Sara Robinson is eager to learn.
Calendar of Events

MARCH
1-2 National Prep. Wrestling Tournament at Lehigh, Penn.
1-3 Eastern Schools for the Deaf Athletic Association Basketball Tournament at White Plains, N.Y.
10 Winter Alumni Day
15 Afternoon In-service for Staff
16 Masonry Class’ Olympic Skill Contest in Frederick
26 Boys’ and Girls’ Track Meet, Clear Spring, away, 4:00 p.m.
29 Third quarter ends

APRIL
1-8 Spring Holiday
9 Fourth quarter starts
19 Afternoon In-service for Staff
24 Hancock Track Invitational, away, 3:30 p.m.
30 Boys’ and Girls’ Track Meet with MSSD and Marie Katzenbach School at Washington, D.C., 3:30 p.m.

MAY
2 Boys’ and Girls’ Track Meet, Mercersburg Academy, away, 4:00 p.m.
7 Boys’ and Girls’ Track Meet, Brunswick, here, 3:45 p.m.
11 Frederick County Track Meet at Frederick High School, all day
14 Boys’ and Girls’ Track Meet, Cataoectin and Walkersville, here, 3:30 p.m.
18 Eastern Schools for the Deaf Athletic Association Track Meet at MSSD, all day
27 Memorial Day Holiday
28 Staff Work Day and students return
29 Classes resume
30 Class Night: Honor Awards

JUNE
2 — Commencement and Graduation
10-11 Final Examinations
12 Last day of school for students
14 Last day of work for staff

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VOL. CV, NO. 3 FREDERICK, MARYLAND 21701 FEBRUARY - MARCH 1985
Published bimonthly at the Maryland School for the Deaf by the Graphic Arts classes during the school year. $1.50 per year in advance. Subscriptions may begin at any time. Address all communications to: The Maryland Bulletin, Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21701.
Entered as second-class matter September 4, 1920, at the Post Office at Frederick, Maryland 21701, under the Act of Congress of March 3, 1879.
Editor's Note: The New Mexico Association of the Deaf recently submitted a paper on issues in education of the deaf to the New Mexico State Department of Education. Serious questions were raised about the current interpretation of “least restrictive environment” as applied to the educational placement of deaf children. The paper was printed in the September, 1984, issue of The New Mexico Progress and an abridgement was printed in the December, 1984 issue of The Missouri Record. This is a reprint from The Missouri Record.

The New Mexico Association of the Deaf (NMAD) wishes to go on record in support of PL 94-142 and The Right to Education of All Handicapped Children's Act. The Association, however, wishes to provide information to the New Mexico State Department of Education, which will hopefully assist the State in avoiding a critical error made in many other states as they initiated and interpreted PL 94-142.

The Association is referring specifically to Part II, Section A, Paragraph VII, on page 44 entitled “Least Restrictive Environment.” The Association wholeheartedly agrees with everything up to Paragraph 1.3.4. This paragraph has to be very carefully interpreted by local school districts. The New Mexico Association of the Deaf strongly opposes and finds it unacceptable for a child with just a hearing loss to be placed in a class of children with differing exceptionalities.

The New Mexico Association of the Deaf is also very concerned with Paragraph C at the top of page 45, which states as follows:

Any placement/program decision of the Educational Appraisal and Review Committee must be in the least restrictive educational setting, which results in the handicapped child's maximum interaction with non-handicapped children in curricular and non-curricular settings. The degree of interaction with non-handicapped peers must be appropriate to the handicapped child's individual program with consideration given to any potential harmful effects; and as close as possible to the child’s home and attendance area (underlining by NMAD).

This paragraph gives the Association much cause for concern. This concern is not unfounded, as we have observed the way in which local educational agencies, as well as state educational agencies around the country, have misinterpreted this and applied it to children with hearing impairments.

What is least restrictive to one person may not be least restrictive to another. Example: Being indoors may be least restrictive to one individual, whereas, being outdoors is least restrictive to another. Being in a crowd of people may be least restrictive to one individual, while being alone is least restrictive to another.

While the above may be exaggerated examples, they do bring out the fact that one must be careful not to assume that one definition of the least restrictive can be applied to any and all children, especially when one examines the needs of the various handicaps that results from a variety of disabilities; i.e., there are some handicapped children who may very well thrive in a regular classroom in a regular public school. There are also some who cannot, and who are not necessarily lesser in importance as human being.

Intergration/Mainstreaming as we understand it implies being a social member of a majority which in some way differs from oneself. We also assume that the words integration and/or mainstreaming imply a degree of social intercourse which enables both parties to learn and benefit from each other. Therefore, we also assume that the intent of PL 94-142 and its emphasis on least restrictive environment intends that the handicapped child have the opportunity to obtain an equally good education and where possible to enhance that education by being in an environment with other “non-handicapped” youngsters. Such a precept is certainly an admirable goal and one in which the Association has no quarrel.

However, social intercourse, which is an integral part of any attempt at integration or mainstreaming, requires first and foremost: 1) a common language, 2) a common verbal expression of that language, and 3) the ability to receive and comprehend that common verbal language. When one's disability is the loss of the ability to hear, such that even with amplification and auditory training, as well as speech reading training, one is still unable to normally develop that language and communicate it in the verbal
fashion utilized in the public school, one has to ask how can the objectives of integration and/or mainstreaming be achieved for such a child and without sacrifice of the educational rights of the child.

Can learning, with development of social skills, and interaction with the speaking world and the acceptance as not being different, as well as optimum educational opportunity be achieved via osmosis? If so, then perhaps the Association has been misled by its experiences.

We represent the deaf community of the State of New Mexico, of which there are members who have been educated in a state residential school, in a public school special program, in the mainstream, and in oral education. We represent consumers of your educational systems and have found that it is a small percentage of our membership that can achieve (often in spite of) in the mainstream.

We would like to quote a deaf man in Illinois who made the following statement in an article published in the Illinois State Association of the Deaf Bulletin: "Do not tell us that you are educating us to live in a hearing world until that day comes that you can replace our defective hearing mechanisms. Until medicine can achieve that miracle, we will never live in a hearing world, we will live with a hearing world." He went on in his article to explain that given the maximum opportunity for educational development, the deaf individual, regardless of their verbal abilities, will be able to successfully live with a hearing world. They are able to work alongside and carry their fair share in the working society, and to be good neighbors and capable first-class citizens. His emphasis was on the fact that first they must have the best that education can offer.

It is the Association's hope that the idealism of special education and PL 94-142 will not disguise nor cheat the hearing impaired from their right to, first of all, be proud of themselves as a human being and as a deaf person, and to have access to the best of an education. Therefore, the Association is beseeching the State Department and the local education agencies to perceive LRE (least restrictive environment) for a deaf child as being that environment which is most conducive to learning.

