

The Maryland Bulletin



THE OLD BARRACKS

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COVER: The Old Barracks—The exact date of construction of the old Stone Barracks on the campus of the Maryland School for the Deaf has varied. That the barracks played an important part in the early history of our country is an established fact. Thrilling stories by Frederick residents described the buildings (originally two) as being erected to protect local residents against Indian attacks. The property on which these buildings stood had belonged to Maryland from colonial times. The following summary is taken from "An Outline History of the Maryland School for the Deaf" by Dr. Bernard C. Steiner* who spent much time in research to establish dates:

In 1776, the Committee of Observation of Frederick County asked that a military post be established in town. The same year the Legislature of the State ordered the erection of barracks . . . for the accommodation of two battalions of soldiers.

The buildings were constructed on an eminence at the south end of the town. Large numbers of Hessians, captured at Bennington and Saratoga, were sent to Frederick. (Housed in the barracks.)

After the close of the Revolution, the barracks were used as a storage place for State military supplies . . . (Agricultural Fairs and circuses were also held on the premises.) During the Civil War, the Barracks were taken over by the United States as hospitals, and were filled with sick and wounded soldiers of both armies.

At the close of the Civil War, (the property was returned to the State), the buildings and grounds were devoted to the school. One of the two barracks on the grounds was torn down when the (Main) building was erected.

The School for the Deaf was established by an act of the General Assembly in January 1867 and the school opened (in the stone barracks) with appropriate exercises on the first Wednesday of September 1868, with 34 pupils present. During the year this number was increased to 59 (41 boys and 18 girls). Thirty-four of these had been under instruction in other schools for the deaf, twenty-five had never been taught.

(Pupils, faculty and staff remained in the barracks buildings from the opening of the school in September 1868 until the center section and south wing of the present Main Building was occupied in January 1873. The completed building was occupied in 1875.)

*Dr. Bernard C. Steiner, author, historian, and for 33 years Librarian of the Enoch Pratt Free Library of Baltimore, was a member of the Board of Visitors of the Maryland School from 1897, serving as President of the Board from 1916 to the time of his death in 1926. A son, Richard L. Steiner, is at present a member of the Board.

Note: Parenthetical statements made to explain text.

(H. McCanner)

The Maryland Bulletin

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A Study of the Educational Achievement of Deaf Children of Deaf Parents

It has been noted by practically everyone concerned with the education of the deaf that, all things equal, the deaf child of deaf parents achieves a higher level of educational accomplishment than does the deaf child of hearing parents. The reason is that the deaf child of deaf parents has a natural means of communication before he enters school, having learned the sign language from his parents, while the deaf child of hearing parents enters school with no communication of any kind. With this fluency in communication, the child of deaf parents has acquired an accumulation of information and knowledge before his schooling begins. Moreover, he is disciplined and his social development is normal for his age level, giving him an advantage which stands him in good stead through his school years.

This was an opinion shared and often expressed by Dr. Elwood A. Stevenson, while he was Superintendent of the California School for the Deaf, Berkeley. After his retirement, he found time in 1961 to make a comparison of the two types of deaf children. The following paper represents the result of his study.

—EDITOR, *The California News*



WE HAVE ALWAYS felt that a survey of the educational progress and achievement of deaf children of deaf parents as compared to that of the average deaf child of hearing parents would be most interesting as well as revealing and enlightening. From experience and personal contact and knowledge, we have always taken the position that, things being equal, the deaf child of deaf parents seemed to be stronger and more efficient in his school accomplishment than his schoolmate of hearing parents. There are others who hold this same view, although there are some who feel that the deaf child with deaf parents suffers a severe additional handicap. There is no doubt that the public considers it hopeless and often pathetic when deaf parents' offspring are deaf. However, those of

us who have been in the field for many years and are in the position to associate with the deaf in general, thus being able to meet the various types of deaf and to make comparisons, honestly feel that, educationally, to have deaf parents is not a handicap but actually is a great asset. To prove this point, this particular study was made at the School for the Deaf at Berkeley, California. It is hoped that other schools will make similar surveys so as to make the study stronger and more conclusive. One may say that this study made at Berkeley cannot be considered as conclusive because of the small and limited number under study. However, it has revealed many interesting points, and strongly substantiates our feeling over the years. The findings make it imperative that several other schools for the deaf should make this study. We plan to write to the Superintendents of at least fifteen other schools hoping that each will take time to make this study and compare their findings with ours.

It must be assumed that in a study of this kind there is room for honest error, but not sufficient to affect the final results. The records at the school in Berkeley were very carefully studied and covered a period of 47 years, beginning in 1914 and extending through 1961. These were listed and rechecked twice. Fortunately, we know practically all the students considered, thus making the findings more definite and reliable. Each deaf child of deaf parents was paired off with a deaf child of hearing parents of about the same age, of the same sex wherever possible, and entering school at the same time. For example, in listing the child of deaf parents, we entered the next following deaf student of hearing parents of the same age and sex. The progress of each was carefully noted and a check of the educational achievement and comparison made through the period spent at the school. Those who did not remain in school for sufficient time for fair comparison or for other obvious reasons were

omitted from the study. Some students in both groups under study did not enter as beginning children but had entered later after attending another school for a short time. Wherever possible the deaf parents of the deaf children were studied as to their scholastic abilities and general intelligence. In a majority of the cases, where there was strong intelligence found in the parents, it followed that the children, likewise, showed strong ability. By the same token, where the parents were limited mentally and educationally, the offspring were, likewise, limited and did not fare so well in school. There were only three cases where the parents showed very limited education, but where the children were very strong students and were graduates of Gallaudet College. The study brought out two very interesting points. One, the deaf children of deaf parents came mainly from urban areas, whereas the majority of the other children came largely from the rural areas. Number two, the deaf parents were engaged predominantly in the printing trades.

During the period of 1914-1961, there were 134 deaf children of deaf parents. As to sex, this number was surprisingly evenly divided—68 girls and 66 boys. A deaf child of deaf parents who was poor scholastically was found to be extremely poor. However, of the 134 only 14 were found to be weaker, educationally, than the children of hearing parents with whom they were compared, which, is only 10% and which is remarkably low. This would mean that 90% were better students and attained a higher educational level than the children of hearing parents. It is very interesting and very indicative to find that the deaf children of deaf parents invariably possessed a very strong command of language . . . a factor that should call for further study. This could be very revealing and might prove the crux of our problem in educating the deaf.

