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The Maryland Bulletin



**BOOK LOVERS'
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No. 7

Acquire the Reading Habit

Some Clippings on What to Read and How to Read, that Should be of Interest to Every One

Attention in Reading

To succeed in any profession a man must know some things well, and to do that he must cultivate the power of concentration. To acquire that power is the greatest difficulty that the young student has to meet, but unless he does meet it in early life he will be handicapped throughout his whole career. Until he acquires the power of giving his whole attention to what he is doing, his reading will be mechanical and the longer he reads the less attentive he will be to what he does read. Like other habits, the lack of attention grows.

When Edmund Burke read a book, he gave his attention to it as if he thought he should never see it again. The result was that when he had finished reading it, the book was his own. Not only did he absorb the book with one reading and thus strengthen his mind for other work, but also he saved an immense amount of time that most people waste in reading the same thing again and again. Any book worth reading at all should be read with all the power of the mind concentrated on it.

In our own time there is danger of inattention in reading that did not prevail in older days, when books were few. Men like Webster and Lincoln read great books and mastered them, but today, when we have so many books, we are likely to read everything and retain nothing. Then the mind becomes a junk shop full of literary rubbish, little of which is worth the room it occupies. It is only the young man who cultivates the habit of attention and directs it to some of the really great books who can use his mental powers to the fullest.

Mere passive reading will soon wreck the memory and render the mind unable to think for itself. Rushing through a vast number of books, many of which

are shallow and evanescent, and much newspaper stuff, highly seasoned with sensationalism, is sure to result in intellectual dyspepsia. Almost better not read at all than to vitiate the mind in that way. It is better to read one good book well, with the attention almost burning holes in the pages, than to read fifty volumes with the mind on everything from football to the Milky Way.

The question arises how best to control the attention and force the mind to overcome or prevent waste of mental energy. Many rules have been given; memory systems have been devised. Some advise reading with pencil in hand and underlining or marking every important passage. That is all right in case you want to review the book: by noting the important points you can go over in a few minutes what required hours to read at first. But that method isn't worth much in strengthening the habit of attention; on the contrary, the very fact that you intend to go over the matter again may have quite the opposite effect. The thing you are after is to find some way of making the author's message your own at the first reading, and so eliminating the necessity of reading the book again.

Although it may be impossible for the ordinary person to reach a point where repetition will be unnecessary, yet anyone can accomplish much if he tries. It is said that Macaulay could put his finger at the top of a page he had never read, and slowly moving it down the page to the bottom, could tell all the author had said, and that one reading was sufficient. It shows what training will do. Of course interest in an object arouses reflex attention, and some people never get beyond that kind; but the attention that counts in making a success of life is voluntary, and that kind is the result of a strong will. So to strengthen the habit of attention it is necessary also to exercise the

will.

One good way to cultivate attention in reading is to form the habit of studying an hour or so every day some subject for which you have a natural aversion, and then to force the mind to reproduce it. A student may dislike Greek. Because he does dislike it he should force his attention to it, for in so doing he will find his greatest growth. The power of attention is strengthened by compelling it to concentrate on difficult subjects, and especially on those that are disagreeable.—*E. A. Hodgson in the Journal.*

Discard the Rubbish

A youth was once invited into a king's garden, and left to wander about as he desired. He came to a beautiful summer house, on the floor of which many bright odd stones were scattered. Looking about to make sure that no one was watching him, he filled his pockets with the stones, thinking that there were so many some of them would not be missed. When he was ready to go home, the king's steward called him, and opening a chest full of gold pieces, said, "You are to fill your pockets."

The unhappy youth, who had filled his pockets with stones, could only shake his head. Had he not gathered them, he would have had room for the real treasure.

Some boys fill their minds with trash, and when something worth while presents itself, they have no room for it. There are many who read only the newspapers and current fiction. There is no corner left for the study of a certain subject, or the careful reading of books that will give valuable knowledge.

Some fill their hours so full of trivial things that they have no time for useful work and service.

If you were on a journey, and had filled your water bottle at a muddy, lukewarm pool, and afterward came to a clear, cold spring you would empty out the bad water and take the good. You would not try to put the clear water in with the muddy water.

Do not try to mix trash in with the good things of life. Cast out the petty thoughts, cheap books, bad habits, and purposeless sports and make room for the real treasures of life that are offered so freely.—*Boys' World.*

How to Read With Benefit

Hamlin Garland, the novelist, talking before the New York Library Club of Theodore Roosevelt, said Colonel Roosevelt read to remember, whereas many persons read to forget. Mr. Garland might have added that shoals of persons read to kill time.

Colonel Roosevelt and men of like mental endowment are exceptional, inasmuch as they can read omnivorously and widely, and have a great deal left with them of what they read. The average person could hope to assimilate but a small amount of the reading matter that Roosevelt devoured.

That great numbers of persons read too much for their own good seems to be a fact. And this does not mean the reading of novels alone. Even so-called serious reading can be overdone. How does it avail a man to read scientific books, biographies, sociology and all the other ologies if he does not digest what goes into his brain? Far better for such persons if they would read less and think more. Skimming over the surface of books and never going into their depth makes for superficial knowledge.

As to novel reading, that can become a form of mental vice if pursued incessantly, to the exclusion of all other intellectual interests. The mind can be made sodden with words as surely as it can with alcohol. "Reading for pleasure" may have the same effect on the mind that dependence on a stick or crutch has on the limbs. After a time the brain all but ceases to function. The reading is so easy, requires so little mental exertion, that the act of understanding becomes mechanical, and has practically nothing to do with conscious mental effort. Read and understand as well as remember should be the rule with readers. It is better to understand some one thing well than just to repeat words, after the manner of a parrot.—*Phila. Bulletin.*

Worthless Reading

"Worthless reading makes worthless people." Put that in big letters, and hang it up in your sitting-room where the young people can see it. Maybe it will call their attention to the books they are reading, which are uplifting or degrading. They are one or the other. Parents

don't seem to realize this. Nine out of ten of them do not seem to understand the significance of a book.

An education amounts to nothing if a boy or a girl turns it into shallow reading. Their minds are filled with trash and their thinking is weak, when they read the kind of books that are mostly read these days. It is a sad mistake to allow this matter to go at random and to allow the youth's taste for reading to grow rank and wild.

The highest triumph of an education is the desire and habit to read good books. It makes no difference how well a boy gets along in his mathematics or language. If he has no taste for good reading it is all wasted. Parents will take great interest in the marks their child gets at school, but they are hopelessly careless as to what those marks mean for him in his life. It is time they were giving attention to this subject.—*Ohio State Journal*.

A Taste For Good Books

What we read has an actual effect on us. Books are also like people in that. The people among whom you spend most of your time will make you more or less like them, and the books you read will make your mind something like themselves. If we get into the habit of reading silly or careless or cheap literature, we gradually lose the power to read what is strong and true and fine. It is occasionally necessary to take a good deal of trouble to read a fine book, just as it requires care and time to do a fine piece of work. But it is worth the trouble. What is called a taste for good literature is one of the most delightful possessions in life. We must begin to get this taste, while we are still very young or we run a risk of never getting it.—*Exchange*.

Louisa Alcott And Doctor Conwell

In the course of his newspaper work Doctor Conwell went out to Concord to interview Louisa Alcott. He rapped at the front door of the old-fashioned house and someone, whom he took for the maid, came to the door.

"I'd like to see Miss Alcott," he said.

"Come right in," she said.

"But please take my card to Miss Alcott. Perhaps she will not care to see a

newspaper man, and I do not wish to intrude unless I am welcome."

Throwing a dish-towel over her shoulder, she said:

"Oh, come in. I am Miss Alcott."

So he had a pleasant interview with the writer who has so perfectly interpreted the spirit of girlhood. As they were talking, Miss Alcott's father, Bronson Alcott, the originator of the Concord school of philosophy, came in the door. Miss Alcott handed him the dish-towel and said:

"Here, father, you go and finish wiping the dishes, I was not half through but I want to talk with this newspaper man."

All really great people are simple, commented Doctor Conwell.—*Girls' World*.

The Books of the Bible

Do you know how many books are in the Bible? You once knew but have forgotten.

Let me tell you one good way to remember. First write down the words "Old Testament."

Now how many letters are in the words "Old?" Three. How many in the word "Testament?" Nine. Put three and nine together, and you have 39—the number of books in the "Old Testament."

Next write down the words, New Testament.

There are also in "New Testament" three and nine letters. Now multiply three by nine and you have 27—the number of books in the "New Testament." Of course, by adding 39 and 27 you have 66—the number of books in the Bible.

Any boy or girl who will read this over twice will never forget how many books are in the Bible.—*Presbyterian*.