To support the Association's position, we would like to quote Dr. Kathryn P. Meadows, Social Psychologist, from her book entitled Deafness and Child Development. In discussing the ideals envisaged by the proponents of "mainstreaming", Dr. Meadows states the following:

"Unfortunately, however, reality is frequently very different from the ideal. In the real situation, the deaf child is often overwhelmed in a large group of classmates. For many years, educators of deaf children have been working to reduce the size of classes in which deaf youngsters are taught. A class size of ten was once considered to be a goal toward which to work; then seven became the norm in most states. Now six, or even five, deaf children are considered to be the most that a special education teacher can handle comfortably. The mainstreamed deaf child is deposited in a classroom with 25 or 30 other children. Instead of a teacher who has been specifically trained to work with children with hearing handicaps, the teacher in the mainstreamed child's classroom might not have ever seen a deaf child before, and may have absolutely no orientation in what to expect and how to respond. Integration of any kind requires communication. Acceptance is based on more than goodwill. It comes from comfortable interaction. Too often, this easy interaction between a deaf child and hearing classmates is a difficult and perhaps unrealized dream. For younger deaf children, this interaction may come more easily, especially if the deaf child is outgoing. The games and activities of younger children are more likely to be based on physical language. As children become older, their activities are less physical, and deaf children have a more difficult time keeping up. Interaction becomes more and more difficult, communication more and more strained. The difficulties that deaf children feel in a situation where there is only one child who is 'different'—because he wears a hearing aid, has unusual speech, and does not understand spoken messages as quickly as others—can create extreme difficulties of self-image and social development.

"The thrust toward mainstreaming has come primarily from the effort to provide mildly mentally retarded children with needed opportunities for placement in regular classes. This thrust, in turn, came to some extent from persons who were concerned (and rightly so) with the large numbers of ethnic and racial minority children who were labeled retarded because they were culturally different and because they received low scores on intelligence tests that were designated for children from
the middle-class majority culture. The efforts to encourage greater opportunities for these children should not have the unintended consequences of forcing deaf children into classrooms where they cannot get the special help they need from teachers who have been trained in special methods to help them overcome their handicap. It should not be assumed automatically that the classroom in the neighborhood school with a single handicapped youngster is the "least restrictive" environment. For some handicapped children this is, in fact, the "most restrictive environment."

In summary, the New Mexico Association of the Deaf beseeches the State Department of Education-Special Education Division and the PL 94-142 Advisory Panel, to learn from the mistakes of others and to not repeat their mistakes.

(1) Provide those who must make these important placement decisions with more than just cursory service. We must point out that from our experience a trained teacher of the deaf with CED Certification whose only experience is limited, not only in numbers of years, but in the number of alternative educational environments in which they have taught are severely inadequately prepared to be making such decisions.

(2) Even more importantly, or equally important, are parents. Give our parents the needed parent education so they may make and/or accept the appropriate decision. Our parents are emotionally involved with us as handicapped individuals and our education. Our parents would want more than anything else for someone to promise them that we would be quasi-normal, that we would be able to speak and lipread sufficiently that our handicap of deafness would go totally unnoticed. The concept or thought that we could be educated in the local neighborhood school appeals very much to our parents because this is a way of saying, "My child is normal." It is also extremely appealing because it means that we can live at home. But, as deaf adults we can assure our parents and assure parents of younger deaf individuals that when it was necessary for us to go away to a special school—the residential school—in order to obtain the necessary education, we in no way accused our parents of not loving us. In fact, the opposite is true. We recognized that our parents were making a big sacrifice to insure that we obtained the best education possible. Those of us who are estranged from our families and our parents were so estranged because the communication that we needed did not exist and in some cases because we were kept in an inappropriate educational setting because our parents wanted us to be "normal."

(3) We beseech that the State Department develop a set of criteria which research can validate, that will identify those hearing impaired youngsters who can succeed in the integrated setting, especially those who are going to be recommended for full-time mainstreaming and/or placement in a public school for partial integration. It is our experience that the majority of us who were singled out and mainstreamed were inappropriately so designated. This is not to say that the mainstream—the integrated approach—is not beneficial for a percentage of hearing impaired youngsters. What we are saying is that this percentage is small and that more of us have been harmed by integration and mainstreaming than have benefited. Until the evidence is available, only a very small percentage of hearing impaired youngsters should be kept in neighborhood schools and kept in the "mainstream." The most important objective of an educational program should be that of developing a highly positive self-image. If such cannot be guaranteed to a child, then such a child should not be placed in a public school.

(4) When a hearing impaired child can benefit and would best be placed in a regular public school, it is critical that any and all support services needed are not only accessible, but provided by truly qualified personnel. The NMAD recognizes and supports the use and role of interpreters for the deaf in educational settings as one of these support services.

(5) Let New Mexico be in the forefront of changing the definition of "least restrictive environment." Change its focus from the much confusing and much distorted definition that assumes the public school (the neighborhood school) is automatically the more desirable and the most preferred. Let New Mexico be the first state to come out publicly and define the LRE as being the most conducive learning environment. Let the acronym be MusCILE. Let New Mexico change LRE to MusCILE. Let the E.A.R. Committees examine the child's needs, the child's strengths, and the child's weaknesses and come up with placement decisions that are the Most useful and salient Conductive Learning Environment (MusCILE).

—New Mexico Progress, Sept. 1984
Implant Enables Deaf to Hear Noise

(Washington—The first medical device to replace one of the body's five senses, an electronic inner ear that will enable profoundly deaf persons to hear such noises as car horns, ringing telephones and door bells, has been approved for marketing, the Food and Drug Administration announced Thursday.

Agency officials said the surgical implant, designed for those who cannot benefit from wearing a conventional hearing aid, was expected to help an estimated 60,000 to 200,000 of the two million Americans considered completely deaf. The device has been approved only for use in adults, although a separate study is under way involving children.

The historic device, developed by the House Ear Institute in Los Angeles and manufactured by 3M of St. Paul, Minn., will permit the deaf to hear crude sounds and speech and will significantly improve lipreading ability, although the patient still will not be able to understand words, the FDA said.

Its developer estimates the cost of the device and the surgery it requires at $11,000.

"The sound, to people with normal hearing, would be crude," Dr. Mark Novitch, deputy FDA commissioner, said at a press conference. "Yet to profoundly deaf persons, these crude sounds may mean a great deal. They can give security and independence."

Unlike a hearing aid, which delivers amplified sound to the outer ear, this device—called a cochlear implant—converts sound into electrical impulses through the skin to an implanted receiver. The receiver, which must be inserted surgically, provides direct electrical stimulation to auditory nerve fibers in the inner ear, or cochlea.

"The sound they hear is like a radio that isn't quite tuned in," said Dr. William

For more information on cochlear implants, write Otologic Products/3M, Department SU84-126, 225-5s-01, 3M Center, St. Paul, MN 55144-1000. The telephone number is 800-328-1684 (in Minnesota, 1-800-792-1072). For TTY users, the number is 612-736-4608.

THE MARYLAND BULLETIN
House, developer of the device and president of the House Ear Institute. "They can hear environmental sounds around them. It makes them and their families feel much better about their safety."

House introduced one of his patients, Kristen Cloud, 22, a psychology and child development student at California State University, Northridge, who has worn the device on an experimental basis for four years. Cloud, hearing-impaired as a child and deaf by age 16, gave an emotional description of how the implant changed her life.

