

The Maryland Bulletin



Four year old Danny Maliszewski practices beginning addition on the computer.

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Communication and Motivation: Two Keys for Promoting Healthy Reading Attitudes in Young Deaf Children

by Harold W. Gamble III, Ed.D.

Editor's Note: This paper was presented at the monthly Dad's Meeting at the Maryland School for the Deaf on February 25, 1985. The author is a reading teacher in the Advanced Department at the Maryland School for the Deaf.

Our primary objective as teachers and parents of deaf children is to develop the skills necessary for the children to read and write the English language with a reasonable level of proficiency. There are at least two requirements which must be fulfilled in order for that to happen. There must be motivation for the child to want to read, and there must be a system of communication with which the particular child feels comfortable. Whereas hearing children are constantly learning language through the auditory channel, most deaf children must rely heavily on the limited amount of language attained through the visual mode. To complicate matters, educators of the deaf disagree about what is the appropriate first language for deaf children. Since American Sign Language is rightfully here to stay, perhaps we should stop arguing and concentrate our efforts on finding more ways to let English and ASL compliment each other.

Most people would agree that learning two languages simultaneously is more difficult than learning just one. People might also agree that the level of proficiency would be lower if a child was focusing on two languages, as opposed to one language. In essence, this is the task with which deaf children are faced. This reality "comes with the territory." We accept it, and we strive to determine how, and in which situations the two languages can best be conducive to concept development and, subsequently, the development of reading. We know that for very young deaf children, American Sign Language facilitates concept development. Research studies by Meadow (1967) and Brill (1969) reported superior performance on standard intelligence tests by deaf children of deaf parents when compared with deaf children of hearing parents. The superiority was, at least in part, attributed to the introduction of manual communication to

the deaf child at early ages. Gamble (1984) reported a total of 134 gifted hearing-impaired students being educated in the 16 residential, day, and county gifted programs for and accessible to hearing-impaired students. A total of 32 (24%) of those students came from families with two deaf parents. Since only about 3% of deaf children have two deaf parents (Rawlings and Jensen, 1977), we would expect that only four of the 134 gifted hearing-impaired students presently being provided with a differentiated educational program, would have two deaf parents. These figures add support to the argument that early manual communication for hearing-impaired students enhances concept development and is conducive to future success in school.

Most hearing-impaired children, even at the high school level, have not attained functional literacy. This term is defined as reading level grade 4.9 (Furth, 1966). For deaf children, the difficulty of acquiring adequate reading skills has been attributed, in part, to inadequate language development (Quigley and Kretschmer, 1982). During the first two years of school, hearing-impaired students perform slightly better in reading than they do in other subjects (Di Francesca, 1972). However, after the third grade there is a marked decline in improvement in reading and all language-related subjects.

Most people don't stop to realize how much hearing children learn through the auditory channel. American Sign Language, although helpful in the early years of concept development, in my opinion, can, in certain instances, be detrimental later in the deaf child's educational experience. Teachers of the deaf emphasize the English language as much as possible in the classroom. However, ASL seems to be the primary means of communication when students are not in an instructional setting. When researchers compare the language proficiency of hearing-impaired children with the language proficiency of normally-hearing children, they often mention that hearing children are constantly "bombarded" with English. Our

task is made more difficult because we are competing for exposure time, with a language that is very unlike English. In addition, our form of bombardment (Total Communication) encompasses only the visual mode for those deaf students unable to make effective use of residual hearing through amplification.

Written Language

Probably the highest single indicator of a deaf person's command of English is the quality of his/her spontaneously produced written language. Unfortunately, instruments for eliciting and measuring samples of written language are not well-developed. Some people have tried counting grammatical errors, but the validity and reliability of that procedure has not been established (Quigley and Kretschmer, 1982).

The written language of the deaf has been studied extensively, because it is the most visible form of language. The development of reading is much more important, however, and the development of internal language is most important. "Without appropriately developed internal language, adequate reading ability will not develop. And, without both of these, adequate written language is not possible" (Quigley and Kretschmer, 1982, p. 82).

Written composition provides an advantage that does not exist in spoken language. Writing is a way of making language permanent. Being visual, it enables us to go back over ideas and rethink them. What does this mean for deaf children? Because of the speech handicap which accompanies deafness, deaf children are at a great disadvantage when trying to monitor their own expressive thoughts and ideas. Hearing children auditorily monitor themselves as they speak, and they make corrections based on what they already know of the English language. They are constantly playing with words, and, consequently, altering their spoken language to conform with what they have heard in their environment. When reasonable approximations of the English language are produced by the hearing child, a feeling of success is attained. As teachers and parents of deaf children, we well know that success in this area for them is not common. We can, however, provide opportunities, both at home and in school, for deaf children to express themselves in writing. We can also emphasize that the meaning behind the words they write belongs exclusively to them. The child will then be able to visually

monitor his or her ideas. Parents can then discuss those ideas with the child and encourage the child to play with the words so that they might more closely approximate English. Whether written on an experience chart, or on paper, the child's ideas are now in a permanent form, and can be rethought, expanded, or changed at the child's desire. This illustration points out how sign language can compliment English in the written form.

Reading at Home

Reading at home. Parents can encourage children's natural curiosity about books, and their desire to learn to read. For parents of deaf children, of course, a basic mode of communication must be established before the encouragement can take place. For some, oral language and a minimum of signs would suffice to create a comfortable relationship. For others, the simultaneous use of signs and speech is most appropriate. Deaf children of deaf parents have a definite edge in this early stage of life because of a barrier-free communication system. American Sign Language greatly facilitates concept formation at home; then English is learned in school as a second language. When concepts are firmly established, the learning of English becomes easier.

Some suggestions I might give to you, as parents of young deaf children, are not different than the advice I would give to parents of hearing children.

1. Talk (Communicate) with your child while doing things together. So many of my students have told me about the isolation they experience at home. It seems that many parents have not bothered to take an interest in signing. To the child, that means . . . "I'm not important." In this regard, active family communication can strengthen emotional security as well as enhance concept formation and language development.

