-boxes, school bags, etc.

A load of vegetables for the Fair makes a gay looking and interesting float. Each child is dressed to represent a vegetable. The costumes are made of crepe paper and the shape achieved by either wiring or stuffing. For vegetables like a carrot, parsnip or long beet the dress is wired at the top (shoulders) with a fairly large circle and gathered in quite tight about the ankles. For round vegetables like turnips and pumpkins the costume is made like the balloon dress described under "Costumes." the potato shape will be got most easily by gathering the paper in at neck and ankles and leaving it long enough to stuff to the right shape. The potato eyes can be suggested with a black crayon. Branches of balsam, pine or spruce will provide the necessary green among the vegetables.

The same idea may be carried out with the girls dressed as flowers and the boys as vegetables. A particularly pretty costume is an Easter or orange lily. The petals begin at the neck and widen out to the hem of the skirt—three inner petals and three outside overlapping. Where the petals round at the bottom a yellow band shows to suggest the yellow stamens and the costume is completed with a little green cap. In the orange lily the petals are orange and the band at the bottom, brown. Jack-in-the-pulpit can be made with stiff brown paper, the purple stripes being painted on with show card colour. For flowers like the blue Chicory, Ox-eyed daisy or Brown-eyed Susan use a waist of bright yellow to suggest the centre—brown in the case of the last flower—and a very tight skirt of green. Over this green skirt have an over skirt made up of long narrow wired petals the colour of the flower. Turn these petals so those at the back sit straight up, the ones at the side horizontal and those in front straight down, so that all together they make a circle about the yellow centre. Choose small children for this type of flower as they take up a great deal of room.

In a parade that the children themselves will greatly like, an immense shoe occupies the centre of the float (or the centre of the first float if there is more than one). "The Old Woman who lived in a shoe" stands in this and the other Mother Goose characters are grouped about it—Little Miss Muffet, Bo-Peep, Boy Blue, Little Tom Horner and so on. The costumes can be easily copied from any "Mother Goose" book.

A float of toys is sure to be very amusing. Most of the costumes can be made from crepe paper, but ravelled yarn will make a wonderful French poodle and gray flannel seems to be the ideal costume for an elephant. A nigger doll, a wax doll, and a Teddy Bear are all quite easy to manage, but even such an inanimate thing as a top is not too hard to do, and if there is room enough it will add to the fun to spin it now and then.

VII.

SCHOOL DISPLAYS AND EXHIBITS

The Directors of any Fall Fair are always on the look-out for new and interesting features, and if they could count on the co-operation of the teachers, would be more than ready to arrange for any such competition as the teachers might suggest.

Look first at what your school may produce in the way of exhibits. If you have a school garden, or if your pupils have home gardens, you may have some good entries in the line of vegetables, fruits or flowers or even grain. These may be entered in their different classes, or they may be gathered together into one School Exhibit, placarded neatly with the name of the school, and if from individual gardens, each exhibit bearing also the name of the grower. In this latter case the exhibit will not compete for a prize unless other schools also are showing and a prize is offered. If fruit and vegetables are not shown separately group them for the colour effect, using if possible a plentiful supply of parsley to give the contrast of its darker colouring. If sewing or manual training have been done in the school, the product of this work might also be shown. Small flat pieces of sewing are

better basted on a heavy sheet of paper, the ordinary Bristol board being a very good weight to use. Drawing or colour work, writing and maps all make good exhibits. They should be done carefully on heavy paper with good margins so that they can be pinned to the wall. If the walls are light in colour a good effect is obtained by mounting on a paper of some dark neutral colour, such as brown, gray or black, leaving a margin of $\frac{1}{4}$ in. to $\frac{3}{8}$ in. showing beyond the white paper. Collections of butterflies, native woods or seeds make interesting exhibits, also charts of the birds or wild flowers of the district.

If the schools have specialized along any line of agricultural or household interest, demonstrations may be given. For instance, one country school demonstrated the use of a Babcock Milk-tester at their nearest Fall Fair; and were afterwards requested to do the same thing at two other fairs in their county. Another school demonstrated the grading and packing of apples; still another the making of butter; and still another the application of First Aid for burns, cuts, drowning, etc. No part of the fair seemed more popular than these demonstrations, and rightly managed, they are not only interesting but immensely suggestive.

If it is possible for you to choose the location of your exhibit secure wall space with a table directly below, and in a good light. Avoid a corner, as both walls will not be equally well lighted and directly in the corner both will be in shadow. In hanging maps or colour work remember that colours hung close together will effect each other and must necessarily harmonize. If you are not competing with other schools you will be surprised at the interest you can create by securing a tent or booth for the school exhibit and adding to the rest of your display any photographs that you can procure of former trustees, teachers and classes, going back to the earliest days of the school if possible. School registers or business letters relating to the school of this early period will be interesting too. In fact, anything that has to do with the early school history.