"I can't understand speech, but if I'm lipreading I can lip read a lot better—and I can't lip read at all without it," she said.

Then, tears welling in her eyes, she recalled an incident where her new-found ability to hear the sound of a siren prevented her from being struck by an oncoming vehicle. "The implant saved my life," she said. "I can't tell you how much the implant means to me. I'm very thankful I have one."

The system consists of a tiny microphone, which can be worn on clothing or attached to eyeglasses; a battery-operated signal processor, smaller than a deck of playing cards, which can be tucked in a pocket or worn on a belt; an external transmitter, about the size of two stacked nickels, which is placed on the head next to the ear and held in place by magnetic attraction to the internal receiver, surgically implanted just below the skin.

The microphone picks up sound, transmits it to the processor, which converts it to an electrical impulse. The impulse is then sent via a wire to the transmitter, which sends it to the internal receiver, which in turn stimulates the auditory nerve fibers of the inner ear. No internal battery or power supply is necessary.

**Cochlear Implant System**

The 3M Cochlear Implant System/House Design uses several components that work together to provide hearing to adults with profound sensory deafness.

Outside the body, the user wears a tiny microphone, a small processor and a transmitter.

1. The microphone changes mechanical sound energy to electrical energy.
2. The processor then amplifies this electrical energy from the microphone, filters it and sends it to the transmitter.
3. The transmitter changes the electricity into magnetic signals. This is done so that no wires need to pass through the skin.
4. Magnetic currents cross the skin to the receiver without being felt.
5. From the receiver, the signal travels to the cochlea via a wire electrode. Current flows between this active electrode and a nearby ground electrode to stimulate nerve fibers. The brain interprets this stimulation as sound.

**CONSTRUCTION TRADES**

Our congratulations to Donald Hahn an an instructor in the Vocational program, Frederick Campus, Maryland School for the Deaf for recently having an article printed in *Change* which is the quarterly publication of The Maryland Vocational Association. Don's article was entitled "Developing a Construction Skills Program for the Hearing Impaired Students." The article included pointers on equipment modification, vocational decision making, a three year model plan of instruction, as well as developing instructional materials for use with hearing impaired students. The publication is geared mainly toward programs for students with normal hearing in public schools and we are pleased that their instructors will be able to learn of the special programs being developed and offered to hearing impaired students.

Photo by J. Baer

Petru Ciubotarescu enjoys sharing his experience with Sara Robinson, Mrs. Kraft, and Leeja Gregor. Communication is wonderful!
MSD Accreditation

As readers will recall, last year the Maryland School for the Deaf went through the process for joint accreditation by the Commission on Secondary Schools of the Middle States Association of Colleges and Schools (MSA), and by the Conference of Educational Administrators Serving the Deaf (CEASD). Going through the accreditation process was a good experience and everyone felt positive about the outcome, although we had to wait for official notification from both organizations.

Recently we did receive confirmation from both organizations that they were granting accreditation to the school, and we received plaques to display indicating such accreditation.

The Middle States Association of Colleges and Schools was established in 1887 and is one of six similar regional accrediting organizations which together serve the United States and its territories. The CEASD is a national professional organization concerned with education of the deaf and is one of the oldest such organizations in the United States, having been founded in 1868.

The Maryland School for the Deaf has felt for some time that accreditation by both agencies would be beneficial to the school. In 1976 the Maryland School for the Deaf contacted the Middle States headquarters in Philadelphia and began the steps which led to the development and approval of a joint working agreement between CEASD and MSA. In the following years other regional associations adopted this joint working agreement and schools for the deaf in other parts of the country have been able to seek accreditation by, and membership in, their regional associations.

Prior to the on-site visit which took place in March 1984, the Maryland School for the Deaf underwent a year long self-evaluation which involved members of the faculty and staff throughout the school, as well as students, parents, administrators, and the governing board. Self-evaluation is perhaps one of the most beneficial aspects of the accreditation experience in that it allows for a detailed analysis of school programs by the people who are most deeply involved.

Accreditation certifies that a school has met prescribed qualitative standards in terms of its own stated philosophy and objectives. Accreditation is granted on an institution-wide basis. The whole school, not just one program, is covered by the accreditation.

The Maryland School for the Deaf continues in its attempt to provide a quality educational program for students enrolled in the school, and we are very proud to have been granted accreditation by the CEASD and the MSA in recognition of this program.

Photo by Joey Baer
Principal Kenneth Kritz and students, Belinda Monigan and Chris Hughes, are pleased with the certification documents presented to MSD.
Benefits of Total Communication

Recently a study was completed by Arlene Matkin and Noel Matkin at the University of Arizona on the benefits of total communication as perceived by parents of hearing impaired children. Questionnaires were sent out to parents in California, Arizona, Colorado, Minnesota, Nebraska, and Florida to assess the impact of total communication upon social, emotional, and educational growth as well as upon speech reading and speech and hearing aid use. The study only included hearing impaired children who had been enrolled in an aural/oral program for at least two years and then moved to a total communication class for at least two years.

A summary of the results are as follows:

**QUESTION: What has been the effect of TC upon ability to speech (lip) read?**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>54%</td>
</tr>
<tr>
<td>Remained the same</td>
<td>30%</td>
</tr>
<tr>
<td>Decreased</td>
<td>15%</td>
</tr>
</tbody>
</table>

**QUESTION: What has been the effect of TC upon speech abilities?**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>65%</td>
</tr>
<tr>
<td>Remained the same</td>
<td>17%</td>
</tr>
<tr>
<td>Decreased</td>
<td>17%</td>
</tr>
</tbody>
</table>

**QUESTION: What has been the effect of TC upon hearing aid use?**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>34%</td>
</tr>
<tr>
<td>Remained the same</td>
<td>45%</td>
</tr>
<tr>
<td>Decreased</td>
<td>15%</td>
</tr>
<tr>
<td>Doesn't use aid</td>
<td>6%</td>
</tr>
</tbody>
</table>

**QUESTION: Has TC enhanced your child's development?**

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educationally</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Emotionally</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Socially</td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>

In summary, although the sample was small, parents were positive about their child's educational and emotional growth in a total communication program and felt that total communication was beneficial in their child's ability to speak, speech read, and use hearing aids. If you are interested in reading a full report, this may be found in the January 1985 issue of "Language, Speech, and Hearing Services in Schools" published by the American Speech, Language, and Hearing Association.

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In Memory of . . .

**MRS. BERNICE SHOCKLEY**

Staff at the Maryland School for the Deaf and friends were sorry to learn of the death of Mrs. Bernice Shockley on Tuesday, October 23, 1984. Mrs. Shockley, a resident of Frederick, was 85 years old. She was a graduate of the Maryland School for the Deaf and along with her husband, Uriah, also a graduate of the Maryland School for the Deaf, maintained a lifelong interest in the School and its affairs. She was a staunch supporter of the School and actively participated in many school events. Mrs. Shockley's son, Alfred P. Shockley, is presently a member of the Board of Visitors and carries on the family tradition of support for the School.

We extend our sympathies to her family.

