

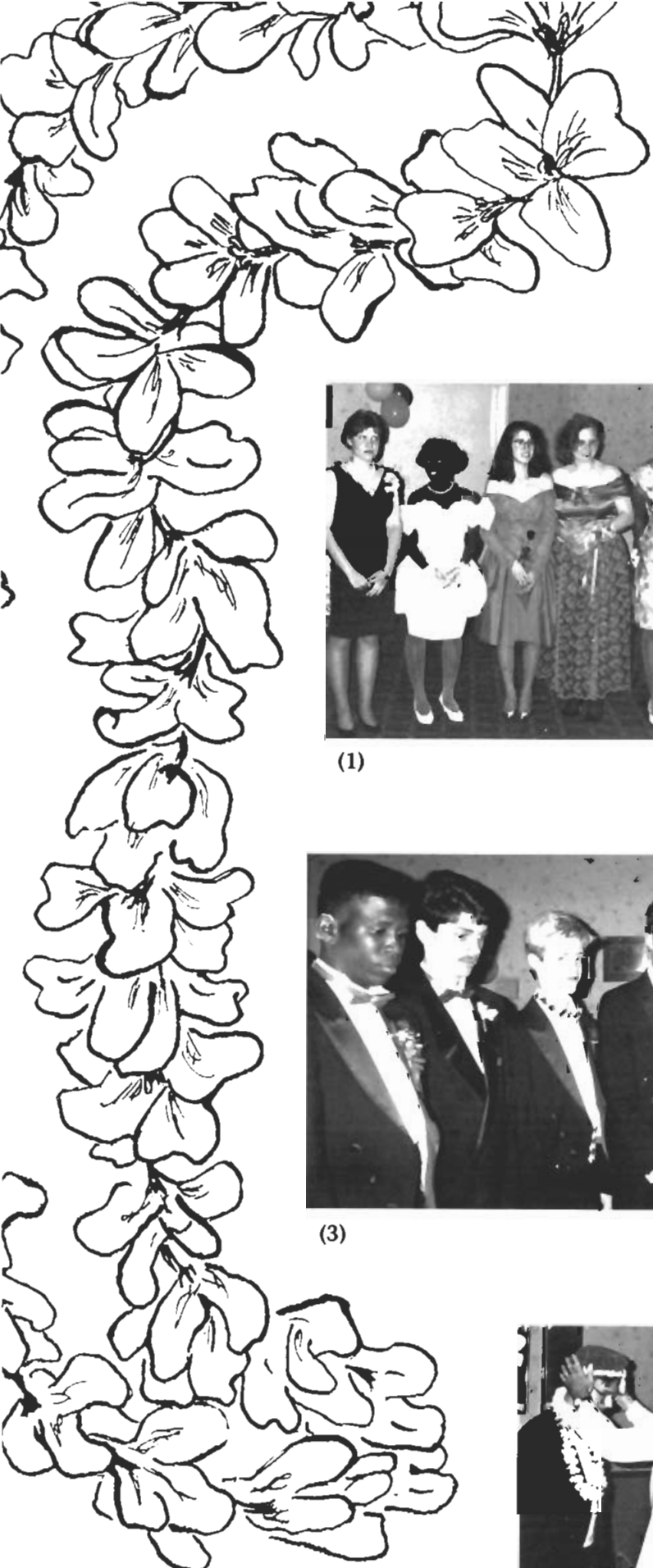
The Maryland Bulletin

Vol. CX, No. 4

Maryland School for the Deaf

Summer 1990





Aloha, Aloha!

Senior Prom—May 17, 1990

Photographs by Donna Derr



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(3)



Aloha, Aloha!



(4)



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The Maryland Bulletin

Volume CX, No. 4

SUMMER 1990

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OPPOSITE PAGE

(1) Who will be queen of the prom? Will it be Kathy Ann Cline, Allison Eaton, Eleanor Finnicum, Brenda Shaffer or Ann Smith? (2) Ann Smith wins the honor. Now, who will be king? (3) Court of Honor kings-in-waiting Kelly Wilson, Robert Kling, Richard Hall, Alexander Hagedorn and David Dingle line-up for the announcement. (4) Alexander Hagedorn is crowned king by Dr. Denton. (5) King Alexander and Queen Ann keep court with crown-bearers Jason Coleman and Kami Padden.

ON THE COVER

Lori Cardamone (left) and Julie Cantrell compete in the 4x400 relay at the Mercersberg Track Meet.

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These Times

Peter Ripley, Superintendent
Missouri School for the Deaf
(Reprinted from *The Missouri Record*)

I'm not sure old age and experience make a person wise. I am sure, however, that a few years behind the wheel give a person a sense of history upon which to view the present. I'm pleased to have been around when the total communication movement first started, and I'm happy to still be around as we begin to take the next steps toward a new discussion of issues in this field. In some ways, I feel comforted by the fact that I'll be a little less judgmental and more patient in waiting for a direction to be forged and an answer to be developed. Twenty years ago, I very happily jumped on the total communication bandwagon. I did so without benefit of a great deal of thought, and certainly no scholarly research. It was kind of a "fly by the seat of your pants" time, and as a young professional entering the world of education of the deaf, it seemed like the right thing to do. Having seen a few changes of seasons since that time, I'm a little less confident in jumping on the bandwagon. That's what experience does for you.

If this all seems a little strange and cryptic, let me be more specific, and help bring readers up to date on what promises to be the next big controversy in the education of the deaf.

This past January, the Gallaudet Research Institute published Working Paper 89-3, *Unlocking the Curriculum: Principles for Achieving Access in Deaf Education*, by Robert E. Johnson, Scott K. Liddell, and Carol Erting. It has been widely-circulated, and its initial introduction to the profession brought strong reactions. While it is difficult to summarize "Unlocking the Curriculum" in a few sentences (the original ran twenty-nine pages), I will make a feeble attempt to do so. Johnson, Liddell, and Erting contend that the record of education of the deaf in the United States represents a model of failure. They further assert that they support ". . . changes in the system which recognize deaf children's

need for early natural language competence and for communicative access to curricula materials." They go on to speak of the great difficulties in learning English as a first language. These are not the points which are causing the most consternation among some educators of the deaf. What seems to be the real sticking point is the recommendation of adopting American Sign Language (ASL) as the centerpiece of the model program. This becomes a point of controversy because for many years language learning for deaf students has been tied directly to developing competence in English language thru the use of English language. "Unlocking the Curriculum" proposes not to do away with that goal, but to approach English competency from the standpoint of learning English as a second language.

In this context, the model sets forth several guiding principles which are enumerated as follow: (1) Deaf children will learn if given access to the things we want them to learn. (2) The first language of deaf children should be a natural sign language (ASL). (3) The acquisition of a natural sign language should begin as early as possible in order to take advantage of critical period effects. (4) The best models for natural sign language acquisition, development of a social identity, and the enhancement of self-esteem for deaf children are deaf signers who use the language proficiently. (5) The natural sign language acquired by a deaf child provides the best access to educational content. (6) Sign language and spoken language are not the same and must be kept separate both in use and in the curriculum. (7) The learning of a spoken language (English) for a deaf person is a process of learning a second language through literacy (reading and writing). (8) Speech should not be employed as a primary vehicle for the learning of a spoken language for deaf children. (9)

The development of speech-related skills must be accomplished through a program that has available a variety of approaches, each designed for a specific combination of ideology and severity of hearing loss. (10) Deaf children are not seen as "defective models" of normally hearing children. (11) We (the authors) concur with one of the observations of the report of the Commission on Education of the Deaf, that "there is nothing wrong with being deaf." (12) The "Least Restrictive Environment" (LRE) for deaf children is one in which they may acquire a natural sign language and through that language achieve access to a spoken language and the content to the school curriculum.

These major guiding principles are each elaborated upon in "Unlocking the Curriculum . . ."

As might be suspected, there are already some thoughtful (perhaps even a few not so thoughtful) responses to the paper. We understand, also, that there may be some "bandwagoning" taking place. This may prove to be unfortunate. Among the reactions are opinions being expressed by some very competent professionals who have "labored in the vineyard" for many years themselves, yet have approached their work from an entirely different perspective. That group would certainly have to include Dr. Gerilee Gustason and Esther Zawolkow, developers of the SEE System (Signing Exact English). In a recent letter circulated to professionals through Modern Sign Press, Inc., Gustason and Zawolkow comment on some of the recent happenings in the field of deafness and warn about a backlash against currently promising methodology, including SEE. Portions of the Gustason/Zawolkow letter follow:

. . . "When Dr. I. King Jordan was subsequently appointed to be the first deaf president in the history of Gallau-

det University, all deaf persons were proud—no matter what their choice of communication mode. It was a time for insisting, as King did, that ‘deaf persons can do anything but hear.’

