

We are now giving little accounts of what we saw on the way to school, and especially are we interested in things seen on the Beach, out in the water and along the dock. From this, we will go on to descriptions of home, the people in it, and their various ways of keeping busy. It is wonderful how many of the details of housekeeping the children gather up; and, by the way, here is a good place to speak of our much loved "riddle-game" and "I spy." The children like these games to the extent of utter self-forgetfulness, which is precisely where the value of using riddles lies. When we have worked over the home and the schoolroom, we tell riddles, beginning this way:

"I see a little girl who has light curly hair. She wears a plain blue apron trimmed in red, and, today, has a big red bow on her hair. She has big, brown eyes and is very fair. She holds something sharp and pointed. Her hands move back and forth in this way. (Imitate cutting paper.) Who is the girl and what is she doing?"

This draws upon the child's imagination and very soon he will be able to give a very close description of each one in the room. Not only does this help his English, but makes him very observing.

Our game of "I Spy" is too well known to mention here. Nevertheless, it is very useful.

Possibly the best aid to the formal work is through the use of pictures. Unfortunately, the Indian children in the day schools are not taught nor brought in contact with many of the best pictures. The pictures found in the New Education Readers, now in use in our schools, are very useful and especially good oral language work.

In the earlier work we hold up one picture where all may see and let several little folks describe it in turn. From this simple exercise, it is but a short step to the riddle-game, in which one child looks at a picture and describes it while the others guess. Another game is simply adapting the old sense-training game, in which the children are allowed only a limited time to look and then describe. This may be made simple or complex, as the occasion demands.

It would be much easier if we might be able to have more of the masterpieces in our schoolroom. The writer has collected a few from different teachers' journals. "Feeding Her Birds," "First Step," "Can't You Talk—Holmes," always appeal to children. But any picture will do that is full of action, still the interest of the people determines, in a great measure, the things that most appeal to the children. Here, especially, pictures, stories and songs of boats, water, fish, and things found along the beach are of interest.

It might be well to select a few pictures that are rather above their little heads, but it is well they should become acquainted with them early and always cherish them thereafter. It is only through the school-