

CLASS OFFICERS AND SPONSORERS

FRESHMEN-Officers

President-Nema Hogsed  
Vice President-Robert Clark  
Secretary-Nellie Walters  
Treasurer-Frank Bolton

Sponsorers-

Mr. O'Rielly  
Mrs. Sanders

SOPHOMORE-Officers

President-Adam Bearcub  
Vice President-Katie Bell  
Secretary-John Cobell  
Treasurer-Arlene Bingham

Sponsorers-

Miss Hoffmann  
Mr. McKinney

JUNIOR-Officers

President-Charles Farron  
Vice President-Edward Archangeau  
Secretary-Treasurer-Rosemary Young  
Cheer Leader-Lincoln Jamison  
Song Leader-Florence Booth

Sponsorers-

Mr. Mason  
Miss Wentzel

SENIOR-Officers

President-James Gerard  
Vice President-Zena Hogsed  
Secretary-Margaret Arcasa  
Treasurer-  
Boys'-Roy Pepion  
Girls'-Wilma Yellowrobe

Sponsorers-

Miss Cruise  
Mrs. James  
Mr. Thomas

Date of election October 11, 1937

## HONOR STUDENTS AT CHEMAWA

This being fundamentally an educational institution, it was felt some years ago that it would be well to determine and make known the outstanding students each month. These students are designated as "Honor Students" and their names are published in our weekly school paper "The Chemawa American."

To be placed on the honor roll any month, a student must maintain an average grade for that month in all subjects, vocational and academic, of not less than 90, with no grade below 85 and must have a grade not lower than 90 in deportment. Deportment means conduct everywhere.

The "High Honor List" includes those who comply with the above requirements and have no grade below 90.

## CODE OF HONOR

The following code of honor was made by the students of the school, in their home rooms, and each student is requested to study the code faithfully and to observe its principals.

### CHEMAWA STUDENTS SHALL BE

1. Clean  
In clothing, body, mind, and speech.
  2. Courteous  
In looks, words and manner.
  3. Honest  
Being never a liar, thief or, sneak.
  4. Dependable  
In work, study, and play, and prompt to meet all assignments.
  5. Industrious  
Energetically tackling and accomplishing the job whether it be in the shop, school, or dormitory.
  6. Sincerity of Purpose  
To observe faithfully all rules and regulations of the school and to obey courteously all requests of employees.
  7. Protection of Property  
To handle with due respect and care all property of the school such as books, desks, and equipment in general, and to repair or replace all damaged articles.
  8. Bounds  
To remain within bounds at all times whether the bounds be the campus walks or the dormitory.
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SALEM INDIAN SCHOOL  
Chemawa, Oregon

June 11, 1936.

TO ALL EMPLOYEES:

Enclosed is a copy of student regulations that will apply during this summer.

As a new policy at Chemawa, starting from this date, every employee of the school is expected to assist in the enforcement of these regulations. It is your responsibility when you see a student violating the rules to speak immediately to that student about the violation. Students will be expected to honor and respect your reminding them of what they may be doing that is out of order. We expect full cooperation of all employees in this matter.

Yours very truly,

PAUL T. JACKSON,  
Superintendent.

PTJ:evg.

A MERIT is a reward and may be earned by:

- Group leaders
- Doing a good turn
- Volunteering to do work
- Perfect school and dormitory record  
for one month
- Representing the School in a creditable  
manner

A MERIT earned will add 10 points to a student's record.

A DEMERIT is a mark against and 10 points off a student's record.

A DEMERIT will consist of one-half hour of work.

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BOYS' & GIRLS' DORMITORY REGULATIONS

A. Care of Rooms.

1. There shall be orderly conduct in the building--no scuffling or rough-housing in rooms or halls. This includes ball playing, shouting or vulgar language.
2. All students shall use back door and stairway.
3. No smoking in the dormitory.
4. No changing of room without matron's consent.
5. No changing of furniture without matron's consent.
6. Girls' beds shall be made each morning before breakfast. Boys' beds shall be made white each morning before breakfast.
7. Rooms shall be swept, polished and dusted before 8 a.m. each morning and left in good order at noon. This means that all clothing shall be put away and beds left made.
8. No athletic equipment shall be kept in students' rooms.
9. No food or dishes shall be carried to the students' rooms from the dining hall or bakery.
10. No trash shall be thrown from windows or left in hallways.

11. Any property damaged by students must be paid for.
12. Girls may use Winona Hall kitchenette for candy making, etc., on Friday and Saturday nights. Kitchenette must be left in good order. Any loss of equipment, breakage, etc., must be paid for.

B. Daily Schedule.

- 6:00 a.m. Rising bell. All students shall arise, prepare for breakfast, and put rooms in order.
- 6:50 Students line up for breakfast roll-call.
- 7:15 Dormitory details report for work.  
Boys report to hospital for minor ailments, using walk by depot.
- 7:45 Girls report to hospital for minor ailments.
- 8:00 Boys must have completed dormitory work and report to shop for work.
- Girls must have completed dormitory work and report for school.
- 8:30 Students report to classroom.
- 11:50 Students line up for dinner.
- 1:00 p.m. Students report to school and work.
- 4:00 Demerit students report for work.  
Recreation hour for those free from demerits.
- 4 - 5 Library open for girls.
- 5:20 Supper line-up and roll call.
- 6 - 7 Library open for boys.
- 7:20 Prepare for study hour.
- 7:30 Study hour. Students must be in their rooms unless they have passes to be elsewhere.

- 8:30 Recreation bell. Prepare to retire.
- 8:55 Bed check. Students must be in their rooms.
- 9:00 p.m. Lights out.

C. Sundays and holidays exceptions.

- 6:15 a.m. Students will arise and get clean sheets on Sunday.
- 7:10 Students line up for breakfast roll-call.
- 7:45 Dormitory details report for work.
- 9:00 Inspection. All students must be in their rooms and at attention.
- 9:30 Church line-up.
- 4:50 p.m. Supper line-up and roll-call.
- 6:45 Sunday Chapel line-up.
- 7:00 p.m. Chapel.

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SOCIAL HOUR

A SOCIAL HOUR is provided so that boys and girls may visit together.

A. Time.

1. Each Wednesday afternoon from 4 to 5 p.m.
2. Each Sunday afternoon from 12:30 to 4 p.m.
3. Each Friday and Saturday evening in Winona Hall, provided there is nothing going on.

B. Place.

1. The afternoon visiting hours will take place outside, if weather permits, in the area bounded on the South by Brewer Hall, on the West by the Dining Hall, on the North by the Employees' Club (exception: When boys and girls are playing tennis), on the East by the front of the High School building.

2. If the weather will not permit out-of-door visiting, boys may visit at Winona Hall by securing a pass.
3. There shall be no visiting through the Winona Hall windows.
4. Boys and girls may play tennis together during social hour only.

#### ACTIVITIES AT THE GYM

##### A. Athletic Contests:

1. Boys shall sit on the West side of the Gym at all athletic contests.

Girls shall sit on the East side of the Gym at all athletic contests.

2. At the end of the contest boys will remain in the Gym until the girls and their chaperones have left.

##### B. Dances.

1. All dances and parties begin at 7:15 p.m. and close at 10:30.
2. All students must remain in the Gym until the end of the dance.
3. At the end of the dance, boys will remain in the Gym until the girls and their chaperones have left.

#### ACTIVITIES ON THE ATHLETIC FIELD

1. At all athletic contests and games held on the athletic field the girls shall sit on the bleachers on the North side of the field and the boys on the bleachers on the West side.

Exception: At football games and track meets the girls' bleachers will be located on the West side.

#### STORE HOURS

Boys: Boys are free to go to the store at any time except from 4 to 5 p.m. on weekdays. Boys must not trespass or loiter by the depot or about school building at this time.

Girls: Girls are free to go to the store between 4 and 5 p.m. each week day. On Sunday the store hours will be between 12:30 and 4 p.m.

During the Wednesday and Sunday afternoon social hours boys and girls may go to the store together.

GENERAL CAMPUS RULES

1. Every other Saturday will be girls' town day. Arrangements must be made with the girls' Adviser.
2. Boys may secure passes to go to town on alternate Saturdays.
3. All students shall attend Chapel on Sunday evenings.
4. Any student who brings liquor to the campus or comes on the campus under the influence of liquor shall have his punishment meted out by the Superintendent. And any student accompanying or shielding the offending student shall be dealt with similarly.
5. All students shall attend classes regularly unless excused on Adviser's or Doctor's orders. (12 demerits for first offense without excuse, second cut dismissed from school by Superintendent.)

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Date \_\_\_\_\_

I have read carefully the foregoing rules and regulations of Cherawa, and if admitted to the School promise to observe faithfully these regulations.

Signed \_\_\_\_\_  
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These rules have been  
approved and authorized by

  
PAUL T. JACKSON,  
Superintendent.

