Work of the Deaf Astounds Rotarians

Progress of Deaf Youths is Considered Remarkable

Adapted from Frederick News-Post

Business and professional men of Frederick, members of the Rotary Club, who dined last evening at the Maryland State School for the Deaf, saw, many of them for the first time, the real significance of educating the state’s deaf children. The Rotarians were guests of Prof. Ignatius Bjorlee, Principal of the School and during the evening were spectators at the presentation of an interesting exhibition of rhythmic exercises, which included student groups from the primary department to the graduating class. The gathering last evening carried out in spirit as well as practice one of the fundamental reasons for the origin of the Rotary Club.

Professor Bjorlee, just before the presentation of the work of the deaf children, addressed the Rotarians as follows:

The Deaf Fellow Rotarians:

It is a distinct pleasure and affords an unusual opportunity to have you with us this evening. You represent every trade and profession in the city, and I feel that the work of the Institution should be briefly presented to you from a businessman’s standpoint. That the deaf as a class are misunderstood is clearly evidenced by the fact that at one time the statement was made to me by a well-educated deaf gentleman that his greatest handicap and hardship did not consist in his being deaf but in his inability to make the hearing public appreciate the status of the deaf. This is in reality a grave problem, and should be met by the school authorities. We boast that our graduates assume positions in life as self-supporting members of society, and it is remarkable indeed what a small proportion of the deaf are rated among the unemployed, and this despite the fact that a large percentage of those who employ labor are prejudiced against the deaf, having formed erroneous conceptions regarding their abilities and their dispositions.

A ten minute discourse would not permit of any discussion as to the psychology of the deaf mind, but let me leave with you the following thought: Suppose your child, your brother or sister, or some little friend of yours should suffer the ravages of a serious disease such as scarlet fever or spinal meningitis and after days of anxious waiting the doctor should report to you that the child’s life would be spared but that hearing had for all time been destroyed. Would not that child be exactly the same to you in every particular save that one of the five avenues of receiving knowledge and communication from the outside world had been closed. The mentality of the child together with the physical condition of the vocal organs would in no way be altered, but special care and attention would be required to prevent the child’s horizon from becoming narrowed and unless special attention be given to speech teaching the child through a lack of opportunity to imitate the speech of others would practically lose what little articulation had been mastered and would certainly never progress beyond the childlike babble which was maintained at the time of the onset of deafness. A considerable proportion of our student body comes to us in this condition. Where deafness is congenital it simply becomes necessary to take a step further back and see in an otherwise normal child one who has never had an opportunity to hear spoken words, and one with whom the problem of speech teaching must of necessity be much more complicated. Then there is the condition of the hard of hearing child, or of one who has acquired free use of language prior to becoming deaf. In such
cases the problem before the teacher is that of seeing to it that the amount of speech already acquired be retained and augmented.

It is the element of speech teaching combined with lip-reading which makes of the teacher in a School for the Deaf a specialist, limits the number of pupils in a class to ten and, combined with the acquiring of language, is responsible for at least three years retardation in the average deaf child's educational progress.

With the above clearly in mind it is needless to add that the uncomfortable feeling of awe bordering on superstition with which some hearing people regard the deaf is absolutely unfounded. The deaf are found employed in every pursuit in life save where hearing is an absolute essential. In my circle of deaf acquaintances are sculptors of national reputation such as Tilden of California; chemists like Goldberg of Brooklyn; photographers like Pach of New York; real estate and investment brokers like Howard of Duluth.

The country is dotted with printing establishments owned and operated by deaf editors and printers. Two national periodicals for the deaf are a New York weekly edited by Mr. Hodgson and a New Jersey monthly edited by Mr. Porter. In the educational world the deaf are usually restricted to work among their own, splendid illustrations being Dr. Hotchkiss of Gallaudet College, Washington and the late Dr. Draper of the same Institution. There is scarcely a school for the deaf in the country where deaf teachers are not to be found, although the progress of oral instruction has somewhat limited their numbers. Deaf clergymen are also quite numerous, administering most acceptably to their own.

Deaf women have also filled positions of responsibility. The mother of Dr. Gallaudet, founder of Gallaudet College, was one of the first deaf women in America to receive an education; while the remarkable feats of Helen Keller are well known to all, it is doubtful if any of you are aware that the wife of Dr. Alexander Graham Bell is a deaf lady.

In conclusion I would simply call to your attention the fact that from a purely economical standpoint the education of the deaf is a real benefit to the State, making as it does an asset out of material that would otherwise be a distinct liability. This is not a charitable institution but a school giving to the deaf child his constitutional right to an education. The institutional idea is sound in so far as it would require a larger outlay of funds to educate deaf children in their respective home communities than to bring them together and care for them during their period of instruction. Furthermore the educational facilities here granted are infinitely superior.

Much of the mischief which has tended toward spreading a misconception concerning the deaf is due to the name formerly applied to schools of this character; Maryland Asylum for the Deaf and Dumb was our original title. The correct official name has been amended to Maryland State School for the Deaf and an abbreviation which with us in Frederick causes no confusion is simply "Maryland School." D and D should not be used. Deaf and Dumb is incorrect: The term dumb leading to the slang expression "dummy", a term immediately associated with a mental instead of a physical condition. Deaf mute is equally misleading and with your kind indulgence I shall consume the next twenty minutes in an endeavor to prove that our children are not dumb or mute in accordance with any interpretation which may be given to the words.

Exhibition by the Children

The exhibition began with a drill by the Cadets Corps on the front campus of the Institution. It was warmly applauded by the Rotarians, many of them former service men, who could appreciate more keenly the excellence of the drill. Following dinner, the demonstration of rhythmic work in the chapel was given. It began with a group drill by a class of thirteen children, six girls and seven boys.

They were accompanied on the piano by Miss Moylan of the faculty, and, directed by Mrs. Goodson gave an entertaining and graceful performance. Though deprived of the sense of hearing, their sense of time was more keenly developed than the average person in full possession of all faculties.

This exercise was followed by a group under the instruction of Miss Anderson and Miss McKinney. Songs were rendered at the piano after which "Bobby Shafto" and "This is the Way We Bow to You," were given as drills.

Pupils of the Intermediate Department directed by Miss Groth and Miss Griffin sang America and Maryland, My Mary-
land, followed by folk dances, cleverly performed.

With Miss Gay at the piano and Superintendent Bjorlee leading, twenty pupils of the Advanced Department sang a number of songs; Brighten the Corner, Smiles, Lil' Liza Jane and Star Spangled Banner being especially applauded.

The chairman of the evening Dr. David G. Everhart called upon Col. D. John Markey for a discussion on the National Convention of the Chamber of Commerce and Boys' Week Work. His address was as follows:

Boys' Week

Before I speak of Boys' Week I want to say a word in connection with the annual meeting of the United States Chamber of Commerce which was held the past three days in Washington. I do not believe we appreciate the importance and magnitude of this big organization. Frederick has a peculiar interest in it because of the fact that our own commercial organization was the first organization in the United States to officially affiliate with the Chamber of Commerce of the United States, and this fact is so recorded in the files of this organization and was placed as a part of its records in the cornerstone of their new $2,000,000 building which was laid on Wednesday by Secretary Hoover. Its income is $750,000 a year; there are 100 trade organizations represented in its membership besides 14,000 individual and associate memberships; and they have about 200 people on their staff at all times.

I heard President Harding this afternoon deliver an excellent address before the Chamber of Commerce Convention. He spoke extemporaneously, which is unusual for him, and made what I would describe as a most excellent Rotary speech. His keynote was, "Commerce With a Conscience," and he made it plain that if the business of this country were conducted upon the principles of honesty and honor there would be little need for any government in business. He praised the purpose of this big Commercial organization and made it clear that all of the departments of the government would cooperate in any way desired for the improvement and development of the business of our nation. Another important statement was that our own industries should not be made to suffer in order to help industries in other nations.

Now about Boys' Week. The Boys' Work Committee want to make it clear to the entire membership of our Club that this is your job as much as it is the Boys' Work Committee, and we are depending upon every Rotarian entering into the full spirit of all the events of the coming week, and hope that this first Boys' Week in our community will be productive of a great deal of good. I want to make it clear again that the objects of Boys' Week are as follows:

First—To interest everyone in boys and to interest boys in themselves.

Second—A concerted drive for publicity and interest in boys; not for funds.

Third—A community-wide recognition of the fact that one of Frederick's greatest assets is her Boyhood.

Fourth—To emphasize the community's responsibility for the best development of its Only Source of Manhood.