Of the 134 deaf children of deaf parents, 31 have succeeded in going to Gallaudet College and 20 who are at present still in school will succeed in going to college. Those 20 pupils show very clearly that each possesses the potential necessary for college entrance. We know them personally and have checked their school records and

have made comparisons. Percentage-wise, this means that 38% of the 134 are of high educational achievement. There were 17 other students of the 134 whose educational achievement was equal to or better than the level required for college entrance, but for one reason or another decided not to go to college. All in all, this is a far better showing of achievement than that indicated by all the other students of hearing parents, congenitally or adventitiously deaf. It would be safe to say that during this period (1914-1961), approximately 1200 to 1400 students had been enrolled. This, roughly, would mean that only 9% of children of hearing parents succeeded in going to college as compared to the 38% who were deaf children of deaf parents.

It is of great importance to any deaf child and his initial progress in school that he be emotionally stable and that he adjust to his school life as early as possible. It means so much to him to have the feeling of security and of "belonging." Likewise, he is aided greatly if he comes with some means of communication, especially that of language. However, it is understood that the deaf child of hearing parents enters school at 5½ years of age with none of these essentials. In fact, the opposite is generally true. He is usually emotionally upset and even, in many cases, disturbed. He feels uncertain and insecure. He is very much "alone" in this new environment and does not feel in any way that he "belongs." He begins his school career very much "handicapped." It is commonly said that it takes at least the first six months of his first year to help him to settle down and to adjust before any teaching can be done. The deaf child of deaf parents, on the other hand, enters school with no such "handicap." He has felt "secure" long before he came to school. He felt that he "belonged." He developed a means of communication early in life long before it was time for him to attend school. In the majority of cases, he comes to school with some foundation of language communication. He has established somewhat of a "bridge." He possesses advantages over his other classmates from the very first day of school. We feel that it is because of these factors that the deaf child of deaf parents, things being

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Superintendent's Corner . . .

LLOYD A. AMBROSEN

Family News

Thirty-eight years ago Charles E. Moylan and Theodore R. McKeldin formed a law firm in the city of Baltimore. As the years went by, these gentlemen rose to prominence and their careers have been intimately associated with the affairs of the Maryland School for the Deaf. Charles E. Moylan went on to become a prominent Judge on the Supreme Bench in Baltimore City, and has been President of the Board of Visitors of the Maryland School for the Deaf for many years. Theodore R. McKeldin became Mayor of Baltimore, served as Governor of Maryland for two terms and is again Mayor of Baltimore. It was during Mr. McKeldin's terms as Governor that he visited the Maryland School on various occasions and learned at first hand the education of deaf children.

Sons of these two prominent men became interested in law, and today the names of Moylan and McKeldin are reunited. Charles E. Moylan, Jr., is the State's Attorney for the City of Baltimore. Recently Mr. Moylan appointed several members to the State's Attorney staff, one of them Theodore R. McKeldin, Jr. We cannot help but feel that this is a most fortunate reunion of names, and we dare say that in future years these young men may also find their careers somewhat intimately associated with the Maryland School for the Deaf.

Mr. Charles McC. Mathias, Jr., the son of Charles McC. Mathias, treasurer and chairman of the Executive Committee of the Board of Visitors of the Maryland School for the Deaf, was re-elected to a third term in Congress representing the Sixth District of Maryland, which includes the City of Frederick. Mr. Mathias has made an enviable record in his four years in Congress and has taken a great interest in legislation regarding education, and particularly the education of deaf children.

Thomas Foxwell, the son of Rev. Louis Foxwell, pastor, Christ Methodist Church for the Deaf, Baltimore, and Mrs. Foxwell, is a helicopter pilot and a member of President Johnson's helicopter team. The helicopter team is made up of Marines and is at the beacon call of the President. Thomas spent Christmas at the LBJ Ranch in Texas and has traveled many places with the group. Needless to say he finds his military assignment most exciting.

Galen Hahn, the son of Mrs. John Hahn, night housemother at the Maryland School for the Deaf, served in the Boy Scout Honor Guard in front of the Presidential Reviewing Stand at the Inaugural Parade last month. Galen is a senior at the Frederick High School and assistant scoutmaster of Frederick Troop 261. He has received many citations in Scout work including the Eagle Award. Galen found it to be a most exciting experience to meet President Johnson during the Inaugural Parade.

Graduate Students at MSD

Four young people from the graduate department at Gallaudet College have begun their practice teaching assignments in our school. Miss Dolores Wolters and Miss Roberta Jach come from Illinois, Mr. Jerry Zenor from Indiana and Mr. Joseph Panko from Pittsburgh. For the past several years we have provided practice teaching experiences for the students from the graduate department at Gallaudet and find it a rewarding and stimulating experience to the necessary training for these fine young people.

Distressing News

The preparation of teachers of the deaf to fill the vacancies and needs around the country is still a critical one. Mr. Roy G.

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Educationally Speaking . . .

MARGARET S. KENT

As mobility of the general population increases schools for the deaf are faced with a growing task of assimilating transfers from a variety of programs for hearing handicapped children. The small percentage of children who transfer from other residential schools, with programs similar to ours, have little difficulty fitting into our classes. In most cases these transfers make predictable progress commensurate with the degree of the handicap. On the other hand a larger proportion of transfers come to us from special education programs in various parts of the state and across the country. An increasing number are transfers who fail to make progress in classes with normal hearing children in junior and senior high schools.

In order to cope with the various aspects of adjustment of each transfer student, we make a detailed evaluation of his abilities on admission. The principal areas assessed are the degree of hearing impairment, mental abilities, and communication skills or language development. We then have a diagnostic picture of the individual handicap which suggests the initial approach to the educational needs of the student.

Let us examine a few of the critical areas of assessment and some of the educational implications involved:

Hearing Loss: The primary consideration in determining the educational needs of a hearing impaired child is an accurate assessment of the extent of the hearing loss. Inspite of the increasing availability of diagnostic services to parents there remains a great deal of confusion in the measurement of hearing loss of children who are deaf from birth. Many transfers come to us with the degree of hearing impairment unresolved. Educational placement has been inappropriate to the handicap. Often a child is wearing a hearing aid which does not adequately compensate for the hearing loss. Auditory training, hearing aid supervision, and maintenance have seldom been avail-

able. Consequently the accrued benefits for speech and language development for many children have been lost during the most critical developmental years.

Communication Lag: In the main we find the language of the transfer student inadequate either for person-to person communication or for educational achievement. Seldom is the reading level above a second or third grade level as measured by standardized tests. We find some of these children who have been taught by a rigid, over-structured approach to language demonstrating an inhibition or "language aversion" which is difficult to overcome. When a highly structured language pattern is followed over a period of years the chances for realizing a more spontaneous language expression are greatly reduced. Lipreading functions minimally and is limited to the low level of language comprehension. Written language is rarely on a meaningful sentence level.