NOTES ON THE SCRIP SYSTEM  
October 1, 1937

1. The scrip system will go into effect October 4, 1937, in a revised form.
2. Each employee to keep a record of the hours and wages paid. Each employee is to be his own paymaster.
3. The rate of pay is 20¢ per hour for all work done. No difference in wages, but for poor work done a cut can be made in the amount of time credited.
4. Boys' averaged earnings will be 108 for four weeks or \$21.60 each pay day.
5. Boys' estimated fixed expenditures for four weeks will be as follows:

Board.....	\$18.00
Haircuts.....	.70
Laundry.....	2.00
Total.....	\$20.70

6. Estimated average savings for every boy is 90¢ for four weeks.
7. This earning can be increased by work Saturday afternoons and after 4 o'clock. The rate of pay will be the same 20¢ an hour for all duties.
8. Girls' estimated earnings for four weeks will be 100 hours or \$20.00. Estimated fixed expenditures for four weeks will be:

Board.....	\$18.00
Binger Hays.....	.50
Total.....	\$18.50

9. Estimated average girls' savings are \$1.50 for four weeks.
10. Students' time should be submitted to the paymaster two days before pay day. These last two days will be carried over to the next month.
11. First semester pay days will be as follows:

November 3
December 1
December 15 (2 weeks)

12. Pay day, bank day, draw day, will all be on the same day.
13. Once each four weeks at the time the students are paid they will deposit their savings with their advisors-- Mrs. Hauser in Brewer, Mrs. Cassutt in Winona, and Mr. Rickard in McNary, who will be the bankers for their savings account.

## SUBJECT FOR THOUGHT IN HANDLING STUDENT PROBLEMS

Too much talking and not enough listening.  
Wish-fulfillment of childhood.

### HOW WISHES WORK

How we compliment ourselves.  
How we fool ourselves.  
Wishes to avoid the unpleasant.  
To control conduct is to control wishes.  
We control wishes in proportion as we know the  
child and are esteemed by him.  
The more an adviser is esteemed the greater is  
her responsibility.

### MAKING A HUMAN APPEAL

Emphasize the human factors often overlooked.  
Appeals that are personal.  
Camaraderie of student and employee.  
The majesty of being a leader.

### THE EMPLOYEE A SALESMAN

Salesmanship is overcoming prejudices.  
Good selling builds on basic interests.  
What the student likes most may not be of greatest  
value to him.  
Salesmanship in supervision.

### LEARNING MORALE

Transfer of feelings.  
Military morale.  
Motivating morale.  
How school morale can be promoted.  
Human virtues favoring morale.  
Morale-makers boost the other fellow.  
Successful supervision presupposes good morale  
of personnel.  
How we often destroy learning morale.  
The student should be assured that he can learn  
his lesson.  
When learning tasks are definite.

## PUNISHMENTS AND REWARDS

When prizes and rewards are wrong.  
Justification of punishment.  
The law of effect.  
Foolish means of punishment.  
Certainty of unpunishments.  
Inconsistency in punishment.  
Punishment often too mild and too frequent.  
Happy attitude promotes learning.  
Praise and reproof.  
Superiority of praise.  
Ratio of effort to ability.  
Some causes of discrepancy between achievement and ability.

## RIVALRY AS A MOTIVATING MEANS

Why rivalry motivates.  
Rivalry enlarges self-awareness.  
Virtue of group rivalry.  
Groups as means of stimulating rivalry.  
Other factors in group rivalry.  
Individual rivalry rarely justified.  
Seek rivalry in improvement rather than in mere achievement.  
Make the objectives definite.

## JEALOUSY

Nature of jealousy.  
Universality of jealousy.  
Preventing jealousy by distribution of attention.  
Teachers and parents often cause jealousies.  
Preventing jealousy of students and employees, by right distribution of approval.

## HOW WE ARE CIRCUMSCRIBED IN WHAT WE CAN RESPOND TO.....

Unreliability of desultory observations.  
Experimental evidence.  
Observation is a specialized process in terms of interest.  
Shall we hope to train in power of observation?  
Employees need to acquire wider interests.  
Employees should stimulate in students wider interests.  
Sense-training in perceiving sound of voice.  
Sense-training in perceiving small differences.  
We perceive only what we respond to.  
Exposure to situations no guarantee of their comprehension.  
We guide in observation as we guide specific attitudes.

## RESPONSE INDEPENDENT OF OUR WILL TO COUNTER TO IT

Our nervous system selects what we shall attend to.  
Evidence of nonconscious comprehension.  
Meaning of the subconscious.  
Some types of subconscious phenomena.

## DREAMS

Forgetting the unpleasant.  
Forgetting familiar names.

## INTUITION

Psycho-analysis.  
Nonconscious learning.

## PURPOSIVE ATTENTION

The will to learn.  
Conflict of ideals with native urges.  
Interests and distractions.  
Here continuous voluntary attention ineffective.  
Adaptation to distractions.  
Avoid being a distractor.  
Haste hazardous to a good learning attitude.  
Duration of attention.  
Span of attention.  
Acquired habits of purposive inattention.  
Motivating habits of concentration.

## IMAGINATION

Leaders of the world have manifested keen imagination.  
Reproductive imagination.  
Constructive imagination.  
Most school work consists in manipulating images.  
Source of our creative images.  
Nothing unusual about childish fancies.

## SYMBOLISM AND DRAMATIZATION

Successful dramatization is spontaneous.  
Child's activity not merely for activity's sake.  
Play motivated by desire for new experiences.  
Creation and its joy.  
Art appreciation and creation.

## CREATIVENESS AND IMITATION

Originality.

## IMITATION IN CONTROL OF CONDUCT

Imitation.

Unconscious imitation.

The child imitates most those he admires most.

Influence of children's companions, books, and heroes.

## EMOTIONS

The emotion of joy and its value.

Inhibitory effect of fear and anger.

Emotions remove one from monotony.

Emotions may impair efficiency.

Avoid stirring up emotions to no useful ends.

See education a matter of training in right attitudes.

Emotion relative to adolescence.

Adolescent conduct and control.

Significance of adolescence.

Ills from adolescent fears.

How these fears may be overcome.

Teaching ideals of service and self-sacrifice.

Suggestion as a means toward emotional control.

Stubbornness.

Tantrums.

When the student is misunderstood.

How to prevent tantrums.

The adult bully.

## FEARS

Special fears not native.

Dangers from fear stories.

Joy appeal vs. the morbid appeal.

Fear appeal in religion.

Sorrows of childhood.

Childhood fears in later life.

Fears and physical defects.

Suggested remedies.

Inferiority complex.

Personality vs. fears.

Facility in speech promotes self-confidence.

More skills and knowledge means more self-confidence.

Reiteration.

Some fears are valuable.

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## CONTROL OF CONDUCT BY SUGGESTION

Meaning of suggestion.  
To control conduct is to control attention.  
When suggestions are successful  
Continuous attention results in action.  
The take-it-for-granted suggestion.  
Suggest no doubts.  
Suggestions by the standards which are set.  
Suggestions by unconscious standards.  
Our standards of conduct set by our heroes.  
We are apt to apply negative suggestion unconsciously.  
Suggestion by substitution.  
Positive suggestion of virtues vs. negative suggestion.  
Suggestions in relation to public health.  
Suggestions in relation to nurse and doctor.  
Take account of the sense of personal value.  
Keep before the student the image of what he ought to be.

## HEALTH AND RELAXATION

Malnutrition.  
Calm vs. excitement.  
High tension of adults.  
Some causes of high tension.  
Self-satisfaction from seeming to be too busy an irritant to others.  
What are we doing to train for enjoyment of leisure time?  
Cultivating the sense of humor.

## TRAINING FOR LIKABLENESS AND LEADERSHIP

Promoting personality by effective self-expression.  
Promoting personality through skills and breadth of information.  
Other means of learning to be likable.  
Good sportsmanship.  
Meeting the problems.

## MORAL CONTROL

Moral guidance.  
Possibilities of moral guidance in school.  
The curriculum and moral guidance.  
Extracurricular activities.  
Methods and morals.  
How we motivate mental immorality.  
Morals in appeal to rivalry.  
The sense of duty.  
Most of our conduct independent of a sense of "ought"  
Specific fields for moral training.  
Now keeping a promise.

Children's lies.

Loyalty.

Moral guidance chiefly a personal matter.

Religion and character.

Choice of the easy not the best.

This sense of responsibility fundamentally is a problem of democracy.

Duty and action.

When a reminder of one's duty does him damage.

Do not exact from children futile promises and choices.

Training in habits of making and executing plans.

"There is no use in trying to fool ourselves, on complimenting ourselves with the fact that while we have some power and authority that the other fellow also has his share of "fooling and complimenting."