The resulting inspiration to deaf persons everywhere has led to an increased push for deaf awareness, the rights of deaf persons, and especially their right to full and free communication. Deaf individuals are insisting that it is O.K. to be deaf—deafness is not something of which to be ashamed, but proud: proud of what individuals are and have done.

While this is a very, very positive move, it has sometimes resulted in the rejection of things seen as anti-deaf: hearing aids, hearing people, speech, and English. ‘Hearing culture’ may be rejected in favor of ‘deaf culture.’ Signed English may be rejected in favor of ‘a natural language, the native language of the deaf’—American Sign Language. Signing Exact English may be attacked as unworkable, ineffective, and alien to deaf persons.

It is natural for there to be joy in the

recognition of the positive abilities of deaf people, the expressiveness of American Sign Language and the visual nature of communication among the deaf, and the close-knit nature of the deaf community. These are very positive changes. We should welcome them, while we encourage the inclusion of everything that can help improve the quality of a deaf person’s life in a hearing world. To us, this includes English skills.”

While Gustason and Zawolkow have strong commitments to SEE for a number of personal and professional reasons, their opinions, as well as the opinions of other detractors, should be included in discussions regarding the proper role of ASL in the curriculum. We are certain that one 29-page paper does not include all the right answers. Johnson, Liddell, and Erting would not be that presumptuous.

In Missouri, there are some fine programs and professionals working with deaf children. Our most fervent wish is that, regardless of individual or program viewpoints, the profession will

allow itself an opportunity to thoroughly discuss, research, evaluate, digest and assimilate a variety of views on the issues related to ASL, and its ability to “Unlock the Curriculum.” Whether or not the Johnson, Liddell, and Erting model can deliver will not be proven in a few seminars by a few articulate professionals taking a position on one side or the other, and certainly no headway can be made through a mindless bandwagon mentality. Rather, a very careful, studied approach to this and all subsequent models is always the most prudent direction. At issue in this country are future generations of American deaf children who need competence in English language. If it comes through the development of a model that has ASL at its center, then, so be it. If it is some other combination of systems, like SEE or PSE, or something yet to be proposed, then, so be it. Those of us who are not linguists are looking to those who are to help forge a direction based on solid research—devoid of emotion, with an eye on the individual deaf child. We must do no less.



Teacher Marsha Payne, Heather Herzig, Robin Rozga, Sara Konkel, Adrienne Neal, Joann Gregor, and Cathy Boswell meet with Senator Paul Sarbanes while in Washington D.C. during their week-long Close-Up visit. MSD participates annually in this national program that allows students to see government in action.

Getting a Feel for the Rhythm

Hands-On Instruction Helps Deaf Students Learn About Music

Debbie Riechmann, Associated Press
(Reprinted from *The Washington Post*)

FREDERICK, Md.—Slim Harrison's Appalachian mountain music came to the Maryland School for the Deaf this week, and the children, all wearing hearing aids, had a knee-slappin' good time.

The 8-and 9-year-old students at the school strummed Harrison's guitar, plucked a washtub bass, picked the strings of his banjo, and tapped spoons on their thighs. A few students could hear various tones from Harrison's jug band instruments, but most experienced the sounds through vibration.

"The idea is to expose the kids to some different instruments that they probably have never seen," said Harrison, whose program is one of a rising number of attempts across the country to introduce music to the hearing impaired. "They've probably seen a guitar on TV but have not actually played it and felt the vibration. If they have never felt the instrument with their hands and felt the vibrations, they really can't understand what this music stuff is all about."

One group made such a racket that vibrations could be felt through tiles on the classroom floor. Teachers were holding their ears, but the children were oblivious to the noise they were making.

"It sounds that way with hearing children too," Harrison shouted as four children played his banjo, guitar, dulcimer and autoharp—all at the same time. "That's about par for the course."

Harrison, 37, a one-man band who lives in the Catoctin Mountains near Thurmont, is doing a five-day residency at the 122-year-old school, which provides free education to deaf students in Maryland.

His work with 47 children who are severely to profoundly deaf is being sponsored by Very Special Arts in Maryland, an organization that works



Slim Harrison's visit was a hit with everyone. He encouraged students to feel the vibrations of the dulcimer . . .

to enrich the lives of disabled people through art, and the Maryland State Arts Council.

Harrison has introduced the world of music to physically, emotionally and mentally handicapped children during programs in Washington; Rutland, Vt.; Portland, Ore.; Boston; Upland Hills, Mich; and across Maryland. This was the first time he had worked with a whole school of deaf students.

"Some of them can hear high tones, but not low tones," Harrison said. "They can enjoy music on a different level than we do. With loud rock-and-roll, they can feel the vibrations shake their bodies."

The sound of Harrison's autoharp apparently rattled the hearing aid of 8-year-old Robin Oswald, of Baltimore County, who cupped her hands over her ears and squinted. The three other children in her class expressed no discomfort at the sound.

At one point in his program, Harrison lost charge of the children, who in their

excitement began chatting with their hands and doing impromptu solo performances.

"How do you get deaf students' attention?" he asked their teacher, who quickly commanded their attention through eye contact and a series of hand signs.

Harrison then launched into a tune on his dulcimer, with the teacher signing the students a message about how the name of the instrument came from a Latin word meaning "sweet love."

Robert Mowers, music consultant to the National Technical Institute for the Deaf in Rochester, N.Y., said Harrison's jug band program is one of a rising number of music programs being offered to the deaf.

"Most of them are very small," said Mowers, who launched a music program at the institute 14 years ago despite comments from his colleagues who thought he was "crazy."

"There are many hearing impaired persons who enjoy music. They just



dance to the lyrics of "Old Roger has died and gone to his grave . . ."



and to "Here comes Zodiac, all night long . . ."

don't hear it like we do," Mowers said.

Music heard by a deaf person might be like early radio broadcasts full of static or early records that played at 78 revolutions per minute, he said.

"Those 78 recordings were terrible—full of distortions and scratches, yet millions of people enjoyed them," Mowers said.

"Music could be better used by deaf educators nationwide," said Deborah P. Clark, an assistant principal at the Maryland School for the Deaf, where music is a required course for primary students.

"Most deaf schools use it as an adjunct or motivator, but not very many have a whole course on it," she said.

"It gives them a chance to work with the language in a musical and rhythmic way. We're trying to get them to practice the feel of a loud sound and the feel of a soft sound [in their throats]."

Very Special Arts and Maryland Arts Council Sponsor Workshop at Frederick Campus

Slim Harrison, a local Frederick County Appalachian musician, led a hoedown with the Primary Department children, families, staff, and friends on the final day of his five-day music residency in April. While Slim sang, directed, and led the music with his fiddle and assorted other instruments, one group of children accompanied him with jug-band instruments they made during the week, that included bleach-bottle horns, mouth bows, combs, and "whammy diddles." Meanwhile, another group of children and staff demonstrated an American folk dance they had learned that week and then taught it to the assembled audience. When everyone had had a turn per-

forming and showing what they had learned, Slim led a Virginia Reel in which all the children, teachers, preschoolers, and other visitors participated.

Mr. Harrison's residency was arranged and sponsored by Dr. Nancy Carsey, Executive Director of the Very Special Arts in Maryland and Ms. Linda Vlasak, Program Director for the Maryland Arts Council, Artist in Education Program in cooperation with the staff of the Maryland School for the Deaf, Frederick.

—Deborah Clark
Assistant Principal
Primary Department



and to play jug band music.

The In-Basket

David M. Denton, Superintendent

End of the Year

With the ending of each school year, the calendar fills up with a number of traditional activities which become happy memories in the years to follow. This year has been like so many others, with the seniors enjoying their traditional week of fun and relaxation, with Class Night and Honor Awards, with the Senior/Teacher Buffet, and with the traditional Ice Cream Social for seniors in the Superintendent's home. Of course, the high moment in any school year is graduation. This year we had two outstanding speakers to share the meaning of that day with the graduates, their families, and members of the School staff. The Baccalaureate speaker was Dr. Lee J. Betts, President of Frederick Community College and a charter member of the Frederick Alliance for Creative Education. The Commencement speaker was Dr. Mervin Garretson, recently retired Special Assistant to the President of Gallaudet University and currently Acting Executive Director of the National Association of the Deaf. Dr. Garretson's teaching experience had its beginning here many years ago. He did his student teaching at MSD.

