MSD teacher, Mary Harris, works on speech with Nicole Stonesifer
Calendar of Events

JANUARY
7—Classes resume
   Basketball, Jewish Community Center, away, 5:30 p.m.
8—Girls’ Basketball, Prospect Hall, away, 6:00 p.m.
10—Wrestling, M.K.S.D., here, 3:30 p.m.
   Girls’ Basketball, Arlington Baptist, here, 4:30 p.m.
   Basketball, Hancock, away, 6:30 p.m.
14—Girls’ Basketball, Clear Spring, here, 6:00 p.m.
15—Basketball, West Virginia (Varsity only), here, 4:30 p.m.
   Girls’ Basketball, Hancock, here, 6:00 p.m.
   Wrestling, M.S.S.D., away, 6:30 p.m.
17—Wrestling, St. Mary’s, away, 3:30 p.m.
   Basketball, Virginia School, here, 3:30 p.m.
   Girls’ Basketball, M.K.S.D., away, 3:30 p.m.
18—Second quarter ends
21—Girls’ Basketball, Mercersburg Academy, here, 4:00 p.m.
22—Wrestling, West Virginia and Virginia, away, 2:00 p.m.
   Basketball, Jewish Community Center, here, 6:30 p.m.
24—Girls’ Basketball, Arlington Baptist, away, 6:00 p.m.
   Basketball, Hancock, here, 6:30 p.m.
25—E.S.D.A.A. Wrestling Tournament at West Trenton, N.J.
28—Basketball, St. James, away, 3:15 p.m.
29—Wrestling, Riverdale Baptist, here, 4:00 p.m.
31—Wrestling, Smithsburg and Linganore, away, 6:00 p.m.
   Girls’ Basketball, Prospect Hall, here, 6:00 p.m.

FEBRUARY
4—Girls’ Basketball, Mercersburg Academy, away, 4:15 p.m.
5—Basketball, Prospect Hall, here, 6:30 p.m.
   Wrestling, Linganore, here, 6:30 p.m.
7—Basketball, Virginia School, away, 3:30 p.m.
   Girls’ Basketball, Virginia School (Varsity only), here, 3:30 p.m.
11-15—Winter Holidays
15-16—St. Albans Wrestling Tournament (Varsity only), away
19—Basketball, West Virginia School, away, 4:30 p.m.
21—Basketball, Carroll Christian Academy, here, 6:00 p.m.
   Girls’ Basketball, M.S.S.D., away, 6:30 p.m.
22-23—E.S.D.A.A. Girls’ Basketball Tournament, here
26—Basketball, M.S.S.D., here, 6:30 p.m.
27—Girls’ Basketball, Hancock, away, 6:00 p.m.

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The Maryland Bulletin

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A Culture Celebrates . . .

David M. Denton
Superintendent, Maryland School for the Deaf

Editors Note: This paper was originally used as the orientation address for the opening of the 1984-85 school year. It is an attempt to look at and understand the issues facing education of the deaf in light of fundamental changes within the deaf culture.

Our School is one of the survivors among educational institutions of this kind in our country. The use of the term survivor is not intended to imply that MSD has survived simply because it has not closed. The Maryland School for the Deaf has survived in a much more subtle but more meaningful way. Our School has survived in the fact that its programs remain viable with a healthy enrollment and a full complement of faculty and staff. Furthermore, our School has survived in that it has not been side-tracked in the pursuit of its long term goals. Amid the chaos that represents much of what is happening in education of the deaf in America, our School continues to serve with a clear sense of direction, an eye to the future and a healthy sense of identity. Our survival has resulted, at least in part, because our efforts are built upon a solid philosophical foundation. There is substance in the things that happen here because they embody the rational and humanitarian qualities of our philosophy and because they are in harmony with the rhythm and cadence of changes occurring within the deaf culture. Our School has been, and remains, on the cutting edge of change not only in education but in a number of other areas important to the lives of deaf people. Children and their families are the central focus of our efforts. Our School has survived because we have continued to re-examine our efforts and re-state our goals not only in terms of what we know or believe to be true, but also in terms of the differences that change introduces. The changes that have come as a result of the realization of some of our early goals presents us with a totally new set of problems and goals for the future. Changing realities bring us changing responsibilities. The issues facing the education of the deaf today are dramatically different than the issues facing the education of the deaf in the 1960's and 1970's. Our survival for the future then will require a constant upgrading, a shifting of focus, a re-setting of priorities reflecting our understanding of emerging realities as the educational and cultural revolution continues. Let's examine then, for a few moments, one or two significant issues facing the deaf culture today and try to understand their significance in terms of how they affect the work of the Maryland School for the Deaf.

