Kevin Sanderlin fishes and dreams of his summer vacation.
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Listen, My Child, and Hear

By Barbara Pearson

Reprinted from The Santa Fe Reporter via The New Mexico Progress and The Missouri Record.

Mrs. Pearson’s article is at the top of our recommended reading list. It speaks from the heart. As an article giving a parent’s point of view, it is one of the best we’ve seen in a long time.

The deaf son of whom Mrs. Pearson writes is a graduate of the New Mexico School for the Deaf. He is also a graduate of Seattle Community College and now works for Los Alamos Laboratories. Mrs. Pearson is a member of the board of the Southwest Center for the Hearing-Impaired in San Antonio, Texas.

The National Association of the Deaf has declared Sept. 25 to Oct. 1 “Deaf Awareness Week.” It is an occasion that comes each year, but it comes to some of us more insistently than it does to others. My own Deaf Awareness came to me one unforgettable day in Dallas in 1960.

“All the tests are in and have been evaluated,” the doctor said. “You must understand that your son has a severe hearing loss. It will be a real factor in his educational process, even in his acquisition of language. He has a profound loss in one ear and a severe-to-profound loss in the other.

“The key to his development will depend on his education and training. You must find a suitable program where he can begin immediately, since he is already four years old. Don’t let a quack get hold of you and tell you that there is a cure for this child’s deafness. Maybe in 20 or 30 years, but for the present, education is your answer.”

What a forceful, earnest doctor, I remember thinking as he spoke, even though what he was telling me was painful for us both. He seemed older than when I had first seen him, just days earlier—older and lightyears wiser, because now he knew. “He’d be great in a TV show,” I said to myself. “He looks like he came from Central Casting.”

But I understood why the doctor had grown with his newfound knowledge, for I had grown, too. At last something positive to build on, after all the time of heart-rending speculation. How many times had I asked myself about my son, “Does he have a hearing loss?” Knowing that he did was far easier than wondering.

Now I knew why my son’s eyes were so constantly filled with confusion, no matter how hard I tried to show or explain. Now I knew why the basic emotions, when evoked, were so vividly expressed.

The doctor again: “Remember, now, education is the key to your child’s future. I understand that your state school for the deaf has an excellent reputation. Your son seems bright, and the outlook should be very optimistic. But he must have that education.”

I heard all the words—nothing wrong with my hearing—and they brought a sense of relief, summed up in the thought “Thank God he’s not retarded.” Somehow I had known that he was not, but, oh, the relief to have it confirmed. At last I knew my son’s condition. At last it had a name. He was DEAF, not-hearing.

All the visits from the doctor to doctor were over. All the wondering was at an end. No more tests, just the necessity to confront and cope with a certainty—but what an alien certainty it was! I didn’t personally know even one deaf person. My hometown in Texas had had none, and in our current town, Ruidoso in southern New Mexico, I was aware of only one deaf woman—and I was not acquainted with her.

Though it had made no particular impression on me when I saw it, I was overwhelmed by memories of the movie “Johnny Belinda,” in which Jane Wyman plays a young deaf woman who has a child, only to have the townspeople try to take it away from her because of her handicap. I could see her standing in the courtroom, crying, mouthing the words, “I want my baby.” Would my boy’s life be equally miserable?

Knowing what I now knew, I was glad that I had realized early on that there was a problem, and so had rarely punished him. No wonder he had ignored me so much. Now I knew that each of the few small attempts to form words had been a treasure: “Mama,” “go,” “bye,” “no.” But I understood now that these were the words he could see on the lips. “Oh, God, he’ll never be able to really talk. He won’t even be able to hear me say, ‘I love you.’

There followed the usual parent-of-a-handicapped-child-reaction: guilt. That was followed by my reading everything I lay hands on concerning deafness. Armed with our growing
knowledge on the subject, we enrolled our son in the correspondence course of the famous John Tracy School in California, an oral-learning institution named for the deaf son of the actor Spencer Tracy.

"Thank God for my son's natural curiosity and desire to please," I thought again and again as he fought to learn and understand. But watching his four-year-old struggles with the incomprehensible words and sounds that he was supposed to master took my mind back to watching the struggle for his first month of life. "Two months premature—at 2 ½ pounds, only 20 percent of these infants survive." Well, he had survived—survived and flourished. Deaf, that's all he was, just deaf. We could beat that, but it was going to be tough sledding.

Thanks be for a supportive family! Also rallying around me were my friends, all eager to do what they could to help. But sometimes they wanted to do too much, and often I was grateful for the doctor's warning about quick cures. One dear comrade wanted to pour a potion in my son's ear, guaranteed to restore hearing. My husband, Bob, had always been tolerant of the old Mexican remedies that my family had grown up with in our Texas home near the border, but here he drew the line.

But even these simple, well-meaning, misguided attempts to help, however, brought a certain sense of regret when offered by our Mexican friends. "If only we'd gone to live in Mexico when we started to," I speculated, "then my son could be deaf in Spanish—familiar, orderly, easy-to-pronounce Spanish—instead of capricious English, with its ever-changing pronunciations and inexplicable verb forms." On this side of the border, there would have to be more lessons, more efforts, more tears, more prayers to St. Jude.

Then a friend came one day with a different suggestion. "I went to Santa Fe and stopped by the New Mexico School for the Deaf to get you some literature," she said. "I think you should really look into it." A bell rang in my memory. The doctor's office in Dallas. "Your state school has an excellent reputation." But to send my little boy 200 miles away to go to school? No, impossible.