Campus Improvements

A walk across the Frederick campus will reveal a number of construction projects leading to the overall improvement of the School. The construction of bleachers at Creager Athletic Field, and the construction of toilet facilities adjacent to the athletic field are underway. The School has received funding for lighting for the football field and track, and we are looking forward to the completion of that project. Construction of a multi-use court on the Columbia campus is scheduled to begin right away. The Construction Trades students, in cooperation with

the School's Maintenance Department and the Department of General Services, are involved in the construction of a handicapped access ramp to the basement of Klipp-Redmond Hall, the renovation of the Loats Farmhouse, and they just completed the construction of a gazebo patterned after the cupolas on the old main building.

Grove Stadium

Within easy walking distance of the School is the sparkling new Grove Stadium, home of Frederick's new minor league baseball team . . . the Frederick Keys, a subsidiary of the Baltimore Orioles. The stadium is located near Mt. Olivet Cemetery and across the street from the Loats Farm, which is a part of the Frederick campus. The stadium seats several thousand people and is a wonderful addition to the Frederick community. The Keys baseball team has a remarkable record for a new team, and all of us can look forward to years of pleasure at Grove Stadium rooting for our own hometown team.

Faculty/Staff Recognition Day

For several years the School has scheduled a special day to recognize the outstanding services of its employees. Faculty/Staff Recognition Programs alternate between the two campuses. This year's program was held at Columbia. In addition to Service Awards, an Employee of the Year, for each campus, is recognized in four different categories: Employee of the Year-Support Services; Employee of the Year-Direct Services; Employee of the Year-Dormitory Counselor; and Employee of the Year-Teacher. Employees receiving these honors are selected by secret ballot involving all

employees. In addition to those who received specific recognition and honors at the May 29th ceremony, the School would like to acknowledge the contributions, the support, the loyalty, and the dedication of all of those unnamed members of our family who have contributed so much to the quality, the strength, and the improvement of MSD.

Above and Beyond

In the last issue of *The Maryland Bulletin* we mentioned the publication of the LRE Conference Proceedings. Copies of this valuable publication have already been mailed to participants across the country, and the orders are being received by the School as word gets out concerning the availability of this journal. The printing and the distribution of this publication would not have been possible without the support of the MSD Foundation, and in particular, the exceptional generosity of an individual Board member.

Most of our readers know that the School has a very strong and interested Board. This kind of interest and support, however, is truly *above and beyond* the call of duty, and we hope it helps our readers appreciate the contributions of the Board.



Students in Space

MSD students attend Space Camp and Space Academy



The Sertoma Space Camp for the Hearing Impaired launched Mission I in May of 1988. Twenty-one hearing impaired students from three states attended Space Academy Level I. This mission was so successful that 72 hearing impaired students from eight states participated in Mission II in the spring of 1989.

Mission III was held during the week of April 29-May 4, 1990. The Maryland School for the Deaf was able to participate in this session. Teachers Ed Schaberl and Rita Spencer began to solicit for funds throughout the county and state during the fall so that four students and two professionals could attend. Julie Bourne and Stephen Semler were enrolled in Space Camp Level I, while Imla Hassen and Brenda Shaffer were registered for Space Academy Level I. Mr. Schaberl and Ms. Spencer were the accompanying chaperones/teachers. A total of 96 students participated in the total program. Fifty-seven students attended Space Camp, while

39 students were enrolled in Space Academy. The two programs can hold a capacity of about 600 students per session. Seventeen states were represented. Thirty-nine professionals accompanied their students to facilitate the Space Camp/Academy staff.

The original sponsors of the Sertoma Space Camp for the Hearing Impaired included the Sertoma Club of Huntsville, The Space and Rocket Center, The Alabama Institute for the Deaf and Blind, and NASA. Individuals, groups, businesses, organizations, and various states provided additional financial support for students and professionals to participate.

Space Camp and Space Academy

Space Camp is designed for students in fourth through eighth grade. Space Academy Level I is designed for eighth through twelfth grade students. This special week was supported by NASA,

The Alabama Institute for the Deaf and Blind, and the Sertoma Club of Huntsville.

The MSD campers said their good-byes to their families in front of the American Airlines departure gate at Baltimore-Washington International Airport at 7 a.m. The campers were airborne at 8:15 a.m. en route to Huntsville, Alabama.

After the students' arrival (Sunday, April 29, 1990), everyone was required to register to receive their assignments.

Students at Space Camp were divided into teams and given team names. Stephen Semler went to the Sun Team, while Julie Bourne went to the Mercury Team. Mr. Schaberl was asked to help out with the Venus Team. A visor and a T-shirt were given to each team. Sun Team had yellow visors, while the Mercury and Venus Teams had maroon and navy blue, respectively.

At the Space Academy, Imla was assigned to the Apple Team and Brenda was a member of the Lockheed Team. Ms. Spencer assisted the Apple Team. A cap and a T-shirt with the team's name printed on the back were given to each team member. At the camp and the academy, trainees were given a detailed manual to learn from and to follow weekly events.

In Space Camp, the trainees immediately started their schedules with demonstrations of different space simulators. The Multi-Axis 5-DF, $\frac{1}{6}$ th gravity chair, and GMMU are just a few simulators. Students were served dinner everyday at 6:00 p.m. An Imax movie was shown every evening in the Space Dome Theater. "To Fly," "Hail Columbia," and "The Dream is Alive" were three favorites. Trainees prepared for bed in Space Habitat (designed with the Space Station Freedom in mind) at 9:00 p.m. with lights out at 9:30 p.m. Julie was in Leo Bay, while Stephen was in Aquarius Bay.

Monday, May 1, 1990—our first full day at Space Camp and Space



Brenda Shaffer (kneeling), Julie Bourne, Imla Hassen, (back row) Ed Schaberl, Stephen Semler, and Rita Spencer pose in front of the Pathfinder in Shuttle Park.



Imla Hassen trains as Spacecraft System Officer at Mission Control.

Academy! Space Camp trainees were awakened by their counselors at 6:00 a.m. They got ready for the day by doing a number of different physical exercises—just like real astronauts! Breakfast was served daily at 7:30 a.m., while lunch was at 11:30 a.m.

Trainees at the Space Academy rose every morning at 5:30 a.m. Breakfast was served at 6:30 a.m. and 7:00 a.m., according to group assignment. Only 30 minutes were allotted for mealtime. At the end of the day, trainees returned to prepare for bed in Space Habitat at 10 p.m. Lights were out by 10:30 p.m. Imla and Brenda were in Sagittarius Bay.

Each team in Space Camp had various activities/lectures to follow for the remainder of the week. Selected lecture topics included information on rocket propulsion, a space walk, a space suit, heat tiles, robotics, astronomy, an egress (shuttle escape routes), the Hubble Space Telescope, and the space shuttle. There were many activities: log work; rocket construction and launching; designing, constructing and

presenting a model space station; and discovering the lunar probe and the centrifuge (it gives the sensation of feeling gravitational pull). Both academy and camp students toured a museum, some exhibits, and the Marshall Space Flight Center.

At the academy, students attended lectures on the orbiter systems, shuttle operations, space suits, the crew system, payloads, space station, and the history of space. Activities included log work, team patch designing, rocket construction and launching, and designing and presenting a space model.

The highlight of the week, of course, was the actual mission. After completing training, the students in Space Camp were ready for the launch. Stephen was the flight director, while Julie worked with communications. Mr. Schaberl was responsible for interpreting the positions of both the commander and pilot. All the missions were successful.

Space Academy participants had two missions—Missions A and B. After training they were ready to launch. On

Mission A, Brenda was commander and Imla worked at Mission Control as spacecraft system officer. On Mission B, Imla worked as mission specialist 3 and Brenda was in Mission Control as space station principle investigator. The academy students also attended the movies in the Imax theater.

May 4, 1990—Graduation Day arrived! Trainees had to pack, clean-up, and say their good-byes to friends from different schools for the deaf before graduation. Each trainee in Space Camp and Space Academy received a certificate, a group picture, and “wings.”

Schools for the deaf made a good showing in the awards category. Julie Bourne’s Mercury Team won the best effort and team work award (each member received a shuttle pin). The Earth Team won for the best space station, and one deaf youngster won “The Right Stuff” award. At Space Academy, a deaf girl won the “Outstanding Trainee” award which is the highest award given to an individual Space Academy trainee. The MSD campers arrived very tired at Baltimore-Washington International Airport around 11:40 p.m., but they were anxious to tell their experiences to their families.

