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RESPONSIBILITY

It is the duty of a school to its students to leave undone nothing that will develop their character and make them self-reliant. Therefore, Chemawa would fulfill her duty; and it is in one little point especially that the duty is now directed. She would have all her students cultivate a sense of responsibility. Many do have it and strive under all circumstances to live up to it; but there are those who apparently go on from day to day eating, sleeping, and mechanically doing the required tasks, without the thought of the purpose of it all. If they do think about the tasks it is to the effect that they are benefiting somebody else by doing them. This shows an utter lack of responsibility.

Instead of doing the thing with spirit and enthusiasm, because it is right to do it, because it is for their own welfare or for the standards of the school, they enter into the matter, whether in the classrooms, shops, societies, or some of the special duties that are necessary for the right sort of school life and spirit, in a listless, don't-care manner that positively kills all the efforts of the instructor who labors and strains to pull them up to the point for which they ought to be striving. Such a state of affairs is discouraging. It is discouraging for the students who feel responsibility, discouraging for the teacher, and discouraging for the school.

Everything that is asked of a student is in some way an opportunity for growth. If he does it in a willing, interested spirit, he himself will notice a strength and dependence gained by the experience. True, he will probably find his duties increased; but where is the good, strong, noble, successful man or woman who does not have a multitude of duties and responsibilities? It is just these that give him or her the strength and nobility.

Wherever we see an admirable character we shall find that he or she feels the obligation—the responsibility—to do every duty that comes up for the sake of the right and not merely to oblige someone else. By such observations the student will surely see that if his life is to count for anything he must arouse himself from listless indifference and go to meet the requirements and take upon himself responsibility in every demand upon him in his school life.

PUPILS' ITEMS

Bud Metcalf, on his way home, made a short visit here to see his sister Nellie.

Paul Kinninook, a graduate of this school, is back from Alaska visiting old friends.

The vocational sewing room girls are now busy making new uniforms for school.

Elizabeth Kinninook, one of our classmates of last year, was married lately in Alaska.

Eddie Hayden, our trombonist, is making commendable progress in his musical studies.

The gardeners have been very busy this week hauling the pumpkins to the dairy barn to feed the cattle.

Gus Gartiez, our second year blacksmith, is taking great interest in repairing wagons and setting tires.

Mr. Hobucket was the honor guest of the Winona Literary Society last evening. He gave an interesting talk.

Laura Squiqui gave the members of the eighth grade a very instructive demonstration on the various uses of gelatine.

The most humorous bit of literature studied by the eighth grade is "The Legend of Sleepy Hollow" by Washington Irving.

Roy Nuckolls is trying hard to lead the seventh grade this month, but Frank E. Johnson is going to make him run for it.

The students of Chemawa were anxious about the election. According to the straw votes taken, the favorite candidate was President Wilson, who is elected.

George Berry, third year and vocational student in the blacksmith department, has been making wagon wheels. He made a set of wheels for the wood department last week.

Last week the seventh grade arithmetic class had a drill in making boxes that would hold a bushel measure. Edward Hayden, Frank E. Johnson, Roy Nuckolls, and Mable Zeiglar had boxes of the best dimensions. This week the class is constructing barns with stalls for horses and milch cows and with bins to contain a limited amount of corn, oats, and other stock feed.