The farm equipment at the Frederick County Fair was a big hit with Shannon Hare and Jeff Oswald.

Vol. CIV, No. 1
October - November 1983
Calendar of Events

OCTOBER
8 — Football, Virginia School for the Deaf, away, 2:00 p.m.
14 — Teachers’ Institute
22 — Football, Pennsylvania School for the Deaf, away, 2:00 p.m.
28 — End of first quarter
29 — Football Homecoming with St. James, here, 2:00 p.m.

NOVEMBER
5 — Football, Model Secondary School for the Deaf, away, 2:00 p.m.
6 — P.T.C.A. Dinner, Bazaar and Open House
11 — Parents’ Day
23 — School closes at noon
24-25 — Thanksgiving Holiday
28 — Classes resume
29 — Girls’ Basketball, Pennsylvania School for the Deaf, away, 3:00 p.m.
Basketball, Prospect Hall, here, 6:00 p.m.

30 — Wrestling, Maryland School for the Blind, away, 3:45 p.m.

DECEMBER
1 — Girls’ Basketball, Marie Katzenbach School for the Deaf, here, 3:30 p.m.
Basketball, Model Secondary School for the Deaf, here, 6:30 p.m.
3 — Wrestling, Bullis Prep, away, 2:00 p.m.
5 — Basketball, Pennsylvania School for the Deaf, away, 3:00 p.m.
6 — Girls’ Basketball, Virginia School for the Deaf, away, 3:30 p.m.
Basketball, Jewish C.C., here, 6:00 p.m.
8 — Girls’ Basketball, Hancock, away, 6:15 p.m.
10 — South Carolina Wrestling Invitational at Spartanburg, S.C.
15 — Christmas Programs
16 — School closes on regular schedule for Christmas Holiday

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The Maryland Bulletin

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VOL. CIV. NO. 1 FREDERICK, MARYLAND 21701 OCTOBER-NOVEMBER 1983
Published bimonthly at the Maryland School for the Deaf by the Graphic Arts classes during the school year. $1.50 per year in advance. Subscriptions may begin at any time. Address all communications to: The Maryland Bulletin, Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21701.
Entered as second-class matter September 4, 1920, at the Post Office at Frederick, Maryland 21701, under the Act of Congress of March 3, 1879.
Graduation speakers are expected to tell graduates about the cold, cruel world waiting out there for you. I don’t need to do that. All you need to do is to read the paper or watch the news on TV. The news is full of statistics to prove that our situation is going down fast.

Let me share a few statistics I bet you won’t find in any newspaper or on TV:
90% of Americans have a job;
89% of U.S. adults have never tried Cocaine;
Most of the nations of the world are not at war this afternoon;
The Atomic Bomb is 28 years old and the world has not blown up yet.

Commencement means a beginning. You have completed your school years at MSD and you are commencing on a new phase of your life. You may not like to hear this but your education days are not over. John Dewey said, “Education is not a preparation for life; education is life itself.” You will continue to learn every day of your life. It is very important that you realize that and that you remain open to new ideas, new information and new activities.

No matter what kind of job you get tomorrow, you will probably have to take more training and change jobs at least two or three times in your working career. The key to success in America in the future will be flexibility. The people who are flexible and able to take retraining and able to change jobs when necessary are the people who will succeed in the future.

Mr. Sinclair gave me a list of the seniors and a brief idea of what each one hopes to do after graduation. A large number are planning to go on to more schooling: NTID, Gallaudet, community colleges and other training programs. That indicates that you realize that it is very important, in today’s job market, to have specific training and skill in your chosen field.

As I read over the list, I noted that this group of Seniors plans to look for careers in: Office work, Computers, the Health field, the law, photography, restaurant work, post office, government, education and psychotherapy.

Most of these occupations have one thing in common. They are all some type of service to people. This group of seniors obviously has studied the trends in the job market very well. The greatest increase in job opportunities over the past ten years has been in service industries like health care and data processing; exactly the fields chosen by the seniors here today. For example: half of this class has chosen a career related to the computer. This is a rapidly expanding field and an excellent choice for a deaf person. The computer uses a visual language and the deaf person has an equal chance to learn this language as the hearing person. You don’t need to hear to communicate with a computer.

Teaching is a field where job opportunities are shrinking for the hearing person. But in Education of the Deaf there is still a high need for deaf teachers. The Alabama School for the Deaf has eight openings this year. They would like to hire eight deaf teachers. They have only two or three deaf teachers at their school. There are not enough deaf teachers to fill the need.

This situation is the same in many, many states around the nation. You seniors were
fortunate to live in Maryland where you have a large number of deaf people teaching and working in your school. Deaf children need to have some deaf adults in their life. If you are interested in teaching, stick with it. There is a big need for good deaf teachers. Also I expect there will be a big need soon for teachers who can teach computer programming in the schools.

A person told me the other day, that I should be worried about nuclear war for about 10 minutes. After the 10 minutes were over, I looked around me and nothing had changed.

Maybe one person worrying alone is not enough. Would you all help me? When I count to three, let’s all worry for one minute about nuclear war. OK 1, 2, 3.

Do you feel as silly as I do?

If you really want to do something about nuclear war you should, 1. learn all you can about the issues; 2. vote for leaders who agree with you; and, 3. write letters to your representatives every chance you get.

But one thing we learned this afternoon; WORRY itself will not change anything.