Age of Transfer: Most of the transfer students applying for admission to the residential school have spent their most formative years in other types of special education programs. Obviously the longer the transfer is postponed the less time remains for making up for the communication lag. Many children who demonstrate the possibility of a high academic potential run out of time before they can raise their reading comprehension and written language expression to a more optimum level. This is disheartening to parents and an irretrievable loss to the child.

Attitudes: Much of the success in making a satisfactory adjustment to the residential program is dependent upon the attitudes of the transfer student and his parents. If he has been in an unrewarding program for a period of years we encounter negative attitudes toward learning in general and unrealistic attitudes toward

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AROUND THE CAMPUS . . . With K. Kritz

Let's start out with two Chinese proverbs: "Learning is like rowing upstream: not to advance is to drop back." "The longest journey starts with a single step." The school year is now half finished. With the end of the first semester, came the usual examinations and reports. Although progress does not always come in "leaps and bounds" it comes. It is gratifying to see all students growing, regardless of the pace. We hope that you were satisfied with your child's report card. Words of praise can be strong motivators.

Also with the end of the first semester came the Mid-Year Parties. The Intermediate Department had its party in the library and the Advanced Department had its party in the gym. Novel games, stunts, dancing, and refreshments made for an enjoyable evening.

The basketball teams continue to work hard and we have seen some good games. We were disappointed over the outcome of the Kendall game, though. We want our "Old Coffee Urn" back! Well, more chances are coming. Try to attend some of the basketball games if you can. We're sure that you'll enjoy them.

If you've never visited our Vocational Department, stop by sometime when you're on campus. See the boys printing *The Bulletin*. Some of the furniture and handiwork turned out by the students will really amaze you.

We had two captioned film programs this month. The first was "The Great Imposter." This was the true-life adventure of Ferdinand Demara, Jr. who successfully posed as various characters. The second program consisted of two movies, "Seal Island" and "Nature's Half Acre." The first was the authentic story of the seals' life amidst the rugged background of the Pribilof Islands. The second showed the continuity of life in birds, plants, and insects through the four seasons. Both of these nature films were in beautiful color.

The Boy Scouts have had a busy month. Members have all been working on score card requirements and several of the boys

have advanced in rank. February is the month for rechartering and the boys had a Uniform Inspection.

Fireplace equipment has arrived and has been installed in both of the new dormitories. Students living in them have been enjoying the crackling warmth of the open fires. Sitting around them and chatting certainly is homelike. How happy we are to have the facilities of these new dormitories!

Miss Fauth and Miss Andrews were in charge of another Book Awards Assembly. A short entertaining program was given and then awards were presented to those students who had read and reported on the prescribed number of books. We were impressed and pleased by the length of the award list. Students are really beginning to seek the enjoyment that comes from reading books.

Mrs. Yates and Mr. Barrett helped students to present an entertaining Ely Literary Society program. Enthusiastic students participated in a novel version of "Beat the Clock."

Mr. Barney Hill is back with us and has been doing vocational guidance work with students. We cannot overemphasize the importance of this work in helping students to plan for and to face the future realistically.

Cooperating with Gallaudet College, our school again has practice teachers. We are always happy to see more people training to enter our profession. We hope that their stay at the Maryland School will be pleasant, that they will be inspired and that they will get much satisfaction from their work here. The demand for good teachers is great and we are pleased to be able to help in their preparation.

Until next month, let us leave you with another Chinese quotation, this one by Confucius. "To know what you know, and know what you don't know, is characteristic of one who knows."

—\$—
Life is tons of discipline.

—Frost

—\$—
Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing.

—Abraham Lincoln

SPORTSCOPE . . . By J. Kopas

The doldrums usually come in March but for us, it would appear that things are rushing the season—here it is February and we are in the midst of a long hoop season. Like Casey Stengel and his Mets, we know what it's like to be on the bottom looking up, to be a doormat for other teams. The breaks, alas, have not gone our way, but then, seems nothing has this hoop season. On several occasions the Orioles gave indications of coping a few games, but only to have dame fortune or whatever you call her, turn around and let us have it on the other cheek. "The race," to quote the Bible, "is not always to the swift, nor the battle to the brave," and the Maryland lads can be proud of one thing, that they never gave an inch, even when the odds were insurmountable. Remember boys, it's how you played the game that counts.

Don Loun, rookie hurler for the Washington Sentators who hails from Frederick, was a surprise visitor to the campus shortly after the new year. Don shut out the Red Sox in his major league debut and seems destined to be Frederick's greatest contribution to big league baseball since Charles Keller, who starred for the Yankees. Loun recently made a brief visit to coach Barr's office, stirring up rumors that, when Gil Hodges gets the axes, as all tail-end managers inevitably do, Barr will be his successor. That will be the day! All kidding aside, Barr has gone out on a limb, predicting 20 wins for Loun and 10 wins for our Junior Varsity lads. Why, with this crystal-gazing ability, we could say, "More over, Rockefeller."

—★—

ORIOLES BOW TO ST. JOHN'S

The Orioles began the new year on a sour note, dropping a 57-38 game to St. John's of Frederick on January 8. From the way they played, the Maryland lads appeared to be still on vacation, and proved to be sadly outclassed. The month-long lay-off apparently took its toll too,

so far-off were the losers in shooting and passing. Arkley Wright, playing slightly more than half the game, paced Maryland with 12 points, all coming in the second half. Maryland opened the scoring and quickly ran up a 4-2 lead, but couldn't find the hoop, even with radar, and they were left trailing at the end of the first quarter, 16-4. St. John's reserves played much of the game and helped keep the score respectable.

In the prelim, the visiting subs made it a clean sweep for the day, winning handily 51-28. The Oriole juniors led throughout the first half, but fell apart at the seams during the second, scoring only 9 points during that span. Gordon Gray paced the losers with 7 tallies.

St. Johns	16	17	15	9—57
MSD	4	7	15	12—38

—★—

ORIOLES TOPPLED BY LINGANORE

The Maryland hoopsters went down to loss number five on January 12, bowing to Linganore High, 75 to 55. The game was played in Frederick and, for the first quarter at least, it appeared that the Orioles would win their first game in interscholastic competition this year. Larry Reedy, displaying a return to form, dropped in six of his patented jump shots and the other four Oriole starters likewise found the scoring range and rallied from a 7-0 deficit to a 20-28 lead. At long last, Maryland seemed to have money in the bank but here again disaster struck. "What goes up must come down," goes the trite adage, and never was it more so. The Oriole fortune hit low ebb. A rash of fouls and numerous mistakes helped Linganore to move ahead and win handily. John Ennis, playing the finest game ever, led all scorers for the night with 23 points.

In the prelim, Coach Barr's boys kept the fans glued to their seats, despite dropping the game, 41-30. The outcome was in doubt until the final minutes, when Linganore pulled away. Gordon Gray, as usual, stood out for the losers with 9 points.