2. Ask your child to sequence the events of the day at supper or at bedtime. It is amazing how this simple activity stimulates the mind. This activity also fosters an important reading skill, while allowing the parent to express an interest in the child.

3. Discuss what you have seen on television or what you have read together. Ask questions: Who was your favorite character? What would you have done? What do you think will happen next? Again, these simple questions are helping to establish a basis for reading skills which will be taught in

school. It's also an excellent way to elicit language from the child.

4. Encourage questions and try to answer them. Help the child with question formation. They learn language much easier at early ages. Some people tend to ignore all of these prereading skills because they think school is the only place they can properly be presented. This, in my opinion, is a grave misconception. We teachers can use all the help we can get.

5. Point out interesting things that are happening: Study a house under construction, then discuss what is going on. Observe a road being paved, then ask questions which will cause your child to think. Provide as many different kinds of stimulating experiences for your child as possible. These experiences are organized and stored in your child's brain. They can be retrieved later and used as clues to help them comprehend reading material. What happens is that the child is able to make connections between information already in his or her memory bank, with new words and pictures. When a child reads something about which he/she has not yet experienced, the brain cannot make the connection. When this occurs, the new information is discarded and the learning process is slowed.

One problem with teaching disadvantaged children is that they often have had a very limited variety of experiences. Research points out that children have difficulty comprehending stories which do not relate to their prior experience. To illustrate, what would a young disadvantaged child from an inner-city ghetto know about a farm? This child would have little or no information in his/her memory bank to help in comprehending a simple story about life on a farm. Since we know that prior experience is a major factor in learning to read, it makes sense to us, as parents, to provide as many learning experiences for our children as possible. The knowledge of things in life will permit your children to deal with the written symbols that represent ideas and events because they have personal, purposeful meaning.

6. Finally, be a good example of a reader. The finest teachers and most advanced reading programs will do nothing for a child who doesn't want to learn to read. Research shows that parent examples are important. Children tend to emulate us. Parents can demonstrate that they think reading is important by following this simple advice:

A. Buy as many children's books as you can afford. Shop in used book stores or rummage sales.

B. Try to read yourself, as much as possible. Children will notice.

C. Give books as gifts.

D. Visit the library regularly. Go for an ice cream after visiting the public library on Saturday. The child will begin to associate reading with a pleasant family outing.

E. Allow your child to choose his or her own books. Don't rush them; it's time well-spent.

F. Set aside a quiet time each evening your child is home, especially for reading. Read to the child, and when he or she can read, let them read to you. Then discuss what was read. Be interested, and ask stimulating questions. Try to include higher-level questions beginning with how and why.

G. Provide a space at home for your child to have his or her own bookshelf.

H. Point out words for young children at all possible opportunities; street signs, etc. Label objects in your house so that your child can develop a functional sight vocabulary.

I. Educational T.V. programs are good. Watch together and reinforce learning. Programs like Sesame Street stress reading development.

J. Be patient: Your child may miss the same word many times, even though you have provided that word again and again. That is not unusual. Sooner or later the child will learn the word. If you find yourself becoming angry or impatient, stop and do something else. A child who is scared, upset, or under pressure is less likely to learn than a child who is calm and unworried.

Children love to hear about the imperfections of their parents and teachers. It is comforting for them to know that you didn't always find things easy, and it is encouraging that you finally succeeded when you really tried. So, unlock some doors and let some secrets out. If your child is afraid and ashamed of making mistakes, this approach might be the way in which you can get your child to take some risks.

When you give your child praise for reading or writing, you must be honest. There is always something you can find to complement: just one word spelled right, or nice printing, the efforts they are putting forth, or their pleasant attitude about correcting mistakes. Children will, however, test you to see if you are being honest with them. If your child is not really trying (you can tell) and performance was not up to par, you could say, "You do a wonderful job when you try harder than that." The child will then understand that you know the differ-

ence between a good effort and a half-hearted try. Chances are that your child will then get down to work.

You will notice that most of the advice provided here could pertain to either hearing or deaf children. I have two young children at home, too, so I know how you feel about wanting your child to attain reading competency. For any child, communication and motivation are the key ingredients for beginning a reading appreciation program at home. For some parents of young deaf children, the communication is not easy. Nevertheless, the parents are directly responsible for providing both. Clarke (1982) stated, "Learning to read may be so strongly influenced by social and cultural factors that methods of instruction may be quite secondary as factors."

We should always keep in mind that deaf children cannot be compared to nonhandicapped children in an educational context. It is not fair to compare the grades or academic achievement level of a deaf child with a brother or a sister who, in all likelihood, has a great advantage in learning English. Your child is not learning to read slowly on purpose. Give praise for accomplishments, but do not criticize your child for not doing as well as others.

Conclusion

Teaching reading is a very complex job, just as learning to read is no easy task. This implies that both teacher and student have a great responsibility. Personally, I have always seen this relationship as a 50-50 proposition. To me, this means that after a student leaves the classroom, he or she must continue to participate in the reading process. Frank Smith (1978), a leading researcher in the area of reading, said that "we learn to read by reading." To a certain extent, good reading skills are attained by sheer, prolonged exposure to the printed word. What we read on one occasion, and misinterpret, we will later see again in a different context, and comprehend. It is also my belief that the type of material being read is not nearly so important as the time devoted to reading. This implies that children have to want to read.

Let children pursue their own reading interests, no matter how irrelevant they may seem to you. Reading skills and vocabulary picked up in one context or interest area can easily be applied to other areas, including educational textbooks and supplemental

materials. I have noticed that some of our high school girls are really into reading teen romance novels. They are hooked on these short paperback books, which, by the way, are not written according to established guidelines for linguistic controls for the deaf. The girls I am referring to are noticeably superior to other students of equal educational and intellectual standing, in regard to reading comprehension and vocabulary skills. At least part of their success at reading can be attributed to the amount of time spent in that activity. Seeing first-hand examples like that, reinforces my agreement with Frank Smith, when he says that we learn to read by reading.