I have a small plaque on the wall of my bedroom. And I look at it several times a week. It says:

“Life is made up of little bits of time and each is a gift for us to love and cherish.”

I can only live the moment that I am sharing with you right now. And that is all you can live, too. Why waste our precious moments in worry?

Your life is now, this moment, not four years from now when you graduate from college. I remember when I was a young man about your age. I joined the army right after graduation. I had a calendar and I marked off each day for the whole three years. I wasted three years of my life, counting days and waiting to get out of the army so that I could finally begin to live. Funny thing, when I got out of the Army I found that I was still not ready to live. I had to go to college for four more years first.

We must all plan for the future. We get an education or training now so that we can get a good job in the future. We save money now so that we can take a vacation next year. This is all fine and proper. But let’s not forget that we live life one moment at a time, and we should enjoy NOW also. When I say enjoy yourself, I don’t mean the selfish, hedonistic activity of the ME generation. Human beings get their greatest and most satisfying pleasure from helping others and in doing a job well.

I have another plaque on my bedroom wall. (You probably think that my bedroom wall is full of plaques. It is!) This plaque says, “Happiness is found along the way, not at the end of the road.”

Remember, you are in control of your life. You can be happy if you choose to be. Most of our time is spent in dealing with a small area of life. That part of life right around us. We can make that area better. We can stop throwing trash on the ground. We can learn to reach out to the people around us. We can learn to understand their needs and we can learn to help. If we can’t establish communication with our neighbors, friends and co-workers, how can we expect Reagan and Andropov to establish communication with each other?

Believe in yourself. Trust in yourself. Do not criticize yourself too much. You are not perfect. So what? No one is. We tend to forgive our friends and our enemies easily but we almost never forgive ourselves. There are plenty of people in the world who will pick on you. But don’t pick on yourself.

Your teachers and parents are very proud of you today.

You should be proud of yourself, too.

Find a job that you can be proud of. Do it to the best of your ability. Help the people around you every day. Look on the positive side.

John Lennon once said, “Life is what happens while we’re busy making plans.”

Make your plans. But don’t forget to live.

MISS KENT RECEIVES HONORS

Miss Margaret Kent was recently made an honorary member of the Conference of Educational Administrators Serving the Deaf. Miss Kent retired as Principal of the Maryland School for the Deaf in the spring of 1973 after serving the School for more than 48 years. Although retired, she continues to play a vital role in the affairs of the Maryland School for the Deaf as a member of the Board of Visitors of the School. Her honorary membership in the CEASD presents the opportunity for continued participation of that organization. We congratulate Miss Kent on this honor.
Dream Comes True
at MSD's Columbia Campus

By ROBERT C. REID
Frederick News-Post
Senior Annapolis Correspondent

A fifteen-year-old dream came true last spring, as the futuristic second phase of the Columbia Campus of the Maryland School for the Deaf was dedicated in ceremonies attended by a host of dignitaries.

The new addition brings an $8.5 million facility to the campus which opened in 1973.

In the dedication address, Gov. Harry R. Hughes said the new school "and the humanitarian philosophy upon which it is based symbolizes the best of what is happening in the education of the deaf in America today."

The modern addition features five clustered classrooms with a noticeable absence of corridors. Dorm rooms house two to four students on the same floor as the large classrooms. Huge expanses of glass windows provide an abundance of natural light.

Dr. David M. Denton, Superintendent of the Maryland School for the Deaf, lavished praise on late Sen. Edward P. Thomas of Frederick for his role in helping to make the school one of the finest in the nation. "He made much of this possible," Denton said of the senator who died earlier this year.

Denton also made note of the fact that the governor, at the time of the creation of the new Columbia campus, was a state senator who chaired the Senate Finance Committee when the measure was first heard. Then Senator Hughes was enthusiastic over the prospect, managing it through his committee.

Dedicate a 'dream'

Gov. Harry R. Hughes dedicated the $8.5 million addition to the Columbia campus of the Maryland School for the Deaf. MSD Superintendent David M. Denton (center) and State Comptroller Louis L. Goldstein (right) participated in the ceremony. (Photo by Robert C. Reid)
Several hundred people attended the ceremonies in the school's new, ultramodern auditorium. They heard State Comptroller Louis L. Goldstein call the student and faculty of the school "pioneers," explaining that with the state funding for construction of the faculty, "We have only planted the seed. Now it's up to you to cultivate it."

While the addition means the school can serve another 40 children, its main features include program facilities for the whole student body. These facilities include a full-size gymnasium, an auxiliary gym, a semi-soft flooring. It also houses a six-lane Olympic-sized swimming pool and a smaller pool for non-swimmers to learn.

Each floor of the dormitory/classroom section features small kitchens where students can learn basic cooking and domestic skills.

A library and media center eventually will become a computer center where the school will teach basic computer skills.

The Columbia campus teaches intermediate level students from ages about 12 to 16, including some multiple-handicapped children, who are deaf.

These children, some of whom also need remedial learning assistance, or who have behavioral disorders, are mildly to moderately handicapped, and are taught only at the Columbia campus.

They do not attend separate classes but, under the MSD concept, are comingle with deaf students who have no other handicaps.

About two-thirds of the pupils are residential students who are bused home for weekends. The other third are day students who return home at night to nearby communities.

The new addition is on what the governor referred to as "55 acres of beautiful Maryland countryside." The University of Maryland had used the land as an animal science farm. The university still operates a horse research center across the road from campus.

"I can't imagine a better location," Hughes said.

