The branch campus of the Maryland School for the Deaf at Columbia, Maryland.

(Courtesy of The Perkins & Will Partnership, Architects and Art Associates, Inc.)

October 1971
Vol. XCII, No. 1
Calendar of Events

OCTOBER

9—Football, Virginia School, Homecoming
11—Boy Scout Meeting, 7:30 p.m.
13—Jr.NAD Meeting, 7:30 p.m.
14—Teachers Meeting in Baltimore, School closes at noon
15—Teacher Institute, here
16—Football, American School, there
20—Ely Literary Society, 7:00 p.m.
    New Era Club Meeting, 8:00 p.m.
29—End of First Nine Weeks
30—Football, North Carolina, there

NOVEMBER

5—Parents Day
6—Football, Harpers Ferry, home
8—Boy Scout Meeting, 7:30 p.m.
10—Jr. NAD Meeting, 7:30 p.m.
17—Ely Literary Society, 7:00 p.m.
    New Era Club Meeting, 8:00 p.m.
24—Thanksgiving Vacation, School closes at noon
29—Classes begin, 8:00
On July 30, 1971, a reception was held at l’Institut National des jeunes sourds in Paris, France, for officials, Board members, and dignitaries attending the Sixth Congress of the World Federation of the Deaf. The setting was most appropriate, for this school is known as the oldest school for the deaf in the world. Its building is old and massive, surrounded by a high wall. It is in and among the Sorbonne in that section of Paris known as the Latin Quarter. In the courtyard stands an impressive statue of the Abbe de l’Epee who first taught deaf people and who was responsible for establishing this school.

Standing near the statue was a man who obviously knew most of the people present on this occasion. He was greeting them with enthusiasm tempered only by his own stature and dignity, and he was introducing them to each other. Although he was the life of the party, behind each introduction and his humor was a thrust of purpose, the possibility of some development on the international level that could make a positive difference in the lives of deaf people. Dr. Powrie V. Doctor was performing in the true sense of a statesman. His confidence, his finesse, and the results were never in doubt.

On Saturday, July 31, Dr. Powrie V. Doctor was up and about. With a close friend and associate, Mr. Roger Sydenham, Secretary-General of the Royal National Institute for the Deaf, he was again exchanging ideas and developing those ties which must be good and which must be renewed to span thousands of miles. Thinking of others, his first task was to go, with Mr. Sydenham, to mail letters and packages. On the way back to his room in the hotel, quickly, quietly, and peacefully, he passed away. He had a close friend at his side; he was attending an international conference for the deaf; he was discussing exciting plans and projects for the future; he saw, finally, new horizons for deaf people. He left us within two blocks of the grave of the Abbe de l’Epee in the Church of St. Roch on rue St. Honore.

On Monday, August 16, Dr. Powrie V. Doctor was buried in the Poplar Grove Cemetery in Belleville, Kansas. In accordance with his wishes, a simple graveside rite was held in the midst of approximately 50 people, the majority of whom were relatives.

Thus, another man whose contributions, like those of the Abbe de l’Epee, are inestimable—except for the obvious fact that they have enriched the lives of both deaf and hearing people—has gone from us. These two men with a single purpose and commitment are separated now only by the centuries. How fortunate we are to have had Dr. Powrie V. Doctor when we needed him so much.
Educational Crises

David M. Denton. Superintendent
Maryland School for the Deaf

Editor's Note: This is essentially the same paper that was presented for the Tripod Conference in Memphis, Tennessee, April, 1971. There has been only minor modification made to the original text.

There is a certain appropriateness in considering the whole question of Educational Crises at a National Parent Workshop. Indeed, in the opinion of many, including this speaker, the heart of the crisis in education is in the home. To consider adjustments in education designed to overcome these crises, without fully involving parents and the home, would be to divorce oneself from the reality of the problem and to consider only the symptoms.

There is also a certain urgency about this undertaking; an urgency heightened by the fact that as a nation, we are looking to our social institutions, primarily our schools, to provide us with a sense of upward, positive redirection. We dare not deny the fact that this is an era of crisis and we dare not despair in the presence of this hard reality. It seems almost paradoxical that often a moment of crisis is, indeed, a moment of hope. It is really a matter of perspective. A present hope lies in the fact that we are able to identify these crises in education and even to arrange them on the basis of priority, but this is not enough. We must also provide alternatives. A whole generation of deaf children are out there somewhere depending upon us. It is obvious to me, as I am sure it is to you, that the quality of education and indeed the quality of life of this same generation of deaf persons, is being, to a large degree, determined on the basis of what we do here this week. There is no time for dilly, dallying... let this be our moment of truth.

I know of no better way to identify crises, to establish priorities and to offer alternatives, than to do so by calling upon personal experiences and to use, as a point of reference, the Maryland School for the Deaf.

1. THE COMMUNICATION CRISIS

Since communication is a process which involves the whole human person, and since communication is fundamental to normal human development, it becomes priority number one. Deaf children achieve, learn, contribute and succeed on the basis of their ability to interact meaningfully with other persons in the environment and with the environment itself. To put it succinctly, communication involves people interacting freely with people. If we can accept this premise, then it becomes apparent to us that indeed we have a crisis in communication in the education of deaf children. Far too many educational programs endorse and employ restrictive modes of communication which reduce the quality of child—child interaction to an almost primitive level. We might as well be frank about this. Communication skills... language skills evolve and expand through usage. There is a generative quality in language which cannot be denied nor ignored. None of us learn language by being taught language. We, instead, learn language by freely using it with our peers, by experimenting with it and by measuring it against that of our adult models... our parents. It must be pointed out that we were not only permitted to do this but encouraged to do it without prejudice. Now, how much language can young profoundly deaf children be expected to learn from each other when their communication efforts are limited to speech and speechreading? Have you ever observed two five year old congenitally deaf children engage in meaningful conversation through speech and speechreading? This question would be almost ridiculous if it were not so tragic.

The Maryland School for the Deaf fully embraces the concept of Total Commun...
ication for all deaf children. By Total Communication is meant the right of a deaf child to learn to use all forms of communication available to develop language competence at the earliest possible age. This implies introduction to a reliable receptive-expressive symbol system in the preschool years between the ages of one and five. Total Communication includes the full spectrum of language modes: child devised gestures, formal sign language, speech, speechreading, fingerspelling, reading and writing. Every deaf child must have the opportunity to develop any remnant of residual hearing for the enhancement of speech and speechreading skills through the use of individual and/or high fidelity group amplification systems.

We are beginning to see dramatic changes among our upper-primary students who are 9, 10, and 11 years of age. Most of these students have now had two or three years of a Total Communication Program. Traditionally reading comprehension levels for this age group have been around second grade and we have had to settle for increments of a half grade or a .5 gain per year. In this group of approximately 40 students we are seeing many more children achieve a reading comprehension level greater than 2.5 grade levels. Almost two-thirds or 61% of this group scored higher than 2.5 in reading comprehension on the May 1971 achievement tests. These students were measured on the Gates MacGinitie Reading Tests. Even more interesting perhaps is the observation that 46% of this group scored 3.0 or better, while 23% scored 3.5 or better and 10% scored above 4.0.