Fifth—To consider how to conserve and develop the results of "Boys' Week" by the creation of a permanent voluntary Frederick Boys' Work Council, representing all the agencies and organizations interested in Frederick's Boyhood.

There have been several new features added to the program for the week, such as the home-made kite flying contest from 6:00 to 7:30 o'clock on Friday evening, and an aquatic meet in the Y. M. C. A. pool from 8:00 to 9:00 o'clock the same evening. We also secured the Armory pool for Thursday, Friday and Saturday, and all the boys of the City are invited to make use of it on those days. The Y. M. C. A. is also offering all the facilities of the building on Saturday, and all boys of the City may play pool free until 5:00 P. M. on that date. The other program is as has been previously announced.

The Boys' Week Committee desires to request that every Rotarian be present for the parade on Wednesday evening, and also accompany the boys into the Opera House for the free moving pictures and act as ushers on that occasion. The Committee is confident that Frederick and her boys will be benefitted by our activities during the coming week, and we hope it will be of such a success that next year all of the agencies of the community interested in boys will join to help make Boys' Week a permanent event and a greater success each succeeding year.

Rev. Henri L. G. Kieffer catechised his
fellow club members in the following manner:

**Catechism of Rotary**

**Question.** By whom was Rotary founded, and where, and when?

**Answer.** (George B. McCleery.) By Paul P. Harris, a lawyer, of Chicago, on February 23, 1905.

**Question.** How did it receive its name?

**Answer.** (Holmes D. Baker.) The weekly meetings were at first held in the offices of the members, in rotation. Because of this, the name "rotary" was given to the organization.

**Question.** When was the National Association formed?

**Answer.** (Charles C. Carty). In 1910, the first convention being held in Chicago, and Paul Harris being elected President.

**Question.** What is the emblem of Rotary?

**Answer.** (T. Bertram Hayward.) A gear wheel, bearing the inscription, "Rotary International." The spokes represent strength and the cogs power.

**Question.** What is the motto of Rotary?

**Answer.** (Harry E. Carty). "He Profits Most Who Serves Best." This phrase was used in an address before the 1911 Convention by Rotarian Arthur Frederick Shelton, and was adopted as Rotary's motto. The following form is also used,—"Service Above Self. He Profits Most Who Serves Best."

**Question.** When was the International Association formed?

**Answer.** (O. John Markey). In 1912, after Clubs had been organized in Canada and England.

**Question.** Where was the last International Convention held and who was chosen President?

**Answer.** (Thomas M. Williamson). In Edinburgh, Scotland, in June, 1921. Crawford C. McCullough, of Fort William, Canada, was chosen President.

**Question.** To what district does the Frederick Club belong?

**Answer.** (R. Ames Hendrickson). Formerly to the Fifth District; now to the Thirty-fourth District.

**Question.** Who is the Governor of our District?

**Answer.** (R. Paul Smith). Last Year Ed. L. Stock. At present we have no Governor. He will be elected at the next International Convention.

**Question.** Where will the next International Convention be held?

**Answer.** (Lewis R. Dertzbauh). In Los Angeles, California, June, 1922.

**Question.** Will the Frederick Club be represented?

**Answer.** (David G. Everhart) Yes; by Lewis R. Dertzbauh.

**Question.** Where will the next Annual Conference of the Thirty-fourth District be held?

**Answer.** (James H. Gambrill, Jr.) In Frederick, Maryland!

Business Methods were discussed by Emory L. Coblentz as follows:

**Better Business Methods**

I have been asked to say something on the subject of ‘Better Business Methods.’ The first suggestion I want to make is that, while we are discussing a code of business, we must not get the impression that any set of fixed rules of business is adequate to meet the changing conditions of today. We must look for underlying principles, and when we find them and are true to them we will have no difficulty in formulating a proper code and adhering to it.

I have just returned from a meeting of the Maryland Bankers Association, and it is an outstanding fact that none of the four major addresses delivered dealt with the question of increasing the money-making power of the banks. Not a word was said as to how to pay the stockholders larger dividends nor how to raise the interest rates to depositors. The whole theme of these addresses was embodied in our Rotary motto, "He Profits Most Who Serves Best."

This simply means that the real aim of business is to render service, and that in the rendering of this service the community can always be depended upon to give such returns as will compensate the business for the service. This does not necessarily mean that business should not be conducted efficiently and upon a sound financial basis, any other method would be destructive of service, but it does mean that all profiteering and extortion will not in the end produce real business success, and that the fundamental Rotarian principle of service first and profits afterwards is the correct one. A casual reading of the various advertisements of the successful business concerns today will clearly prove to the mind of anyone the soundness of the Rotarian rule above referred to.
Dr. Ira J. McCurdy then discussed the professional and technical side of the student demonstration:

An Appreciation

President Jim:

I feel before that this meeting adjourns we are in duty bound to extend to Rotarian Bjorlee our sincerest thanks and appreciation for the revelation that has been given us, of the advancement in the education of the deaf. It has been to us all a revelation, for I am firmly convinced that the public as a whole, and even the medical profession, little realizes what work is being done here for these children.

While sitting here and watching the achievement of these deaf children, I was carried back many years when, as a student, the question was given us in Moral Philosophy, “What would be the moral and mental state of a child if when born it should be placed in a forest and allowed to grow up without contact with any individual?” And later during my medical course, when the late Dr. Austin Flint Jr. one of the country’s most eminent aliens and psychologists, lectured upon the ear, he stated that, “We Americans are very lax and negligent in giving the necessary assistance and teaching to the deaf, and at this time (30 years ago) we are ingloriously deficient”.

We cannot but feel that what we have witnessed in this evening’s exhibition is a marvelous revelation of what can be accomplished for the unfortunate children who are deaf due either from disease or existing from birth. They have been made an asset in our economic government instead of a liability, and to our Rotarian Bjorlee much credit must be given for the advancement that has been accomplished during the past several years of his superintendency of this Institution. We feel that in him not only Rotary, and the City of Frederick but Maryland as well, has a valuable asset.

Rotary Club Dinner

The Rotary dinner was prepared and served by the Domestic Science Department of the School and clearly demonstrated the high degree of excellency which has been attained under the able direction of Miss Gay, the teacher in charge, and also set forth the practical nature of the work. The banquet tables were tastefully decorated, the color scheme throughout being red and white. Menu cards, printed by the pupils of the School, were placed at each cover. The dinner served was as follows:

**Menu**

<table>
<thead>
<tr>
<th>Radish Roses</th>
<th>Celery</th>
<th>Pickle Fans</th>
<th>Cherry Cocktail</th>
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<tr>
<td>Potato Nests</td>
<td>Chicken Fricassee</td>
<td>Baked Tomatoes</td>
<td>Peas in Crowntades</td>
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<tr>
<td>Lettuce Roll</td>
<td>Paprika Crackers</td>
<td>Cocoa Nut Charlotte Russe</td>
<td>Cafe Noir</td>
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<tr>
<td>Salted Almonds</td>
<td>Mints</td>
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Extract from Secretary’s Minutes on Rotary Dinner and Business Session

Luncheon was held at the Maryland School, with a 100% attendance.

Going into the dining room we were greeted by a wonderful dinner prepared by the School of Domestic Science, and about thirty minutes later we knew it was even more wonderful than it looked. It was a real treat and enjoyed by all save President Jim Gambrill who kept things moving so fast that he hadn’t time to eat. He said Presidents aren’t supposed to eat. This is also true of Secretaries. He said Paul Smith was complaining and demanding something to do. The evening was a live one. Paul got into action and before he was through it he looked as if it would cost the members ten cents a minute. Paul wanted authority. Doc McCurdy saw to it that he got what he wanted.

From now on if you “Mister” anybody its ten cents. If you don’t sing its ten cents. If you don’t know all the members’ classifications its ten cents. If the committee falls down on the attendance job its ten cents a head.

It looks as if the office of Sergeant at Arms will be on a paying basis.

The roll call idea was a good one so watch the classification to your right. The President announced that Frederick would send a delegate to Los Angeles, the Secretary having agreed to act in that capacity. Under the leadership of Harry Leberer and Howard Simmons Rotary songs were sung, including: I’m Forever Blowing Bubbles, Let the Rest of the World Go By, Mummy Song, Old Bert Hayward Had a Farm, School Days and Rotary Doxology.

Messrs. Richard Ross, Ernest Helfenstein and Charles Mathias were guests at the occasion and Mr. Jesse Sunday represented the local papers.

