Petruchio (Chris Hughes) and Grumio (Ed Kowalski) in the recent MSD production of The Taming of the Shrew.
Calendar of Events

JANUARY
3—Classes resume
4—Wrestling, Maryland School for the Blind, here, 3:45 p.m.
5—Girls’ Basketball, Prospect Hall, here, 6:00 p.m.
   Basketball, Heritage Academy (Varsity only), away, 7:00 p.m.
9—Wrestling, Smithsburg, away, 6:30 p.m.
10—Basketball, Virginia School for the Deaf, here, 3:00 p.m.
   Girls’ Basketball, Model Secondary School for the Deaf, here, 3:00 p.m.
11—Wrestling, Pennsylvania School for the Deaf, away, 3:00 p.m.
12—Basketball, Hancock, away, 6:30 p.m.
16—Basketball, West Virginia School for the Deaf, here, 4:30 p.m.
   Girls’ Basketball, Clear Spring, away, 6:15 p.m.
18—Basketball, St. James, here, 3:15 p.m.
   Wrestling, Model Secondary School for the Deaf, here, 6:30 p.m.
19—Girls’ Basketball, Hancock, here, 6:30 p.m.
23—Girls’ Basketball, Mercersburg Academy, away, 4:15 p.m.
24—Wrestling, Virginia and West Virginia Schools for the Deaf, here, 2:00 p.m.
   Basketball, Hancock, here, 6:30 p.m.
   Girls’ Basketball, Model Secondary School for the Deaf, away, 6:30 p.m.
25—Basketball, Jewish Community Center, away, 5:30 p.m.
27-28—ESDAA Wrestling Tournament at Hartford, Connecticut
31—Girls’ Basketball, Prospect Hall, away, 6:00 p.m.
   Basketball, Model Secondary School for the Deaf, away, 6:30 p.m.

FEBRUARY
2—Basketball, Virginia School for the Deaf (Varsity only), away, 3:30 p.m.
   Girls’ Basketball, Virginia School for the Deaf, here, 3:30 p.m.
7—Basketball, Prospect Hall, away, 6:00 p.m.
   Wrestling, Linganore, away, 6:00 p.m.
   Girls’ Basketball, Clear Spring, here, 6:15 p.m.
9—Basketball, St. James, away, 3:15 p.m.
   Wrestling, Marie Kaizentzsch School for the Deaf, Away, 4:00 p.m.
13-17—Winter Holidays
20—Classes resume
   Basketball, West Virginia School for the Deaf, away, 4:30 p.m.
22-24—ESDAA Basketball Tournament at PSD in Philadelphia, Penn.
Family Education and Early Intervention (Program Philosophy and Structure)

by Dr. David M. Denton, Superintendent Maryland School for the Deaf

Editor's Note: This paper was presented by Dr. Denton at the Joint North American Conventions on Education of the Hearing Impaired at Winnipeg, Canada, in June, 1983.

As we are able to break free from the practices and prejudices of the past, we begin to recognize that the school is not the only important institution in the education of the deaf child. Indeed, we begin to appreciate, in a new way, the reality that the family has always shared a central responsibility in this process. One of the tragedies of the past is that schools for the deaf have failed to recognize the critical importance of the family and have attempted to shoulder the full responsibility for not only teaching but for rearing deaf children. In my judgement, one of the most significant challenges of the 1980's is the challenge facing our schools in meeting their responsibilities to equip families for the responsibilities that families are best able to carry out. I see the development of new programs in family education, the development of new partnerships between schools and homes as being not only the challenge of the '80's but also a significant hope for the future.

Society has consistently placed upon the shoulders of the family the responsibility for launching into the world young people who are whole human beings . . . young people who have the capacity to survive and who have the capacity to love. The influence of other institutions, notwithstanding, the power of the family to shape human thought and behavior will continue to represent our richest promise for the future. The promise of the future is within our reach because of the liberating influence of the cultural revolution in the field of deafness which brought us the humanitarian concept of Total Communication. This revolution has not only freed the minds, the bodies, and the souls of deaf people, it has liberated us all and we represent the first generation of professionals in a century to be free of the narrow and limiting perceptions of the past. The education of the deaf has taken a step upward over these past few years and we now have an elevated view of our work . . . our horizons have been extended and broadened.

The recognition of family education as a responsibility of our schools is just beginning to come into its own. Historically, parent education programs based in schools for the deaf have tended to force parents into the role of 'surrogate teachers'. Parents were asked to extend school related activities into the child's time at home. Stein and Smith have said: "The most effective mother is the one who has learned to respond to her child in a natural way as she goes about her chores. Sitting down for a prescribed hour of educational games puts a strain on both mother and child. But working the child's education into the mother's life while she's at it is an easy and fun way of making learning an all the time event." Perhaps we need to think in terms of schools that function in homes instead of in classrooms. In our own experiences in Maryland we have found that teams of professionals, after spending countless hours in the homes and with the families of deaf children, become significant members of the community of persons who work as a unit in effecting change in the child. It seems that the fundamental responsibility of these professionals is not to act out the role of teacher but instead to become intimate parts of a network of relationships and experiences which lead the parents, siblings, and other family members to a more optimum degree of understanding, acceptance, and skill in fully embracing the deaf member into the family. This home based pattern of family education allows for appropriate follow-up and reinforcement within the familiar setting of the home where the mother and father and the child are apt to feel most secure. There must come from all of us a deep appreciation that the family and the school cannot be the same. In reaching and working with the family, it is not our goal that parents become teachers, but, instead, that parents will become teachers and families will grow stronger. The influences of the school on the growth of the child can never be quite as personal or intimate as the influences of the parents and family. Stein and Smith tell
us that: "The bond between mother and child is qualitatively different from the bond between care-giver and baby. No one teacher, no one institution, will see a child from his infancy through all the years of his growth, in chickenpox and scary dreams, lost in a department store, cranky on Christmas morning, fighting for the television, laughing at ininscrutable family jokes."