The increment from September 1970 to May 1971 was equally heartening. Nearly one half of this group or 42% made at least a full grade level gain. This is much higher than we had anticipated. We attribute much of this growth to ... better communication on all sides ... exchange of ideas, etc., but more basically to signs which serve as the building blocks upon which the congenitally deaf child can develop his own linguistic base.

We are finding that the knowledge of signs spills over into speech and speech reading as well as syntax.

A recent classroom incident illustrates the positive influence of manual communica-
Total Communication . . .

The concept of Total Communication continues to spread as more and more schools across the country announce the adoption of this exciting and humanitarian educational philosophy. The profession continues to look to the Maryland School for the Deaf to provide the leadership in the promotion of this concept. The writer has addressed parent groups and professional groups in a dozen or more states over the past several months and the schedule calls for still other trips. All of us, parents, teachers, house-parents, alumni, share in this responsibility. Recently Dr. Walter C. Alvarez, a noted physician, who writes a syndicated column on various health problems, released an article on Total Communication for the Deaf. This article was printed by major newspapers all over the country and in Canada. Dr. Alvarez made special mention of the Maryland School for the Deaf and our work, which has resulted in literally hundreds of letters coming to us over the past two months. It is this kind of effort which really brings about change at the grass roots level. Even though it means untold additional hours of work, it is our feeling that every minute spent is worthwhile.

Columbia Campus . . .

Shortly before School opened here, ground was broken on the site of the new Columbia Campus of the Maryland School for the Deaf. Construction is now well underway and we can anticipate opening that facility sometime during the year 1972-73. This has been a long awaited event, but without question, it has been worth the wait.

New Department Heads . . .

As we open for the 1971-72 school year, our staff boasts some new names, and some old names who have assumed new responsibilities. For the benefit of our readers, who do not know all of our department heads, I would like to use this space to introduce them. Mr. William A. Greene serves as our Assistant Superintendent. Mr. Greene has been a member of the Maryland School for the Deaf staff for three years. Our Principal is Miss Margaret Kent who has been a member of the school family for forty-six years. Miss Kent obviously is no stranger to you. Mr. Kenneth Kritz, our Associate Principal, has been with the Maryland School for the Deaf for approximately twelve years. Our Dean of Students, Mr. Charles R. Overholser, is new to the Maryland School for the Deaf but certainly not to the education of the deaf. Mr. Overholser comes to us with experience in the Maine School for the Deaf, California School for the Deaf and the Pennsylvania School for the Deaf. This year we have two Supervising Teachers and they are Mr. Mark Wait and Mr. Richard Gays, both of whom have been with the Maryland School for the Deaf for approximately three years. Mr. Wait comes to us from Colorado and Mr. Gays rejoins our staff after completing the Leadership Training Program in California.

New to our staff also is Mr. Joseph Lapides, Psychologist. Mr. Lapides comes to us from the Newark, N.J. School system and has a deaf son who is a student at the Model Secondary School. Another new addition to our staff is Mr. John Ennis, Director of Preschool Services. Mr. Ennis comes to us from New York University and replaces Mr. Bill Prickett, who is pursuing a Doctorate at the University of Pittsburgh.

Not listed among the department heads are other new personnel, who will be introduced elsewhere in The Maryland Bulletin. However, it is considered important to mention that the Maryland School for the Deaf continues to expand its services to the students and to the continued on next page
Dr. Gilbert Delgado
Appointed Dean of
Gallaudet Graduate School


Dr. Delgado succeeded Dr. Powrie V. Doctor, who had been acting dean of the Graduate School of the world’s only liberal arts college for the deaf.

A native of Santa Fe, N.M., Dr. Delgado earned a bachelor of arts degree from St. Michael’s College, Santa Fe, a master of science degree from Gallaudet College and a Ph.D. from Catholic University. He also studied at the University of California at Riverside and Berkeley, the University of New Mexico and Riverside Community College.

Dr. Delgado has been a member of the summer faculty at Ball State University, Muncie, Ind., and has taught at the California School for the Deaf at Riverside and the New Mexico School for the Deaf in Santa Fe. He also was principal of the high school at the California School for the Deaf at Berkeley. Chief of HEW’s Bureau of Education for the Handicapped Media Services and Captioned Films since 1959, he served as assistant chief from 1964-69.

Dr. Delgado is a member of the Conference of Executives of American Schools for the Deaf, the Convention of American Instructors of the Deaf, the National Association of the Deaf, the Gallaudet College Alumni Association, the Association of Educational Communications and Technology, and the Council for Exceptional Children.

Dr. and Mrs. Delgado and their five daughters, Jacqueline, Elizabeth, Elena, Carmen and Celeste, live at 3310 Bellevue Ave., Cheverly, Md. A son, John, lives in Hyattsville, Md.

—Gallaudet News Release

The In-Basket . . .

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parents. Our Preschool Program continues to grow and this year we have a person responsible for the development of a speech lab. This person will also assist our teachers in providing individualized speech instruction. The professional program for the preparation of teachers of the deaf at Western Maryland College also continues to expand.
School got off to an early start this year when we welcomed 332 students back to school the last part of August. This is the largest enrollment ever. Students appeared happy and eager to be back and we are looking forward to a productive year.

The first week of school we had the annual All School Picnic. It was nice having families and old friends of the school back with us. The perfect weather and Mrs. Savage’s good food helped to make it a most successful affair. And we do thank Mr. Dave Hagen for presenting his magic show once again. This has become a tradition at the Maryland School for the Deaf and the picnic just wouldn’t be the same without it!

Students have had their school pictures taken and we are anxiously awaiting the finished product. We are always proud to display the pictures of our fine looking youngsters.

We have completed the fall Stanford Achievement Tests and students are now busily engaged in their lessons to assure themselves of a nice gain when the spring tests are given. They have really been challenged to compete with themselves and we look forward to seeing some good growth during the school year.

Again this year, students from our school were guests of the fair board at the Frederick Fair. Everyone enjoyed the various displays, games, and rides. Several of the students received a bonus when they happened to be at the right place at the right time and saw a calf being born. Unlike last year, this year we had a nice sunny afternoon during which to enjoy the fair. By the way, we are proud of Karen Shirk, Libby Hathaway and Joan Day who entered things in the fair, even though they didn’t win ribbons this year.

This year our religious instruction program will be a bit different. Members of the clergy will be on campus all day on Wednesdays and students wishing conferences with them can set up appointments for this purpose. Immediately after school there will be classes for those who wish to attend. We feel that the program this year will better reach those students who need and want help and who seek more understanding in critical areas.