The recent convention of the National Association of the Deaf (NAD) in Baltimore offered a rare opportunity to measure the pulse of an important part of the deaf culture in America and to reflect upon, at least in a subjective sense, some of the changes that have occurred and changes which are occurring within the culture today. First of all, I would have to say that I was struck with the spirit of the convention . . . at times I felt that I was witnessing a culture celebrating itself. I was struck because this apparent atmosphere of celebration certainly must have represented an awareness of positive and profound changes within the culture having to do with things other than the state of education in America. Without question, much that is good has happened and is still happening in education of the deaf. However, many of us share a deep concern about the tragic fragmentation of educational services and the confusion of jurisdictional responsibilities which have come as a result of the implementation of Public Law 94-142. Our concern focuses on the absence of legitimate educational opportunities for many deaf children in our country today and the emotionally appealing, but illusory concept of mainstreaming which has wrought havoc with schools for the deaf. Our concern reflects our belief that a school for the deaf is one of the most important institutions, if not the most important institution, in the perpetuation of the values and traditions of the deaf culture. If these institutions are in serious trouble, what then is the cause for celebration? Possibly, more than any other single factor, the celebration of the deaf culture results from the coming of age of manual communication in the broader culture. In the past fifteen years, sign language, to use a generic term, has achieved legitimacy as a language form. The increased
acceptance and increased use of sign language in America have helped focus public attention not only on the language of deaf people but in the process may have helped to generate interest and understanding related to other characteristics of deaf persons.

With the acceptance and expanded usage of sign language in a variety of settings, we have seen a veritable explosion in the number of signs available to, and being used by, deaf persons in America today. Once the lid was taken off sign language in the late 60's in our schools, great interest was shown in the development of new signs designed to make sign language compatible with English, especially in the educational setting.

These new signs, often referred to as English signs, have found their way into the working repertoire of signs used by the average deaf American today. An interesting point to be considered here is the thought that, since a language is the hallmark of that particular culture, the changes in the language of signs used by many deaf Americans involving a substantial increase in the basic sign vocabulary and the infusion of so-called English signs into basic conversational sign language, came at the will of, and with the approval of, the culture itself. Typically, languages do not change because of some external force exerted to change them; instead, the changes in a language reflect the changes in that particular culture. Public interest in sign language has helped to elevate what we call American Sign Language to a level of prominence today. ASL has risen from a place of comparative obscurity, not so many years ago, to the third most used language in America today, not including English. Perhaps one of the more significant matters to which our attention should be directed is that, once sign language has achieved dignity in the broader culture, there has been a general, even though modest perhaps, elevation in the quality of life for many deaf Americans. The sign language revolution has helped to provide new power politically, socially and economically for a growing number of deaf persons. The profound changes regarding sign language and the deaf culture in America have had a ripple effect throughout a good part of the world. These things have tended to have a liberating influence not only on deaf individuals who are directly and personally involved, but as well upon those persons who are associated in one way or another with the deaf culture. Further, these things alter the nature of our discussions today and pose for us some questions not fully answered. To illustrate, let’s consider the ongoing debate involving ASL or Signed English: American Sign Language is certainly not a static language as evidenced by what has happened over the past fifteen years. How then do we define what is meant by American Sign Language? If most, or even if some, deaf Americans are using different signs, and more signs, than they were using fifteen years ago, is not American Sign Language evolving? With the infusion of so-called English signs and with an increased emphasis on, and interest in, the mechanics of language, is American Sign Language becoming more like English? If the rate of growth and change in American Sign Language which has been experienced over the past fifteen years continues for the next fifteen years, what will be the nature of American Sign Language? It would seem that for those of us who have a responsibility to help provide a first class education for deaf children, it would be counter-productive to dissipate our energies by engaging in debate. It seems to me, however, that it is crucial that we understand that our most fundamental educational tool, sign language, no matter how we define it, is undergoing dramatic and perhaps permanent change and that we must understand, as best we can, at what stage we are in this evolutionary process. We must recognize that this is a transitional stage with respect to the culture and its language. If we are thoughtful in the things that we do in a school like MSD, we can continue to have a catalytic effect on positive changes in our culture. How much better that we be true agents of needed and wanted change than to be swept along by the current, after the fact!