Adjourned. Lewis R. Dertzbaugh, Secretary.
'FREDERICK'S BOYS' WEEK
PROGRAM

Emphasize the great importance of a
thorough education and of making the best
possible use of the hours spent in school.

Tuesday, May 23. Do The Boy A Good
Turn Day.

Wednesday, May 24. Young America's
Parade, and Moving Picture Day. All
boys to meet at Armory 7 P.M. Parade
to terminate at City Opera House where a
picture, "The Four Seasons," especially
adapted to the boys' liking will be witness-
ed.

Thursday, May 25. Dads' Day With His
Boy. On this day father and son are to
be pals. The boy should not withhold in
asking nor the father in answering such
questions about which boys have but
vague and confused ideas. Do not fear
revelation of the truth.

much emphasis cannot be laid upon this
subject. Explain that the attainment of
maximum pleasure in sports depends
upon clean sports.

Kite flying contest at Schley Park, from
8:30 to 8 o'clock. Following the above
there will be an aquatic meet in the Y.M.
C.A. from 8 to 9 o'clock.

Boys' Week Address to Washington Street
School
Ignatius Bjorlee

When the Boy's Week Committee of the
Rotary Club invited me to deliver an ad-
dress to the boys at the Washington
Street School I did not hesitate to give
my consent, but as I look into your earn-
est eager faces I realize that there is
considerable responsibility resting with
me today. I see before me the young
men of the next generation who should
now be laying the foundation for those
traits of character which will make of you
good citizens.

Our Rotary motto is, "The Golden Rule
in Business" and a close second may be
quoted as "Service above Self." You
know the Rotary emblem, the Rotary
Wheel. The term Rotary "or rotation"
is symbolized by a wheel and stands in op-
position to stagnation in any form. Ro-
tary will not attach itself to anything but
live issues and will stay with a proposi-
tion only so long as that feature shows
life and vitality. It is a dynamic force
the cogs of which can be adjusted to fit
in to any machinery and stimulate it to
greater activity. Rotary is not afraid to
tackle any proposition, and when it at-
taches itself to the boys' movement it im-
mediately becomes affiliated with the big-
gest problem of the times. We are just
entering upon Boys' Week, an idea which
had its origin in two of our largest cities
one year ago, and proved so successful
that this year Rotarians all over the
country are staging something of a simi-
lar nature. The cadets at the School for
the Deaf have occasion to appreciate the
meaning of Boys' Week. Last year,
and again this year, they were given free
transportation to Baltimore to participate
in parades where boys to the number of
fifteen thousand formed in line. On Wed-
nesday of this week Frederick will turn
out the largest boys' demonstration in
its history.

What is the object of Boys' Week? Why
the parade and free "movies"? Why
the "Do the Boys a Good Turn Day" and
so forth? The answer is easily found.
The purpose is to bridge the gap between
the boy and the man. How quickly does
the youth just turning into manhood for-
get that he was a boy. At least in his
outward manifestations he too frequently
leaves the impression that it is beneath
him to associate with the younger boys
and unfortunately the "Big Brother"
idea when realized at all usually exists
between one boy and someone else's
brother.

I was asked to talk to you for a few
minutes about the value of education but
I do not propose to encroach upon the
branch of education usually considered
to be the chief function of your Principal.
It is needless for me to stand here before
you boys and tell you that you should go
to school. Down in the bottom of your
heart every one of you wants to succeed.
You know that the only assured way to
attain the coveted goal is step by step
along the textbook path, and I never heard
of a boy who did not want to succeed.
But with boys as with men there are
temptations which must be overcome,
and in the overcoming of temptation you
gather strength daily. Perhaps this
morning the temptation to try the "Old
Swimming Hole" came with almost
irresistible force. Perhaps you have taken
out your fishing tackle and looked it over
carefully a dozen times only to put it away with a sigh at the thought of another long siege of school. How wonderful it would be at this very moment if you could choose up sides for a jolly good match of baseball rather than be obliged to sit here and listen to someone administer advice. The knowledge gained through books is of most vital importance, but there is an education outside the schoolroom which you cannot gain from books and which will play a great part in the molding of your characters and hence be an important factor of your ultimate success.

We are prone to take too much for granted in this day and age, and to show a lamentable lack of appreciation for what others do for us. This is as true of grown ups as of children. This week you are the recipients of many favors, in return for which some very definite things will be expected of you. Now I can see some of you settling back in your seats ready to ward off an onslaught of rules and regulations, so distasteful to boys and men alike. I want to lay down for you a single rule which if followed will enable you to comply with the regulations so frequently uttered in high sounding phrases. Now listen carefully and when you catch the phrase take the message home with you, “Just Be the Feller That Your Mother Thinks You Are.”

If every one of you would practice this simple advice during the present week you would see a change that would be a revelation.

Just what has mother to do with education some of you may ask, and quite properly so; for as a rule the small boy connects education with school, and mother with home, and the one obstacle that keeps him from home is school. Let me quote Henry Ward Beecher “The mother’s heart is the child’s schoolroom.” This scholarly gentleman whose writings are known throughout the whole world never made a finer statement than this. What a wonderful schoolroom that must be; what ideal surroundings; what a tender and sympathetic teacher; and O! how anxious that teacher is to see you succeed and how proud she will be to see her pupil grow to manhood with a body free from blemish, mind keen and clear, and a conscience free from blots or stains of sin.

Listen to what John Quincy Adams says on mother. “All that I am my mother made me,” and to Lincoln’s tribute “All that I am, or hope to be, I owe to my angel mother.” Beautiful thoughts are these and beautifully expressed, but the truth is almost universal. The former’s mother was a lady of rare attainments and educational qualifications, being at one time the First Lady of the Land. The latter’s mother came from the very humblest walks of life; hers was the home in the frontier cabin but how similar are the statements made by both gentlemen after they had attained to the highest positions of honor and trust which the greatest nation in the world can bestow upon any citizen. Take mother with you in your thoughts this week wherever you go. Do for her the little things which you know she wants you to do without the necessity of her giving commands. Use only such language when among your pals as you would use were she to hear you. Be square with your playmate in every particular. Cheating robs every game of its real pleasure. Do not let the thought of winning hold predominance in your minds. There is far more glory in meeting defeat manfully than in winning fraudulently. Your mother will never be ashamed of you for pitching on a losing side, but she will have occasion for deep concern if she learns that you bribed the umpire to credit your ball as strikes. In selecting friends shun the boy who is ashamed of his mother, avoid the boy who talks lightly of her or deceives her, ignore the boy who disobeys her.

Now a parting thought: Obedience. Obey not through fear of punishment, but from a sense of duty and moral obligation. Do not trespass on the rights and privileges of others and thereby make yourselves misunderstood and disliked. I know of no one who makes or endeavors to enforce rules for the pleasure of so doing. It is not for you to fathom the underlying principle of each and every rule and regulation. Your superintendent and your teacher like your mother and father have your welfare at heart, and will grant you privilege just in proportion as you show yourselves worthy of receiving them.

Enjoy this whole week to the fullest extent but remember that real and lasting enjoyment comes only through giving in return something worthy of your efforts. Let your motto be “The Golden Rule in Daily Practice.”
The health of the institution family has been good throughout the year. With the increased attendance whereby all available space is used for dormitories our need either for a hospital or for more sleeping quarters becomes manifest.

School Budget

"The recent legislature dealt quite liberally with our Institution. Our urgent needs were placed before Governor Ritchie, through writing and through personal interviews, with the result that $25,000 over and above running expenses, was granted us. The alterations which we hope to be able to make during the present summer are as follows: New heating apparatus, new cold water system, underground storage tanks, electric wiring and fixtures, in basement, revision of standpipe.

"In addition to the above: Repairs to Barracks, $1,500, and for painting building $2,200, were allowed. All of the deficits incurred in connection with the power plant were also allowed.

"The appropriation for salaries, wages and maintenance for the coming year is $30,950 deducting from this the funds specially requested for repairs to Barracks and painting of building, an aggregate of $3,700, leaves $27,250; a per capita of $100 per pupil for 158 pupils. It is, however, reasonably certain that we will have over 100 pupils next year. It is further a significant fact that the majority of state institutions have a larger per capita cost than was requested by us.

