

buildings shall have been completed, the institution will present a most imposing appearance, as is shown in the large engraving on page one. The large building in the center is the school and chapel, that on the right the girls' dormitory, and that on the left the building devoted to the boys. The others are the office, store house, shops, laundry, and engine house. The Oregon & California railroad passes through the front of the grounds, Chemawa being a regular station on its line. At present mail is delivered by special arrangement from Salem, but no doubt a post office will soon be established there by the government.

It is wonderful what progress the Indian children make in the five years they are permitted to remain in the institution. It must be borne in mind, that, as a rule, they can not speak English when they first enter the school. In this way they are at a disadvantage, equivalent to at least a year's time, as compared with white pupils. Nothing but English is spoken at the institution, and conversation in Indian tongues and the ubiquitous Chinook jargon is interdicted. The pupils are given English names upon entering the school. These regulations naturally render the first few months far from pleasant, and if such violent homesickness as shall lead to desertion ensues, the children can scarcely be blamed. The result in the end, however, is good, as the children more quickly learn to speak the English tongue, and thus the sooner become reconciled to their altered mode of life and in a condition of mind fitting them for the reception of instruction, and for rapid progress in their studies and industrial pursuits. The school is divided into two grades and four classes, the pupils ranging in age between five and twenty-five years. Half of each grade is in the school room in the forenoon, and the other half in the afternoon.

The half not attending school is employed in the shops, laundry, kitchen and on the farm. There is thus a daily division of labor and study, with ample time given to all for recreation. Four teachers are employed, two for each grade.

In assigning places in the shops much is left to the inclination of the pupil, and if, after he has worked some time at a trade, it becomes evident that he is not fitted for it, he is changed to some other. Owing to the fact that only such things are manufactured as are used in the institution, there is not, as yet, an opportunity to teach every pupil a special trade. In consequence, the majority of the boys are given employment on the farm and about the grounds. Agriculture is, in the main, the most serviceable thing they can learn, and it is to be regretted that a more extensive farm is not provided for their cultivation. The pupils make all the shoes and boots worn by the two hundred children, do all the blacksmithing and iron work, all the carpenter work needed about the place—except, of course, the buildings, which are erected by contract—make all the clothing for both boys and girls, as well as the bed clothing, do all the laundry work and cooking, make all the improvements about the grounds and farms. The girls are taught laundrying, cooking, sewing and housework in rotation, being changed from one class of employment to another every six months. When they graduate they are fully competent to preside over a house of their own. As a sample of what they accomplish it will be interesting to learn that in eleven months eight girls, working half a day, equal to the daily work of four girls, made two thousand and ninety-six pieces of clothing and bedding. Some of them are capable of doing all kinds of cutting and fitting.