

ribbons and a large and a small bow and arrows.

I asked a large boy who was able to understand a few words and who could speak a few words to come to the mirror and brush his hair and to tell them what he was doing. He said very slowly, "I brush hair." Each child in the room performed some action before the mirror. There were many in the room old enough to be called young men and young women who were proud to "brush hair," "button dress," "tie tie," while looking in the glass. Some looked long, turned and looked again. Some smiled at themselves and at others that they could see.

After all in the room had looked and performed some little act and repeated a few words, one of the most unpromising looking girls came to me, took me by the hand and led me to the mirror and by signs gave me to understand that she wished to see what I would do. Like a flash the play spirit took possession of me. I remembered how much delight I used to take when I was a child in "making faces" at myself in the glass. I went with her to the glass and "made a face" at myself. Simultaneously they broke into a joyous, hearty laugh. They tried to talk to me—one of the oldest ones said, "Indian do that when look in water sometime." One little fellow went to the board and drew a tree, a boy behind it making a very ugly face.

That instant of play spirit bridged the chasm between teacher and pupils. It was no trouble to get them to play their games as they did at their homes, in the woods and by the streams. In my years of experience among the Indians I have been much impressed by the innocence of the children's games; while the games of the adult Indians are almost invariably vicious in some feature. I think I am safe in saying that in almost every case of social immorality it arises from some bad form of play.

Besides the educative feature of play there is the hygienic feature of the activity. The observing parent or teacher will say play is the great therapeutic agent of childhood. Out-door play, fresh air, sunshine, happiness, give the children abundance of all; they will solve many a problem for them for which there is no other solution. Let the play be spontaneous, vigorous, calling into use many muscles otherwise neglected, they will return to their work refreshed, the vital organs strengthened, the strain of the mental work in the classroom has been relieved by forgetfulness in their play. Notwithstanding the place my observation and experience lead me to accord to play in the education of children and in the lives of all peoples, I must insist on a sharp, unmistakable discrimination between play and work. I have not been able to bring myself to allow a spirit of play to pervade the work of the classroom as some of our best educators recommend. There should be a work spirit at the time for work, the child should be trained out of his