In the final analysis, we must remember that reading attitudes greatly affect the extent to which children will read on their own. The ultimate test is whether or not they will pick up books and read them for no other reason than to enjoy them. Children's attitudes about reading, to a large extent, are reflections of the atmosphere of the home. Very simply, some environments are conducive to healthy reading attitudes, and some are not. As parents, we have an innate desire to see our children succeed in reading. How many times, however, have we fallen down on our responsibilities to promote good attitudes toward reading? We are all tired when we come home from work. All we want to do is sit down and relax. Some parents have two or three jobs and are out during the evenings, too. Many families have both partners working. Some of our children come from single-parent homes. Considering all these factors, where does that leave time for reading appreciation in the home? The obvious answer, of course, is school. But forty minutes of reading instruction per day in school will simply not suffice. There has to be follow-up, and there has to be a mechanism for promoting good reading attitudes. Stop and think about who is really most concerned about the welfare of your child. The answer is **you**, the parents. You cannot assume that teachers are going to take such a personal interest in your child that all need for concern is unnecessary.

It's fairly clear to me, that the most important thing I, as a reading teacher, can say to parents of young deaf children, is that you should begin now, or continue to be an advocate for books and the wonderful experiences they provide to the people who read them. I could say the same things to parents of young hearing children, but for them I

would not be as concerned about future success in reading.

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Photo by Joey Baer

National Honor Society Award

It was a proud and happy occasion when Debbie Anderson was conducted into the Oriole chapter of the National Honor Society at MSD recently. Pictured above are her sister Connie, Debbie, her father Glen, her mother Dorothy, and her grandmother Edwina Anderson.

Computers on the Columbia Campus

Students and staff are learning together how to use the Apple IIe computers on the Columbia Campus. The Columbia Campus established a Computer Committee during the 1983-84 school year for the purposes of:

investigating computer resources within the Columbia Campus and within the local community,

Sharing computer information throughout the Columbia Campus,

making recommendations to the Administration for the provision of Campus wide equal opportunity for hands-on access to the computers and

making recommendations for computer purchases appropriate for the Columbia Campus student population.

Serving on the Committee are Brian Alles, psychologist; Karen Brickett, librarian; Caren Ferris, educational diagnostician; Connie Mace, classroom teacher; Mary McMullen, head dormitory counselor; Kathy Pongor, classroom teacher; and Maryann Swann, classroom teacher.

The Committee has been involved in setting up a computer lab, reviewing and purchasing appropriate software, attending workshops, visiting a computer camp, establishing contacts within the community, providing hands-on computer introduction to the staff, sponsoring Computer Clubs through the after-school intramural system, and supervising classroom teachers and students use of the computer lab.

Students, staff, and administration have all been highly enthusiastic and supportive. Karen Brickett introduced all students to some hands-on experience with the computers and taught correct terminology and computer etiquette through library classes. The Columbia Campus Pee Wee N.A.D.



Four year old Patrick Holness learns to spell his name with the help of the computer.



Mike Smith works on clock skills.

donated \$400, and Nancy Wagner's class donated their P.T.C.A. \$25 raffle prize money for the purchase of appropriate software. After-school computer clubs have been so popular after their trial during one quarter that computer lab time is being continued through the intramural system. Classroom teachers and their students have been experimenting with the available software.

One of the popular programs is *Alien Addition*. Enemy alien spaceships loaded with addition facts attack the Earth. Only the Columbia Campus math student can save the Earth's base by firing the correct answers to the invading addition problems. The teacher controls the speed of the attacking aliens, the difficulty of the math problems, the duration of the battle, and whether the student defends the Earth with a keyboard or joystick weapon. The program provides the teacher and student with a record of their accuracy and speed performance. Teacher Evelyn Hill notes that this is an effective motivation for the students to memorize their math facts.

A popular program for the younger students is *Early Games*. The students select from a choice of:

- spelling their names (or other words the teacher chooses to enter),
- matching letters or numerals,
- counting objects under ten,
- adding or subtracting under ten,
- discriminating shapes,
- sequencing the alphabet and
- drawing with the computer.

The feeling is that we have only just begun to scratch the surface of using computers as an educational tool.

Computers on the Frederick Campus

During the 1983-1984 school year, the Frederick Campus of the Maryland School for the Deaf acquired computer hardware for both students and staff use. Eleven Apple II's with dual disk drives were set up for instructional purposes. A twelfth Apple II was acquired by the Bjorlee Library for ordering, processing, and circulating materials as well as use in the instruction of library skills for students.

Four Hewlett-Packard 125's with dual drives and a TRS-80 were purchased for the Business Education classes. Peripherals included matrix printers and one letter quality printer.

In order to maximize the use of this equipment, the decision during the summer months was to hire two computer teachers at the Maryland School for the Deaf. One position would essentially be a programmer teacher whose main responsibilities would include, but would not necessarily be limited to, writing programs needed by the school, programs for student use, and instructing other teachers. The second computer teacher position focused mainly on training MSD staff members and working directly with students in introductory computer classes, as well as assisting any staff member in the implementation of C.A.I.

During the first quarter of the 1984-1985 school year much time was spent by these two individuals becoming familiar with the equipment which the school had purchased the previous year. Currently, the operator teacher is working with students in five computer classes—two of which are at the



Photo by Joey Baer

Roger Kraft concentrates on de-bugging his program.



Photo by Joey Baer

Even if you've read the manual, sometimes you still have to ask! Instructor Don Phelps clarifies a problem for Chris Hughes.

beginning level of operating mechanics, one class in Introduction to Literacy, and one which is a second year literacy class. Further, the annual Teachers' Institute in October served as a kick-off and orientation for all Maryland School for the Deaf staff to the training they would be receiving. All staff members had a hands-on opportunity through using the program, *Apple Introduces Apple*, which is a self-instructed program for adults. Subsequently, a schedule was established for groups of teachers, no greater than eight, to go through a seven session training program with the computer operator teacher. After the sessions were completed, more sessions followed that focused on criteria for evaluation of software and how to identify instructional opportunities for C.I.A. as an instructional tool.