But we made it possible. We made it possible by my moving to Santa Fe and living alone with our two children for two years, while my husband remained with his work in Ruidoso. The separation was cruely hard on us all, and there came a time when we felt our son could board at school, which he did for the next two years, to enable me to move back to the southern part of the state. But then we arranged for the entire family to move to Santa Fe, for good.

What happened for our son at the New Mexico School for the Deaf was a miracle, a miracle that unfolded over a period of 15 years. "Don't get in a hurry," my Spanish-blooded abuela would say to me. "Dios sabe that sometimes these miracles take some time."

It was a miracle that came in little pieces: Joy indescribable when our son said, "Happy Birthday," Highest elation when he could utter "That's my Daddy." Pleasure beyond belief to see his eyes full of thinking instead of always full of questions. Tears and anguish watching his painful battle with the letter "s" for such a long time. Gratitude and awe watching the dedicated teachers working long hours to transmit a single concept or a piece of information.

I can still see the look of concentration on one dear teacher's face. It was like a surgeon over a delicate procedure. I will always love the teachers, administrators, counselors, and other support personnel at the school. They gave my son a gift beyond price, the tools he needed to become a fully functioning deaf person, not a defective hearing one.

Years later, I watched almost with awe a dance routine that my son had choreographed, using theatrical sign language, to a social commentary pop hit. On another occasion, when we were in Washington D.C., he explained to me in detail the conspiracy theory of the assassination of Abraham Lincoln. That is how broad his education became, with the tools he learned at Santa Fe.

Watching my son go off to college was a fearsome thing: but as usual, he did fine, and made us proud. Now as I see him, a grown man, working at his job, training for his pilot's license, designing solar additions for homes, I breathe further prayers of thanksgiving. But while I am giving thanks to God, there are some that I want to say directly to you, my son:

I have loved having you for a son. You have opened a world to me that I never would have known without the deafness that is so much a part of you. It's wonderful sometimes to sit in a room with you in blessed silence, with only an occasional sign for communication. And then again, I love to see you come bursting in, full of talking and signing and discussion of the whys of the shooting down of the Korean jet by the Russians. I wouldn't have missed knowing you for anything in the world.
Sometimes I think you know me better than any person on this planet.

Over the years, I know that there have been some real problems for you that came from your being deaf, the constant inconvenience and effort of getting along in a hearing world. Because it came into my own home, I have seen the many problems that come with deafness. They are real and numerous. Many stem from a lack of information among the general public. Some trace to thoughtless and unfeeling people.

Recently a friend who hears perfectly told me of going to the store as a child with her deaf mother. They were signing to each other about their shopping needs, when my friend overheard two women talking about them. “Look at that deaf-mute with her deaf daughter,” one woman said. “All those gestures! It’s disgusting. The deaf shouldn’t be allowed to have children.” Shades of “Johnny Belinda”!

A few minutes later, in the deli section of the store, my friend made a point of holding a lengthy conversation with the signerman, within hearing of the two women, purposely exhibiting her beautiful speech. The gross ignorance exhibited by those women is an obscenity, nothing less. Even now, my friend said, the injustice of the incident hurts, every time she thinks about her wonderful mother and her capable deaf father, who built their house himself, to give his family a loving and secure home.

May your own encounters with such persons be few, my son. But prejudice is deep-rooted, and it takes many forms; so I am sure you will have your share of such incidents. When you do, remember all the caring people you have met, people who went out of their way to help you or try to understand you. Remember the ones who have learned signing, to improve their communication with you when language breaks down, as it sometimes does. Remember how you appreciate a person who will gently touch you to get your attention, instead of shouting and waving arms. Think about the ones who made a point of always addressing you directly, and not the person who may be interpreting for you.

Recall all the kind hearts who saw you for the fine person that you are, my son, and did not merely see the barrier of your deafness. Let us accept the fact that we all have to do the best we can with what we have, and then go along reaching out to others all the way. Hoping that we can help them learn as we go. Let us do all we can for this kind of awareness.

MS. HAZEL McCANNER

We are sorry to report that Ms. Hazel McCaner passed away on Wednesday, April 25th, at the Vindobona Nursing Home in Braddock Heights where she had been a guest for the past two years. Ms. McCann was 86 years of age.

Ms. McCanner had been associated with the Maryland School for the Deaf from 1921 until her retirement in 1968 as administrative assistant. She served under the administrations of Dr. Ignatius Bjorle, Mr. Lloyd Ambrosen, and Dr. David M. Denton, and served as interim superintendent between Mr. Ambrosen and Dr. Denton in 1968.

Ms. McCanner had served as assistant editor for The Maryland Bulletin for many years, had assisted in the editing of the “American Annals of the Deaf”, and had written a pamphlet, “The History of the Hessian Barracks”. The Kent-McCaner Building on the campus of the Maryland School for the Deaf was named in her honor in June of 1976.

Ms. McCanner's warm personality and years of selfless service are well remembered by the deaf people of Maryland. For many years it was Ms. McCanner who greeted bewildered parents with their little deaf children, calmed fears and apprehensions, sent notes of reassurance, made emergency calls, and cemented the ties between home and school. Ms. McCanner was generous with her time and efforts spent for the welfare of students of the Maryland School for the Deaf.