Linganore	16	20	19	20—75
MSD	20	6	14	15—55

LIONS ROAR

The West Virginia School for the Deaf Lions, rallying from a first period deficit, took advantage of breaks and turned a close game into a rout, 73-47 on January 23. The loss was number six for the Orioles and left them still searching for their first taste of victory. The game, played up in the hills of Romney, was closely-contested until early in the third period when, trailing 38-31, the Orioles lost their leading scorer and play-maker, Larry Reedy. Reedy sustained a sprained ankle and with him out, the host Lions were off to the races, and won handily. Maryland, playing slowly, led during much of the first half. Reedy popped in ten points and all the other starters tallied early against the winless Lions. West Virginia forged ahead in the waning minutes of the first half to lead, 26-23 at the half. In the third period, "Jumping Jack" Eddie Evans hit on five field goals and with Reedy out, the Lions bagged 24 points in the last quarter to the Orioles' 12. Reedy with 14, Wright with 11 and Ennis with 10 stood out for Maryland.

In the prelim, the West Virginia lads, topped the Md. reserves, winning 52-35. The Baby Orioles experienced a cold third period, managing only two points there and West Virginia sewed up the game at this point. Gordon Gray paced the losers with 10 points, followed by Tommy Sewell with 8 and Eddie Mitchell with 7.

Educationally Speaking . . .

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people. These may be deep-seated. The combined efforts of teachers, house-parents, and consultant personnel are frequently needed to help the transfer student and his parents develop a more positive view. This may take several years and in some cases we are unable to accomplish an adequate adjustment before the terminal year.

Social Need: A frequent motivating factor for seeking transfer is the need for more social contacts especially by the teen-ager with a hearing impairment. He often finds himself socially isolated in groups of hearing students in junior and

senior high school. In his desperate search for full acceptance by a peer group he is apt to blame his handicap. In a large group of deaf students in a residential school he finds a variety of social activities and an acceptance which fulfills a basic personal need.

Our purpose is not to suggest that all hearing impaired children attend a residential school but to urge that special education programs be planned to more adequately meet the complex needs of these children as we find them. It is not possible to make up for an educational lag which has been permitted to accrue over a period of years. The waste in human resources is obvious and the toll in personal maladjustment is unnecessary.

Superintendent's Corner . . .

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Parks, Superintendent, Arkansas School for the Deaf, made a survey of southern schools and the results that he obtained are most startling. In the past two years in seven southern states one-hundred teachers have been employed in schools for the deaf and only nineteen of these people had training to teach the deaf. With class sizes averaging about eight children per class, this means approximately six hundred and eighty-four deaf children being taught by teachers without training to teach the deaf.

A Study of the Educational Achievement . . .

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equal, is a far better student than his average classmate and is able to obtain a stronger and more satisfying education. It should be concluded that far from being "handicapped" in having deaf parents as many think, he is truly "blessed" and more fortunate in his long struggle for a sound education.

It might be well to mention that of the several students who were sent to Riverside in 1953, a few have been checked and in most instances have gone to college. All in all, the study is strong and sufficient

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The Junior Bulletin

Primary Department

CHRISTMAS VACATION

My mother took Beth and me to Baltimore. We visited Grandmother and great grandmother. Great grandmother fell out of bed. She broke her arm. We are very sorry.

Daddy, Mother, Beth, and I went to see the Christmas tree near the White House. The tree was beautiful. It was very big. It had red lights and big green balls. I saw fifty small trees with green and blue lights and the names of fifty states.

I saw Santa Claus and his eight reindeer. I saw Baby Jesus with His mother and father too. —Sammy Sonnenstrahl

OUR CHRISTMAS PARTY AND PLAY

We had a Christmas party on December 16. We had a pretty Christmas tree. We all got magic slates. We played games. We got candy, popcorn balls and oranges. We had punch to drink. It was lots of fun.

We had a Christmas play in the afternoon. Many fathers and mothers came. Ricky and Monica were sheep. They talked. Marcie, Pam, and Sammy were in the play. Gary, Pauline and Bobby sang. Santa gave us candy. Then we went home.

—Pre-Primary III A

A NEW BULLDOZER

I got a big yellow bulldozer for Christmas. It can go forward and backward. It can turn. It has a shovel on it. The shovel goes up and down. I like to play with it very much. —James Markel

MY NEWS

My sister and I played tag and baseball.

Our T.V. broke. Maybe father will buy a new T.V.

Father got a new telephone. It is black. Our number is 2-1083. —Larry Houser

FLIPPER

I like to watch "Flipper" on television every Saturday. Flipper is a very big fish. He can swim very fast. He can pull a boat. He can jump out of the water. He is a boy's friend. I think Flipper can talk to his friend. Sometimes he helps his friend. —Ricky Repetto

CHRISTMAS DINNER

We had a Christmas dinner at school. We had turkey, mashed potatoes, beans, celery and carrots, cranberries, Christmas ice cream, candy canes, nuts and milk. It was a very good dinner. The dining room was pretty. There were candles in the windows. —Marcie Hathaway

THE GIRLS' PARTY

One night all the girls went downstairs to the dormitory. We played games. We had fun. Donna Ammons called all the girls to go upstairs to the lobby. We had a surprise. We had a pretty big cake. A Santa Claus was on it. I said to Miss Gates "Do not cut that Santa Claus." Miss Gates played she was afraid to cut Santa Claus. We had Cherry punch, ice cream, candy, and cake. I gave a gift to Karen Shirk. I gave her bath-powder. Karen Shirk loves it. Darlene Pyles gave me a pin with my name on it. I liked it. We had fun. Then we went upstairs. We were ready for bed. We were tired.

—Brenda L. Tress

THE CATHOLIC SCHOOL PARTY

Mother, father, and grandmother came to school Sunday. I was surprised.

My family and grandmother went to a party at the Catholic school. We saw a man do magic. Some children played in a program. One little child was cute. We walked downstairs. We had ice cream, cookies, candy, cakes, and peanut-fudge cookies. I had a good time at the party. I saw Santa. I ran near him. Santa hugged me. Santa gave me candies and a gift. I opened the gift. I got a snow-scene paper weight. I put my paper weight in my dorm on my desk. We had a good time at the party. —Libby Hathaway

FUN AT HOME

Kathy is my sister. I play with her at home. Sometimes we go skating. I like to skate very much. Kathy and I have lots of fun.

—Pamela Swartz

—:—

TWO BROWN SQUIRRELS

I saw two brown squirrels at home. They played. They ran up a big tree. They went into a hole. They looked at me.

—Bobby White

—:—

MY NEWS

I went home in a bus Friday. I wrapped some gifts Sunday.