The computer operator teacher is currently working as a resource person for students and math teachers in regularly scheduled classes and independent projects. Additional sessions to reinforce and expand the skills of the teachers and dormitory staff are planned. He has also met with the parents from the Family Education Program to discuss the needs and kinds of skills for students.

The program teacher spent the first quarter of the year developing programs for student progress reporting purposes. This was done in conjunction with the Business Education instructor, as well as six classes of students. All students' report card infor-

mation, both classroom and dormitory, as well as mailing addresses have been computerized. The system was designed and pilot-tested for reporting of marks and attendance. The pilot was highly successful and few modifications made prior to the actual reporting of progress at the end of the first quarter. After the first report cards were sent home, many staff members were involved in evaluation, not only of the reporting system, but of the program itself. Feedback from this meeting was used to improve the system prior to the end of the second reporting quarter. One of the major assets to the format which was implemented is that one format will now be used for both reporting to parents and maintaining a student's permanent file here at school, whereas before, two different forms were involved. An enormous amount of teacher time, paper, and effort have been saved.

The programmer teacher is currently embarking on developing other programs for both administrative and student use, as well as being involved in teaching students in vocational classes.

An initial collection of software has been purchased for student and staff use. The software chosen can be used with a wide range of student ages and abilities since it focuses on the development of thinking and reasoning skills. Unlike specific application programs, these skills are applicable to all subject areas and levels of the curriculum. Lists and descriptions of the software have been made available to the staff and is updated as new programs are acquired.

The Frederick Campus is considering the establishment of a review committee for software and other materials during the next



Stephen Semler gains confidence under the watchful eye of Mr. Gary Gillard.

year. In addition, MSD is considering the purchase of newer editions of math textbooks that integrate computer skills with the progression of math skills on the secondary level.

The direction of the computer program is being defined. Research shows that the future of the computer lies in the use of the computer as a tool to word process and to database. Students and staff will use the computer to acquire, analyze, and synthesize information. This approach will be reflected in the curriculum as will other skills in the computer area so that our students are prepared for the future.

The School will continue communication with outside agencies for the full implementation of its computer program. MSD will consider all aspects of student need as the School works with others to enhance its educational computer program. This outside input makes us aware of new technological and sociological changes as well as refines expands what we already have.

The Maryland School for the Deaf will continue to help its students prepare for the future by giving staff and students skills and materials today.



Mr. Mark Rust helps Andre Burke with a problem.



Deaf Scout Camporee

The Mason-Dixon Deaf Scout Camporee, the twelfth biennial camporee, was hosted by Boy Scout Troop 258 of the Frederick campus, May 1 to 5 at E. N. Funkhouser Scout Reservation, not far from the school. Kevin Sanderlin, Rodney Ewan, Tim Monigan, Toby Daniels, Joseph Cordero, Albert Marsh, Joseph Franklin and Christ Hughes participated in the camporee, along with Mr. John Woosley, Scoutmaster, Mr. Bill Hatfield and Mr. Rick Schoenberg, Assistant Scoutmasters, Mr. Bob Scribner and Mr. Larry West, the First-Aid attendant.

One hundred boys, girls and leaders from eight schools: Georgia, Rochester (NY), Virginia, MSSD, Maryland, Atlanta (GA), Wisconsin and Indiana were with us for four days packed with activities which emphasized the theme, "Looking into the Past"—local history of the Civil War around Frederick, including the famous Antietam Battlefield, Harper's Ferry and the Shenandoah River.

On the first day, there were two activities, one was for young scouts, age 11-14 and the other one for older boys. The young boys participated in the traditional scoutcrafts in which they showed their skills in building fires, tying ropes, pitching tents, reading compasses, identifying wildlife, identifying camp errors, doing mouth-to-mouth resuscitation, making a stretcher, citing Scout laws, the motto and the slogan. Our Troop 258 won first place in Scoutcrafts with 545 points, only 55 points short of a perfect score. The older Scouts went canoeing down the Shenandoah River which offered an excellent opportunity for testing their courage and strength. They started about six miles from Harper's Ferry and navigated down the river. The guides, Delmas Woodall and Jackie Johnston helped pull some scouts out of the river. Virtually, everyone was soaking wet when they arrived at Harper's Ferry. They had an experience and adventure that they won't forget.

The second day, all Camporee participants went to the Antietam Battlefield Visitor Center where Denis Reen interpreted the history of the bloodiest battlefield in American military history. From the Center, they hiked 10 miles through the battlefield to learn more about the fateful events. Upon the completion of the hike, they received patches.

The next day was the big day for the young Scouts who participated in the Olym-

pic Events and older Scouts who took part in the Trailathon. The Olympic Events consisted of an obstacle course, standing long jump, 50 yard dash, sit ups, softball throws, log sawing and rope climbing. Our athletic Toby Daniels won places in some of the events. In the Trailathon, the older scouts had to complete a circuit including running, archery, canoeing and obstacle course. Unfortunately, Kevin Sanderlin and Joseph Franklin did not win but they participated in the Trailathon and fared well. In the evening, each troop gave a five minute skit. The winners in the Olympic events, scoutcrafts, and camp inspection were announced. Our Troop 258 earned a blue ribbon in Proficiency with 1028 points while two patrols of the Wisconsin troop swiped the Proficiency ribbons with totals of 1085 and 1045 points. It was announced that the next site for the Deaf Scout Camporee will be in Wisconsin.

Sunday morning, our boys were chefs grilling sausages and pancakes and serving all Camporee participants before they made the long trips back home. With them, they took good memorable experiences and adventures.

We, Troop 258, would like to extend our thanks to people who helped with the camporee and also the PTCA for their monetary contribution. We were pleased to know that our boys made every effort to make the Camporee pleasant and successful.