A Consolation to Some of Us

Longfellow worked until 2 or 3 in the morning, preferring the stillness of the night to the noisiness of the day for his hours of toil. Mrs. Oliphant also had the habit of doing most of her writing late at night and in the "wee sma' hours." Booth Tarkington gives his mornings to tennis and spends the afternoon and evenings at work; and H. G. Wells also prefers burning the midnight oil.—*Exchange*.

The Following Lists of Books Were Compiled by The Enoch Pratt Free Library, Baltimore; Bernard C. Steiner, Ph.D., Librarian

"One Hundred Important Books"

1. Addison & Steele	Spectator Papers, edited by Morley
2. Aristophanes	Comedies(Bohn Classical Library)
3. Austen	Pride and Prejudice
4. Balzac	Pere Goriot
5. Barrie	Window in Thrums
6. Blackmore	Lorna Doone
7. Bok	Americanization of Edward Bok
8. Boswell	Life of Johnson (Sel. by R. W. Chapman)
9. Bronte	Jane Eyre
10. Browning	Selections (W. T. Young's ed.)
11. Bryce	The American Commonwealth
12. Bunyan	Pilgrim's Progress(Kingsley's ed.)
13. Burney	
(Mme. d'Arblay)	Evelina
14. Burroughs	Wake Robin
15. Caesar	Civil War (Tr. by F. P. Long)
16. Carlyle	On Heroes and Hero Worship
17. Cellini	Autobiography (Tr. John A. Symonds)
18. Cervantes	Don Quixote
19. Charnwood	Abraham Lincoln
20. Cicero	Cataline, Archias, Manilian, Law (Yonge)
21. Clemens	The Prince and the Pauper
22. Clemens	Tom Sawyer
23. Conrad	The Nigger of the Narcissus
24. Cooper	The Last of the Mohicans
25. Corneille	The Cid
26. Dana	Two Years Before the Mast
27. Dante	The Divine Comedy (Tr. by Anderson)
28. Darwin	Descent of Man
29. Darwin	The Voyage of the Beagle
30. Defoe	Robinson Crusoe
31. Dickens	David Copperfield
32. Dickens	Pickwick Papers
33. Dostoyevski	Crime and Punishment
34. Drummond	Ascent of Man
35. Dumas	Three Musketeers
36. Eliot	Adam Bede
37. Emerson	Nature
38. Fiske	The Critical Period of American History
39. France	The Crime of Sylvestre Bonnard
40. Franklin	Autobiography
41. Galsworthy	Forsyte Saga
42. Geike	Life of Christ
43. Goethe	Faust (Tr. by Bayard Taylor)
44. Goldsmith	Vicar of Wakefield
45. Greene	Short History of the English People
46. Hardy	The Return of the Native
47. Hawthorne	The Scarlet Letter
48. Heine	Selected Poems (Tr. by L. Untermeyer)
49. Hendrick	The Life and Letters of Walter Hines Page
50. Homer	Odyssey(Tr. by Butcher & Lang)
51. Horace	Odes (Tr. by Marris)
52. Hugo	Les Miserables
53. Irving	The Sketch Book
54. James	The Will to Believe
55. King	Rational Living
56. Kingsley	Westward Ho
57. Kipling	Verse (Inclusive ed.)
58. Lawton	The Soul of the Anthology
59. Lowell	Among My Books
60. Lytton	Last Days of Pompeii
61. Macaulay	Critical and Historical Essays(Cam. ed.)
62. Mac Carthy	History of Our Times

63.	Maeterlink	Life of the Bees
64.	Malory	Morte d' Arthur (Rhys ed.)
65.	Meredith	The Ordeal of Richard Feverell
66.	Milton	Minor Poems (Walker ed.)
67.	Moliere	Le Bourgeois Gentilhomme & Le Malade Imaginaire
68.	Motley	The Rise of the Dutch Republic
69.	Muir	The Mountains of California
70.	Parkman	The Oregon Trail
71.	Plato	Four Dialogs (Jowett's tr.)
72.	Porter (O. Henry)	The Four Million
73.	Racine	Athalie (Tr. by R. B. Boswell)
74.	Rolland	Jean Christophe
75.	Roosevelt	Letters to his Children
76.	Schiller	William Tell (Tr. by Maxwell)
77.	Scott	Ivanhoe
78.	Shakespeare	As you like it (Rolf's ed.)
	Shakespeare	Hamlet
	Shakespeare	Henry V
79.	Sheridan	Rivals & School for Scandal (Howe ed.)
80.	Slosson	Creative Chemistry
81.	Sophocles	Antigone (Tr. by A. S. Way)
82.	Stevenson	Treasure Island
83.	Stevenson	Virginibus Puerisque
84.	Swift	Gulliver's Travels (Oxford Ed.)
85.	Tennyson	Poems
86.	Thackeray	Pendennis
87.	Thackeray	Vanity Fair
88.	Theocritus	Idyls (Tr. by Andrew Lang)
89.	Thomas A. Kempis	Imitation of Christ
90.	Thoreau	Walden
91.	Tolstoi	Anna Karenina (Tr. by Leo Wiener)
92.	Trollope	Barchester Towers
93.	Van Dyke	The Gospel for an Age of Doubt
94.	Virgil	Aeneid (Tr. by Mackail)
95.	Voltaire	Charles XII (Tr. by Fleming)
96.	Wallace	Ben Hur
97.	Washington	Up from Slavery
98.	Wells	Outline of History
99.	Wordsworth	Selections (Ed. by M. Arnold)
100.	Xenophon	Anabasis (Loeb Classical Library)

"One Hundred Books That Never Grow Old For Young People"

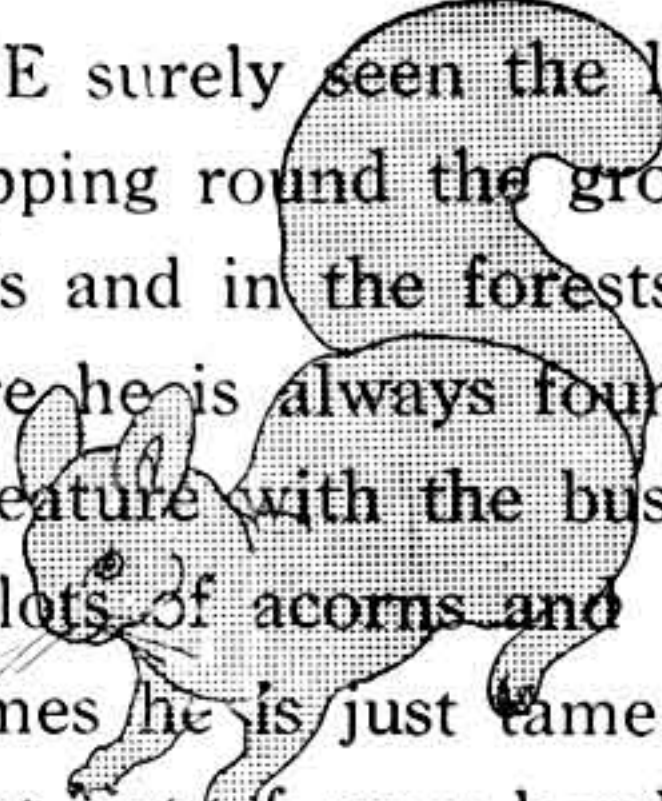
1.	Aesop	Fables
2.	Alcott	Jo's Boys
3.	Alcott	Little Men
4.	Alcott	Little Women
5.	Anderson	Fairy Tales
6.	Baldwin	The Story of Roland
7.	Barrie	Peter and Wendy
8.	Bulfinch	Age of Fable
9.	Bunyan	Pilgrim's Progress
10.	Burnett	Little Lord Fauntleroy
11.	Burnett	Sarah Crewe
12.	Bok	A Dutch Boy Fifty Years After
13.	Carroll	Alice's Adventures in Wonderland
14.	Church	Aeneid for Boys and Girls
15.	Church	Iliad for Boys and Girls
16.	Church	Odyssey for Boys and Girls
17.	Clemens	Huckleberry Finn
18.	Clemens	The Prince and the Pauper
19.	Clemens	Tom Sawyer
20.	Coffin	Boys of '76
21.	Cooper	The Last of the Mohicans
22.	Craik	The Little Lambe Prince
23.	Dana	Two Years before the Mast
24.	Defoe	Robinson Crusoe
25.	De La Mare	The Three Mulla-Mulgars
26.	Dickens	Christmas Stories