Recommendations

"Our dormitories are crowded far beyond their capacities and if the increase of ten pupils a year should continue for one or more seasons we would be obliged to refuse admission to some of those for whom the Institution was intended. It is needless to dwell upon the need for better hospital facilities and especially for isolation quarters. The best remedy for the congestion in the dormitories is to utilize the large rooms on the fourth floor in both wings at present used for gymnasium purposes, by partitioning them in such a way as to make dormitory accommodations for the older children four in a room. We shall soon have available heating facilities and water accommodations, for such a change. But would thereby deprive our children of their gymnasium quarters, a condition which I am
certain would be detrimental to the health and happiness of our pupils. As the trades building is too small for our needs it seems to me that the first building to be recommended is one to house the trades and provide a gymnasium for boys and girls. With the fourth floor utilized, isolation quarters could be more conveniently arranged than at present; hence the need for the hospital building would probably be second in consideration. In justice to our girls a separate building should at some near future date be provided for the Domestic Science Department to which the present laboratory equipments, sewing-room and rug-weaving room could be moved and allowance made for expansion to millinery, and designing with a view toward commercial dressmaking.

Changes in Staff

"It is with a feeling of satisfaction that we report but one change in the staff of our academic teachers for the coming year. This is especially gratifying in view of the fact that the Superintendent of one of our neighboring schools may be quoted as of May 10 with the following statement: "The principals of the schools for the deaf should face squarely the fact that there is no hope for a sufficient number of trained teachers for the coming year and proceed to fill vacancies with the best talent obtainable from the ranks of teachers trained to teach hearing children. If these latter are assigned the upper intermediate grades, a skillful supervising teacher can get some educational results with them even the first year." From a superintendent of a Middle West School comes practically the same statement.

Miss Fanny Thompson, who came to us last year from the North Carolina School has decided to return to that institution. The class entrusted to Miss Thompson's care has made marked progress during the year, and we add a word of commendation as we feel that the School has profited by having had Miss Thompson with us. We have secured the services of Miss Mildred Caswell, who for several years was a teacher at the Fanwood School, New York City, and concerning whose work I can speak from first hand information.

"We are this year to lose the services of Miss Wanita Gay, who for the past four years has so ably directed the work of the Home Economics Department. It is rare indeed to find a young lady equally qualified to direct sewing, cooking, and rug-weaving together with the various other activities relating to that position. The fact that a four-course dinner was recently prepared and served by the young ladies of the cooking class to forty-two men of the local Rotary Club on the evening of May 18, marks the last word of efficiency in the work of this department.

Miss Gay leaves us to be married, and takes with her the best wishes of all with whom she has come in contact. We have secured the services of Miss Alva Gaarder whose home is in Iowa, who comes to us after having completed a four-year course of training subsequent to which she has had two years' experience in superintending the Home Economics work among the various high schools in St. Paul, Minn.

"In the household Mrs. Bramble who because of frail health is obliged to relinquish the duties of housekeeper, has practically consented to accept a position as keeper of linens. Miss Mengle, formerly matron at Winchester Hall, Frederick, has accepted the position of housekeeper. And the vacancy existing for sometime in the position of practical nurse will be filled by Mrs. I. B. Scott from the same institution."

Progress of the School

The present year has been the most pleasant and I feel the most profitable for the Institution family since my assuming of the Superintendency. The pupils have made satisfactory progress under the able instruction of a capable staff of teachers who have shown marked enthusiasm for their work. The house staff comprises an able and conscientious force laboring at all times for the welfare of the children a fact universally commented upon by those who have viewed their work. Of the thirteen graduates five boys have taken their entrance examinations for Gallaudet College. By securing two additional teachers last year we have been enabled to better our classification and also care for the increased attendance.

The printing office continues to turn out a high order of workmanship as does also the cabinet shop, evidence of the latter can be seen in the new set of furniture for the guest room which is on display in the rotunda.
"The manual training class, shoe shop and poultry department have all proven satisfactory and the newly established tailoring department will in all probability become a permanent feature. Eight boys have pursued this course of study which like other trades taught at the School is of practical benefit to both pupils and Institution.

The pupils of the Art Department have had ample opportunity for the development of original ideas and the work of a number of the children is of a high order.

In the Home Economics Department fifty pupils have been enrolled, thirty-eight girls and twelve boys. The work of the cooking department has been sufficiently varied to give the girls much of the same training as would be received were they to serve in their own homes. The exhibit of the sewing and fancy work department is the largest and most varied it has been our privilege to display.

Rhythmic exercises have been given with regularity by teachers who have evidenced much enthusiasm and originality in their work; and the value of such training becomes more manifest from day to day.

Military training is now a regular feature of the School and the favorable commendation received is a suitable stimulant for the boys as well as for their able instructor.

Acknowledgments

The continued donation of Christmas gifts in the form of pound boxes of delicious chocolates and large California oranges to teachers and pupils of the School from Mr. John K. Shaw, is hereby gratefully acknowledged. Further acknowledgments are due Mr. George Wm. Veditz, a former graduate of the School, for a strawberry feast to pupils and to the staff; to the Rotary Club of Baltimore and to the Baltimore and Ohio Railroad for providing transportation and entertainment for fifty boys of the battalion to attend the Boys' Week Parade in Baltimore May 1st; to the Rotary Club of Frederick and the Chamber of Commerce for automobiles to accommodate sixty-six pupils and fourteen teachers on a trip to Gettysburg, on May 22; to Mr. and Mrs. Harry G. Benson and to Miss Fannie Thompson for books to be added to the School Library; to Mr. Charles Weimuth and Miss Mary Benson for gifts to the museum; prizes for scholarship and other attainments along lines of student activity have been provided by Miss Wanita Gay, Mr. William Veditz, Mr. August Wriede and the Superintendent.

Conclusion

In concluding this my Fourth Annual Report to the Board of Visitors, I wish to thank you gentlemen for the hearty cooperation and support which has at all times been received. Projects of unusual importance have been under contemplation, requiring frequent consultation and the devoting of extra time by the President and members of the Executive Committee. To these calls they have always responded with a promptness and cheerful desire to be of service, which has made my work with you a pleasure indeed.

The teachers and officers throughout the year have shown their loyalty in word and deed to the highest degree. Without such cooperation the best possible results can never be obtained regardless of the ability possessed by the individuals, hence I would express my hearty appreciation for the splendid support which they have given me.

Closing exercises were held in the school chapel beginning 2:15 P.M. Rhythmic exercises by the pupils provided a pleasing surprise to the audience which filled the chapel and balcony to full capacity. The Valedictory address, "Abraham Lincoln," by E. Alan Cramer was recited orally and was most creditable as to composition and delivery.

Dr. Steiner's address on the theme "Do First Things First," was a stirring appeal based upon the idea that of the things that are to be done there are three classes: First, the wrong things which should at no time be done; second, the thing which in itself may not be wrong but in the doing of which something really worthwhile may be neglected; third, the worthwhile or first thing, which should be carefully sought out and carried to a satisfactory consummation.

At the conclusion of the exercises prizes were awarded as follows: Superintendent's gold medal for best drill officer, Abe Stern; Veditz prizes for highest scholarship, Florence Mason, efficiency in trades,
Walter Swope: Miss Gay's prize for excellence in home economics, Anna Metzger; Superintendent's prize for department, Leo Rosenberg; school prizes, department, Joseph Pfeifer, faithfulness and efficiency in performing the various duties at the school, Carroll Ruhl; Edward James' prizes, for efficiency in tailoring; Earl Metty and Cyril Colver.

A competitive drill was held on the front lawn in which Major E. F. Munshower and Captain F. Lester Smith acted as judges. It was a competition to determine the best individuals among the cadets, manual of arms being given and the process of elimination used until but three cadets remained. These were in the order of rank, Abraham Omansky, Leo Delnea and John Urbansky and each was presented with a medal by Mr. August Wriede, instructor of military tactics.

Dainty refreshments of fruit punch and cakes prepared by the domestic science girls were served in the Institution parlor.

An unusually varied and attractive exhibit of school work art, trades and home economics were on display in the rotunda and reception room.

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Senior Banquet

May Twenty-Sixth
7 o'clock
Superintendent's Dining-Room

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MENU

Celery Curls
Iced Fruit Cup
Olives
Chicken Fricasse
New Potatoes
Hollandaise Asparagus
Scalloped Peas
Rolls
Stuffed Tomato Salad
Cheese Wafers
Strawberry Baskets
Cafe Noir
Salted Nuts
Bonbons

TOASTS

Toastmaster
Ignatius Bjorlee
Abe Stern
Margaret Roberts
Alan Cramer
Karl Metty
Maude Henning

The above dinner has become an annual event at the School under the direction of Miss Gay and is looked forward to each year by one of the classes as a culmination of the cooking and meal serving courses given during the season.