Liberty Campaign

As you are aware from a previous article in *The Maryland Bulletin*, the PeeWee NAD on the Frederick Campus participated in a special project to restore the Statue of Liberty through the Kelloggs' Schools Liberty Campaign. Students, staff, parents, and friends saved box tops from Kelloggs' cereals so that the Kelloggs Company would make a contribution for the restoration of the Statue of Liberty. Students had as their goal the collection of 5,000 box tops so that \$250.00 would be contributed to the restoration fund in our school's name. Students collected a total of 9,919 box tops, however, some of these were from small individual serving boxes so when a point conversion was made, this was equal to only 1,507. This did qualify for a \$50.00 donation to the fund and the PeeWee NAD also received a citizenship award in the form of a certificate of appreciation.

Congratulations, PeeWee NAD members, for a job well done.

Builder Olympics

On March 16, three masonry students, Timothy Rhodes, Randy Shepherd, and George Savoy, under Instructor Donald Hahn, participated in the Builder Olympics with other high school students in Frederick County.

The Builder Olympics is an annual contest for County Vo-Tech students sponsored by the Frederick County Home Builders Association. In each trade area, carpentry, masonry, and electricity, several teams of students receive identical sets of plans. They compete with each other to complete a top quality job in the shortest space of time. Winners in each category are awarded with a trophy and a trip to Washington, D.C. where they have lunch and tour the Capitol with Representative Beverly Byron, 6th Congressional District.

By sponsoring the Builder Olympics the Frederick County Home Builders Associa-

tion hopes to:

1. Provide an exciting hands-on experience for Vo-Tech students.
2. Encourage other young people to consider a career in the construction trades.
3. Enlarge the local pool of trained construction workers.
4. Set a standard of excellence.
5. Express pride in school vocational programs and community involvements.

The Maryland School for the Deaf masonry team finished in second place, only one point below the winning team, Thomas Johnson High School. Our team proved themselves worthy competitors when pitted against the best masonry teams in Frederick County. Several local contractors were so impressed with Randy's and George's professional skills that they offered summer employment in the trade.



MSD Masonry Team members in the Builder Olympics were, left to right: Tim Rhodes, Randy Shepherd, George Savoy and Instructor Don Hahn. (Photo courtesy of Dick Kreh)

Vocational Awards Banquet

Three high school students from each school in Frederick County, including the Maryland School for the Deaf, were honored at a vocational awards banquet held on April 23. The awards ceremony was sponsored by the Frederick County Vocational Technical Advisory Council.

Our three vocational students selected for the honors were Sean Kerins, woodworking;

Tiffany Williams, Graphic Arts, and George Savoy, Masonry.

The selected criteria for an outstanding vocational student is based on some of the following characteristics—attitude, attendance, character, student motivated leadership, competency in program and grades.

Congratulations, Sean, Tiffany and George.



Sean Kerins in Woodworking



George Savoy in Masonry

Tiffany Williams in
Graphic Arts.



MSD Presents "Harvey"

The Maryland School for the Deaf Ely Literary Society presented "Harvey", the 1944 Broadway hit which features a tall, invisible rabbit. The play was directed by Ms. Bette Hicks, and in addition to the actors and actresses from the MSD student body, there was cooperation by Linganore High School drama students who provided voices for the characters. This was a very successful venture.



Dr. Sanderson (Chris Hughes) and Nurse Kelly (Nancy Ward) try to figure out how to correct a mistake.



Dr. Sanderson (Chris Hughes) seeks information from Edward Dowd (David Martin) regarding the whereabouts of Dr. Chumley.



Myrtle Simmons (Bridgetta Bourne) asks Mrs. Simmons (Belinda Monigan) where Edward Dowd might be as the Judge (Charlie Baumer) looks on.



Society Editor (Gary Burkhart) seeks information regarding a party from Myrtle Simmons (Bridgetta Bourne).



MSD Honors Steiner

The Board of Visitors, Maryland School for the Deaf, recognized a former member, Richard L. Steiner, who had recently resigned from the board after having served for more than 35 years. Board president Judge Daniel W. Moylan, left, and MSD superintendent David M. Denton, center presented a walnut and bronze plaque and certificate of emeritus membership to Steiner. The board also adopted a resolution recognizing the many contributions made to the school by Steiner. (Reprinted from *The Frederick News-Post*, Photo credit by M. Kelley)

Youth in Government Program

Three MSD students and their advisor, Mrs. Marsha Payne, participated in the Youth in Government Program recently. The students were LuAnna Blake, Ronald Kuehne, and Chris Hughes. This is a program where students have an opportunity to learn Maryland's legislative process by traveling to Annapolis, observing the General Assembly, and writing bills that are acted upon during Model Legislation. The cost per student is approximately \$100.00 and this is raised by special projects of the students and advisors and friends. While in Annapolis students observe a General Assembly session, meet key government figures, participate in an election of their own with students being put into state positions and then finally having the Model Legislative session. We are pleased that our students have the opportunity to participate with students from neighboring schools in this exciting educational program.



MSD participants in the Youth in Government program included LuAnna Blake, Ronald Kuehne, Mrs. Marsha Payne, advisor, and Chris Hughes.

Insurance Information

Consumer Math students of Mr. Cameron Overs visited the offices of State Farm Insurance Agent, Mrs. Kathy Schultze. Mrs. Schultze's presentation focused on Automobile Insurance and Renter's Insurance. The students participating are soon to be graduates of MSD and will be needing their own insurance. The students have been studying various forms of insurance in their Consumer Math class. Due to the incredible amount of vocabulary that surrounds the insurance world, students had to do a lot of serious preparation in order to benefit from the visit. To further provide a true-to-life atmosphere, the students also had to make use of a professional interpreter, Mrs. Gina Barte, a teacher-aide at MSD.

Using Troy Richardson as an example, Mrs. Schultze explained the variables involved in purchasing auto insurance. Age, marital status, place of residence, and driving record were displayed on her computer for the student's analysis. Sharon Washington, who will be attending T.V.I. in Minnesota, was a likely candidate for Renter's Insurance. Again, with a computer print-out, Mrs. Schultze detailed all property and possible true-life situations which would be protected by Renter's Insurance.

Along with Sharon, several other students asked very insightful questions. Based on that, plus questions asked afterwards in class by the students as well as Mrs. Schultze's feedback, it was a very productive visit. A great deal of information was shared in a relatively short period of time.



