

WHY NOT "STICK"

(Continued from page 1)

Its equipment was wretched. It was losing great sums of money rapidly. Many railroads had gone to the wall. Great financial syndicates had attempted to remedy the situation. Even the Congress of the United States had failed to remedy the matter. Then Harri-man stepped into the breach. All this time his penetrating mind had been studying the intricate problem, and all at once, when the outlook was most discouraging, an astounding proposition reached the government—an offer to pay fifty-eight million dollars in cash for the wretched road, and an additional twenty-seven millions to the holders of the first mortgage bonds. This was in February, 1898, and the man who made the authorities of the United States wonder, and the great financial syndicates of New York open their eyes, swung into the world's vision as a coming railroad giant. The result was that within three or four years from the ending of the Government receivership, the once despised "streak of rust" reaching from Omaha to Ogden was paying good dividends.

Pure grit is the master key which unlocks all difficulties. What has it not accomplished?

The great life questions are: "Do you keep at it?" "Can you stick by your proposition?" "Can you persevere after failure?" "Have you grit enough to hold on, stick and hang, in spite of the most discouraging obstacles?"

We have all observed Indian boys and girls who have turned away from continuing their school—students who had pluck enough to begin things with enthusiasm, but did not have grit enough to carry them to a finish.

The point at which you are tempted to quit, the point where your grit leaves you, will measure your achieving power.

Many of the grandest men and women in the world today started as poor boys and girls, with not one-half the opportunities of Chemawa students—no capital but pure grit and invincible purpose.

ACADEMIC NOTES

One of the classroom teachers said that reading the pupils' essays on Home Building made her long to visit each home described. All teachers agree that the students have derived much benefit from writing the essays. However, the most important part of this work is yet to be accomplished; the working out of the project this summer and the report to be made this fall, are the aims for which the work was undertaken.

Mrs. Brickell read an excellent paper on Home Economics at the teachers' meeting last Wednesday

morning. This chapter, as presented in Classroom Method and Management, was adequately handled and we were instructed and pleased with Mrs. Brickell's discussion. Mr. D. S. Turner gave us a helpful discussion of the chapter on agriculture. These discussions from the industrial teachers have indicated means by which academic and industrial teachers may cooperate more successfully. Miss Davis and Miss Gunn will lead the discussion at the next meeting.

Miss Davis and Mrs. Johnson, both of California, visited several classrooms and some of the industrial departments at Chemawa recently. Miss Davis is county superintendent with headquarters at Santa Cruz. She is especially interested in the course of study in use in Indian schools in which industrial instruction is correlated with academic with such splendid results. Industrial instruction is sadly neglected in the public schools. Educators are trying to solve the problem of successfully incorporating it in the school curriculum. Chemawa contributed to this purpose by presenting Miss Davis a copy of our course of study, which she urgently requested.

The following excerpts were taken from the essays on Home Building:

"I will make some dresses for my mother to show her what I learned out here in the sewingroom."

"When I go home I am going to teach my sisters some good manners I've learned here. I'm going to teach them to be polite. I am going to teach my brothers and my sisters lots of things I have learned here."

"When I go home this summer I am going to try to do all the cooking to show what I have learned at Chemawa."

"I don't want a fence around my house. It is nicer to have grass without a fence the way it is at Chemawa." In the essay from which this quotation is taken, the youthful writer adds a touch of humor in these words: "I want a chicken yard with a wire fence around it. I want lots of roosters and old hens."

A girl who will some day return to her home in Alaska writes: "I will try to keep our garbage can scrubbed every morning. I will feed the foxes and chickens and keep the fox corral clean."

Another fourth grade pupil will work on this project: "I am going to patch the screens on the doors and the windows so the flies and mosquitoes and other insects can't come in. After I patch the screens I am going to kill all the flies in the house. I'll get some swatters so I can kill the flies easier, or I can get my father to make them for me, because he knows how to make them."

An eighth grade girl and a tenth grade boy worked out plans by means of which they hope to improve their houses in the far north where the silent cold creeps through protecting walls, and fuel is scarce and expensive.

In reading these essays one is impressed with the fact that each child so vividly pictured his home surroundings that, in fancy, he was at home, and concentrated on removing undesirable conditions that make his home less attractive or less healthful. Each pupil met his own peculiar problem and struggled with its solution.