It has been suggested by some that deaf people today are re-defining deafness. According to Neil Glickman, (1984), “They are rejecting the old ‘clinical-pathological model’ and replacing it with the ‘cultural model’.” He suggests that deaf people represent a culturally distinct community rather than just a disability group. Fundamentally, I think what Glickman is saying is true. In our earliest attempts to define Total Communication in the late 1960’s, we attempted to define it in philosophical terms. At that time the School was often criticized for its attempts to define and discuss Total Communication in a philosophical sense. We, however, continued to hold out for a definition which was based upon the belief that manual communication is an entitlement belong-
ing to all deaf persons. We also stressed our belief that the movement toward Total Communication was a part of the human rights movement of that period and embodied the same basic principles. One of the problems which we face today, however, is that many educational programs are ignoring, or simply failing to understand the philosophical and cultural implications of our efforts and as a result Total Communication is being more and more talked about, used and understood simply as an educational method. I dare say that the majority of educators of the deaf in America today think of Total Communication as merely the simultaneous method! This narrow and limited understanding does a great dis-service to the concept itself, but more importantly it does a great dis-service to the entire deaf culture. Furthermore, it blurs us to the reality of all that has happened and limits us in our efforts to keep abreast of educational, social and cultural changes. If deaf persons in America do represent a minority culture, this culture is faced with many of the same issues and struggles faced by all minority groups! One of these struggles has to do with the need and the desire to maintain clear and strong cultural identity while being able to assimilate into the larger culture. The need to maintain distinct cultural identity and the need to be integrated into the larger culture sometimes seem in conflict and nowhere is this more evident than it is in our schools!

This conflict is dramatized by the ongoing debate regarding ASL or Signed English. Similar conflicts and similar debates face other minorities in our culture. Consider the problems faced by the Hispanic community to America today. These issues become most heated and most emotionally loaded when they involve the language of a culture and this, of course, is where the schools get caught in the crossfire. In the area where I grew up, the Cherokee Indians have faced a similar struggle for generations. When I was a boy I remember that formal interest in the perpetuation of the Cherokee language was fading and many of the children were growing up without any knowledge of their mother tongue. At that time, paradoxically, most of the Cherokee children, at least in that part of the country, were being educated in Indian schools on the reservation. The focus, as far as language is concerned, was on English and at least a general goal of education was the assimilation of the Cherokees into the general culture. In recent years there has been an increasing interest in keeping the native language alive and as a result many young Cherokees today are comfortable in two languages. There has also been a dramatic increase in rebuilding and perpetuating the identity of the Cherokee and we are able to observe a genuine cultural celebration going on among this group of people. Interestingly, today, the Cherokee in Western North Carolina seems much more able to enjoy his identity as an American Indian, even though he is substantially more integrated into the broader culture, than was true a few years ago! What does this say to us today? For one thing it appears that perhaps we should avoid the tendency to think in terms of one or the other, ASL or Signed English, and attempt to understand how we can make both languages more readily accessible to our pupils and their families. Again, it should be pointed out that languages are not static and that at this period in our history American Sign Language is undergoing profound change. We need, as an institution, to be extremely thoughtful about this whole matter and to move ahead with open minds and hearts and with a determination to remain professionally flexible, but honest.

There are some of our faculty members who are a bit uncomfortable with the prospect of using American Sign Language in the classroom. On the other hand, there are other faculty members who are equally uncomfortable about the use of Signed English in the classroom. We must avoid extreme positions in either direction and recognize again that the acquisition of language among our children follows a logical, developmental sequence whether we are talking about English or ASL. Perhaps institution-wide we need to become more comfortable with the thought of exploring greater potential use of American Sign Language among our very young children and we need to learn to become more comfortable with the possibility of making greater application of Signed English among our older pupils. In the final analysis, we are faced with the responsibility of turning out graduates who are truly bilingual! Since it is our responsibility to consider and address both the goals of the deaf culture and the goals of the larger culture, we must learn to balance our efforts without taking extreme positions in either direction. For example, from a purely cultural point of view, auditory training and speech development for children who are deaf may appear to be the trappings of a hearing culture reflecting the hearing person’s bias. Since, as a publicly supported institution, our
responsibilities are broad and since they must reflect the goals of the broad culture as well as the goals of the deaf culture, we must learn to address both if we are to fully carry out our obligations to those whom we serve and to the culture-at-large. Using auditory training and speech development again as an example, it seems that it is not so much a question of whether we do or whether we don't, but more precisely a question of when, and to what extent, and under what circumstances. It is not the goal of the School to attempt to impose the hearing person's bias on children who are deaf . . . it is more precisely our goal to attempt to release and develop human potential in all areas which can enhance the life of the individual within and without the deaf culture! This, of course, is easier to say than to do and it requires extremely fine tuning on the part of all of us. Among schools for the deaf in our country, however, I would readily gamble on the ability and the will of the Maryland School for the Deaf to carry out these highly sensitive responsibilities! I believe we are much more philosophically prepared than some other programs because of the element of trust between deaf persons and hearing persons which has been nourished and developed within this institutional family.