In this day and age we are constantly reminded that if we are to be of any influence to students under our control it is absolutely necessary that our conduct be above reproach. As the students of today are quicker to see ~~xxx~~ our faults and are more prone to tell us of them. We must teach by example as well as by practice. The above suggestions are taken from "The Learner And His Attitude" by Myers, head of the department of psychology, Cleveland School of Education, and published by Benj. H. Sanborn And Company. This book breaks away from the traditional mode of discussing human behavior. Without employing technical terms but by means of very simple discussion of commonplace experiences in the home and in the school, and to lead the reader to arrive at the basic principles in the control of conduct.

SALINE INDIAN SCHOOL  
Chemawa, Oregon

January 27, 1937

Mrs. Cascutt  
Mr. Richard  
Miss Cruise  
Mr. Showalter  
Mrs. Cronk

Will you please instruct students in your charge to use the sidewalks instead of taking short-cuts when going about the campus. This will not only allow the lawn to be untrampled but, and of greater importance, will keep the students from walking through snow or mud and getting their shoes wet. We want to take every precaution against a recurrence of the flu epidemic.

Please pass this work along to employees in your department so that everyone may know these instructions. Your cooperation will be appreciated.

Paul T. Jackson,  
Superintendent.

by  
Chas. E. Larsen  
Senior Clerk.

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SALEM INDIAN SCHOOL  
Chesawa, Oregon

February 3, 1937

TO ALL EMPLOYEES:

In order to systematize and make more efficient the issuing of supplies from the Commissary, we are designating Friday morning from 9 until 11:30 as the time for issuing all commissary supplies. Mr. Lawe is instructed not to issue supplies on any day or time except Friday morning from 9 until 11:30. Any requests for supplies must be turned in to the main office on the regular requisition form not later than the Thursday preceding. We might just as well do away with the necessity of employees coming to the Commissary Friday morning to get supplies. We ask your 100% cooperation in this matter.

Mr. Hudson's Headquarters

Beginning from this date Mr. Hudson will have his headquarters in the main office. Any requests for drayage or special trucking service or special work in connection with his duties should be made to the main office where he will receive his instructions. Any requests left at the main office will be relayed to Mr. Hudson. He will report to the Property Clerk's office. This system will coordinate the activities of drayage work at the institution. Please let the office know of all requests for his services.

Very truly yours,

PAUL T. JACKSON,  
Superintendent.

PTJ/dmr

April 10, 1937

Mr. Rickard  
Mr. Larnard

Superintendent Jackson's request has been that students be on time at the dining hall for all meals. There should be no delay in arriving at the dining hall and both boys and girls should arrive at the same time so that there will be no waits or delays. It is just as bad to arrive too early as it is too late. There is no reason why they should not arrive together. The girls in the dining hall have just so much time to finish their work after meals and it is important that the meals begin and be dismissed at a regular time. Nothing should interfere with this program. Announcements should be made other than at mealtime.

This refers also to the boys on the baseball team coming in late after practice. Time should be given the boys to change from baseball uniforms to their own clothing in plenty of time to make line-up.

This also holds good for chapel services on Sunday night. There should be no delays. If possible boys and girls will leave their respective buildings at stated times to get them to the dining room at the same time. Better results will be obtained by all concerned.

Yours very truly,

Charles E. Larson  
Senior Clerk.

CEL/eg

RAJEM INDIAN SCHOOL  
Chemawa, Oregon  
August 17, 1937

Mr. Rickard  
Miss Semanski  
Dr. Tipton

Because we have quite a few small children on the campus and will be receiving more by the time school opens, you are directed to warn the children, especially the smaller ones, about the danger of being around the railroad track. These trains come through here at a terrific speed and it would be an irreparable tragedy if one of our children should meet with an accident on the track. Please warn the youngsters to not play on the track or near the track and to look both ways before they cross the track. We cannot be too careful in exercising every precaution to safeguard the lives of our children.

They will need to be reminded of this from time to time. One announcement of this is not adequate. It should be repeated to them at least once a week. All infractions of this rule should be checked immediately and the children properly impressed with the danger they are inviting by their carelessness.

Yours in safety of our children.

Paul T. Jackson,  
Superintendent.

PTJ/cbr  
CC-Mrs. E.H. Swink,  
S. P. Agent,  
Chemawa, Oregon

SALEM INDIAN SCHOOL

Chewas, Oregon

September 8, 1937

Mr. Rickard  
Mrs. Cassutt

In order to fully safeguard our students we are asking that you see that the following instructions are carried out in the matter of parties, dances, games, etc., at the gym this school year.

1. No student is to leave the gym during the time of the activity. (Occasional exceptions may be made to this only when the student, for a good reason, needs to leave the gym and in the case the student must first seek your permission.)
2. Chaperons should accompany the students to the gym and return with the students back to the building. (If, in the opinion of the Advisor, the chaperons can be of greater service by remaining in the building rather than remaining in the gym the chaperone may remain in the building in charge while the Advisor is in the gym.)
3. We want every student to attend parties, dances, games, etc. (In case a student is indisposed the Advisor may excuse them from going but we want practically a 100 per cent attendance at our socials and athletic contests.)
4. All dances and parties are to close not later than 11 o'clock. (Dances and parties can close earlier if, in the judgment of the Advisors, the students are too tired and if interest lags.)
5. The boys are to occupy one side of the gym and the girls are to occupy the other side at athletic games.
6. Chaperons and Advisors are to be active during the dances and parties to see that as many as possible of the students actively participate in the social.
7. Advisors and Chaperons are responsible for proper conduct in general of the students at these affairs. Violation of their good conduct is to be handled by the people in charge at that time.

Yours very truly,

cc-Cornick, Cronk  
Semanski, Showalter

PAUL T. JACKSON, Supt.

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SALEM INDIAN SCHOOL  
Chesewa, Oregon  
September 30, 1937

Mrs. Kitzmiller  
Miss Winey  
Miss Bradford

This Saturday night is scheduled for the first Protestant and Catholic parties. This year in order to standardize on requests for refreshments from the dining hall we are requesting that you notify the dining hall a couple days in advance when you want refreshments for these monthly church parties. Also, in order to equitably distribute available food for counselling group picnics and church parties we are asking the dining hall to provide only sandwiches. If the respective young peoples' groups wish to provide themselves something else you are privileged to substitute cookies or cup cakes from the bakery in the place of sandwiches to go with whatever the respective groups wish to furnish themselves. The reason for this limitation is due to the drain that promiscuous requests would make on the Support Fund budget.

Very truly yours,

PAUL T. JACKSON,  
Superintendent.

PJ/rob  
cc-Mr. Fournier

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April 27, 1936.

Mr. Fred Richard, Boys Advisor  
Mrs. Dorothy Cassutt, Girls Advisor  
Gresham, Oregon

At this time of the year and from now on we will probably have several requests of students to return home. It will be the policy of the school to discourage students leaving this near the close of the school year. Only cases where there is urgent need should permission be granted. The policy of the school from now until further notice will be that any boy or girl requesting to go home will need the following procedure:

1. Have a written request from the parents.
2. Show the need for leaving and the good to be accomplished by the return home.
3. They must have the written recommendation of the boys or girls advisor as the case may be, and present this to the Superintendent.

Please notify your students concerning this policy. Do all that you can to discourage requests for returning home and recommend only worthy cases to return home. Encourage the pupils to finish up the school year.

Yours very truly,

PAUL T. JACKSON,  
Superintendent.

PTV:eg.

SALEM INDIAN SCHOOL  
Chemawa, Oregon

May 2, 1938.

Mrs. Dorothy Cassutt  
Chemawa, Oregon

Dear Mrs. Cassutt:

It is noted that the girls are in the habit of taking flowers from various parts of the campus including flowers owned by private parties. The lilac tree back of the Club has been stripped. These flowers were planted to beautify the place and girls are not permitted to pick flowers at will. We have a man in charge of the gardens whose duty it is to take care of the grounds including the care of flowers and when flowers are needed requests should be made to Mr. Fetzeburg. Please see to it that the girls do not molest these flowers and I am calling particular attention to the flowers around the teachers cottage just back of Winona Hall.

Yours very truly,

Charles E. Larsen,  
Senior Clerk.

GEL:eg.

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Circular  
2526

Methods of discipline

WASHINGTON

January 10, 1929

To Superintendents and Other Officers in Charge:

Paragraph 76 of the Indian Service School rules provides as follows:

"All disciplinary measures shall be devised with reference to local and individual needs and on the principle that discipline is reformative. There shall be no cruel or degrading methods of punishment employed".

Notwithstanding the fact that this provision has been in the rules for many years, complaints were presented to the Office concerning the punishment of pupils and on February 7, 1924, a circular was issued calling attention to the matter. Since issuing this circular, other complaints have reached the Office and just recently there have been cases of such character as to indicate the need of another and final warning against the use of improper disciplinary measures.

Hereafter, no corporal punishment shall be administered to any Indian pupil and no other means of discipline of a degrading character shall be employed. Superintendents will be held personally responsible for any violation of these instructions and any violations that may occur will subject the offending part to removal from the Service. Superintendents will issue necessary instructions to employees under their charge.