A Fun Day for Brothers & Sisters

On Saturday, March 23 the Family Education and Early Intervention Department held its first day of fun learning activities for brothers and sisters of MSD students. Twenty-one brothers, sisters, and friends met at the Columbia Campus from 10 a.m. til 3 p.m. The participants ranged in age from six to thirteen years and everyone was kept busy having fun!

Educational activities were planned to help siblings better understand their deaf brother or sisters unique characteristics and needs. Some of the activities included using

a TDD and other flashing alarms and devices, seeing captioned TV, wearing a hearing aid or auditory trainer and looking at books about families with a deaf member. Each participant had the opportunity to have his/her hearing tested and to have an earmold impression made. Songs were taught in sign language for all to share.

After lunch an informal panel discussion was held. Two women on the panel were siblings themselves. Each had a deaf brother and their families had learned to sign. The third member was a deaf woman who had grown up in a hearing family which had never learned sign language. The participants asked questions about their personal experiences. A very informative discussion followed and the children were able to gain some insight into what it is like to grow up in a family with a deaf sibling, or to be deaf growing up in a hearing family.

Everyone had a great time. When the children filled out the evaluation form they rated it A+ and requested more days such as this one. The Family Education Department is hoping to have a follow-up workshop later this Spring or next Fall.

CAID Candidate



Dr. Richard Steffan

Dr. Richard Steffan, Principal of the Columbia Campus, has been nominated for the office of President-elect of the Convention of American Instructors of the Deaf. Founded in 1850, CAID is the oldest professional organization in the United States.

Dr. Steffan will be running against one other candidate. Ballots have been mailed to the membership throughout the United States. If elected, Dr. Steffan will take office during the CAID Convention in St. Augustine, Florida in June 1985.



DAR Presents Flags

Maryland School for the Deaf in Frederick recently received 20 12-inch x 18-inch flags, and one 5-foot x 8-foot flag, from the Frederick Chapter of the Daughters of the American Revolution. From left are Sherri Ross, student; Madolyn Cline, DAR flag chairman; Kenneth Kritz, principal; and Bobby Kling, student. (Photo by C Kurt Holter, *The Frederick News-Post*)

THE SCIENCE CENTER

My science class went to the Science Center near the Baltimore Inner Harbor. When we got there, a man explained some rules. For example, we were not allowed to have gum or any other thing to eat or drink.

Then we went into the Science Center. We went to the third floor which had a lot of interesting machines. The one I liked best was when Patty and Celeste were on one end of a hose and I was at the door at the other end of the hose. Patty screamed and hurt my ear. I talked to Celeste and she talked back.

Then we went to the second floor and I played with one computer, talking about weights and lengths. It was fun. It was my favorite part on the second floor.

Next we went to the first floor where we saw fish and animals. Then we went in the gift shop and waited for the others.

We went to the bus and got our lunches. We went on our own to eat lunch at the Inner Harbor near the water. We walked around and I got a dessert called Italian Ice Water. It was good. Finally, we met everybody at 1:15 in front of the Aquarium. Then at 1:30 we went inside and started to look around. My favorite part of the Aquarium was going into the rainforest. First, we saw a lizard. It was above us and I kept looking at

it so it wouldn't fall on my head. It was very, very humid. The forest had trees and grasses.

I am really glad I went to the Inner Harbor because it was my first time there and I really enjoyed it.

If you go there, be sure to go to the Science Center because it is really interesting. Next go to the Aquarium. It is really interesting because many different kinds of fish are there. I had a wonderful time on the trip.

—Tammy Kight

Appointed to Advisory Commission

Mr. J. Wayne Sinclair, the Assistant Principal of the Advanced Department on the Frederick Campus, has been appointed to the Maryland Advisory Commission on the Hearing Impaired by Governor Harry R. Hughes. This commission has been established to investigate and provide recommendations on the needs and interests of deaf and hearing impaired people in Maryland. The commission will also evaluate current state services to the hearing impaired and will provide concrete proposals for improvements.

Our congratulations to Mr. Sinclair.



ADVANCED DEPARTMENT

Honor Roll—Third Quarter

PRINCIPALS LIST

Therese Baer
Robin Daniels

HONOR ROLL

Matthew Albrecht
Therese Baer
Bridgetta Bourne
Robin Daniels
David Rasel, Jr.
Shawn Richardson
George W. Savoy, Jr.
Fawn Seawell
Roxanne Sutphen

CITIZENSHIP

Debbie Anderson
Joseph Baer
Therese Baer
Julie Bartee
Norman Bauman
Sandra Blazejak
Judith Brannon
Milissa Buckler
Jennifer Chaconas
Robin Daniels
Barry Darrell
Antines Davis
Reginald Dickey
Kathleen Dillman
Bonita Ewan
Kevin Folk
Elena Gee
Laurel Gibson
Dennis Gladhill, Jr.
Karen Grays
Scott Groninger
Ayesha Husain
Patricia Jacobs
David Johnson
Amy Marcoux
Cynthia McGovern
Belinda Monigan
Christine Reid
Pete Richey
Holly Schubert
Randell Shepard
Sudhir Walia
Sharon Washington
Tiffany Williams
Troy Woods

INTERMEDIATE DEPARTMENT

Honor Roll—Third Quarter

ACADEMIC

Karen Bosley
Eleanor Finnicum
Tonia Fields
Richard Hall, Jr.
Dina Phillips
Stacy Rodgers
Randy Yount

CITIZENSHIP

Mary Beth Cryer
Melissa Curry
Sharlene Deitrich
David Dingle
Allison Eaton
Richard Gokey
Alexander Hagedorn
Jennifer Lawrence
William Mastin
Melissa McClain
Todd Reamer



Jr. N.A.D. Recognition

Recently the Jr. N.A.D. chapter on the Frederick Campus of the Maryland School of the Deaf received a letter of thanks and a Certificate of Appreciation from the Salvation Army for the contribution of food collected from students, staff, and friends. We are proud of this group and the work they have done for the school and the community.