Daniel W. Moylan, administrative judge of the Washington County District Court, and president of the school's board of visitors, formally accepted the new building "with gratitude and humility."

A group of students presented a seedling of a Wye Oak, the state tree, to Denton. In sign language, they said they gave the tree "because we love" the new facility.

Columbia students also made several presentations including dances and songs, with recorded music and words, accompanied by sign language.

Saying he was proud to be part of the program "dedicating this magnificent building," Hughes added, "I am even more proud of what this dedication signifies—the fact that in our state the sounds of storm and strife from the outside world cannot drown out the hopeful sound of the human heart."

Then he held a hand, with thumb, fore and little finger extended.

It is the universal deaf sign for "I love you."  

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**PHYSICAL FITNESS CONFERENCE**

The morning dawned clear and cold—a perfect day for a trip to a fitness conference. On September 23rd, five physically challenged students, five parents or family members and five staff members from MSD attended the 4th Annual Conference on Physical Fitness for the Handicapped and Disabled at the Towson Center, Towson University.

The students were excited at the prospect of attending a workshop especially for them. They carefully chose the sessions that they wanted to attend throughout the day.

Charles Kouneski and Reginald Dickey chose adapted swimming first. Many of the techniques and swimming progressions were appropriate to their needs. The exercises were clearly demonstrated. To go to and from the pool, the boys got to ride on a bus especially equipped for wheelchairs. The regular seats were removed to make room inside, and there were extra long seat belts to hold the wheelchairs in place. On the side was a platform which raised or lowered the wheelchairs to get them in and out.

Nancy Walker and Fawn Seawell chose an outdoor adventure for their first session. It was a lecture and slide program on canoeing, hiking and rock climbing for disabled people. Danielle Case went with her mother and grandmother to a session on activities for orthopedically impaired youngsters.

For the second session, most people went to the meeting on fitness for the multihandicapped. Everyone had a good time learning and participating in a variety of games adaptable to the various needs and abilities of students. That gave everyone a good appetite for lunch.

After lunch, there was plenty of time to wander through exhibits and collect free literature on things of interest.

The wheelchair aerobics group from Frederick stirred people up again with some dance.
routines. Since the exercises were done from a seated position, everyone in the bleachers could participate. The girls stayed for another session of aerobic dance for those not confined to wheelchairs.

Charles had waited patiently all day for the session on self-defense for disabled. At the pool in the morning, he had met Peter Brown, the trainer for the British Olympic Judo Team. Charles' two years of experience in the Tae Kwan Do made him knowledgeable in the martial arts, and the two had some lively discussions. Mr. Brown said they were beginning to set up a judo program for disabled in England. He encouraged Charles to work for something similar in this country and proposed a visit to England sometime in the future. The person who was scheduled to present the self-defense program did not show up, so Mr. Brown stepped in and used Charles in some of the demonstrations. That was the highlight of Charles' day!

Having such a good number of parents come to attend the sessions with the students made the conference even more successful. It gave the families and students the opportunity to explore a number of fitness options open to them as individuals or in groups.

Interpreters were provided for some of the sessions, but Maureen Wagner filled in when interpreting slots were not covered. Nancy Benton, Peggy Brenneman, Beta Black and Beverly Hofer helped students on an individual basis to become actively involved in the sessions. The availability of staff made it possible for student conference attendance to be individualized according to interests and abilities.

It was an exciting day full of new experiences! We are looking forward to an even better conference next year!

Some of participants in the Physical Fitness Conference were: First row: Reginald Dickey, Charles Kouneski. Second row: Robin Seawell, Fawn Seawell, Nancy Walker, Danielle Case, Beverly Hofer, and Nancy Benton. Third row: Maureen Wagner, Mrs. Case, Sandy Resch (Columbia), Mrs. (Kouneski) Parisien, Omega Black, and Jane Watts (Columbia).
The Columbia Campus of the Maryland School for the Deaf began to formally serve multihandicapped hearing impaired children at the beginning of the 74-75 school year. Throughout the past nine years, Columbia Campus students, parents, and staff have contributed to the development of a program which is continuing to evolve as it strives to meet the individual need of these special students.

One aspect of the program which has experienced growth and refinement is that of student evaluation. In the earlier years, it was not uncommon for teachers, aides, and dormitory counselors to be faced with widely diverse student groups consisting of, for example, mildly multihandicapped children needing Physical Therapy, Occupational Therapy, medication monitoring, and/or Mental Health Services; students with skills ready for partial transitioning to MSD programs with non-multihandicapped peers; students with handicapping conditions so severe they required constant 1:1 supervision; students who later proved to have normal hearing or inappropriate amplification. It sometimes was not until the student was enrolled in the program for months or years before many of his/her individual special education needs were fully identified. Over the years, with Administrative support, the Columbia Campus staff has grown in numbers and in competence to better evaluate the needs of multihandicapped children. The 3-6 month Evaluation Service provides a comprehensive, interdisciplinary team approach for evaluating multihandicapped applicants to the Maryland School for the Deaf.

The multihandicapped applicant goes through the initial admissions screening as do all applicants. Sometimes, the initial screening results provide the Admissions Review Committee with enough information to determine that the applicant does not meet MSD admissions criteria (i.e. when the applicant clearly has too much hearing or is too severely handicapped). Often, the Committee feels that more information on the applicant is needed before MSD can be recommended as a possible appropriate placement.

