The Maryland Bulletin

Laura Tarbox and Frank Korpics enjoyed the rides at the Frederick Fair.

Vol. CVI, No. 1
October-November 1985
Calendar of Events

OCTOBER
5—Cross Country, M.S.S.D. and M.K.S.D. (N.J.), here, 1:30 p.m.
Football Homecoming with North Carolina School for the Deaf, here, 2 p.m.
9—Cross Country, Prospect Hall, here, 3:30 p.m.
12—Football, Virginia School for the Deaf, away, 2 p.m.
16—Cross Country, Mercersburg Academy, away, 4 p.m.
17—Football, Riverside Baptist, here, 4 p.m.
18—Teachers’ Institute
23—Cross Country, Linganore, away, 4 p.m.
24—Football, St. James, here, 7 p.m.
30—Football, Mercersburg Academy (Junior Varsity), away, 3 p.m.

NOVEMBER
1—End of first quarter
8—Parents’ Day
26—Girls’ Basketball, Arlington Baptist, away, 4 p.m.

Basketball, Carroll County Christian, here, 6:30 p.m.
28-29—Thanksgiving Holiday

DECEMBER
2—Classes resume
3—Girls’ Basketball, Clear Spring, away, 6 p.m.
Basketball, Montgomery County Covenant, (Varsity only) here, 4 p.m.
4—Wrestling, Landon and DeMatha, away, 4 p.m.
5—Basketball, M.S.S.D., here, 6 p.m.
7—Mason-Dixon Wrestling Invitational at Spartanbury, S.C.
9—Wrestling, St. James, here, 4 p.m.
10—Girls’ Basketball, Hancock, here, 6 p.m.
Basketball, Carroll County Christian, away (TBA)
12—Wrestling, Thomas Johnson, here, 6:30 p.m.
16—Wrestling, West Virginia and Virginia Schools for the Deaf, away, 4 p.m.
19—Christmas Programs
20—School closes on regular schedule for Christmas Holidays

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The Maryland Bulletin

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Education of the Deaf in Japan, the Philippines and Australia
Impressions and Implications for MSD

David M. Denton, Superintendent
Maryland School for the Deaf

An overview of education of the deaf in Japan, the Philippines and Australia provides us with a dramatic study in contrasts . . . contrasts regarding educational philosophy, evidence of national or local interest and support, facilities, equipment and materials, perceived role of deaf persons within society, the relative importance of education for deaf persons, and a number of other factors. Admittedly, it would not be possible to fully understand the educational systems for deaf persons in three different cultures within the course of a summer; however, my experiences over the past several weeks did allow for the formation of some very distinct impressions. The purpose of this discussion will be to provide an overview of education of the deaf in these three nations and to draw from this overview implications which may be pertinent to the Maryland School for the Deaf. It would be pointless to talk about educational systems in these places without being able to gather some substance from the whole experience that will help us do a better job here.

There were two basic reasons for making a fairly extended trip to the South Pacific . . . these reasons were personal and professional. First of all, we wanted to visit our daughter, Mary, who has been a U.S. Peace Corps Volunteer in the Philippines for the past 15 months. She is stationed on the island of Mindanao and her field of service is deaf education, which includes the entire range of services needed by deaf persons in that part of the world. We wanted to visit her, where she lives and works to gain a deeper understanding of the meaning of that kind of experience to her and to the people there. Secondly, this trip provided an opportunity for some very stimulating professional activity, including serving as a lecturer and consultant on education of the deaf, particularly Total Communication, for a group of leading educators in Japan centered at the new National Science and Research University located in the city of

Tsukuba. Tsukuba, Japan, is the home of Expo 1985, the fabulous high-tech World's Fair or Exposition featuring state-of-the-art developments. The people there were well aware of the work of the Maryland School for the Deaf and eager to make use of our knowledge and experience in promoting a whole new era in education of the deaf in Japan. The ten days in Japan included a non-stop schedule of lectures, conferences, luncheons, dinners, interviews, etc. in the geographic area in and around Tokyo. In Tokyo, we were hosted by the Total Communication Association which is an incorporated group of deaf persons and professionals whose goal is to bring about the implementation of the Total Communication philosophy throughout schools for the deaf in Japan. There are a number of exciting efforts under way in Japan including plans to establish a comprehensive technical/vocational college for the deaf within the next two years. If all plans materialize, this program will ultimately become a complete four year college for the deaf. More about Japan later.