Daddy and I put some tracks together Saturday. I fed the birds some seeds Sunday. A crow ate some corn.

—Bob Snyder

—:—

MY NEWS

I went to the gym one day. I did exercises. I ran around the balcony. Then I washed my face and hands. I went to eat supper.

—Robin Cobb

—:—

A VISIT TO WEST VIRGINIA

My family came to see me in school in December. I was surprised. I did not know they would come. We all went to W. Va. My mother said, "It's very foggy." "I can see through the fog." I saw two dogs at Grandpa's home. I went to bed Friday night. Saturday, I played with Steve and Jimmy. Steve asked, "What do you want to play?" Jimmy wanted to play hide-and-seek. We played hide-and-seek. We had a good time.

—Darlene Pyles

—:—

A PROGRAM IN THE CHAPEL

Some Gallaudet College young men came to the chapel. The boys and some girls went to the chapel. The college men were in a program. Some men sang. Santa Claus came to the chapel. He gave a candy snowman or a candy Santa to each of us. It was very good.

—Steve McClelland

MY NEWS

Some boys and I played ping-pong yesterday. Donald Boone and I played ping-pong. Donald won. Some boys played tag. We had fun.

We watched "Combat" on television last night.

—Bennie Markel

Intermediate and Advanced Departments

RED CLOUD

I am writing a description and a biographical note about Red Cloud, a famous Sioux Indian chief. In the portrait painted of him by James L. Vlasaty, he wears wonderful clothes. His dress differs from the ones we wear. He has a headdress of white feathers with black tips. The quills are bound in red and fastened to a bead headband. His Indian robe is tan with a breastplate of many bones of the same size. A blue beaded shawl is draped around his shoulders. I think Red Cloud looks moody or bitter, but it was natural for him to be sad, for the white men were taking the land away from his people.

Red Cloud lived from 1822 to 1909. He was the most famous chief of the Oglala tribe, one of the largest groups of Sioux Indians. Through his bravery in battle and wisdom in council, he rose to be a chief. He made much trouble for the United States soldiers by preventing them from building roads through Wyoming. He forced the United States to give up three forts. He was finally removed as head of the Oglala, because he threatened a government agent. He was at peace with the United States government when he died.

—Jack Beer

—:—

LAST NIGHT

Last night I played ping pong. I beat John 21-4. John lost and he got mad because he wants to be champion. He is not a good player. Later I played ping pong again. I beat Richard. I won 21-16. He is a good player. Then I played cards. John, James and I played. James and I won. James was not mad, but John got mad with James and me. Next week I will play with Padden and Blick. I hope I will win!

—David Shelton

GERONIMO, APACHE CHIEFTAIN

Geronimo looks like a warrior in his picture. Both his posture and his facial expression show that he is warlike. He wears nothing except a purple scarf around his neck and a yellow and green scarf around his head. Above his elbows are bead bracelets and on his wrist is one of metal. He holds a rifle in his arms at a "present arms" position. His clenched hands as well as his face show how he feels.

Geronimo lived from 1829 to 1909. He was chief of southern Chiricahua band of Apache Indians. In 1886, he led one of the last great Indian uprisings against the United States government.

Geronimo was born in southern Arizona. His Indian name was Goyathlay, meaning one who yawns. The Mexicans gave him the name Geronimo, which is Spanish for Jerome. He was not an hereditary chief like Cochise. Geronimo like Red Cloud of the Sioux tribe rose to leadership from the ranks of the people. —Kim Miller

—†—

WHAT I AM THANKFUL FOR

I am thankful for our school because our school teaches me many things. I like our school. I am thankful for the food, water, clothes and everything here. I am thankful to my mother for Christmas gifts and for Christmas. Mother is very kind to me. I am thankful to my mother that she takes me on trips. I am thankful for my life. Many people are thankful to God for everything on earth because God made wonderful things for people. Most of the time people help other people through the Red Cross. I am thankful to God for everything. —Harry Leonard

—†—

RUTH NALLEY

Ruth Nalley is a girl in my class. She is a nice girl. She lives in Brunswick. She lives in a pretty house. She has one brother and one sister. Ruth is 14 years old. She is a good girl. She is tall. She has blue eyes and brown hair. She works hard. She studies hard in school. She wants to go to college. She has a boyfriend. I like her very much.

—Richard Smith

CHIEF JOSEPH

I am reading a story about Chief Joseph. He was a famous and powerful Nez Perce Indian who lived from 1840 to 1904. Chief Joseph and a group of Indians in the Wallowa Valley refused to move from their homes. A group of settlers wanted the land so the United States government sent the army to force Chief Joseph to give up. Chief Joseph knew he could not defeat the army so he led his people in a retreat of one thousand miles through Idaho, Washington, and Montana. He and his people could have escaped into Canada, but they rested when they were about fifty miles from Canada. They thought they were safe. This gave Nelson A. Miles, who was in charge of the United States soldiers, a chance to catch up to them and conquer them.

I have a colored picture of Chief Joseph. It is beautiful. He has a necklace of twelve strands of beads. He wears an Indian headdress of feathers. He is a grim looking old man. In those days Indians were not such happy warriors as before. Chief Joseph was brave in waging war against the United States. He was 64 years old when he died. He was a world famous American Indian. —Milbert Jones

—†—

OSCEOLA

Osceola, a Seminole Indian, was born in Georgia, but he lived in Florida most of his life. He fought in the second Seminole War in 1835, resisting the attempt of the United States to move the Seminoles west of the Mississippi River. He hid his followers deep in the Florida Everglades and defeated the American troops again and again. In 1837, he was invited by General Thomas Jessup to discuss peace. Instead he was treacherously taken prisoner. He died in fort Multrio, near Charleston, S. C.

Osceola's dress is really fancy. He wears a close fitting cap with plumes. A pink sleeveless tunic over a green robe with long sleeves make up his dress. A wine colored belt is draped around his waist. Several ornaments of beads and metals complete the outfit. His black hair is cut like a dutch bob. He is rather good looking. —Nicky Nickulas

WHAT I WANT TO DO

I will be graduated in 1968 or 1969. I want to work at the Monte Golf Course for 7 years. Then I can drive a car. I am going to get a 1957 or 1958 Cadillac or a 1962 Buick. When I am 26 years old, I am going to live in Virginia where my older brother lives. I might get a Jeep pick up truck. I want to get some horses. I will have to build my barn so I can keep my horses in it. I want to buy a sulky. I want to race horses. I hope I can be successful. I hope my dreams will come true.

—John Behrens

ACTIVITY NIGHT

I played cards last night. I played with John Behrens. Then we played checkers. I beat him. Then I played with the bowling machine. I lost to John. Then I played again. Tom Warren and I played. I beat him. I rested for a while. Then I played ping pong with Ernest Stitley. He beat me. I had a nice time playing games.