The 3-6 Month Evaluation Service is then offered to these applicants.

The parents, representatives from MSD, and representatives from the child's Local Education Agency (L.E.A.) meet to discuss the Evaluation Service. At this first meeting, MSD representatives review the admissions screening results, present the MSD admission criteria, and explain the 3-6 Month Evaluation Service. When the decision for the child to participate in the Evaluation is made, the parents, L.E.A. representative, and MSD sign an agreement delineating the responsibilities of each party:

MSD agrees to evaluate the child in accordance with P.L. 94-142 and Maryland State Bylaw 13A.05.01 to prepare written reports of the Evaluation results to invite the parents and L.E.A. to all formal meetings and inform the parents and L.E.A. of all formal meeting results not to release the written evaluation reports to any other agencies without the parent's written consent.

The parents agree to permit the child to participate in the Evaluation to follow the MSD total communication philosophy to waive the right to a 30 day limit for evaluation (from P.L. 94-142) to obtain any needed additional evaluations outside MSD (e.g. otophthalmological, psychiatric) to obtain hearing aid, glasses, braces, as needed.

The L.E.A. and parents agree that the child's actual placement is with the L.E.A. throughout the duration of the evaluation. The child is not enrolled in MSD while participating in the 3-6 Month Evaluation.

The child attends MSD Columbia Campus for a three month period. During this time he/she is assigned a classroom and, when appropriate, a dormitory group. The child participates in all daily school activities (i.e. Library, P.E., field trips, etc.) as part of his/her evaluation. The areas assessed and team members contributing to the formal assessment include:
Communication
Audiological Evaluation........... Audiologist
Language Evaluations .... Classroom Teacher
Dormitory Counselor
Educational Diagnostician
Speech & Language Therapist
Speech Evaluation ............. Speech & Language Therapist

Educational Evaluations .... Classroom Teacher
Dormitory Counselor
Educational Diagnostician
Physical Educational Teacher
Medical Evaluations ......... Physician & School Nurse
Physical Therapist
Occupational Therapist
Psychological Evaluation ..... Psychologist

The three month period provides the evaluation team with much flexibility:

1. The child can be observed as he/she functions within the school and dormitory environments throughout the day.
2. The child can be pulled from class or dorm for short individual assessment periods over time, as needed.
3. Special situations can be set up (e.g. integration with MSD deaf peers for specific dormitory or school activities, implementation of behavior programs designed for a specific need, etc.)
4. Individual evaluations can be completed in the classroom or dormitory environments with the help of the teacher or counselor familiar to the child.
5. The team member can select evaluation instruments based on what is felt to be appropriate for that individual child.
6. Team members can meet informally to share and compare observations and test results
7. Previous records from other schools and agencies are obtained or reviewed.
8. Home visits can be made.

At the end of three months the Team meets with the Columbia Campus Administration to share the results, to hand in formal finalized reports and to recommend educational programming and services for that child. A sample of recommendations might be:

1. Educational programming for multihandicapped hearing impaired children which includes:
   a. total communication at home and school (the uses of demonstrations, gestures, simultaneous signs and speech, residual hearing, printed words)
   b. intensive language instruction
   c. small teacher:student ratio
   d. adaptive Physical Education
   e. opportunities for mainstreaming with hearing impaired peers

2. Language Services
   a. consultation to teacher
   b. annual review

3. Speech Services
   a. direct therapy
   b. annual review

4. Audiological Services
   a. routine audiological services which include: (1) electrophysiological analysis of hearing aid (2) remake of earmold as needed
   b. annual audiological update evaluation which includes: (1) pure tone air conduction testing (2) speech audiometry with and without hearing aid

5. Psychological Services
   a. direct service (i.e., counseling, play therapy) is not indicated at this time
   b. consultation to parents and staff for behavior management techniques, as needed

6. Medical Services
   a. annual routine screenings (height, weight, blood pressure, vision)
   b. consultation for attention deficit, as needed

7. Physical Therapy Services
   a. direct physical therapy
   b. consultation to teachers and parents
   c. review of progress twice yearly

8. Occupational Therapy Services
   a. direct therapy is not indicated at this time
   b. annual review

If the Team feels additional or more time is needed, a 3-month extension can be recommended. The cases when this might occur would be for children who may have had excessive absences during the initial 3-month period or for children who have had a slow start in adjusting to the MSD environment (possibly due to their young age and lack of school or sign language experience).

An Admissions, Review, and Dismissal (ARD) Meeting is then held with parents, LEA representation, and MSD representation. Throughout the 3-month evaluation period the coordinator of the 3-6 month Evaluation has been in contact with the parents and LEA to communicate generally
how the child has been doing. At the ARD Meeting, the MSD representatives review the Evaluation results, present the Team's recommendations, and give a copy of the 30-odd page report packet to the parents and to the LEA with parent permission. If the child meets MSD Admissions criteria, the MSD administrator offers MSD as a placement option. When the Committee agrees on MSD placement, the child is formally enrolled in MSD. When the child does not meet MSD Admissions criteria, MSD offers the LEA the use of the Evaluation Report (with parent permission) and MSD representation to any LEA initiated meetings to assist in finding the appropriate placement for the child.

It is the goal of the 3-6 month Evaluation Service to provide a team of professionals experienced in working with deaf children to look at the total child over time. This goal is in agreement with P.L. 94-142 regulation procedures:

300.532(d) No single procedure is used as the sole criterion for determining an appropriate educational program for a child; and

(e) The evaluation is made by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.