27.	Dickens	David Copperfield
28.	Dickens	Oliver Twist
29.	Dodge	Hans Brinker
30.	Doyle	The White Company
31.	Eggleston	The Hoosier School-Boy
32.	Eggleston	Stories of Great Amer for Little Amer.
33.	Ewing	Jackanapes
34.	Ewing	Jan of the Windmill
35.	Field	Poems of Childhood
36.	Grimm	Fairy Tales
37.	Hale, E. E.	Man Without a Country
38.	Hale, L. P.	Peterkin Papers
39.	Harris	Uncle Remus, His Songs and His Sayings
40.	Haskell	Katrinka
41.	Hastings	The Children's Great Texts of the Bible
42.	Hawthorne	A Wonder Book, Tanglewood Tales
43.	Hoffman	Slovenly Peter
44.	Hughes	Tom Brown's School Days
45.	Irving	The Sketch Book
46.	Jackson	Nelly's Silver Mine
47.	Kaler	Toby Tyler
48.	Kingsley	Water Babies
49.	Kingsley	Westward Ho
50.	Kipling	Captains Courageous
51.	Kipling	The Jungle Book
52.	Kipling	Just So Stories
53.	Kipling	Kim
54.	Kipling	The Second Jungle Book
55.	Lamb	Tales from Shakespeare
56.	Lang	The Orange Fairy Book
57.	Lanier	The Boy's King Arthur
58.	Lefferts	American Leaders
59.	Lofting	The Story of Doctor Dolittle
60.	Lothrop	Five Little Peppers and How They Grew
61.	Mabie	Essays that Every Child Should Know
62.	Mabie	Famous Stories Every Child Should Know
63.	Macdonald	At the Back of the North Wind
64.	Nicolay	The Boys' Life of Abraham Lincoln
65.	Page	Two Little Confederates
66.	Porter, E. H.	Pollyanna
67.	Porter, J.	The Scottish Chiefs
68.	Pyle	The Merry Adventures of Robin Hood
69.	Richards	Captain January
70.	Riley	Fairy Tales
71.	Rolt-Wheeler	The Boy's Book of the World War
72.	Roosevelt	Letters to His Children
73.	Scott	Ivanhoe
74.	Scott	Quentin Durward
75.	Seton	Trail of the Sandhill Stag
76.	Sewell	Black Beauty
77.	Skinner (ed.)	Saint Nicholas Book of Verse
78.	Smith	Maid of Orleans, the Story of Jeanne d'Arc
79.	Spenser	Faery Queen (ed. by Church)
80.	Spyri	Heidi
81.	Stevenson	Black Arrow
82.	Stevenson	A Child's Garden of Verses
83.	Stevenson	Kidnapped
84.	Stevenson	Treasure Island
85.	Swift	Gulliver's Travels
86.	Tappan	Old Fashioned Stories and Poems
87.	Tappan	Stories and Rhymes
88.	Tappan	Stories from the Classics
89.	Tappan	Stories of Legendary Heroes
90.	Tarkington	Penrod
91.	Thackeray	The Rose and the Ring
92.	Townsend	Arabian Nights Entertainments
93.	Trowbridge	Cudjo's Cave
94.	Verne	Mysterious Island
95.	Verne	Twenty Thousand Leagues Under the Sea
96.	Wallace	Ben Hur
97.	Wiggin	Bird's Christmas Carol
98.	Wiggin	Rebecca of Sunnybrook Farm
99.	Woolsey	Eyebright
100.	Wyss	The Swiss Family Robinson

ANIMAL STORIES

NO. 4. THE SQUIRREL.

YOU'VE surely seen the little squirrel
 A-hopping round the ground
 In parks and in the forests is
 Where he is always found.
 This creature with the bushy tail
 Eats lots of acorns and
 Sometimes he is just tame enough
 To eat out of your hand.


Mrs. Gray Squirrel

"It's time to begin my spring house cleaning," thought Mrs. Gray Squirrel, as she frisked about on the beautiful lawn." Mr. and Mrs. Robin arrived this morning, and if I don't look out, they'll be building in my tree."

She got to work at once and made a cozy nest. All went well till May came. Then Mrs. Squirrel became very cross and would no longer allow her mate to come near her. Mr. Squirrel grew tired of being chased, teased and scratched and went off to make a home for himself.

But there was a reason for Mrs. Squirrel's bad temper. Four tiny kitten squirrels had made their appearance and now lay blind and helpless on the soft leaves and hay. Mrs. Squirrel was so jealous of her off-spring that she would allow no one to come near them, not even their father. The faithful mother fed and nursed her kittens and only left when she went out to get food and water.

When the babies were a month old, they began to venture a short distance out of their home and would sit on the branches.

It took them some time to learn to balance themselves and to use their fluffy tails; and they were still longer in learning to jump easily, although Mother

Squirrel was an excellent teacher and gave them lessons every fine day.

Mrs. Squirrel would run a short distance down the trunk of the willow and then stop and wait for the babies to follow. But the babies were timid, and the patient Mother had to show them the way many times before they would go the whole distance to the ground. But when at last they had learned the way, they scampered up and down, wild with glee, and spent many merry hours on the ground below. At first, they would remain quite close to the foot of the willow, and then, at the least sound would rush back up the trunk; but by degrees they grew more courageous, and would turn somersaults in the grass or would run back and forth, and up and down, and learn how to spring from one bush to another.

As they grew older their Mother taught them how to find nuts which she had buried weeks, even months, before, and how to bury others for future use. They became very busy and clever as well as graceful and pretty animals. And when the time arrived—as before autumn it did—for them to go out into the world alone and make homes for themselves, they were quite able to do all the useful things which a gray squirrel has need to do.—*Animals at Home.*

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Published Monthly

DURING THE SCHOOL YEAR

At the Maryland State School for the Deaf

Printed by the Pupils

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Read Good Books

A large part of this issue of the MARYLAND BULLETIN is devoted to the subject of books. Several clippings which we feel are worthy of careful reading and serious consideration are being reprinted. We take pleasure in reprinting two lists of one hundred books each, compiled by the Enoch Pratt Library of Baltimore under the direction of Dr. Bernard C. Steiner, President of our Board of Visitors. We doubt that there is anyone more qualified to make such selections and feel that while there is considerable room for discussion and difference of opinion, the lists will make splendid guides for those who wish to make additions to their libraries.

Through a generous gift to the library by Mr. M. Ernest Jenkins, member of our Board of Visitors, it will be possible for us to complete the set of one hundred books for young people this year. These are to be placed in a separate case for the use of the children. We hope within a short time to complete a shelf of the "One Hundred Worth While Books for Adults" which should stimulate among our teachers and officers an increased use of the library.

State Board Approves Building Plans

Final plans and specifications for the new trades building and gymnasium are

in the hands of bidders and we hope ere long to be able to begin operations which shall result in a completed building early this fall. Mr. Bjorlee presented the plans to Governor Ritchie and the other members of the State Board of Public Works on Wednesday April 1st, receiving their sanction and stamp of approval.

New Grounds a Valuable Addition

The newly acquired grounds to the north of the school campus are proving themselves a most valuable addition. Save for that portion which is reserved for orchard purpose, practically every foot of the new tract is this spring under cultivation. With the fence removed the appearance of our ground has been very materially enhanced.

Dr. Steiner Pays Visit

Dr. Bernard C. Steiner and son, Richard, were Frederick visitors on Wednesday and Thursday, March 25th and 26th. During their brief stay in the city Dr. Steiner spent sometime at the school. It is always a pleasure to have him with us at such times as convenience permits him to come.

Virginians in Mesher of Automobile Regulations

According to the latest issue of the *Virginia Guide*, we note that the deaf boys from that school received somewhat of a jolt at the hands of the State Police while touring through Maryland; being obliged to employ a hearing chauffeur at considerable expense to convey them to the border line of our State. Such action, I believe, is a reflection upon our State and an investigation is being made. The Automobile Commissioner informed me that in accordance with his ruling in such a case, the boys should not have borne the expense of a special chauffeur. Whether the boys themselves decided upon securing a chauffeur to prevent further complications, is not assured. Of course the big factor in the whole matter is that no such restriction should be placed upon the deaf either of our own State or neighboring States and it is to this end that we are laboring with a fair degree of success. The recent Legislative ruling, favorable to the deaf of the State of New Jersey should prove of material aid to us in creating a public sentiment in support of the deaf.

"Selected"

The editor of the *Iowa Hawkeye* suggests that "If the mind of the *Advance* editor is not closed on the subject, we should like to have him trot out his wonderful vocabulary and denounce editors who clip without credit."

All right. But we do not know about the "wonderful vocabulary." Seriously we regard the common practice of refusing or neglecting to give credit to those who write for the press when articles are reprinted as unmanly and deplorable. Such editors are not few, nor are those who take from an exchange and credit the borrowed stuff to "Selected," well knowing in some instances who was the author. No one enjoys seeing his brain child wandering around orphan-like, or even with the inexcusable "Selected" attached at the bottom of the article.