The staff and students at the Maryland School for the Deaf express our sympathies to Ms. McCanner's remaining relatives.
Dads' Meetings: An Important Part of Family Education at MSD

by Jan Hafer, Family Educator, MSD

Traditionally "parent education" for the parents of deaf children meant "mother education". The mother has been the focus of most early intervention programs for preschool deaf children. Home visits or group meetings have been and still are held during the day time when many fathers are at work and are unable to participate.

What happens when the focus of education and counseling is centered primarily on the mother of a deaf child? It places the burden of decision making regarding the child on the mother because she knows the "facts" about deafness better than her spouse. The mother is put in the position of having to "teach" her husband what she is learning about deafness. Often the father has questions that the mother is unable to answer. The mother may resent having to bear the primary responsibility for learning how to raise a deaf child. The mother often has a chance to interact with other mothers who share their feelings about their children on a regular basis. The father does not have that opportunity. He must struggle alone to understand his own feelings and also the ramifications of deafness. Fathers at times are at a disadvantage in group meetings with their spouses. It has been observed that mothers tend to dominate the meetings because they may have better signing skills and their knowledge of deafness may be more extensive than their spouse's.

Increasingly educators of the deaf have acknowledged the challenge for parent education services to expand to address the needs of fathers. A recent survey of parent education programs serving families of deaf children in the United States (Howell, 1984) reported that 10 of 61 programs responding offered group meetings for fathers. For the past three years Maryland School for the Deaf has offered regularly scheduled Dads' Meetings. The meetings are jointly sponsored by the Family Education and Early Intervention Program and Psychology.

Initially seven meetings were designed for hearing fathers of preschool age deaf children served by MSD. The program was a "crash course" on education of the deaf. Topics such as: "Hearing Aids; What They Can and Can't Do", "Home Away From Home: A View of Dorm Life"; and "The Language Legacy: From Parent to Child" were offered during the spring 1982.

The topics for the meetings were similar to the ones discussed with the mothers during home visits or group meetings. This was designed to allow the fathers to learn about deafness first hand with an opportunity to have their questions answered by a professional.

The second year saw some changes in the design of the meetings. All fathers, hearing or deaf, of MSD students were invited to attend. Four meetings were offered in 1982-83. The topics were a natural extension of the previous year's program. Guest speakers led discussions on: "The Deaf Child In a Hearing Family"; "Post Secondary Training and Education"; "A Father's Perspective on Raising A Deaf Son"; and "A Hearing Woman's Memories of Growing Up With Deaf Parents".

The fathers who participated in the meetings were enthusiastic about the topics, the speakers and the group itself. Their only criticism was that there were not enough of the meetings. They suggested that the meetings be offered monthly.

In 1983-84 meetings were planned monthly. All fathers as well as any male friends or relatives were encouraged to attend. To date, the topics covered are: "Personality and Attitudes Toward Deafness"; "Fathering Skills"; "A Deaf Woman's Thoughts On Her Own Mainstreaming Experience In School".

The meetings are led by MSD psychologist, Dr. William Sherman. Teachers in the Family Education Program plan the meetings, contact speakers and inform fathers. The format utilizes a guest speaker (several of whom are drawn from the MSD staff) who presents a lecture on a topic followed by group discussion led by Dr. Sherman. Interpreting is done by the group leader, though at times a male interpreter has been included. The meetings are scheduled from 7:30 to 9:00 p.m. Attendance has been fairly consistent at about eight - 10 participants. There is a core group of about six fathers who have attended regularly. Notices are sent to all families throughout the state. Fathers have traveled from as far away as...
ast two and a half hours from the school in order to participate. All of the meetings are held at the Family Education House on the Frederick campus.

Participating fathers report that they want more frequent meetings, once a month is not enough. The fathers now feel more confident about their knowledge of deafness. Hearing fathers' signing skills have improved. At the beginning of the year none of the fathers who consistently attended would sign for themselves during the group discussion, but five months later they all sign their questions and comments.

Perhaps of greatest importance is that these fathers have a chance to support each other while they in turn draw from that support. Like their spouses, they are forming sustaining relationships with professionals and other fathers that will carry them through both joyful and disappointing times as their children grow.

These fathers come to view MSD as a caring school that strives to support and nurture families as well as students. By providing an educational program for fathers, MSD makes a public statement about the importance of fathers in every child's life. The school expresses confidence and trust that parents (fathers and mothers) can and do make wise decisions regarding their deaf child when they are provided with opportunities to develop a full understanding of deafness. That confidence and trust is given back to the school by families and friends who support and strengthen every aspect of MSD.

MSD Students Hold
“Fruit Party”

By JO ANNE LEATHERMAN
Frederick County 4-H Agent
Reprinted from The Frederick News-Post

The Primary Department gym at the School for the Deaf was gaily decorated with giant cut-outs of brightly-colored fruits as 47 students wrapped up a special nutrition unit with a “fruit party.”

Sponsored by the Frederick County Extension Service, 4-H Department, in cooperation with the school, the students had experienced a variety of activities to help them become more aware of fruit and to learn to taste fruit that they may not normally eat. Coordinator for the program was Mrs. Bernice Hartman, former leader of the 4-H Club at MSD, The Happy Hands.

Mrs. Hartman developed the program in consultation with the teachers at the school and Debbie Clark, Primary Department principal. A booklet of activities and recipes was written with each participant receiving a copy. Students were encouraged to check off each day that they ate various fruits, each was given a personalized “Official Fruit Taste Tester” button.