—Alan Porreca

SITTING BULL

Sitting Bull was a famous medicine man. He was leading medicine man in the preparation for the battle of the Little Big Horn. He had received a vision that all his enemies would be delivered into his hands.

After the battle of the Little Big Horn, Sitting Bull and his followers were driven into Canada. He returned to the United States in Canada and was sent to Fort Randall. After staying there for two years, he went to live on the Standing Rock Reservation in South Dakota. In 1890, he helped to start the Ghost Dance. The government thought he was trying to renew Indian wars, so an Indian policeman was sent to arrest him. In the struggle that followed, he and his son were killed.

His dress is all Indian. He wears a robe of buff lo skin with red and white beaded trim. His black hair is combed in a straight line down his head. Around his neck he wears a necklace of claws. Compared to the expression on the faces of some other Indian chiefs, his is almost kind.

—Phillip Morris

MY FAMILY

My father's name is John. My mother's name is Lalie. I have one brother. His name is Harry. He is 18 years old. He will graduate from high school soon. I do not have any sisters. I have three cats and one dog at home. We live on a farm. My father works on the farm. My mother works in Salisbury. I have a nice family.

—Annette Perdow

LIBRARY

This afternoon we will go to the library. I like to read books. We will go at 2:50. Mr. Gutin goes with us. We return our old books. Then we take out new books. We sign our name on a card. I read my books in the dormitory. I like to go to the library.

—Michael Swann

THE PICNIC

A family went on a picnic in the park. They sat down on the grass to eat. It was in the summer. They had sandwiches and kool aid. There were three of them. It started to rain a little. They looked up at the sky. They were afraid it would rain hard. They had to go home. They were disappointed. The rain spoiled their picnic.

—Mary Stephens

YOHOLO-MICCO

Yoholo-Micco wears a colorful costume. The war paints on his face add more color. The design on his robe looks like animal tracks. He wears a wide belt in green, red, blue, and white. His headdress looks a little like the scarf hats women wear now. Its colors are blue, yellow, red, and brown. His shirt is white and he has a purple neck scarf. He is a young looking man, but he is not handsome. His expression does not tell much about his feeling.

Yoholo-Micco was a Creek Indian. The Creeks formed a confederation that included a group of tribes originally located in present day Alabama and Georgia. The Creeks later moved to Oklahoma as one of the Five Civilized Tribes.

—Sharon Johnson

BLACK HAWK

Without his Indian outfit Black Hawk would not look like a chief. His face is bony and he looks old. His head is shaved bare except for a strip in the center. He wears an Indian headdress that makes one think of a fireman's helmet. Around his neck is a necklace of many strands of beads. He wears the usual Indian robe of buckskin. On his arm rests a black hawk, and in his hands he holds something made of feathers.

Black Hawk became chief of his tribe in 1788 when the Sauk and Fox tribes agreed to give the United States the land east of the Mississippi River. Black Hawk would not agree. He said that the chiefs had been given intoxicating liquors before they signed the documents.

During the War of 1812, Black Hawk and 500 of his warriors joined the British for a time. By 1830, most of the Sauk and Fox Indians had been moved to reservations. Black Hawk's tribe refused to move. They fought the whites in what is known as the Black Hawk War. The Indians were defeated and Black Hawk and his two sons were captured. They were kept in fortress Monroe until 1833. Then they joined their tribe on a reservation.

—t—

RAIN

Mother and her boy went shopping. They bought some groceries. It was raining very hard. They were crossing the street at a corner. It was in the afternoon. Mother had on a plastic raincoat. The boy did not have a raincoat, so he covered his head with mother's raincoat. He was smiling. Mother watched for cars. The boy did not get wet. He had fun. I think he was a smart boy. —Billy Frohn

—t—

MY FAMILY

My family lives in Brunswick. All of us except my father were born in Brunswick. I have one brother. His name is Donald. He is 17 years old. He is a senior in high school. His birthday is August 27. I have one sister. Her name is Linda Kay. She is 21 years old. She graduated from high school three years ago. My father's name is William. He is

a race driver and works on the railroad. My mother's name is Lorraine. I have a dog named Chopper. He is three years old. Another dog, Lady, died last summer. My grandfather and grandmother live on a farm near us. I love my family.

—Ruth Nalley

A Study of the Educational Achievement . . .

continued from page 69

enough to support the findings already indicated and should more than justify a further study by several other schools.

The fact that the average deaf child of deaf parents enjoys a means of communication and understanding with his parents and his environment long before he enters school should be thought provoking and a challenge to the profession. "How does he secure this early communication with his deaf parents?" you may ask. Simply through his natural means of expressions-pantomime, signs, and finger spelling are a part of the answer. As has been said before, many of these children possess the understanding of the daily actions and needs of every day life long before they are placed in school. They know their own names, the names of members of their family, and the word values of most of their environment. In fact, many possess use and comprehension of ordinary daily conversation of their age level before age five and one-half years. There is no denying that this proves to be a great asset and advantage in their early foundation for an education. One can appreciate the importance and meaning of this when it is realized that it takes the other deaf children of hearing parents at least a year or two to reach that same level.

Regardless of present day philosophies in the education of the deaf and the long standing misunderstanding by many of the use and value of finger spelling, an unadulterated and non-prejudiced study should be made of the very early use of finger spelling in the formal education of deaf children. We feel that its adaption will answer the greatest problem we have, namely, the teaching of language and of reading to our deaf children.

The California News, Vol. 80, No. 3

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Pat Kalinowski
Glenda Booth
*Carole Bailey
Chris Norris
Carole Uleckie
*Genevieve Wolfe
*Paula Ammons
*Thomas Blick
*Mary Sue Hodges
*Lucinda Minnick
*Robert Padden
*Karen Wooten
*James House
Renee Frame
*Pat McCarthy
*Barbara Minnick
*Donna Ammons
*Sharon Hartsock
Stephen Pyles
Donald Boone
*Barbara Murphy
Carol Schroeder
Karen Shirk
Margaret A. Spencer
Sharon Bible
James Proctor
Warren Wolf
Deborah Jones

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John Ballam
Milbert Jones
Sharon Johnson
Kim Miller
Phillip Morris
Douglas Adams
Louis Bowie
Mike Childs
Cheryl Bailey
Nancy Daboll
John Ennis
Harriet Herman
Connie McGee
Linda Manner
Mark Richmond
Arkley Wright
Jane Eure
Art Nikstaitis
Ann Poole
Larry Reedy
James Riley
Don Seager
Robert Billingslea
Nelson Gehman
Pat Kalinowski
Nancy Murray
Albert Barthlow
Robert Billingslea
Glenna Booth
Francis Calzone
Beverly Elbon
Gerald Frase
Bonnie Rosier
Donald Sard
Norma Walker
Michael Fairchild
James Floyd
Mark Owens
Carole Bailey
Kenneth Garr
Carole Uleckie
Genevieve Wolfe
Patty Young
Paula Ammons
Thomas Blick
Charlene Brazeau
Mary Sue Hodges
Lucinda Minnick
Robert Padden
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John Behrens
James House
Harry Leonard
David Shelton

