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THOSE UNWILLING

There is a trite old saying which time has proven to embody more truth than poetry, and it is to this effect: "You can lead a horse to water but you can't make him drink." All too true. To parody the thought one might say that you can "send a youngster to school but you can't make him think." Why is all this true? In either case the horse or the youngster "doesn't want to," is unwilling. The whole matter is distressing. The future of the unwilling student is so utterly hopeless that it is distressing to contemplate it. We presume that every school has a few such students enrolled, and we hope most sincerely that they are few indeed at Chemawa.

It is during youthful days, while thoughts, actions, rules of conduct, and ten thousand inestimably valuable impressions are being molded into habits that are to prove life-long, that all students should be awake, keen and receptive—*anxious to get hold of all good things, both mental and material.* The eager and willing student will gradually work his way to the head of his class while his unwilling classmate will gravitate toward the foot of it. The unwilling student is forming, daily, all the time, a mental condition which will prove a handicap too great for him to overcome in later years, and will contribute to defeat in the end. This is not a pleasing or reassuring picture by any means, but we believe it a correct presentation of the matter. Such a student can never know real happiness himself, nor can he ever help others to it—his own attitude is an enemy of happiness just as it must be of progress.

Such a student is loath to accept and perform his duties, in class or out of it, and he will forever find himself at the bottom rung of the ladder, no matter whether he is in school or not. The probabilities are that the unwillingness that he has shown during his school days will increase after he leaves school. He will be unwilling to make an effort befitting a real man and it is quite likely that in the end he will wind up in some hobo camp. One cannot rise without effort, and the higher one aspires to rise proportionately greater must be the effort. Is it worth the effort, this striving to rise? It most certainly is—make no mistake about it. The urge to broaden one's vision, to better conditions for self and others, should be cultivated, and a willingness to do so is the first requisite for success. Add a willingness to work

and you have it.

Our students, even one of them, cannot afford to allow this time of training, of preparation, to pass by with no profit to themselves. You who are reluctant to get in and drill, to act, are doing a great injury to yourselves, as later years and blasted hopes will prove. So, get busy and stay busy.

There is hope for youth, good, virile youth, always. Such youth is just waiting for a chance to demonstrate its worth, and wild for the opportunity to do so. Unwillingness there! When they fail we do not hear that the teacher was to blame or that So-and-So "had it in for them." No, indeed; they are willing even to the point of accepting the responsibility for their own failure. And they are more than willing to resolve to do better next time. The willing student is, in the final analysis, the "salt of the earth."

The student alone is responsible for his failure—should he fail. Be certain of this: The willing student gets the most. This is always true. A wonderful self-developer is the discipline we give ourselves when we complete a task that is distasteful to us because it is our duty to do so. This is an example of willingness being put to the acid test. The ability to meet such a test will prepare one for the day when extra demands are made, or necessity requires it.

When extra demands are made the unwilling student is likely to be found rebellious and disagreeable in the matter. Here is where the willing student scores for himself and to the relief and satisfaction of others. No situation in life will render one immune from extra duties and demands. Some will be easy, others hard and trying, but in any event your attitude will have a bearing on the result.

Three-fourths of the success of an undertaking lies in the attitude of the one who essays to shoulder the task. Therefore, if you would make the task seem easier and your work lighter, place yourself on the list of the "willing workers." Chemawa has many such students—willing fellows, who are making a good name for themselves and their school—and we are mighty proud of them. Alas! We have our drones too, a few of them, but usually their season is short and they fade from the picture. The only purpose they serve at a school is that they can be pointed out to other students as an example of what not to be. Be studious, industrious, seek opportunities and your future will be safe.