—Rita Spencer

continued on next page



Brenda Shaffer prepares for a ride on the Multi-Axis Simulator.

Boy Scout Troop 258: The Year in Review

Where have the Boy Scouts of Troop 258 been this past school year? The answer to that question is found in the following paragraphs. During the past year, Troop 258 has been involved with many activities and camping trips. Let's take a walk through the past year's events and achievements.

The first camping trip was the Francis Scott Key Fall Camporee on October 26-29, 1989. The boys competed with 16 other troops to see who could build the best catapult using pioneering skills. The true test of skill came in having to propel a five pound bag of water on target and the longest distance. Our boys placed third in this event.

Next, the troop began National Boy Scout Week with a successful Court of

continued from page 8

NEWEST Trainee

Edward J. Schaberl was selected to attend the NASA Educational Honors Workshop for Elementary School Teachers (NEWEST). Twenty-three teachers nationwide were selected to participate at the Kennedy Space Center in Florida for two weeks from July 8-July 21, 1990.

The NEWEST participants will learn the latest in space and aeronautics. They will work with NASA experts and elementary curriculum specialists to fit the wealth of material received into classroom teaching.

The workshops will include seminars, field trips, information sharing, and hands-on resources and materials field testing. Participants will also be able to examine such topics as the Space Station and interplanetary exploration, collect and review classroom materials, and work directly with NASA to learn the latest in aerospace research.

Mr. Schaberl is a language arts teacher in the Intermediate Department and is the sponsor of The Space Orioles, Maryland School for the Deaf's chapter of The Young Astronauts of America.

Honor banquet on February 4, 1990. This was a time of celebration and an opportunity to recognize the boys' achievements. Good food and fellowship were enjoyed by the boys and their parents.

On February 9-11, 1990, the boys went on a winter camping trip to Siquippe, Pennsylvania. During this snowy camping trip the troop spent many hours working on first aid skills and other camping survival skills. The troop experienced their first night-time hike on this trip.

On March 23-25, 1990, the First Aid Competition for the entire FSK district was held. The boys spent a weekend at Camp Baker in Frederick, Maryland, reviewing skills they would use in the Saturday evening competition. The boys split up into two patrols, the Panthers and the Cobras, to answer 11 different questions. This was the first time the troop competed in this event. The boys proved to be good contenders. The weekend concluded with the scouts planting 400 trees on a farm near Buckeystown as a conservation project.

The troop went to the FSK Spring Camporee on April 20-22, 1990. The

boys competed with 550 other scouts in 30 different skill areas. The Panther Patrol tied for first place in first aid skills and placed fourth overall for the Camporee. They were awarded a first aid kit for their troop. Saturday evening at the campfire, an Order of the Arrow TAP OUT was held. Mike Halischak, Mark Muir, and Jacob Spidle were selected as candidates for this highest of honors. On Sunday, the troop went back to the farm near Buckeystown to plant another 300 trees in celebration of Earth Day.

The troop had a very successful fundraiser during the year. The troop is looking forward to even more successful fundraisers during the next school year. The proceeds will enable the troop to go to Philmont, New Mexico on a high adventure camping excursion planned for the summer of 1991.

Concluding this school-year's events in June, the troop plans to attend the Junior Leadership Training at Camp Greentop and a week-long camping trip at Camp Goshen in Virginia.

—Mark Sewell
Assistant Scoutmaster
Jane Redding
Advancement Chairperson



(From left to right) Joe Barr, Richard Wilburn, Johnny Thuahnia, Michael Halischak, and John Franklin load the catapult while Alphonso Taylor waits to launch the water bomb.



(Kneeling, left to right) Joe Barr, John Antal, Jeff Oswald, Matthew Fisher, Johnny Thuahnia, Brice Miller, (standing) Shad Pollydore, Tim Vogeler (Assistant Scoutmaster), Joe Gregor, Mike Bowen, Jacob Spidle, Mark Muir, Mark Sewell (Assistant Scoutmaster), DeJuan Hamilton, Brian Van Bavel, Michael Halischak, and Jane Redding (Advancement Chairperson) pose for a picture at the FSK Spring Camporee.



Damon Sparrow, John Antal, DeJuan Hamilton, Roger Spidle, Jeff Oswald, Matt Fisher, and Shah Pollydore cut up vegetables for a lunch of beef stew.



The troop plants trees on Earth Day as a service project.



The Cobra Patrol receives instructions in first aid.

Scouts carry a pretend victim on a make shift stretcher to practice first aid skills.



The Ely Literary Society

The behind-the-scene performers

After the curtain fell on the final act of the spring production of "It's a Howl," the performers on stage took a bow. Yet, another group of off-stage performers shared equally in the audience's applause. These dedicated workers of teachers and students are the director, set designer, and assorted other production aides who ensure opening night and curtain calls. The following article is compiled from a series of student interviews with these behind-the-scene players known collectively as the Ely Literary Society.

Directors

Bette Hicks is director of the Ely Literary Society. For 15 years she has picked the plays for the school's annual spring show. She coordinates the efforts of make-up artists, wardrobe personnel, readers, and the publicity department. She casts the roles of the performers and directs the performance. Another job that she has is translating the entire script into American Sign Language (ASL).

One fond memory for Ms. Hicks is the 1981 production of the school's first musical, "The King and I." Another favorite production is the Shakespearean play, "The Taming of the Shrew." Despite having favorite performances, Ms. Hicks emphasizes her goal in every play is to see a happy audience.

Mark Rust calls himself the assistant director, but Ms. Hicks says he is the co-director. Besides sharing the duties of directing, Mr. Rust blocks the play. This means he arranges where the actors will stand when delivering their lines. This requires that he work closely with Lighting Director Mike Grady and Set Designer Bill Pond.

Mr. Rust has worked for nine years with the society and continues to take theatrical workshops to improve the school's productions. Although a smooth performance is the goal for every play, Mr. Rust still enjoys the

humor in the unexpected. During the actual performance of "The Taming of the Shrew" an actress's hoop came detached from her skirt. Knowing the show must go on, the actress delivered her lines with one hand while the other hand kept hoop and skirt together. When a break in the act occurred, she returned to stage minus the hoop. Mr. Rust hopes the students learn about making the right choices in life from analyzing what motivates the characters.

Bonnie VanBuskirk is an assistant director. She feels her job is a big help to the director because it lets the director concentration on important details. Ms. VanBuskirk assigns readers for the play. She rehearses the readers to make sure they read their lines with the right inflection for the character. She also synchronizes the readers' lines with the actors' signing. This requires the actors to sign slowly and clearly so the readers can say the lines in unison.



The bed from "Once Upon a Mattress plays a supporting role to the actress.



Kerri Lawler-Davis applies make-up to a student.

Lights

Electronics teacher Mike Grady handles stagelighting. This is his third year as a society member. To get the intended effect, Mr. Grady collaborates with the set designer. Refining and creating many of the materials that will be used in the play during instructional periods gives many electronics students the opportunity to apply their classroom skills. Mr. Grady designed a lighted microphone sound system that frees the hands of readers and allows them to focus on the play instead of juggling a script, flashlight, and microphone. Another design that is being developed is a visual display counter. It keeps time to music so that the actors can keep in sync with songs during musicals.

Set Designs and Props

Art teacher Bill Pond is in charge of set designs and props. With the help of Intermediate and Advanced Depart-

ment students, Mr. Pond transforms a stage into a home or a hillside. He says he is challenged each time he is confronted with using the limited space on stage. He also must find creative ways to store props and sets on stage that will be used in the following scenes. He was really pleased with the bed designed for the play "Once Upon a Mattress." The bed was constructed from a series of wooden platforms and draped with a sheet to resemble stacked mattresses.

Barbara Phelps is props manager. For six years she has shopped flea markets and yards sales to find odds and ends and the unusual. Her most common requests are handkerchiefs and pocketwatches which are easy to find. However, a request for a Victorian bird cage went unfilled.

Make-Up

Kerri Lawler-Davis and Donna Derr put the actors in character with make-up. For the last twelve years Ms. Davis has transformed beauty into the beast and the young into the old. Her biggest challenge was making a thin student's face appear fat.

Donna Derr purchases make-up supplies. She began work with the society three years ago. All performers' skin tones are matched with the make-up before application. Each line and feature is applied only if it is appropriate for the character and must pass the director's inspection.

Hairstylists

Paula Woodall and Joette Korpics style the actors' hair. Ms. Woodall has worked with the society for 15 years and Ms. Korpics has been a member for five years. The hairstylists read the script to ensure the hairstyle is appropriate for the era. Next, a chart is made stipulating which hairstyle goes with which character. Final preparation entails arranging combs, brushes, and wigs within easy access for the actual performance.