Annual Teacher/Senior Softball Game

The Fourth Annual Teacher/Senior Softball Games were held at MSD on May 8th. The weather couldn't have been better and the students and staff were definitely up for the occasion. School was excused at 2:00 p.m. for this very competitive event. More than 40 staff members were dressed in Senior Buster T-shirts.

The Senior Buster Women had a great turnout for the game with 20 players on their roster. There were lots of hits and runs in the women's game: the score was 31 for the staff, to seven for the senior girls. The winning pitcher was Nancy Benton. The Most Valuable Player was Marsha Payne. The men's game was won by the staff, 30 to 8. Dick Jones was the winning pitcher and Jim Lamb and Denis Reen were Most Valuable Players. The hot bats of Mike Paulone and Jay Cherry kept old, stiff legs moving around the bases. The senior boys played tough ball for three innings before the teachers unloaded with strings of base hits.

Although the baseball stadium lights have been dimmed for the seniors, the spirit of the game is still alive in the other advanced departmental students who will be moving up in the coming years. It was noticed at the games that an anxious-looking group of juniors were visibly wondering what it would be like to face the ever-aging staff members next year. For an answer, they need only ask any teacher in the advanced department.



Charlie Day displays fine form as David Martin runs toward base.

MSD Olympians

As the school year winds down, the training schedules for our seven Olympians is increasing. The hardest part of their training at this time is keeping their minds on their running. Along with the normal distractions of the prom, final exams, graduation, and leaving campus for the summer or good, came an unexpected distraction. The governor called the Maryland Olympians to Annapolis for a photo session, general meeting and also issued a Governors Citation for the Olympians.

The five track athletes have put in a long year with a lot of additional running on the week-ends. The extra effort has paid off, as the performance of all five girls has greatly improved.

The two wrestlers have also been putting in extra mat time by wrestling in different

tournaments in the area. As with the girls, the boys have improved a great deal.

Both groups of athletes have sacrificed a great deal in order to pursue their goals and dreams. It has been a joint effort by the athletes and their families. Many week-ends together, as a family, have been missed in order to run in a track meet or to wrestle in a tournament.

Even though the athletes are aware of their position on the team and are aware of the work expected of them, the XV World Games for the Deaf are still a long way away. Things will begin to pick up as the Olympians arrive in Colorado Springs, Colorado at the United States Olympic Training Center. The reason for all the training and extra work will be realized.

We would like to wish all the seven MSD Olympians good luck at the Games in Los Angeles in July.



Maryland's Deaf Athletes

Gov. Harry R. Hughes gave his enthusiastic support to the World Deaf Olympics being held in Los Angeles July 10-20. Hughes presented a citation to participating students from the Maryland School for the Deaf, from left to right, Paula Smith, Baltimore; Chris vonGarrel, Frederick; Darla Milner, Frederick; Tiffany Williams, Gaitherburg; Eric Woods, Cumberland; Dennis Gladhill, Hagerstown; Debbie Anderson, Williamsport, and Elena Gee, Potomac. Other Maryland deaf athletes participating in the World Games, but not present for the photograph were Danny Frank, Columbia; Karin Scribner, Frederick, and Leroy Dixon, Baltimore. This year, Maryland is sending more athletes to the World Deaf Olympics than is any other state in the union. (Photo by Robert Reid, *The Frederick News-Post*)



Sportscope



1985 ESDAA Champions

The boys track team climaxed a fine season with a strong win in the ESDAA tournament. The 1985 season was a rebuilding season after losing 10 of 15 boys in 1984. The team was anchored by Shawn Richardson, Anthony Epps, Tyrell Edwards, Randy Shephard and William Jackson. They were the only returning veterans from the 1984 season. Newcomers from the cross country team—Joey Baer and Scott Groninger helped. Sudhir Walia and Willie Savoy developed into long distance runners to become winners.

The team set or tied five school records in their winning season. The 3200m relay team of Tyrell Edwards, Joey Baer, Scott Groninger and Sudhir Walia set the record in the county meet of 8:51. The 400 meter relay team of Epps, Jackson, Shephard and S. Savoy also set a school record in the same meet of 44.8. The old record was 44.9 which was set in 1966. The same team of Epps, Jackson, Shephard and S. Savoy set the 800 meter record of 134.1. The old record of 134.4 was set in 1970. The final records were set by Shawn Richardson in the 110 high hurdles and the 300 meter hurdles. In the high hurdles, Shawn lowered his own mark of 15.6 to 15.5. In the 300 meter hurdles he tied Danny Franks mark of 42.6.

The team's record this season was five wins and one loss in dual meets. At the Hancock Invitational meet the team placed fifth out of 11 teams. In the Frederick Country meet 5th place was again recorded. Here eight teams were in the field. Traveling to Gallaudet College to the Eastern States Schools for the Deaf Track Championships, eight teams were entered. Here the MSD Orioles placed first 153 points. MSSD was second with 105½ points. The other scores were MKSD 90.5, St. Mary's 64, American 48, New York 43, Rome 14, and Rhode Island 1.5.

In the ESDAA meet, Shawn Richardson led his team with three wins. He won the 110 high hurdles, 300 intermediate hurdles, the long jump and placed 2nd in the triple jump. David Hagemeyer placed first in the pole vault. Joey Baer took first in the 1500 meter

run and also set a new meet record of 4:26. He also took 2nd in the 3000 meter run. The relays were all won by MSD.

The 400 meter relay team of S. Savoy, A. Epps, R. Shephard and W. Jackson had a time of 45.5. The 1600 meter relay team consisting of T. Edwards, S. Savoy, R. Shephard, A. Epps time was 3:41.3. The sprint medley relay team of S. Claggett, Steffan Savoy, R. Shephard, and Scott Groninger time was 3:55.