(f) The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

The 3-6 Month Evaluation Service has been positively received by parents, by MSD Columbia Campus staff, and by LEA's.

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WORLD GAMES FOR THE DEAF TO BE HELD AT LOS ANGELES IN 1985

The United States Committee for the World Games for the Deaf announced that the 1985 Summer Games for deaf athletes from many parts of the world will be held in Los Angeles, California, the site of the 1984 Summer Olympics.

William Simpson, Chairman of the U.S. Committee for the World Games for the Deaf, said that the 12-sport international competition is held in olympic format every four years. The 1985 Summer Games will be the first for deaf athletes to be held in the United States since 1965.

Approximately 41 nations and nearly 2,500 athletes are expected to attend with the U.S. Team alone expected to field a squad of 250 athletes, coaches and other officials.

The World Games for the Deaf were first held at Paris, France in 1924 with only nine nations participating. The United States did not compete until 1935, when the Games were held in London, England. The first American team consisted of two athletes.

"The World Games," Mr. Simpson said, "afford deaf athletes from all over the world the opportunity not to only compete, but to dispel the notion of deafness as a constricting handicap. The winners are rewarded with gold, silver or bronze medals, but all the participants share in the satisfaction of having qualified for international sports competition."

The U.S. Team will be preparing for Los Angeles after its most impressive showing ever at the 1981 Games held at Cologne, West Germany. More than 172 American athletes competing in events such as track and field, swimming, water polo, volleyball, rillery, team handball, men's and women's basketball, soccer, tennis, table tennis, cycling, and wrestling, garnered 107 medals, more than any of the competing countries, which included the Soviet Union, West Germany, East Germany, and Great Britain.

The 1981 Team from the United States became the second American group in the history of Games to win more than 100 medals. Their record wiped out the old record of 103 wins set by the 1977 U.S. Team at Bucharest, Rumania. Of the total prizes won by the Americans in 1981, there were 45 gold medals—a number that surpassed the previous team record of 40 gold medals achieved by the Soviets in 1969.

Tryouts for the 1985 World Games for the Deaf will be held at various sites throughout the nation. The sites and the dates for the tryouts will be announced in the summer of 1983, Mr. Simpson said. Those who qualify at the tryouts will be invited to a three-week intensive training camp prior to the Games. The camp will be at the United States Olympic Training Center in Colorado Springs, Colorado.

The United States Committee for the World Games for the Deaf, Mr. Simpson also announced, has engaged the Softness Group, a major public relations firm, to seek corporate sponsorship to support the expenses that will be incurred in helping the U.S. athletes in their quest for medals at the Los Angeles Games in 1985.
New Dormitory Counselors on the Columbia Campus are Fred Weiner and Philip Wizeman.

Kay Burrhus and Lori Fisher are new Teacher Aides on the Columbia Campus.

Aileen Bormel joined the Columbia Campus staff this year as an Elementary Teacher.
New teachers on the Frederick Campus are (left to right): Janet Whitmore, Barbara Brinks, Laurey Richmond, Brenda Schroeder.

We welcome Bonnie Zimmerman back to our staff. She is now serving as Steno-Clerk in the Primary Department.
On the Frederick Campus, (left to right): Barbara Phelps, Linda Coleman, Cheryl Back, Pamela Butler, our new teacher aides.

Elizabeth Farrow, Social Worker, and Susanna Oliver, Psychometrist, are new staff members on the Frederick Campus who will be providing special services to students this year.

New Students—Frederick Campus

New to the Advanced Department this year are: Aung Soe, Nancy Ward, Gerald Covell and Luinda Applewhite. Not pictured: R. Kuehne.

New students in the Primary Department, Frederick Campus, are Melissa Herzig, Mary Annie Wilkinson and Heather Herzig.
Honors and Awards . . .

Three college bound seniors were given help in pursuing their studies through Laura J. Struthers Memorial Fund Scholarships. Pictured above are, left to right, Thomas Jones, Mr. W. Struthers, Olivia Thompson, Mrs. P. Struthers, Laura Krieg.

The Frederick Woman's Civic Club presented awards of excellence in several areas to students at the Maryland School for the Deaf. The students are pictured above with Mr. Kenneth Kritz, Principal, left to right, Roger Kraft (Mathematics), Lisa Rose (Special Leadership), Laura Krieg (English), Michael Hartman (college scholarship).
Mr. Dean Buck presented Brian Feehely Unsung Hero Awards to recognize citizens demonstrating qualities of good, everyday citizenship. The recipients were, left to right, Christopher von Garrel, Christine Reid, Timothy Brown, Richard Shewbridge.

Curtis Mitchell received the Reverend Louis W. Foxwell Service Award in recognition of his thoughtfulness, cooperation and service to others. Curtis is pictured receiving the award from Mr. Stanley Baker, Associate Principal.
Special Recognition

In June, special recognition was given for efforts in campus beautification. Left to right, Mr. Ron Sisk presented certificates to Mrs. Pauline Hartman, Michael Hartman, and Mrs. Bernice Hartman. Michael was proud of the efforts of his grandmother and mother in establishing and maintaining floral beds on the campus.

Frederick Retirees . . .