REFERENCE


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Vietnam Memorial

Denis Reen, a teacher at the Maryland School for the Deaf and a Vietnam war veteran, had a part in the creation of a memorial unveiled recently in Washington, D.C., honoring Vietnam veterans. Mr. Reen, an amateur military historian, donated his equipment and experience to help the memorial’s sculptor, Frederick Hart. He posed, wearing full equipment, as one of the models for the statue of the soldier carrying a M-60 machine gun, on the left of the memorial. He is one of many, many "GIs" represented by the statue. Above, Mr. Reen is showing some of the gear he used for the model. (Photo credit by Richard T. Meagher, The Frederick News-Post)
The Importance of Writing in Academic Classes for the Hearing-Impaired

Harold W. Gamble III, Ed.D.

Teachers of hearing-impaired students have too often overlooked the development of writing skills. Perhaps one reason is that teachers have been convinced that most hearing-impaired students are not capable of producing meaningful written language. Bellugi and Klima (1975) stated that given the developmental opportunity, the deaf are linguistically skilled in their native sign language. Is there any reason to believe that deaf students cannot be reasonably skilled writers of the English language? Gormley and Franzen (1978) stated that good deaf readers are often able to understand the general meaning of text material without fully understanding the grammar. If this is true, then we might expect that those same students could effectively reproduce a story or written passage using written English. Teachers and parents can expect to see a number of grammatical mistakes, but a general understanding of the meaning of a story or paragraph should enable good readers to produce an effective written summary.

There are, however, three basic problems associated with teaching and including composition in academic classes for hearing-impaired students. First, there very simply is not enough of this kind of activity taking place in our classrooms. Second, there has been very little research on methods designed to develop the writing skills of hearing-impaired students. Third, the large majority of our hearing-impaired students are not good readers. Certainly, many hearing-impaired students have great difficulty with expressive written English, and teaching language constructions and principles is a difficult task. Writing can be a frustrating activity for our students, but I strongly believe we can help them experience success. One way is to keep from making red correction marks on students’ written work. Second, I believe that we have to present writing activities on a regular basis. No one learns anything well without practice. Students who are not good readers cannot be excluded from the writing process. Any academic lesson can and should include writing activities, regardless of the level of reading skills. In actuality, the low teacher-student ratio enjoyed by residential schools serving hearing-impaired students presents an excellent opportunity for teachers to give individual attention to composition problems.

Academic teachers often require hearing-impaired students to write the answers to sets of questions about material read in the classroom or for homework. For many students, very little additional writing is required during the course of a weekly lesson. I have found that when sets of questions are given to students on a routine basis, the quality of the written answers tends to become worse as time goes on. This problem becomes especially clear when students are not required to write complete sentences. I view this situation as an invitation to laziness. Students need to be presented with a variety of written activities which require them to think about meaning and express what they think in meaningful, sequential sentences and paragraphs.

Gormley and Franzen (1978) suggest that there is great importance in having deaf students retell what they have read in sign, as opposed to depending only upon the typical Wh—questions (who, what, when, where, how, why). Research shows that teachers tend to emphasize the lower-level questions beginning with who, what, when, and where. Perhaps some of our student motivation problems would be reduced if we emphasized the more interesting higher-level questions beginning with “how” and “why”. One purpose of this paper is to point out that deaf students can benefit by writing about what they have learned and about what they are thinking. Well-planned writing activities are designed to include all levels of questioning. Reed (1977), in describing the language story method of teaching reading to hearing-impaired students, stated that if the student “has the idea (the point, the gist or the picture) of the story, his efforts to reproduce it in writing will represent the genuine exercise of his language and composition skills, just as though he were writing about a real experience.”