The auditors made their periodic visit to our school this fall. Mr. Edelberg was in charge and was assisted by Mr. Conrad, Mr. Noll and Mr. Riesner. We know that this is a necessary thing and we do cooperate fully, but confidentially, everyone breathes a sigh of relief when the audit is completed!

The Jr. NAD is off to a busy start this year under the leadership of President Billy Bowman. Billy attended the summer Jr. NAD camp in Minnesota and came back filled with good ideas that he hopes to put into practice. The group sponsored a “back-to-school” dance early in September. They are now planning and practicing for a play which they will present in November. They are also planning a carnival for Homecoming weekend. The group will be working hard this year to earn money to help cover the costs of the Jr. NAD conference which they will host in 1973. They have received a contribution from the Maryland Association of the Deaf of $250 toward this purpose and we would like to add our thanks for this. It appears that this group will have an active year ahead!

This year the Boy Scouts have a new Scoutmaster in the person of Mr. Gene Barr. There are approximately 20 troop members. Their first big event of the
year will come on the weekend of October 15 when they go to the Scout Camporee at the Middletown Hunt Club. They are also planning several other camping trips this year—in addition to working on their merit badges and other troop projects.

We have a large Ely Literary Society with nearly 60 members. Sponsors have been helping members in the area of arts and crafts. The young members have been working on paperweights made from stones smoothed by the elements and then attractively painted.

Mary Beth Thompson is leading the New Era Club this year as its president. On September 28 the club initiated eight new members. Members have begun to sell candy, cookies, etc. in order to earn money for their projects this year.

Karen Shirk is the president of the Wise Owl Club and this club, too, has begun to bake and cook things to sell to earn money for their projects in improving the Home Economics department. Last week they had a “watermelon break” which students appeared to enjoy.

Billy Bowman and Brenda Tress are offering guidance in the development of the Orange and Black, a newspaper run entirely by the students. Anyone on campus who wishes to write an article in the paper is welcome to do so—in fact, urged to do so. Both student and staff viewpoints are “aired” in this paper. The paper comes out weekly and so far has been very good. We wish them much continued success with it.

We hope that you had a pleasant summer. It’s nice to be back with all of you—we hope you’ll come to visit our school. We’ll bring you more news next month.

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**Memorial Services for Dr. Powrie V. Doctor**

A memorial service for the late Dr. Powrie V. Doctor, who was a member of the faculty of Gallaudet College for 43 years, will be held by the college on Thursday, October 21, at 11 a.m. and 2 p.m. in the college auditorium.

The public is invited to attend the service, which will be repeated to accommodate the many persons expected to attend, according to Dr. Edward C. Merrill, Jr., president.

Dr. Doctor died in Paris, France on July 31 while attending the World Federation of the Deaf Congress. He was a professor of government, chairman of the Department of Government, and acting dean of the Graduate School at the time of his death.

Editor of the Annals of the Deaf, the oldest educational journal in the United States, from 1948 to 1968, Dr. Doctor was an internationally known authority on education of the deaf. He was a prolific writer and lecturer, both in this country and abroad.

A native of Belleville, Kansas, he became an instructor in English and history at the world’s only liberal arts college for the deaf in 1928 following his graduation from the University of Kansas. He received master of arts degrees from George Washington University and Gallaudet College, and a Ph.D. from Georgetown University. He was presented the William Gaston Award as an outstanding educator by the Georgetown University alumni Association in 1970.

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**Educational Crises...**

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proximately three-fourths of our families (siblings of our deaf children are also involved in classes). It will also interest you to know that our teachers and teacher aides have voluntarily given up their evenings and nights, without pay, in order to make a contribution to parents and in the final analysis, to the deaf children. Since school opened last September, our staff members have driven over 25,000 miles at night, explaining the concept of Total Communication to our parents and providing them with the necessary skills. The importance of parental response to this kind of effort must be stressed. Unless parents are willing to support such a program, these efforts would be futile. So far, I can proudly say our parents have responded. This same kind of thing, ladies and gentlemen, can be done in other states, as well, and indeed must be done.

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The one-hundred and fourth session of the Maryland School for the Deaf opened August 30 with a record enrollment of 332 students on campus plus 16 preschoolers in our Parent Counseling Program, totaling 348. This includes 199 boys and 149 girls. There were 35 new students from ages four through 13 admitted to the school this fall.

It is interesting to note that we continue to admit a large proportion of children whose deafness is attributed to maternal rubella. Twelve or one-third of the new students are rubellas and in the over-all school population the proportion is 19% or every fifth student. In the Primary Department two-thirds of the rubella children were born in 1964-65 while in the Intermediate and Advanced Departments the peak birth years were 1958-59.

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<td><strong>Total</strong></td>
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63 — 19% of the school population

Fourteen new teachers have joined our staff. In the Primary Department they are Miss Carole Bailes, Miss Jeanne Lowry, and Mrs. Lynne Price, graduates of Western Maryland College and completing the Master's program in deaf education there; Mrs. Milagrosa Navarro with an M.A. from Manuel L. Quezon University, Manila, and extensive experience in special education in the Philippines; Mr. Paul Peksa with a B.A. in deaf education from Western Maryland College, on temporary leave for military service, will be joining our staff after Christmas. Mrs. Nancy Schanzhenbach with a B.S. in audiology and speech pathology from Syracuse University, is expanding our speech program as well as providing practicum for students in the Teacher Preparation Program of Western Maryland College. Mrs. Jeanne Marsh is serving as a part time teacher aide and physical education instructor for the Primary Department. She received a B.S. degree from Gallaudet College and has had P.E. experience in the Florida School for the Deaf.

Mrs. Donna Saltelli, former teacher in our Intermediate and Advanced Department, returned after a year's leave of absence in Italy. Other new teachers are Miss Virginia Borggaard, graduate of Gallaudet College, with experience in the Alabama School for the Deaf and the Council of Organizations Serving the Deaf; Mr. Gary Gillard with a Master of Divinity degree from the Virginia Theological Seminary and experience as a student chaplain at Gallaudet College; Miss Rae Horwitz with an M.S. from Butler University and experience as a teacher in the Indiana School for the Deaf; Mr. Emory Marsh with an M.A. from Ball State University and teaching experience at the Florida School for the Deaf; Miss Paula Ottinger with a B.A. in English at Western Maryland College; and Mr. Charles Day with a B.S. in Physical Education from the University of Maryland.

The service of our teacher aides has developed into an integral part of our academic program. Through our regular school budget and Title I funds we now employ fourteen aides. Full time teacher aides are in each of the three beginning classes while others divide their time between two classes and in a few instances three or more. We have found this position provides a very practical internship for students enrolled in teacher training programs. Western Maryland College has scheduled classes so that students may work as teacher aides during the day and take college courses at night. The practical experience of working closely for an entire year with students and teachers adds a high degree of relevancy to all aspects of the teacher preparation program.