In the Philippines, part of our time was spent with Mary in the southern islands visiting with the people with whom she lives and works. A full week, however, was spent in Manila during which time I served as a consultant for the U.S. Peace Corps for all Peace Corps Volunteers in the Philippines who are involved in education of the deaf. This experience involved a week-long conference consisting of lectures, group discussions, plus a lot of personal dialogue and interaction. There were eight Peace Corps Volunteers in the group who worked in a variety of places scattered throughout the islands. Four of them were deaf and four were hearing, all women. Without exception, these people experienced isolation and were desperate for information and materials of any kind. Some of them were assigned to established educational programs for deaf children. Most of them, however, represented the entire spectrum of services
available for deaf persons in their sites, both
children and adults. All of them were deeply
committed to their work and many of them
had extended for a third or a fourth year.
All of them were concerned that when they
left to return to the states, the programs and
services which they had worked so hard to
put together would cease to exist unless
taken over by another Peace Corps Volunteer.
In some of the provinces and towns,
the only services available are those which
have been pulled together by U.S. Peace
Corps Volunteers.

We left Manila on July 27 for ten days in
Australia. We flew into the cities ofbris-
bane, Sydney, and Melbourne where we
picked up a car and drove cross country to
the city of Adelaide, which is the capital of
South Australia. We were in Adelaide for a
full week, spending most of our time with
the Principal of the Croydon Centre for the
Hearing Impaired which is a public school
program for the deaf. Professional activities
in Australia included visits to local pro-
grams, lectures to the faculty and staff of the
Croydon Centre, a public meeting in the
Adelaide Centre for the Deaf and Blind
which is a publicly supported social services
center for the deaf and blind much as one
would expect to find in England. Profes-
sional activities also included meetings with
individual people concerned with education
of the deaf including the Director of Special
Education for the state of South Australia.
Interestingly, the Division of Special Edu-
cation includes not only the handicapped but
the gifted, the Aboriginal population, mi-
grant persons, and other small minority
populations. The Director of Special Edu-
cation saw her responsibilities as being pri-
marily administrative and managerial, and
did not see herself in an advocacy or leader-
ship role. My impression was that the educa-
tional system in that country suffered from
many layers of bureaucratic control and an
absence of clear, local, regional or national
leadership. Deaf persons and parents had
little say in the decisions made affecting
the education of deaf children. In South Aus-
tralia, the residential school for the deaf no
longer exists and there is heavy emphasis on
mainstreaming. It appears that public school
programs are typically not well equipped to
deal with the special needs of children who
are deaf and the programs suffer from lack
of support, understanding, trained person-
nel, appropriate materials and equipment,
and, in general, from the absence of a clear,
humane and appropriate educational philo-
sophy.

With the benefit of these broad and gen-
eral statements about education of the deaf
in these three countries, I would now like to
go back and share my experiences and impres-
sions of each of them in more detail, at-
tempting wherever possible to understand
and describe the implications these educa-
tional systems and programs might have for
us in Maryland.

It was my feeling that the educational
program for the deaf in Japan was the
strongest and most progressive of any of the
three countries. While Australia has experi-
enced the abandonment of one, and possibly
more, of its residential schools for the deaf,
Japan's educational system seems to be
centered more in the prefectural and mu-
icipal schools for the deaf. There are 108 of
these prefectural schools in Japan. There is
one private school for the deaf and one
national school which is associated with
Tsukuba University which was our base of
operation there. We visited the National
School for the Deaf and some of the pre-
fectural schools. Using 1983 figures, the
schools for the deaf in Japan were serving
more than 10,300 pupils. There are, of
course, some hearing impaired children who
are being educated within the public school
system but it appears that the majority of
deaf students are being educated within the
system of prefectural schools for the deaf.
These schools are both day and residential
schools.