**MRS. CORNELIA BJORLEE**

We recently received word of the death of Mrs. Cornelia Bjorlee who died Monday, November 19, 1984 in Northfield, Minnesota. Mrs. Bjorlee was 99 years old. She was the wife of Dr. Ignatius Bjorlee who served as superintendent of the Maryland School for the Deaf for 37 years, 1918-1955. During this time, Mrs. Bjorlee was active in the Maryland School for the Deaf affairs as well as the community of Frederick. She brought many cultural programs to the Maryland School for the Deaf and was especially active in Girl Scouts and received several major awards for this work. Upon Dr. Bjorlee's retirement from the Maryland School for the Deaf, the Bjorlee's moved to Minnesota to live the remainder of their lives. Funeral services and interment were in Northfield, Minnesota.

**MRS. NYRA SNN**

The Maryland School for the Deaf family was saddened recently by the death of Mrs. Nyra Snn, who died on December 30th in Frederick. Mrs. Sinn will be remembered by many MSU graduates as their Home Economics teacher. She taught at the School for over 37 years and has lived here in Frederick and maintained contact with the School since her retirement in 1967. We send our sympathies to her sisters.
Liberty Campaign

The PeeWee NAD on the Frederick Campus is participating in a special project to restore the Statue of Liberty through the Kellogg Schools' Liberty Campaign. They have asked staff, students, parents and friends to save box tops from Kellogg brand cereals and have placed collection boxes in various locations on campus. Their goal is to collect 5,000 box tops so that the Kellogg Company will donate $250.00 to the Statue of Liberty restoration fund in our School's name. The Maryland School for the Deaf will then receive a brass plaque with its name on it. If they only raise between 500 and 4,999 box tops, a $50.00 donation will be made and MSD will receive a framed certificate.

Photo by Joey Baer

President Bobbi Sue Renfrew and Vice-President Toby Daniels lead the PeeWee NAD in the Liberty Campaign.

Recently the Suburban Bank in Frederick gave the Maryland School for the Deaf a supply of kits which instructors may use to help students learn how to set up and use checking accounts. The presentation included, from the left: Edith M. Davis, assistant manager of the Evergreen Point office; Roger Eger, manager; Edward Hartmann, work study coordinator at Maryland School for the Deaf; and Kerri Lawler-Davis, vocational education planner for Maryland School for the Deaf. (Photo by C. Kurt Holter, The Frederick News-Post)
Construction
Trades Project

Thanks to the hard work and talent of the construction trades class the Family Education House has a beautiful and spacious meeting room. Sign language classes, parent groups, dads’ meeting and organizations such as the Deaf Independent Living Association will make use of this new facility.

This was the first project in remodeling the students have attempted. Using the job site as the classroom, teacher, Denis Reen, taught building techniques such as furring out walls, insulating, dry walling, painting and trim work. The students also learned how to hang a suspended ceiling and how to lay floor tile. Through this project, the students have developed some of the necessary skills to enter jobs in remodeling.

Appreciative parents and Family Education staff hosted a morning reception for the students, teachers and staff involved in the project. Dr. David Denton, speaking on behalf of the parents and staff, emphasized to the students how valuable their contribution is to the Family Education House. The meeting room, he explained, provides a place where parents can learn about deafness and improve their signing skills. Students were able to see the purpose of their semester’s work.

The Family Education staff and MSD parents would like to thank Mr. Mark Wait, Vocational Principal, and Mr. Ralph Greene, Plant Supervisor, for coordinating and assisting with the class project. A special thanks is extended to the following Advanced Department students: Brandon Bush, Sidney Clagett, Joey Hadloc, Phillip Henry, Todd Rollins, Sudhir Walia, Elizabeth Chance, Mike Burke, Thomas Popper, Sean Kerins, Carl Pierce, P. Thomas Williams, Chris Walker, Charles Curry and Randall Shepherd.

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Campus Workshops

In January workshops were held on both campuses of the Maryland School for the Deaf to assist in staff growth and development.

On the Columbia Campus, Dr. Sheldon Greenberg, a member of the Board of Visitors and director of research and planning for the Howard Country Police Department, presented a workshop on Stress Management. This presentation was a follow-up to one Dr. Greenberg presented last year. The workshop focused on stress related problems and techniques for managing such problems.

On the Frederick Campus, a presentation by Kerri Lawler-Davis, vocational planner, focused on study skills in reading. She discussed a technique called SQ3R which involves surveying, questioning, and the five R’s of reading, reciting, writing, reviewing and re-evaluating. For the second half of the workshop a video tape on “Improving the Quality of Student Thinking” was shown and discussed. One of the goals is to ensure that students process information and think about the information rather than simply repeating it.

Through workshops of this type we hope to continue to improve the skills of the Maryland School for the Deaf staff and, thereby, to continue to improve our educational program for students.

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A Busy Campus

The Columbia Campus has been a busy place for students as well as for the staff. Here are a few of the activities.

During Deaf Heritage week, Jack Gannon, who is the author of Deaf Heritage, came to the campus to talk to parents as well as some of the students. His presentation was well-received and parents enjoyed meeting with students and teachers afterwards.

The Columbia Campus hosted the Eastern Region Conference for Dormitory Counselors. Over six states were represented and a series of workshops was presented. An evaluation of the conference indicated a big success thanks to Dr. Steffan and his staff. A special thanks to the kitchen staff for providing good meals and refreshments.

Bob Ryan, well-known meteorologist from Channel 4, Washington, D.C., visited the campus. As at Frederick last year, he was very adept in getting students involved with questions and answers. His presentation was very educational and interesting. The students presented him with a coffee mug and stained glass configuration of “I Love You”. That same evening, during his telecast, he shared the gifts with the “audience”.

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FEBRUARY-MARCH 1985
OUR FRIEND, THE LIBRARY
by Rita Sharpe

Hello!

My name is Bjorlee Library. I am centrally located on the Maryland School for the Deaf, Frederick Campus. I am glad you would like to learn a little bit more about me and my function in helping children acquire an education. Come, share a typical day with me and see all the exciting things that are happening . . .

The first to arrive are three cheerful ladies who are ready to help any visitors I may have during the day: Miss Sharpe, the librarian, and Mrs. Andrews and Miss Haller, the library aides. In addition to meeting and helping my visitors, each of the ladies has specific responsibilities which she has been assigned. Miss Haller has been given the responsibility of processing the new materials which come to the library. Mrs. Andrews is currently working on a project which will completely reorganize the filmsstrips housed in my resource materials room. Miss Sharpe is in charge of ordering new materials, planning with classroom teachers ways I and the ladies who staff me can best assist the students, teaching library skills to the students in cooperation with the classroom teachers, and organizing the operations in me so that everything runs smoothly. The ladies work well together and frequently assist each other as the need arises.

My doors are usually open to the staff and students at 8:00 a.m. each morning. My first visitors are usually students returning materials which were borrowed on the “overnight loan” policy. Then comes a class of young Primary children. They will share a story with the librarian and then select one or two books to borrow until they return to visit me the following week. Some times the children stay a little longer than their usual allotted time if there is a special follow-up activity related to the story that was shared. Then there is usually an Intermediate or Advanced class visiting me for special work . . . usually it is learning how to do research . . . like how to take notes or the difference between taking notes for research and plagiarizing research work.