Besides the activities to learn about the nutrition and uses of fruit, students also prepared various fruit recipes. The most unusual was the avocado ice cream prepared by Mila Navarro’s class; Mrs. Navarro was from Hawaii. Other recipes prepared included Hawaiian Waldorf, fruit shake and berry crush drinks, apple oatmeal cookies, candle salad, juice cubes, stuffed apples, and dried treats, such as fruit leather.

At the fruit party, students brought enough of the recipe they had prepared for the rest of the department to try. Recipes had been signed up for in advance. Students had created posters, which were also on display, and the class of Mary Harris made fruit costumes to wear. Mrs. Hartman and Mrs. JoAnne Leatham of the 4-H Office presented each participant with a certificate, and all enjoyed the tasty delights at the party.

This program was the fourth such special nutrition program done in cooperation between the school and the 4-H Office. Previous programs had focused on other important food groups, including milk, meat and meat substitutes, and breads and cereals. Vegetables will be the focus of another program scheduled for the next school year.
Fingers and Faces Say
Circus Has Come to Town

by Gail A. Campbell
Howard County Bureau of The Sun

The laughs echoing from the audience were very real. The children's eyes were as bright and excited as they would be anywhere when the clowns pantomimed, juggled and joked their way through routines.

But the laughs this time were from youngsters who could not hear the gags.

Two clowns from the Ringling Bros. and Barnum & Bailey Circus used sign language to help their audience get the punch lines during an hour-long performance at the Maryland School for the Deaf near Columbia.

Clowns Mike Bringold and Scott Linker volunteered to perform at the school on their day off. They are two of the circus's four clowns who knows sign language.

Each time they asked the audience if they wanted more, dozens of tiny fists waved to signify “Yes”.

Mr. Linker said he has been signing shows for the deaf since he joined the circus four years ago in New York City.

“These kids are my most receptive audience”, he said from behind a face smeared with greasepaint. “They always have to have eye contact, so they're always paying attention.”

His cohort in comedy, Mr. Bringold, said he, too, volunteers to do shows in whatever town the circus finds itself.

“The kids love it. They get left out of a lot of things. But you don't even need to use sign language for clowning. It's such a visual thing,” Mr. Bringold said.

Jody Furman, a spokeswoman for the circus, said it was the first time Ringling Bros. had offered its clowns' services to the School for the Deaf.

“We normally give away tickets for charity. We gave the school 50 tickets for a show. But this is a special setup because we've never had clowns who know sign language that will volunteer to work on their days off before,” Ms. Furman said.

Richard Steffan, the school’s principal, said he was delighted when the clowns volunteered to come and entertain the 112 students there.

But the most appreciative of all were the children.

Using an interpreter, five year-old Tavon Hopkins signed that he enjoyed the show very much.

Wendy Deis, 6, giggled and grinned a lot before signing, “I liked the boxing part best,” referring to a slow-motion pantomime of a boxing match between the two clowns.

Mr. Linker and Mr. Bringold have promised to interpret the circus for the youngsters when 50 of them see the show later.

MSD students enjoyed their visit with two clowns from the Circus and Richard Sher, Channel 13, Baltimore TV. The visit was aired on television that evening.

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MSD SPONSORS
“JUMP FOR THE HEART”

For the third consecutive year, MSD sponsored a “Jump For The Heart.” This fund-raising event is supported by the American Heart Association, the Maryland Educational Association, and the American Alliance for Health, Physical Education, Recreation, and Dance. All proceeds go directly to the Frederick County Chapter of the American Heart Association.

As in past, the event was highly successful. We had 42 people involved; students and staff from the Primary, Intermediate, and Advanced Departments. The “Jump” raised $1500.00 for the American Heart Association. The outstanding individual money earner was Kevin Beacham, a ten-year-old primary student who raised $266.00. Congratulations to all the participants and workers who made the “JUMP” once again, a huge success!!!
Builders Olympics

Again this year Maryland School for the Deaf masonry students participated in the high school Builders Olympics held annually in conjunction with the Frederick County Builders Association Home Show. Two teams were in the competition this year to give more students an opportunity to test their skill with the best qualified students from public schools. The team consisting of Chris von-Garrel, Mark Bosley, and Todd Kilber finished third out of the seven teams participating this year. The second team, included David Martin, Randy Shephard and Eddie Phillips, and finished out of the top four. All these young men demonstrated a very high level of professionalism and represented MSD with pride and dignity.

The MSD team is hard at work.
"SSI: An American Nightmare, Not An American Dream"

By Mrs. Janet Pohlit

Editor’s Note: Although this article originally appeared in the Ohio Chronicle of the Ohio School for the Deaf, it has been reprinted and shared with a number of schools for the deaf where many staff members agree with the author’s point of view. From ASD the comment was, “One of the biggest headaches we teachers have encountered is the students’ attitude toward education. They have adopted the idea that it is not necessary to strive for higher goals because SSI will provide them security if they can’t obtain jobs. Thus, how can we achieve our goals to educate students to live independently in the real world.”

With all the hoopla over the past few years regarding unbalanced government budgets, massive deficits, and out-of-sight spending, it is time for the American electorate to make some hard choices. Unless citizens realize and accept the outcomes of fiscal responsibility, it will be nigh impossible to retain a hold, however tenuous, on the dream of equality and justice for all under the Social Service Administration.