Baccalaureate Sunday

The annual Baccalaureate Exercises at the Maryland School for the Deaf were held in the Institution's chapel yesterday afternoon at 3 o'clock. The program opened with salute to the colors, followed by the oral recitation of the Lord's Prayer and the singing of America by pupils of the intermediate department. The address was given by Rev. Henri L. G. Kieffer, and interpreted for the benefit of the deaf by Superintendent Bjorlee. Rev. Kieffer chose as his text, "Ye are the light of the world," and called attention to the fact "that in return for the liberal education given through the instrumentality of the school, service must be rendered to humanity. And that it is a selfish idea to take unto oneself such benefits without making a definite resolve to serve humanity in return. As the moon illumines the world by reflected light so do men become lights of the world, only in proportion as they make themselves receptive to the Divine light and transmit these rays to others. True greatness is measured only by service to humanity. Thus did one of Yale's most illustrious classes place upon the tablet of fame the names of two of her more obscure men, who had given their lives as missionaries rather than the names of men who rank high commercially or otherwise."

Rev. E. L. Hunt, D. D., of New York, who in a few words connected the idea of little children being sunbeams, as brought out in one of the songs, with the larger idea of the light of the world, and adding the thought, "I will make of you a morning star." Picturing graphically the mission of the morning star, which is that of a harbinger of dawn. It should be our mission in life to herald the approach of a brighter day and to point beyond the clouds to the glory of the sun and not eternally to harp upon the gloomy and shadowy side of life.

The service in the chapel closed by the rendition of "Brighten the Corner Where You Are," and "The Star Spangled Banner," sung by the pupils of the advanced grades, and the dismissal of the colors.

A unique feature of the occasion was the presence of the graduating class of the School for the Deaf, from Staunton, Va. The class was en route from Washington to their home, after a day of sightseeing in the Capitol City. Having arrived unexpectedly by auto just as the
exercises were about to begin they were ushered to seats in the front row together with the Maryland School graduates. They numbered four girls and two boys and were accompanied by Miss Musa Marbut, of the Virginia School.

The two young men were very much interested in the military feature which followed the services. Although the boys of the Virginia School have not as yet been placed in uniform they have begun systematic military training during the past year. Their ranking captain was a member of the party and together with Superintendent Bjorlee acted as reviewing officer.

Rotary and Boys' Week

The greater part of the present issue is devoted to a recent visit at the School of the Frederick Rotary Club together with the activities of Boys' Week promoted by the Rotarians. Such visits and activities are productive of much good serving as they do to acquaint men of affairs with the general work of the community. At two occasions during Boys' Week our pupils figured prominently. On Tuesday afternoon which was termed "Do The Boys A Good Turn Day" our boys as well as our girls were given the most delightful outing it has been their privilege to enjoy. Rotarians aided by members of the Chamber of Commerce provided fourteen automobiles for a trip to Gettysburg. Sixty-six pupils together with fourteen members of the faculty comprised the party.

At Gettysburg a guide was engaged and a thorough tour of the battlefield was made during which the points of interest were pointed out and explained to the children. A picnic supper had been prepared by the domestic science students of the Maryland School.


Wednesday was Parade and Moving Picture Day. Our cadets headed by their drum corps, followed by the boys of the Washington Street School marched to the Armory where formation for the big parade was made. Upon the arrival of the Boys' High School headed by their band and followed by the youngsters of the North Market Street School the parade proceeded with Major Elmer F. Munshower and Captain F. Lester Smith acting as Marshals. The procession was headed by the First Regiment Band with the deaf cadets next in line and with the Pythian Cadets Band, colored, bringing up the rear. It is estimated that a thousand boys were in line. Three hundred flags were distributed among the boys who also carried twenty-five banners bearing mottoes suited to the occasion.

The march ended at the City Opera House which was turned over to the boys where the feature picture "The Four Seasons" and a two-reel comedy were shown. The feature picture was unusually entertaining and instructive being illustrative of plant and animal life through the various seasons of the year.

"The Strawberry Man"

Though strawberrvrs are again this year scarce articles on the market our entire family, pupils and teachers alike, have been treated to generous dishes. As of last year the donor is our good friend "The Old-Timer", at all times a friend of the Institution. While the gift was most thoroughly appreciated it is the spirit underlying such a gift which after all is the vital factor. We extend a unanimous vote of thanks, and regret the inability of the donor to be present at the reunion.

Mr. Dunlap's Visit

Mr. D. J. Dunlap, member of the State Legislature from Anne Arundel County, together with friends, was a business visitor at the School May 25. The party was persuaded to enter the chapel where rhythmic exercises were in progress. Once inside their interest was assured and they remained for fully half an hour. Upon their departure Mr. Dunlap expressed the wish that every member of the Legislature might pay a visit to the school, stating that if this would occur the authorities would have no trouble in securing sufficient appropriations.

Anonymous Communication

An anonymous letter was recently received by us concerning a matter of sufficient importance to be worthy of a reply in these columns. No individual or pub-
Pupils' Graduation Essays

Salutatory

To the friends assembled here today:—

We are glad to welcome all our visitors, and friends to our closing exercises this afternoon. We have been looking forward with pleasure to having you with us today. We have taken considerable pains to interest you. Some of the work that we have completed in the shops and various departments is on exhibition below in the room at the right as you came in and in the rotunda. We hope you will look at these things carefully, as we think they are all a credit to the school. The exercises this afternoon we hope will interest you. Three of my class have been selected to read essays. I have chosen for my subject:

The Value of Trades As Taught To Deaf Boys

All the State Schools for the Deaf, so far as I know, teach trades to the pupils attending them, when old enough to profit by such instruction. All recognize the great importance of the trades. The acquiring of a trade enables the pupil, on leaving school, to be a self-supporting, useful member of society, equipped to take his place among his fellows and hold his own, notwithstanding his handicap of deafness.

The trades taught at this school are cabinet-making and the use of carpenter's tools, printing, shoe-making and repairing, together with harness-making, and tailoring which has just recently been added. To these I might also add the poultry business, plain-cooking and sewing for boys as well as girls, also gardening to some extent.

In such trades as have been taught here for many years, we find deaf men employed all over the state and country. In the larger cities especially, like Baltimore, are found several deaf men who at carpentry and cabinet-making are earning good pay. At cabinet-making, they mostly do piece work. Contractors, engaged in building, may not employ the deaf very much, owing to their deafness, yet as individual workmen working independent-ly, they generally excel, becoming expert workmen. On the farm many of our deaf are employed and to be handy in using tools adds very much to their usefulness and value. The teaching of this trade is also of great value to the school, where so much repairing of furniture and buildings is necessary. All this work during the school year is done by the boys of the cabinet shop with the assistance and under the direction of their competent foreman.

At the printing trade, perhaps, more deaf are employed than at any other. Certainly a large number of our graduates are printers. Having thoroughly learned here the different branches of this trade, they are able on leaving school, to get good positions at excellent pay. Many of our pupils get employment at this trade during the summer vacation. Nearly every large printing establishment in Baltimore has a goodly representation of deaf employees. Deafness forms only a slight handicap at this trade. In fact it may have its advantages. While hearing persons would be distracted by conversation and different noises, the deaf continue diligently at work, uninterrupted.

The printing department too, is a great help to the classroom. Many lessons and sets of questions prepared by the teacher, are set up and printed, thus saving much valuable time in the school-room. Here the monthly BULLETIN, the organ of the school is printed, as is also “The Daily Bulletin,” the teacher's help in imparting language.

Shoe-making and harness-making are also good trades for the deaf. Many deaf in different parts of the state have their little shoe repair shops where they work independently, earning a comfortable living; or they may work for others in a shoe shop or harness shop.

Other trades here for the boys have been introduced more recently, but in the near future we shall expect to find that tailoring, poultry raising and gardening also have their representatives in the field. Teaching these trades also serves a double purpose. The deaf acquire a knowledge of the trade and the school gets much necessary work done by the pupils while under instruction.

In connection with these different trades, it is the aim of the class-room to assist by teaching the language and terms used, to give practical work in
measuring reckoning etc. The art department also is a valuable adjunct by teaching designing, lettering, mechanical drawing etc.

The time allowed at our school for the teaching of trades is about two and a half hours daily. Most of our afternoons are taken up with this work, except on Saturday when we work in the forenoon. Specimens of our workmanship are on exhibition and all can judge of our efficiency in the respective departments.

Supposing we were to leave school without any manual training, such as is here afforded; to shift for ourselves without having imbued in us a love for work and without possessing the ability to work. We would be pretty low down in the scale of wage earners, getting only odd jobs here and there, likely soon with a handicap, to be a charge upon the state.