Retirees from the Frederick Campus last year included, left to right, Betty Bonner, 16 years of service; Sarah Angleberger, 10½ years of service; Annabelle Cannon, 30 years of service; Vaudia Kendrick, 25 years of service. Not pictured: Colleen Selby, 15½ years of service.
Foxwell Award

Annabelle Cannon was the proud recipient of the Reverend Louis W. Foxwell Memorial Award for Exceptional Service to Deaf people. Ms. Cannon provided services to students here at the Maryland School for the Deaf for 30 years. The award was presented by Ms. Margaret Kent, former principal of the Maryland School for the Deaf, who had known Ms. Cannon during her entire career here at the School and who, herself, had been a recipient of the Foxwell Award. This award is made possible by the MSD Parent/Teacher/Counselor Association. Pictured above, left to right, are: Ms. Marlys Scribner, P.T.C.A. representative, Ms. Annabelle Cannon, Ms. Margaret Kent, and Ms. Ruth Howell, P.T.C.A. representative.

PTCA ACTIVITIES

The Maryland School for the Deaf Parent, Teacher, Counselor Association is planning another busy year. The group was at work before MSD opened for staff members for the fall term. The first day staff members came back to work, they were welcomed by a continental breakfast presented by the PTCA. Also on opening day, the group presented a variety of gag gifts to staff members who had their names drawn at random.

The PTCA also made great plans for the annual balloon launch, which was to take place Registration Day, August 28th. However, after a long, hot, dry summer, we were greeted on Registration Day by a downpour. The prolonged thunderstorm forced postponement of the balloon launch until Tuesday, August 30th. The Primary Department students and staff sent the balloons off into a beautiful, blue sky at noon. By the way, PTCA officer, Toni Dyer, had checked with the Frederick Airport in advance to be sure that the balloons would pose no hazard to airplanes in the area. The school and individual students have received several telephone calls and several letters from people in the Washington, D.C. area who found balloons. More of these responses are expected.

The next PTCA activity being prepared is the Eleventh Annual Turkey and Oyster Dinner-Bazaar which will be held in November. This always is a very successful affair and represents a great deal of planning and hard work.

Parents, friends, and staff are all encouraged to participate in the PTCA activities this year. If you wish to join the organization or if you have ideas to share with them, you may address them to Mrs. Iris Mapp, President, MSD Parent, Teacher, Counselor Association, Maryland School for the Deaf, Frederick, Maryland.
The Frederick Fair . . .

Once again, students and staff of the Maryland School for the Deaf were guests of the Board of Directors of the Frederick Fair. This year, the weather for the Fair was perfect and everyone enjoyed attending, as these picture will indicate.

Mrs. Navarro's and Ms. Miller's students have a "hands on" experience with cows at the Fair.

A litter of pigs was the center of attention for many of the students and staff.

Frances Sue Bourne, Julie Bourne and Jenny Cooper are just as interested in farm equipment as the boys were.

Tiffany Zlak and her classmates investigate a baby calf as the calf's mother looks on.
CLOSE-UP PROGRAM

Once again, the Maryland School for the Deaf is making plans to participate in the Close-Up Program. This program offers juniors and seniors from the Maryland School for the Deaf the opportunity to join other students from all over the United States in Washington, D.C. Here the students experience an in-depth study of how the federal government works. The students experience one week in Washington, D.C. where they meet senators, representatives, foreign officials, and other prominent people who help to lead our government. Debates, discussion groups, seminars and workshops provide students with first hand experience regarding the functioning of our government.

The Maryland School for the Deaf has participated in this program for several years. The Close-Up Foundation provides funds for one qualifying student and one teacher as part of an effort to encourage local support. The cost per student this year is $490.00. This includes all expenses. This year students from the Maryland School for the Deaf are scheduled to participate in the Close-Up program the week of May 6th through 12th. The knowledge that our students gain from this program certainly enhances the work teachers are trying to do in the regular classrooms. We feel that Close-Up is a very worthwhile program.

The Maryland School for the Deaf would be pleased to receive contributions from individuals, clubs, or organizations to assist in supporting students in the Close-Up Program. Anyone interested in making a contribution should make the check payable to the Close-Up Foundation and send it to Ms. Lorraine Stoltz or Mr. Ken Kritz here at school.

MSD CHEERLEADERS HAVE COME ALIVE!

I remember growing up as a little girl, my mother used to always take me shopping a week or two prior to school's opening. It was the annual shopping for new shoes, a new outfit, and school supplies. It was the best use of psychology I have seen yet! The treat of spending a special time with Mom, the excitement of the hustle-bustle in the department stores, and the importance of looking nice for school, filled me with the understanding that school was a special and valuable part of my life through the eyes of my parents; and later, through my own.

M.S.D. was fortunate this year to be able to use a little more of “Mom's psychology” with the purchase of new uniforms for the Varsity Cheerleaders and the introduction of our first Oriole mascot. It was truly amazing how much a new uniform can inspire a team and make members come alive! The outfits are sharp and bring forth vibrant color and sparkle to the girls' appearance.

The Varsity Cheerleaders should be highly praised for raising half the cost of their uniforms; and the squad is graciously appreciative of the school for helping us to finalize the purchase. This purchase enhances a student's understanding of: 1. the importance of extra-curricular activities for a well-rounded education; 2. the importance of looking nice when representing a school; 3. that goals (such as new uniforms) take a lot of time and hard work, but are worth every ounce; and 4. the administration and staff at M.S.D. truly do recognize cheerleading as something well worth the support both mentally and financially.