From 1960 when President John F. Kennedy initiated the experimental use of food stamps through President Lyndon B. Johnson’s escalation of entitlement programs into full-blown and out-of-control entities, Americans have come to expect everything to be handed to them. The pioneer spirit has reached the last frontier. Now the prevailing mindset seems to be “government owes us.”

Government owes us what? Entitlement programs are breaking the backs of those middle-class taxpayers who work hard for a living, who strive alone for their version of the American dream of equality and justice for all.

One area of profligate and unneeded spending is The Supplemental Social Income (SSI) program, administered by The Social Security Administration. When Social Security was first enacted into law in 1935 by Congress the intent was to provide supplemental retirement funds to help the elderly who had not saved enough for their “golden years.” Now Social Security is a multitude of programs including SSI, which provides monthly payments to the handicapped ages 18 and up.

In and of itself, the stated purpose of SSI sounds so idealistic and glittering. In reality, it is another monstrous parasite that sucks money from the wallets of average, middle-class taxpayers.

In specific instance at OSD, students have everything free. There is no rent to pay nor food to buy, medical and dental care is provided. All needs are taken care of except for clothing and personal items. So what may I ask do they need upwards of $200/month for?? Multiply this by the number of other handicapped 18 years and older and one can come up with a staggering amount of money.

Granted, there are some low-functioning deaf pupils at OSD who will need assistance. But what of those able-bodied students who are getting “free” money—tax money for which others must set the alarm, drive to work in all kinds of weather, labor eight hours a day, pay for child care, etc. Where do their thanks come from? They don’t. The hard-working American must pay to support those who insist on taking advantage of the system.

For those deaf who are aware of the existing situation, it behooves them to voluntarily remove themselves from the welfare rolls. Until Congress realizes that “handicapped” does not mean “totally incapable,” and until parents realize that they are responsible for their children just as hearing parents of hearing children must support them, and until the payments are reduced so that it is less profitable to sit at home and collect the high SSI checks than to hold down a job—until then, the middle-class workers will continue to be bled white to support non-productive members of society.

—Ohio Chronicle
Ohio School for the Deaf

MSD BLOODMOBILE

Once again the Maryland School for the Deaf participated in a successful visit from the Red Cross Blood Mobile. A total of 220 units of blood were collected. This year the number of student donors out-numbered the number of faculty and staff donors—60 students to 48 faculty and staff. There were 44 male students (23 of them new) and 16 female students (10 of them new). We are very proud of the student participation in their demonstration of accepting civic responsibility.
FRUIT WEEK
My class made dried banana, dried apple and leather apple sauce for the fruit project. Mrs. Hartman was our 4-H leader. We cut apples and bananas into small slices. We dipped them in honey and lemon juice. We always watched the apples and bananas drying in the oven. They became smaller, too. My class broke six coconuts out of the shells. Then we cut the coconuts into small pieces. We had a big fruit party. All the Primary children and teachers helped with a fruit party in the gym. All of us took many different kinds of fruits to eat. The fruits were delicious.

—Natasha Rozga

TRIP TO A MANSION
On March 22 my class went to Mount Vernon. George Washington's home is called Mount Vernon. It was a large mansion. We learned how people lived a long time ago.

We saw the Potomac River. We saw George and Martha Washington's burial graves in a house. We saw George and Martha Washington's clothes and many things in the museum I liked George Washington's carriage. It was pretty. It was fun.

—Kevin Beacham

A VISIT WITH MR. GEASEY
In Social Studies we recently studied about American Indians. Mr. Barr told our teacher, Ms. Swaiko, about a man in Frederick who knows a lot about Indians. The man is Mr. Spencer Geasey. Ms. Swaiko called Mr. Geasey and invited him to come to talk to our class.

Mr. Geasey came to our school on Tuesday, March 20, 1984. He came here to tell us about "Early Maryland Indians." Mr. Geasey lives in Frederick. He is very skilled in finding Indian artifacts. He explained what he found near Jefferson, Maryland. He found arrowheads, mostly deer bones, and he also found bones of dead Indians. The Indians were buried with their treasures around them. Some bones of a baby were found with a clay basket filled with food. The basket was buried with the baby so the baby would have food to eat on the way to Heaven.

Mr. Geasey told us that he had found a cave near Catoctin Hollow Road. It was very deep inside. He found mostly deer bones and arrowheads. Some of the arrow and spear points were more than 3,000 years old!

Mr. Geasey showed us some slides of pottery pieces, pipes, and other Indian artifacts. Some were very old. The ages of things he found were about 3,000 to 8,000 years old.

Mr. Geasey brought some real Indian things he had found to show us. He showed us a broken clay pot, a tomahawk, and several little arrowheads. Some of the arrowheads were like real sharp blades. These arrowheads were used to kill deer. Everything Mr. Geasey explained to us and showed us was very interesting! Now, we are so interested about Indian history.

We all thanked Mr. Geasey for what he showed us that day. We were so glad he had time to lecture in our class.

—Louise Earp, Jody Davis and Brenda Shaffer

Intermediate D-1

Mr. Geasey shares his Indian artifacts with Stella Earp, Johanna Davis, Brenda Shaffer, and Richard Gokey.