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The third season of football at MSD started on August 16th with the arrival of the team and coaches at West River Church Camp for two weeks of practice. Mr. Ray Parks had been appointed head coach, with Mr. Don Phelps once more assisting. A new face at MSD, Mr. Emory Marsh, had also been appointed to assist. With a strong nucleus of last year's team returning, a good number of additional boys came out, with a total of 32 players and two managers making the final tally. Although extremely hot weather made practice difficult, and a deluge of rain forced the cancellation of a scrimmage game and the early breaking of camp, the team benefited from this practice experience. Many thanks go to Father Hiskey, Rev. Foxwell, camp staff members and all those who helped to make this camp possible.

HARPERS FERRY 16, MSD 0

Harpers Ferry scored single touchdowns in the third and fourth periods and blanked the Maryland School for the Deaf 16-0 in the opener for the Orioles on September 4, at Harpers Ferry.

A penalty led to the first score and the second came on a 50-yard run.

MSD collected 62 yards on the ground with Larry Johnson rushing for 38 yards and Jerome Long for 24. Mike Stinebaugh completed one of six passes for nine yards.

Linebacker Don Boone and end Pedro Jennings did an outstanding job on defense while Richard Caldwell looked good at tackle.

FRANCIS SCOTT KEY 25, MSD 0

Hampered by fumbles and penalties, the Maryland School for the Deaf lost its second straight game to Francis Scott Key on the Orioles' home field. One good scoring drive was ruined by a fumble on the three yard line, and the resulting loss of the ball. With 140 yards in penalties assessed against the Orioles, Coach Ray Parks said, "The fumbles and penalties killed us." The passing game did improve with Mike Stinebaugh and Billy Bowman complet-

ing seven of 18 passes for 73 yards.

Better luck, Orioles, in the remaining games on your schedule.

Pee Wee Football News

Boys between the ages of nine and 13 who weigh less than 125 pounds are eligible to play on MSD's pee wee football team known as the "Orioles." There are 21 players on this year's squad. These boys are coached by three of our teachers. Mr. Larry West is the head coach with Mr. Art Roehrig and Mr. Charles Day serving as assistant coaches.

The Orioles and seven other teams compose the Frederick Midget Football League. Our boys play their league games on Sunday afternoon at 2:30 behind Frederick High School. Everyone is invited to these games, so do yourself a favor and attend one of their games this season. You will enjoy the game and the boys will appreciate your support.

The following boys are on the pee wee football team: Norman Jennings, Keith Knopp, Barry Jones, Jerry Jones, Angelo Jones, Earl Hawkins, Ken Zirkle, Carl Brown, Mark Brown, Quinton Brown, Mark Kastner, Jeff Foster, Steve Drony, David Johnston, Bobby Proctor, Ricky Proctor, Richard Rosensteel, Jan Martin, Wayne Bankston, Teddy Carnaggio, and Brian Mullinix.

Redskins 39, Orioles 7

The Orioles opening game of the season was played against the Redskins on September 12. That day spelled trouble from the beginning when only fourteen players showed up for the game. Most of the Orioles were forced to play both offense and defense in rain that lasted almost the entire game.

The Redskins overwhelmed the Orioles 39 to 7. We scored when Norman Jennings caught a pass from Teddy Carnaggio and romped 56 yards for a touchdown. Teddy scored the extra point on a quarterback keeper.

However, the coaches report several bright spots in this contest. David Johnston, Steve Drony, and Quinton Brown made many outstanding line plays. Two new boys, Wayne Bankston and Jan Martin, played very well and show a great deal of promise for the future.
SUMMER NEWS FROM
THE PRIMARY DEPARTMENT

Grandma and I went swimming. First we ate something. Grandma and I walked. Grandma bought tickets for the swimming pool. Grandma sat down. I went swimming. Then Grandma went swimming. I can swim in nine feet of water. I bought a root beer to drink. Then I went in swimming again. Then Grandma and I went to change our clothes. We went home in my friend’s car.

—Jan Martin

One Saturday morning my family went to North Carolina to see my grandmother for her birthday. From my home to North Carolina is 275 miles.

Saturday afternoon many brothers, sisters, and seven parents came for grandmother’s birthday. My family stayed from Saturday until Monday. My grandmother is 70 years old and her hair is black.

—Allen Markel

Last summer I went to Pennsylvania with mother and a friend. My friend Randy took a picture of the Amish.

I went to camp. I played baseball with Wayne, Michael, and Mark.

—Barry Jones

I went fishing in Cambridge. I got five big fish.

My family went to New York for our vacation. We saw my grandma, grandpa, aunt and uncle. We went to the famous Bronx Zoo.

My sister and I went to camp. I got a prize. The next day it rained very hard. I couldn’t get another prize or award. Father Hisky said, “We better go home because the cabins are getting wet inside.”

—Wayne Bankston

My family went to see the bears. One bear was black. It drank a coke. It was funny.

Russell and I went to find crabs. I found some crabs. I ate 25 crabs. They were good.

My family went to the fair. Bobby and I were surprised. We rode the rides. We liked the fair. —Johnny Foundas

I went to Virginia to my cousins. Her name is Karen. His name is John. John is married.

I went to Ocean City. I went swimming in the ocean. Then I went to Massachusetts to see my grandmother and grandfather. I swam in the lake all summer. Now I am back in school.

—Michelle Smith

The first day my family went to swim at the pool. We had a good time. Then my family packed clothes in the suitcases and early in the morning my family was ready to go to my grandmother’s house. She lives in Freedom, Pennsylvania. She has a big farm. My uncle works on the farm. He is a farmer. He has a son named Leo, Jr. My family slept at their house. My uncle bought a baby calf. I saw it. It was cute.

—Deborah Bowman

I saw many ponies. I rode a pony. I saw a policeman riding a horse.

I visited Laura. We played with Allen. Allen played with the ball. Laura’s house is pretty.

—Marie Conway

I went to camp. I went to the swimming pool. I saw the camp movie. I went on the camp boat. I won a prize. I jumped on the trampoline.

—Matthew Duck

Last June I went to Fort Washington. I saw some old buildings. We had a picnic near Fort Washington. It is a picnic ground. I had fun there.

—Clara Johnston

My cat was behind the box. I pushed the box. My mother put some paper in the box. I saw three baby kittens with the mother cat. The kittens can’t see. I came home after camp. I saw the kittens. Their eyes were opened. I petted a kitten.

—Mark Kastner

On June 5th Mommy, Zella, Dana, Cindy, and I went to the Lantern in Virginia. We waited a long time, from 4:30 til 6:00. At last Pa and Granny came there. Then we went to eat at the
Lantern. After we ate, we looked for a place to sleep. We found a motel at Staunton, Virginia. —Janis Collier

Last July my mama bought a pony for me. My pony’s name is Tonka. I love my pony. I learned how to ride Tonka.

On August 26, 27, and 28, my family went on the boat. My family went fishing for crabs. I went swimming from the boat. I went fishing and caught one toad and two fish.