By mid-morning some of the Advanced Department boys drop-in between classes to read the headlines and to study the results of the weekend events of the Sports Section of the daily newspapers. Also Advanced and Intermediate classes are stopping in for their regularly scheduled times . . . some for “free reading” and lecture on types of books in the library while others will read specific topics or do research.

Frequently older Primary children come to visit in the afternoon. They usually stop to look at the displays as they hang up their coats. Some of the afternoon classes are beginning to work on library skills and have learned how to use my card catalog to locate books they would enjoy reading.

After their lunch break, several Intermediate and Advanced classes can be found doing group or independent research work at the same time in my non-fiction wing while other students are browsing and enjoying the special book and news displays.

Sometimes the classes gather around my electrified globe and learn about far away places. They even compare the globe and atlases some days.

After the “normal” school day is over for the students, some will come running to me to return an overdue book. The librarian waits for them when she knows they will be
coming to return the book or to pay a library fine. Other students will come to visit my non-fiction wing to work on their homework or ask the librarian for some help with a problem they have using some of my reference materials. Some students come to visit me after school to find a book to read for pleasure.

I enjoy having the students and staff come to visit me and I feel really good about having materials that help the students get a good education.

Sometimes I am open late after school . . . maybe a student is doing research and has asked the librarian for additional time to work . . . sometimes it is the only time that the teacher and the librarian can find for cooperative planning.

I will be having reading contests for students in the various departments here at the school during MY BIG CELEBRATION WEEK in April. It is called NATIONAL LIBRARY WEEK ! ! !

National Library week has been a special week for all libraries since the mid 1950’s when the book publishers and American Librarians noted the alarming trend: People spending more of their money for radios, television sets and musical instruments at the expense of purchasing books! A group of concerned citizens joined together to form the National Book Council whose goal was to encourage reading and to keep books free and available for all people.

Although there were several attempts by local libraries to meet the goal, there was no national celebration until March 18-22, 1958. It was jointly organized by the National Book Council and the American Library Association in the United States but it became an international celebration as both Canada and the United States cele-

Jody Davis and Richard Hall use the card catalog in the library.

brated a “WAKE UP and READ” campaign. President Dwight D. Eisenhower read a proclamation which asked the people of the United States for their fullest participation in the celebration. More than 5,000 towns and cities participated. New records were established for library registration and the number of books borrowed during that one week!

Because the first library week was so successful, it was decided to make it an annual event in April. One of the goals, to promote reading, has provided the theme for several years: “READ—the fifth freedom” (1963); “Be All You Can Be—READ!” (1968-69); “Get Ahead—READ” (1973); “Go For The Gold—READ!” (1984) and “A Nation Of READERS” (1985)

The National Book Council disbanded in 1975, but the American Library Association decided to continue the tradition established in 1958. The American Library Association decided to include the legislators, librarians, and library trustees in a day of special meetings so that the legislators could be made aware and freely discuss library needs. As a result of the meetings, more and more emphasis is being placed on informing the public of the services a library can provide.

Earlier librarians may have feared the worse in competition from the radio, television and other media industries, but today’s libraries are using these media to promote the use of the library. There are posters of popular television and other movie characters encouraging young people to read. One of our favorite posters is the STAR WARS saga, YODA, encouraging everyone to “READ . . . and the Force is with You.”

The goal of the American Library Association is to promote the use and support of
all libraries... public, school, academic, and specialty libraries... and to make the public aware of the many service available at their public library.

Why not check out your local library during NATIONAL LIBRARY WEEK: April 14-20, 1985? Maybe you will find a poster which states "E.T. reads at home," or see the face of a familiar celebrity encouraging everyone to read.

All students are a part of this "NATION OF READERS" as they borrow and read books here with me. Can you encourage them to remain a part of the nation by borrowing and reading books from your local libraries, too?

The majority of students seem to like me and enjoy coming to visit me. The children frequently come, share ideas and leave enthusiastically while the older students usually demonstrate a little more self-restraint but equal interest in gathering materials to complete their assignments. The students do not find me to be a mere collection of books but a house of books, magazines, newspapers, slides, television programs, recordings, filmstrips, and kits to help them learn and to aid their teachers in preparing lessons to give the students the best education that each is able to achieve.

I hope you stop to visit me and the people who staff me sometime when you are visiting on campus.

Bjoerle Library... that's me: A place to visit... a place to relax and read... a place to come for help as you learn.
Examination Review

The following short essays were written by some of the Advanced Department students who were in the process of reviewing for examinations. Three weeks in January were devoted to reviewing all the new vocabulary words covered in Mr. Gamble’s reading class since the beginning of school. Each student wrote a total of ten short essays and each essay included at least six new Vocabulary words. All essays were corrected by the teacher and rewritten by the students. New vocabulary words are underlined so that parents and other interested people can see the impressive level of vocabulary development these students are attaining during their years at the Maryland School for the Deaf.

MY HOME

My house is in Westminster Maryland. It is a rancher set on a spacious lot. From the immaculate mail box to the chimney on the roof it is a gracious house. The interior design is logically efficient. It has a living room with paneled walls on which hang old style musket-pieces. They would arouse your interest if you ever saw them. I think a few guns, colonial pictures, sofas, bookcases, and a small stereo would suffice to fill that room. My vigilant step-mother would make sure that I have no mud on my shoes. She obviously doesn’t want mud through the house!

The dining room/kitchen of the residence is a decent place. In fact it is the main room or base of our lodging. When we eat dinner, candles illuminate the room. I should point out that everytime I smell tantalizing aromas emanating from the room, my stomach starts to growl in earnest, for my mother knows how to cook. We also have a basement. It is divided into three parts—woodshop, storage and a family room. The wood shop is well-equipped with machines for cutting all kinds of wood. There are two work benches, one for model work, the other to keep tools and various articles not in use, out of the way.

Then there is a bedroom for me and my affectionate parents also have one. My bedroom retains the look of a scaled down military base with its captivating looking models. One cannot assess the worth of these models but they are readily obtained at stores anywhere. Sometimes my father and I hold a conference in my room. The room that my parents sleep in has a colonial flavor to it, right down to the wooden floor with inscribed stripes of wood. I cannot say any more than what I have said about my nice house. This story goes to show that there is no place like home!

Written by Lee Kuehne

THE DREAM

The vigilant women looked around the room. She happened to see through the door which wasajar. She sneezed and it aroused me. I was so scared, because it sounded like a man. I was concerned and curious about the sound and who it was. So, I decided to find out. I ran to the door and looked into the spacious hall. She was an elusive woman as she disappeared down the hall.

Written by Darla Milner

A BAD SITUATION

Five years ago my grandfathers complexion was pale. He had a lump on his neck. He went to the doctors. The doctor said that his lump was benign. A few weeks later it went away. He started to get weak and vomited alot. He went back to the doctor. He sent him to the hospital. They operated on his one lung. One lung had cancer, so they cut a small piece of the lump to diagnose it. It was cancer. My mom instinctively cried when the doctor told her about her father. A few months later the cancer started to spread in his body. He died. My grandmother expressed to my mother that she would be alone, so she lived with us for awhile. She was happy.