The Superintendent must report to the Office immediately, any violation of these instructions and failure to do so will subject him to removal from the Service.

Under the field reorganization, Superintendents will report direct to the Commissioner of Indian Affairs, all matters of importance, including those requiring an investigation. In this connection your attention is invited to Circular No. 2521, dated December 21, 1928.

Sincerely yours,

CHAS. H. BURKE,

Commissioner.

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Circular No. 2666.

March 20, 1930

Student Control:

To All Superintendents:

Field correspondence indicates that since the circular of January 10, 1929, on student control was issued, superintendents and employees of Indian schools have found it extremely difficult to maintain satisfactory standards of school discipline. While a majority of the students are largely self-governing and always respond graciously to suggestions relating to individual and school welfare, there are in nearly all schools those who require special methods of discipline. Usually most of this latter class can be and are reached through the common methods of family and institutional discipline. However, there are, judging by many letters received comparatively recently, boys and girls who are not responsive to the regular means of control. These are the ones who are giving superintendents and employees generally much anxiety, not only because of the difficulty of controlling them, but also because of their influence on other students. Such students must, in the interest of the greatest good to the greatest number, be controlled and at the same time be developed for good citizenship. I fully appreciate that the question you want settled is what methods of control shall be used to accomplish the desired results.

The problem of student control is too complex to make it possible to discuss it comprehensively in a letter; therefore, with a very few suggestions, I am disposed to place the responsibility personally upon the superintendents, which action is in line with the general policy of decentralization of authority and responsibility. Certainly those in immediate touch with conditions and circumstances should be capable of acting more intelligently than administrative officials located a thousand miles or more distant.

It should be remembered that the best discipline is always self-discipline and that the end to be attained is the development of strong character. Superintendents and their associates in Indian schools stand, in their relationships to students, as parents to their children. They should never forget that fact, and should, in all matters of student control, accept the responsibility as do wise and intelligent parents. When discipline is necessary, they should take time to get all of the facts contributing to the disobedience or the infraction of the regulation.

In many instances, if this is done, there will be no occasion for formal discipline. When necessary, it will be accepted as just. Punishment should never be inflicted except as a possible means of reformation.

It is desired that all junior and senior high schools take up their own problems of management with representative students and faculty and develop a code of desirable behavior which may be printed as a handbook so that each student may be thoroughly cognizant of what is expected of him. The material for this handbook should be submitted to the Office in time for consideration and, if approved, for mimeographing or printing for the opening of schools in September.

Instead of the jail formerly maintained by some schools, a "quiet room" should be provided, one for the boys and one for the girls, (probably in a dormitory building near to an adviser's room) where the offending student may think things over in comfort and self-respect. Books, drawing materials, sewing, or other occupation should be available. The room should not be accessible to other students nor to employees except on permission of the superintendent.

Thinking things over alone under proper conditions may restore sanity and good will and cooperation in most cases.

If the measures suggested or other similar ones fail to bring about satisfactory results, superintendents are authorized to adopt such emergency measures as may in their judgment be thought necessary. In each of such cases an immediate detailed report shall be submitted to the Office for its information, consideration, and action.

Superintendents must understand that they will be held personally responsible.

Please acknowledge by letter the receipt of this circular and also see that copies are posted on bulletin boards for the information of employees and pupils.

C. J. RHODES,  
Commissioner.

Commr.

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
Office of Indian Affairs  
Washington

Circular No. 2970.

January 3, 1934

Indian Religious Freedom  
and Indian Culture

On trips to jurisdictions, and through correspondence occasionally received at the Washington Office, I have discovered that some Indian Service officials and employees, some missionaries, and many Indians, are not yet clearly advised as to the policy of this Office toward Indian religious expression and toward the ceremonial and art expression of Indians and the use of Indian native languages.

I have discovered that it still is, in some jurisdictions, believed by the Indians that they must secure the permission of the Agency before they may hold dance-ceremonies of native religious or of folk significance.

There are Government schools into which no trace of Indian native symbolism or art or craft-expression has been permitted to enter. There are large numbers of Indians who believe that their native religious life and Indian culture is frowned upon by the Government, if not actually banned.

You are directed to give the widest, most effective publicity to this communication and to treat it as an instruction superseding any prior regulation, instruction or practice.

No interference with Indian religious life or ceremonial expression will hereafter be tolerated. The cultural liberty of Indians is in all respects to be considered equal to that of any non-Indian group. And it is desirable that Indians be bi-lingual-fluent and literate in the English language and fluent in their vital, beautiful and efficient native languages.

The Indian arts and crafts are to be prized, nourished and honored.

Violations of law or of the proprieties, if committed under the cloak of any religion, Indian or other, or any cultural tradition, Indian or other, are to be dealt with as such, but in no case shall punishments for statutory violations or for improprieties be so administered as to constitute an interference with, or to imply a censorship over, the religious or cultural life, Indian or other.

The fullest constitutional liberty, in all matters affecting religion, conscience and culture, is insisted on for all Indians. In addition, an affirmative, appreciative attitude toward Indian cultural values is desired in the Indian Service.

Approved:

Herold L. Ickes,  
Secretary of the Interior

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JOHN COLLIER  
Commissioner.

Aug. 16, 1934

TO SUPERINTENDENTS, PRINCIPALS AND TEACHERS  
IN THE INDIAN SERVICE:

Commissioner Collier has called my attention to a number of incidents which indicate that mediaeval forms of discipline have not been done away with in some of the Indian schools.

Four years ago, corporal punishment in the Indian schools was forbidden by regulation. Since three years ago, at superintendent's conferences and otherwise, that order has been reinforced through explanation and insistence, and it has been made clear that punishments designed publicly to humiliate the Indian children were even more intolerable than private beatings. The evidence supplied me by Commissioner Collier shows that these policies and regulations have been flaunted in certain institutions.

Among the cases, all of them recently, which have been brought to my attention, there are instances of beatings by teachers; of Indian children compelled to kneel for many hours on concrete floors; of others required to stand for a quarter of a day immovable with their eyes fixed on a dead wall.

Commissioner Collier has filed charges against five of the offenders, and I am on this date suspending these, along with an additional two, all of whom will be dismissed from the service unless mitigating circumstances can be brought forward by them. In addition, I am requesting fuller information with regard to a number of other cases.

The school forces of the Indian Service must understand that corporal punishment, and stupid, humiliating punishments of boys and girls, will not be tolerated. It is evident that superintendents and principals have not in all cases impressed this fact on their subordinates. I realize that you who are intrusted with the responsibility of educating young people have a difficult task, and that you can perform it well only with the honest good will and intelligent cooperation of the Indian boys and girls themselves, their parents, and your co-workers. I want you to know that we in the Washington Office are behind you in every enlightened and sympathetic effort you make, just as we are against everything that is stupid and cruel. We expect cooperation from the young people with whom and for whom you work. A school and its disciplines are the joint responsibility of the students and the teachers.

HAROLD EKES

Secretary of the Interior

NOTE: This circular read to employees by

Chas. E. Larsen

Senior Clerk

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CIRCULAR NO. 3150

Revised Pupil's  
Physical Examination  
and Health Record

May 16, 1936.

This circular refers to health examinations by advisors, physicians and nurses. Form 5-354 is the form to use for this purpose.

Attendance at the Physical Examination: The presence of the boys' advisor for the boys and the girls' advisor for the girls, the matron, or the classroom teacher at the physical examination will help to secure more effective follow-up. This person should make notations (for later use in supervising the child's health) of comments relative to the child's needs which are given by the physician as he makes the examination.

Observations by Teachers and Others: At the time of the physical examination the physician should request from classroom teachers, matrons and advisors reports of their observations relative to the health problems of the individual child as recorded on the teacher's summary of health records and in health notebooks.

Hearing Defects: Teachers and others should locate hard-of-hearing children through the daily observation of signs of defective hearing and report them for hearing tests and diagnosis at the time of the physical examination. Routine tests for all children should not be attempted unless special testing apparatus is available.

The physician should be furnished at the time of the physical examination with a list containing the names of pupils showing any of the following signs which often accompany defective hearing.

(a) Signs which may indicate defective hearing:

1. Failure to answer, giving of the wrong answer or saying "What", when addressed.
2. Inattention and failure to respond when speaker cannot be seen.
3. Facial expression indicating the child is not aware

of all that is going on around him.

4. Expressionless voice.
5. Imperfect speech or high, low or monotonous tone.
6. Poor spelling.
7. Slow progress in learning.
8. Peculiar position of head when listening.

Many cases of deafness originate from infections of the ear following neglected colds and communicable diseases. The identification and successful treatment of middle ear infections is important in preventing impaired hearing. Teachers and others should watch for signs which may indicate diseases of the ears and see that these cases are referred to the Health Service for special attention.