In terms of facilities, meaning buildings,
equipment and grounds, the Japanese
schools which I visited were not as up to
date as our two campuses. I had expected to
find the latest and most sophisticated
electronic equipment for amplification and
for other educational purposes, and was
mildly surprised not to find such equipment
in use. The amplification systems which I
saw in place were not new and were fairly
standard in design. My impression was that
the Japanese educational system places less
dependence on the use of equipment and
more emphasis on direct involvement of the
teacher and pupils. Many of the children in
the Japanese schools were fitted with
individual hearing aids which parallels the
trend in our country. The classroom setting
was more controlled than is true here. Ac-
tivities were directed essentially by the
teacher, and the students in all programs I
visited were particularly attentive, disci-

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plained and engaged in whatever learning activity was taking place. These factors reflect basic differences in the two cultures but there are also lessons for us which are separate and apart from cultural differences. The pupils had a clearer sense of the purpose of school than our pupils do. There was a sense of movement and progress in the classrooms as lessons and learning activities unfolded and developed. The pupils were engaged and there was little opportunity for them to drift off into non-constructive or disruptive activities. The teachers made certain that individual pupils were involved in activities and seemed quite skillful in teasing out questions or eliciting appropriate responses from the students. The educational system in Japan is highly competitive and there is evidence of this in the schools for the deaf. Education is a serious family concern in Japan and the pupils are serious about learning, attentive and disciplined, although they seemed to genuinely enjoy classroom activities. The students seemed basically happy and the laughter of children was a common background noise. There is considerable interest in the concept of Total Communication and it is my belief that there will be a strong movement toward the adoption of Total Communication in Japan in the months and years ahead. In the schools I visited classroom communication still occurs predominately through the oral method. There does not seem to be a particularly negative attitude toward sign language, instead, there is just not widespread knowledge or use of Japanese sign language in the schools with which we were involved. School personnel were deeply curious about our system; many of them knew of the Maryland School for the Deaf and were full of questions about our experiences with Total Communication.

Children in Japan are much loved and well cared for. Families are small and typically when one sees a child there will be an adult accompanying the child. This is particularly true as the children are going to school in the morning and returning home from school in the afternoon. In the schools for the deaf the pupils are responsible for the cleaning of the building, the entire building, including the toilets. This is taken for granted and is considered a part of the learning experience. Within the curriculum there is heavy emphasis on art, design, and music. In Japan, the arts are perceived as a central part of the educational experience, while in America they are perceived more as a supplement. The schools maintain very active sports programs and baseball has become a national obsession.

The student population in the National School for the Deaf appeared to be above average, and it was fairly evident that admission to the program was selective. In that school there were very few students with additional handicaps and the educational program seemed pretty rigorous. Interestingly, in the prefectoral schools there were fewer multihandicapped pupils than are found in the state schools for the Deaf in America. In asking about this phenomenon, I was told that most of the more severely multihandicapped pupils were educated in the public school system which is just the reverse of what is happening in America. As I mentioned earlier, education of the deaf in Japan is still centered in the regional schools for the deaf, while in America in the eighties education of the deaf is centered in local public school systems. The structure of educational systems and the quality of educational programs are very strongly related to matters of decision making, leadership and advocacy. In America, under the influence of Public Law 94-142, matters of decisionmaking are placed in the hands of local school systems. Typically, this means that critical decisions on education of the deaf in America are being made by persons in local public school systems who are often less well-equipped to make such decisions than those persons in the established schools for the deaf. Leadership and decisionmaking responsibilities, with respect to education of the deaf in Japan, still remain firmly established in the prefectoral schools which are comparable to our state schools. There are, of course, hearing impaired children enrolled in mainstream programs in Japan but the numbers are comparatively small. The administrators of the prefectoral schools, which I had an opportunity to visit, were, without exception, persons with a strong commitment to education of the deaf and persons who saw themselves as having heavy advocacy and leadership responsibilities. I found them also to be warm and in most cases personally involved with the pupils.