The preceding paragraphs describe, in general terms, the Maryland School for the Deaf's perception of the family, its relationship to the school, and the broad philosophy upon which the school's Family Education/Early Intervention Program is based. Since this program was established in 1968, the school has sought to avoid the tendency of allowing program activities to slip into the traditional and comfortable mold of a typical preschool parent counseling kind of program. In the beginning, this program involved two professional persons, and in the years since has grown to a present total of eight full-time professionals covering the entire State of Maryland. In the years ahead the school would like to increase this number to approximately fifteen.

In the paragraphs ahead, attention will be given to a description of some of the major components of the Maryland School for the Deaf's Family Education/Early Intervention Program. Specifically, attention will be given to the early interactions between the infant and his mother, their nature, their importance, and the need for mutual regulation involving both parties. Attention will also be given to the role of the father in the development of the deaf child and the efforts this program is making to address this long neglected but critically important group of parents. The newest component of this Family Education/Early Intervention Program is sibling education. Efforts made to embrace these family members will be discussed. A basic program goal, whether it be for mother, father, or sibling is to help bring about a realistic and unconditional acceptance of deafness and an increased understanding of the implications of deafness on all areas of human development.

PARENT-CHILD INTERACTION—The ebb and flow of intellectual and emotional tension between the parent and the very young child is critical to the child's total development and to his becoming a whole person. Dr. Aaron Stern, in examining this critical relationship between the infant and his parents, perceives the infant as being essentially narcissistic and expresses the belief that early attempts of communication on the part of the infant are designed primarily to manipulate others into getting for the infant what is wanted and what he cannot get for himself. Dr. Stern says: "This recognition of the existence of others and the need to communicate with them represents the first alteration in his (the child's) narcissistic disposition." Stern goes on to say that the dependency of the infant is the pathway through which parents establish a relationship with him. In his words: "Countless nurturing parental acts are employed to establish a critical level of dependency that will compel the child to view his parents as vital to his own personal survival." This dependent tie to the parent is the foundation on which the ability to love another person is built. Stern suggests that as the infant's need for his mother evolves it serves to limit his omnipotence. It seems probable that deafness could interfere with this critical period of interaction between the child and his mother and, thus, delay or impede the natural process of becoming a person with the capacity to love another human being. The implications of Dr. Stern's statements are profound and suggest for us that we must reach our children by first of all reaching their families. It would seem to me that the implications of deafness on the very early development of the infant should be the subject of extensive research. Even without the benefit of additional research, it is comparatively clear that we must share this kind of knowledge and information with parents to help ensure that deafness is no longer perceived as simply a communication handicap.

New information which tends to support and to enlarge upon the work of Dr. Stern is beginning to find its way into the literature. Of particular interest is a new publication entitled, "Social Interchange in Infancy—Affect, Cognition, and Communication" edited by Edward Z. Tronick at the University of Massachusetts in Amherst. This book is a collection of papers by a group of contemporary experts in the field of child development and represents state of the art thinking with regards to the social interactions of infants with adults, namely their mothers. This book provides a platform for a new understanding of the mutual regulations of behavior by the infant and his mother or other significant care-givers involved in the child's early development. This book provides opportunities for tantalizing speculation for those of us concerned about and involved with the early affective and cognitive development.
of children who are hearing impaired. The central theme of this publica-
tion is that the infant has the capacity for joint regulation of
social interactions with an adult. A sub-thesis is that in the early development of the infant
the affective system is the primary means of
regulating joint interactions. This represents a
major departure in our thinking about the
nature of the infant. Traditionally, in our
studies of human behavior, the infant has
been perceived as being isolated and without
context. Tronick says: "It's dependency on
adults is seen as a helplessness that implies a
lack of resources." In the revised view the
infant in contact with an adult is seen as a
participant in a socially significantly rela-
tionship.

In the normal day to day activities involving
the mother and the infant, the joint regulation
of social interactions becomes a significant
feedback system and achieves a sense of
rhythm. Some researchers believe that this
joint regulation occurs even during the pre-
natal period, especially in the third trimester.
Mothers report typically that it is during
periods when they are quiet that the fetus
seems the most active. Greatest activity on the
part of the fetus seems to occur when the
mother lies down at the end of the day in
preparation for sleep. Mothers also report
that during periods of great physical activity
on their part the fetus tends to remain very
quiet. Further, it has been established that the
fetus will respond to light, changes in tem-
perature, auditory signals, etc. Thus, it ap-
ppears that even before birth the feedback
system involving the adult and the unborn
infant is already at work.

Even slight changes in the behavior of an
infant perhaps an alerting of its face with
bright eyes and raised cheeks signal an
affective state. Because the mother responds
to these signals and because the infant in turn
responds to her, the system of joint regulation
works. Affect seems to provide the infant with
a sense of meaning. Tronick says that: "It is by
means of the organizing experience of the
emotions that the infant makes sense out of
the events of the world: they are pleasurable,
they are painful or they are frustrating. In a
very direct way, therefore, the infant's ex-
pression communicates to the mother the
meaning which her behavior has for the
infant. This kind of communication arises not
because the infant takes direct initiatives to
generate the mother, but because the mother
and infant share a common process of making
sense out of the world."

Reciprocity, therefore, develops between
the infant and the parent, or in thinking about
our situation here, reciprocity develops be-
tween the child and the teacher or the
counselor. This reciprocity requires fine
milling. This, of course, implies the ability to exert
some control and influence over others with-
out violating them, and the ability to be
reasonably influenced by the other without
being dominated or overloaded. This is of
major significance to teachers of the deaf
because we are faced with a tendency to
maintain a continuous one directional flow of
communication toward the child, thus over-
loading his affective and cognitive systems.
Brazelton says that: "A mother must respect
the infant's need for regulation that this
rhythm subserves or she will overload his
immature psychophysiological system and he
will need to protect himself by turning her off
completely." The mother must learn the
infant's capacity for attention—non-attention
early in order to maintain his attention to her.
Highly successful parents and highly suc-
sessful teachers are those who intuitively
maintain reciprocity in those day to day
interactions with the children and, thus, set up
a natural rhythm which permits and encour-
gages increased understanding of self and the
other as well as an increased understanding of
the world.