Several years ago the *Advance* man—then less sophisticated than now and more inexperienced, too, was given to writing verse, rhyme, poetry, lyrics, or whatever the stuff may have been. Once in a while one of these effusions would be such as to induce the author to feel a spark or two of pride burning in his bosom. On one occasion an especially pleasing bit of verse relative to a spring flower was produced and published in the *Advance*, whose readers were defenseless. The perpetrator of the "poem" was really fond of it and long took a bit of modest pride in having given the gem to the world at large. Then one day, a few years later, he was "looking through" the then current issue of the MARYLAND BULLETIN, wherein he discovered his gem and it was "Selected" instead of credited to its writer.

The *Advance* man is now a retired poet. Although he holds poetic license No. 7,777-1925-Ill., issued by the grand commonwealth of which he is proud to be a citizen, he refrains from courting the muse, because such efforts are unappreciated.

We think that every editor should exercise care to give credit for all matter not original with himself or his helpers.

—*Illinois Advance*.

We were reading the above article with much interest, agreeing with the *Advance* man at every step and when we came to the name of the MARYLAND BUL-

LETIN it did not change our attitude on the subject in hand. But we did feel that so long as the author admits several years had elapsed between the time he turned his brain child loose in a hard cold world, until he accidentally found him again, he might have made the mental deduction that some one else could have captured the infant and made an orphan of him before he came to us. Again we say it is a pity that credit is not always given to articles reprinted, for very frequently interesting clippings above the term "Selected" are found and we always hesitate before making use of same, fearing, as in the above case, that we may be accused of theft.

If we are not mistaken the poem above referred to appeared under Children's Stories in the MARYLAND BULLETIN of January, 1921, and was entitled "Waiting to Grow." If we are correct in this statement then, we should at least have been given credit for good judgment when using our scissors.

Another Orphan

After what has been said in the above article, some one ought to look into the following. On the back cover of our November BULLETIN, we printed a poem entitled "Do You Vote," credited to Bertton Braley in the *Charleston Mail*. In the *Deaf Mississippian* of March 15th appears the same poem under title "Why Vote," credited to "The Woman Citizen."

New Head for Kansas School

Last year was marked by an unusually small number of changes among heads of schools for the deaf. The one change recalled being at the Arizona School where Mr. Edmisten W. Iles was succeeded as Principal by Mr. Howard Griffin. Mr. Iles returning to his former position as instructor at Fanwood.

Now comes the information that Kansas is to have a change. Mr. A. A. Stewart having tendered his resignation, same to take effect March 31st. Rumor has it that Mr. Herbert J. Menzemer, Superintendent of the Montana School, will be his successor. We understand that a change of administration in the office of Governor is the cause of Mr. Stewart's resignation. Few indeed are the States whose educational institutions are now permitted to be dominated by politics, Kansas and Texas being noteworthy exceptions.

Glad to See You, Mr. Jones

We were glad to meet our good friend Superintendent Jones face to face in the *Ohio Chronicle* of March 28. A splendid likeness, and what a charming grandson.

Mr. Sterling Galt's Memory Perpetuated

A communication recently received from Mrs. Lucy Highbee Galt, of Emmitsburg, announces a yearly gift prize of ten dollars in gold to be awarded at commencement time to some deserving pupil in memory of her late husband, Mr. Sterling Galt, who for many years served as a member of our Board of Visitors. We wish to thank Mrs. Galt for this kind remembrance and assure her that the donation will be used in such a way as to inspire added interest and activity among the pupils.

Mrs. Charlotte Lewis Currier

Some time ago we received the information that Mrs. Charlotte Lewis Currier had passed away at her home in California. Mrs. Currier who so gracefully presided over the domestic affairs of her husband, the late Mr. Enoch Henry Currier, Principal of the New York Institution, has the distinction of being loved almost to the degree of being revered by those who came in contact with her, teachers and pupils alike. Being retiring of nature, Mrs. Currier did not take an active part in the general Institution affairs but in her own home she reigned supreme. Since the death of Mr. Currier eight years ago, Mrs. Currier's health has been very frail. Prior to her departure for California she spent some time in Bermuda from which place we had the pleasure of receiving several of her interesting communications together with descriptive illustrations. Another of God's noble women has gone to her reward.

Minnesota's Biennial Report

We are just in receipt of the Twenty Third Biennial Report of the Minnesota School for the Deaf. The Report is one of the most attractive that have come to us in a long time. Much credit is due the author and the printing department for this splendid piece of workmanship.

"Short on Book Learnin'"

"Ye're charged with bein' drunk and disorderly," snapped the magistrate. "Have ye anything to say why sentence should not be pronounced?"

"Man's inhumanity to man makes countless thousands mourn," began the prisoner in a flight of oratory. "I am not so debased as Pope, so profligate as Byron, so ungrateful as Keats, so intemperate as Burns, so timid as Tennyson, so vulgar as Shakespeare, so—"

"That'll do, that'll do," interrupted the magistrate. "Ninety days. And, officer, take down that list of names he mentioned and round 'em up. I think they're as bad as he is."—*American Legion Weekly*.

Communications from Parents

Of the many letters received from time to time we take the liberty of reprinting the following. They should prove a source of comfort to parents who contemplate sending their children to our school or to those who are not privileged to make frequent visits to the school.

Baltimore, Md.

March 17, 1925.

My dear Mr. Bjorlee:

I received your letter today and surely do thank you for your kind interest in Elsie.

I have perfect confidence that she is given the best of attention, and my mind is at rest as far as that part is concerned. I know little spells of illness occur once in awhile with all of us. Even if she was seriously sick, I know she would receive splendid attention. Thanking you again for your kindness, I remain,

Sincerely,

Beulah Bealmear.

Oakland, Maryland.

March 11, 1925.

Mr. Bjorlee,

Dear Sir:—

Words cannot express our feeling toward the School, and those in charge, for the good it has done our dear little girl. The card that I received this morning, surely filled my heart with joy.

Anna Margaret's seventh birthday comes on the 22nd of the present month and I will send her a box of fruit, &c., in your care so that she may have a little party with her little friends in the School, also be reminded of home. Wishing the School and all connected with it health and progress. I remain,

Yours Respectfully,

Mrs. Minnie Menhorn.

LOCAL NEWS

We had the pleasure of entertaining Mrs. Elsie F. Lee, of Wilmington, mother of our domestic science teacher, during the week end of April 3rd.

Several of the teachers have motored to Washington, D. C., recently the chief attraction being the Japanese Cherry Blossoms now at the height of their gorgeous perfection.

Miss Arianna Gonso, aunt of our little Virginia Weller, presented the school's library with two copies of "The Soldiers in our Civil War." These large books profusely illustrated representing both North and South will make interesting reading for our history pupils.

On Thursday April 2nd, Mr. Bjorlee, Dr. Joseph H. Apple and Mr. Archie Fisher motored to Lancaster, Pa., where they spent the day attending the District Convention of Rotary, returning to Frederick the same evening. Messrs E. L. Coblentz, T. B. Hayward, E. R. Sager and Dr. Elmer C. Kefauver of Frederick were also in attendance.

On March 20th Mr. and Mrs. Harry G. Benson entertained the boys of the first basketball team at a supper, being assisted in the arrangements by their daughter, Miss Elizabeth Benson, and four young lady friends from the city. A delightful evening was spent, the topic of conversation centering upon reminiscences of the recent trip taken by the boys to New York, Hartford and Trenton.

Prof. A. U. Downing, teacher of mathematics at the Western Pennsylvania School for the Deaf, accompanied by his wife, son, daughter-in-law, and two grand children, motored through Frederick on April 7th, stopping off at the school for a brief visit. We strove to crowd as much into the hours visit as possible, but regret that our friends could not have arrived earlier in the morning in order that more of the school work might have been presented. Brief as was the visit it was a pleasure indeed to have these friends with us.

Frank Branch Riley Lectures

On March 24th a splendid illustrated lecture entitled Mountains of the Northwest by Frank Branch Riley was given at Winchester Hall under the auspices of the local Rotary Club, receipts being used for the Boys' Work movement in the

City. The older pupils of the Maryland School attended the lecture in a body and practically all teachers and officers also availed themselves of this opportunity to hear one of the best lecturers appearing on the platform today. The views which were magnificently colored, brought forth bursts of applause and frequent gasps of astonishment from the audience. We are now awaiting an invitation for the next Convention of American Instructors of the Deaf to be held somewhere in the Pacific Northwest. Don't all speak at once.

Mr. Faupel Suffers Bereavement

Mr. Faupel was recently called home by a telegram announcing the serious illness of his mother who had suffered a paralytic stroke. Upon arriving at his home, Mr. Faupel found his mother in a critical condition but as steady improvement was noted he returned to his duties at the school where on Sunday, March 29th, he received the intelligence that his mother had passed away. Being nearly eighty years of age, she could not long withstand the ravages of the disease and the end came as a relief to the sufferer.

The sympathy of everyone at the school is extended to Mr. Faupel in this his hour of bereavement. A meeting of the teachers was held at which time resolutions of sympathy were voted, same being forwarded to Mr. Faupel upon his return.