ADVANCED DEPARTMENT Honor Roll—Third Quarter

PRINCIPALS LIST
Amy Marcoux
James Messineo
Douglas Sicard
Debra Stokes
Christopher VonGareel

HONOR ROLL
Charles Curry

CITIZENSHIP
Julie Bartee
Sandra Blazek
Judith Brannon
Kerri Brown
Paula Davidson
Phillip Forbes
Laurel Gibson
Roxanne Hamilton

Veronica Harris
Yolanda Harris
Douglas Haught
Rhonda Hopkins
Ayeshia Husain
Patricia Jacobs
Cheryl Melton
Beth Mobley
Karen Price
Christine Reid
Tad Robinson
Maurice Rowley
George W. Savoy
Holly Schubert
Tanya Stokes
Tina Thompson
William S. Valentine
Hannah Verbits
Sudhir Walia
ANIMAL TRAPS

My class supports a program to ban leghold traps. We want to stop traps from hurting animals. The animals get hurt or die. They have hurt feet. We want animals to be free. We do not want to see animals get hurt. We are very sad about the animals that get hurt from traps.

Foxy is a dog who got stuck in a trap for three weeks. He got hurt. A snowmobiler found him in the woods. He was very weak and he could not do any harm or help himself. He was only ribs and skin. The snowmobiler took Foxy to the vet. The vet cut away part of Foxy’s paw.

Many animals suffer like Foxy. A bill is before the Senate now to stop leghold traps. My class wrote to Senators to vote for this bill, S.657. Anyone who wants to support us and this bill should write to:

Charles Mathias, Jr., or
Paul S. Sarbanes
Senate Office Building
Washington, D.C. 20510

Thank you for taking the time to write a letter.

—Christine Reid

OUR TRIP TO ARLINGTON HOUSE

On April 4, groups C-1 and D-1 went with Ms. Swaiko to Arlington House. Arlington House was the home of Robert E. Lee.

At first, I saw all kinds of graves. They were all around Arlington House. There were thousands of them. When we arrived at Arlington House a woman showed us pictures of the Lee Family that were in the center hall. After that we went in the family parlor where the Lee Family would sit and talk to each other. Then we went in the white parlor. We saw one picture of Robert E. Lee and his wife. That room had two fireplaces, one for each side.

Then we saw the family dining room. After that we saw the morning room. We saw a daybed that Mrs. Lee slept on when she was sick. At night, she would go back upstairs to go to sleep. Next, we went to see the office and study room. Then we went to the pantry.

Later, we went upstairs and saw the visitor’s bedroom. Then we went in George Washington Parke Custis’s bedroom. He was the man who built Arlington House. Then we saw the schoolroom and sewing room. We also saw a playroom. I saw General and Mrs. Lee’s bedroom. We saw the desk where Lee wrote his letter resigning from the United States Army.

After that, we went to the basement and saw the wine cellar. Then we saw the winter kitchen. Our tour guide, Bunny Larson, taught us how they (the Lee’s) stored their food. They would use straw to store their apples. They would use lard to preserve tomatoes. They would use vinegar for preserving hot red and green peppers. They used sand to store carrots and salt for green beans.

After that, Bunny showed how the Lee’s would cut apples and use string to let them dry to make pie or applesauce. Then she taught us how to make batter cakes. They are like
pancakes. We cooked some in the fireplace. They were delicious.

MSD students are interested in the history of Arlington House.

Then we went to the bookstore and bought things. After that, we went to John F. Kennedy's grave. It was raining and we got wet. We walked back to our van. We were soaking wet and cold. Ms. Swaiko turned on the van's heat. We ate our lunch. Then we went to a place where the unknown soldiers are buried. There were three soldiers who were in front to guard the grave to honor the soldiers who fought for our country and died. There were four children from Florida who brought flowers for the grave to honor those unknown soldiers.

We left and drove back to MSD. It was a good trip. I learned a lot!

—Richard Gokey

Boy Scout Troop #258 of the Maryland School for the Deaf participated in the Chesapeake and Ohio Canal clean-up this spring. The Canal path is a popular hiking trail in this area and the boys' efforts will help make this a more enjoyable experience for the hikers this summer.

Maryland School for the Deaf's scouts assisted in cleaning up the C&O Canal not only to increase its beauty, but to help control pollution of the environment.
LETTER FROM LECH WALESA

MSD student, Sheila Monigan, wrote a letter to Lech Walesa congratulating him on his winning the Nobel Prize. She was surprised and pleased to receive a letter back from him along with an autographed photograph. The letter is as follows:

Dear Sheila,

Thank you for the nice letter and congratulations on the occasion of my Nobel prize.

Excuse me for not answering sooner but I am very busy. I have seven children, and I earn my living same as other workers in Poland: with hard work. Free moments, which unfortunately happen seldom, I like to spend by the lake fishing.

Cordial regards to you and your family
Lech Walesa

actual participation in governmental activities, through attending governmental hearings, and from meeting and discussing governmental activities with members of the U.S. government.

Students participating this year were Deborah Stokes, Karen Price, Phillip Forbes, Nancy Ward, and David Martin. The faculty representative to the program was Lorraine Stolz.

Ms. Stoltz was busy during the full school year contacting individuals and various organizations to gain financial support for this program. The Maryland School for the Deaf wants to thank everyone who provided support to enable the students to participate in this valuable program.

THIRD ANNUAL TEACHER/SENIOR SOFTBALL GAME

The Third Annual Teacher/Senior Softball Game was held on May 9th. School was dismissed at 2:00 P.M. so that all Advanced students and staff members could watch or participate in the games. The female teachers defeated the Senior girls by a score of 17-15. The male teachers defeated the Senior boys by a score of 10-7, and remain undefeated after three years of competition. The trophies will be updated to reflect this year’s results.

