

ing the English names of animals, as well as acquiring the use of the pencil. After exercising each class at the charts as long as it was thought best, they were taught to count in English on the fingers or counting-frame.

During the fore part of the term, I occupied myself, between school hours, in constructing and painting a set of "outline maps," which employed my spare time for nearly two months. When completed, I commenced making pictures, on the blackboard, of animals not found in America, and exciting their curiosity as to what they were, and the reason they had never seen them, viz., that they lived in a country on the other side of the "great water," of which they had heard their old men talk. Then, introducing the map of the world, I explained to them what it represented and its different parts, pointing out the country in which we live, the ocean, or "great water," the country that particular animal represented on the blackboard inhabits, and proceeded to explain the different divisions of land and water, as delineated on the map. I gave them an idea of the magnitude of the different countries and oceans, &c., from the distance they could travel in a day, and the number of days it would take to go across. Their interest was thus awakened in the study of geography, and they made rapid progress in acquiring geographical knowledge, as well as that of the English language, of numbers, and of the different kinds of animals inhabiting the different parts of the earth. They manifested an interest in the knowledge they

were acquiring, which I had seldom seen equalled among civilized pupils, except in individual cases.

After the school had been in operation as a boarding-school one month, the agent returned, and heartily approved of the enterprise.

But the school having been commenced during his absence, and before measures had been perfected for the organization and maintenance of it, — the large amount of work engaging his attention, after his return, in getting the affairs of the Agency in smooth running order, — the impatience of the Indians, because everything could not be done at once which they wanted done, — not having any idea that time is essential to the accomplishment of work, — the mill, the scales, buildings for other purposes, and many things immediately needed, while the school was in actual progress, conduced to divert the mind of the agent into other directions, however unintentionally, so that it did not receive that attention which its importance demanded, and was continued for some months under many and very great disadvantages. Improvements were commenced, however, after the pressure of other things had been removed, which conduced much to the comfort and efficiency of the undertaking.

On the return of the agent, Polly, the Cherokee woman, who had honorably and faithfully discharged her duties, as matron and cook, to the best of her limited knowledge, was removed, and a white family, in