(b) Signs which may accompany diseases of the ears, that may eventually affect hearing:

1. Discharge of the ears.
2. Earache.
3. Difficulty in breathing through the nose.
4. Enlarged, infected tonsils.
5. Wax or foreign objects in the ear canal.

Seating arrangements for children found defective in hearing should be made in consultation with the physician who gave the examination.

A copy of this circular was furnished all interested employees and the copy should be on file in their office. In addition to the circular there are also Supplements No. 1, 2, 3, and 4.

## Education

Circular No. 3199

March 12, 1937

X-ray of lungs  
must be taken  
before any child  
may enter in com-  
petitive athletics

## TO ALL AGENCY AND SCHOOL SUPERINTENDENTS:

Hereafter no child in any Indian school may participate in competitive athletics until a competent diagnostician on the basis of an x-ray of the lungs has pronounced the child free of pulmonary tuberculosis.

The Medical Division of the Indian Service, through its hospitals and physicians, will cooperate in making the necessary examinations and diagnosing the plates wherever the facilities make such cooperation possible. Public hospitals, state university medical schools, and a variety of other agencies are already cooperating with many schools in the service to give effect to this ruling. It is hoped that wherever possible such examinations may be extended throughout the entire student body. It was assumed that when this rule was announced in the November 1 issue of INDIAN EDUCATION, such announcement would be construed as adequate instructions to proceed accordingly. However, it is apparent that in some jurisdictions a familiar mimeographed announcement is looked for in confirmation. This may, therefore, be construed as a reiteration of the ruling and a request that it be strictly observed.

Copies sent to:

Mr. Rickard  
Dr. S. E. Johnson  
Mr. Saunders  
Miss Wentzel  
Mrs. Cassutt

(Sgd.) J. G. Townsend,

Director of Health.

(Sgd.) Willard W. Beatty,

Director of Education.

SCHOOL SONGS AND YELLS

"The Red and White"

Chemawa, we'll love thee forever,  
Thy maples and walnuts so fair,  
The sunlight that falls on the fir trees,  
Thy walks and thy flowers so rare,  
And over the western mountains,  
Our banner is floating above,  
And dear to our hearts will be ever,  
Chemawa, the school that we love.

Chorus:

Oh! here's to our dear red and white;  
For you all our lives we will fight,  
Our homage we bring,  
The welkin shall ring,  
All hail to our dear red and white.

Thy sons and thy daughters so loyal,  
Proud to own the dear name that we bear,  
For the truth and the knowledge thou teachest  
We are ready to fight and to dare;  
For our friendship so valued we thank thee,  
Our grateful tribute we bring,  
All hail to our alma mater,  
Chemawa, to thee we sing.

SCHOOL SONGS AND YELLS

"On, Chemawa"

"On, Chemawa, on Chemawa!"  
This is our war cry,  
Keep the good old school before you  
Never let it die.

"On, Chemawa, on Chemawa!"  
Fight on for her fame--  
Fight--fight! fight! fight!  
For Chemawa's fair old name.

Ray

Ray, ray!

Ray for the red and the white,  
Ray, ray, ray, ray!  
Ray for the red and the white.

C. S. Chemawa

C. S. Chemawa,  
Chemawa, must win--  
Fight to the finish: never give in.  
You do your best boys,  
We'll do the rest boys,  
Fight for the victory.

Monotone

C - H - E - M - A - W - A - a-a-a  
Rah, rah, rah, rah!  
C. I. S.  
Ray, ray, ray, ray!  
C. I. S.  
R-r-r, R-r-r, R-r-rah!  
CHEMAWA!!!!!!!!!!

JOLLY-UP PROGRAM FOR MAY 29  
auditorium  
7:30

Dormitory Awards

Best Kept Room Winona Hall  
Naomi Mesplie  
Thelma Frank

Best Kept Room McNary Hall  
Large-Gerald Simpson, Jonothan Samuels, Taylor Arthur,  
Milo Enick.  
Small-Henry SiJohn,  
Hector Bazil

Citizenship Honors

(For boys and girls who have been the best citizens  
from all points of view with good ratings in school,  
in vocations, and with good records in the dormitory.)

Best citizens, boys-Harry Wilder  
Lovey Jackson  
Best citizens, girls-Iris Hogsed  
Josephine Leschi

Vocational Awards

Cog Wheel (for best outstanding vocational students)  
Students who have earned the honor in previous years  
who are again outstanding:  
Carpentry--Vernon Jackson  
Printing---Harry Wilder  
Cooking----Charles Sheldon

Boys awarded this year:  
Auto Mechanics--Gerald Smith  
Machine Shop----William Sigo

Spinning Wheel (for outstanding vocational girls)  
Awarded last year and to receive honor again in Home  
Economics--Verna Riggs  
Detail Work-Vernie Chopwood  
Commercial--Martha Bingham

Academic Awards

Students in each class section with the highest averages  
for the year:

G1 Class--Iris Hogsed	B1 Class--Byron Archambault
G2 Class--Vernie Chopwood	B2 Class--Hector Bazil
G3 Class--Agnes Hall	B3 Class--Adam Bearcub
G4 Class--Elsie Contraro	B4 Class--Leroy Wilder

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JOLLY\*UP PROGRAM FOR MAY 29  
Auditorium  
7:30

Academic Awards (Continued)

Senior Commercial--Harry Wilder  
Junior Commercial-script project--Sam Rides a Horse

Students who earned a place on the honor roll for the  
entire year:

Noble Sanderville  
Arlene Bingham

Music Awards

For participation in music work, in choir and in group  
organizations during their high school years:

Necmi Mesplie  
Wilma Mesplie  
Charles Patton  
Henry StJohn

OREGON FOOTBALL SCHEDULE

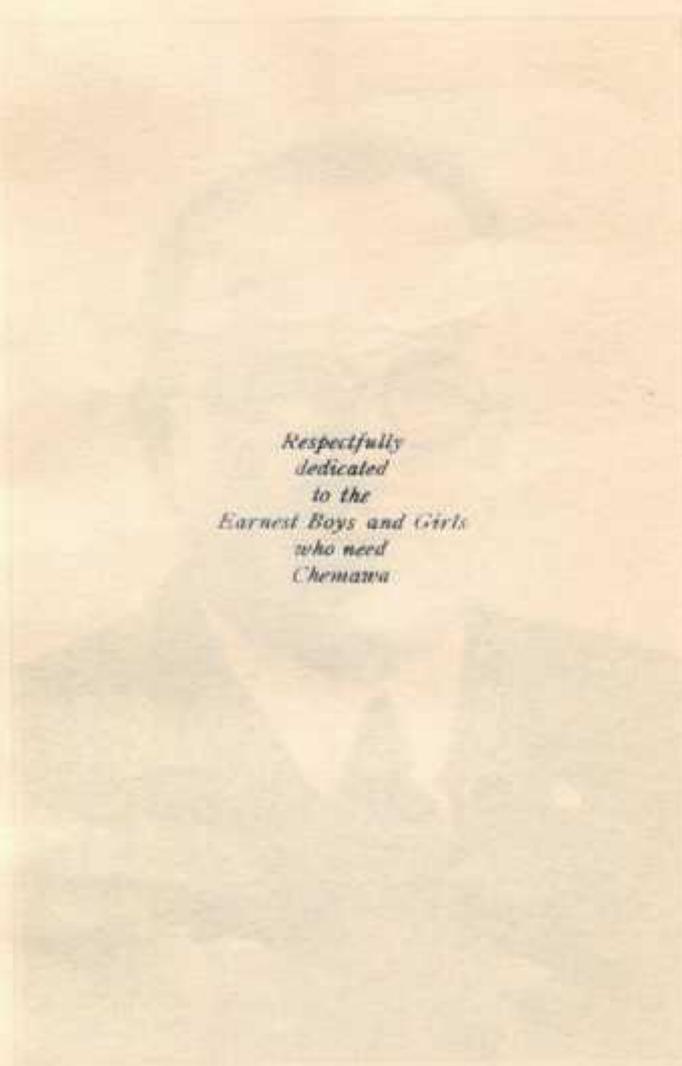
1937

September	11	Washington High at Portland	8 P. M.
		Score CIS _____ Washington Hi _____	
"	18	Canas High at Canas	8 P. M.
		Score CIS _____ Canas High _____	
"	25	Rugene High at Chemawa	2 P. M.
		Score CIS _____ Rugene High _____	
October	1	Tillamook High at Tillamook	7:30 P. M.
		Score CIS _____ Tillamook High _____	
"	8	Salem High at Salem	8 P. M.
		Score CIS _____ Salem High _____	
"	15	Pacific College at Newberg	7:30 P. M.
		Score CIS _____ Pacific College _____	
"	18	West Linn Ends at West Linn	
		Score CIS _____ West Linn _____	
"	23	CCC McKenzie at Chemawa	8 P. M.
		Score CIS _____ McKenzie _____	
"	25	West Linn Ends at Chemawa	
"	30	Score CIS _____	
November	5	Score CIS _____	
"	11	Score CIS _____	
"	13	Pacific College at Chemawa	8 P. M.
		Score CIS _____ Pacific College _____	
"	20	Score CIS _____	
"	25	Lebanon at Lebanon	8 P. M.
		Score CIS _____ Lebanon _____	

Salem  
Indian School  
1880-1926

Past and Present

Chemawa, Oregon  
1926



*Respectfully  
dedicated  
to the  
Earnest Boys and Girls  
who need  
Chemawa.*



JAMES H. MCGREGOR  
Superintendent

## The Salem Indian Training School

*Success and failure mark the difference between the educated and the uneducated person. The educated man may exercise his preference regarding the selection of employment; the ignorant fellow must accept what is offered him.*

Beautifully situated five miles north of Salem, the capital of the State of Oregon, is Chemawa, where is located the great government institution officially known as the Salem Indian Training School. This is the oldest school in the Indian Service and is one of the largest, as well as one of the best. No institution could be better located, considering the mission of the school—the education of Indian youth. It is near enough to the City of Salem to profit in a cultural way from everything the city offers for the enlightenment of young people and yet just remote enough to provide the seclusion which is so necessary for the progress and well-being of the student. From every point of view the location of the school is admirable. It is of easy access and is both healthful and beautiful.

