

Being entirely ignorant of the name & use of everything he sees, in the school-room, the Indian child, having never seen the commonest articles of school furniture, — desk, stove, table, chair, chart or even a book or a slate, & consequently knowing nothing with which the child of civilized homes is familiar before entering school — everything is a wonderment for which he has neither language nor idea.

Accustomed to a life of unrestrained freedom, & having no idea of the advantages arising from civilized education, the restraints & discipline of the school room is unpleasant if not irksome. The thoughtful teacher, realizing the necessities of his situation, & anxious to promote the best interest of his pupils, finds himself swamped in a sea of perplexities, requiring his utmost skill to extricate himself to the best advantage of the school & his own satisfaction.

civilized scholars, who understand the language of the teacher, and to some extent know, from home instruction, the nature, use, and advantage of schools before entering them.

Here, however, the teacher must get down to the very foundation of knowledge, begin at the very beginning, and work his way up through the double process of teaching the spoken as well as the written language, — adapting his system of instruction to their crude comprehensions, making use of the things they know to teach them the things they do not know.

Although I do not profess that I adopted the best system of instruction that could be devised, yet, as it proved eminently successful, I will give a brief synopsis of the course pursued.

The school was divided into classes of from four to eight, and each session was opened with some concert exercise, such as repeating the names of the numerical figures, previously made upon the blackboard. Afterwards, when these had been learned, the multiplication table made a good exercise. Then, having drawn upon the blackboard the picture of some animal with which they were familiar, I would place its English name in Roman characters over it. Upon their first seeing it, they would give its Caddo name, which I would put under it. Then, while one class was exercising at the reading charts, all the other scholars were employed in drawing pictures of this animal, and printing its names upon their slates, — thus keeping them busy; also learn-

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after a number of efforts on my part, & approximating tolerably close to their pronunciation of the word, I placed it under the picture, & pointed to the word, pronouncing it again & again, as they could connect with the idea. It was soon ascertained that the word represented the name of the animal pictured. In the same manner, I taught them the English name.