It would be unwise for us to make hasty
assumptions from this new research or to
jump to conclusions which can't be readily
supported. It seems fairly evident, however,
that this whole field of study centering around
the joint regulation of social interactions
between children and adults has substantial
promise for those of us who are involved in
professional activities which are based upon
such interactions involving us and the chil-
dren.

FATHERS—In contemporary American
culture, the father assumes a decidedly sec-
ondary role to the mother in terms of overall
influence on the development of the child.
One of the accepted reasons for the dimin-
ished influence of fathers in America is the
matter of absence from the home. With recent
changes in the social structure in our country
and the creeping similarity between the roles
of men and women, some of the accepted
notions of the past are being brought into
question. For example, the infant-mother
attachment does not appear to be perma-
nently disrupted by the daily separation from
mothers as demanded by day care attendance.
In the new publication, "The Role of the
Father in Child Development" the authors tel
us that: "Empirical and theoretical considerations indicate that the amount of time spent with the parent is a poor predictor of the quality of the infant’s relationship with either mother or father." The authors go on to suggest that the quality of the interaction and the adult’s behavior are far more important than the amount of time. The authors suggest that: "A few hours of pleasurable interaction may be much more conducive to the formation of strong and secure attachments than hours of cohabitation with a dissatisfied, harassed or ignoring mother. With fathers, as with mothers, there is no necessary correlation between the quantity of time together and the quality of interaction. Even though fathers spend relatively little time with their child, they may still have a significant impact on the child’s development. This realization increased the pressure to study fathers, "the forgotten contributors to child development."

There is an increasing appreciation for the role of the father in the overall development of the child, particularly with reference to sex role development for both boys and girls and particularly with reference to moral internalization. In the areas of sex role development and moral internalization there is a critical division of labor between the mother and the father. The roles of both parents are being more clearly understood and, as a new understanding and appreciation of the role of the father develops among educators, this must be reflected in the philosophy and the structure of family education programs. This division of labor between the mother and father in the moral development of the youngster appears to be of major importance to us. According to the authors, the mother is seen as having the major "expressive" role. The father is seen as having the "instrumental" role in moral internalization. According to the authors, the mother’s expressive role is to "supply affection and maintain harmony in the family. The mother is thus the primary caretaker, disciplinarian, and model especially in the child’s early years. She performs this role more or less equally with boys and girls. Regarding the father’s "instrumental" role, the authors suggest that: "It is from the father’s position in the outside world that the child’s social status derives. The father is also viewed as continuing the mother’s expressive type of behavior in relation to daughters. With sons, however, the situation is different. The father behaves expressively to be sure, but as the son gets older the father not only communicates the outside world’s instru-

mental norms, but he also behaves increasingly in an instrumental manner . . . for example, he makes rewards more contingent on performance."

It is clear that the overall influence of this division of labor between the mother and the father is to prepare girls for their adult expressive roles as mothers and boys for their adult instrumental roles as fathers in the world of work. As cultural changes occur, particularly as more women enter the world of work, it is anticipated that girls will be increasingly influenced by the "instrumental" norms of society and if the male role becomes more expressive as these changes occur, the role of the father may well become more like the traditional role of the mother. Whatever the case, the overall influence of the father on the development of the child is becoming more clearly understood and fully appreciated. This growth in our understanding of the importance of the father must be reflected in family education programs.

Little has been done in the past to specifically help fathers understand deafness. In our Family Education Program regularly scheduled Dads Meetings are offered so fathers have an opportunity to meet other fathers and learn about deafness at their own pace. It has been our experience that mothers usually dominate the meetings we have for both parents because they know more about deafness and because they can usually sign better as a result of weekly, or biweekly, home visits. In the past many of our fathers learned the facts about deafness second-hand from their wives. At these Dads Meetings they have an opportunity to learn first-hand and they can get answers to their very specific, personal questions. It is a common practice today that home visits are scheduled at times when it is possible for the father to attend. (Lunch hour or evenings) Sometimes special home visits are scheduled in the evening to allow an opportunity for the father to participate.

SIBLINGS EDUCATION—Sibling of deaf children need opportunities to identify and explore their feelings about the deaf child in the family. They need professionals as well as parents to pay attention to their questions and their emotions so they may learn to deal with their concerns. They need clear, accurate information about the causes and implications of hearing impairments. The information needs to be structured in a way that children can understand at their own age level. They need to learn appropriate responses to questions put to them by friends and neigh-

THE MARYLAND BULLETIN
bors. Information needs to be available to siblings all through their growing years so that they may better understand their own roles as family members and enjoy the many benefits of having brothers and sisters, whether or not they can hear. Young children especially need to know that the deaf child is no more treasured in the family than the child with normal hearing even though the handicapped child receives different educational services and usually more time and individual attention. To develop a strong family bond, the hearing and the deaf children need a common communication system. Hearing children need an opportunity to learn to sign at an early age. Sign classes that are oriented to children's needs should be available at no cost to the families.

The deaf child in the family will benefit from having siblings who understand and appreciate him and who enjoy his companionship. The best bridge the deaf child can have to the world of hearing peers is informed, well-adjusted siblings.

Since 1970 MSD teachers have included hearing siblings of preschool age in the home sessions. Materials appropriate for the siblings have been taken to the home and teachers have given them personal attention. Parents have been helped to learn activities and management techniques for deaf and hearing children together. In 1981 our program was expanded to include not only preschool children and their families but the families of all MSD students. And in 1982 the program provided specifically for services to hearing siblings.