On August 28, my family went to Pennsylvania. I saw many horses, sheep, cows and calves.

In August, my friend Terry and I went to the Baltimore Zoo. I went to ride the train. We had fun. —Denise Sadowski

My family went on a vacation to Rehoboth Beach, Delaware. At Rehoboth one night, my father and my sister and brother and I played putt-putt golf. I swam in the ocean. My father bought a raft.

After June 6, my family went on a trip in Pennsylvania. The name of the town was McGowan’s Gap. We didn’t know that McGowan’s Gap had a lake. We could swim there but we had no swimming suits.

My sister and I went to camp. We stayed for two weeks. We had a boat race. I won 3rd place. I played on the trampoline with my friends.

—Mike Baer

INTERMEDIATE AND ADVANCED DEPARTMENTS

THE FOOTBALL CAMP

This was the third year the Deaf Camp was held in Churchton, Maryland, near Annapolis, where the government works, as you know. Any students are welcome to this place to enjoy themselves and also to learn what the staff teaches them. The Camp also invited the football team and three coaches, who were able to go there again. We, the football boys, were there for our second year. Do you know why we must go there? So that our bodies can be in good shape and we can practice different plays before we play real games.

I am not a player, but a manager, because my right collar bone still hurts. Before, it was broken in a football game against the Virginia School for the Deaf. I still desire to play. But don’t worry—I am still on the team to support MSD. Am I right?

Now I will explain what the football team did for weeks. First of all, they had to get up at 7:30 every morning and run a half-mile for time. After that, we had a Mass. We had two different religious groups, Catholic and Methodist. When we finished with that we went to the dining room and ate breakfast there. Then the football players had to be on the field at 10:00 and practice until 11:30. Then we stopped. We changed clothes for lunch time at 12:00. After this, the coaches told the boys, “You better get some rest and take a nap.” So we went to our cabins and did. Do you know why? Because we had a hard practice in the afternoon. We had to be on the field from 2:30 until 4:00, or sometimes until 4:30. When we finished, many boys ran to their cabins and changed from football uniforms to swim suits and went to the swimming pool to get cooled off. We had this same schedule for two weeks. Most of the boys made it by doing hard work and improving their skills. We hoped that the team would have teamwork and trust each other and play good football this year! Also, thanks to the camp for inviting us to use the field. —Ben Markel

A JULY STORM

In July it rained for one week. The river was full. The boys and girls could not see the moon at night. Some trees were blown down. Some rocks were loosened. I helped clean up around my home. It took a week to clean up.

Last summer I helped my mother wash the dishes. After I washed the dishes I played with my friends.

—Robert Greenlaw

SUMMER

Last summer I played football and golf.

Last summer I mowed the grass for $1.00. —Steve Thomas
BOYS’ DORM COUNCIL

This year, we have our first Dorm Council. There is one chairman and ten representatives (two from each wing in the Boys’ Dormitory). Here is a list:

Billy Bowman, Chairman

Representatives
John Mason, Secretary
Sam Sonnenstrahl, Captain of Jurors
Mike Stonebaugh
Gary Bowman
Tom Long
John Najjar
James Markel
Norman Jennings
Thomas Gilbert
Keith Knopp

Our duty is to make some rules for our dormitory. If anyone gets into trouble, he’ll go to our ‘court.’ We will decide who is guilty and what kind of punishment he will get.

Two weeks ago we had a “court” to solve a problem between two boys. We were very awkward, but we have learned a lot about what to do. We will have three cases tonight. Each boy in my dormitory has a voice in the council.

I hope that we will have a good year in Dorm Council. —Sam Sonnenstrahl

MY GREAT EXPERIENCE IN 1971

On July 20, two deaf Virginians, Billy Bowman, and I got on the friendly United Airlines plane. It was my first time to ride. I was really excited, and I had butterflies in my tummy and I could not eat my delicious lunch on the airplane. The stewardesses and the Captain were friendly, and the Captain allowed us to visit his cockpit after landing at Minneapolis. We met many new friends. We, the campers, had to wait for the school buses to pick us up and take us to Pengilly where the Jr. NAD camp is located. It took us five hours to reach there. It was dark, and time for us to go to bed. Some of us slept in tents because we were not able to sleep in the girls’ or boys’ ‘dormitories.’ It was my first experience with sleeping in a tent and on a cot. It was also my first experience swimming in the lake, trying water skiing, and riding on a pontoon and in a canoe. A funny thing happened. I had never been in a canoe before, but I passed the canoe test automatically.

We had Social Studies, Group Dynamics, Language, Arts, Canoeing, Community Projects, Community Services, Water Activities, and Learning by Doing classes everyday. Some of the classes were rotated every other day. Group Dynamics was the campers’ favorite “class” because it emphasized people’s emotions and feelings. We had Jr. NAD class every morning except on Sunday, and it taught us the purpose of having Jr. NAD. We discussed and analyzed the deaf world and its problems. Social Studies was an interesting class in which we mostly discussed how to control meetings, how to understand Parliamentary Procedure, and the Constitution and By-Laws. Community Service was mainly “public relations,” with Hibbing and some other small towns in Min-
nesota learning about the deaf students who were developing themselves as leaders of tomorrow in Jr. NAD camp. It was done by having three different regional newsmen come up to the camp and learn something from the deaf people there to be printed in the newspapers to publicize something about the camp. We had several organizations that visited our camp. We had a variety of guest speakers who spoke about many things.

We had a mock trial in which a lawyer from Hibbing came up and acted like a judge. We made everything look real like in a courtroom, and we had a murder case. We had learned a lot about how to run the court, and the Judge explained to the attorney how to react, and explained to the defense lawyer how to defend his innocent person. We had a wonderful experience.

We also went on a canoe trip for three days. We were separated into five groups. The campers and staff began the trip and we found a place for a campsite. We set up tents and built fires. Another group had chicken as their first supper, but later they learned that they had several whole chickens which could not be separated by using common knives. Some of them separated them by cutting them with an axe. Oh, Boy! That was the funniest experience we ever had. Some of them tore or pulled them apart. Ha! They seemed to have a hard life without a sharp knife. We drank the water from the lake. We had traveled about seventeen miles going only one way. When three days were up, we all looked like boiled lobsters.

We had a great experience. We learned a lot, but it is not possible to explain it all in The Maryland Bulletin.

—Brenda Tress

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THE INTERNATIONAL CATHOLIC DEAF ASSOCIATION CONVENTION

Last May, my friend Mrs. Watson selected me to sing "The Star Spangled Banner" in sign language. So I accepted and practiced for the month of June. Some deaf friends criticized my act from "dull" to "thrilling." I had been practicing my facial expression and moving my legs so I would not be stiff. Also I signed the song every day to keep it in my memory. From July 11 to 17, we had the International Catholic Deaf Association Convention. On July 15th, about six hundred people attended the ICDA Banquet. I was the guest for that. Mike and I were very nervous because we announced our song, "The Star Spangled Banner." Mike spoke while I signed the song. Jerome Kiel, our toastmaster, called our names, I stood up on a chair. Suddenly both my legs were nervous; I could feel both my legs move! I was brave to face over six hundred people. That means 1,200 eyes were on me. When I finished singing, I felt better that it was over. After we ate, we watched Dr. Denton. He was our guest speaker. He told us an interesting story about Total Communication and other things. We were disappointed that Cardinal Shehan could not stay with us for the banquet because he just got out of the hospital that day. He was with us for several minutes after he said something to us. Then he left.