The Southern Pacific Railroad passes through the campus, while the Oregon Electric Railway passes along the western edge of the large school farm, about one-third of a mile from the campus. The Pacific Highway, but a short walk to the east, furnishes a beautiful paved interstate drive-way for both private cars and auto-stages. Trains over either line, or automobiles on the highway, will carry one from Chemawa to Portland, the great metropolis of Oregon, within a couple of hours. So it is clear that Chemawa is right in the world.

Our school is situated near the center of a large farm of a little more than 450 acres of as fine land as is to be found in the Willamette Valley, which is endorsement enough for both school and farm. The farm is nearly all in cultivation and is a great help in providing good things for the students' tables—in fact it provides a finer bill of fare than is possible for any such school not possessed of as fine a farm as Chemawa. Another great and important feature of our farm is the training it affords boys who are studying agriculture in any of its various phases. Here the boys have training in general farming and gardening, in dairying, too, as a fine herd of high-bred Holstein cattle is kept on the farm. Considerable attention is devoted to hog-raising, which has proved most profitable in every way. We have a fine poultry department, and this, too, provides opportunity for boys to acquire knowledge and proficiency in a business which is now one of the most important in the world and which is destined to become greater and greater in the years to come.

All sorts of crops adaptable to this section of the country are raised

on the farm. There are orchards, also berry patches, which afford splendid schooling of a most practical character, as well as health-giving food. From the orchards and berry patches, aside from the fruit used in its natural state, thousands of jars of fruit are canned and stored for winter use. Our prune crops are dried in our own prune drier and kept for use during the off-season of the year.

Every year Chemawa boasts a fine large truck patch. Every seasonable vegetable is raised in liberal quantities and the quality is always the very best. Squash, pumpkins, carrots, beets, apples, potatoes, parsnips, ruta bagas, onions, etc., are stored in great quantities for use during the winter. The student who comes to Chemawa has certainly chosen well from every sense, for he is afforded the best of food in abundance and variety for both his mental and his physical well-being.

Now let us look closely at the school site: In the beginning of things at Chemawa the location of campus and buildings was a wise move. The campus of some forty acres occupies the highest and driest and best drained part of the large farm, all of which is most desirable from the standpoint of health in particular. About the campus are fir trees, now grown to considerable size, large walnut trees and maples, as well as quite a number and variety of ornamental trees and shrubs. All about the campus are cement walks and at night the grounds are electrically lighted, producing an effect which makes one think of "Fairyland." Lots of roses line the walks and beautiful flowers are produced in season. The lawns are a beautiful green winter and summer. Much thought and energy are devoted to making Chemawa beautiful—most successfully, too.

Some seventy buildings of various character, each for its own purpose, comprise the plant. At present there are in use three large dormitories for girls; there are also three very large and fine dormitories for boys. Both boys and girls are allowed to share rooms with another in their respective halls. From this it is easy to see that Chemawa is growing rapidly. All dormitories and other buildings are steam-heated and electrically lighted and all have hot and cold water in them. It seems fitting at this time to mention the fact that the school is blessed with a good supply of the purest water—a feature of greatest importance in the preservation of the health of pupils and employes. An immense heating system installed in 1922 at an approximate cost of \$60,000.00 provides an abundance of heat during the chill of winter.

The present attendance at the school is about 900, and there are many students knocking at our doors all the time for admission. Owing to the lack of dormitory accommodations in the past it was necessary to refuse entrance to many applicants, but with the new dormitories it is expected that many more students can be enrolled—possibly

up to 1,000 within the coming year. Engaged in various capacities at the institution there are about seventy employes, but with the growth of the school this number must necessarily be increased.

This is essentially a vocational school—a trade school, where attention is about equally divided in training both the hand and the mind. The value of manual excellence is stressed, that students may go forth on graduation equipped to "do something." Co-ordinating with the manual training is an academic course which carries the pupils through the twelfth grade, or four years of high school. Who could want more than Chemawa offers?

Boys have opportunities to take up tailoring, carpentry, printing, painting, plumbing, baking, shoe and harness-making, engineering (both steam and electrical), drafting, the machinist's trade, blacksmithing, masonry, all in addition to the courses afforded by the farm, garden and orchards above-mentioned. This seems like a splendid selection of vocational opportunities for boys who mean business.

The courses for girls embrace everything worth while that comes under the head of "Home Economics." They enjoy all of the academic privileges of the boys and specialize largely, and wisely, too, in domestic art and domestic science, both of which courses at Chemawa are unusually strong. It is perhaps proper to state that academically Chemawa stands as high, grade for grade, in the rating of her students as any of our public schools, and higher than many.

There are altogether eight literary societies at Chemawa; all are active and doing good work. They are Excelsior, Nonpareil, Reliance, Winona, each with a junior society, the last four having been organized recently and consisting of lower grade pupils only. The work of the societies is most creditable and it is impossible to estimate the benefits which come to the members through their societies. Ease in public speaking, familiarity with parliamentary law, an awakening to those things which contribute to general culture are only a few of the outstanding features of a highly advantageous character by which students profit.

We boast two full and active troops of Boy Scouts. These troops are under the direct management of the disciplinarian of the school, George W. Bent, and no proof is needed of his great interest in these young "Scouts." The value of this organization to our school, and to the boys themselves, is beyond compute. It is an organization of which all are justly proud and one which has already made its future safe.

Chemawa students are allowed socials as often as is proper and these functions are always under the direct supervision of the Superintendent, or some responsible party appointed by him, and the demeanor of the

students on these occasions reflects credit upon themselves and their school. A more civil and well-behaved lot of young people cannot be found anywhere.

Religious training and instruction is supplied by capable and conscientious people who are especially fitted for the work and the fruit of the labors of these teachers is apparent on every hand. Two missionaries are supplied, Catholic and Protestant, who devote their entire time to the teaching and training of their charges. In addition to the above a non-sectarian service is held every Sunday evening, conducted by the Superintendent. These services are of a highly cultural and interesting character and are truly a strong and important feature of school life at Chemawa.

Another feature which merits mention is the society known as the Sigma Phi Delta, composed wholly of Chemawa's upper grade young ladies whose department is above reproach. It is what may be called an honor society—membership in it is certainly an honor craved and appreciated by all of our young ladies. It was organized a number of years ago. An organization for young men on similar lines is of more recent date and it is hoped that it may prove beneficial in every way. It is known as the Kappa Alpha.

It now remains to speak of another feature in the life of our great Chemawa—athletics. From the beginning athletics have proved their worth in this school in ways too numerous to mention. It may be said that athletic training is based on physical culture and it is shared by both boys and girls. Instructors of experience give physical culture drills and exercises to classes of boys and girls daily. The importance of these drills and exercises can be told only by the evident health and vigor of our student body as a whole—it is great! Each in its season we have football teams, basketball teams (both boys and girls), baseball teams, track teams, etc., and invariably the showing made is to the credit of the institution as well as those taking a prominent part in the various athletic competitions.

In line with what other schools and colleges are doing Chemawa has, during the past two seasons, developed a wrestling team of more than ordinary prowess. The showing made by the team against older and heavier and more experienced contestants has been a matter of considerable pride at Chemawa and we predict more and more interest and greater success in the future.

It has been found that athletics, under proper supervision, is a fine thing in school. Athletics contribute in a large way to the moral as well as physical well-being of a student body.

A word for the purely intellectual side of our school life: We have a splendid library for the readers and the "book worms" revel in it.