But with a good trade well in hand, a deaf person on leaving school, can step at once into lucrative employment. This means a great deal to the deaf. So much of their future happiness and welfare depends upon the employment they are in.

Certain lines of work are best adapted to the deaf, and learning a prescribed trade keeps the deaf employed at work suitable to them. As we step out into life we certainly appreciate the value of having a good trade, along with our other education. Having a trade, we can leave school with some assurance that we will find our notch in the world, be wanted at work, where we can earn a comfortable living. We are indeed thankful for this wise provision for our welfare.

Boys, grasp the chance you have here to learn a trade. Be diligent and learn it well. We are glad that we have learned industrious habits and learned to love work. We leave with a determination, I am sure, to do our work well and prove the value of our instruction.

—S. Rozelle McCall.

Physical Training

Few would deny the need of physical training in our schools. All practically acknowledge its importance. They admit that there should be physical preparation as well as mental, for the efficient performance of life’s arduous duties.

In this strenuous age, they agree that if one expects to attain a full measure of success in any line of work, there should be the sound body as a basis, the sturdy, vigorous muscular physique, capable of enduring and achieving.

Research shows that fifty percent of the children attending public schools have defects and ailments that impede normal development. These defects should be overcome by physical education. The percentage of defectives in public schools is surprisingly large, but it is still larger in our schools for the deaf. Considerably over half of the young deaf children coming to school have physical defects other than deafness; so it is in the schools for the deaf that physical training is especially needed.

Many heads of schools believe in the theory of systematic physical training, but fail to act according to their belief, either from lack of grounds and cramped quarters, or from indifference. In many of our schools due stress is put on mental and industrial training, but physical training is neglected. This is certainly a mistake and not carrying out the adage "A sound mind in a sound body."

I am glad to notice, however, that the country is awakening to the need of more and better physical training for the young. Maryland, among other states, has a law requiring compulsory physical training in her public schools. Vast sums of money are being appropriated by the government and the state to promote physical education.

I am glad that in our school due attention is given to physical training. I am speaking more particularly of the boys. Here we have military training so beneficial to the deaf. But with the military training we also have athletics. The two together give a well rounded physical training. The different athletic activities, together with the military training, are well calculated to develop sturdy, robust young men, such as carry themselves well and possess the vigor that comes from having the solid foundation of health. What an aid such a foundation is in making life a success! What a draw back to be without it!

In basket-ball this year our team has won ten games out of sixteen played with neighboring teams, and as a rule these teams were composed of young men of college age or of Y. M. C. A members. The High Schools of our district are not organized into a league as in base-ball. We of course feel proud of our basket-ball record.
In base-ball this has been an off year with us and we have not done as well. Tennis is a favorite game with some of the boys and girls. Volley-ball, at times, is also a favorite game.

Daily, after our work at the trades, we have time for playing these out-door games: An hour and a half being allowed for recreation. Often real star players are developed among the boys. For instance Noah Downes, and James Behrens of Baltimore, well known all round athletes.

Mr. Bjorlee introduced military training, when he became Principal of the School four years ago. Having had some military experience, doubtless accounts for his liking for military work. A boys’ battalion was formed and regular military drills are given. The efficiency of the boys at their military work can be attested by all who have witnessed the drills. The daily drills are given during the half hour recess from 10 to 10.30 A. M. We can testify to the benefit of these drills in teaching us to handle ourselves better, walk erect, throw out the chest, and keep fit.

Other schools for the deaf are adopting military training, and I believe it is a move in the right direction.

On various occasions our company has been invited to march in parades, and I think we always do ourselves credit. I am glad that military training has been introduced here, as, without question, it is a good thing for the boys of school.

—Walter E. Swope.

Abraham Lincoln

Abraham Lincoln was a typical American, a man of the people, sprung from the people, loved by the people. Though born and reared in great poverty he rose to the highest office in the gift of the people, and not only that, he rose to the highest pinnacle in that office. As some lofty peak stands out prominently in a range, so Lincoln towers above others. In reading of him this year in our reading course, all of my class have been impressed with the grandeur and sublimity of his character.

Needed at home on the farm for the support of his parents, he diligently and uncomplainingly worked on the place, making the best of things, splitting rails and doing what he could to help.

In the absence of a chance to go to school we find him teaching himself after the days work. Sitting on the rough floor by the open fire place, by the light of the blazing pine knots, he figured on the back of the wooden fire shovel, a charred bit of wood for his pencil. The shovel being covered with figures, he planed them off and began again.

His steady perseverance, his industrious habits, and remarkable ingenuity enabled him to surmount the great difficulties that confronted him. Nothing could stay the progress of such a lad. Reared in the primeval forests, shut off from schools, he yet found a way to learn. He borrowed what few books he could obtain, often going long distances for them. These he read over and over and then thought much about their contents. In the wilderness alone he schooled himself, his text books, such books as the Bible, Life of Washington, Life of Caesar Aesop’s Fables, etc.

Working still at odd jobs and whatever he could find to do, improving every opportunity to read and educate himself, he gradually began to rise and fill positions of trust in the neighborhood where he lived. He became a clerk in a country grocery, and saw something of the world by going down the Mississippi on a flat boat to the great Mart of New Orleans. He became a captain of a company sent out to the border to fight the Indians, and filled other positions of trust. But just what employment to take up, Lincoln was undecided, until one day a lucky find in an old barrel in the grocery store determined his life work. This find was a set of Blackstone, which he at once began reading, and in due time he set up as a lawyer in the town of Springfield, Ill.

In all his young days, as well as later, rigid honesty was probably his avenue to success. In all lines of work, he was honest. He practiced no subterfuge. In making his decisions, he was always careful of his ground. He wished above all things to be right. He studied the questions of the day carefully and took the side he believed right, not for the purpose of personal gain, but because he believed it right. The great political question of his day was the slavery question, of which he made a careful study, the result being that he took the side of the minority. Douglas on the more popular side, opposing Lincoln, won out in the race for a seat in the U. S. Senate, but, as "Truth will triumph," so in the race with
Douglas for the Presidency, Lincoln was victorious.

As President his wisdom and great heart soon became manifest. At the time of his untimely death at the beginning of his second administration, he had won the highest respect, esteem and the love of the whole country. All pronounce him not only great, but good, sincere, unselfish and honest, one whom the people love and delight to honor.

In reading about Lincoln we have felt, in a measure, that he was one of us. We, too, were born under a shadow. His was the shadow of poverty. Ours was of a different kind. His was a great mind and he was able to surmount his difficulties. In our case, the State has come to the rescue and helped to lift us out as much as possible. I recall my early struggle in a public school, in trying to get along. They were dark days to me on account of my poor health and my lack in other ways. I didn't seem to have any power to get on. It was all dreary, uphill work. I was always falling behind in my studies.

But the day came when I was to enter a new and brighter life. It was my red letter day. On the morning of that day I awoke with a different feeling within me from what I had had. I was to go to a school for the deaf. The examining physician of the public schools had said that that was the place where I belonged. I felt then that there was a way out of my difficulties and by which I could learn as well as the boys of good hearing. We all realized then that it was because of my increasing deafness that I couldn't get along in the public schools.

It was an icy, slippery morning in March 1910, when I came over from my home and was enrolled as a pupil here. Strange at first everything seemed, but I slipped into my new life very easily and my course here has been as smooth as were the pavements on the day of my arrival. I have spent six years here going from one class to another. I appreciate very much what the school has done for me in that short time. I was discouraged, hopelessly floundering in the public school, but for this school, I shudder to think what I no doubt would have been in an educational line now.

Valedictory

To the President and Members of the Board of Visitors:—Those who graduate today wish to express to you our appreciation for all that the State has done for us in providing a separate school where we can be educated. While it is right that there should be such a school we are indeed thankful that our right has been recognized and that you, gentlemen take such a deep interest in providing for our welfare. We shall always hold you and the State in grateful remembrance. Again we thank you for all that you have done and are doing for us at the school.

To Our Principal:—In providing for our well-being and happiness you have been patient and untiring, and by your watchful care and kindness you have made our school life most pleasant and profitable, for which we who graduate today thank you. We shall always remember your deep interest in us and in our welfare.

To the Teachers and Officers:—We are indeed grateful to you for your untiring labor in teaching us and for your energy and skill in training our minds and bodies, leading us round by round up the ladder of knowledge. We feel that it is owing to your perseverance and careful instruction, that we have progressed. Be assured that your efforts in our behalf are appreciated. We regret that the time has come when we must say farewell.

