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LEST WE FORGET

Each year we have a certain number of boys with a wild longing to break loose from school and its requirements, from discipline, from close application to necessary educational work. We presume that nearly all schools face the same problem of which we write. These boys want to rove; that is, prove to be quitters, deserters, having streaks of yellow, being weak and lacking in backbone; in fact, spineless.

Young people, if you feel that responsibility is unbearable; in a word, if your ambition and purpose seem to have deserted you, don't desert your post but hold on to your job—the job of securing an education. It is the opportunity of your life to exert your will and determination. Hold on and all will come right.

All worthy doing—patient, careful doing—reacts with happy effect upon the doer. This is an old truth, but it will be new to some, and many who think they know all about it need to have it laid on afresh and rubbed in. According to the intelligence, persistence and fidelity a student or anyone else puts into his work, the work in turn puts something into him. He gets a reward worth more than money—namely, strength, experience, discipline.

We are often led to think that many of our students are dodging opportunities as they go through school. At least it has been our experience that many pupils seem to expect these opportunities to come around again and again. If they do not get their lessons perfectly, or if something more interesting takes their attention at the time they should be studying, they think they can make it up later or secure assistance from the instructor. But perhaps the right opportunity does not come and the lesson remains unlearned. There are many opportunities coming to you day by day. Seize them as they come; do not wait for some big opportunity. The chances are that the little ones are big ones in disguise, or that you do not know the big ones when you see them. Right now, under every condition, is the time to take advantage of your opportunities.

If the three hours or more that you have in the classroom each day are spent in leisurely skimming over the lessons and trusting to luck that you will be

called upon first to recite, or if you are depending upon the teacher to follow the line for recitations and count the verse, word, question, or problem which would fall to you, memorizing it for the time, how much useful knowledge can you store away? If in your arithmetic you merely work for the "answer," trying the problem forward, backward, or any way, in order to get the figures which stand for the correct result, do you think you will ever develop ability to reason out or calculate with understanding the practical propositions that you will meet in business, or in ordinary everyday life? If you read or memorize your lessons in history mechanically, will you get an actual understanding of the relation of the present generation and its civilization to the past ages? "No" is the answer to all these questions. So in all your lessons mechanical and vague study will bring little useful knowledge; will use up much valuable time, and will bring you nothing that you feel is your own to keep.

On the other hand, if you face each lesson with a definite purpose you can make it practical, you can make it serve you, and it will become a part of your own thoughts. To accomplish this you must get in and dig, dig to the bottom, for it is there you will find the real treasure. You will realize, sadly, if you are fortunate enough to reach a high school course, that superficial preparation is a great hindrance and that the chances will be against your success.

You may appear to have a fairly good fund of knowledge, but the keen competition of students in our high school classes will soon prove the kind of study you applied and the methods you followed while in the lower grades. Remember, it is digging, not skimming, that saves time and brings results.

After a season of freedom from study it is always hard to fit into the requirements and discipline of the daily routine. If it were not for the monotonous grind and drudgery in attaining our purpose the effort would always be a pleasure. But the drudgery and grind must come; it is three-fourths of the process. In all your academic work do not halt at the disagreeable point. Consider that the exercise develops your men-

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