In fact, the value of the library is inestimable, but in numerous ways the results are apparent. The school has a band and orchestra and those musically gifted are afforded opportunity to study and develop their gifts, also to delight all connected with the school by their musical contributions. A department of piano and vocal music is maintained and a fine choir of from thirty to forty voices form a pleasant feature of our regular Sunday evening chapel exercises. If possible, it is intended to inaugurate an even better and more comprehensive course of music than we have had heretofore. This should be good news for music lovers and those musically gifted students who may contemplate enrolling at Chemawa.

From the above it will be seen that Chemawa possesses about everything desirable—a complete little world by itself. All we offer to share with those who come for it, with the Indian boys and girls who know a good thing when they see it, and who desire something of merit and value. We have a splendid body of students—many in numbers and a large in capacity—but we want to pass the good word and work along. In fact "good work" is the slogan at the school—is our mission.

We trust that the above will properly portray Chemawa as conditions are at present. It seems proper at this time to attempt to give something of the early history of Chemawa, and while the task will be a pleasurable one, it will be more or less difficult in a sense. Some of our past will be sustained by government records, but a little must be based upon "hear say." What we may state on "hear say" we shall have considered well and shall have every reason to believe true.

#### Early History

It will be interesting to note a couple of telegrams in connection with the starting of our great school, although one is impressed on reading the telegrams with the fact that there must have been correspondence of at least a semi-official character previous to these telegrams. The first was addressed to M. C. Wilkinson, who established the school at Forest Grove, Oregon, February 25, 1880. Mr. Wilkinson was an officer in the regular army, a lieutenant in the Third Infantry. He was in charge of the school for almost three years. He later rose to the rank of major and it is sad to chronicle the fact that he was killed by a member of the race for which he had done so much and in whom he had so much faith. In 1889 he was ordered to quell a Chippewa Indian uprising near Fort Snelling, Minnesota, and took a squad of soldiers with him for that purpose. During the melee a Chippewa Indian shot him. But we digress:

TELEGRAM

Washington, D. C.,  
Nov. 11, 1879.

M. C. Wilkinson,  
Forest Grove, Oregon,  
Mail Nearest Point.

Office grants you \$5,000.00 for first year, but twenty-five children must be educated instead of twelve.

R. A. Hayt, Commissioner.

TELEGRAM

Forest Grove, via Portland, Oregon,  
February 25, 1880.

Secretary of Interior,  
Washington, D. C.

School under way. Eighteen girls and boys. More ready to come. Need balance appropriation this fiscal year.

M. C. Wilkinson.

George F. Boynton was chosen principal teacher and Mrs. J. T. Huff was selected as matron. Four days after the establishment of the "Normal and Industrial Training School," the title by which Chemawa was first known, Lieut. Wilkinson made the following report:

Forest Grove, Oregon,  
Feb. 29, 1880.

This school was opened February 25th with eighteen scholars, 14 boys and 4 girls. The first session of school was held February 26th. Much is to be done in preparing the grounds about the school building; this will give manual labor for the boys until shops can be built and the season for making garden comes. The girls will assist the matron in preparing the home. It is understood that this school when fully organized will be of the same character as that at Carlisle Barracks.

The children are from the Puyallup Reservation, Puget Sound, all excepting one Nesqually boy. The winter has been so severe that it has been impossible to gather a large number of Indians. Twelve weeks covers time from the commencement of building until school was opened. The building is 32x60, two stories, with kitchen and wood shed.

Altogether, school opened encouragingly; children happy and contented, working and studying heartily.

M. C. Wilkinson,

In charge of school.

The first pupils were admitted to the school from Puyallup, Wash., Feb. 25, 1880, and were as follows: David E. Brewer, Henry Sicade, Jerry Meeker, Peter Stanup, Nugen Kautz, Augustus Kautz, Willie H. Wilton, Harry Taylor, Charles Ashue, Samuel Ashue, Samuel McCaw, Julia Taylor, Katie James, Annie Porter, Emma Kalama, Peter Kalama (Nesqually), Edward Richard (Olympia) and Andrew Richard (Olympia).

School was continued at Forest Grove until 1885 and it grew to such proportions that it became apparent to those in authority that arrangements for larger quarters, with ample provisions for expansion, would have to be made. A number of propositions were taken under advisement, but the present site, made possible through the hearty co-operation and good will of the Salem citizens, was finally selected as the permanent home of the school.

On March 17, 1885, a party of young Indian boys in charge of David E. Brewer left Forest Grove for Chemawa to start clearing the present site of the school and to erect such crude buildings as were absolutely

necessary. Numerous more or less temporary buildings were constructed during the spring and summer and some garden truck was raised. In the fall Forest Grove was abandoned and Chemawa became a reality. School opened here for the first time on October 1st, 1885.

It is proper at this time to state that the first class of graduates was turned out in 1885, so we conclude it must have graduated at Forest Grove, and the class of 1886 must have been the first at Chemawa proper. And in the years that followed hundreds of Indian boys and girls have been graduated from our beloved school and have gone forth courageously into the great "outside" and have waged battle successfully—with credit to themselves and their great school. It is impossible to estimate the great good for our government that has accrued as interest on its investment of its dollars in Indian education. Looking at the matter from the proper angle it should be apparent to all that the government never made a better or wiser investment. It was a wise move in the start, and its continuous growth has proved this. Today it is growing rapidly and no-one can foretell to what great heights our splendid institution will yet rise.

Let us now look briefly at the earnest men who, each in his turn, were in charge of our school: In the infancy of the school, before its great value was apparent to our Indian fathers and mothers of the land, the superintendents were largely from necessity engaged in carrying the propaganda of the value of education to the Indians. At a later period the work of clearing land for tillage must have been uppermost in the minds of the superintendents. Then came the planting of orchards, of fencing, of putting up houses, etc. Little by little fine structures of a permanent character were added until today we can care for close to 1,000 pupils. Such a school as ours necessitates a considerable force of employes, whose qualifications should be of the highest.

Let us now give a table of the superintendents, in the order in which they were in charge and the period of their service:

Lieut. M. C. Wilkinson	Feb. 25, 1880, to Feb. 10, 1883
H. J. Minthorn	Feb. 11, 1883, to Nov. 20, 1884
W. V. Coffin	Nov. 21, 1884, to Sept. 30, 1885
John Lee	Oct. 1, 1885, to Mar. 20, 1889
Wm. H. H. Beadle	Mar. 21, 1889, to Aug. 5, 1889
G. M. Irwin	Aug. 6, 1889, to Mar. 31, 1892
C. W. Wasson	Apr. 1, 1892, to Feb. 15, 1894
Jas. G. Dickson (Special Agent)	Feb. 16, 1894, to June 12, 1894
O. H. Parker	June 13, 1894, to Sept. 14, 1894
Chas. R. Rakestraw (Supervisor)	Sept. 15, 1894, to Nov. 13, 1894
Edwin L. Chalcraft	Nov. 14, 1894, to Mar. 31, 1895
Chas. R. Rakestraw	Apr. 1, 1895, to Nov. 19, 1895
Thos. W. Potter	Nov. 20, 1895, to Sept. 30, 1904
Edwin L. Chalcraft	Oct. 1, 1904, to June 22, 1912
H. E. Wadsworth	June 23, 1912, to June 30, 1916
Harwood Hall	July 1, 1916, to Mar. 31, 1926
James H. McGregor	Apr. 1, 1926, to the present

There is just one additional item which on account of its special interest we wish to include in this brief history of our school, and that is that during the administration of President Harrison Chemawa was known for a short time as "Harrison Institute."

JAMES H. MCGREGOR,  
Superintendent.

Don't Put Things Off—  
Put Them Over.



