

OREGON SCHOOL FOR DEAF MUTES.

THE Oregon school for the education of deaf mutes, of which we present this month a number of views, is located at Salem, the capital of the state. The institution, while as yet in its infancy, is increasing in importance, and its work has already resulted in great good to those of our state who have, from various causes, been deprived of the blessed gifts of hearing and speech. It was during the session of the legislative assembly of 1870 that the work of educating deaf mutes was first undertaken by the state. At that time Mr. W. S. Smith, himself a mute, educated at the New York school, proposed that if the state would appropriate the sum of \$2,000.00 for two years, an effort would be made to start an institution of that character. The plan received the approval of many of the best citizens of Oregon, and an organized effort was made with success. Rev. P. S. Knight, the present efficient superintendent, and at that time pastor of the Congregational church at Salem, was one of its most enthusiastic supporters, and his interest in its success has shown no abatement with the lapse of years. In this work he has been warmly seconded by his estimable wife. Both devote their entire time to the demands of the school. For many years the institution occupied rented quarters, and was moved from one building to another as necessity required; but Mr. Knight, with his characteristic energy and active forethought, resolved to procure for it a permanent home. The amount received from the state, however, was barely sufficient to defray the actual running expenses of the school. Mr. John H. Albert, of Salem, and Hon. Henry Failing, of Portland, each donated a lot in South Salem, fronting on Church street, while the city vacated the street adjacent, and a block opposite was purchased, which gives something over three acres, eligibly located, and with a few minor exceptions, well adapted to its purpose. The soil is not what might be wished, but under careful management can eventually be rendered highly prolific. Neither the grounds nor the buildings located thereon have been purchased with state funds. The location embodies all that insure beauty, convenience and health to the inmates of the school.

The buildings are three in number, exclusive of barns, woodsheds, etc. They are comfortable, at least, and are each year being improved under the supervision of the board of directors. The one on the north (left of the engraving) is occupied as the girls' dormitory, bath room and laundry. That on the south (right of the engraving) is set apart for the boys. This building, known for years as the "Leslie house," is at present in poor repair, but provisions are made for some much-needed improvements during the current year. The center building, recently constructed, is the school building and kitchen, where both sexes meet for study and refreshments. The two schoolrooms, one on either side of the hall, are roomy, well lighted and comfortably furnished. The dining room, kitchen and superintendent's

office are on the basement floor, each in its turn being comfortably furnished, without elaboration or evidences of needless expenditure. A Boynton heater distributes genial warmth to every part of the building. A reception room and sleeping apartments for some of the assistants are located on the same floor with the school rooms. The kitchen is supplied with modern conveniences. The fruit cellar is itself a model of neatness and convenience. The girls' dormitory is likewise comparatively a new building and is admirably adapted to its present use. Reception and sewing rooms occupy the first floor, while the entire upper story is devoted to dormitory purposes. The beds, which are in all cases single, are neatly and comfortably furnished, and the room is well provided with light and ventilation. Everything seems clean and serviceable, and the inmates appear happy and contented. The laundry, wherein the female students do the washing for the entire school, is roomy and appropriately furnished. This building also includes the bath rooms for the girls.

The students are taught many of the practical things of life. The boys are expected to spend a portion of each day in laboring around the institution, cutting and carrying in wood, cleaning up the grounds, making garden and such other out-door work as may be deemed necessary. The girls do all the washing, ironing, dish-washing and mending required by the school, and receive daily instruction in needle work. At present there are twenty-three students in attendance, twelve girls and eleven boys, the number not being one-half those estimated to be residing in the state at the present time. The students rise at 6:00 a. m., and at 7:00 must be ready for breakfast. Studies commence at 8:00 and continue until 12:30 p. m., when dinner is served. They spend the time between 1:30 and 4:00 p. m. in labor. Supper is served at 6:00 p. m., and at 7:00 studies are resumed until 8:30; at 9:00 o'clock every student is expected to retire. Saturday afternoon is a half holiday, when inmates are permitted to visit the city, the forenoon being spent in labor and the weekly bath. Religious services are held every Sabbath day, including Sunday school in the forenoon, and a sermon with blackboard instruction at 2:30 p. m. The business affairs of the school are conducted in a systematic and business-like manner, under the immediate management of the following board of directors: Warner Breyman, president; George H. Burnett, secretary; Henry Failing, treasurer; J. A. Stratton, J. I. Thompson and J. H. Albert, executive committee; William M. Ladd, J. C. Thompson, and C. B. Bellinger, members. The finances are economically managed, and the books, records, vouchers, etc., systematically filed for future reference. Mr. Knight, as superintendent, also keeps a record of students, with a complete history of each individual case, the name, age, when and where born, parents' names and condition, age when deafness first appeared, probable cause, when admitted, when discharged, and a brief mention of their occupations and circumstances of life after leaving school. By this it is ascertained that