The deaf people enjoyed this event. They went to Fort McHenry, toured Washington, D.C., rode on the Moonlight Cruise, had a crab feast, held a Grand Ball Dance, and had other tours that I can't remember.

People came from about forty different states and even from Canada. I enjoyed meeting many new deaf people. One thing that interested me was talking with a man who lived in Central America and now lives in New York.

We hated to leave Baltimore on July 17th, when the convention was over. We wished to stay there more. The ICDA Convention will be held in Oregon this summer.

—Libby Hathaway

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MY FAMILY AND I

My family and I went swimming in the lake.

My family and I went to a store. We bought some shirts, pants, shoes, socks, underwear and T-shirts for me.

I helped clean the house.

My family and I went to Pennsylvania to visit my uncle and cousins.

My family and I painted the outside of our house.

My father bought a new black car.

—Richard Lawrence
GREAT VACATIONS

This summer, my family went to fifty countries in the world in three weeks. I felt like the richest boy in the world. We went to Peru, Chile, Bolivia, Brazil, China, Japan, Norway, Germany, England, Switzerland, Sweden, Italy, Greece, Cuba, France, Spain, the Soviet Union and other small countries. We collected and bought a lot of world souvenirs. We spent two hundred dollars for our whole trip, but we felt like we spent one million dollars. We enjoyed the trip because we had never taken it before. We ate different kinds of food from these different countries.

The immigrants came to establish their own colonies many years ago. They had small numbers of people, but they kept their customs, which are still going today. The names of the countries above were really towns that we traveled through in Maine!

—Larry Kent

A SUMMER VACATION TO CANADA

On June 19, we left from Ocean City early in the morning. My mother, uncle, Mike, Nancy and I went on the way to Canada. First we went on the Delaware Highway and then took a bridge to get over to New Jersey. We stopped at a New Jersey roadside picnic table for our lunch, rested for a while, and then went on to New York. We stopped at a campground and spent a night there. Next morning we left from New York about 7 o'clock in the morning. We stopped in Massachusetts for lunch and then we went on the way to Maine and camped for the night. The next morning we left from Maine on the way to Campobello Island, where Franklin D. Roosevelt's summer cottage is. This island belongs to Canada. Then we left from Canada, and we camped at St. Stephen, New Brunswick. We had a great time in Canada but we had problems with keeping the time straight while we were there. After spending a night at the camp, we went to camp in Nova Scotia and saw Prince Edward Island on the way. We went on the beach, which has the world's greatest tide, reaching up to forty feet. We walked and saw a cave where rocks lay along the beach about one hundred and twenty yards high. Then we went back and slept for the night. After we finished our breakfast, we went back on the way to the United States. When we arrived in the U.S., we spent a night in Maine, then in Rhode Island, and then in New Jersey. From New Jersey we went straight home. We had a marvelous time in Canada. I wish to go back again.

—John Mason

MY JOB

I worked with a man helping him pour paint into a bucket. I took a brush and painted. I worked from 8:30 to 6:00. The man gave me $9.00. I earned $14.00.

—Edwin Testerman

MY NEWS

I went camping in Virginia. My family went on a picnic in Hagerstown.

I went with the MSD football players to camp near West River.

The boys and girls played softball September 6, 1971.

—Russell Barnhart

MY NEWS

My friends and I went to Ocean City to catch crabs.

I went to work in an IGA grocery store. My family and a friend went to Wilmington, Delaware.

My family and a friend went to Pennsylvania to the zoo.

My family took me to the camp for football practice. The football boys ran every morning and afternoon. On Friday it rained all day. We left and I arrived home at 11:00 p.m.

—Clarke Tindley

SUMMER

This summer I went fishing with my father and friends on Saturday and Sunday. My father has a big boat and we traveled in it. We caught many fish and crabs.

This summer I didn't have a job.

This summer I helped my father cut grass.

—Rodney Clark

THE MARYLAND BULLETIN
Educationally Speaking...

continued from page 8

Teacher aides enrolled in the Western Maryland Program are Miss Carol Bogner, B.S. from Ball State University; Miss Lamere Hennessey, B.A. from the University of Maryland; Miss Laura Zimmer, B.A. from Oberlin College; Joseph Stahura, B.A. from St. Mary's College, Emmitsburg; and Miss Bette Hicks, B.A. from Gallaudet College, enrolled in the Master's program. Other new aides are Kathryn Hargraves, graduate of Westminster High School and Mrs. Norene Dodge with a B.A. from Gallaudet College.

Mr. Joseph Lapides, Ed.S from Rutgers University, is our full-time school psychologist. He comes to us with extensive experience in special education and most recently as director of special services of Roselle Public Schools in New Jersey. Mr. John Ennis, M.A. from New York University, is coordinator of our Parent Counseling Program and manual communication classes. Psychological services and programs for parents are two areas in which extended services are critically needed.

With a diverse and growing population and expansion of services and facilities, the Maryland School for the Deaf looks forward to a stimulating school year in 1971-72.

Intermediate students have fun playing tennis at the picnic.

The cheerleaders have a practice session.
Educational Crises . . .

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Before going to the next crisis, the fact should be mentioned that in our own school program we attempt to serve children and parents, not only at the School in Frederick, but in the outlying communities as well, on an itinerate basis. Here again, we teach parents how to communicate with their children, believing that if Total Communication is practiced in the home, the child will develop a much more normal language capability.

2. CRISIS IN FAMILY INVOLVEMENT

Perhaps it would shock you to realize that many deaf children have never had a satisfactory, truly, meaningful relationship with a hearing adult. You, of course, do not have to be reminded of the gradual deterioration of the quality of home life in our Country. A look at these two realities then brings us to a full awareness of the existence of this crisis in the home. Far too many parents of deaf children seem pathetically unable to deal constructively with their children’s behavior and far too many deaf children harbor a feeling of burning resentment toward the family which has unwittingly perhaps, but blatantly shut them out. Deaf children are tired of being non-participating, non-voting members of the family. Deaf teenagers are tired of being handed a five dollar bill and the car keys by parents who do not even know the manual alphabet. It requires conscious effort on the part of the hearing members of the home to help the deaf child integrate fully into the family. As our parents learn to communicate with their deaf children, they frequently tell us such things as “Jimmy has joined the family.” But, even more telling is the statement frequently made to us by young deaf children whose parents have learned to communicate. These little fellows quite regularly tell us “mother and daddy are deaf now.” Perhaps now we can begin to appreciate the crucial importance of family involvement with the deaf child.

