

CHEMAWA AMERICAN

Printed at Chemawa, Oregon, and Devoted to the Interests of Indian Education

Vol. XXXI

Wednesday, Feb. 12, 1930

No. 22

ARROWS *from the* LONG BOW

(FROM THE QUIVER OF PLUTARCH)

A mean and ungenerous spirit thinks that the sole tie between man and man is interest or necessity.

A good man will take care of his horses and dogs, not only while they are young, but when old and past service.

A soldier is more attached to an officer who will assist him in his work, than to one who will indulge him in idleness.

The man who first ruined the Roman people was he who first gave them treats and gratuities. (And that same man first ruined the Indians.)

There is no other advantage to be had from a liberal education, equal to that of polishing and softening our natures by reason and discipline.

Sometimes we fall into vain superstition, and sometimes into an impious neglect of all religion. It is best to be cautious and to avoid extremes.

The man who applies himself to public business and undertakes to converse with men, should, above all things, avoid that overbearing austerity which is always the companion of solitude, and cultivate in his heart the patience which some people so much deride.

A noble mind may, by a liberal education, be enabled to support itself against distress, and, in the pursuit of rectitude, Fortune may often defeat the purpose of Virtue, yet Virtue, in bearing affliction, can never lose her prerogative.

I fill my mind with the sublime images of the best and greatest men by attention to history and biography; and if I contract any blemish or ill custom from other company which I am unavoidably engaged in, I correct and expel them by calmly and dispassionately turning my thoughts to those excellent examples.

INDIANS IN THE SCHOOLS

The time when the job of Indian education will be taken over by the states is brought perceptibly nearer by reports like that of Superintendent Evan W. Estep of the Yakima reservation, just made public by the federal department of the interior. Mr. Estep wrote that Indian pupils in the public schools of Toppenish, Wash., had a larger proportion of their number on the honor roll than did the whites. The precise statistics of the matter are, however, less important than is their bearing on the sentiment of Indian parents. "The old Indian prejudice against public schools," says Mr. Estep, "is rapidly breaking down."

This reduces the problem to its pecuniary factors. There is little doubt that these children, who are citizens and will become voters on attaining their majority, are better off under the tutelage of the state and in the companionship of youngsters of the race with whose general customs they must soon or late conform than they would if segregated in institutions of their own. But while the Indian has been made a citizen, the process of economic amalgamation has not as yet been complete. For some time to come we must expect state schooling of the aborigines to be continued on the basis of federal financial support.

Whole villages built by the government for Indians to live in stand deserted because their former inhabitants and their descendants have preferred to shift for themselves among their white neighbors. The wardship and reservation system is doomed, and so in all likelihood is the theory that the Indian is fit only for stock raising. Contact with the public school has shown how amazingly these operate towards the solution of a race issue that has baffled our statesmen for more than a century.—EDITORIAL FROM *The Morning Oregonian*, PORTLAND, ORE.

CONQUERING ADVERSITY

Who has not heard of Frank A. Vanderlip, a great president of a great bank? Here is a man born poor, on a farm, a man who met adversity at almost every turn yet conquered it and became one of America's outstanding business men. It has always been his precept that to succeed a man must be a keen worker, he must not only know his work but be more concerned in getting a thing done than in getting credit for it. He must not be over-concerned about advancement but about worthwhile accomplishment.

(Continued on page 2)