

a Mission. You do not speak Cherokee. The Mission board has had Buttrick for years trying to figure out some system whereby you can make English characters apply to a Cherokee language, has been a failure. There are some people there you can go to as interpreters; but you're not sure what their motives are, and you talk to these Indians and you convince a few of them to send their children to you. The Cherokees love for their children to go to Mission schools as far as able to. Some were very impatient. They did not understand at all--why, if I could take up a book and read it, if I had a good teacher, why I couldn't give their child, their son or daughter, a book and he'll be able to read it. Now, a week wasn't too long to be there, but even then as now, Cherokees love their children and they're very very important part of their lives. The Cherokees did not like to be separated from their children at the Mission schools. So many of them would arrive to inspect the situation--look at their children and take them home with them. So the scholars, as they called them, would change from day to day. On top of that, can you imagine the discipline problem? Think about it. These children had never been confined. They were free to go where they wanted--did what they wanted mostly. So you took them and a nineteenth century education was quite different from the education that we have today. I've looked at the curriculum that second and third graders have--English grammar, geography, classical resitation, arithmetic, all of these things. Memorization was very important part of it. When you bring them into this setting, they are not happy--many of them. They tell their parents they're not happy. They pull them out. What do you do? Give you an example. Dwight Mission less than three months after it was opened, was down to three students, because all of the Cherokees started pulling their sons and