Mrs. Bickford Pays Visit

We recently received a visit from Mrs. Bickford and her daughter of Gloucester, Mass. The ladies were returning after a sojourn in Florida and Mrs. Bickford made the stopover in order that she might acquaint herself with conditions at the Maryland School and also that she might impart her findings to a second daughter, Miss Anna Bickford, who will be a member of our force next year. The young lady is this year teaching music at the Whittier School, Merrimac, Mass. For some time she has been desirous of taking up the work of educating the deaf and accordingly plans have been made whereby she shall receive her instruction with us next year at the school. She will also have charge of the girls' athletics having devoted considerable time to that activity in addition to her music work at Whittier.

Our Tiny Tots and Their First Year in School.

Mildred A. Groht.

There's seldom a grown-up too engrossed with duties or too staid and composed to be unresponsive to the appeal of a little child. Sometimes it is a child's physical attractiveness which wins friends for him—sometimes it is a winsome personality, or an earnest desire for approval or perhaps it is a quaint characteristic peculiarly his own. Whatever it is, a child seems able unconsciously to seek a place for himself in the hearts of those about him. That the child is handicapped, in no way lessens his appeal; rather, it increases it.

It is with the handicapped child that this article has to deal. For every fall, a new group of little children comes to us; to find a nick or corner in our hearts and lives. He comes as a stranger but he remains a stranger only a few hours—sometimes not as long as that. He finds out quickly that there is a home for him in the school; he sees that there are those to care for his needs and he knows intuitively after his first day in school that he is going to learn to do things as "big folks" do. He finds companionship in the other little children and he vaguely understands that here there are others who, like himself have come to learn. And he does learn! Sometimes slowly and sometimes rapidly—but he learns.

It is about just such a group of newcomers that I would like to tell. Last September there came to us sixteen little children. It would take too long to write about them all so I shall single out one group and try to give some idea of their achievements up to the present time. In this group are eight children; two boys and six girls. None had ever been to school before. Their ages range from six to seven. They were a normal healthy group of deaf children—alert and intelligent. It did not take very long for them to learn the discipline of the schoolroom. They soon discovered that there was a right and a wrong way to do things. They were proud when commended and sought commendation. With attentiveness, orderliness and the right spirit, it was not a difficult task for these little tots to learn.

I shall not take time to go into minute details as to all the preliminary work given—except to say that they were first

given sense training:—occupations to train the eye; thus to insure rapid and careful perception later on—which is an asset to good speech reading. Also occupations to develop the sense of touch—which later on becomes an asset to good speech. The foundation for good speech was also laid in certain physical exercises—loosening and limbering muscles and giving a sense of freedom in their use. But all this work was but a beginning and was to lead up to the regular work of speech and speech-reading.

The most important and in fact the only sure foundation for language work for the deaf child is speech reading. He must learn to read the lips when he is in his first class and he must continue the practice all through his school career if he is to learn to know and use language as it should be known and used.

The eight children in this particular group started on their speech reading career as most little children do; with the simple and easily discernable commands—Fall! Walk! Bow! Come! Jump! etc. They also learned to recognize on the teacher's lips, the words Sit down! Stand up! Turn around! Then there were the usual objects which naturally arouse the interest of the child—a ball, a top, a car, a shoe, etc. And they learned to read these single words very quickly. This knowledge was utilized in many ways. For diversion, each child was given an object. The teacher then named some particular object and the child holding that one, would come up and put it on the table. This procedure was enjoyed very much but not half as much as when the teacher closed her eyes and received the objects in her hands and with eyes closed, named it. This little bit of play called for attention on the part of the pupils which they gave unconsciously. The children early learned to recognize their names when written on the slate and it was not long before they could read not only their own names but each others' names from the teacher's lips. All this greatly facilitated matters for them when it came to using sentences. All the commands which they had learned were combined in some way with the objects that had been learned in speech

reading and with the names of the children. So they read from the lips—Bow to Sheldon. Dance with Mildred. Skip with Kathryn, etc. And such commands as—Put the spoon on the table. Put the doll on the chair. Put the cow on the floor. Give a book to Ethel. Give a doll to Nellie. Put the pencil on the desk. Put the doll into the basket. The various words were juggled in every conceivable way and the children rarely made a mistake. Then they knew commands which were used often—Open the door. Shut the door. Brush the slate. Throw the paper into the basket. Stand behind Nellie. Get a book out of the closet. These commands were used whenever necessary and were very helpful. They were not relegated to the speech reading period.

Every child loves animals, so an animal chart seemed necessary and the children enjoyed the pictures on it very much while they learned to read from the lips the names of the following animals—cow, dog, pig, kitty, lamb, bunny, bird, fish, monkey. (The last named animal being added because the children had seen some monkeys in the moving pictures and requested the name.) Then they learned the names of the parts of the body as arm, foot, hand, thumb, face, hair, eyes, ears, nose, mouth, teeth, tongue. To this knowledge, was added "Brush your hair." "Brush your teeth." "Put your hands on your head." "Fold your arms." "Fold your hands." "Clap your hands etc." Numbers from one to ten were learned and the children could then point out—*two* babies, *four* boys, *one* cup, *six* flowers. The command "Bounce the ball three times, five times, etc"—was added.

One little chap an unusually bright child and one most eager to learn insisted on knowing which was meant when his teacher told him to put something on the *table*—was it the *large* table or the *small* one? He wanted to see the difference on the lips and of course the other children followed suit and wanted to learn to. So their already large vocabulary was increased by the words *large* and *small* and then they had "a large table" "a small table;" "a large chair" and "a small chair" etc. It was amazing to the teacher to know how many sets of large and small things were in the room. One little girl showed a large knife and then located a small knife—they found a large handkerchief and a small one—and so the speech

leading grew. The children were as delighted with a new word in speech reading as hearing children are with stories.

These children now have the "speech reading habit" a much desired accomplishment for every deaf child. It is second nature for them to read the lips. When they are spoken to, they seem to catch at least one word and usually two—enough to give them the context of what is said and they act accordingly. Thus they have many more commands and a larger vocabulary than that listed in the teacher's note book and not catalogued to their credit. The teacher talks to them unconsciously and is often amazed to see how naturally they respond. It was found best at dismissal to have an orderly and regular method of disbanding, so the commands—"Stand up! Face! Mark time, March" were given. These commands are given occasionally at odd times but are obeyed as quickly as at dismissal time. For practice and training in concentration the children have been given double commands and have been asked to name more than one thing from a chart—as for instance: Show me a bird, a pig and a cow. Put the ball and the top on the desk. Show me a table, a bed and a chair. Another drill is for each child to be given a different command. All the commands are to be executed at the same time so the children must remember what their commands were until the last child has been commanded. This requires real thought.

At the present time the children have 75 commands and 100 nouns including the words—today, yesterday and tomorrow—used in calendar work; These words are interchanged in many ways. The entire class is on a par—one child may be quicker at times but there is not one who could be said to be behind. They are all eager and ready to be taught and really anxious for more and more and are ready to absorb real language when it comes to them.

Many of the words used for speech reading can be spoken by the pupils: which leads to a short summary of their speech work. They know the entire consonant chart with the exception of *ch* and *j*. They know most of the vowels. They can not only give the sounds when they are pointed out on the charts but can read them from the lips as well and write

them. For diversion, the children occasionally change places with the teacher. The child who is "playing teacher" gives an element and calls on another child to point it out on the chart. This the children love to do—and it has a doubly fine effect on the child who is teacher. The children can read from the slate such words as "a tooth" "car" "a cow" etc. The words are written phonetically and the correct spelling is given also. They can say—"I know." "I love you." "Good-bye" and can count from one to ten in addition to the many words and combinations which they articulate.

And so we may truly say that the little strangers who came to us last September are no longer strangers in any sense of the word. They have found a home with love and care in it. They have learned much about the things around them. A

new world has opened up for them and they have much to look forward to. It isn't unusual to have one of these children bring something to the teacher to have her say the name for it. For instance one little girl wanted to be shown the word "basket" on the teacher's lips. Forthwith a "basket" was added to the collection of objects and every child soon learned to read it from the lips. In the same way the words, apple and banana, were added to the speech reading list. And if it were possible for these little ones to say every word, they would do it without urging. They will not cease trying until they have done it. To come to school means to them to come to learn something more and if that spirit is encouraged and developed, think what we may expect from these babies in another year or two.

AT THE MOVIES

An Illustration of How Moving Pictures Aid in the Development of Language among Primary Pupils

Pupils of the Maryland School are glad to note that Mr. Walter Decker has again been placed in charge of the Opera House and Empire Theatres. Mr. Decker has proven himself to be a consistent friend of our pupils, granting reduced rates to all worth while picture performances. We feel little need of a moving picture machine so long as our pupils can witness such splendid productions as the Life of Abraham Lincoln for so small an admittance fee as six cents. Recently the pupils of the intermediate and advanced departments witnessed the above picture. The advanced primary class taught by Miss Anderson also witnessed this picture, and the following topic was written the next day. Each pupil contributing some part of it.