In summary, it is my impression that education of the deaf in Japan is moving into a period of change. There is an upsurge within the schools and an air of excitement and curiosity. Moreover, there is evidence of leadership and direction. There is the feeling that someone is in charge and
that activities have a purpose. Basically, the people within the schools seem to feel that they are a part of a larger picture. My impression as an outsider, based upon my limited interactions with people within the system there, is that there will be a determined move toward the implementation of Total Communication, and that there will be the establishment of a comprehensive technical/vocational college for the deaf in Japan within the next two or three years. It was my impression too that the Japanese people make more efficient use of their time and they make more efficient use of the materials available to them. Despite the formality of the Japanese people and the more regimented way of doing things, teaching is still approached as a very personal matter.

My experiences within educational programs for the deaf in the Philippines were much more limited; however, my contacts with persons involved in education of the deaf in that country were somewhat more extensive. The contrast between the two systems could hardly be greater. Within the Philippines there are a number of fairly large and well established schools for the deaf in major cities. Many of the programs however are scattered among the small towns, and cities, and communities in distant places far from the major cities. Education of the deaf seems to be in an underdeveloped state in the Philippines. Educational programs suffer for a lack of trained personnel. They suffer from a great lack of resources, including financial support, books, materials and supplies. I was not able to determine if there was any overall national plan for education of the deaf. Further, there seemed to be little, if any, organized support or direction offered for educational programs for the deaf at the provincial level. U.S. Peace Corps Volunteers in some places on the islands represent the only evidence of educational support and manpower for the deaf pupils. Typically, the Peace Corps Volunteers function as teachers or teacher aides, interpreters, counselors, placement officers, and more for the deaf population within a region. Many of the teachers of the deaf in the isolated programs are almost completely on their own with a serious lack of resources. Remarkably, the attitudes of these people and the attitudes of the pupils are indomitable. Throughout the Philippines I found the people to be warm and happy and quietly accepting of their situation. Often teachers work under extremely difficult and trying circumstances, and in many cases do a remarkably effective job. I visited a program in the city of Cebu in which I found as many as eight deaf pupils crowded into a room no bigger than the rooms in our school which were designed for observation and in which our speech pathologists now do one to one tutoring. At least in that situation there was a school and an ongoing program. The situation in which my daughter is involved is fairly typical from what I was told. She is located in a town on the island of Mindanao and she is the sole resource in that province in the field of deafness. She works with adults and pupils, with parents and with the public, in trying to pull together resources of any kind to enrich the lives of the deaf population there. She and other Peace Corps Volunteers and teachers of the deaf in other programs are in great need of any kind of materials that a teacher and pupils could use to enhance the learning experience. None of the deaf persons with whom my daughter is working have any previous school experience. They range in age from approximately ten to well into their thirties. Her efforts have been directed primarily toward the development of fundamental communication skills and the development of independent living skills. With help from local service clubs, churches, etc., she and her small band of pupils/co-workers have been able to establish a canteen which they now operate not only as a learning experience but as a way of making a small profit. Survival itself becomes a central priority in communities like this so the educational goals must be very radically shifted to things which are more fundamental.

National leadership in education of the deaf in the Philippines was, from my observation, much needed. Leadership at the local level was, in many cases, provided by people who were without power and influence. Without leadership, advocacy and decisionmaking the educational system remains at a stand still and the people suffer. The presence of U.S. Peace Corps Volunteers down through the years has had a marked influence upon communication philosophy in the Philippines. Jane MacFadden, one of our teachers, was one of the early Peace Corps Volunteers in education of the deaf in the Philippines, and I believe was one of the first deaf Peace Corps Volunteers. Since that time, with every group of volunteers, a number of them have been deaf. There seems to be very little
organized resistance to Total Communication but there is no overall policy regarding communication methods and it is pretty much a matter of doing one's own thing in each community. From what I was told, about the only materials available regarding sign language are some of the SEE materials and there are some interesting disputes going on regarding SEE versus ASL. Many of the disputes are handled in a light hearted and humorous way.