Ms. Korpics, who is a licensed beautician, would love to see the school establish a cosmetology course for the

students which would enable them to work with the Ely Literary Society and to develop a marketable skill.



Werewolf David Dingle lets out a howl in "It's a Howl."

Costumes

Barbara Brinks is the wardrobe mistress. She reads the script to determine the seasonal setting and the era. After checking the school costume closet, some outfits are supplemented by a trip to Charelle's Costume Shop of Frederick. Final adjustments are made to the costumes at dress rehearsal which sometimes requires a last-minute replacement, alteration, or cleaning.

Publicity

Marcia Virts and Cathy Babb arrange the publicity for the play. Letters of invitation are sent to the Board of Visitors and announcements are sent to newspapers, radio stations, the Frederick County Services for the Hearing Impaired, and deaf organizations. Sign language classes, public schools, and mainstream schools are also contacted. Ms. Virts hopes to see an increased attendance from the community which she feels will help hearing people learn about deafness.

Barbara Kinzie sees that tickets are made for each performance. This re-

quires checking to make sure tickets are matched to seat numbers. She handles advanced ticket sales and coordinates ticket sales at the box office. A laminated chart keeps track of which seats were paid for in advanced. This is her 10th year as an literary society member.

Vocational teachers Merle Foley and Tom McKenna print the programs and tickets—the final step in producing a play. Now the audience can take their seats, sit back, and relax. The show is about to begin.

The next time you see a Maryland School for the Deaf play, remember that not all the performers are on stage.

—Ricky Hall, Adrienne Neal,
Robin Rozga, Brenda Shaffer,
and Ann Smith



Mightier than the Sword—Kelly Cooper (left) and Ann Smith read Ann's Letter to the Editor that appeared in the May 16th issue of *The Frederick News-Post*. Ann received many compliments on her letter that promotes deaf awareness to the hearing public.



Work Study Lets Students Learn and Earn



Four days of the week, teacher Marsha Payne and 15 Maryland School for the Deaf students prove learning is not confined to the classroom. Although Mrs. Payne's mornings are devoted to teaching social studies and US history to Advanced Department students, in the afternoon, her attention turns towards building the employment history of students. She is the coordinator of the School's Work Study program.

"Students need to be exposed to the hearing world to learn how they will communicate and participate in a future work environment. Students who participate in Work Study are better off than students who don't get the experience. This is an opportunity to develop work habits."

—Mark Wait
Assistant Principal
Vocational Department

Although the Work Study program was formally established in 1977 under the direction of Ed Hartmann, Mrs. Payne credits Vocational Education Planner Kerri Lawler-Davis with developing the current program. Ms. Davis managed the program from 1984 to 1989 causing it to expand to include many employers in the Frederick area. Ms. Davis also made employer contacts in the hometowns of students to aid with summer job placement.

Mrs. Payne arranges job placements according to student interest and ability. She acts as a liaison between the supervisor and student should any grievance arise and chauffeurs students to off-campus work sites. However, Mrs. Payne stresses job retention is a responsibility each student must assume.

"Through Work Study, a student finds out what career area is and, in some cases, is not best for him."

—Kerri Lawler Davis
Vocational Education Planner

Most students work an average of 3.5 hours per day Monday through Thursday. Each student has worked out a system of communication with his or her supervisor and co-workers which varies from signing, note writing, talking, and lipreading. The following brief job descriptions prove that each student has gained valuable insight and skills from participating in the Work Study Program.

The five students who are employed as student aides at Ft. Detrick, a military installation in Frederick, are members of the graduating class. All the students perform clerical duties and get the opportunity to use computer skills that were learned through the School's computer training program.

Melissa Curry is employed in the warehouse. She states "I've learned many job skills that I need to be employable. I would like to continue working at Ft. Detrick after graduating."

Allison Eaton works in one of the many data processing offices on base. She says, "My computer skills should help me with a future job. I would like a career in data processing or fashion merchandising."

Alex Hagedorn's co-worker Delores King says he is very enthusiastic and is eager to learn new ideas. Alex plans for a career in computers.

Sherri Ross works in the Civilian Personnel Office. Sherri likes socializing with her co-workers who alternate between signing and writing notes to relay information to her.

Brenda Shaffer files documents, makes photocopies, and types the monthly newsletter, *The Employees News Bulletin*. Using written messages to communicate, Brenda says, "I'm



Ft. Detrick employees Sherri Ross, Brenda Shaffer, Melissa Curry, Allison Eaton, and Alex Hagedorn (back row, center) pose with Staffing Specialist Ray Mangold and Work Study Coordinator Marsha Payne. Mr. Mangold has played a major role in hiring MSD students at the base.

learning how to get along with older, hearing people. It's a bit difficult communicating, but we do get along well. I'm gaining a lot of experience. This is my first job."

"Through Work Study, students come to understand the importance of being dependable—in performance and attendance. It's a real training ground and many MSD students have gained permanent employment from their Work Study employers."

—Marsha Payne
Work Study Coordinator

Two students work at fast-food restaurants, Michelle Day and David Kent. Michelle works at Roy Rogers where she loves tending the salad bar. Employee Peggy Dyer, who is a MSD alumna, helps Michelle learn new skills. General Manager Greg Salley is very pleased with Michelle's work. He and six other co-workers have learned sign language.

David Kent manages the salad bar at Wendy's along with busing tables. He is so well liked by his co-workers that he was named Employee of the Month for March. David states, "I know I'm responsible for certain duties so we can serve our customers. I'm part of the team."

Six students work on campus. James Gaskin, Devon Gibson, and Yoon Sun-Lee share the duties of operating a dormitory snack-bar that is frequented by students after school. Devon and James say their math skills have improved by handling money and operating the cash register. Yoon likes serving the customers. Supervisor Steve Bisig, who is a dorm counselor, is pleased with each student's maturity in managing the snack-bar.

Eleanor Finnicum and Michael Knapp are employed by the US Olympic Committee of the World Games for the Deaf. Working on the computer from various classrooms, they file data on past Olympic records under the direction of teacher Rick Schoenberg. Michael appreciates that his job will be useful to future generations involved in the World Games for the Deaf.

Eleanor handles statistical information. She said, "I take pride in the historical significance of my work."

Angela Forsythe is a teacher's aide in the School's Family Education/Early Intervention Program. She assists the educators with reading stories, teaching sign language, and playing games with the young children who are enrolled in the program. Angela says, "I'm learning responsibility, the importance of being on time, and how to work with others."



Sherry Dove cleans a mirror at the Citizens Nursing Home.

Sherry Dove is a housekeeper at Citizens Nursing Home. She likes cleaning mirrors best of her many maintenance duties. She enjoys working around elderly patients, but finds the chance to develop communication skills with hearing co-workers to be very beneficial.

Bobby Kling, a senior, has found the Work Study program has helped him make a career decision. His first job placement at a warehouse was not challenging to him, but employment at Jeanne Bussard Center, a training program for the handicapped, has proven to be a success. Although classified as a student aide, his supervisor Nancy Verdier has increased his responsibilities as Bobby has shown his competence. He helps evaluate the work performance of the center's clients, keeps records, writes reports, and teaches a sign language course. Ms. Verdier is thrilled with Bobby's performance and is willing to hire him during the summer. Bobby says, "This job is giving me the chance to see if this is a career possibility."

Mrs. Payne has already received applications for next year's program from interested students who plan to continue exploring employment opportunities and building employment history through the Work Study program at Maryland School for the Deaf.



Bobby Kling conducts a sign language class at the Jeanne Bussard Center.

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Federal Funds Benefit MSD Students

Through Chapter I Funds from the federal government, this year the Maryland School for the Deaf was allocated a total of \$258,683. These funds were used to assist in the support of the Family Education/Early Intervention Program. This program provides educational services to very young deaf children and their families in order to help these families with early management and guidance of their children, and to help the children get an educational head-start. Services are provided for these individuals both in their homes and through visiting teachers and in classes held on the two campuses of the school. Family workshops involving extended family members are also an important component of this program. Other funds were used for additional needs of students in the regular MSD program. Some funds were used to purchase psychological services for students with special needs.

Using a total of \$4,845 of Chapter II Funds from the federal government, MSD targeted two areas. On the Frederick Campus, funds were used to purchase materials that would assist students in developing self-esteem so that they would be better able to cope with social problems and pressures. On the Columbia Campus, funds were used to continue and expand a Pre-Vocational/Vocational Program and purchase additional equipment and supplies. The goal was to better educate students and to prepare them for the world of work.