In closing, let me take this time to thank each and everyone for their continuous support: room and board during camp; purchasing fund raising items; and or coming out to support the girls and our team. In their own words, here are notes of appreciation and or expressions from the Varsity Squad for 1983-1984. Our biggest THANKS!

“I am really happy...I feel we look much better.”

“The uniforms make us feel really alive and happy.”

“I love the new uniforms the school gave us. They're beautiful! More colorful and loud, too!”

“The cheerleader uniforms are marvelous.”

“... Our new unique bright orange uniforms.”

“I was very exciting to see the uniforms and forgot to concentrate at practice.”

“Dynamite!”

Michelle Schmidt
Varsity Cheerleading Coach
1983-1984
BACK FORTY GOLF

Several years ago the physical education program was changed from mainly team oriented activities to include individual activities. The individual activities include—archery, tennis, racquetball, aerobic dancing, swimming, bowling, physical conditioning, and golf. With most areas, there was little trouble implementing these activities. With golf, however, it was difficult to maintain interest with the students. Hitting and retrieving balls got to be boring so it was decided to use our facilities to better advantage.

Having the large area of open space behind the gym was a big plus in developing our physical education golf program. We started by having the students aim for one of the telephone poles, trees, discus circle, or shotput pit. Last year we upgraded the “hit the object” golf to driving for a mowed “green”. The staff took a push lawn mower and set it at its lowest setting and mowed in several “greens”. This little addition increased the interest among the students a great deal. This year we decided to expand the greens by using the tops of plastic liter cokes bottles as cups and ½ inch plastic tubing as poles. We also used left over pieces of red cloth with numbers as our flags.

The flags and the cups have been a positive addition to the greens. The students now enjoy the feeling of playing on a “real looking” golf course. It is amazing what a little creative thinking and some muscle power can accomplish!

Students, Randy Shepard and Tad Robinson, practice putting as part of P.E. classes.
OLYMPIC DEVELOPMENT CAMP

During the summer while most MSD students were enjoying summer vacation, several of our students were busy attending development camp to improve their skills. One such camp was the Olympic Development Camp held at Gallaudet College the last week of June. Our students participated in wrestling, basketball, and track and field.

In the wrestling area Coach James Schartner, who was an assistant clinician, took six boys including Mike Maggio, Chris von Garrel, brothers Eric and Troy Woods, Dennis Gladhill, and LeRoi Sherman. Mike Flumer, who is the United States Deaf Olympic wrestling coach and head coach at Franklin and Marshall University, worked free style wrestling skills and international wrestling rules.

In basketball, Jimmy Eckenrode was our lone camper. Jimmy had just returned from a week in Atlanta, Georgia where he participated in Mike Glenn's Basketball Camp. While at Gallaudet, Jimmy was exposed to the open run and gun type of play exhibited in international basketball.

In track and field, athletes worked with United States Deaf Olympic Coaches such as Ron Bazil of the United States Military Academy at West Point, Ted McClaughlin of Southern Methodist University, and Joe David of the University of Maryland. These coaches exposed the athletes to world class coaching. The students who participated in the track and field portion were: Julie Bartee, Darla Milner, Karin Scribner, Tiffany Williams, Debbie Anderson, Bridgetta Bourne, Patti Quezada, Sheila Monigan, Deanna Piper, Paula Smith, Sharyl Mapp, Bobbi Sue Renfew and Shawn Richardson.

All of the athletes who attended the Olympic Development Camp came away feeling that their week at Gallaudet was well spent despite the heat and the hard work. Hopefully more of our students will be able to take advantage of the expert coaching that is available at these summer camps.

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BASKETBALL CAMP

Summer basketball camps have grown in popularity in the past decade, and this growing interest is no exception to our deaf athletes. In June, Jimmy Eckenrode, captain of the M.S.D. basketball team, attended the Mike Glenn Basketball Camp in Georgia along with numerous other deaf athletes from the east coast. As soon as he returned, he then attended the Olympic Development Camp at Gallaudet where he gained some valuable experience from experts in the field.

Mike Glenn hosted another week long basketball camp in July, this time at the Mill Neck School for the Deaf on Long Island. Jimmy managed to attend this camp as well and was joined by other players from the M.S.D. team including Keith Williams, Derek Stratford, Stanley Prior and James Brown. This camp was equally rewarding for the campers who attended and the week long training was well worth their efforts, since they got a chance to match their skills with other deaf athletes from various schools.

** ** **

DRAMA PRODUCTION

Coming to the Maryland School for the Deaf this fall for the first time will be William Shakespeare's "The Taming of the Shrew."

This play will be presented by the School's drama group under the direction of Ms. Bette Hicks and Mr. Mark Rust.

The story opens with the father, Baptista (played by Douglas Scrivnor) announcing that his younger daughter, Bianca (Bridgetta Bourne) may not wed until a husband has been found for his eldest, hot-tempered daughter, Katharina (Tiffany Williams). The plot unfolds with several suitors vying for Bianca's hand.

Jocular Petruchio (Christopher Hughes) enters the scene seeking to wed Katharina into being an obedient wife. Acting in supporting roles as suitors or servants are David Martin, Jerry Covell, Darrell Campbell and Carroll Connelly.

This is one of Shakespeare's funniest comedies with plenty of humorous scenes and lines. The show opens on Thursday night, November 17 at 7:30 p.m. and runs until Saturday, November 19th.