Overpopulation seems to be an increasing problem in the Philippines and the educational opportunities for children who are deaf will probably not improve for years to come. Possibly the situation will even get worse before it gets better. The lesson for us is quite simple. First of all, to frame it in personal terms, I was deeply moved by the remarkably resilient spirit of those people who live under conditions that most of us would find intolerable. On the other hand, I was deeply bothered by the indifference of people in decisionmaking positions at all levels to the plight of deaf persons on the islands. And finally, I felt profoundly grateful to be where I am with the rich resources, with a basically caring public, and most of all the opportunity and the freedom to attempt to function in an advocacy role.

Our abrupt change from the sweltering heat of the Philippines to mild winter in South Australia provided another very sharp contrast. It was a nice change however and we thoroughly enjoyed the openness, the beauty and the richness in terms of wildlife, flowers, etc. of the nation of Australia. Concerning education of the deaf, however, I probably felt a keener sense of disappointment in what I saw in Australia than I felt in the Philippines. From a coldly, realistic point of view, there should be no lack of resources or support for children who are deaf in a country like Australia. My single, most lasting impression of the educational system there is that it was based much too heavily upon the popular concept of educating deaf pupils within the public school system. There is an apparent overcommitment to the concept of mainstreaming and it brings into focus for us the potential for some very negative things which could happen in this country.

Most of our time was spent in the city of Adelaide in the state of South Australia, and from what I gathered the situation in that state is fairly typical of what's happening in other states. A number of years ago the old school for the deaf was replaced by a newer structure. In a few short years this school was dissolved and the building turned over to another population of handicapped children. Deaf children today are mainstreamed in a variety of schools and programs throughout the city of Adelaide and in other communities in the state of South Australia. With respect to communication methodology, the educational system is where we were in America about fifteen years ago. Change is occurring with a move toward more liberal communication methods, but there is a strong fixation with systems like SEE I and SEE II. Within local programs the deaf student population, within a particular school, is apt to be poorly defined with pupils ranging in age from preschool through high school, some of them additionally handicapped with varying abilities and needs and only fragmentary services in place to respond to their needs. Few social workers, psychologists, audiologists, speech pathologists, counselors, and other support personnel who know deafness or who can communicate with the pupils are available within the system. Within the Australian system, as is true in England, pupils must stand for examination in order to advance to secondary or post secondary programs. This practice limits opportunities for advancement for pupils who are deaf. I could find little evidence of involvement of the deaf community in Adelaide with the school system. Parents have little, if any, choice as to where their pupils will be placed, and have access to no information which would help them decide except information provided by the clinicians at the time of diagnosis . . . the 1960's revisited! We spent most of a week in the home of the Principal of the Croydon Centre for the Deaf which is housed in temporary quarters in a public school system. The student population includes a number of multihandicapped pupils who need more services and who create problems for themselves and for the school system. The Director and I spent the good part of a morning with the State Director of Special Education. We found this person to be highly competent and intelligent. Interestingly, this person whose responsibilities include all special populations, . . . the handicapped, the Aboriginal population, the gifted, and other special minority groups . . . does not see herself in an advocacy role. She sees herself in a managerial and administrative role. By contrast, here I feel that my foremost responsibility to the State of Maryland is
advocacy on behalf of persons who are deaf and leadership in terms of planning and working toward agreed upon goals. Coming back to Australia, if leadership, advocacy and decisionmaking responsibilities do not rest with the Director of Special Education, with whom do they rest? My disappointment with the educational system in Australia is that, in my judgment, it could be so much better. The strength of the government and the resources of the land are more than adequate to provide a solid educational opportunity for deaf kids. It seems unfortunate that in strong countries like the U.S.A. and Australia it would be possible for schools for the deaf to be closed, and for a generation of deaf pupils with needs and abilities covering the entire spectrum to be scattered throughout the public school system without the support indicated. Under this kind of plan the deaf culture has been dealt a very critical blow. My contacts with educators of the deaf within the public school system led me to believe that many of these people are quite frustrated. My host, the Director of the Croydon Centre for the Hearing Impaired, is a splendid and compassionate man with a deep concern for the welfare of his pupils. Despite his interest, his knowledge and his ability, it is quite difficult for him to bring about needed change. Could something similar happen in this country, or more properly has something similar happened in this country? My assessment is that it has happened and is happening to a lesser degree perhaps than in Australia. The implications for us are fairly clear. In a period of declining enrollment which is brought about, at least in part, by the same situation which brought about the dissolution of some schools for the deaf in Australia and in America, we must, without question, make maximum use of the resources we have... resources which are the richest of any country in the world. Furthermore, we must influence, in an intelligent and effective way, the tide of public opinion regarding some of the popular themes in education of the deaf today. Today, the beginning of the school year 1985-86, we have the best staffing ratio in the history of this Institution. We have the benefit of all of those new services and programs added during the years of growth and expansion. Fortunately, we have not lost these resources and services as our population has dropped. The challenge is pretty clear, pressure is on us to produce at a superior level and if this doesn’t occur the response is apt to be a reduction in the level of support which we enjoy. Perhaps we need to borrow some elements from some of the other cultures. With the freedom, independence and flexibility that we have here, supported by increased public awareness and a state government which respects us, if we could take these things which we already enjoy and add a measure of discipline from the Japanese system, realizing that learning has nothing to do with new furniture, sophisticated equipment, fine buildings, etc. and then borrow from the Filipinos that unsinkable spirit, that ability to smile when everything around us seems hopeless and chaotic, then we could reach that potential for greatness which is just a step ahead!