Other scores for points were:

High jump	Epps—2nd, Roberts—4th
Triple jump	Roberts—3rd
Pole vault	Pitts—4th
Discus	Stradford—6th
Shot put	Stradford—2nd
1500m run	Walia—4th
100 dash	Jackson—4th
400m run	Edwards—2nd
800m run	Walia—3rd
3000m run	W. Savoy—5th
200m run	Jackson—4th



ESDAA Track Championship

The girls entered spring track with the hopes of defending their ESDAA Track & Field Championship. With a core of seven girls, who have been running since the start of school, they felt as if they had a very good chance to repeat as champions. The Lady Orioles looked very strong going into the championship, having come off a strong showing in the Frederick County Track Meet the previous week.

Upon arriving at Gallaudet College, the girls knew that they would have their work cut out for them as the weather had become very cool and windy. Each girl on the team knew that it would take a total team effort in order to win the championship.

At the end of the field events, which were held in the morning, the lady Orioles held a slim two point lead over both MSSD and St. Mary's. Through the early part of the running events, which started at noon, the girls continued to hold onto a slim lead. As the afternoon wore on, the MSD girls started to extend their lead over the rest of the teams.

Despite the cool and windy conditions, the girls did extremely well. They broke five meet records on their way to winning their second straight championship.

Darla Milner broke the 100 meter hurdle, Tiffany Williams set a record in the 400

meter dash, she also ran on the record setting 400 meter relay team and the 1600 meter relay team. Elena Gee also broke the 800 meter run record and she ran on the 400 meter relay team. Other members of the relay team included Paula Smith, Bobbi Sue Renfrew, Cantrece Simmons and Tiffany Williams. The 1600 meter relay team was made up of Paula Smith, Elena Gee, Cantrece Simmons and Tiffany Williams.

There were several personal bests for our girls as they worked their way to victory. In the 1500 meter run, Julie Bartee placed second, while Darla Milner placed first in the 100 meter hurdles in record time. Paula Smith won the 100 meter dash as did Tiffany Williams in the 400 meter dash in ESDAA record time. Elena Gee, Bobbi Sue Renfrew, Patty Quezada, and Cantrece

Simmons won the sprint medley relay. Darla Milner tripped over a hurdle in the 300 meter hurdle and still was able to finish in third place. Elena Gee set an ESDAA record in the 800 meter run in placing first. Debbie Anderson placed second in the high jump, while Sonia Smith placed third in the discus with her personal best throw. Tiffany Williams recorded another first place in the shot put, while Cantrece Simmons placed second and Ann Smith placed fifth in the long jump.

The final score of the ESDAA track Championships were:

MSD—75 points
MSSD—64 points
St. Mary's—55 points
New Jersey—30 points
Rhode Island—3 points

The Class of 1985



Debbie Lynn Anderson
Williamsport



Joseph David Baer
Wheaton



Norman David Bauman
Gaithersburg



LuAnne Jean Blake
Baltimore



Sandra Kay Blazejak
Denton



Stephen David Blumstein
Potomac



Eric Jamal Bonds
Upper Marlboro



Bridgetta Belle Bourne
Walkersville



Judith Lee Brannon
Mt. Savage



Bernard Pleasant Broadus
Baltimore



Linda Ursula Brogden
Baltimore



Clinton Allison Brown
Baltimore



Michael Francis Burke
Wheaton



Martin Edward Cah
Severna Park



Paul Anthony Carmack
Brunswick



Danielle Lavite Case
Baltimore



Jennifer Summers Chaconas
Rockville



Andre Chase
Baltimore



Antines Michelle Davis
Baltimore



Tyrone William Dorsey
Baltimore



Tyrell Maurice Edwards
Baltimore



Kevin Scott Folk
Hagerstown



Elena Nohealani Gee
Potomac



Laurel Lee Gibson
Baltimore



Karen Elizabeth Grays
Baltimore



Scott George Groninger
Derwood



Pamela Denise Holmes
Baltimore



Christopher Hughes
Rockville



Dana Jeneen Hyman
Baltimore



Ivy Roberta Jacks
Lusby



David Wayne Johnson
Huntingtown



Sean Patrick Kerins
Baltimore



Edward Steven Kowalski
Rockville



Roger Carl Kraft
Monrovia



Amy Suzanne Marcoux
Germantown



David Anthony Martin
Frederick



Cynthia Ann McGovern
Cascade



Belinda Ann Monigan
Bowie



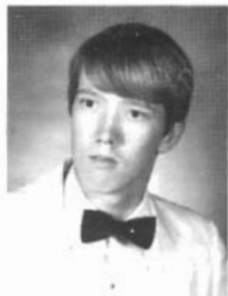
Christopher Ashby Payne
Rockville



Carl Pierce
Frederick



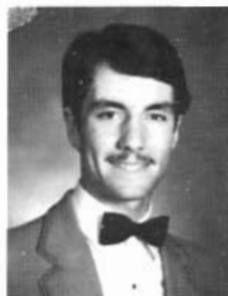
Christine Marie Pomnitz
Baltimore



Thomas Wade Poper
Clear Spring



Christine Lynn Reid
Rockville



Mark David Renquist
Jefferson



Troy Martin Richardson
Baltimore



Tad Christopher Robinson
Frederick



Norman Rogers III
Chillum



Wenonah Jean Scott
Ellicott City



Fawn Renee Seawell
Baltimore



Theresa Ann Shreve
Mt. Lake Park



Gregory Anthony Simons
Baltimore



Cheryl Denise Smith
Baltimore



Paula Lavette Smith
Baltimore



Sonia Sahni Smith
Baltimore



Aung Thu Soe
Beltsville



Tonya Renee Stokes
Baltimore



Ronald Garnell Swearingner
Capital Heights



Dawn Diane Truitt
Chestertown



Hannah Blair Verbitts
Burtonsville



James Calvin Wallace
Baltimore



Nancy Lynn Ward
Bethesda



Sharon Elizabeth Washington
Baltimore



Phillip Thomas Williams
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Gaithersburg

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Rachel Hudson
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Willard Talley
Fred S. Weiner
Elizabeth T. Wilhelm
Phillip A. Wiseman
Valentine Wojton

ELECTRONIC TECHNICIAN:

David N. Inouye

MEDICAL:

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Allen Keffler, M.D.
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