

scious;" secondly, "Keep the school atmosphere friendly;" thirdly, "Make use of material in which the children have vital and enthusiastic interest."

I find with the Indian children one must begin with principle three first. This year I tried to find out just what material would suit the stage of development that marked the little folks just out of the Indian homes. We all know how these children are allowed to move around and do as they please, and how happy they are when they are unconsciously giving vent to their motor impulse. This is one thing not to be overlooked, and we devoted a great deal of time to dramatization, motion songs and finger plays. These all brought in the training of the hand and eye.

Principle number two does away with many well established customs and methods of recitation. If the schoolroom spirit is to be one of perfect friendliness, it would never do to call on one pupil to give something better than the child reciting. Even this unconscious naming of one child to do again what some other child has already attempted is sure to engender the feeling of superiority that is inevitable to a friendly atmosphere.

The problem of filling the pupils with enthusiasm was an easy one and the very least of my troubles. The fishing season was almost at a close in Neah Bay, and the strongest link between the past and the present seemed to be "Little fishie and the brook," etc. The older ones, as well as the little tots, were heard reciting this on the playground. A little later, we became familiar with the words fish, brook, mother, father, and other words suggested in the little rhyme. But before taking up the words we drew and cut them from paper, many times making use of magazines and fashion papers. Following this rhyme, we used several of "Mother Goose Jingles," using those which refer to the senses, first.

I believe we used "Pat-a-cake, Pat-a-cake," and "Brow bender." These we dramatized, and care was taken to call on the whole class, or by groups, thus relieving them of all self-consciousness. For occupation, they cut cookies out of paper and marked them with a "T."

Possibly the jingle that aroused most interest was the musical little rhyme, "Hey diddle, diddle." Wonderful pictures are formed in this jingle, and children love to let their imagination run riot over "The moon laughing," "The cow jumping over the moon," etc. Many of the shy ones completely lost their timidity in the excitement of illustrating these funny stories, and spoke "out loud."

Then followed motion songs, finger plays and games. Notice that all of these are full of action, for in no other way will these children completely lose themselves. It means more noise and confusion than is sometimes pleasant; but it is the "busy hum," not disturbance.