Our parent-communication classes again have been extremely helpful in bringing the whole family together. During the summer months, we urge the whole family to come to the communication classes and this includes the deaf child or children. In such cases we keep the classes relaxed and frequently use the deaf students as resource persons or teachers’ helpers. As you can see, this provides not only an opportunity for interaction, but in addition it provides an opportunity for the deaf child to have status and to play a role of importance.

In our program with Western Maryland College, we asked for and obtained, the College’s permission to enroll parents of deaf children and siblings of deaf children in a manual communication class being offered to college students. This effort turned out to be highly successful. The youngest member of the class was a ten-year-old girl and the oldest member was a sixty-nine-year-old mother. This class was taught by a deaf teacher and a hearing teacher. Many of the class sessions were conducted on our campus in the dormitory so that face to face communication could occur with real live deaf children. This pattern has been continued in subsequent classes.

Our Parent Teacher Counselor Association has played a very active role in promoting the parent communication classes in an effort to improve family relationships. Our PTCA is now scheduling regular meetings of parents with representatives from the School to discuss this question of parental responsibility and family involvement. Parents in the audience, I cannot overemphasize the importance of your making your deaf child a real member of the family.

3. CRISIS IN MORALITY

If asked what my biggest concern for the future was, I would have to answer that it involves the growing insensitivity to the need for the nurturing of our children’s spiritual needs and the seeming unwillingness of our social institutions to provide our children with a set of moral, religious and social values sufficient to sustain them during times of personal crisis, and sufficient to prepare them for a life of responsible service to other people. It seems that there is a tendency on the part of adults to timidly retreat from these areas of responsibility, or to simply ignore the fact that children must develop as total persons and that
the moral, and spiritual dimensions cannot be overlooked. As some one recently pointed out, it seems almost paradoxical that in this era when we are so concerned about ecology and the indignities rendered our environment, that we could be so insensitive, so dulled, to the needs of the spirit. I am worried about the pollution of our social-moral environment.

It is my honest belief that Total Communication will spread all over our Country, but mothers and daddies, how empty this movement would be if we ignored our responsibility to help our children develop a conscience. I am not sure that I am really able to offer alternatives in the face of this crisis, but I am willing to say to the parents in this audience and to parents all over America that the responsibility rests squarely upon our shoulders to provide the foundation for moral and spiritual development for our deaf children through active teaching and example. I am also willing to say that the school your child attends is unable to do it alone. This is an area of responsibility where the school and the family must work hand in hand.

Attitudes and values are learned. The concept of justice for example begins to develop early and it becomes a family responsibility to provide the opportunity.

4. CRISIS IN TEACHER EDUCATION

For several years the education of the deaf has suffered a shortage of well qualified teachers. This problem was recognized by the Federal Government in the early 60's and appropriate legislation was enacted which provided federal funding for training centers for teachers of the deaf. Several new programs sprang up at various places across the Country, but even today, the shortage of well trained teachers of the deaf continues. The emphasis over the past ten years has been related more perhaps to quantity than to quality. Teacher preparation in the area of the deaf has become more and more university centered. There is nothing wrong with large universities, obviously, but the point is that in this trend toward the development of university centered training programs, programs for the deaf and indeed, deaf children have somehow become quite remote from the training process. Teacher preparation centers all across our Country have tended to embrace the same rigid communication philosophy discussed in CRISIS NUMBER ONE. There has certainly been an increase in the number of teachers moving into classrooms for the deaf from these training centers, but there has not been a recognizable shift in educational philosophy brought about as a result of improved teacher education. Far too many teacher training centers provide little or no opportunity for involvement with parents or members of the deaf community. It is not unusual to find directors of programs for the preparation of teachers of the deaf, unable to communicate with deaf persons. Many training centers for teachers of the deaf have made it a practice to exclude deaf persons. So much for the problem . . . the important thing is what we can do about it.

Four years ago when I became Superintendent of the Maryland School for the Deaf, we faced a serious shortage of qualified teachers with the opening of school just mere weeks ahead. There was no other choice than to develop our own in-service training program. This we recognized as only a temporary measure, so the development of a full scale teacher preparation program somewhere in the State became a high priority item. Today in Maryland, an unusual teacher preparation program exists. Western Maryland College and the Maryland School for the Deaf have jointly developed a teacher preparation program . . . one which is based upon the concept of Total Communication and upon the concept of a sharing and pooling of resources by the institution of higher learning and the practicum facility. The College and the School for the Deaf enjoy a relationship of mutual respect and mutual need. The strength of the College's commitment to this new program and the Total Communication concept upon which it was founded, was sufficient to attract Dr. McCay Vernon, an outstanding Research Psychologist, to the Western Maryland Campus. In addition to Dr. Vernon, this program has attracted other capable educators of the deaf and is now receiving funding from the Federal Government. This is the
only preparation program in America which enjoys the endorsement of the National Association of the Deaf. Either deaf or hearing applicants are accepted into the program and a good share of the teaching is done by deaf faculty members. This is the same program mentioned earlier in this paper, the one which involves parents in the communication classes.

Since the very beginning of the Western Maryland College-Maryland School for the Deaf affiliation, our parents have played an active role. This Spring, for example, there was a Bill before the Maryland General Assembly to establish Scholarships for Teachers of the Deaf. Our parents through organized efforts and through individual efforts helped insure the passage of this Bill. Our parents simply flooded the State Legislature with telephone calls, and letters in support of this Scholarship Bill. Without the collective and individual support of our parents, it is doubtful that this Bill would have passed. It becomes apparent then, that parents do have a great deal of power which can be exercised to bring about constructive change in the education of deaf children. Other examples of the use of political power by parents will be mentioned later.

5. CRISIS IN CURRICULUM

Some persons would quarrel with my sense of priority and suggest that the matter of curriculum be given top consideration and "prime time." So to speak, it is not that I assign low priority to curriculum. It is instead that curriculum adjustment is an exercise in futility unless these first four crises have been dwelt with adequately. Over the past fifty years, there have been great strides forward made in the areas of curriculum design and development, but there has been a noticeable lack of parallel progress in the educational achievement of our deaf children.

There is a second reason why the matter of curriculum is being considered now rather than earlier in the paper and that is that I want all of us to begin to consider curriculum in terms of the child's total life experiences including not only the school but more importantly the home. If the problems of communication, family involvement, moral and spiritual development and the preparation of professional personnel are properly attended to, then the problem of curriculum becomes less critical. In traditional educational programs for deaf children, there has seemed to be an unspoken, perhaps, but well practiced belief that deaf children learn from the teacher. This attitude accounts for the highly structured nature of many school programs for deaf children. This approach tends to over-emphasize teaching and under-emphasize learning. Perhaps the assumption is that the two can be equated. Teaching and learning, however, are not synonymous. Perhaps the point I am trying to make can be best illustrated by a remark made by some one else. This gentleman after studying the design of a new educational program, remarked that it was built more around prescriptive teaching than around individual learning. Learning is a highly personal matter.