One staff member/player commented that it was a mystery as to how the aging teachers continue to win, considering the youth and power of the Senior boys. At any rate, a good time was enjoyed by all and next year’s seniors are already planning their game strategy.

CAMP GREEN TOP

Through the kindness of the Frederick County educational system, several classes of Intermediate students were again invited to be involved in Outdoor School at Camp Green Top. Outdoor School is an opportunity for students to learn about nature as well as to develop an appreciation and respect for the environment. Maryland School for the Deaf students participate in this experience with hearing students from the public schools within Frederick County. This provides a wonderful experience to interact with their hearing peers and helps students to grow socially. The camp is located in the beautiful Catoctin Mountains near Frederick, and each year students eagerly look forward to this enjoyable learning activity. Our thanks to Frederick County for making this activity possible for our students.

THE MARYLAND BULLETIN
FOREST RANGER AND SMOKEY THE BEAR VISIT MSD

Mr. Rick Lillard of the Department of Natural Resources Forest Service came to MSD recently to talk to several classes about fire prevention and saving our forests. Mr. Lillard brought many illustrations and cartoons to demonstrate the causes of forest fires, how to be careful with fire and what happens when people are careless with fire in the woods. Then Smokey the Bear came to visit and Mr. Lillard told how the forest rangers found Smokey the Bear after a big forest fire killed Smokey’s mother and destroyed all the trees. Smokey was badly hurt, too, but the forest rangers saved Smokey from the fire. Now he is 40 years old and lives in the National Zoo in Washington, D.C.

Mr. Lillard also explained how the forests help keep our air and water clean. He showed pictures of the many things we use that are made of wood from trees that grow here in Frederick.

After his talk and Smokey the Bear had gone, Mr. Lillard gave each child a Smokey the Bear poster and pencil and left several forest posters for the teachers to use to explain about leaves, trees, forest fires and items made from different kinds of wood.

MSD STUDENTS VISIT TOWSON STATE UNIVERSITY

In March, Mr. Buck took his family and four MSD students, Debbie Stokes, Keith Williams, Barbara Eyler, and Jimmy Eckenrode, to visit a beginning sign language class at Towson State University. The class is taught by Mr. Carl Runk, parent of former MSD student Curtis Runk. The entire evening was enjoyable for everyone. The college students learned about MSD, school activities, and learned about deafness and deaf people. They also learned what a TTY is, baby cry light, teleaption adaptor, and they had a chance to see The Deaf American and The Maryland Bulletin publications.

As the class progressed, Mr. Runk divided the students into four groups. Jimmy, Keith, Barbara and Debbie joined in and had a 10 minute communication session with each group. They asked each other questions about family, school, identified themselves, and generally provided an opportunity for the sign language students to practice their skills and for MSD students to communicate with their hearing peers. The evening was positive and Mr. Runk is looking forward to future visits.

Tina Koopman (left), Captain of the Intermediate Girls Basketball Team, Jerry Bush (center), Coach of the teams, and Michael Bailey (right), Captain of the Intermediate Boys Basketball Team, are proud of the trophies they won in the tournament at the Kendall School. The girls won second place and the boys won fourth place. Both teams won the Best Sportmanship awards.
MSD Boys, Girls Win ESDAA Track Titles

Reprinted from The Frederick News-Post

PROVIDENCE, R.I.—Maryland School for the Deaf swept the boys and girls titles in the ESDAA Track and Field Championships, at Brown University.

The Oriole boys won their first ESDAA title in four years, outdistancing second-place St. Mary’s, 154-116, while the MSD girls held off Model, 76½-69.

Finishing third in the boys meet was American (90), Model was fourth (82), New York (White Plains) was fifth (46), New York (Rome) was sixth (40) and Rhode Island was seventh (23). Marie Katzenbach (New Jersey) was third in the girls meet (53), St. Mary’s was fourth (29½) and Rhode Island was fifth (7).

“We were leading the boys meet by 25 coming out of the field events,” MSD boys Coach Dick Jones said. The sprints won it for us along with team consistency.

“I said at the beginning of the year these would be strong points for us and they were, Jones added.”

Stanley Prior and Phil Forbes were the individual winners for MSD. Prior pole vaulted 10-6 and Forbes high jumped 5-9. The 800-meter relay team of William Jackson, Maurice Rowley, Sean Anderson and Randy Shepard won with a time of 1:34.7.

In the girls meet, MSD and Model stayed close until the 200-meter dash. Then, a second-place finish by the Orioles, coupled with a fourth place finish by the Eagles gave MSD the advantage the remainder of the meet.

“The 200-meter was the turning point,” MSD girls Coach Charlie Day said. We finished second and Model finished a weak fourth. We also got key fourth-place finishes out of Cindy Kerr in the 1,600-meter run and Bridgetta Bourne in the 3,200-meter run.

“We had depth for the first time in the distance events,” Day added.

Paula Smith led MSD with three wins. She won the winning sprint medley (2:04.6), 400 (53.1) and 1,600-meter (4:26.1) relay teams.