The Maryland School for the Deaf applied for federal funds for Drug Abuse Education and Programs (Drug Free Schools). This year, only the Frederick Campus was included in the grant, which was for \$4,444. The funds were used to hire a consultant who worked with the instructional and dormitory staff and parents on developing self-esteem in themselves and in the students. Self-esteem is viewed by professionals in the health field as a necessary

base for resisting impulsive behavior, substance abuse, and academic underachievement. Students lacking self-esteem often are at risk for alcohol and drug abuse. The staff learned strategies for developing self-esteem from the workshops. Materials were purchased for the library that will support activities for developing self-esteem.

The school is most grateful for the availability of these funds which make it possible for us to supplement and to expand our programs. We look forward to the continuation of projects such as these through the use of federal funds, and we invite your comments and suggestions regarding their use as we develop new projects. If you have suggestions, please write to Kenneth Kritz, Assistant Superintendent on the Frederick Campus or Dr. Richard C. Stefan, Jr. Assistant Superintendent on the Columbia Campus.

Spanish Comes to MSD

Hola. Benos dias. Gracias. Adios. Que pasa? Yo te amo! These are some of the Spanish words and phrases that the students in the Intermediate Communication Department have been learning during the Spring quarter. I wanted my students to learn more than just English and American Sign Language. I wanted them to understand the differences in cultures and languages compared to their own language.

At first they were exposed to the French-Canadian culture in Quebec and the sign language of Quebec (LSQ) by dormitory counselor Pierre Daze. Mr. Daze, who is practice-teaching in the Intermediate math department, donated his free time to the Spanish class. The students were fascinated with the many differences and stayed past the class period to ask questions.

Dr. Donald Ammons, chairperson of the Department of Foreign Language at Gallaudet University and MSD Board member, gave a ninety minute speech on Spanish to 50 students. Her presentation covered the culture, ori-

gins, language, and use of Spanish throughout America. She strongly urged students to learn another language to help them understand other cultures and to give them access to the world community. Carolyn Lopez, the audiologist in the Advanced Department, showed pictures and materials she brought back from her trips to Mexico during winter and summer vacations.

The students responded with so much enthusiasm that they began to explore other cultures and languages by examining travel brochures, foreign language books, and pamphlets. Students Amy Wise and Dawniella Hali-schak went to Amy's home one weekend requesting Amy's mother take them to the public library to look for material on other foreign languages. They found four books on different languages. They returned to Amy's house with the books to copy excerpts from them to print on the computer to distribute their findings to their teacher and classmates.

Johnny Thauhnai showed up in class on Monday to proudly announce that he knew what the movie title "Tres Amigos" meant. Several language teachers have commented that their students have begun to use their new language in stories they write for class assignments. Other teachers and dorm counselors remarked that students have challenged them on their knowledge of Spanish words. Many students were surprised to learn that the grammatic structure of Spanish is similar to American Sign Language. When the teacher wrote the phrase "Yo te amo," (I love you) which reads "You me love," the students loved the familiarity of the phrasing.

The class is very successful. Forty-one of 49 students who took the Spanish class passed the two-page final exam with a letter grade of an A. It was a challenge to some of the students and a learning experience to others. The skills that were used in learning the lan-

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guage included memorizing and language structure.

When walking down the hall in the Intermediate Department, one will find words above the exit sign, on the clock, on the bathroom doors, and in the classroom. A bulletin board also displays Spanish words for classroom supplies such as pencil and paper. Phrases such as "How are you?" and "Good day!" are also visible. The posting of the signs has prompted many Advanced Department students to inquire about having access to the class. Class begins for Advanced Department students in the fall as an elective course. To understand and appreciate the many cultures of the world, I strongly encourage deaf students to learn other languages in addition to learning English and American Sign Language.

—*Marsha Flowers*
Intermediate Department
Communication Teacher

"Apples for the Students"

Maryland School for the Deaf's participation in Giant Food's "Apples for the Students" computer drive produced an excellent harvest. Each campus conducted its own drive from October 1, 1989, through April 28, 1990. Over \$286,000 in blue register receipts were collected to redeem for computers and software on the Frederick Campus. The Columbia Campus collected \$174,300 in receipts. The Frederick Campus will receive the following items:

Two Apple IIe computers with color monitors and 5.25-inch disk drives
AppleWorks software (intergrated processing/database/spreadsheets)

Programs:

Where in the World is Carmen
San Diego?
Geoworld
Map Skills
Flodd, the Bad Guy (reading)
Jack and the Beanstalk (reading)

Math and Me

Math 2: Word Problems

Math 3: Word Problems

The Columbia Campus will receive these materials:

An Apple IIe computer with a complimentary Appleworks software program
A printer

Mixed Up Mother Goose Rhymes program

On both campuses, many students, staff members, and friends of MSD contributed to the drive. Some people collected receipts from their friends, relatives, neighbors, and co-workers. There was an exceptional response from the Frederick Campus Primary Department. Principal Emeritus and Board member Margaret Kent collected over \$50,000 in receipts for the Frederick Campus from the residents of her apartment building in Frederick. Unsolicited donations from people who have no personal ties to the School were also received.

Major contributors to the Columbia Campus drive include the Arent, Fox, Kintner, Plotkin, and Kahn Company; The McGill Development Company; and the branch libraries of Montgomery County.

On the Frederick Campus, one computer will be assigned to the Primary Building and the other to the Ely Building. Carts will make them mobile for transporting from room to room. The Columbia Campus has yet to decide the location for its computer.

Although only two announcements advertising the drive were sent to the parents of MSD students, the School's campaign was exceptionally successful.

"Food for Thought"

The Frederick Campus participated in the Safeway computer drive called "Food for Thought." The collected cash register receipts totalled \$38,591.78. Although this amount was not enough to secure a computer, the receipts were redeemed for the follow-

ing software packages:

Math Concepts (Level 4)

Math Practice (Level 3 & 4)

Touch Typing

Linkway (a utility program for teachers)

Building Self-Esteem

The Family Education/Early Intervention Department hosts weekly parent meetings which cover a variety of topics that are of interest and informative to the families. On April 27, 1990, the Friday parent group at Frederick had a special opportunity to interact with Linda Ezrine, who is a consultant for the Maryland State Department of Education.

Ms. Ezrine is working with MSD on the Drug Free Schools program which is being implemented throughout the state. Her services have been made available to the MSD staff in addition to meeting with the parent group. She offered suggestions on ways to help parents develop strategies and skills related to self-esteem. A healthy and confident self-concept can assist children in resisting impulsive behavior or uncomfortable situations which can be detrimental to them. These situations may include the temptation to experiment with drugs or alcohol. Ms. Ezrine discussed the stresses which parents feel in trying to raise their children and offered techniques to reduce stress in the family. She also discussed the importance of using various facets of communication including body language and facial expression to convey both positive and negative feelings between parent and child.

—*Ruth Howell*

Annual Spring Grange Trip

For approximately seven years, the Braddock Grange, an historic agricultural association, invited students from Maryland School for the Deaf to a spring meeting to perform some skits and songs. Twelve students, Reena Boles, Tyiesha Duffy, Hayley Evans,

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Students line-up for refreshments served by Grange members.

Sarah Himmelmann, Melape Korta, Erin McLaughlin, Lizette Ramos, Roger Spidle, Johnny Thuahnai, Christina Vorreyer, Amy Wise, and Mei Yeh, attend this year's May 9th meeting chaperoned by K.C. Russell.

The students danced and interpreted four songs. They demonstrated how to recite the Pledge of Allegiance in sign. Each student also spoke about himself or herself.

After the performance, the Grange members provided sandwiches, punch, and cookies. Each student received a plant. This was an enjoyable and educational experience for everyone that will hopefully remain an annual event for many years to come.

—K. C. Russell

Optimist Club Oratorical Contest

Freshmen Raylene Harris and Lisa Ewans placed second and third, respectively, in the Rockville Optimist Club Oratorical Contest. The contest was presented by the club's "Help Them Hear" program. Teacher Cathy Babb accompanied the students and acted as interpreter.

The MSD students entered as competitors in the high school category. Participants competed in the male or female category. Two boys and two girls entered the high school com-

petition. Four boys and three girls competed in the intermediate age category.

The participants had to deliver a four to five minute speech on the theme "The Dream is Alive." Rockville High School students won first place in the male and female categories. They were awarded \$500 savings bonds and a trophy for their school. Raylene Harris won a medal for placing second.