In an atmosphere that encourages free and honest self expression and full participation by all persons involved, deaf children will, through interaction, experimentation, trial and error, not only develop but thrive. Ladies and Gentleman, this begins and continues at home.

6. CRISIS IN EDUCATIONAL PROGRAMS

The past twenty years have seen dramatic growth in the school age population of deaf children. Coat tailing this population explosion has been a proliferation of local classes for "hearing impaired" children. Obviously, many of these new programs were needed, but the problem has been that they sprang up willy-nilly with a shocking absence of proper educational design and state wide planning. This uncontrolled, unplanned burst in the establishment of local day classes has been, to a large degree, responsible for two major problems facing the education of the deaf today. The first of these is that as these local classes sprang up, they frequently did so by adopting a private oral school educational philosophy and with a poorly defined population of hearing impaired children having a wide range of abilities and educational needs. These classes, even though they have espoused the concept of integration of the deaf
child into the “hearing world,” have remained provincial in terms of educational philosophy and often completely out of touch with the adult deaf community.

The second problem is a direct outgrowth of the first one and that is that an ever increasing number of deaf children have failed because of the narrow based restrictive philosophies of these programs, and have been indiscriminately dumped on the State residential schools for the deaf.

This practice has served to perpetuate the existence of inappropriate local programs and has seriously crippled the State schools who seem to have no choice but to enroll these children. It would seem to me that there is an obligation on the part of those persons administering State schools for the deaf to assume positions of aggressive leadership and to fight for a comprehensive network of educational services having continuity, permanence and stability. It would seem further that the school's obligation also includes the provision of these services from infancy into adulthood including parent education and that such services must be based upon a concept of total involvement and Total Communication.

The Maryland School for the Deaf has long faced an enrollment problem . . . the School not only has been unable to accept all applicants for admission at the preprimary level, but has, in addition, been placed under increasing pressure to accept growing numbers of children who have already failed in local classes. These and similar problems have been faced and are now being faced by many of our schools across the Nation. We, at the Maryland School, interpreted our responsibilities in the following manner.

FIRST, it seemed mandatory that we maintain a legitimate, high quality program for deaf children from the preschool level through the secondary level, and SECONDLY, that we expand our programs so as to be able to, at least, minimally meet the enrollment demand. This expansion we felt should occur not only on the campus in Frederick but through the establishment of a second campus as well, near the population center of the State. The plan also called for the establishment of satellite pre-school parent counseling services in the local communities, sponsored and administered by the Maryland School for the Deaf. The long range plan also called for the establishment of a teacher preparation program which has already been mentioned.

In 1968, the School was successful in getting legislation introduced which would establish the Columbia Campus of the Maryland School for the Deaf, to be built between Baltimore and Washington, D.C., in the densely populated suburban area. Our parents, alumni, organizations of the deaf and individual members of the deaf community were of unusual help in getting this legislation passed. The Columbia Campus of the Maryland School for the Deaf has already been funded and construction is scheduled to begin immediately with an opening date set for September 1972. This beautiful new school will provide services for up to fifty children and their parents at the preschool level, an elementary and intermediate program and a separate, self contained unit for multi-handicapped deaf children. Columbia Campus will be both day and residential.

As the Columbia Campus is being developed, the main campus in Frederick is in the midst of a massive building program which will push the enrollment capability from 340 to approximately 475. It is estimated that within the next five years, the Maryland School for the Deaf, on its two campuses, will be able to serve over 725 deaf children and their parents. For families living too far away to benefit from the preschool programs on a commuting basis, our School will continue to send a team into the local communities and provide these services close to home.

Ladies and Gentlemen, perhaps these are ambitious goals, but I really do not think we have any choice.

References made in this paper to the Maryland School for the Deaf were done so only for the purpose of illustration. Obviously, we are extremely proud of our school and of our parents, but we would not for a moment pretend that we do not have our own problems. But, it is not how many or how few problems one has that matters, but how one deals with them.
Alyce ( Bean) Stifter was seen popping buttons because her eight year old daughter, Rosemary, was crowned as Miss Jr. MAD at the convention in Ocean City on the weekend of September 10th. Dennise Scott received the title as Miss MAD. To her surprise, she got a wristwatch as a gift.

MARRIAGES
Renee Frame and Rodney Reid of Virginia were united in marriage at Fort Myer Post Chapel in Arlington, Virginia on May 22nd.

Chris Norris and Sandra Inches of Pennsylvania were blissfully wedded on August 6th in Annapolis.

DEATHS
Glenn Knowe of Baltimore was found dead in his home on June 28th. He was buried in Baltimore. Our sympathy goes to his wife, Bertha.

Ray Kaufman, 83, passed away on September 1st. He was an active member of the National Fraternal Society for the Deaf and a founder of the Maryland Picnic Association.

Edna Watkins, the wife of the late Oliver Watkins, died on September 2nd.

Mike Pumphrey, the husband of Catherine (Havens) Pumphrey and stepfather of Nancy Lee (Davis) Schmidt, died on May 24th after a long illness in Fremont, California. He had spent some years in Venezuela, working in a shipyard. We extend our sincere sympathy to his family.

SILVER ANNIVERSARY
A 25th Wedding Anniversary party was held at the Silent Oriole Club for the Deaf in honor of Mr. and Mrs. Glenn Knowe on June 27. There was a good crowd to help them celebrate this event. The Charles Knowles and the Ed Waters also observed their special event. Congratulations!

VACATIONS
James Crites and his Swedish wife, Ingrid, flew to Sweden to be with Ingrid's family for three weeks.

The Harry Grabills of Hagerstown motored to the West to visit Harry's deaf brother in California. They reported that the trip was very pleasant.
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Monterey Bowl, Linen Serv Wkr.
Addie Clark, Linen Serv. Wkr.
Elizabeth Jackson, Linen Serv. Wkr.
David Sappington, Serv. Work Foreman
Robert M. Carroll, Housekeeper
Gerald Crumble, Housekeeper
Roscoe Dukett, Housekeeper
June Hardy, Housekeeper
Charles L. Weeden, Housekeeper
Carlton L. Virts, Housekeeper

Helen M. Staley, Dietary Aide
Melvin Worthington, Dietary Aide
Anna Holland, Laundry Sup.
Betty Bell, Linen Serv. Wkr.
Monterey Bowl, Linen Serv. Wkr.
Addie Clark, Linen Serv. Wkr.
Elizabeth Jackson, Linen Serv. Wkr.
David Sappington, Serv. Work Foreman
Robert M. Carroll, Housekeeper
Gerald Crumble, Housekeeper
Roscoe Dukett, Housekeeper
June Hardy, Housekeeper
Charles L. Weeden, Housekeeper
Carlton L. Virts, Housekeeper