EXTENDED FAMILY AND NEIGHBORS—All of these persons are important in the deaf child's development and they are all included in the meetings and home visits if the family wants. Some grandparents, members of the extended family, and neighbors attend regularly and faithfully. Others attend when they are in town for a family visit. Many parents have expressed that their mother or mother-in-law does not understand the needs of the deaf child or what the school offers. Once they have an opportunity to take part in the family education meetings they are relaxed and reassured that their grandchildren's needs are being met.

A FAMILY MATTER—In the past educators of the deaf tended to focus on teaching the mother. This may have caused a separation between husband and wife and even between mother and hearing child. It is our responsibility to help strengthen bonds among family members. We try to do this by paying attention to each person in the family. The burden of raising a deaf child becomes a shared responsibility and not just one for the mother to bear. The bonds that are developed between the family educator and the family are to be valued and respected by the school. In later years, in times of crisis, often the parents will turn for help to the person who served them years before. The ties that bind the teacher to the family should help strengthen and preserve the trust between the parents and the school.

The role of educators is becoming more and more a catalytic role as their influence touches, in an increasing way, all aspects of a community of people shaping the learning and development of deaf children. It is a great step forward that we are beginning to give voice to the belief that: "The environment that affects children for all the years of their growth is at home, not at school." In the final analysis, the broad goals of the school will be reached in small experiences involving one adult and one child. The quality and nature of those little experiences involving us, the parents, the siblings, the extended family, and even neighbors will determine the quality and nature of the growth of our children. Lawrence Kohlberg said it well when he stated: "In order to play a social role in the family, school or society, the child must implicitly take the role of others toward himself."

REFERENCES


The Taming of the Shrew

Recently under the able direction of Bette Hicks and Mark Rust, the Maryland School for the Deaf took pride in presenting William Shakespeare's *The Taming of the Shrew*. With an extensive cast, authentic costumes and make-up and a lot of hard work by a lot of people, the production was excellent and one of which the entire School can be proud.

Here are some pictures to help tell the story.

The crowd is interested to learn how things are going between Petruchio (Christopher Hughes) and “The Shrew” (Tiffany Williams).

Petruchio (Christopher Hughes) prepares to surprise Katharina (Tiffany Williams).

Apparently, “The Shrew” (Tiffany Williams) is tamed and everyone is happy.
It doesn’t appear that Katharina (Tiffany Williams) is being impressed by Petruchio (Christopher Hughes).

Gremio (Carroll Connelly) tries to advise Hortensio (David Martin) and Petruchio (Christopher Hughes).

Petruchio (Christopher Hughes) brags about how he will tame “The Shrew” (Tiffany Williams) but “The Shrew” doesn’t seem impressed.
Deaf Coach At WMC

We would like to share some interesting news from the Western Maryland College campus. It appears something unusual is happening there. To the best of our knowledge they have the only non-hearing coach of a hearing collegiate athletic team in the United States. Heather Gibson, who has been deaf since birth, is coaching the Western Maryland College volleyball team.

Heather was raised in Ontario, Canada and attended Gallaudet College in Washington, D.C. Upon completion of her studies there, with the goal of returning to Ontario to teach physical education to deaf children, she entered the Western Maryland College program. There her physical education background, her coaching and her course work should well prepare her for the challenge of working with deaf children.

Usual coaching methods are not enough for Heather, who also uses sign language and sheer determination to break the communications barrier. Two students from the college who are in the deaf education program there, Lisa Julich and Beth Lauriat, help Heather to overcome the challenge by interpreting for her. “The team is so willing to work hard with me,” Heather notes happily. “It’s great to meet people who have learned to sign and aren’t afraid to communicate with me.”

We congratulate Heather on meeting the challenges of being a good coach and we applaud Western Maryland College for giving her this opportunity.

Lisa Julich, a member of the WMC volleyball squad and a student in the college’s deaf/blind program, signs Carol Fritz’s instructions to Heather (far left). (Photo by Rebecca Orenstein, Western Maryland College)
DOLLHOUSE PROVIDES STUDENTS EXPERIENCE ON HANDS-ON LEARNING

Construction on a very special house began in the spring of 1982. Following plans from Mrs. Dottie Rust and Ms. Maureen Wagner, Mr. Dwight Newbold has built a beautiful wooden Victorian dollhouse with eight rooms on four levels, tiny stair cases and windows with glass panes. Additionally, Mr. Michael Grady has installed miniature lights with working switches in each room. The entire structure measures 23 inches by 25 inches and is 46 inches high.

The next step for the dollhouse is exterior painting and interior decorating. One of the English and reading classes from the advanced department will have the opportunity for some hands-on language instruction. Ms. Bonnie Truitt will be able to show the class how to hang wallpaper, lay carpet and paint woodwork following Victorian style. Additional finishing touches include the construction of miniature dollhouse furniture for each room.

The goal of the completed dollhouse will be to provide opportunity for many more students to experience hands-on learning. Teachers in all departments are welcome to make the dollhouse a part of their class. The dollhouse may be of particular interest to employability and independent living skills classes or the psychology department for use during counseling sessions. Other teachers may find the dollhouse a helpful visual tactile aid for a particular unit.

Many thanks to all involved in the building of this special house. Currently the dollhouse is in Mr. Newbold’s classroom in the vocational building. All are welcome to view the progress thus far.

Left to right, Wilnette Sherman, P. Tom Williams, Nancy Walker, George McFadden and Dana Hyman all pitchin to help complete the doll house.

