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THE MATTER OF RELIABILITY

The first and foremost quality desirable in a student (or anyone else, for that matter) is reliability—dependability. Unless the student is of the kind to carry out directions to the best of his ability, he is, practically, doomed to failure. He need not be a fast workman, he may be ignorant as to the proper methods of working—these requisites can be learned, and it is our business as instructors, to train students—but if he is unreliable, a shirk, and requires a taskmaster to give continuous personal oversight to keep him at his job, he bids fair to take his place among the rubbish of the world.

Unless a student shows a disposition to help himself in this industrial world of ours, even though he may be apt at learning, the time and money spent on him is wasted, and such waste betokens an unsuccessful career, not only while in school, but always.

Too much emphasis cannot be placed on the necessity of taking advantage of every opportunity to form new habits, and the habit of being dependable is without doubt so essential in the education of youth that it calls for the highest loyalty of all. This is a fundamental need and it is primarily the duty of instructors to inculcate it in the students. It is a principal upon which success rests, and we feel that we cannot urge our students too strongly to accept responsibility, to be true to themselves, to work for the building of character, of which the quality of reliability is so vital a part. It is by the establishment of these qualities that an adequate basis for a successful life is builded.

THINK FOR YOURSELF

Every school has its leaders. This is due to somebody's personality or attraction. We admire the fellow whose influence is thus felt, if that influence be for good, but condemn one whose influence is bad. For the person who follows, blindly, a leader of questionable motives we have only contempt. The best way to guard against ourselves and bad leadership is to do our own thinking and act accordingly. It is noticeable that in all schools there are to be found a goodly number of students who have not the courage

to stand for their own convictions in the face of pressure brought against them by their fellows. They seem to fear being called odd, or eccentric, and do not possess the courage to stand the momentary taunts of their companions. Does such a course pay in the long run? No! Every time one acts counter to his honest convictions for any reason whatsoever he is weakening his character just so much and tearing down his moral fortresses. Preserve your conscience for the right at all times because it is right. There is but one way to do this: Do your own thinking.

JAMES T. RYAN APPOINTED SUPERINTENDENT

Word reached here last week announcing the appointment of James T. Ryan to the superintendency at Chemawa. Mr. Ryan came here from Biloxi, Miss., to be assistant superintendent Sept. 22, 1930. Upon Mr. Lipps' transfer to the Sacramento Agency (California) in 1931 Mr. Ryan assumed the duties and cares of the chief officer of the school while still holding the title of assistant superintendent. He went to work immediately to make Chemawa a better place. He opposed vigorously anything detrimental to the health or general well-being of our students. He championed many ideas and enterprises which have made this a more modern and efficient school. A great improvement in instruction and the addition of much new and safer machinery and equipment are the result of thought and labor on his part.

On last Thursday evening Mr. and Mrs. Ryan were guests at a reception during which Chemawa employees celebrated Mr. Ryan's appointment.

The following paragraph, clipped from the *Oregon Statesman*, tells of Mr. Ryan's qualifications:

Mr. Ryan's background in training and experience gives him ample qualifications for this exacting and responsible position of superintendent of one of the largest Indian vocational schools in the United States. He holds a Bachelor's and Master's degree from the University of Wisconsin in addition to specialized work in education at Columbia University in New York City and other institutions of higher education. For the past 17 years he has engaged in educational work, during which time he has been on the staff of the Tempe Normal school, educational supervisor for the state department of education in Arizona, as well as supervisor of vocational education in Delaware and Kentucky.



WE ARE not sent into this world to do anything into which we cannot put our whole hearts. We have certain work to do for our bread, and that is to be done strenuously; other work to do for our delight, and that his to be done heartily; neither is to be done by halves or shifts, but with a will; and what is not worth this effort is not to be done at all.
—John Ruskin

