

Chemawa American

A tri-weekly paper devoted to Indian education. Published and printed on every third Friday during the school year by the students of the Chemawa Vocational School, Chemawa, Oregon.

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—Editorial—

TO most of the former and present Chemawa students there remains a great love for the old school. We little realize what a good time we have in school until we are grown up and are out in the world for ourselves. It is then that we really come to the conclusion that school days are the happy days.

We, the present student body, do not know how fortunate we really are. When we stop to think of the hardships that the first students had to endure in order that this school could be built we should feel quite lucky. Even then, despite those hardships, they went about their work happily and with a good attitude never to forget those days.

Later, after Chemawa had been in existence for some time, the military training came into effect. In spite of the severe punishment and strict rules the same loyalty for Chemawa was shown.

At present our rules are less harsh and we have good food and shelter which the first students lacked. Our time is well filled with various kinds of entertainment such as games, shows, and dances. Some of our present privileges have been given us quite recently. Among these privileges are social hours, store hours, and town days.

Let us all keep the Chemawa loyalty such as has been shown by the former students.—MARGARET ARCASA

IN eighteen hundred and eighty, fifty-seven years ago, in Forest Grove, Oregon, the school of Chemawa was founded. In the opening of the school there were twenty-five students enrolled. Crude buildings were thrown up for the use of dormitories and academic buildings.

In later years the school was moved to its present location. During that time Chemawa was nothing but a forest of trees and stumps. The students of that period had a lot to do with the building of the school of Chemawa. From then on Chemawa has successfully grown to its present standing. Students from year to year have raised the standard of the school.

Chemawa students of the present highly appreciate the work of the students before them. Their hard work of building the school to be what it is today gives the present more time to devote to their studies. They, at that time, were under strict discipline and their time was so fully scheduled that it left them little time for recreation. The advantages of the students now cannot be compared to the disadvantages and hardships that the first students faced.

We, the students of today, give our thanks and appreciation to the founders of Chemawa.—DOROTHY HAYWARD

Let us have faith that right makes might; and in that faith let us to the end, dare to do our duty as we understand it.—LINCOLN

Miss Gertrude Eakin Gives Chapel Talk

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In her missionary work, she stated that she frequently met many students that she had known in the different Indian schools where she has worked, and that many of these boys and girls are holding responsible positions.

One of the illustrations that Miss Eakin gave was that of a student who had left Haskell to teach in a very desolate and lonely place where she had eighty three pupils in one room. Since the motto of the YW girls is "Ready for Service," the girls from Haskell very helpfully sent Christmas boxes and letters of encouragement to this teacher. Miss Eakin further illustrated her YW motto by recounting the story of a skillful clock maker who was not satisfied with his place in life until he had done something for all of the people of his village and thus made the town a better place for all.

The students appreciated Miss Eakin's helpful speech with it's suggestions for better living and join with Mr. Jackson in hoping that she will speak again to them in the near future.

"SCRIP SYSTEM" DISCUSSED AT CHAPEL BY CHARLES E. LARSON

On Sunday, February 14, our chairman Naomi Mesplie, introduced the speaker, Mr. Larsen who had just returned from a recent trip to Oklahoma. His subject was "Our Scrip System," a discussion of which was the main purpose for his trip.

The purpose of his trip was to explain to the Chilocco school how our Scrip System was operated. Mr. Larsen told how the other speakers stood up to talk and had question after question fired at them to be answered. Then he got up to speak he was very disappointed when nobody attempted to interrupt him.

While the sessions were going on, it was decided that the student council should attend the meetings. Mr. Larsen remarked that many questions were then asked. Some of these questions were: "What do they do when they don't have enough Scrip to pay their board?" "What is done with the extra Scrip?"

In his conclusion, Mr. Larsen said that they came to no definite decision except that the Scrip System wouldn't be used there, unless they had actual cash to back the Scrip money.