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COMMON SENSE

All of the Sunday evening talks of Supt. Hall to the students assembled in chapel have the stamp of unusual worth and should influence all who hear them to high endeavor. To hear a talk but once does not afford opportunity for the serious student to grasp the full meaning and import of the discourse, so we are pleased to publish this series of addresses of Supt. Hall, that they may be retained and studied—read and re-read. A recent talk on "Common Sense" will be found replete with "worth-while" thought and was as follows:

In looking around for some message, for our Chemawa students I ran across some mighty good thoughts which I will give you tonight. I might term this message "Common Sense."

The first item might be emphasized as "Obey Orders," or "Obedience." Whatever you do here at Chemawa, do it with a whole heart. The student who is disobedient is doomed to disappoint himself and everybody with whom he has dealings. In fact, when you disobey orders you fail absolutely. To pretend to obey and yet to carry in your heart a spirit of revolt or disobedience is to do half-hearted or slipshod work, and you benefit nobody—not even yourself. The spirit of willingness and obedience as the controlling impulse of your mind will carry you far.

There are boats that mind the helm and boats that don't. Those that don't get holes knocked into them sooner or later. To keep off of the rocks obey the rudder. Obedience is not slavishly to obey this officer or employe; it is that cheerful mental condition which responds to the necessity of the case—and does the thing. Obedience to your school—loyalty! The student who has not learned to obey has trouble ahead of him every step of the way—the world has it in for him after he leaves school because he has it in for the world. The man who does not know how to receive orders is not fit to issue them. But he who knows how to execute orders is preparing the way to give them—and, better still, to have them obeyed.

So, after all, this resolves itself into character. Character is what I really am, not what I may be thought to be. It is the sum total of all qualities. It is oneself in essence and is the real contribution which your respective selves make to the world. Therefore, I say to you 650 students that it pays from every possible angle to labor faithfully to build up character. Do not be a sluggard and wait to be told every time just what

to do. Take the initiative and get results from your work, for initiative is your most valuable asset in school activities as well as in your vocational life when you leave here. It is the very secret of progress—this power to think rightly and then crystallize it into action and results. The student who uses his head and mixes brains with his work is the one who forges ahead.

The Indian student who learns how to study and depends upon himself is the one who has the power of initiative, but he who depends upon his teacher is doomed to failure. The difference between the man who digs a ditch and the man who bosses the job lies in the power of initiative. Initiative, or the power to think and act, combined with integrity, is what we should strive after and fight for.

Now, here at Chemawa, we have found that the ordinary class-room study hour is not productive in a better sense of developing the initiative, and the present system of study hour in your quarters is being tried out for the purpose of training students to take the initiative, and to develop in them a knowledge of the importance of self study. Our high school, Willamette University and Oregon University students are not supervised in their lesson preparation. They realize keenly the need of preparation and they get their lessons, and find time to do it even if they have to miss some very desirable pleasure. They simply say, "We have to get our lessons." Their lessons come first. And it seems absolutely imperative to put the responsibility upon each of you students in order that you may take the initiative and learn to study as well as to realize that each individual student is the one benefited by the study hour and the one who loses if the lesson is not properly prepared.

In many instances I have known students to blame a teacher for a bad lesson. Indeed, apparently a good many feel that a teacher is being benefitted and not themselves; and since the students are the only ones benefitted the responsibility, as much as they are capable of assuming, is being placed on the students—where it properly belongs. This system will prove the character and initiative of our students, and those who take the initiative and the drones will soon be shown.

I urge every one of you to use every possible moment to upbuild yourselves and to take advantage of the hour set aside for study in quarters. Have well-prepared lessons every day, and thus train yourselves in taking the initiative while here so that you may have a good start toward meeting the responsibilities of life when you are compelled to depend upon yourselves entirely.