A wide variety of written exercises can and should be introduced in all school
subjects. One advantage teachers have is that instructional curricula do not dictate how a particular goal or objective should be taught. Teachers are given the freedom of using their own creativity and imagination to come up with interesting ways to make writing an enjoyable and successful experience for hearing-impaired students. For example, after completing a unit on fresh water streams, a science teacher could introduce a writing exercise for the students designed to explain what would happen if all of the crayfish were suddenly to disappear from the stream. The teacher would instruct the students to be as imaginative as possible while remembering the major concepts they learned about the food chain in a fresh water stream. When properly designed and employed, an activity such as this one can be a delightful alternative to a question and answer assignment. For follow-up, each student could be asked to discuss the main ideas of his/her report. There is an excellent chance that most of the questions that the teacher would have asked in a lecture, were answered by the students themselves in the reporting process.

There was a very interesting article in the Frederick newspaper about one of the teachers at our school. The article, complete with picture, told about Denis Reen, a highly decorated Vietnam Veteran who was chosen to pose for the newly dedicated monument in Washington, D.C. To me, that article represented a beautiful opportunity for a social studies teacher to combine history, current events, and writing in one or several lessons. Our students can easily relate to the subject of the Vietnam War because of the recent media coverage. In addition, students can identify with the main character in the article because Denis is, or has at one time, been their teacher. In this case, the interest and motivation are already there: teachers and/or parents should take advantage of it. Of course there are many ways to plan lessons around that article, but the main idea is to provide a writing activity which allows students to express themselves freely, without correction or negative responses.

The Fall 1984 issue of *Teaching English to Deaf and Second-Language Students* includes a description of a strategy I developed and frequently use for teaching writing and composition skills in reading classes for the hearing-impaired. One point I tried to make clear in that article is this . . . We all have good ideas which we too often keep to ourselves. Why not search out avenues for sharing those ideas with teachers and parents? Much of the literature regarding practical teaching methods should be coming from the pens of those people most directly involved with instruction — the teachers. I believe that both teachers and parents would benefit greatly from the best ideas being used in our schools to educate hearing-impaired children.

The advantages of any person being able to write clearly and intelligibly are obvious in a society so highly dependent upon information. For the hearing-impaired, expressive written communication may, in many instances, be crucial when speech and sign language are not understood by hearing people. We must continue to emphasize the importance of including writing in all types of instruction for hearing-impaired students. The ultimate goal is to provide our students with the necessary skills which will enable them to confidently use their own written English as a natural means of communication. The acquisition of those skills is highly dependent upon the amount of time the students are actually engaged in well-planned, supervised writing activities.

When students write about what they are thinking and about what they have read, they are accepting responsibility for learning. Writing activities force children to think about meaning in order to express it. Since thinking is a requirement for learning, shouldn’t we be emphasizing writing skills to a greater degree?

**REFERENCES**


New Teachers—Frederick Campus

Susan Ashe, Emy Jo Kehne, and Katherine Brookshire

Lisa Stahl and Janice Daze

Photo by Michelle Kelley

DECEMBER 1984 - JANUARY 1985
New Primary Students—Frederick Campus


New Intermediate Students—Frederick Campus

Rights and Privacy Act . . .

Under the recently enacted Federal Family Educational Rights and Privacy Act, parents of students under 18 have the right to inspect and review any and all official records, files and data directly related to their children. Students who are 18 or older also have the right to inspect and review their official records. This includes material which is incorporated into each student's cumulative folder.

Parents and students are also entitled to a hearing to challenge the contents of records to be sure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students. Provision must be made for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained within.

Student records are confidential and will not be released or made available to persons other than appropriate school personnel, parents of students or students without the written consent of the parents and or students.

Questions or requests regarding student records should be directed to: Mr. Kenneth W. Kritz, Principal, Frederick Campus, Maryland School for the Deaf or Dr. Richard C. Steffan, Principal, Columbia Campus, Maryland School for the Deaf.
Miss MSD Pageant

The Junior National Association of the Deaf hosted the second Miss MSD Pageant on December 2, 1984 at 7:30 p.m. in the Ely Auditorium. The backdrop was a beautiful harbor scene of Baltimore City painted by Bill Pond. The following girls participated in the pageant: Luanne Blake, Sandra Blazejak, Bridgetta Bourne, Darla Milner, Belinda Monigan, and Nancy Ward. All of the girls were Seniors except for Darla who was a brave Junior. Christopher Hughes was the handsome, glib, master of ceremonies. Judges for the evening were Mr. Tom Quinn of MSSD, and hailing from our Columbia Campus were Ms. Mary Minner, Mental Health Counselor, and Ms. Gertrude Galloway, Assistant Principal.

The contestants had private interviews with the judges an hour and a half before the pageant began. They were also judged in four other categories: job interview outfit, talent, evening gown, and on-stage interview.

