

In a few days we had several other new bits of mother Goose, all that treated of home and its occupations. By this time, we were able to recite from memory the rhymes given the first day, and the one with the clean face or neatly combed hair was allowed to recite for the remainder of the class. Not one was too shy, for their bashfulness was lost in their desire "to do." After becoming familiar with these rhymes, we illustrated them with colored drawings on the board and wrote the names of each animal or object with the colored chalk. Imagine their delight when they were able to tell me the words and to know them apart from the illustration.

A father asked his child what they read to-day, and she replied, "Papa, we didn't read, we just talked from the blackboard." She was acquiring the correct habits of language and English.

From the first, our speech was certainly not, nor is it yet, "English as she is spoke," for it is full of "set, hain't, git and throwed," and all other evils that our school system is heir to. But these could not be corrected all at once. We must accept all and even a little slang thrown in. A critical superintendent might object to this, but I should ask him to come in and play our irregular-verb game. Remember, we are after enthusiasm and unconscious ease, and we must have these before correcting more than simply that which any teacher may secure through the irregular-verb game. I start this game early in the year, and find, for Indian children, it must be continued all through the school year. I liked this game from the first moment I saw it in one of the ward schools in Indianapolis, Indiana, I think because it is based upon sound pedagogy and common sense. It keeps in mind the fact that children learn things chiefly through imitation. Children cling to "I set down" and "I throwed," because they have heard them all their lives; so if we are to wage war against these expressions, they must hear the correct form over and over again.

But to explain the game: While the children watch, I perform some action, as ringiug a bell, and each tells what he has done, as "Mrs. B. rang the bell," or "I jumped after Mrs. B. rang the bell." You see before this game is through, the children have said "Mrs. B. rang" enough times to begin to make an impression. The hardest form of this device is that in which one child silently and swiftly performs seven or eight actions and another pupil names these actions in order and tells it all in correct English.

But to leave this pet language device and begin the formal story work; this is the hardest with Indian children, but something which is necessary with the younger children, in order to improve the upper grades.