Rights and Privacy Act...

Under the 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.

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Julie Bartee and the United Way

We have an extra-special person on the Frederick Campus of the Maryland School for the Deaf. Julie Bartee, a senior, is a national spokesperson for the United Way and has a real success story to tell.

Julie is the only deaf child in a family of hearing parents. As a very young child her future was uncertain. Her parents sought help from a number of agencies where Julie was evaluated and where suggestions regarding her future were obtained. Her parents also sought help from agencies such as the United Way. As a very young child Julie was featured along with Loretta Lynn in a United Way Campaign film. As a follow-up this year, Julie was selected to be a spokesperson for the United Way Campaign. A new film has been developed for presentation along with the original film, and Julie has been requested to speak in personal appearances in various sections of the United States along with members of her family. Julie and her family are doing an excellent job of bringing their message to the public and we are proud to have them also representing the Maryland School for the Deaf.

Julie’s success story is partly due to help from various agencies including the United Way, but it is mainly a result of a loving, supporting, hardworking family coupled with Julie’s own determination not to let deafness hinder her. Her success shows what cooperative efforts can bring about. Here at MSD Julie has done well in academics, but has also participated in a well-rounded program of athletics, drama, and student organizations. She has a pleasant personality and is well liked by teachers, dormitory counselors, and the other students. Julie is a wholesome young lady of which any family or school would be proud, and we want to congratulate both Julie and her family on her accomplishments.

Student Population at the Maryland School for the Deaf

This year after the large graduating class of 1985, the student population at the Maryland School for the Deaf has decreased slightly, although we did have a number of new students entering our school. Please note their pictures.

On the Columbia Campus of the school there are 27 students enrolled in the Intermediate Department, 14 boys and 13 girls. In the Elementary Unit there are 32 boys and 29 girls for a total of 61. In the Transitional Unit there are 12 boys and six girls for a total of 18 students. In addition to these regularly enrolled students, there are five students, three boys and two girls, who are receiving three to six month evaluations. This makes a total of 111 students being served on the Columbia Campus—61 boys and 50 girls.

On the Frederick Campus of the school, the Advanced Department is the largest department with a total of 127 students, 70 boys and 57 girls. The Intermediate Department has 25 boys and 33 girls for a total of 58 students, while the Primary Department has 36 boys and 25 girls for a total of 61. This makes for a Frederick Campus total of 246 students, 131 boys and 115 girls.