Farewell to all.—As you, pupils, go on seeking “More Light,” study with zeal, heed your instructors, and you will obtain “More Light” and have a good influence in the community where you live, and your life will be a success. Farewell!

E. Alan Cramer.

Auld Lang Syne

Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And days of auld lang syne?

Chorus

For auld lang syne, my dear,
For auld lang syne,
We'll tak' a cup o' kindness yet,
For auld lang syne.

And here's a hand, my trusty frien',
And gie's a hand o' thine:
We'll tak' a cup o' kindness yet,
For auld lang syne.

—Robert Burns.
INTERMEDIATE CLASS IN VOCAL EXERCISES

CLASS IN RHYTHMIC EXERCISES
COMMENCEMENT PROGRAM

2:15 o'clock
CHAPEL
RECEIVING COLORS

INVOCATION
J. H. Apple, LL. D.

SALUTATORY AND ESSAY
"Value of Trades as Taught to Deaf Boys"
S. Rozelle McCall

FLOWER DRILL
Kindergarten Pupils

WAND DRILL EXERCISE
Primary Department

ESSAY
"Physical Training"
Walter E. Swope

EXERCISES
Third and Fourth Year Pupils

Songs:
Two Little Black Birds
Baa, Baa, Black Sheep

Action work drills and songs:
Bobby Shafto's Gone To Sea
This is the Way We Bow to You
Jesus Loves Me

PRESENTATION OF CLASS
Ignatius Bjorle, M. A., Superintendent

ADDRESS
Bernard C. Steiner, Ph.D., President Board of Visitors

EXERCISES
Intermediate Department

Songs:
I'll Be A Sunbeam
Maryland! My Maryland

FOLK DANCES
Strasak
The Ace of Diamonds
Bohemian
Danish

AWARDING OF PRIZES

VALEDICTORY AND ESSAY
"Abraham Lincoln"
E. Alan Cramer

SONGS
Pupils of Advanced Department
Onward, Christian Soldiers
Star Spangled Banner

BENEDICTION
Rev. U. S. G. Rupp, D. D.

DISMISSAL OF COLORS

Class of 1922

Class Motto
More Light

Carnation

Trades Department

High Class

Emma V. Fleury
Abraham Omansky
Margaret Roberts

Eighth Grade

College Preparatory

Julia M. Spence
E. Alan Cramer
S. Rozelle McCall

Josieh A. Carroll
Earl Metty
Abraham H. Stern

Nellie R. Swope
Walter E. Swope

John Urbansky
LOCAL NEWS

Mr. A. C. Shannon, of Romney, West Va., was a visitor at the School on Baccalaureate Sunday. He was much impressed by the Rhythm and Military features of the work.

Miss Thompson of our staff has presented three books to the library, as follows: "Habit Formation and the Science of Teaching," Rowe; "How to Study," McMurry; "How We Think," Dewey.

Mr. J. E. Baker and a party of friends spent a few moments at the School on May 10 en route from Buckeystown to their home in York, Pa. Mr. Baker is a son of Henry Baker, for a number of years member of our Board of Visitors, his term dating back to 1885.

Miss Moylan and Miss Anderson were visitors in Baltimore and Washington from May 10 to 23 spending Monday, the twenty-second, observing the work of the pupils at Kendall School. They were particularly impressed with the work of the primary class and with the rhythm work.

Miss Gertrude Sheehan formerly athletic instructor at Fanwood School, New York but more recently with the Reconstruction Hospital, Washington, and Miss Gilpin of Baltimore were visitors on May 13. While in Frederick they were the guests of Mrs. Goodson and Miss Groth.

On May 11 Messrs. Ross, Helfenstein and Bjorlee motored to Baltimore where they joined Dr. Steiner and later paid a visit to the office of Mr. Thomas Mochen architect. The object of the visit being to secure the services of the last named gentleman in formulating a plan to be followed in the further growth of the School.

On May 13, thirty-nine older girls comprising the Domestic Science Classes enjoyed their annual outing at Gas House Bridge. Chaperoned by their teacher, Miss Gay and Mrs. Bjorlee they left the school at 8:30 and devoted the whole of an ideal day to the pursuit of merry-making in the big out of doors. Superintendent Bjorlee drove out later in the evening, and after partaking of the sumptuous luncheon, he returned to the School taking with him in the car some of the girls who were least capable of taking the long walk home.

BASEBALL

The Silent Cadets went down to defeat before the Thurmont High School nine in a game played in the north country town Saturday, May 8, the score being 10 to 6 in favor of Thurmont. The Silentees staged a strong comeback toward the close of the game.

The Brunswick High School nine had little trouble defeating the Maryland State School team in the Smoky City Tuesday, May 9, by the score of 9 to 2.

The Maryland State School nine lost a hard fought battle to the team representing Middletown High School Wednesday, May 10, on the Maryland School grounds by the score of 11 to 8. At the close of the ninth inning the score stood 8-8. In the tenth inning the Valleyites scored three runs and bagged the victory.

The Thurmont High School nine Thursday, May 11, defeated the Maryland State School team on the latter's diamond by the score of 14 to 5. The Silent Cadets got 12 hits but were able to score only five runs.

A return game was played between Mt. St. Mary's College and the Silent Cadets at Emmitsburg on May 13, which resulted in an easy victory for the Collegians by 18-3.

The Maryland State School nine had little trouble defeating the ball team representing Myersville High School in a game played at the Maryland School Wednesday May 17, the score being 16 to 2 with Myersville on the short end. The contest was featured by heavy hitting by Metty, Winebrener, Woolford, and Stern. McCall held the Myersville nine to four hits.

On May 19, the Silent Cadets played an interesting game with Shepherd's College at Shepherdstown, W. Va., which ended in a victory for the Collegians by 6-1. Up to the sixth frame the score stood 1-0 in favor of the Collegians, indicating the closeness of the game. Stern pitched a masterly game and did some clever infielding at the most critical times.

Masterful pitching of Stern enabled the Maryland State School nine to defeat the scrappy Emmitsburg High School nine by a 9 to 1 count in a game played in Emmitsburg Tuesday, May 23. The Silent mountaineers let the Emmitsburg Mountaineers off with but one scratch hit and made nine of them fan the air.
NOTES ON MARYLAND'S DEAF

Colorado Springs, Colo.
May 15, 1922.

Dear Mr. Bjorlee:

I thank you sincerely for your invitation to attend the reunion at the School June 10-12, but really and truly I cannot afford the expense whether in money or time. I appreciate the honor of being invited to deliver an address. I have stood on that old chapel platform many, many times, and should be very, very glad to set foot once more upon my native heath. I wish I could be there. With many of us our greeting to the School would be like that of the old gladiators: — Morituri te salutant! Ave Imperator!

June 12-17 I am to stage the first Peony show ever held in Colorado in the rooms of our Chamber of Commerce, as Chairman, Secretary and Superintendent. I wondered whether you remember the Brand Nursery of Faribault, as I believe you are a graduate of St. Olaf's. Miss Gentry, Brand's partner visited me last winter and on her own volition promised to send me some of their choicest blooms for the show. The Rosenfield Peony Gardens of Omaha and Henry S. Cooper of Kenosha, Wis., with his sixty acres of Peonies to draw on will send an exhibit.

I have about the best amateur collection of Peonies in town, just 111 plants in thirty-five varieties set out. Last week we set out over 150 Dahlia Tubers. There are also over 300 Iris in over a dozen varieties, over 5000 Gladioli and over 100 Hollyhocks, not to mention Delphiniums, Gaillardias, Columbines, etc., etc. My morning-glory trellises are 10 feet high.

It goes without saying that No. 418 is a beauty spot when all these are in bloom. I might add that we have a new strawberry bed with some 200 plants set out — and say that reminds me, I wish to repeat the strawberry treat to the School and the prize offer that I made last year. It has always been my intention to repeat the offer, but I have a notion that I failed to state it in my previous letters. I shall mail check to you for $25.00 first week in June, when remittances due me come in. I sold 100 Leghorn pullets ten weeks old at one dollar each to a Denver ranch owner last week, and twenty-five of these pullets will cover this indulgence of mine toward the old School. The pullets were engaged last February.

I am still positive that our first reunion picnic was held while I was serving my apprenticeship in Old Mr. Kroh's printing office. I will make our earlier reunion picnics the subject of my next “Tale”

* * * * * * * *

Your item of the furor created by your cadets in Baltimore is the best defence of military training in schools for the deaf I have yet seen.

