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THOROUGHNESS

When our students use the education and practice given them in the various departments at Chemawa, and stick to their jobs when they go out, they demonstrate their worth. Oftimes we observe students with good educations fail when they work elsewhere, on account of not sticking, hanging on—lack of determination.

These students succeed who overcome obstacles in securing an education, and they are the ones who succeed after they secure an education. It is those who accomplish but little who have a faculty for seeing difficulties, who begin to make excuses and finally give up. It is different with the strong boy or girl, the positive, decisive one, who makes his way regardless of seeming difficulties.

Another school year is now well under way. Will each one of our large body of students show the pep, backbone and grit necessary to master his work and lesson in spite of what may seem difficult at times during the year? Will you, one and all, give your very first attention to the business of securing more learning, character and refinement, to a noble endeavor to excel during the remaining months of school? We urge each of you to show grit (known as backbone, persistency, sticking to a purpose, hanging on); grit to master your lesson, grit to conquer every piece of work in your school course, and above all grit to stand for the highest ideals of which you are capable. The tendency for sticking, hanging on, will assure for you splendid grades and enable you to pass all examinations with credit. In a word, be honest with yourselves and allow nothing, absolutely nothing, to divert your efforts from finishing every lesson, or task in a thorough manner.

Do you realize that it takes honest work to make an honest, straight-forward character? How many of you observe carelessness, slipshodness, lack of thoroughness in other students? The habit of doing poor, slovenly, work will, after awhile, make a student dishonest in other things. A student who habitually slights his work (and by work we mean mental as well as physical) slights his character. Botched work makes a botched life, for the quality of our work is part of us. So every poor piece of work you do, feeding the horses, cooking

a meal, ironing a dress, cleaning the yard, or whatever it may be, is an enemy which pulls you down, keeps you from progressing. Nothing kills ambition and lowers the standard quicker than familiarity with a low grade of work—that which is cheap and a fraud. We grow habitually into that with which we come in contact. It becomes a part of us, and the habit of doing things in a slovenly way always leaves its mark on the character of a person.

What we do, what you do, what all of us do, should be done with a view to thoroughness—put quality in your work. The majority of young people do not realize the education, the comfort, the satisfaction, the general improvement, yes, the bracing up of the entire individual, that comes from doing one thing absolutely right, which outweighs a thousand times the value of many botched or shipshod jobs. The entire person is influenced by one's usual manner of doing things. The habit of thoroughness and accuracy builds up the mind and improves the whole character. On the contrary, doing things in a loose, half-hearted, careless manner injures the mentality, demoralizes the thinking process and pulls the student down to lower levels. Every half-done lesson, every half-done or botched piece of work that you do leaves its bad effects behind and takes away some of your self-respect. You injure yourself for doing your best just in proportion to the number of times you allow yourself to do poor work of any kind, until finally self-respect vanishes, confidence goes with it, and when that happens you are no longer of much use to yourself or any one else. You are only in the way thereafter.

Better begin right now to put forth your best efforts, not your second best. You will like yourself better, and will be liked by others, and in the end will be of some consequence during your school days and a success after you leave. The adoption of the following formula on the part of students is very much desired: "During the ensuing school year I will determine as nearly as possible to do those tasks which I shall have to perform from start to finish in order to succeed, and nothing under the sun shall divert my effort from

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