In addition we have 27 students who are receiving services through the Preschool-Parent Counseling Program. There are 15 boys and 12 girls in this program which operates from both campuses.

As in past years the Maryland School for the Deaf will continue to admit students throughout the school year, so these enrollment figures will continue to grow.

New Primary students on the Frederick Campus are: Front row, left to right: Wayne Randall, Chadwick Boland, Stacey Zile, Belynda Bailey, Laura Tarbox, Frank Korpics, Jesse Woosley, Aaron Bowman, Mary Faulkner. Second row: Kimberly Jones, Amy Wise, Arlinda Boland, Jamie Nomeland, Matthew Korpics, Matthew Fisher, Timothy Riker. Absent: Robin Oswald
New students in the Intermediate Department in Frederick are: Seated: Annette Burrell, Lisa Lachin, Kenneth Quick, Kenneth Rosa, Michael Smith. Front: James Sies and Stanley Juchno. Absent: Lori Cardamone, Devon Gibson, George Harris

New students to the Frederick Campus who are enrolled in the Advanced Department include: Maher Esbgu, Ramesh Ganjian, Francisco Tolentino. Not pictured: Lisa Cady
Among the new students on the Columbia Campus are: Front row, left to right: Ben Mellott, Eric Steele, Michael Edwards, Matthew Beer, Jennifer Ridgell. Second row: LaNeal Barnes, Haran Wright, Gerald Mackall. Absent from the picture: Adrienne Brown, Sader Manna, Sabri Manna, Latrice Bishop, Gretchen Wiles, John Jones, David Brehm, Michael Bowen.

Family and Friends’ Meetings

You are invited to the Family Education/Early Intervention’s Friday morning group meetings. This is an excellent opportunity to meet other parents with hearing-impaired children, make new friends, improve your signing skills, and learn more about deafness. Meetings are from 9:00 to 11:30 a.m. Fridays. There is a three year old class and an infant-toddler group staffed by MSD’s Family Education teachers. The parent group is a time for parents to talk, share and enjoy. There will be many interesting guest speakers. Topics include: the use of computers with young children, the Deaf Olympics, speech, language and auditory training, the dorm program, reading and the hearing impaired child, and many other topics suggested by you. If you are interested in attending these meetings and would like further information please call the Family Education/Early Intervention Department on either campus.

Frederick—662-4159
Columbia—465-9611

National Basketball Tournament

The American Athletic Association of the Deaf 42nd and Annual Basketball Tournament will be hosted by the Silent Oriole Club of Maryland on April 1st through the 5th, 1986. The Tournament will take place in the gymnasium of the Towson Center at Towson State University, Towson, Maryland, and the headquarters will be in the Omni International Hotel in Baltimore. Combination tickets which include registration, program booklet, reception, Hall of Fame luncheon, Grand Ball, and all the basketball games will be $60.00 (individually priced they would cost $100.90). After March 15th there will be an increase in prices. If you wish to order tickets, you should send your check or money order made payable to AAAD ’86/SOC and mail to Walter M. Werner, Jr., 205-A Garden Ridge Road, Baltimore, Maryland 21228. If you wish more information, please contact Mr. William J. Bowman at 39 Hyacinth Road, Baltimore, Maryland 21234-TTY: (301) 665-5586 home, TTY (301) 594-3793 work.
New Faces at MSD

New teachers on the Frederick Campus are: Catheryn Borggaard, Mary Louise Dirrigl, Robin Gordon, Richard Nelligan and Donna Derr. Not pictured are Deborah Howard and Cynthia Gadarian.

Peggy Braun and Donna Vogeler are new Teacher Aides on the Frederick Campus. Not pictured: Teri Paulone.
Mark Soper, Sandra Phillips, Virginia Kirsh and Mike Yance are the new dormitory counselors on the Frederick campus.

Columbia Campus has three new Teacher Aides. They are Sharon Bryant, Betsy Nichols, Hollace Macfadden.