Written by Stacie Renfrew

HALLOWEEN NIGHT

It was a dismal night. Bad weather was supposed to gradually slow the traffic down. Two policemen saw a speeding car and they chased it. The police encountered someone disguised as a robot. They stopped the car for exceeding the speed limit. The Police resolved that the man would get a speeding ticket. It was Halloween night.

Written by David Palak

LOST DOG FOR A DAY

I pulled the rope taut, but my dog was tenacious. He tried to break the rope. Then he started to become serene because I was
around. Then finally my dog broke the rope and started to run alone in the town. A car was coming and he tried to swerve to miss my dog, but hit him. I retrieved my dog. I thought maybe he was going to expire, he was O.K., so I took him home and let him consume some milk.

Written By Jack Vance

TORANDO

In school, there was an announcement saying everyone had to be dismissed from class. We had to evacuate to a fall-out shelter because the tornado was coming. Everyone was frantic as some authorities tried to calm us down. We went into the fall-out shelter. Chad Baker assured us that everything would be okay. The next day, we moved to a place like a Red Cross shelter. Some students surveyed the town, saying practically everything was destroyed. Debris was everywhere and needed to be cleaned up.

Written By Lisa Neal

THE BRAVEST DOG IN AMERICA

Mrs. and Mr. Veit live in New Jersey. They bought a Newfoundland puppy, named Villa. Next door, there were two girls who took care of the dog when the owners were away or on vacation. Villa loved Andrea more than her sister. One morning in Feb. 11, in 1983, it was snowing all day long. Villa implored her master to take her out. So Dick let her out. Andrea was playing alone in the snow. It was very dismal outside. The snow was starting to subside. Andrea was only 11 years old and playing alone in the deep snow. Andrea was getting cold, so she stood up to go home, but suddenly the wind smacked her 40 feet away, toward the drift. She attempted to free herself, but couldn’t. She cried and cried. Villa was undaunted. She jumped over a 5 ft. fence and rescued Andrea. Villa walked around the girl several times to remove the snow and put her head to Andrea. Andrea grabbed Villa’s neck. Villa dragged her to Andrea’s house. In 15 minutes the snow was up to 40 inches! Bea, Andrea’s mother, went to the door and Villa was gone. Andrea stood there and told Bea what had happened. Villa went home and Dick let her in the house. Villa ran to the fireplace to get warm. Bea called Dick and told them what had happened. Villa was entitled to have steak for supper. Villa got a lot of awards from 1982 to today. Villa is a very vigilant dog!

Written By Amy Monigan

A SCIENTIST’S DUTY

A dignified scientist felt something would happen to his parents at their hometown in Texas. He was very anxious about his parents because his father had a stroke and also his mother had died a few years ago. His father couldn’t take care of himself.

A long time ago, he assured his father that he would help him. The next day, his father was in the hospital because of a heart attack. So, he decided to appoint a new person to take his place. He sacrificed everything. You see, before that, he was in the army for a pretty long time. He deserted from the fight during a war because his wife had a baby and started to have a family. That’s why he didn’t see his family for many years. He felt guilty because he was not home a lot at that time.

Written by Julie Bartee

DEBBIE CLARK’S LECTURE

When we finished reading The Diary of Anne Frank, Ms. Debbie Clark gave a lecture about the Annex that Anne and her family hid in for two years. Ms. Clark had visited Holland in 1977. Debbie Clark is the Assistant Principal for the Primary Department.

First of all, Ms. Clark told us about the Secret Annex. It had six rooms, but it was in a very small space. There was a kitchen, living room (used also as a bedroom by Mr. and Mrs. Frank), two bedrooms, and only one bathroom. She said that Anne spent most of her time talking to Peter Van Daan, another member of the Annex, and writing in her diary.

When the Franks, Van Daans and Mr. Dussel were caught, they were sent to concentration camps. Ms. Clark said that when she visited the Secret Annex, it was very emotional for her. It reminded her of how

Ms. Clark discussed Anne Frank’s experiences with Jody Davis and Brenda Shaffer.
much the Jewish people suffered during World War II.

Debbie Clark showed us pictures of the warehouse building in Amsterdam where the Secret Annex is. The Secret Annex is now a museum. Many people from all over the world visit the Annex every year.

We really appreciated the information that Debbie Clark shared with us about the Secret Annex and Holland.

—Richard Gokey
Intermediate Student

DR. LEVY SPEAKS TO STUDENTS

Recently our class finished reading the book and play, *Diary of Anne Frank*. It is the story about a young Jewish girl living in Holland during World War II. The story tells how the Frank family had to hide from the Nazis so they would not be sent to concentration camps.

When we finished reading the book and play, Ms. Swaiko invited Dr. Harvey Levy to speak to our class. Dr. Levy is a dentist in Frederick. His mother and father survived living in the concentration camps during World War II. He came to talk about World War II and Hitler's time. Dr. Levy wanted to help us understand what life was like for Jewish people during World War II. First of all, we sat and talked with him. We were surprised that Dr. Levy can sign. First Dr. Levy showed us a movie called “Hangman”. Ms. Swaiko interpreted the movie. We discussed the movie and ideas of prejudice. We talked about the Holocaust.

Dr. Levy told us about his mother's and father's experiences in the concentration camp and that they were lucky that they were not killed. We asked him a lot of questions. He showed us some old magazine and newspaper articles about the concentration camps. Many innocent people died during World War II. We hope this will never happen again. Dr. Levy is a nice person and a good speaker. We are glad that he came to speak to our class.

—Brenda Shaffer
Intermediate Student

INTERMEDIATE DEPARTMENT

Honor Roll—Second Quarter

PRINCIPAL'S LIST
Richard Gokey
William Mastin
Adrienne Smith

CITIZENSHIP
Melissa Curry
David Dingle
Richard Gokey
Alexander Hagedorn
William Mastin
Brenda Shaffer
Adrienne Smith

ADVANCED DEPARTMENT

Honor Roll—Second Quarter

PRINCIPAL'S LIST
Debbie Anderson
Judith Brannon
Barry Darrell
Patricia Jacobs
Deanna Piper
Christine Reid
George W. Savoy
Fawn Seawell
Celeste Sweeney
Sudhir Walls

ACADEMIC
Robin Daniels
David Rasel
Shawn Richardson
Norman Rogers

CITIZENSHIP LIST
Matthew Albrecht
Norman Bauman
Theresa Baer
Sandra Blazek
Eric Bonds
Bridgetta Bourne
Melissa Buckler
Jennifer Chaconas
Reginald Dickey
Tyrell Edwards
Bonita Ewan
Kevin Folk
Elena Gee
Laurel Gibson
Dennis Gladhill
Karen Grays
Christopher Hughes
Ivy Jacks
David Johnson
Roger Kraft
Amy Marcoux
Belinda Monigan
Thomas Poper
Holly Schubert
Nancy Ward
Tiffany Williams
Eric Woods
Tray Woods

Dr. Levy shares photos with students.

