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CHEMAWA AS A VOCATIONAL HIGH SCHOOL

By JAMES T. RYAN, Superintendent

Fifty years ago it was thought that but a few years of education would fit the Indian to take his place beside the white man in agriculture and industry. Time has passed and but a comparative few have profited educationally as far as those two fields are concerned. At Chemawa we find two groups of students who have been successful; one group has entered the Indian Service, the other has been permitted to secure sufficient definite trade training for skilled employment. A third successful group is now developing comprising graduates who are completing college. Unskilled jobs decrease as the efficiency of the machine increases: Much of what constituted unskilled laborers' work a few years ago is now done almost entirely by machine, such as ditch digging, excavating, concrete mixing, etc. There is but little value in giving the Indian an education which will lead only to unskilled work. If the capable Indians of the Northwest who have just reached the stage educationally imbued with the desire to enter industry and agriculture as skilled workers were to be denied the vocational education which has for the past two years been provided them at Chemawa, it would prolong the "Indian Problem," for them seemingly, until this opportunity could be again opened.

The Northwest Indian as a whole lacks the facilities and the interest necessary to satisfactory reservation life. His art is practically gone, and if he could be trained in it only a meager and uncertain living could be earned by that means. The best of his land is gone to the white man through forclosed mortgages, defaulted taxes, and direct sales. Moral conditions on the reservations are not what they should be, for where there is lack of incentive to work there must result loss of pride. Interest must always be a prime factor in man's motives: He will do well that in which he is interested. The Northwest Indian has lived on the verge of civilization and has acquired the desire to work at the white man's trades, a consumation greatly to be desired. He is ready to enter industry and agriculture beside his white brother, and is being accepted in these capacities. We at Chemawa believe that the facilities here should be extended a little in order to care only for vocational high school students with one guidance year, which would mean dropping the seventh grade. Not only have our students made rapid advancement in vocational skill but also in academic attainment. In the Brown Scholastic Test given this year the lowest grade was equal to the average grade of a year ago. The spirit at Chemawa is such as to produce satisfactory personality, character, and temperament. The children are happy, busy and making their plans for the future.

By making this school into a full vocational high school with one guidance year, a better service could be provided the Indian youth of this section. Those completing public high school might enter Chemawa to secure intensive vocational training. By no other means could funds be better conserved than by training these children to become self-supporting.

GIVE me a boy who wants to make a model airplane. In helping him to work out that job, I will teach him more mathematics, more drawing, and more English than he could get in the average high-school course. ¶ ¶ The elementary schools are teaching children to read, write, and figure, which everybody needs. Why not begin to teach older students what *they* need?

—Charles Ricketson Allen

COG-WHEEL INITIATES

On the evening of May 5 certain outstanding vocational students were presented to the Cog-Wheel as worthy candidates, and were fully taken into the mysteries and secrets of this club, pledged to its ideals and purposes.

The boys with their chosen vocations are listed below: Andrew Desautel, carpentry; Elmer George, cooking; Alex Raymond, tailoring; Milton Peters, shoe and leather; Leo Cottonior, auto mechanics; William Majhor, blacksmithing; Harold Berys, engineering; Lawrence Horn, painting; Howard Abbott, baking; Collins Anderson, printing; Phillip Brancheau, machinist; Earl Brown, barbering.

The Cog-Wheel is an honorary boys' society to which vocational students of the school may be admitted for unusual vocational attainment, or while at work out of school for unusual service or attainment. Membership each year is limited to one boy from each craft, but no boy shall be admitted except on proof of unusual attainment.