Tickets are $2.00 for students and $3.00 for adults. Tickets can be bought at the door or reserved, if accompanied by check, made payable to Ely Literary Society. Send orders and check to Kathy Stabb, Maryland School for the Deaf, Box 250, Frederick, Maryland 21701.

Come and see MSD's effort in making Shakespeare visual and enjoyable.
Deborah Stokes (foreground) and Sharyl Mapp (background) are proud of their new Cheerleader’s uniforms as they enthusiastically lead fans in support of the football team.

The MSD Oriole Mascot attends football game.
Alumni & Others

We are pleased to announce that Alex D. Richey, a graduate of the Maryland School for the Deaf, was recently awarded his Master of Library Science degree from the University of Maryland at College Park. Mr. Richey has a son, Pete, who attends the Maryland School for the Deaf, Frederick Campus. We send Mr. Richey our congratulations.

We were pleased to receive correspondence from Robert S. Baylor, III, a former Maryland School for the Deaf student and active Boy Scout member and leader. Mr. Baylor received many awards in Scouting while he was a student here at MSD and was one of the few MSD students to become an Eagle Scout. After leaving MSD he remained active in the Scouts providing leadership to Scout troops in his home area of Waynesboro, Pennsylvania. He has received many awards throughout his years of Scouting including the high award of Order of Merit. He is pictured here wearing the Order of Merit. Our congratulations to Mr. Baylor on his wonderful achievements in Scouting and for his many years of dedicated service to others in Scouting.

Sue and Leon Hawkins welcomed the arrival of their first child, a girl, Tara Rebecca Hawkins, on October 10th. We send our congratulations and best wishes to the proud, new parents.

Mr. & Mrs. Timothy Vogeler (Donna Bosley) and big brother, Lance, are celebrating the arrival of baby, Christopher Michael, born on September 6th. We send them our congratulations and best wishes.

HARRY BAYNES HONORED

For more than 40 years, Harry L. Baynes served as instructor, coach, counselor and friend to the people and students at the Alabama Institute for the Deaf and Blind. He was honored for his dedication and service.

Harry L. Baynes Hall, dedicated on the 125th anniversary of the AIDB on Oct. 4, will house the School for the Deaf library named for Baynes in 1976 and several vocational programs in which he has maintained a keen interest.

Claiming Baynesville, Md., as his hometown (his great-grandfather founded the community when he received a land grant from the government for his part in the Revolutionary War), Baynes attended the Maryland School for the Deaf and Gallaudet College in Washington.

Some 62 years after he himself was a graduate, Baynes was invited to give the commencement address at the Maryland School for the Deaf and related the honor as "very special."

Baynes was instrumental in numerous programs at the School for the Deaf including: raising money for a new school bus; leading a successful $3 million dollar bond issue campaign for new buildings on the AIDB campus; raising more than $8,000 for new books in the library; helping many students secure jobs in printing firms; and collecting more than $2,000 to send a representative of the school and from the United States to the World Games of the Deaf in Malmo, Sweden in 1976.

"Baynes represents all that is good about the Alabama School for the Deaf," said Dr. Jack Hawkins Jr., AIDB president.

"His commitment and love for the children made a substantial difference in the lives of thousands of deaf people throughout his 40 years of service to ASD."
The Taming of the Shrew

November 17, 18, & 19, 1983
7:30 p.m.
Ely Auditorium, Md School for the Deaf
Frederick, Maryland
Adults - $3.00  Students - $2.00

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Total of amount endorsed $______

1. Checks must accompany reservations.
2. Reservation tickets will be held at the box office.
3. Checks should be made payable to: Ely Literary Society
4. Send order form and check to:

Kathy Staab
Maryland School for the Deaf
P.O. Box 250
Frederick, Maryland 21701
Education Department – Frederick

Kenneth W. Kritz, Principal
Stanley Baker, Associate Principal
Deborah Clark, Robert Scribner, J. Wray Socola, Mark A. Wall, Assistant Principals
William A. Sherman, Jr., Psychologist
Robert Darrell, Audiovisual
Suzanne Abel, Director of Curriculum and Instructional Media
Charles Day, Coordinator of Physical Education, Recreation and Athletics
Helene Bazros, Joan Hawes, Secretaries
Roosegie Zimmer, Deborah Edmonds, Linda Staff, Kathleen Shilling, Siena-Clerks

Support Services Department – Frederick
Ronald C. Osek, Director of Business and Supplier Services
Mary Masinger, Secretary

Support Services Department – Columbia
Oscy S. Fowler, Jr., Director of Business and Support Services
Joan Meade, Siena-Clerk
Louise Shugrue, Office Secretary

Educational Department – Columbia
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Pauette R. Stiling, Audiologist
John Henderson, Communications Coordinator
Margaret Dell, Mary Hayes, Secretaries
Ellen Mills, Pamela Saly, Siena-Clerks

FISCAL SERVICES: Catherine Litchfield, Manager
Jean VanSan, Fiscal Clerk

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Cheryl Beals, Steve Clark
Preston E. Elliott, Maintenance Chief IV
Sherman Trasker, Maintenance Chief I
Robert Banks
Eleanor Bowers
Bryan Brown
Catherine Brown
Aggie A. Clark
Frederick W. Clemson

COUNSELORS: Beth S. Benedict
Trisha Berde
Diane Chambers
Anneliese Cole
Elizabeth W. Green
James Hanna
Deborah Hutchinson
Brenda Jacobson
Mary M. McMillen
Nancy Phillips
Diane Rieser
Ruth Upton
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Siena College