The talent portion probably was the most exciting part of the evening. Luanne Blake signed “I Will Be Here Where The Heart Is”, a song from Flashdance; Sandra Blazejak, with music signed “Hopelessly Devoted To You” from Grease; Bridgetta Bourne did a song/dance routine to the music of “Lucky Star” and Darla Milner danced to the tune of “Wake Me Up When You Go”; Belinda Monigan did an original monologue about deafness, “You Know, I Know, Everybody Else Knows”; and Nancy Ward signed her original poem “Definition of Love” with a beautiful bay window in the background.

Interspersed throughout the program was Christopher Hughes’ pocketful of jokes, and two guest performers from Gallaudet College. Miss Deaf District of Columbia, Doris Wilding, gave an entertaining musical skit of Snow White and the Seven Dwarfs “With Music In My Soup” and Miss MSD of 1982, Olivia Thompson, did a song/dance routine to “One” from A Chorus Line. Our own Mark Rust entertained us with Bob Tolar’s “You’ve Gotta Stop and Smell the Roses”.

The program ended with Stage Interviews which consisted of two questions. The first one was, “If you could have a date with anyone in the world, who would it be and why?” The second question was “If you could have three wishes come true, what would they be and why?”

Competition was very stiff and there was a tie. There had to be a tie breaking question on stage. The third question was “What can you do for the women rights movement?”

After such a long suspense, Bridgetta Bourne was crowned Miss MSD 1984 and Nancy Ward was the runner-up.

Helping backstage with set changes, curtains, and what not were Sean Kerins, Jack Vance, Wenonah Scott, and Bonita Ewan. Up front with the lights were Tammy Kight, Sheila Monigan, Charlie Baumer and David Martin.

Without the able hands of the Student Chairperson, Tiffany Williams, and her crew, it would have been hard to have set up such an enjoyable evening for all.

There were so many people behind each contestants and without them, the contestants could not have functioned. They were the student chaperones, who helped the girls make their dress changes and the adult advisors who mostly helped with the talent presentations. The student chaperones were D. Anderson, J. Bartee, L. Gibson, C. Pomnitz, P. Smith, and S. Washington. The adult advisors were Ms. Brinks, Ms. Brookshire, Ms. Dempsey, Ms. Flowers, Ms. Rust, Ms. Loose, Ms. Staab, Ms. Telenson, and Ms. Whitmore.

Special thanks go to the voices for the evening, Mr. Rust and Ms. Staab and the coordinators for the evening, Ms. Day and Ms. Hicks and their crew of willing hands.

Miss MSD 1984, Bridgetta Bourne, will represent the school at the 1985 Miss Deaf Maryland Pageant.
MSD Students Continue Tradition, Visit Hughes

By Robert C. Reid
Annapolis Bureau Chief
(Reprinted from The Frederick News-Post)

ANNAPOlis—Continuing a tradition begun by Gov. Harry R. Hughes when he first took office six years ago, students from the Maryland School for the Deaf made their annual Christmas visit to Government House for a party and gift exchange with the governor and Mrs. Hughes.

This year, an even dozen students—four from the Primary Department, four from the Intermediate Department and four from the Advanced Department—made the trek from Frederick to greet the governor, be entertained at the party, and have lunch with the executive in the bright, glassed-in

Enjoying Mime Show

Maryland School for the Deaf students and accompanying faculty enjoying a mime’s show with Gov. Harry R. Hughes during their annual Christmas visit to the Government House. Watching the mime are: Standing from left: Hal Gamble, teacher, advanced department; Bette Hicks, teacher, advanced department; Charlene Anderson, teacher, intermediate department, and David Martin, Frederick. From left to right, top row on stairs: Tiffany Williams, Gaithersburg; Sandra Blazak, Denton; Sudhir Walla, Upper Marlboro. Third row: Tim Baylor, Federalsburg; Mary Beth Cryer, Leonardstown; Michelle Harmon, Salisbury; David Dingle, Smithsburg. Second row: Ken Rush, Deale; Catherine Boswell, Silver Spring; Melissa Herzig, Rockville; Tommy Rush, Deale. First row: Mary Harris, teacher, primary department; MSD Superintendent David Denton and Governor Hughes.

( Photo by Robert C. Reid)

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sun porch of the Green Room of the mansion.

As usual, they were given a tour of Government House, shown slides of previous MSD visits and other official functions, and entertained by a professional mime. Sitting on the steps leading upstairs, next to the giant Christmas Tree decorated with hand-made ornaments from the Appalachia region of the state, the children and the governor laughed, almost to tears, at the mime's show.