Debbie Anderson, Sharyl Mapp, Bobbie Sue Renfrew, Elena Gee and Darla Milner were all double-winners for the Orioles. Anderson won the 100 and 300-meter hurdles with respective times of 17.9 and 52.7. Mapp and Renfrew both won in the winning sprint medley and 400-meter relay teams and Gee won on the winning sprint medley and 1,600-meter relay teams and Milner won the 800-meter run (2:39) and won on the winning 1,600-meter relay team.

Yolanda Harris set a meet and school record in the discus, winning the event with a toss of 95-7¾ and Castrice Simmons ran on the winning 1,600-meter relay team.

1983-84 VARSITY BASKETBALL

The 1983-84 basketball season is history. For most players it was a year of enjoyment, improvement and pride to just be a member of the team. For a few players there were moments of disappointment and frustration. Although the team did not capture the ESDAA Division I championship as many people felt they would, their 13 wins, six losses record proved that they had the ability to win games, and in our opinion, they were a number one team.

This year we will lose 13 out of 15 players and two managers. Of those seniors, four were members of the first MSD ESDAA Division I championship team. Many members of the team had the unique experience of sharing friendship and basketball competition with students from Louisiana, Oklahoma, and Texas at the 1st Texas Ranger Classic Tournament. A few had the opportunity to join the hearing peers in an All Star game and to show their skills.

Many people have been involved in the Varsity Basketball Program so that the above happenings were possible. We want to thank the administrators, school staff, friends, all the coaches and especially the parents for the support during the years.

GIRLS TRACK

The 1984 Girls Track Team is looking good. The team is basically a young team made up of mostly juniors. There are few returns to give the team needed leadership.

We were hurt by graduation in our field events. But, after a few weeks of practice, the younger girls show a lot of improvement. This year’s throwers are led by Yolanda Harris and Sonya Smith with LuAnn Blake and Nancy Ward rounding out the squad.
Our sprinters are a well balanced group. They are led by seniors Sharyl Mapp and LeVon McLean with Paula Smith, Sheila Monigan, Patty Quezada, Elena Gee rounding out the sprint group. Tiffany Williams and Debbie Anderson are our hurdlers and high jumpers. Antines Davis is a veteran long jumper and triple jumper. Tiffany Williams is also helping out with the long jumping core as well. Other sprinters include Veronica Harris, Yolanda McFadden, Tammy Beulah and Chrissy Horchner.

The middle and long distance girls are led by Bridgetta Bourne and Julie Bartee in the long runs and Darla Milner and Cindy Kerr in the middle distances. Elena Gee is helping in the middle distance runs.

1984 VARSITY FOOTBALL SCHEDULE

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<th>Date</th>
<th>Opponent</th>
<th>Location</th>
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<td>Riverdale Baptist</td>
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<td>Sept. 6</td>
<td>Hancock</td>
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<td>VSD (Homecoming)</td>
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<td>H*</td>
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(*) McCurdy Field

Alumni & Others

The Maryland School for the Deaf was saddened by the death of Charles Henderson who had been a cook at the Maryland School for the Deaf for 24 years. Mr. Henderson passed away after an illness of several months. We offer our sympathies to his family. Certainly, all of us will miss “Charlie”.

Mr. Robert S. Baylor, III, of Waynesboro, Pennsylvania recently received an award from St. Mary’s Episcopal Church, in Waynesboro. Mr. Baylor, along with two fellowmen, was presented the St. George Episcopal Award for Boy Scout Leadership. We send our congratulations to Mr. Baylor.
The Class of 1984

Sean Antonio Anderson
Baltimore

James Bruce Biesel
College Park

Mark Allen Bosley
Manchester

James Lewis Brown
Baltimore

Kerri Shawn Brown
Laurel

Darrell James Campbell
Bowie

Christine Ann Chalk
Baltimore

Kevin Chase
Loxby

Charles Rodney Chest
Baltimore

Anthony Vincent Cifarelli
Baltimore

William Edward Conley
Baltimore

Carroll Alan Connelly
Baltimore
Support Services Department—Frederick

Ronald C. Sisk, Director of Business and Support Services
Mary Masser, Secretary

Support Services Department—Columbia

Orville S. Fowler, Jr., Director of Business and Support Services
Joan Meads, Steno Clerk

Support Services Department—Columbia

Olive S. Fowler, Jr., Director of Business and Support Services
Joan Meads, Steno Clerk


dietary

David M. Deaton, Superintendent
Don H. Garner, Assistant Superintendent
Hazel E. Rice, Administrative Assistant
Dusty L. Condon, Secretary

Eduardo Department—Frederick

Kenneth W. Kritz, Principal
Stanley Baker, Associate Principal
Deborah Clark, Robert Schrier, J. Wayne Smiley, Mark A. Wheat, Assistant Principals
William A. Sherman, Jr., Psychologist
Robert Dorrill, Auditor

Susan Abel, Director of Curriculum and Instructional Services
Charles Day, Coordinator of Physical Education, Recreation and Athletics
Helena Bazana, Joan Hawes, Secretaries

Bonne Zimmerman, Deborah Edmunds, Linda Stull, Kathleen Shilling, Steno-Clerks

Educational Department—Columbia

Richard C. Steffen, Jr., Principal
Gerritte Galloway, Aileen Hall, John K. Swain, Assistant Principals
Brian Allen, Psychologist
Paulette H. Stiling, Audiologist
John Henderson, Communication Coordinator
Margaret Dell, Mary Hayes, Secretaries
Mary Jane Tubi, Pamela Selby, Steno-Clerks

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