Summer Camps for Deaf and Hard of Hearing Children

The National Information Center on Deafness (NICD) recently published a new resource list which identifies summer camps for deaf and hard of hearing children. *Summer Camps for Deaf and Hard of Hearing Children* will assist parents looking for summer camp programs for their youngsters. Roberta Thomas, Executive Director of the American Society for Deaf Children, provided helpful information for

this publication.

Copies of this summer camp list are available for \$1.00 each prepaid. Requestors will also receive a copy of NICD's new publications list entitled, *Publications from the National Information Center on Deafness*. Contact: National Information Center on Deafness, Summer Camps, Gallaudet University, 800 Florida Avenue, NW, Washington, DC 20002-3695.

NICD is now celebrating its 10th year. NICD opened its doors in 1980 to serve as a centralized source of accurate, up-to-date information on all aspects of deafness and hearing loss. Questions arrive at the Center by mail, phone, and during personal visits. They come from deaf and hard of hearing people, their parents, families and friends, and from educators, social service agencies, libraries, and the general public. The location of NICD on the Gallaudet University campus provides ready access to a multitude of resources in the field of deafness.



A Taste of Ireland—Deanna Hoke's class sent the aroma of Irish soda bread wafting through the halls of the Columbia Campus after baking their shamrock-shaped treat.

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Student Awards

The following students have received awards for outstanding vocational and athletic abilities:

Vocational Awards

David Dingle—Auto Mechancis

Angela Forsythe—Simulated Workshop, Work Study on campus

Allison Eaton—Work Study at Fort Detrick

Athletic Awards

Ann Smith—Inspiration and Leadership, Best All Around, and White Track (field event) Awards

Joseph Cordero—Inspiration and Leadership Award

Jene Kesler—Most Improved and Spencer Basketball Awards

James Gaskin—Most Improved Award

George Harris III—Best All Around and Schartner Wrestling Awards

Kelly Wilson—Rev. Foxwell and Moylan Football Awards

Michael Brewington—Harry Benson Basketball Award

John Ulrich—Shockley Most Improved Wrestler Award

Eleanor Finnicum—Cross Country Award

Alexander Hagedorn—Cross Country Award

Adrienne Neal—Outstanding Cheerleader Award

Kevin Beachum—David Harris Take-down Award

Stanley Juchno—Barr Track Award

Kelly Cooper—White Track Award (running)

Don Phelps—Booster Club Service Award



HOBV Delegate—Heather Herzig (second from the right) enjoys the fellowship at the Hugh O'Brien Youth Foundation Leadership Seminar. Heather was selected to represent MSD, as one of over 200 Maryland sophomores, at the four-day event. Teacher Bonnie VanBuskirk acted as her interpreter.

The Junior Bulletin

Written by the students

MSD Students Attend Camp Roundmeadow

This past April, Frederick County invited selected students from the Intermediate Department to participate with 8th grade public school students in a three-day Outdoor Program held at Camp Roundmeadow located in the Catoctin Mountains.

Seventeen Intermediate students along with Advanced student counselors, Melissa Curry and Kelly Wilson, and staff members, Barbara Houghton and Martin O'Brien, attended Camp Roundmeadow for this three-day learning experience.

Below are some thoughts students have written regarding their experiences at camp.

—Martin O'Brien

Mason Dixon Farm

On Monday afternoon, we went to a farm called Mason Dixon. It is called that because it is on a line that divides the North and the South. Two brothers started the farm in 1948 and they had only 12 cows. Now they have 2,000 cows. The farm has no bulls because they don't give milk.

—Hope Skelley

Each cow gives about seven gallons of milk a day. That is 2,555 gallons in a year.

—Elizabeth Juchno

This farm uses high technology. I was interested in the computerized feeding equipment. Each cow had a chip with a number on it. Then a feeding machine decides how much food to give the cow by its chip. So it releases the food into a "plate" and the cow eats it.

Almost each barn uses solar energy. They make electricity from cow manure. Can you imagine that manure can make electricity?

—Jacob Spidle

I went to the "maternity barn" to see cows that are ready to give birth. After the calves are born, they must be separated from the mother very quickly.

Then I went to the calves' pen and I petted each calf. They were so cute! But some of the calves will be butchered for veal. I felt sorry for them.

—Lizette Ramos

We walked to see a grain silo. They feed the cows five tons of food a day. We also saw the dairy where they make cheese and ice cream. We couldn't go in because of the health reasons.

—Sean O'Brien

We saw cows in a barn. We saw where cows are born. We petted baby cows.

—Danyell DeSheilds

At the end we went to the bus. Mr. O'Brien bought an ice cream cone but

dropped it. HA, ha, ha, ha! I had a wonderful time.

—Brain Van Bavel

Hiking Essentials

At Camp Roundmeadow we hiked with a compass and map. We started in the morning after breakfast. We were in a group with Lizette and three other hearing students. This hike was about two to three miles.

A map and compass are very important to a hiker because if a hiker gets lost in the woods he doesn't have to worry because a map and compass will tell him where he is. We learned that by joining the group and hiking.

We had to find numbered milk jugs somewhere in the woods. There were 10 jugs. Each group had to find only five of the jugs. We really had fun doing this and we also learned a lot from this activity.

—Jacob Spidle
Herbie Bowden



Teacher Barbara Houghton gives students instructions before they begin their hike.

Rock Collecting

On Monday and Tuesday afternoons all of the students at Roundmeadow collected 12 different rocks and minerals. On Monday afternoon we collected seven different rocks and minerals. They were Hornfels, Conglomerate, Shale, Diabase, Quartz, Limestone, and Sandstone. On Tuesday afternoon we went to find five more rocks and minerals. We found Quartzite, Greenstone, Calcite, Limonite, and Apophyllite. We really learned a lot about rocks.

—Joey Gregor

Penn Mar Park

We hiked to Penn Mar Park, which is a beautiful place. In the early 1900s, people went there with their children after work or on the weekends. The reason people went there was because they worked in the city during the week where it was hot and they wanted a cool place to rest on the weekends. Some of the people who came to the park were rich and lived in mansions in the city. People used to come to the park by train, but now they use different kinds of transportation.

Today, in the park there is a large porch with a stage. The stage is used for plays and concerts. At the end of the porch there is a beautiful view of Pennsylvania and Maryland. Thousands of people come to the park every year for enjoyment and rest.

—Elizabeth Ramos



Van Greene (left) and Brian Van Bavel watch the water run under the Devil's Race Course.



Students prepare to label the rocks and minerals they found on their hike.

The Devil's Race Course

When we got back on the bus after Penn Mar Park, we went to a place called Devil's Race Course where there were many boulders. Then Mrs. Coghill told us that there is a river running underneath the boulders. The reason this place is called the Devil's Race Course is because the water runs nearer to the devil than to God. The hearing students could hear the sound of rushing water below the rocks. Then Mrs. Coghill showed the deaf students an opening where they could see the water running under the boulders.

When Mr. Zimmerman dismissed the students, everyone ran to the bus except us two. We stayed to look more closely, and Mr. O'Brien took a picture of us looking at the Devil's Race Course. We touched the water and it was very cold! Then we rushed to the bus and had a hard time finding a place to sit. Then we went back to Camp Roundmeadow.

—Brain Van Bavel and Van Greene

Night Hike

Both deaf and hearing students went on a night hike. We hiked through Camp Greentop and other places. We hiked a long way. The deaf and hearing students were very tired when we got back to camp. We had a lot of fun.

—Kim Jones

High Rock

We took a bus up a mountain and walked to a place called High Rock. Then we looked out and could see Pennsylvania. Some people hang glide from this location. We thought that was a wonderful area.

—Clarence Taylor and Andre Burke

Hiking on the Appalachian Trail

We were about a mile and a half on the Appalachian Trail. On the hike we saw a lot of junk polluting the forest. People put junk in the forest because they don't want to pay to take it to the dump. The Appalachian Trail starts in Maine and ends in Georgia. Some of the trees have white markings on them to show where the trail goes. We hiked all the way to Penn Mar Park.