Again I thank you and am immeasurably sorry that I am unable to accept the invitation to attend the reunion. Please extend my heartiest greetings, as one of the passing generation, to all who are there, some of whom I believe I would know, but many of whom I believe I have never met, but with all of whom I share one thing in common — allegiance to the School.

Sincerely yours,
George Wm. Veditz.

Your Alma Mater extends to you a hearty welcome to the Eighth Quadrennial Reunion, June 10 to 12.

Mr. and Mrs. Howard Metty of Cumberland sprung a surprise upon Earl Metty by dropping in to see him for an hour or so, Sunday May 14. They were out on a motoring trip with some hearing friends, their objective being Clarksburg, W. Va.

The Local Division of the National Fraternal Society of the Deaf of Baltimore entertained its many friends with a Strawberry Festival in Claggetts Hall, its present headquarters, on Saturday evening May 20th. Mr. Ray Kaufman was the leading spirit in the event.

In a recent issue of the Baltimore American there appeared a portrait of a former pupil of the Maryland School bearing the following description:

Gustav Thies of 1900 Penrose Ave., appeared on one of the almost forgotten Star bicycles of 1881, when cycling was rather a high type of sport.

Mr. G. W. L. Nicholson of Baltimore,
has removed his painting and paper hanging shop from Frederick Road and August Ave., to 135 London Ave. So successful has his business grown that he has found it necessary to employ Mr. Hansford Anderson and also to advertise in the Baltimore Sun for an expert paper hanger.

Miss Elizabeth Moss, a graduate of the School and of Gallaudet College, returned to Baltimore on the 15th of May to spend the summer at her home in Govans. Miss Moss has been teaching a class of pupils in the Florida State School for the Deaf, St. Augustine, Fla., during the past year. She will return to her duties in October.

The house of Mr. and Mrs. William W. Swartz, 1031 Poplar Grove Ave., Baltimore, where Rev. D. E. Moylan of Ijamsville, Md., makes his home while in the city, is for sale. Mr. and Mrs. Swartz came to Baltimore from Williamsport, Pa., several years ago and have a constant yearning to return to their old haunts. Mr. and Mrs. Swartz spent six years each as pupils in the Old Broad and Pine St. School for the Deaf, Phila. Mr. Swartz, also attended Gallaudet College, then known as the National Deaf-Mute College.

The Rev. and Mrs. O. J. Whilden spent Wednesday, May 17th, at Kendall Green as the guests of their younger daughter, Miss Mabel, who teaches in the Kendall School. In the afternoon they went to Ringling Brothers Circus with the teachers and pupils. The spectacular things to be seen at that circus truly confirmed its claims to be called wonderful. One mischievous pupil declared that what gave him the greatest surprise and pleasure was the wonderful spectacle of his dignified elders and teachers munching peanuts and sipping pink lemonade. Well, well; the small boy will have his flaireback!

The great difficulty of organizing and maintaining intact throughout the season a Base Ball team composed entirely of deaf young men living in a large city is well illustrated herewith. Early this spring Mr. John Kuhn, a former pupil of the School, assumed the management of the Silent Athletic Association of Baltimore and made a strenuous attempt to put a team in the field. It was Mr. Kuhn's desire to select only deaf men but thus far he has found it impossible to do so. The reason for this failure are many and various,—among them the comparatively small number of eligible candidates, the lack of a united and compelling interest, the conflict of hours of employment and hours of rest with the dates and locations of games; family, social, religious, fraternal duties, etc. Mr. Kuhn is making a brave fight; however, and should be praised for the success he has thus far attained. The following compose the membership of the team: Kuhn, manager, Harmon, Demarco; Smick, Elliott, Mills, Coffey, McNair, captain. Ballard, Long, Kurtz, Blenstein, and Dove. The first seven named players are deaf, the rest hearing. The headquarters of the Silent Athletic Association can be found at 1102 W. Pratt St., Baltimore.

A few weeks ago, a Committee of Clergymen, Physicians and Social Reformers called on Mr. Will M. Hays, President of the Moving Picture Producers Association, and respectfully voiced their strong disapproval of such screen vulgarities as making fun of ministers, doctors, social workers and their work. Mr. Hays listened sympathetically and promised to do his best to discourage such productions. We think a deaf man should have been added to that Committee. It is quite a frequent experience to go into a theatre and blush with shame and indignation at the sight of a pseudo-deaf man wriggling his figures or mouthing conversations a la Oral Method. We never dared look around upon such occasions to see whether the audience was smiling. We recall one evening during the World War when the screen showed a supposed deaf man in a crowd with his hat on while the band was playing the Star Spangled Banner. He remained in the same attitude several minutes despite the fact that a thousand men right in front of him had their hats off and a woman behind him was attempting every few minutes to tip his head gear with her umbrella. Finally on comes a young girl with mystic signs, labelled the Language of the Deaf, and off comes the hat! We left that theatre unconsciously rolling up our coat sleeves and vowing vengeance upon the miscreants who would so libel the Deaf as to make it appear that they could stand in the very midst of visible patriotic fervor as insensate as wooden Indians. The Honorable Will M. Hays ought to be told this is no joke!
ELY LITERARY SOCIETY

Young Ladies Present Shakespearian Play

“Romeo and Juliet” was the subject of a play given before the Ely Literary Society by the young ladies of the Girls’ Reading Room, Saturday evening, May 6th. Each player took her part well. Louise McClain as Friar Lawrence, a Franciscan, looked very real. At the conclusion Mr. Faupel took the floor and made some remarks complimenting the players and their director, Miss McAndrew upon the successful play. The cast of characters was as follows:

Escalus, Prince of Verona, Florence Mason
Paris, a young Nobleman, Kinsman to the Prince, Regina Zaslonka
Montague, Ellen Peake
Capulet, Berta Shockley
Romeo, Son to Montague, Nellie Swope
Mercutio, Kinsman to the Prince, and Friend to Romeo, Theresa Herold
Benvolio, Nephew to Montague, and Friend to Romeo, Marie Dietz
Tybalt, Nephew to Lady Capulet, Alice Matthews
Friar Laurence, a Franciscan, Louise McClain
Balthasar, Servant to Romeo, Theresa Herold
Sampson, Anna Metzger
Gregory, Julia Spence
Peter, another Servant to Capulet, Lillian Baider
Abraham, Servant to Montague, Emma Fleury
Page to Paris, Edna Brewer
Lady Montague, Wife to Montague, Evelyn Townsend
Lady Capulet, Wife to Capulet, Margaret Roberts
Juliet, Daughter to Capulet, Sophia Schmuff
Nurse to Juliet, Helen Leitner
Attendants, Edith Otto, Frieda Vest, Esther Dwyer

Prologue

Act 1

Scene I

The members of the Ely Literary Society congregated in the Assembly Hall as usual on Saturday evening, May 13th. Mr. Benson took the platform and gave an instructive talk, using for his subject “Think!” He explained how important it was for everybody to learn to think.

Earl Metty, Secretary.

Saturday evening, May 20th, the Ely Literary Society held its usual meeting in the Assembly Hall. A farewell program was given by the High Class. Alan Cramer gave an essay about “School Life” and then a dialogue, “The Parting” was given by Rozelle McCall and Vincent Serio. Another essay on “My Life” was given by Walter Swope. Earl Metty related a story called “The Nuremberg Stove.” There was another dialogue called “An Appreciation” which was given by Julia Spence and Margaret Roberts. “His Farewell” was the title of a poem declaimed by Abe Omansky. After the program Mr. Bjorlee discussed the value of literary work and announced the invitation extended by the Rotary Club of a trip to Gettysburg.

Florence Mason, Sec’y Pro. tem.

Mr. Faupel, using as the subject of a lecture, “Boys With No Chance”, occupied the platform for an hour at the Literary Society meet on the 27th of May, and related interesting little stories of famous men who attained fame despite their struggles in early life.

The last meeting of the Literary Society for the present School year was held on June 3rd. The following program was rendered: Lecture, Historical Sketch of the Ely Literary Society by Abe Stern; Stories “The Baked Bible” by Nellie Swope; “The Titanic” by John Barthlow; “The Escape of Governor Griswold” by Lester Miner; “The Ship-wreck of Charles Owens”, by Joe Carroll; Dialogue, “A Hole” by John Ross and Irvin King; Debate, Resolved, That the United States should join the League of Nations, by Helen Leitner on the Affirmative side against Sophia Schmuff, on the Negative side. Declamation, “The Recessional” by Florence Mason. Critic’s report by Miss McAndrew.
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