After lunch, they returned to the Christmas tree, where Hughes gave each student individual Christmas gifts of cookies and gingerbread men.

The governor's wife, Pat, for the first time, did not attend the event, remaining in her sickbed upstairs with a touch of flu.

The children presented to the governor and his wife identical lapel pins shaped in the international deaf symbol for friendship.

They also gifted the governor with a framed numbered print of a Chesapeake Bay retriever with a downed fowl, painted by the renowned wildlife artist, Louis Frisino, an MSD graduate now living in Glen Burnie.

The students serenaded the governor with Christmas carols, both singing and signing the words.

Making the trip this year were students, David Martin of Frederick; Catherine Boswell of Silver Spring; brothers, Tommy and Ken Rush from Deale; Melissa Herzig of Rockville; Tim Baylor of Federalsburg; David Dingle from Smithsburg; Michelle Harmon of Sailsbury; Mary Beth Cryer of Leonardtown; Sandra Blazejak from Denton, the governor's home town; Tiffany Williams of Gaithersburg and Sudhir Walia from Upper Marlboro.

MSD staff members who accompanied the students were Dr. David Denton, superintendent; Mary Harris, a teacher in the Primary Department; Mrs. Charlene Anderson, a teacher in the Intermediate Department; Bette Hicks, a teacher in the Advanced Department, and Dr. Hal Gamble, a high school teacher who acted as interpreter.

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**ADVANCED DEPARTMENT**

**Honor Roll—First Quarter**

**PRINCIPAL'S LIST**
Theresa Elizabeth Baer
George William Savoy, Jr.

**ACADEMIC**
Matthew Henry Albrecht
Theresa Elizabeth Baer
Tonya Lee Bland
Thomas C. Boswell
Bridgette Belle Bourne
Michael Francis Burke
Robin Evelyn Daniels
Sara Lee Herzig
Roger Carl Kraft
Christine Lynn Reid
George William Savoy, Jr.
Dawn Diane Truitt

**CITIZENSHIP**
Debbie Lynn Anderson
Theresa Elizabeth Baer
Norman David Bauman
Sandra Kay Blazejak
Jennifer Summers Chaconas
Harry Cavendish Darrell
Kathleen Joyce Dillman
Kevin Scott Folk
Elena Nohealani Gee
Karen Elizabeth Grays
Scott George Groninger
Veronica Faye Harris
Patricia Ann Jacobs
Amy Suzanne Marcoux
Belinda Ann Morgan
Thomas Wade Poper
George William Savoy, Jr.
Tonya Renee Stokes
Hannah Blair Verbits
Sudhir Kumar Walia
James Calvin Wallace
Sharon E. Washington
Eric Allen Woods

**INTERMEDIATE DEPARTMENT**

**Honor Roll—First Quarter**

**PRINCIPAL'S LIST**
Rodney Hird Ewan
William Joseph Mastin

**ACADEMIC**
Rodney Hird Ewan
William Joseph Mastin
Tonia Remy Fields
Stacy Louise Rodgers
Kevin Scott Beacham

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**Notice to All Parents**

This is to remind you that all 18 year old males must register with Selective Service within 30 (thirty) days of their 18th birthdays. Deaf students are not exempt from this and must register along with all others. Please be sure that your son registers with Selective Service within 30 days of his 18th birthday. He can do this at any U.S. Post Office.
Prize Winning Essay

Last Spring Lee Kuehne entered an essay contest sponsored by the East Coast Region Fleet Reserve Association. Lee’s essay, entitled “Why Am I Proud to be an American?” competed with other essays written by students in Frederick County Schools.

Here is a copy of Lee’s prize winning essay. As the first prize winner, Lee received a $50 savings bond.

Why Am I Proud
to be an American?

By Ronald Kuehne

I’m proud to be an American!

This sacred pride I have for this great nation fills me whenever I see the American flag against the blue sky. It reminds me of my forefathers who fought and died to keep that flag flying. I draw courage from the old flag that has survived the relentless wear of time. For that reason I was able to do some things that I thought impossible. I know I am and will stay free as long Old Glory is still flying!

My ancestors were probably hardy pilgrims who sailed across the forbidding ocean in a tiny ship to reach this great land. I am proud of the fact that they turned a wild and forested land into one with gleaming alabaster cities. They used speedy frigates to defend our coast. Now they use mighty battle-wagons that plow with enormous dignity and majesty across the foamy sea. I realized that science and technology has helped to clear the way and pave such a great nation as America, it is possible for me to help clear the way through the unknown wilderness of time for America because I am free!!!