All placards used with school exhibits should be attractively printed so that they will add to the good effect

of the display. Bristol board is the best paper to use, as it has a smooth surface and sufficient stiffness. The ink should be a good India ink, Higgins' waterproof drawing ink being very satisfactory. The lettering should not be intricate--the plain Roman letters are the best to use, and since much of their beauty depends on the perfect circle of the round letters it is a good plan to decide their size by some coin such as a five, ten, or twenty-five cent piece, as the children find it difficult to use a compass for so small a measure.

VIII.

EXHIBITION OF PETS AND GRAND PARADE

A little public school in New York State put through a very interesting exhibition last year and a parade which they were later asked to repeat at their county fair. Of course, they had some unusual material, but when one reflects how interesting a cat or dog show may be, it isn't too discouraging a proposition even with the material commonly on hand in any village or school district.

The teacher talked it over with the boys and girls and they decided that they could put up a not bad showing of pets, and that they would make their entries open to any boy or girl under seventeen (in or outside the section); that they would advertise well and give good prizes in the hope of getting a number of outside entries; that animals shown must be the property of the exhibitors; that ponies and pet sheep might be shown, but that calves or colts shown must be under one year old; that in giving prizes not only the fineness of the animal but its docility and training would be considered; that a small admission fee would be charged to cover the cost of prizes, and other necessary expenses.

The next thing was to get busy in the section taken up by the exhibition, and trying to get everybody interested. The local papers gave good advance notices.--a domestic circus, trained pets, a grand parade well worth seeing, etc. Boys and girls began hurriedly petting stray barn cats and setting traps for squirrels; dogs began to look up, being fed and groomed as never before.

It was to be an all day affair, to open at ten o'clock on Saturday morning and to close with the Grand Parade at four in the afternoon. Judging to be done in the morning, except for the trick work which was to come in the afternoon. A miniature "ring" was made on the school campus and rows of benches placed around it to seat the spectators. All dogs were chained to the fence at one side of the yard. They were far enough apart to prevent their fighting with each other. A few of the smaller were in boxes with wire fronts. The owners of the pets were responsible for their "stabling" and safety. But a vigilance committee worked with the receiving committee to be sure that ropes, chains, etc., were sound and boxes well fastened. Care was taken to place the animals in a position of safety and the vigilance committee patrolled the grounds all day. The ponies, colts and calves had the other fence, and at the back of the grounds was a collection of miscellaneous pets that proved very interesting. One of the boys had a young fox, and there were two coons and a porcupine. Against the wall of the schoolhouse were the boxes containing the rabbits and guinea pigs, and on the other side the chickens, ducks or geese that had been entered. There were four lambs shown and these were in a pen by themselves. One of the boys had brought a little pig, and an Italian boy from one of the fruit stores in town had brought a monkey.

Inside the school-house, in boxes arranged against the wall, was a great showing of cats, white mice, squirrels and chipmunks and pigeons, and the birds were in cages hanging from ropes which had been stretched across the room near the ceiling.

At the last minute a boy who lived ten miles away came driving in with a bear cub, which his uncle had found in the woods.

There were not very many people except the judges and the exhibitors present in the morning, but afternoon brought a great crowd. The boys had put up a booth, where the older girls sold lemonade, hot coffee, ice cream and sandwiches. In the afternoon the trained pets showed off their stunts, each exhibitor who was entered for this part of the show coming on and putting his pet through its various tricks before the judges.

After the judging was over and the prizes awarded, each prize-winner leading up his pet to have the red ticket affixed amid prolonged applause, the exhibitors formed for their Grand Parade. They formed up on the road in front of the school, prize winners first, each leading or carrying his or her pet. Each kind of pet marched together—that is, in the same group, colts and ponies together, prize winners leading; then calves; then the lambs; then with enough break to keep the dogs from frightening their gentle neighbors, came the boys and girls leading their dogs; then the cats, mice, poultry, etc. Many of the cats and some poultry were carried in the arms without any box. This looked rather nicer, but the vigilance committee insisted that in this case the pet must be securely fastened with a cord or rope, which was held by its owner, to prevent its getting out of his arms and escaping. But many of the cats and all the mice, birds, etc., were carried in boxes or cages. Then came the miscellaneous pets, fox, porcupine, etc.

On the whole, the pets behaved well. Of course, the children marched in very open order. It adds to the picturesqueness if the boys and girls can wear a badge or dress in uniform colours. Boys' suits are much alike, and the girls nearly all will have white dresses. If you are planning to march at the Fair you should be sure to practice with the animals and let only such docile and well trained pets as you can count on, be entered. Cats are more excitable than dogs. At the fair it is likely that each school will march by itself, and I think in marching you might arrange according to size rather than the kind of pet—so long, of course, as the pets will agree with each other. If several schools combined in a parade, you might agree to each send your ten or twelve best. Floats or wagons might be used for each group with children and pets artistically arranged on them.

The parade which was described above marched up through the little village about half a mile and disbanded, pets and children going gladly home after a wonderful day. The school netted nearly forty dollars after all their expenses were paid.

Conditions in rural Ontario do not differ so greatly from those of rural New York. Such an exhibition should succeed in any Canadian school. There is certainly no question as to its popularity with the children.

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