Dana Hyman, George McFadden, Nancy Walker, P. Tom Williams and Wilnette Sherman at the front of the doll house.
Sharing with Others

Each year, the Intermediate Department sponsors a food collection project for the needy people of Frederick. Mrs. Margery Miller and students have sponsored the project for the past six years. This year's collection was the most successful of all and the students and staff showed a strong response to the request for food. All of the food was given to the Director of the Frederick Rescue Mission, Mr. Charles C. Shell. After the students presented the food to Mr. Shell, he expressed deep appreciation for the thoughtfulness and generosity of the many people at the Maryland School for the Deaf who contributed to this project.

Although the students traditionally learn that holidays are a time to express appreciation for all that they are blessed with, it is also important to stress that it is a time to notice the needs of others. By providing food to those in need, the students learned how to turn caring feelings into meaningful actions. The students who were involved in the project are: Sheila Monigan, Robert Kling, Kathy Dillman, Edna Johnston, Cindy Blair, Bobbi Sue Renfrew, Karen Bosley, Sherri Ross, Patty Quezada, Rhonda Melitott, Pete Richey, Stephanie Brown, Michelle Harmon, Tobin Daniels, and Robin Daniels.
Alumni & Others

We were pleased to receive notification that Laura Kroig and Troy Walders, recent graduates of the Maryland School for the Deaf, received the Naval Civilian Personnel Command's (NCPC) highest commendations for summer aides.

Their commendations, in part, read: “Laura Krieg performs her duties in a very capable and outstanding manner... though handicapped, her work far exceeds any expectations.”

“Troy Walders has achieved a degree of proficiency normally expected only from full-time, permanent employees. On the job, we often forget he is totally deaf.”

Our congratulations to both Laura, and Troy. We are proud of their fine work.

NATIONAL CAPTIONING INSTITUTE VISIT

On Thursday, October 20th, the Intermediate A-2 and B-2 classes went to visit the National Captioning Institute in Falls Church, Virginia.

After the field trip, their teacher, Ms. Melinda Paddon, asked them to write what they learned during their visit. Here are some of the comments:

Chris Boswell
“We learned that it takes 30 hours of work to caption an one-hour program. We also learned that N.C.I. receives the programs one week before they go on the air.”

Sara Lee Herzig
“We learned that during the live shows the captions often appear six seconds after the person talks. The captions are transmitted to the television studio through the telephone line.”

Edna Johnston
“We learned that it costs $2,000 to caption one show. The N.C.I. receives the funds from the government, movie companies, advertisers, private and personal contributions.”

Pete Richay
“We learned that about 25-30 video cassette or disk movies are closed captioned. We watched a little of “Flashdance” at N.C.I. The movie tapes can be rented from certain video shops.”

Bonita Ewan
“We learned that the N.C.I. has to keep its computer rooms cold so that the computers won’t heat up and breakdown. When the computer that is being used breaks down, we will see ‘Stand By’ on our televisions. That means they are switching to another computer.”

SCOUT CAMPING TRIP

One Friday I packed things for camping and put my backpack in the van and then we played until it was time to go. Then we went to Fox’s store to buy ourselves snacks. We arrived at the camp and we put up our tents. We had hamburgers for supper and later, I had hot chocolate. After that, we went to watch a movie with the other troops. Then we went to bed.

On Saturday I woke up and found out my tent was shaking from the wind and it was cold outside. We made fried eggs and bacon for breakfast. I saw a big balloon in the sky going up and down and then it disappeared into the woods. We went to a meeting with other troops to decide which troops will start a fire or go to the baseball field to throw, kick and punt the football or have a camper’s contest. Our troops had football first. To me, it was not fair because we couldn’t throw far with cold hands! Then we went to make a fire. Four boys built a fire and the other boys went to get dry weeds and wood with my knife. Then we made the fire go over two strings and break the strings.

After the fire, we went to the picnic tables for the compass contest but we were early.
before the schedule, so we played and we wrestled on the hill. We stole hats and started to wrestle and I threw the hat someplace. Then we got a map and a paper to tell us how to find the place and break the code. The codes were all about the 12 Scout laws, but we only found nine out of 12. Then we went back to our campsite for lunch and went back to the baseball field to watch other troops. After that, our troop had a meeting about Saturday night's weather because we were going to have rain with wind and cold. The weather might be even colder so we decided to go back to MSD on Saturday night and clean out the Scout storage room of Boy Scout things we don't need. Then we went to bed.

On Sunday we had pancakes for breakfast. Then we went back to clean the storage room and we finished at noon. We had hot dogs for lunch. Then I watched the football game and played in the basement. After that, the other students arrived back at MSD.

—Albert Marsh

---

DECEMBER BACKPACKING
IN PENNSYLVANIA

Several members of the “300” Club (an outdoors activities Club), recently went on a fifteen mile backpacking trip the weekend of December 2, 3, and 4th along the Appalachian Trail in Pennsylvania.

Students enjoyed a variety of experiences, including mountain trail hiking, camp cooking methods and cold weather camping.

Being an outdoor activities club, members also enjoy Bicycle trips, White Water Raft trips and Cross Country Skiing. This, providing knowledge and understanding of outdoor activities, creates enjoyment and also respect for the outdoors.

Several of the students participating on this trip were: Norman Bauman, Scott Groninger, Lori Sherwood, Aung Soe, Elizabeth Chance, Scott Jacobs, Bridgetta Bourne, Randy Shepard and Chris Hughes. Also going were: Frank Davis, Judy Diot, Audrey Flowers and Cliff Grant (counselors) and Anton Strantz and Cam Overs (teachers). All had an enjoyable experience. Other activities planned for the year include cross country skiing at New Germany State Park, biking near Gettysburg and Seneca Park along the canal, backpacking at Elkins, West Virginia, hiking along the C. and O. Canal, and camping at Assateague Island. Several other trips will probably be planned.

Aung Soe keeps on hiking.

I hope Sean is not looking for the trail.
Students enjoy cooking a meal on the trail.