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Milbert Jones
Sharon Johnson
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Harriet Herman
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Arthur Nikstaitis
Ann Poole
Larry Reedy
John Roth
James Riley
Don Seager
Robert Billingslea
Nelson Gehman
Pamela Hamman
Jerry Juchno
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Dana Conly
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Pat McCarthy
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Andy Parker
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James Pyles
Dennise Scott
Lette Wright
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Barbara Murphy
Karen Shirk
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Maxine Green
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Deborah Batson
Deborah Jones
Jerry Little
Mary Loar
Ruth Wetzel
Linda Shafer

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Maxine Green
Linda Lusby
James Proctor
John Stafford
Warren Wolf
Deborah Jones
Ruth Wetzel
Linda Shafer
Albert Solle
Martin Roth

*ON ALL RESPECTIVE HONOR ROLLS

Alumni & Others

Please send items to:
James A. Barrack
1525 Cottage Lane
Towson 4, Md.

Mr. and Mrs. Moreland Lawrence (nee Meredith) of the Class of 1941 report that their daughter, Mabel, is presently attending the Medical College of Virginia (School of Nursing) at Richmond, Va. as a freshman. She likes it there very much and we wish her every success in her studies in the field of nursing. Congratulations to the proud parents.

Mr. and Mrs. Harry T. Brown were the happy purchasers of a new 1965 Mercury Comet on November 28, 1964. The car is a station wagon of ice blue tone, has four doors and a marvelous automatic transmission. They are very pleased with it and we hope they enjoy many safe miles of pleasant driving.

We wish to take this means to announce that we inadvertently omitted two important facts in our writeup of the 50th Anniversary Celebration Banquet of the Baltimore Division No. 47, N.S.F.D. in the October issue. We wish it known that Bro. August Wriede was also tendered a "Man of the Year" scroll for the year 1964 and he also received a jeweled 34th Degree pin. Our sincerest apologies to Brother Wriede. At the same time we extend Mr. Wriede heartiest congratulations upon his recent retirement from the Baltimore Sun upon completing approximately 40 years of continuous service. We hope that he enjoys many more pleasant years during his retirement.

We also wish to extend heartfelt sympathy to Mrs. Shirley (nee Cox) Vacarino upon the death of her beloved father, Munsey Cox, who passed away suddenly on May 12, 1964. He was 55 years old. Shirley was in the Class of 1955 at Maryland School for the Deaf.

December 17, 1964 will long be remembered by this writer, as on this day, he along with members of the I.G.D. Committee went to the White House for presentation ceremonies with President Lyndon B. Johnson. Heading the I.G.D. Committee was Chairman Jerald M. Jordan accompanied by Mr. Milton Salzburg, CBS official, Mr. Jerry Nagler, CBS Publicityman and President of News Alliance of New York, Mr. Leon Auerbach, Mr. Thomas Berg, Mr. Ronald Sutcliffe, Mr. Robey Burns, Mr. Fred Schreiber, Mr. Edward C. Carney, Mr. Alexander Fleischman, Mr. Richard Caswell and the writer. At 12:00 noon we were led to the West Wing Press Room of the White House and at 12:05 p.m. President Johnson entered the room and shook hands with each of us. The President then stood before the podium which had the beautiful seal of The President of the United States thereon. Mr. Salzburg, on behalf of the IGD Committee then presented him with a handsomely engraved gold IGD pass encased in leather, whereupon the President accepted it and then made a brief speech while numerous newsreel and TV cameras recorded the event. Mr. Richard Caswell was the interpreter for the President's remarks. At the close of his speech, in which he touched upon the plans of the IGD to sponsor the Xth CISS-AAAD International Games for the Deaf at the University of Maryland on June 27-July 3, 1965 and his hopes for medical assistance to the deaf, Chairman Jordan also presented the President with a pair of gold cuff links which had the IGD emblem embossed pin thereon. Mr. Johnson smilingly accepted the gifts, thanked Mr. Jordan and quickly strode from the room. Those 17 minutes with President Johnson were an awe-inspiring experience for all who attended the ceremonies. We felt honored to have been accorded the privilege of meeting the President of the United States, much more so that he has shown interest in the forthcoming Games.

Mr. and Mrs. Charles Ager were recent home purchasers and they wish their friends to know that their new address is now—7200 Alderney Place, Camp Spring, Maryland - 20031. Our heartiest congratulations are extended to the happy couple.

A Christmas Social was sponsored by the Frederick Society of the Deaf on Saturday evening, December 12, 1964 at the I.O.O.F Hall in Frederick, Maryland. The nice crowd of approximately 50 persons enjoyed several pleasant Christmas games with prizes being awarded to the winners. Several nice door prizes were also drawn. Mr. William Houck was the jovial "Santa Claus" and he presented each of those attending a filled stocking of goodies. Delicious refreshments were also served. Mrs. Uriah Shockley was the Chairlady of this pleasant affair.

Mr. and Mrs. G. Gerard Watson are the happy owners of a new 1965 Pontiac "Tempest" sedan. Congratulations to the happy couple.

Our heartfelt sympathy is also extended to Mr. John George Kreiner, upon the death of his beloved father, Frank A. Kreiner, Sr. on Nov. 7, 1964 due to a heart attack and poor health. He is survived by his beloved wife, and six children. He was with the Steam Fitters Local Union No. 428 for 38 years. Interment was in Immaculate Conception Cemetery.

The members of the Silent Oriole Club, Inc. were tendered a Christmas Party at the V.F.W. Hall (a block east of their clubroom) on Sunday, December 27, 1964. Approximately 100 persons attended the party at which was served half a fried chicken and Virginia ham along with french fried potatoes, salad, a dessert and coffee and tea. Upon finishing their dinners, the crowd then flowed to the Silent Oriole clubroom to view the Baltimore Colts-Cleveland Browns football game on TV. Despite the stunning defeat of the Colts, the crowd was soothed with the awarding of football pool prizes.

Mrs. Evelyn Amberg was tendered a surprise 50th birthday party at the home of Mr. & Mrs. Ernest Reeb on Sunday, January 10. Despite the heavy snowstorm, many came to attend the happy celebration and Evelyn was presented many nice gifts. Delicious refreshments were served and everyone had a nice time. Her husband, Leroy, arranged the surprise party and son, Alvin, came too. Heartiest happy Birthdays.