ACADEMIC BUILDING AND AUDITORIUM



FRUIT ROOM IN STUDENTS' KITCHEN



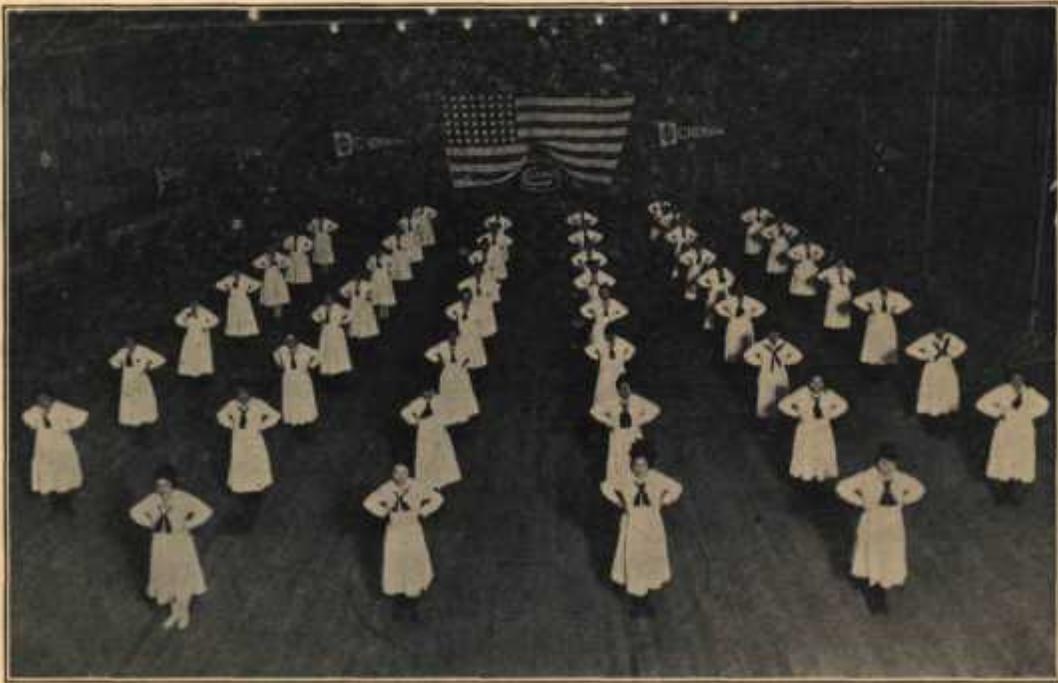
OUR GYMNASIUM



GREEN HOUSE AT CHEMAWA



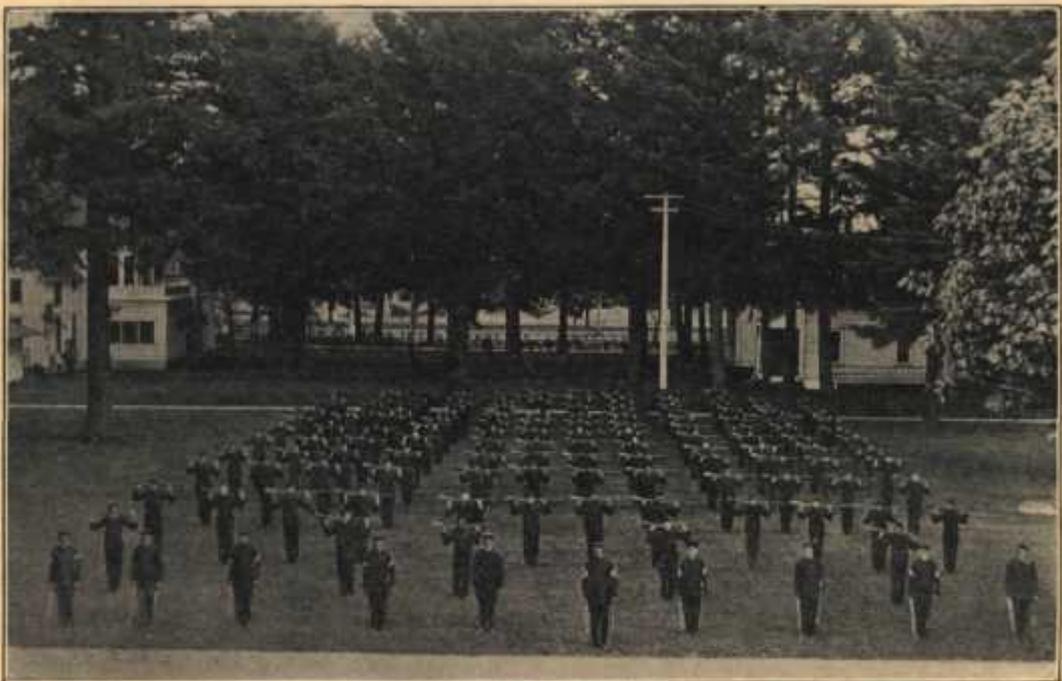
DOMESTIC ART AND SCIENCE BUILDING



GIRLS' GYM CLASS



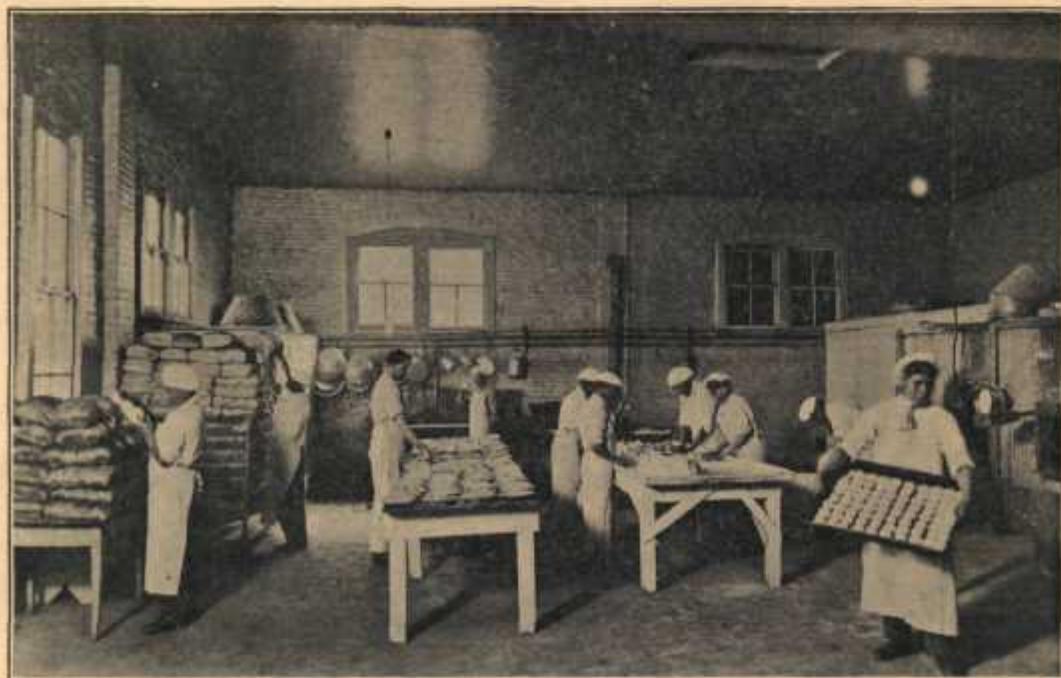
GIRLS' DORMITORY—WINONA HALL,



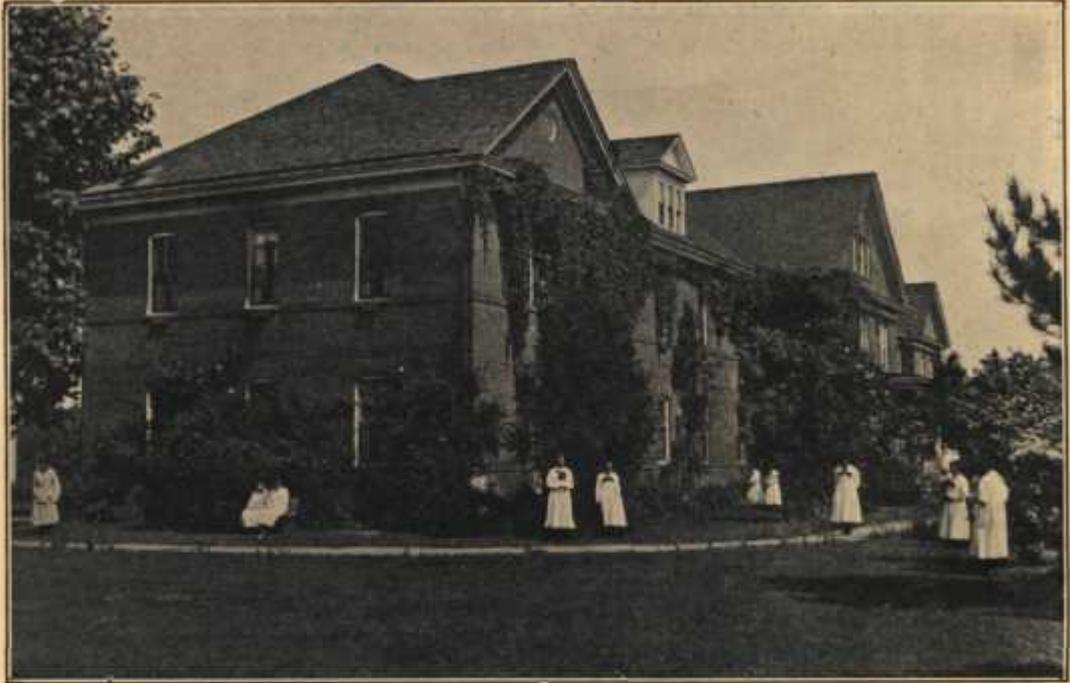
BOYS AT RIFLE DRILL.



FOOTBALL SQUAD—1925



CHEMAWA'S BAKERY



McBRIDE HALL—FOR LARGE GIRLS



HAWLEY HALL—SMALL GIRLS' HOME



MITCHELL HALL,—FOR BOYS



McNARY HALL,—FOR LARGE BOYS



DORMITORY—SMALL BOYS' HOME



DAIRY BARN AND HERD