We went to the movies day before yesterday. We saw "Abraham Lincoln." A long time ago Abraham Lincoln was a small baby. His father and mother were very poor. He grew to be a boy. He had no paper and no pencil. He wrote on a shovel. Abraham worked very hard. He was kind and good. He loved animals. Bye and bye he grew to be a man. He worked in a store. He

was a soldier. He was smart. The people made him President. War came. The people obeyed him. After awhile the war stopped. Lincoln won. Booth was a bad man. He was very cross. One night he shot Lincoln. Lincoln died. The people were very sad.

On the day following the lesson covering the Life of Lincoln a reference was made to the affair among the news items written by one of the little girls. Accordingly, we reproduce herewith some of the news items representing work of a little girl, nine years of age.

Today is Thursday. We shall not come to school tomorrow.

Sunday will be Easter Day. It will come fast. We shall find some eggs next Monday afternoon.

Elizabeth Schafer will go to the church tomorrow night.

We went to the movies last Monday. We saw Abraham Lincoln. He was very kind and good. We wrote about Abraham Lincoln. We wrote a long time. It was not very hard.

It is spring now. It was very hot yesterday. We shall go home soon.

Elsie Bealmear.

HERE AND THERE

The Photogravure Section of the *Baltimore News*, March 29, reproduces "The Wine Press" by Douglas Tilden. They refer to the famous sculptor as blind when as a matter of fact he is deaf.

According to the statement of one of our pupils arriving here a few days ago, it seems that Willie Allen is running a grocery store at Keota, Okla. We wish him success in his business. He graduated here in 1912. He lost his right arm when a small boy. Notwithstanding this fact, he is getting along just as well as his neighbors. He married Anna Sprague in 1914 and they have two children.—*Deaf Oklahoman*.

Linotype operating long has been recognized as an excellent field for the deaf, many have taken up the work with satisfactory results. A considerable number of such operators are holding down good positions today, and a lot more are serving their apprenticeship.

In the neighborhood of fifty schools for the deaf in North America are teaching linotype operating, and various other public and private institutions are offering to the deaf the opportunity to become workers on the linotype.

To hundreds of deaf people the linotype offers a chance for success.

In the plant of the *News*, Montgomery, W. Va., a Model 14 Linotype is being operated in a highly satisfactory way by Homer P. Flaherty, a deaf man who has been operating linotypes that way for the last twenty-one years.

Abraham Richman, forty-four years old, also deaf, has been operating linotypes for twenty-five years, and for the last nineteen years for the *Tribune*, Altoona, Pa.

"Mr. Richman," says V. D. Houck, former general manager of the *Tribune*, "is a very proficient operator, capable of producing the most intricate composition. He is a very satisfactory workman, and his proofs are exceptionally free from errors. He can easily be made to understand any composition instructions, and is thoroughly conversant with the mechanism of the linotype. There are few more competent operators than 'Abe.'"

He has helped eight other deaf men to become operators, for he believes linotype

operating to be the best and most lucrative trade for them.—*Linotype News*.

During the alumni reunion at Gallaudet College, there was an exhibition of etching by Dr. Cadwallader Washburn, an artist of international reputation. They were etchings made during visits to many countries—to Europe, Asia, Mexico and the islands of the Pacific. Some of them were exhibited in the largest art galleries of the world. Many of them were praised in different newspapers. The etchings display a technique that critics regard as possible only in the soul of a genius. The room in which the artist's rare work was exhibited was thronged with alumni and friends. The comments on the pictures were highly commendatory.

The career of this deaf artist is interesting. He is a son of the founder of the great Washburn-Crosby Company, flour manufacturers of Minneapolis. He attended the Minnesota State School for the Deaf and then went to Gallaudet College where he proved to be an apt student. He was especially interested in natural history. He wrote an essay on "The Mind of a Spider" which was afterwards published in school text books. In due time, he graduated with the degree of Bachelor of Arts. He then began the study of art in earnest. The millions of his father did not boost him in any way. He was out on his own hook, his talents alone sustained him, and he soon received recognition. Today his work is known wherever there is an art gallery of any distinction.

During the alumni reunion, this talented man, born deaf we believe, was honored by his *alma mater* with the high degree of Doctor of Science.

It may be of interest to note right here that before Washburn matriculated at Gallaudet, his rich uncle, United States Senator Washburn, raised his voice in the Senate against making appropriations for the support of the college on the grounds that it was a useless expense because the deaf were not supposed to be able to compete successfully for a collegiate degree. The senator lived to see his deaf nephew finish the four years of collegiate learning, and it is too bad he did not also live to see him awarded this high degree.—*California News*.

ALUMNI AND OTHER DEAF

We see Mr. Howard Hood regularly on Sundays, his visits being made possible through the kindness of various friends who make trips from Mt. Airy to this city in automobiles.

Mr. Robert Quinn was in the city Sun-March 15 to pay his mother a brief visit. He came from Washington with a party of friends, composed of Mr. and Mrs. August Herdtfelder and their infant son, Mr. August Wriede, and a Miss Jones.

On the evening of March 14 Mr. James Behrens came over from New Windsor to see the game between the Alumni and School teams, and incidentally to assist in it as an umpire. He was accompanied by Mr. and Mrs. Maurice E. Gray, and Mr. and Mrs. Charles E. Gray.

Miss Bessie Elizabeth Volluse, aged nineteen, was united in holy wedlock to Mr. Luther C. Remsburg, of Middletown, Md., last month. She was the last of the six children of Mr. and Mrs. J. E. Volluse, now of Brightwell, D. C., to leave the family circle and marry.

The team of basketeers representing the Alumni body of the School that came for a game with our team was accompanied by the following rooters from Baltimore: Messrs Roland Stultz, Uriah Shockley, Michael Cohen, Abe Omanski, John Fiedler and Jay Shunk.

According to *The Sun* on March 7 the Supreme Court admitted three attorneys to practice before the Baltimore bar. One of them is Mr. Charles Ellsworth, son of Rev. D. E. Moylan. He is a promising young lawyer and we shall watch the course he takes with great interest.

We have been informed that Miss Elizabeth L. Moss contemplates going to Europe this summer in company with the teachers who will take the tour under the leadership of Supt. O. M. Pittinger of the Indiana School. We hope Miss Moss will tell of her impressions in the columns of the BULLETIN.

After having made Frederick his home for nearly a year Mr. Lewis Little decided that he wanted a change so he lost no time in making preparations to take a trip out west. Cards received from him by friends up here locate him in Wakeeney, Kansas, at present. His fore-

man at the Union Knitting Mills has promised to take him back if he returns.

Several new subscribers to the *Bulletin* have been received recently, among them Mr. John Fiedler who handed in his dollar when he visited us on March 14; and Mr. Daniel Yommer who sent his money by post from Indian Head, Pa. Dan is still working for the lumber company but was promoted and likes his new position much better. Last winter he was a night watchman and in spite of his deafness served his employers well.

On a certain Thursday night not long ago Mr. Harry T. Reamy who resides in Baltimore visited a friend whose relative had died and on returning lost his way. A policeman having watched him a while walked up to him and grabbed him evidently taking him for a burglar. He spent a full half hour trying to convince the "cop" he was an innocent deaf man before he was released. This is what Harry wrote for publication in a local newspaper: I feel Commissioner Gaither should add to the curriculum of his "policeman school" courses in common sense and courtesy for the benefit of the physically impaired who may unfortunately meet with an experience such as mine.

The President of the Maryland State School Alumni Association is about to sound the call for a big mass meeting of the deaf of Maryland to be held somewhere in Baltimore on Saturday night the 25th of April. Cards announcing the time and place of meeting will be mailed. Subjects of timely interest and great importance will be discussed and acted upon.

The Edward Miner Gallaudet Fund

Contributions to the Edward Miner Gallaudet Fund are coming in. To Miss Helen Moss belongs the honor of being the first person to answer the call.

Indications are that Frederick will have a 100 percent rating in the drive for contributions. Sub-agents to assist in the drive to help Maryland to go over the top will be appointed in due time and the deaf all over the state will have a chance to do their bit. A report will be made next month.

BALTIMORE NEWS*By Michael Weinstein*

On March 15th, Mr. Elmore E. Bernsdorff delivered an interesting reading of the "Works of John Nierverre" before the Jewish Deaf Society. Mrs. Bernsdorff rendered a declamation in a graceful manner.

We are grieved that Mrs. Jennie Kaufman, widow of the late Mr. Isaac Kaufman, passed away on March 27th. She is survived by her daughter, Mrs. Helen Coblenzer and two grandchildren. Rabbi Lazon conducted the rites both at her home in Baltimore and at the Hebrew Cemetery.