Sometimes nutritious meals come in cans. Which way do we go? North or South
FOOTBALL—1983

The season opened on a happy note with a 30-0 victory over the Crusaders from Riverdale Baptist. The Oriole defense turned in the big plays as it kept the visitors bottled up on their own side of the field. It was the defense that helped the Orioles to victory.

The Panthers from Hancock High School next came to Frederick to take on the Orioles. The Orioles had trouble containing a strong Panther attack. The Orioles were not able to control the ball as Hancock defeated MSD 20-12.

The Orioles then headed for western Maryland to take on the Bruce Bulldogs in Westminster. The Bulldogs had a potent offense as they ran up 256 total yards and a 19-15 victory. It was the second straight loss for the Orioles after a season opening victory.

Supporting a 1-2 record, the Orioles took on a strong West Nottingham team from Colona, Maryland. The Orioles had changed their defense and the change was enough to confuse the visitors and enable the Orioles to capture a 13-6 victory and snap a two game losing streak.

The Orioles then traveled to Washington, D.C. to take on Maret. Maret built up an 18-0 first half lead and was able to hold on for an 18-16 victory over the Orioles.

Again, the Orioles were on the road as they traveled south to Staunton, Virginia to take on the Virginia School for the Deaf Cardinals. It was a tight game as both teams missed chances to score and the game ended in a 0-0 tie.

Once again the Orioles had to pack their bags, this time it was a trip to Philadelphia to take on the Pennsylvania School for the Deaf Panthers. The MSD offense came to play as they ran up 270 yards in total offense, while the Orioles defense held to Panthers to just 125 total yards.

The next game was homecoming for the Orioles and a really enthusiastic spirit week helped get the football team ready to meet a strong undefeated St. James team. The Orioles were able to upset the Saints in an exciting game in front of a good homecoming crowd.

The Orioles last game was with Model Secondary School for the Deaf at Gallaudet College. MSD faced a strong Eagle team that held the Orioles offense under a 100 yards offense for the second year in a raw. The MSSD Eagles took advantage of several Oriole mistakes to defeat the Orioles 32-6.

The Oriole coaches Charles Day and Mike Paulone felt that despite the 4-4-1 record, it was a good year for the Orioles and are looking forward to next season.

MSD 1983-1984
Winter Sports Schedules

BOYS VARSITY & J.V. BASKETBALL

<table>
<thead>
<tr>
<th>Date</th>
<th>Team</th>
<th>Score</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 29</td>
<td>Prospect Hall</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>MSSD</td>
<td>Home 6:30</td>
<td>Away 3:00</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>PSD</td>
<td>Away 3:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Jewish C.C.</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>OPEN</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Jan. 5</td>
<td>Heritage Academy *</td>
<td>Away 7:00</td>
<td>Away 7:00</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>VSD</td>
<td>Home 3:00</td>
<td>Home 3:00</td>
</tr>
<tr>
<td>Jan. 12</td>
<td>Hancock</td>
<td>Home 6:30</td>
<td>Home 6:30</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>WVSD</td>
<td>Home 4:30</td>
<td>Home 4:30</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>St. James</td>
<td>Home 3:15</td>
<td>Home 3:15</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Hancock</td>
<td>Home 6:30</td>
<td>Home 6:30</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Jewish C.C.</td>
<td>Home 5:30</td>
<td>Home 5:30</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>MSSD</td>
<td>Home 6:30</td>
<td>Home 6:30</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>VSD</td>
<td>Away 3:30</td>
<td>Away 3:30</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Prospect Hall</td>
<td>Away 6:00</td>
<td>Away 6:00</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>St. James</td>
<td>Away 3:15</td>
<td>Away 3:15</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>WVSD</td>
<td>Away 4:30</td>
<td>Away 4:30</td>
</tr>
<tr>
<td></td>
<td>PSD</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td></td>
<td>Alumni *</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td></td>
<td>Varsity only</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
</tbody>
</table>

GIRLS VARSITY & J.V. BASKETBALL

<table>
<thead>
<tr>
<th>Date</th>
<th>Team</th>
<th>Score</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 29</td>
<td>PSD</td>
<td>Away 3:00</td>
<td>Away 3:00</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>MKSD</td>
<td>Home 3:30</td>
<td>Away 3:30</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>VSD</td>
<td>*Away 3:30</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Hancock</td>
<td>Away 6:15</td>
<td>Away 6:15</td>
</tr>
<tr>
<td>Jan. 5</td>
<td>Prospect Hall</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>MSSD</td>
<td>Home 7:00</td>
<td>Home 7:00</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Clear Spring</td>
<td>Home 6:15</td>
<td>Home 6:15</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Hancock</td>
<td>Home 6:30</td>
<td>Home 6:30</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Mercersburg</td>
<td>Away 4:15</td>
<td>Away 4:15</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>MSSD</td>
<td>Away 6:30</td>
<td>Away 6:30</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Prospect Hall</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>VSD</td>
<td>*Home 3:30</td>
<td>Home 3:30</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Clear Spring</td>
<td>Home 6:15</td>
<td>Home 6:15</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Alumni *</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td></td>
<td>Varsity only</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
</tbody>
</table>

VARSITY WRESTLING

<table>
<thead>
<tr>
<th>Date</th>
<th>Team</th>
<th>Score</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 30</td>
<td>MSB</td>
<td>Away 3:45</td>
<td>Away 3:45</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Bullis Prep.</td>
<td>Away 2:00</td>
<td>Away 2:00</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>South Carolina Invitational in Spartanburg, S.C.</td>
<td>Home 3:45</td>
<td>Home 3:45</td>
</tr>
<tr>
<td>Jan. 4</td>
<td>MSB</td>
<td>Home 6:30</td>
<td>Home 6:30</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>Smithsburg</td>
<td>Away 6:30</td>
<td>Away 6:30</td>
</tr>
<tr>
<td>Jan. 11</td>
<td>PSD</td>
<td>Away 3:00</td>
<td>Away 3:00</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>MSSD</td>
<td>Home 6:30</td>
<td>Home 6:30</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>VSD/WVSD</td>
<td>Home 2:00</td>
<td>Home 2:00</td>
</tr>
<tr>
<td>Jan. 27-28</td>
<td>ESDAA Tournament at ASD in Hartford, Conn.</td>
<td>Home 6:00</td>
<td>Home 6:00</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Linganore</td>
<td>Away 6:00</td>
<td>Away 6:00</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>MKSD</td>
<td>Away 4:00</td>
<td>Away 4:00</td>
</tr>
</tbody>
</table>
ADVANCED DEPARTMENT
Honor Roll—First Quarter