On Sunday, December 13, 1964 the Silent Clover Society members enjoyed their annual Christmas Party with their husbands at the Tail of the Fox Restaurant in Timonium, Md. Approximately 40 persons attended the pleasant affair at which the members exchanged gifts and all husbands received a set of pens with their names inscribed thereon. The party was from 4:00 p.m., till 8:00 p.m. and everyone had a marvelous time.

Mr. & Mrs. Victor Krohn, along with their two daughters, went to Miami, Fla. during the Christmas holidays. While in sunny Florida, they visited their relatives and several places of interest. They had a marvelous time and returned home safely from their trip.

The Baltimore Purtell Chapter No. 26, of the International Catholic Deaf Association sponsored its' 6th Annual Dance on Saturday, January 16, 1965 at the Polish Home Hall, Inc. in Baltimore. Despite the inclement weather being very cold, with snow flurries, a good sized crowd of over 75 attended the affair. They enjoyed the dance contest, treasure hunt and the music supplied by a five-piece orchestra. Numerous cash prizes were awarded the lucky winners, as well as 20 beautiful baskets of fruit presented to lucky winners of the raffle drawing. A hearing person won the most-sought-after prize, a portable 11 inch TV. Mr. Benny Maszczenzki was the chairman of this pleasant affair.

Mr. James Farrell, the brother of Mrs. Olive Kelly (nee Farrell), came to visit the Kellys on the weekend of Jan. 15 and attended the 6th Annual ICDA Dance at the Polish Home Hall. He had a pleasant time at the dance, and enjoyed meeting his many friends.

The members of Kauffman, Inc. of the Baltimore Div. #47, NFSI attended their Annual Dinner on January 17, 1965 at the Overlea Hall. Despite the very chilly weather which was 10 degrees above at the time, approximately 70 attended the dinner. After a hearty meal, a business meeting took up the remainder of the evening. Bro. Sheldon Blumenthal was the chairman who arranged the pleasant affair.

Births

A BOY—Joseph Carmelo—(their second) to Mr. and Mrs. Salvatore Vaccarino on November 30, 1964. The youngster tipped the scales at 9 pounds, 8½ oz. Their first son is 6 years old and is very happy to have a brother. Heartiest congratulations to the proud parents.

Deaths

CONRAD OCH died on December 16, 1964, from injuries received when he was struck by an automobile during the third week of November. He was the beloved husband of Kathleen Och, father of Mrs. Elizabeth M. Johnson and Mrs. Margaret R. Litz, and Norman W. Och, and Robert Och, beloved brother of Mrs. Elizabeth M. Schmidt, Mrs. Margaret Hahn, Mrs. Anna Weizel, Frank P. Och, and Phillip Och, of Redmond, Wash., and Capt. John Och, of San Francisco. Also among the bereaved are twenty grandchildren and three great-grandchildren.

He was born in Aufsess, Germany and came to the United States with his family in 1905. He learned his English and his trade at the Maryland School for the Deaf and joined the Simpson & Doeller Printing Company in 1916, remaining with the firm until it went out of business three years ago.

From 1961 until his retirement, he worked for the Sinn Company. He was active in Our Saviour Episcopal Church and was also an enthusiastic amateur photographer and coin collector.

Our heartfelt sympathy is extended to the bereaved.

ARTHUR WINEBRENNER, 60, a well known resident of Woodsboro, Maryland, passed away on December 10, 1964, following a long illness. Born in Frederick County, Mr. Winebrenner attended the Maryland School for the Deaf. Following his graduation he was for a number of years a vocational instructor at the school. He also taught at the Rome, New York School for the Deaf, later returning to Frederick where he was employed in the composing department of the News-Post. Funeral services were conducted in

Walkersville by Rev. Daniel W. Haase, associate pastor of the Christ Methodist Church for the Deaf of Baltimore. Our sympathies are extended to the brothers and sisters who survive.

Coming Events

March 20, 1965 —A Social will be sponsored by the Martini Lutheran Church for the Deaf at Sharp & Henrietta Sts. Mrs. Gladys Krohn is the chairlady of this affair which will start at 7:00 p.m. Everyone is welcome.

SEAAD Basketball Tournament—The 19th Annual SEAAD Basketball Tournament will be held at the West Frederick Jr. High School, Frederick, Md., March 5-6, 1965.

Eight teams are entered and the First Round will begin at 6 p.m. March 5 with four games scheduled. The following morning Second Round Games will follow. Consolation and Championship Finals will be Saturday afternoon March 6. Games will end at about 5:30 p.m.

A Ball and Dance with a floor show will begin at 8 p.m. at the Francis Scott Key Hotel, headquarters.

The entertainment will have a snappy Master of Ceremonies and a good program is promised, complete with the necessary refreshments to satisfy everyone.

Prices will be: Tournament Pass \$6.00 including all events and Ball. A special rate will be in effect until February 21 for Tournament Pass at \$4.50 with no refunds.

Other prices will be as follows:

Friday night—1st Round	\$2.00
Saturday a. m.—2nd Round	1.50
Saturday p. m.—Finals	2.50
Ball & Floor Show	3.00
Total	\$9.00

Buy a Tournament Pass for \$6.00. Save \$3.00. Or \$4.50 before February 21 and save \$4.50. Write:

Mr. Samuel Parker
Maryland School for the Deaf
Frederick, Md. 21701

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Helen F. Hahn, Night Matron

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Robert Fischer

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Alice L. Long, Nurse
Katharine G. Minker, Nurse*

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Raymond Snoots, Watchman
James L. Akers, Caretaker
Sherman Tressler, Mechanical Handyman
Melvin V. Moxley, Grounds Keeper*

Domestic Department

*Emma J. Harne, House Matron
Virginia Shipley, House Matron
Anna Savage, Food Service Manager
Albert Hall, Cook
Maurice Jackson, Assistant Cook
Charles Henderson, Food Service Worker
Melvin Worthington, Service Worker
Annabelle Cannon, Food Service Worker
Charles Groomes, Service Worker
Catherine Haller, Food Service Worker
Helen Peomroy, Food Service Worker
Hazel Shaft, Food Service Worker*

*Helen M. Staley, Service Worker
Marge Tucker, Service Worker
Monterey Bowie, Laundry Worker
Anna Holland, Laundry Supervisor
Elizabeth Jackson, Laundry Worker
Edna Proctor, Laundry Worker
June Robinson, Laundry Worker
Wilfred L. Hall, Caretaker
Charles A. Holliday, Caretaker
David Sappington, Caretaker
Joseph Stanton, Caretaker
Thelma S. Tucker, Caretaker
Charles L. Weedon, Service Worker*