FEBRUARY-MARCH 1985 15
SNOWFLAKES

My name is Cotton Snowflakes. I am clinging to a tree branch in front of Miss Staab's room. My friends are falling down on the ground around me. I think that my friends are beautiful. Some of my friends are on the branches, cars, roofs . . .

We are cuddling close together. We are excited to meet our friends because we haven't been together for almost eight months. That's a pretty long time. We are trying to cover the ugly spots on the sidewalk, road, paths . . .

The people walk and step on us. It really hurts us. We really want our limbs to be nice and pretty, but the people step on them. The people break our pretty limbs. We hate the many things that hurt us. The snow blower pushes us and it crushes us. The shovel throws us out in the air. We don't have enough room to move, but we don't complain. We are under the snowpiles. My new friends try to cover us and make us look pretty.

We really enjoy watching the people make a snowman. We feel that we are involved with the people because we cooperate with them. Yes, it is a fact that the people and we get along because the people want to make the snowballs and we accept it. I know that we will get hurt when the snowball smashes on the sidewalk.

The next morning, the sun comes out and starts to shine. We start to melt, but we are still alive because we will evaporate to the clouds. We will see our friends very soon.

—Julie Bartee

SNOWFALL AT MSD

This morning as I was getting dressed, I looked out of my window and I saw the campus covered with white everywhere. I saw two primary kids making their way to the infirmary. One of them walked on the plowed sidewalk; the other kicked a big zigzag path through the snow. I was both mad and happy. Mad because the child was ruining the beautiful, smooth white blanket, but happy because he was enjoying himself playing in the snow. I have to admit I was also mad because they didn't close school, or at least, postpone it an hour or two. I wanted more sleep.

I dressed warmly because I know that it is beautiful to enjoy the snow from the windows of my classrooms, but when I am outside, WATCH OUT! because I may get hit or even dunked into the snow. The snowballs may be aimed at me or someone else, but it is still a snowball. I may fall in the snow because I slipped, because someone bumped me, or because some students think that I need a dose of "snow medicine". Some students may do it for revenge, but most do it for fun because they all know, we all know (and I know!) that playing in the snow can be fun!

—Wenonah Scott

Photo by D. Anderson
There's school, as usual, despite the snow.
Youth Scholarship

The Frederick Noon Sertoma Club recently awarded its youth scholarship to seniors at the Maryland School for the Deaf. The presentations took place at Royer’s Restaurant at the annual awards banquet. Each year an outstanding male and female student are chosen to receive a scholarship in the amount of $500 each. Honorable mentions were also awarded due to the closeness of merit. From left to right are: Sonja Smith, Roger Kraft, Nancy Ward, Tiffany Williams, David Martin, winner, Bridgetta Bourne, winner. (Photo courtesy Jeff Crampton, The Frederick News-Post)
CROSS COUNTRY

When school opened in the fall, the boys and girls on the Cross Country teams met and established seven goals for themselves.

Goal number one was to establish a home course. A course, which provides high visibility and easy viewing, was built behind the Benson Gymnasium.

Goal number two was to set a boys 2.86 mile course record at the Maryland School for the Deaf. Joseph Baer set the course record with a time of 15:52 against the Model Secondary School for the Deaf.

Goal number three was to set a girls 2.5 mile course record at MSD. Darla Milner set the course record with a time of 17:44 against Mercersberg Academy.

Goal number four was to run a meet at the Homecoming Football Game. As part of half-time activities on Homecoming Day, MSD ran against two Frederick County schools, Lenganore High School and Prospect Hall.

Goal number five was to participate in at least two invitational. The Boys and Girls teams ran in the Boonsboro Invitational and Westminster Invitational.

Goal number six was to beat some Frederick County teams. MSD boys beat Brunswick and Walkersville. The girls took four Frederick County teams, beating Midletown, Thomas Johnson, Frederick High School and Lenganore High School.

Goal number seven was to win at least half of our meets. The girls dual meet record was seven wins and one loss. The boys dual meet record was six wins and three losses.

The season concluded with the Frederick County meet in late October. MSD’s fine performance was a surprise to their competitors. The Girls Team placed third and the Boys Team Placed fifth. Two MSD girls placed in the top ten, with Tiffany Williams finishing in ninth place and Julie Bartee finishing in tenth place. Karen Bosley finished in second place in the Junior Varsity race. Joseph Baer finished ninth in the Boys Varsity race. This was a wonderful way to end the season.

The MSD Harriers set high standards for themselves and with full team effort were able to accomplish and surpass their goals. Their successful season was well deserved and we congratulate the Harriers for a job well done.

*

INDOOR TRACK

Indoor track records continue to fall as the girls and boys continue to improve. At the recent Frederick County Indoor Track Championship, held on January 29, 1985, at the Fifth Regimental Armory in Baltimore, both the girls and boys did extremely well.

For the first time ever, all eight Frederick County schools participated. It was a meet that all runners were looking forward to. We all knew that the Lenganore High School girls team was the strongest team going in, and we hoped to finish in third place. However, when the score was totaled, we were tied for second place with Frederick High School. This was the highest team finish ever for an MSD track or cross country team.

Julie Bartee set a new school record in the 1600 meter with a time of 6:02.3. In setting a new school record, Julie placed third in the event. Tiffany Williams also set a record in the shot put with a put of 30'8 1/2". Tiffany also placed second in this event. Paula Smith tied the 55 meter dash record. Debbie Anderson tied two school records; one in the High Jump with a jump of 4'10", second place finish and in the 55 hurdles while placing fourth. Theresa Baer did a good job placing seventh in the two mile run. Patty Quezada did a very good job in the shot put with a personal best.

The 3200 meter relay of Tiffany Williams, Julie Bartee, Darla Milner and Elena Gee placed first as did the 1600 meter relay team of Elena Gee, Paula Smith, Tiffany Williams and Debbie Anderson.

Sudhir Walia set a new school record in the 1600 meter run with a time of 5:03.5 while placing fifth. Sudhir also holds the school 3200 meter record

So far, this has been an excellent year for progress. All the runners are doing an outstanding job.

*

GIRLS’ BASKETBALL TOURNAMENT

The Maryland School for the Deaf hosted the 9th Annual ESADA Girls Basketball Tournament the weekend of February 22, and 23, 1985. All six teams in Division I
came for the tournament which made for an exciting weekend. The American School for the Deaf from Hartford, Conn. returned after missing last year.

The New York School for the Deaf, White Plains, New York, opened the games on Friday evening by defeating a stubborn American School for the Deaf by a score of 30 to 22. The second game of the evening saw the Marie Katzenbach School from Trenton, New Jersey, defeating the Lexington School for the Deaf of New York City, 66 to 31.

On Saturday, the lady Orioles of the Maryland School for the Deaf defeated a hot New York School for the Deaf team 32 to 26. Maryland had to come from behind during the fourth period to gain the victory. Meanwhile, in the second game Saturday morning, number two seeded Model Secondary School for the Deaf was upset 46 to 37 by the Marie Katzenbach School.