PRINCIPAL'S LIST
James Messineo
Douglas Scrivner
Deborah Stokes
Christopher vonGarrel
Eric Woods

ACADEMIC
Gary Burkhardt
Christopher White

CITIZENSHIP
Debbie Anderson
Joseph Baer
Julie Bartee
Sandra Blazejak
Judith Brannon
Wendy Dymond
Tyrell Edwards
Rhonda Hopkins
Sean Kerins
Sharyl Mapp
Yolanda McFadden
Levon McLean
Darla Milner
Curtis Mitchell
Beth Mobley
David Palak
Thomas Popper
Karen Price
Christine Reid
Lori Sherwood
Gregory Simmons
Tina Thompson
Sharon Washington

* * *

INTERMEDIATE DEPARTMENT
Honor Roll—First Quarter

PRINCIPAL'S LIST
Teresa Baer
Thomas Boswell
Timothy Brown
Robin Daniels
Kroper Ewan
William Martin
Jonathan Pitts
Bobbi Sue Rentfrew
Robin Rozga
Ann Smith
Celeste Swiney

ACADEMIC
Teresa Baer
Thomas Boswell
Timothy Brown
Robin Daniels
Kroper Ewan
William Martin
Jonathan Pitts
Bobbi Sue Rentfrew
Robin Rozga
Ann Smith
Celeste Swiney
Matthew Thompson

CITIZENSHIP
Teresa Baer
Thomas Boswell
Timothy Brown
Robin Daniels
Kroper Ewan
William Martin
Jonathan Pitts
Bobbi Sue Rentfrew
Robin Rozga
Ann Smith
Celeste Swiney

OREOLES ARE CHAMPIONS!

Yesterday Holly's and Mary Ann's classes went to the Baltimore Orioles parade. We saw many different players. Some children shook hands with Eddie Murray, Cal Ripken, Jim Palmer and others. We saw the Orioles mascot.

—Debra Clark, Michael Knapp,
George Harris, Mark Muir,
Paul Chapman, Yoon Sun Lee,
and Anna Scott

WEEKEND NEWS

One Friday, after school, we got prepared for the Boy Scout camping trip. We packed things into the van and then put in our packs. We arrived at the campground and we set up our tents. Toby and I shared Toby's tent. We fixed his tent but it broke. So I borrowed John Wooley's tent. It was the biggest of all. We ate our supper. The supper was hamburger. I ate 2½ hamburgers. Then Charlie and I were responsible to wash the dishes. After that, we watched a movie. After that, I went to bed. I had a cold night.

On Saturday morning I woke up and I saw the kitchen's tent was down because of the winds which were very powerful. I woke up John and he and I put it up. John and I were responsible to cook the breakfast. The breakfast was scrambled and fried eggs and bacon. John cooked scrambled and fried eggs. I cooked the bacon. All day we had contests. After the contests, John and Ricky said that tonight we will have rain and cold weather. We took down the tent. We ate our supper. The supper was spaghetti. We put our things and packs into the van. We left for school. We cleaned up the Scout room and Scout's things all night. We were. All a part so we went to bed.

On Sunday, we ate our breakfast of pancakes. After breakfast, we helped to clean up the Scout room and Scout's things. After that, I watched football. We ate our lunch of leftovers.

—Rodney Ewan

DECEMBER 1983 - JANUARY 1984
Reserve your copy of . . .

The Maryland School for the Deaf Yearbook

The Cornerstone
1984

The cost is $5.00 per copy. If you wish the book to be mailed, the mailing charge is $1.00. The deadline is February 15, 1984. (ORDERS WILL NOT BE ACCEPTED AFTER THIS DATE)

Send your order to:

The Cornerstone
Attention: Mr. Kenneth W. Kritz
Maryland School for the Deaf
Frederick, Maryland 21701

Enclosed is a check or money order of $__________ for ________ copies of The Cornerstone. Add $1.00 per copy for mailing charge if you want the book sent to you.

Name ____________________________________________________________

Address _________________________________________________________

City __________________ State ______ Zip Code _____________

(Check or money order must accompany order)
Administration
David M. Denton, Superintendent
Don H. Garner, Assistant Superintendent
Hazel E. Rice, Administrative Assistant
Daisy L. Condon, Secretary

Educational Department—Frederick
Kenneth W. Kott, Principal
Stanley Baker, Associate Principal
Deborah Clark, Robert Schineker, James Wayne Sinclair, Mark & Walt, Assistant Principals
William A. Sherman, Jr., Psychologist
Robert Doerr, Audiologist
Susan Abel, Director of Curriculum and Instructional Media
Charles Day, Coordinator of Physical Education, Recreation and Athletics
Hannelie Bazzaz, Joane Hawes, Secretaries
Bonnie Zimmermann, Deborah Edmonds, Linda Stull, Kathleen Shilling, Steno-Clerks

