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No More Spanking

BY JOE COKE.

As now they do not spank no more,
So all the papers say;
They say that spankin' little boys
An' girls has died away.
They say its just gone out of style;
Of course— it had to wait
Till I was growed too big to spank
'Fore it went out of date.

Was right in style when I was small,
A dozen times a day;
Guess I was spanked so much that I
Was almost spanked away.
Ma took a hand, then pa a turn.
An' 'twixt 'em both I got
All that was comin' round to me,
Right on my tender spot.

Some people seem to like to spank
Their children ev'ry day;
They get a kind of exercise
They get no other way,
An' then they say how much it hurts
Themselves to spank us so;
I guess it only hurts their hands,
They spank so hard, you know.

Now spankin' has gone out of style,
I'm sorry as can be;
Becuz I lose a golden chance
That others had you see.
I was jus' lookin' for the time
When I'd have children, too;
Then I could spank 'em good an' hard
Like father use to do.—[N. Y. Sun.

We are glad to see in the Advance from Idaho that the pupils of the Carson City school are recovering from the epidemic of grippe, etc., with which a large number have been recently afflicted.

Teach Economy.

The following circular letter issued by Miss Reel Superintendent of Indian Schools, is another evidence of her practical, business-like ability. It will certainly prove very beneficial to the Indian youth to learn and practice economy.

Washington, September 15, 1902.

To Superintendents and Teachers in Charge:

With the approval of the Honorable Commissioner of Indian Affairs, the following suggestions concerning the teaching of economy to the pupils of the Indian schools are submitted for your guidance:

The importance of economy can not be too strongly impressed upon the Indian pupil. He is supplied with the necessities of life at school, and his tendency is to spend money carelessly and for things he does not need, neglecting to save any portion of his income. He must be taught that saving a part of his earnings every week or month or year is an important factor in laying the foundation for a successful career.

He must also be taught how to spend his money wisely and to the best advantage and it would be well to give in the school-room lessons in purchasing.

A bank should be established at every school in which the money (allowances, annuities, or earnings) of the student will be deposited. Each child must be furnished with a small bank book and taught the significance of the debit and credit pages.

Before drawing from the bank the pupil must consult with the superintendent and matron and state in writing for what purpose the money is to be expended. Permission to draw money should be given

(Concluded on page eight.)