In the consolation game on Saturday, the Lexington School for the Deaf narrowly pulled out a victory over the American School for the Deaf 35-33.

Saturday night, MSSD showed their old form as they beat the New York School for the Deaf 59-22 to take home a third place finish, while New York finished fourth.

In the championship game, the Maryland School for the Deaf Orioles faced the Marie Katzenbach School for the Deaf Colts. In the first half, it appeared as if the Lady Colts were going to walk away with the game, but the Lady Orioles were not going to give in. Being down 25-6 at the half, the Orioles started to play much better the second half. However, the closest they could get was 7 points and they ended up losing to New Jersey 43-32.

The Allstar Team Results are as follows:

**FIRST TEAM**
- Alison Jones  MKSD
- Francis Nina  MKSD
- Linda Hartzog  MSSD
- Sharon Washington  MSD
- Sonya Fortun  MSSD

**SECOND TEAM**
- Norah Grant  LEX
- Anna Jackson  NYSD
- Sherri Wise  NYSD
- Adriene Peterson  MSSD
- Stacie Renfrew  MSD

Foul Shooting Champions  MSSD—65 pts.

“21” Champions  Norah Grant, NYSD

**BOYS’ BASKETBALL TOURNAMENT**

The New York School for the Deaf, Fanwood, hosted the 53rd Annual Boys Basketball Tournament in White Plains, New York, over the weekend of March 1, 2, & 3, 1985. The Maryland School for the Deaf opened the tourney by playing the Marie Katzenbach School for the Deaf from New Jersey. The Orioles kept the score close for the first half, but the Colts took control of the game in the second half and ended up defeating Maryland 76-52. The second game featured Model Secondary School of Washington, D.C. against St. Mary’s of Buffalo, New York. The MSSD Eagles defeated the Saints by 77-56. The most exciting game of the opening round had the American School for the Deaf playing the host school, New York School for the Deaf. The game went down to the wire with the ASD Tigers defeating the NYSD Tornadoes by a score of 50-49.

Saturday morning found the gym taken over by the cheerleaders as they held their team competition. The cheers by many of the squads were very well done. Individual cheers were done Saturday afternoon. When the votes were totaled and counted, the Maryland School for the Deaf cheerleaders captured first place team honors and Bridgetta Bourne, our team captain, had also won the individual competition. When the All-Star tournament cheerleading team was announced, Belinda Monigan had been named to the squad.

Our boys opened the second round of tournament play by defeating New York 62-55. Next, the Lexington School for the Deaf played the Model Secondary School for the Deaf in what turned out to be the game of the tournament. Model pulled out to an early lead and appeared to be in charge when the Lexington Blue Jays made a determined run against the Eagles. Model was able to hold off Lexington in the final minute to win 77-73. The next semi-final game was played between Marie Katzenbach and the American School. ASD was able to stay with MKSD for the first half, but New Jersey was able to wear down the school from Connecticut. The Colts defeated the Tigers by an 81 to 54 margin.

The final round of play started Sunday morning with the Maryland School for the Deaf playing the Saints from St. Mary’s. The MSD Orioles built up a 13 point lead in the final period only to see the Saints cut the
lead and then go ahead by one point with 17 seconds remaining in the game. Maryland then scored with just 11 seconds remaining, then held off as a last second shot missed as the buzzer rang. The Maryland victory earned them the consolation trophy. Lexington then faced the American School. Lexington was able to pull away in the final quarter to defeat ASD 61 to 53 to capture third place.

The Championship game found the Model Secondary School facing the Marie Katzenbach School. Model held a slim two point lead at the end of the first quarter. The next three frames found the Eagles building on their lead to easily defeat the Cols 83 to 56.

Deborah Bosworth

Deborah Bosworth, a graduate of the Maryland School for the Deaf, has been chosen to play the part of Sarah in “Children of a Lesser God” in Detroit, Michigan. Debbie studied acting at the H.B Studio in New York. After graduating from the Maryland School for the Deaf, she received her degree in Applied Arts from the National Technical Institute for the Deaf in Rochester. She has worked with the National Theater of the Deaf for four years where she appeared on stage in “The Iliad Play by Play”, “Our Town”, and toured with the Little Theater of the Deaf and The Story Telling Hour in New York City. She has toured Japan twice, South Korea, Singapore, and the fifty states with N.T.D. She performed in “The Amorous Flea” with the Fairmont Theater of the Deaf in Cleveland, Ohio, and in “Mother Courage and her Children” at Trinity College in Hartford, Connecticut. Debbie recently appeared in a “Play of Our Own” with the New York Theater of the Deaf on off-Broadway. In her latest play, “Children of a Lesser God”, Debbie plays the female lead, Sarah Norman, at the Attic Theater in Detroit, Michigan. This is her Premiere Equity Production.

SUMMER CAMP DIRECTORY

Parents of deaf children will be interested to know that the American Society for Deaf Children has published a 1985 Summer Camp Directory. The directory will be available April, 1985, and is a state-by-state directory of summer camp programs for deaf and hard-of-hearing children. The directory includes camps in Canada. A copy of the directory may be obtained by sending $5.00 to American Society for Deaf Children, 814 Thayer Avenue, Silver Spring, Maryland 20910.
Support Services Department—Frederick
Ronald C. Sisk, Director of Business and Support Services
Mary Mason, Secretary

FACULTY

Jeanne Mason-Boutwell
Karen Bissett
Jody Muma
Jeanna DeSantis
Christopher Duk
Carrie Forrester
Evelyn Hill
Holly Hugford
Lydia Kuehnle
Lauren Backstrom
Timothy M. Kamara
Judith S. Lee
Joyce Letch

Support Services Department—Columbia
Orville S. Fowler, Jr., Director of Business and Support Services
Joan Meade, Stenographer
Iris Shipp, Office Secretary

Dietary

Anna Savage, Supervisor
William Allen, Food Manager
Rosalee Stambaugh, Office Clerk
Lester Link, Office Clerk
Elisa Brashear
Betty Creasy
Wilson Duggar
Janet Gages
Charles F. Groome
Albert Hall
Maureen Johnson
Betty Pearl
James M. Lehman
Frances Reed

Support Services Department—Columbia
Richard G. Stieffen, Jr., Principal
Gertrude Galloway, Aileen Hall, John K. Snodgrass, Assistant Principals
Brian Allen, Psychologist
Paulette R. Stalling, Audiologist
John Henderson, Communication Coordinator
Margaret Dell, Mary Hayes, Secretaries
Mary Jane Tute, Stenographer

Dietary

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William Allen, Food Manager
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Dietary

Naomi Smith, Supervisor
Terry Butcher
Arlene Delgado
Lorraine Gough
Daphne Harper
Eileen Kazmier
Julie Sablowski
Esther Stuever

Support Services Department—Columbia
Orville S. Fowler, Jr., Director of Business and Support Services
Joan Meade, Stenographer
Iris Shipp, Office Secretary

Dietary

Naomi Smith, Supervisor
Terry Butcher
Arlene Delgado
Lorraine Gough
Daphne Harper
Eileen Kazmier
Julie Sablowski
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