FACULTY
Charles Anderson
Deborah Amory
Paul E. Bar, Jr.
Nancy L. Benton
Omega Black
Ellen Blanchard
Virginia Boggard
Jeanie Boatright
Mary Bowers
Mary Sue Boyer
Barbara Drinks
Dean Buck
Jay Cherry
Marcia Corbet
Lisa Deland
Elizabeth Furse
Marsha Flowers
Caryn Foley
Mere Frickett
Harold W. Gamble, III
Judy College
Michael Grady
Suzie E. Hartman
William Haffield
Bette Hicks
Margarette Hepburn
Ruth Howell
Pamela Jacob
Barbara Kirze
James L. Lamb
Kenie Lawler
Joanne Lowery
Vickie R. Mastalerz

Support Services Department—Frederick
Ronald C. Sick, Director of Business and Support Services
Mary Masser, Secretary

FISCAL SERVICES:
Gerryine Upholdiff, Manager
Jean Violanti, Fiscal Clerk
Jeffrey Davis, Accountant

PERSONNEL SERVICES:
Sue Allen, Manager
Loretta Massey, Telephone Operator
Brenda Pett, Secretary

PHYSICAL PLANT AND MAINTENANCE:
Ralph L. Greene, Jr., Supervisor
Curtis Hall, Steno-Clerk
Preston E. Vogel

Sherrill W. Dickey, Maintenance Chief
Robert Banks
Richard Barnard
Elinor Brooks
Timothy Brown
Catherine Brown
Adria C. Clark
Frederick W. Crimson

Support Services Department—Columbia
Dorville S. Fowler, Jr., Director of Business and Support Services
Joan Neede, Steno-Clerk
Lon Shapella, Office Secretary

FISCAL SERVICES:
Lois Silvestri, Manager

PHYSICAL PLANT AND MAINTENANCE:
Paul Baker, Supervisor
Johnny D. Anderson

Support Services Department—Columbia

FACULTY
Jane Martello
Paula Mathews
Mary Munner
Lydia Nure
Lori P. Fogg
Dulce Powell
Marka Russe
Maryann Swain
Bessie Thaler
Pat Timo
Nancy Wagner
Jane Watts
Elizabeth Wheeler

TEACHER AIDES:
Sharon Bryant
Kathryn Buehrer
Jeanne Fettitta
Lori L. Fisher
Doris Geppert
Deborah Hugie Holmes
Rashel Hudson
Dawn Joa
Joan Miller
Sandra Revis
Joan Rieh
Kay Ross
Renee Smith
Carol Snyder
Joanne Staub

COUNSELORS:
Bette S. Benedict
Annice Chan
Marilu Capella
Ann-Marie Chadwick
Elizabeth W. Green
James Harrison
Debrah Janoski
Bonnie Jacklin
Mary T. McMillen
Michael Morgan
Vance Rowinski
Danie Rivas
Hazel Rivas
Ruth Rowan
Mollie Ross

dietary
Annice Capella, Supervisor
William Allen, Food Manager
Rosalie Stambough
Loretta Ambush
Elke Bressner
Betty Cranmer
William Doolittle
Jerene Gates
Charles F. Groome
Albert H. Myhaj
Charles E. Anderson
Maurice & Jackson
Betty, Paul
Janel M. Lehman
Franco Reed
Diane Rosa

EDUCATIONAL DEPARTMENT—Columbia
Richard G. Steffan, Jr., Principal
Gertrude Galloway, Aileen Hill, John K. Saxmin, Assistant Principals
Brian Alles, Psychologist
Paulette R. Stalling, Audiologist
John Henderson, Communication Coordinator
Margaret Dall, Mary Kayt, Secretaries
Eileen Mills, Pamela Selby, Steno-Clerks

VOCATIONAL REHABILITATION:
Jane T. M. McLean, Counselor
Kathleen Mathews, Secretary

Support Services Department—Columbia

FACULTY
Stella Bishop
Roland Christopher
Robert Dietrich
Frank Ehleman
Warren Fox, Jr.
Kenneth Funk
Wills Griggs
Sharon Hall

Eric Haugh
William Horner
Geraldine Kelly
Charles Mallory
James McKeahen
Dorothy Newman
Lillian Owens
Joan Queen

COUNSELORS:
Peter Riceg
Vernon Smith, Sr.
Frank Thayer
John F. Vollmer

Support Services Department—Columbia

FACULTY
Deborah Clark, Robert Schineker, James Wayne Sinclair, Mark & Walt, Assistant Principals
William A. Sherman, Jr., Psychologist
Robert Doerr, Audiologist
Susan Abel, Director of Curriculum and Instructional Media
Charles Day, Coordinator of Physical Education, Recreation and Athletics
Hannelie Bazzaz, Joane Hawes, Secretaries
Bonnie Zimmermann, Deborah Edmonds, Linda Stull, Kathleen Shilling, Steno-Clerks

Support Services Department—Columbia

FACULTY
Jane Martello
Paula Mathews
Mary Munner
Lydia Nure
Lori P. Fogg
Dulce Powell
Marka Russe
Maryann Swain
Bessie Thaler
Pat Timo
Nancy Wagner
Jane Watts
Elizabeth Wheeler

TEACHER AIDES:
Sharon Bryant
Kathryn Buehrer
Jeanne Fettitta
Lori L. Fisher
Doris Geppert
Deborah Hugie Holmes
Rashel Hudson
Dawn Joa
Joan Miller
Sandra Revis
Joan Rieh
Kay Ross
Renee Smith
Carol Snyder
Joanne Staub

COUNSELORS:
Bette S. Benedict
Annice Chan
Marilu Capella
Ann-Marie Chadwick
Elizabeth W. Green
James Harrison
Debrah Janoski
Bonnie Jacklin
Mary T. McMillen
Michael Morgan
Vance Rowinski
Danie Rivas
Hazel Rivas
Ruth Rowan
Mollie Ross

MEDICAL
Edwin Cali, M.D.
Allan Lefler, M.D.
Laraine Hardy, R.N.
Chet Eller
Hannah Belden, R.N.
Barbara D. Horn
Bette O. Dall, R.N.
Catherine Snyder, R.N.