I know that threats of torture, mutilation or even death against me won’t scare me into surrendering my belief in America! That belief is so well entrenched in my mind and spirit it has patiently absorbed many blows that might have hurt me dearly. I know medical science and related technology only has to reach out and hug me or others in its protective bosom that is part of our humane nation that is called America.

When people are in a “desert” pursued by the oppressive conditions, America stands as a sentinel to ward off enemies and permit me and others to have liberty and the pursuit of happiness. My forefathers have kept bombs from digging craters in the hallowed ground. My brother and my cousin are working to keep this great land pure. I am proud of my grandfather, for America has given him a purple heart for his service in World War I. I am proud to be an American!

STUDENT ELECTION

This fall, students from the Maryland School or the Deaf participated with Student Councils and students throughout Frederick County in a mock election. The results of voting on campus were forwarded to the Frederick County group for inclusion in Student Council election results throughout the United States. Votes for major candidates were as follows:

Reagan-Bush—101
Mondale-Ferraro—65

In addition, students voted on National Association of Student Councils questions. These were as follows:

1. Would you favor a continued build up of our nuclear strength as the best means to keep the peace?
   Yes: 96        No: 73

2. Would you favor an increase in taxes to reduce the federal deficit providing there was an equal amount of spending cuts in all areas?
   Yes: 43        No: 126

3. Would you favor increasing federal aid to education if it meant reducing defense spending and spending for social needs (e.g., aid to cities, jobs, welfare, housing, etc.)?
   Yes: 99        No: 69
OLYMPICS ASSEMBLY

On Monday morning, October 29th, the Advanced Department students had an assembly in the auditorium to talk about the Olympics. We had three speakers. The first was Jack Griffin, who was an extremely good speaker. Don Phelps was next, followed by Paula Woodall. Both Don Phelps and Paula Woodall were swimmers in the Deaf Olympics. Jack Griffin coached the Hearing Olympics, and he will coach our girls next summer for the Deaf Olympics.

Jack’s speech was about experiences he had had as a coach. He had a huge box on the table full of many assorted T-shirts, warmups, and uniforms. He unpacked these as he talked, telling us he had two more boxes full at home. He coached the U.S. Olympic team in three Olympics at Tokyo, Montreal, and then at Los Angeles last summer.

Jack told us about the different countries that were there at the games. He talked about the various methods the Russians used to prevent Americans from being ready for the games. These included keeping them on the plane, making them miss lunch, keeping them up at night, etc. He told us how quiet and polite the Japanese audience was compared to the American audience, who cheered at everything from the athletes themselves to the janitors who swept the track, to the hot dog vendor.

Jack told us about the excellent security system there at the games. They had three fences that no one could go over. One person tried, but he was sent home immediately.

Mr. Phelps was on the 1961 Deaf Olympic team. He placed 4th in his event. Mr. Phelps thinks the easiest team to make friends with was the Polish team. They were very friendly, but did not understand each other well, because of different sign language.

Don Phelps showed us slides at the end of his presentation. He certainly looked different than he does now! The slides were good. After he finished everything, it was Paula Woodall’s turn.

Paula spoke about the same thing, swimming. She told us of her experiences when she was young. She and her sister had to practice with the boys’ teams because there was no girls’ team to practice with. Paula often had to work hard and alone or with the boys’ team. She made the team, but she didn’t make it to the finals. It was a good experience for her, nevertheless. She also showed slides.

All three speakers were good and we enjoyed the assembly that morning.

—Wenonah Scott

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National Record Setters

The Maryland School for the Deaf girls two-mile relay team recently set a national deaf record in the event. From left to right are Julie Bartee, Tiffany Williams, Darla Milner and Elena Gee. As a team, the overall girls team finished third in the nation. (Photo by C. Kurt Holtner, The Frederick News-Post)
# Harvey

March 22 & 23, 1985
7:30 P.M.
Ely Auditorium
Maryland School for the Deaf
Frederick, Maryland
Students—$2.00
Adults—$3.00

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**RESERVATION FORM**

Name __________________________________________________________

Address _______________________________________________________

_____________________________________________________________

Phone __________________________

<table>
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<tr>
<th>Date</th>
<th>No. of tickets—Students</th>
<th>No. of tickets—Adults</th>
<th>Total</th>
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<td>Friday, March 22</td>
<td>______ @ $2.00</td>
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<td>Saturday, March 23</td>
<td>______ @ $2.00</td>
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DECEMBER 1984 - JANUARY 1985

15
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