Our sincerest sympathy is extended to Miss Beckie and Mr. Leon Newman over the loss of their aged father who died recently after a long illness.

Shortly before his departure for Louisiana, Mr. Harry Baynes gave a lecture on "Acadian Reminiscences" at the Deaf Baptist Department on March 11th. He was given a farewell party by the young folks on March 25th.

A daughter was born to Mr. and Mrs. Henry Nicol, on March 12th.

March 28 as the pedestrians were watching the runners of the "Laurel-to-Baltimore" Marathon race to reach the City Hall, Mr. Leon Heinrich, of Gallaudet College, crossed the goal as No. 22. He received a hearty applause from the local deaf onlookers.

The pupils at the School for Colored Deaf, Overlea, had a holiday on March 4th, while Principal and Mrs. Henry Stegemerten, Miss Edna Hensen, Miss Ethel Mason and Mr. Thomas Damson attended the Inaugural ceremonies in Washington.

For the first time in seven years, Mr. and Mrs. George Koenig moved to a new home in the northeastern part of the city. Their friends tendered them a party on March 21st.

On March 21st, the audience was entertained by a magician who accomplished some amazing tricks at the Frat quarters. This was on the occasion of the "Mystery" Social. Mr. Harry Benson attended the Social and gave a brief talk.

The Silent Oriole Club, of Baltimore, is looking for a suitable club room where they can meet for recreation, athletics, literary exercises, etc. Baltimore should have a real club for the deaf like Chicago and other large cities have.

WESTERN MARYLAND NEWS*By Earl Metty*

On April 4th, the home of Mr. and Mrs. L. Metty was visited by Messrs. Quinn, Wriede, Drake and Bills who had come from Romney, W. Va. Their friends were surprised and pleased to see them. They spent the day in Cumberland, and left for Romney to resume their duties at the school.

Mr. Garland Davis, of Huntington, W. Va., is the latest addition to the circle of deaf of Cumberland, Md. He has a position at the Smith Bakery with Mr. Paul Vandegrift, also a West Virginian. He is a member of the National Fraternal Society of the Deaf.

On March 28th, Messrs. Andrew Schwankhouse, Paul Vandegrift and Earl Metty spent the day at the School for the Deaf, Romney, W. Va. to renew old acquaintances and give the school the once over.

Mr. George Faupel stopped off in Cumberland, March 30, when he was on his way home to attend the funeral of his beloved mother. He was the guest of the Metty's over night. The deaf of Cumberland sympathize with Mr. Faupel in the loss of his mother.

During the winter the home of Mr. and Mrs. J. L. Metty had been the scene of weekly card parties. The favorite game played was 500 and the participants enjoyed themselves until well toward the midnight hour.

Mr. Tom J. Blake made a bee line from Newark, N. J., to his former home in Cumberland March 18 to be at the bedside of his brother who was seriously ill. So brief was his stay with us that he had no time to call on friends.

A baby boy was born to Mr. Howard and Mrs. Irene Peebles Metty on the evening of the 23rd of March, at the Alleghany Hospital in Cumberland. A week later a fire occurred that threatened to destroy the hospital. The mother and babe were hastily removed to a residence across the street. After the fire was put out they were moved again to their room. The excitement, however, we are glad to state produced no ill effects. Both are doing well. The little scion has been named Howard James, after father and grandfather.

ELY LITERARY SOCIETY

The Ely Literary Society, at its regular meeting held on the night of February 28, was entertained by Miss Smith's class under her direction. A very nice program was rendered which was enjoyed by all present.

Song	The Red, White, and Blue
	Elsie Hobson
U. S. Farmer	Lester Brown
Farm Hands	{ Glen Knode Norris Lowe Thomas Hickey
Nations	{ Philip Topfer Jacob Hahn Ruth Campbell Yetta Summerfield
Products	{ Elsie Hobson Agnes Gerst
Song	Flag of the Free
Song	The Star Spangled Banner
	Agnes Gerst

Miss Hopfer assisted at the piano when the Star Spangled Banner was sung.

At the meeting on Saturday evening March 7th of the Ely Literary Society Mr. George Faupel gave a lecture on "The History of the Maryland State School for the Deaf" which was very interesting. He told how the legislature passed an act by which our school was first established in 1868. He also told many other important facts.

Saturday evening March 14th the Ely Literary Society met as usual in the Assembly Hall. Miss Radcliffe's class entertained us by giving a humorous play which made the audience laugh heartily. It consisted of two parts. First part was "A Country School Entertainment" and the other part was "The Beauty Specialist," while Genevieve Thrasher was the leading player all the others rendered their parts well.

A Country School Entertainment

Miss Dew—the teacher	Genevieve Thrasher
A Story	Star Dollars
	Virginia Brushwood
	{ Edna Brewer Virginia Brushwood Fred Henklein Roy Amberg
A Story	Why The Morning Glory Climbs
	Edna Brewer
Dialogue	The Sick Doll
	{ Edna Hall Fred Henklein
Recitation	Roy Amberg
A Story	How We Came To Have Pink Roses
	Julian Drinks

The Beauty Specialist

Madame Brooke—A beauty Specialist	Genevieve Thrasher
Miss Gray—A would-be actress	Edna Brewer
Mrs. Bumpus—Very fleshy	Virginia Brushwood
Billy Bumpus	Roy Amberg
Mr. Patrick Mc Gee	Ira Teeter
Mrs. Patrick Mc Gee	Dorothy Myers
Mr. White—A dude	Julian Drinks
Tom—The servant	Fred Henklein

A very interesting program was given on the evening of the 21st of March before the members of the Ely Literary Society by the Sunshine Band Girls under the direction of Miss McAndrew.

The play, "The Shamrock," proved to be a great success. The following took part: Leo Rosenberg representing Thomas Moore; and Marie Dietz, Ellen Peake, Berta Shockley, Regina Nelson, Anna Clayton, Theresa Herold, Evelyn Townsend, Esther Dwyer, Frances Zollner, Margaret Bauman, Helen Falck, Virginia Brushwood, Edna Brewer, Josephine Bushey, Genevieve Thrasher, Evelyn Donohue, Dorothy Myers, Frances Dashiell, Florence Schieber, Agnes Gerst, Yetta Summerfield, Virginia King, Helen Dells, Edna Hall representing sons and daughters of Erin.

The following songs were given during the entertainment: Paddie's Evermore, Believe Me, If All Those Endearing Young Charms, Dear Little Shamrock, Tipperary, Erin: The Tear and the Smile in Thine Eyes, Wearing, of the Green, 'Tis the Last Rose of Summer, Kathleen Mavourneen, The Harp That Once Thro' Tara's Halls, Love's Old Sweet Song. Miss Hopfer played at the piano.

Saturday evening, March 28, the Ely Literary Society was entertained with a delightful talk by Mr. Harry Benson. His subject was "School Life From 1881 to the Present." He related many interesting events that occurred during his school days back in the eighties. At the close of his talk we all applauded. Leo Rosenberg, presiding officer, gave some remarks on his talk after which the meeting was adjourned.

Carroll Ruhl, Secretary.

MARYLAND STATE SCHOOL BASKETBALL TEAMS



EXIT BASKETBALL

The Maryland State School for the Deaf Alumni basketballers of Baltimore returned home Saturday, March 14, with a victory from our Senior quint on the School court by the score of 27 to 26. The game was cleanly played throughout. McCall of the Alumni snatched the game from the school by his accurate shooting in the last quarter from difficult angles. The Alumni boys showed their old skill just as they did in their school days. They have been playing good ball in Baltimore this season, Winebrener and Downes starred for our school.

Md. State School	G	F	T.P.
Winebrener, F	4	5	13
Friedman, F	0	3	3
Downes, C	2	0	4
Smith, G	0	2	2
Deluca, G	1	2	4
	—	—	—
	7	12	26
Md. S. S. Alumni	G	F	T.P.
Urbanski, F	2	1	5
Pfeiler, F	3	0	6
McCall, G	5	0	10
Baynes, C	1	2	4
Stern, G & C	1	0	2
Weitzel, G	0	0	0
	—	—	—
	12	3	27

Referee—McVernon, M. S. S. D. Umpire—Behrens, Alumni. Time of quarters—10 minutes.

The Frederick DeMolay basket ball team gained possession of the 1925 amateur championship of Frederick City on the Armory Court on Wednesday night, March 11, defeating our Senior cagers by the score of 23 to 22. Winebrener and McVernon stood out in the Deaf's attack, while Houck, Shipley and Esworthy were responsible for the winners. The defense of both teams was unusually strong.

Boy Scout Troop No. 8

The Scout Executive announced a contest between all the troops in Frederick county from March 23 to May 23, the Troop receiving the greatest number of points to be rewarded with a trip to Washington or Gettysburg.