—Sean O'Brien and Tim Lombardo

Meeting New Friends

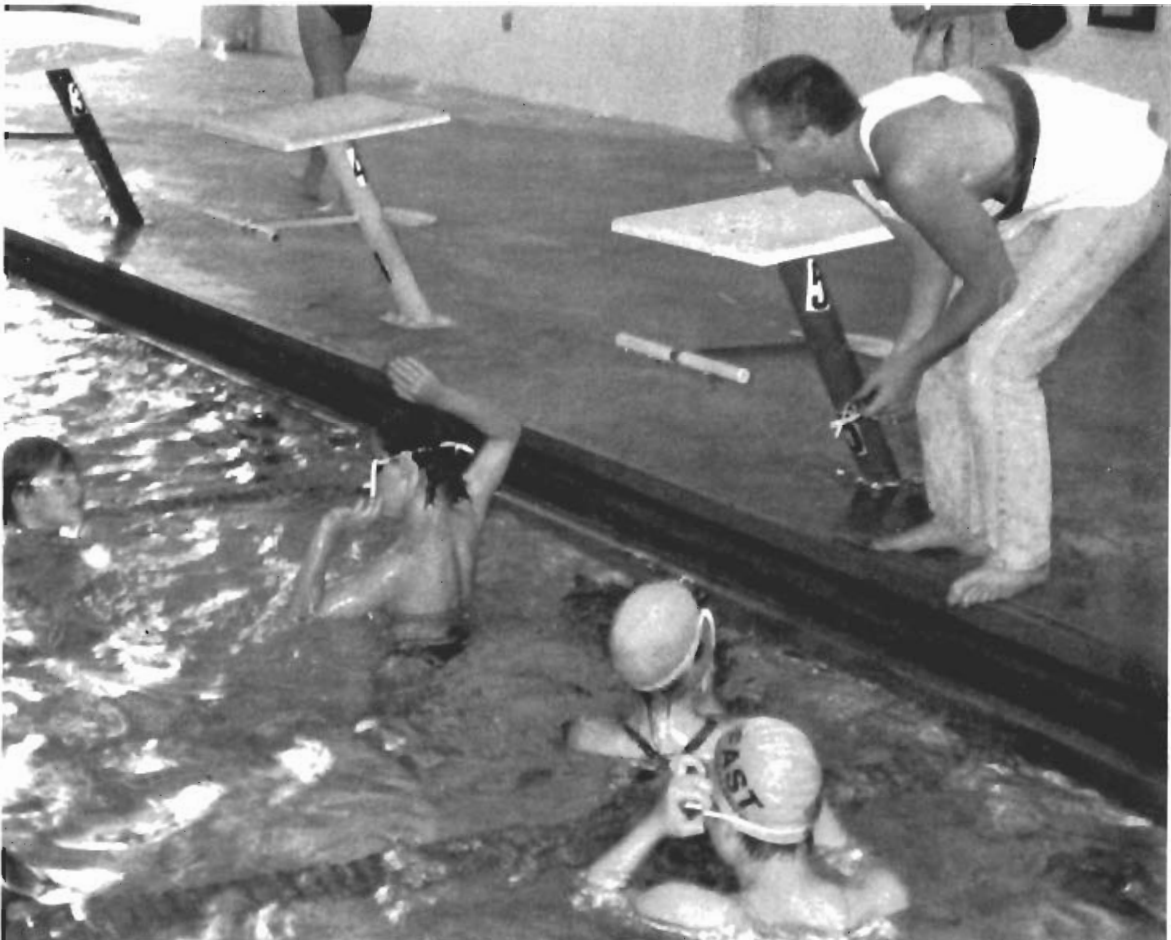
We met a lot of nice friends at Camp Roundmeadow. We talked with the hearing students through writing on paper. We told jokes and chatted about boys and school. Most of the hearing students were very nice to us. We really enjoyed going to Camp Roundmeadow.

—Nicole Jackson, Danyell DeShields
Hope Skelley, Elizabeth Juchno

Sportscope

One of the Mob

Nickie Hawkins proves competing against oneself can be the best source of competition.



Nickie (in goggles) and the other cadets watch the coach for instructions.

Nickie Hawkins' size and age belie the fact that he is a serious athlete. If you were to ask his former coach, Dottie Rust, what unique ability Nickie possesses she will state he has always set personal goals for himself. Ask his present coach, Cheryl Linscott, and she will tell you if he continues to improve over the years, he has the potential to become nationally recognized. Pose the question to Nickie himself and he will say, "I love to swim."

Nicholas Edward Hawkins, better known as Nickie, is 10 years old and began competing at the age of eight under the coaching of Dottie Rust. He was one of two students from the Frederick Campus Primary Department who participated in the Frederick Area Swim Team's Tyke program. Although Nickie has to be adept at strokes that include freestyle, butterfly, and backstroke, his favorite is the breaststroke which highlights how powerful a swimmer he is for his age.

Nickie has since graduated from the Tyke program into the Cadets, where he competes in the 9-10 year old age group. The team participates in meets against teams from the Baltimore-Washington and the Maryland-Virginia areas. Nickie is the only deaf swimmer on the entire F.A.S.T. team of 135 swimmers, ages four through 18, yet he is not concerned. "Although, he is one of 135, he sees himself and is viewed by his teammates as someone who is a very good swimmer who just

happens to be deaf. He gets and expects no special treatment. He's just one of the mob who gets yelled at along with everyone else," remarks Linscott. He is also noted for being friendly and outgoing, having found his niche in the water.

"I love to swim."

—*Nickie Hawkins*

Nickie fingerspells to his coach and team mates, but primarily gets his cues from watching what is taking place around him since nobody is fluent in sign language. His mother, Marty, plays a key role as interpreter when complex instructions need to be relayed.

Nickie is used as the anchor in the relay race and is a big contributor to the team effort. A strobe light is used to signal his dive off the starter block in 90% of the competitions, while a starter pistol is simultaneously used for the other swimmers. On those occasions when a strobe light is not available, his coach will give him a hand signal.

He keeps a mental picture of his times in each event, starting each race with the goal of improving his best times. Coach Linscott is impressed with his improvement since beginning in September. In five months, his time went from 46.40 seconds to 42.50 seconds in the 50-yard backstroke, 45.64 seconds to 42.80 seconds in the breaststroke, and 35.39 seconds to 33.24 seconds in the 50-yard butterfly.



Nickie wears a smile in the water.



Photograph by Marty Hawkins

A shirt-clad moment before taking a plunge in the pool.

In the 100-yard freestyle his time was shortened from 1:20.74 to 1:12.92 and in the individual medley he went from 1:29.18 to 1:25.53.

Although his younger sister, Amanda, swims on the Tyke team, Nickie could not persuade his teenage sibling, Melissa, to commit to an almost daily ritual of swimming 3500 yards in laps during practice in addition to doing sprints. The thought of plunging into chilly water four days out the week doesn't bother Nickie. Listing Olympic driver Greg Louganis as someone he admires, Nickie was quick to add that he, too, would one day like to be an Olympian. Whether that is a possibility or not, it is viewed by Nickie as it should be. He states, "I want to improve my time, that way I'll keep getting better."

—*RAJ*

Homecoming Day

September 22, 1990



Eastern North Carolina
School for the Deaf

vs.

Maryland School for the Deaf

1:00 p.m. Boys Cross Country Meet

2:00 p.m. Football Kick-off

Halftime - Girls Cross Country Meet

*Show true Orioles Spirit by
supporting the Booster Club!*



1990 ESDAA Champions—7th consecutive year

Annual School Picnic on the Frederick Campus on May 30th



Teacher Paula Woodall takes a bite of pie or is it a face full of pie in the pie-eating contest.

Primary students played ten-pins.



Intermediate and Advanced students volleyed a water-filled balloon.

The Class of 1990



Front row: Sherri Ross, Kelly Cooper, Abrian Manning, Adrienne Neal, Melissa Curry, Allison Eaton, Angela Forsythe. **Second row:** Brenda Shaffer, Sharhonda Dunbar, Ann Smith, Robin Rozga, Johanna Davis, Kathy Cline, Eleanor Finnicum, David Kent. **Third row:** Richard Hall, Kelly Wilson, Alexander Hagedorn, Alphonso Taylor, David Dingle, Joseph Moss, Robert Kling, John Franklin.

Class Sponsors: Lisa DeLand and Donna Wait

Class Motto: La Creme de la Creme
(The Best of the Best)

Class Colors: Ebony and Ivory

Class Flower: Black Rose

Class Trip: Myrtle Beach, South Carolina

Baccalaureate Speaker: Dr. Lee J. Betts
President, Frederick Community College

Graduation Speaker: Dr. Mervin D. Garretson
Acting Director, National Association of the Deaf

Valedictorian: Brenda Shaffer

Salutatorian: Eleanor Finnicum

Class Officers: President Brenda Shaffer, Vice-President Robin Rozga, Secretary Eleanor Finnicum, Corresponding Secretary Ann Smith, Treasurer Alexander Hagedorn

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The banner says it all at the Frederick Campus primary spring play. Lincoln and Washington share the stage with Mount Rushmore sculptor.