Our Boy Scout Troop No. 8 entered this contest. We have made a good start.

98 tests have been passed in Signalling, Compass, Thrift \$1.00, First-aid, Observation, Fire building, Cooking. Mr. Grove was present at the third meeting to help members prepare to pass all second class tests before the contest closes.

De Molay	G	F	T. P
Houck, F	3	4	10
Shipley, F	0	2	2
Esworthy, C	5	1	11
Forney, G	0	0	0
Carter, G	0	0	0
	—	—	—
	8	7	23
Md. State School	G	F	T. P.
Winebrener, F	5	1	11
Deluca, F	1	1	3
Downes, C	0	2	2
Smith, G	0	1	1
McVernon, G	1	3	5
Friedman, G	0	0	0
	—	—	—
	7	8	22

Referee—Kreh, Time of halves—20 minutes.

The following is a record of games.

Maryland State School	Opponents
38—Frederick Steel and Iron Works	29
35—St. James' School	36
22—Shepherds College	37
23—Blue Ridge College	46
20—Mt. St. Mary's Preps	31
39—St. John's Athletic Club	20
53—Kendall Green School for Deaf	11
29—Blue Ridge College Freshmen	23
28—Western Md. College Freshmen	16
31—Maryland State Normal School	37
30—Fanwood School for the Deaf, N. Y.	40
36—American School for the Deaf, Hartford	32
20—New Jersey School for the Deaf	36
41—Western Md. College Freshmen	26
39—Emmitsburg Collegians	21
22—Frederick De Molays	23
26—Maryland State School Alumni	27
22—Emmitsburg Collegians	17
552 Maryland State School ; Opponents,	510

Individual Averages

	G	F	T
Winebrener	99	24	224
Downes	59	18	136
Rosenberg	47	9	103
Deluca	26	11	63
Smith	7	6	20
McVernon	1	3	5
Friedman	0	3	3
King	0	0	0
	—	—	—
	239	74	552

Our Troop is now in the lead. 845 points were received for perfect attendances in uniform and passing tests, in hikes, and new scouts brought in.

The third Saturday we received 165 points on the hike.

For 8 new scouts brought in we received 80 points. Following is the list of new members:

Roland Murray	Winfry Henley
James Dells	Roscoe Haupt
Nelson King	Herbert Hush
Otto Seibly	Frances McFaul

The above group devoted their first evening to study of the Boy Scout Oath and Laws.

James McVernon
Scout Master Troop No. 8.

Our trip to the Northern States.

Early Thursday morning, February 19th, the basket-ball players were filled with excitement as they were starting on their long trip to New York and Hartford.

With breakfast at 5:15 A.M. we were off at 5:45 on the bus for Baltimore where the train for New York was taken at 8:18 from the Union Station. I had the pleasure of seeing my father and mother for a while in Baltimore before leaving.

The train sped along faster and faster till we were soon out of the limits and suburbs of the Monumental City. It seemed but a few minutes before we passed Wilmington and Philadelphia and we arrived in New York at 12:30.

We were met by Captain Olsen, a student of the New York Institution for the Deaf, who took us to the Automatic Lunch Room to replenish the inner man. After that, we went to the Penna. Railroad Station to take the subway train for Fanwood. We got there at 2:30 P.M. and took a rest till 3:45 and then got ready for the game at 4 o'clock. The result of the game was in favor of Fanwood by the score of 40 to 30. After that we had our supper and then conversed a while with the boys in the Proctean Society Room. We were pleased and surprised to be invited to a little party that evening. The party at the school was enjoyed very much by us.

On the morning of February 20th, we asked Captain Kerwin, how long it would take to ride on the auto bus from the school to the Grand Central Station. He told us about half an hour, so we all took the ride on the bus down town, leaving at 10 A.M. We rode along Riverside Drive and saw the beautiful views of the Hudson with its parks, etc. About five minutes to 11, Mr. Benson became anxious about our getting the 11 o'clock train and on arriving near the station, we ran all the way and were exhausted when we bolted into the waiting room and rushed through at the last minute to board the train which immediately pulled out for Hartford. We, boys, had a great deal of fun on the train and enjoyed the ride.

We reached Hartford and were met at the station by Mr. Sullivan, a teacher at the American School for the Deaf there where we were to play that evening. We rode on a truck four miles out into the country to the school.

We were treated splendidly there and were shown about the new buildings of America's oldest School for the Deaf.

There were three games at the school that night and we played the last one. In the first half the score was 21 to 12 in favor of our opponents, but in the second half we surprised them by taking the lead and ending with a score of 36 to 32 in our favor. The game was a good one and square in every way.

On Saturday morning at 8.35 we boarded the train for New Jersey. We reached Trenton at 2:30 and then were escorted to a restaurant by a student of the New Jersey School for the Deaf. After a luncheon, we walked a few blocks to the school. Two boys there showed us the trades building and other buildings. That night at 7:30 we played the school team and the game resulted in favor of the New Jersey boys by the score of 36 to 20. After the game we were treated to a reception in the girls' study hall. We, Maryland boys, were much surprised to meet Mrs. Murphy, nee Miss Daley, a former pupil and graduate of the Maryland School. We were glad to exchange a few words with her.

On Sunday morning at 9.30 we left Trenton for Philadelphia. Arriving in that city we took a trolley car to the Mt. Airy School for the Deaf. We took a look about the school buildings and were treated very courteously. We then saw the Superintendent Dr. Cronter, and exchanged a few words with him. We left Mt. Airy for Philadelphia where we lunched at "Child's."

In about an hour's time we took the train for Baltimore, reaching there at 5.30 P.M. The bus driver first took the party to my home near the Union Station for a "bite". We stayed for a while and Messrs Abe Stern and Rozelle McCall came to hear the news about our trip.

At 8.30 we left my home for Frederick and arrived here at 10.30. By singing our Maryland songs and giving our school yell near the Superintendent's apartments, we soon brought Mr. Bjorlee to the window. He wanted to learn the results of our games.

Thus our trip came to an end on Sunday night and the next day we had to buckle down to our school work again to make up for lost time. We shall not soon forget the wonderful trip and the good time we had.—Leopold Deluca.

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ELISABETH T. ANDERSON
Teacher in Charge
FRANCES MARION MCANDREW
LILLIE WILMOT
JOSEPHINE NUNNELLEY
BETHEL M. HOPFER
MAUDE HENNING

Teacher of Drawing

FLORENCE W. DOUB

Teacher of Household Art

BETTY LEE, B. S.

Teacher of Printing

HARRY G. BENSON

Teacher of Cabinet-Making

HORACE CUTSAIL

Teacher of Shoe-Making

HENRY BERNAC

Teacher of Tailoring

EDWARD JAMES

Teacher of Manual Training

GEORGE H. FAUPEL, B. A.

Superintendent's Secretary

EDITH MARKEY, A.B.

Physician

WILLIAM C. JOHNSON, M. D.

Oculist and Aurist

JAMES A. LONG, M. D.

Matron

NANNIE C. GONSO

Matron—Boys' Wing

JANE REDMOND

Military Instructor and Supervisor

JAMES A. MCVERNON

Housekeeper

MRS. FLORENCE C. DEVINE

Keeper of Linens

MRS. F. M. BRAMBLE

Practical Nurse

BEATRICE PRYOR

Asst. Secy. and Storekeeper

HAZEL K. MCCANNER

Assistant Boys' Supervisor

HELEN P. SKINNER

Assistant Girls' Supervisor

LOUISE A. MCCLAIN

Engineer

SAMUEL ABRECHT

Baker

FREDERICK SCHMIDT

Head Cook

JOHN S. JAMIESON

Gardener

CHARLES F. CREAGER

Night Watchman

ALBERT SCHUOLER

GIVE THE BOY SCOUTS CREDIT

By Berton Braley

That rough little, tough little gang of boys
That used to break windows galore,
That deafened our ears with continual noise---
It doesn't act so any more.
What's happened? That bunch used to give us a
pang,
We shuddered with fear at its shouts;
What's happened? Why, neighbor, the neighbor-
hood gang
Has gone and joined up with the Scouts!

Their leader, whom grown-ups regarded askance
As head of a mischievous crew,
Has found, with the Scouts, just a peach of a chance
To do what he's wanted to do;
He's boss of his troop, and he makes them behave
Without any questions or doubts,
He's learned that he needn't be bad to be brave,
A lesson that's taught by the Scouts.

Oh, BOYS will be boys; and experience shows
That boys WILL belong to a gang.
But organized RIGHT---as the scoutmaster knows---
Their energy, vigor and tang
Will fashion a clean, snappy, likeable troop
From reckless and impish young sprouts;
And that's what's been done with our neighborhood
group
They've gone and joined up with the Scouts!