New Columbia Campus dormitory staff include: Front row: Mark Lott, Grace Walker, Willie Moers. Second row: Steve Frank, Staci Miller (Head Dormitory Counselor), and Alvin Amberg.
MSD Employees Honored...

Again, at the end of the 1984-85 school year, employees of the Maryland School for the Deaf were selected by their co-workers to be honored at an assembly. We are pleased to bring you names and pictures of the honored recipients.

Employee of the Year, Support Services:

Left to right: Dr. Garner, Mary Hayes (Columbia recipient), Dr. Steffan. Bonnie Zimmerman (Frederick recipient) is not pictured.

Employee of the Year, Direct Services:

Dr. Steffan, Brian Alles (Columbia recipient), Wayne Sinclair (Frederick recipient), Dr. Denton, Mr. Kritz.
Employee of the Year, Dormitory Counselor:

Mr. Kritz, Frank Davis (Frederick recipient), Dr. Steffan, Daniel Rinas (Columbia recipient), Dr. Denton.

Employee of the Year, Teacher:

Mr. Kritz, Mark Rust (Frederick recipient), Dr. Denton, Jane Watts (Columbia recipient), Dr. Steffan.
June, 1985 Honor Awards

Harry Benson Award for Superiority in Athletics: Elena Gee, Sudhir Walia

Maryland School Award for Outstanding Advanced Student: Julie Bartee, Belinda Monigan, Carl Pierce, Sharon Washington, Tiffany Williams

Maryland School Award for Outstanding Intermediate Student: Jonathan Pitts, Richard Gokey, William Mastin, Michelle Harmon, Jennifer Lawrence

Maryland School Award for Outstanding Vocational Student: Tiffany Williams, Catalina Hadloc, Norman Rogers, David Hagemeyer

George R. Faupel (Ely Lit): Belinda Monigan, David Martin

Maryland School Reading Achievement: Intermediate: Albert Marsh. Advanced: Darla Milner

Charles E. Moylan Scholarship Prize: Wenonah Scott, Roger Kraft

Moss Golden Rule Prize: Sandra Blazejak, David Martin

Markey Speech Award: Sandra Blazejak, Amy Marcoux, Brenda Shaffer, Sharlene Deitrick

National Fraternal Society of the Deaf: Outstanding Graduate: David Martin

Free State Chapter Gallaudet College Alumni Association Scholarship: Belinda Monigan

Maryland Association of the Deaf Outstanding Junior N.A.D.’er: Joseph Baer

Margaret Yates Service Award: Sandra Blazejak

Reverend Louis W. Foxwell Service Award: Sandra Blazejak

Brian Feehely Unsung Hero Award: Jorge Vasquez, Kevin Sanderlin, Sandra Blazejak, Antinez Davis

Samuel Parker Award for Vocational Excellence: Ivy Jacks

C. Edward Stambaugh Beginning Carpentry Award: David Rasel

Daughters of the American Revolution, Frederick Chapter, History Award: George W. Savoy

The Annabella Paddon Award for Outstanding Work in Sewing: Sharon Washington

James H. Behrens Leadership Award: Joseph Baer

Laura J. Struthers Memorial Scholarship: Sharon Washington, Sandra Blazejak, Belinda Monigan, Debbie Anderson

The Women’s Club of Potomac (Scholarship) for Montgomery County students: Elena Gee, Nancy Ward, Tiffany Williams

Lofts Foundation Scholarship: Bridgetta Bourne, Roger Kraft, David Martin

Yvette Benton Memorial: David Dingle

PTCA—Golden Hands Award: Advanced: David Martin, Belinda Monigan; Intermediate: Richard Gokey, Kevin Beacham; Primary: Tommy Rush, Joann Gregor

The Frederick Woman’s Civic Club: Christopher Boswell, Math; Julie Bartee, English Prize; Michael Burke, Special Award

Reverend Louis W. Foxwell Service Award: (Plaque by PTCA) Mrs. Janice Martin

The Frederick Woman’s Civic Club presented special achievement awards to Michael Burke, Christopher Boswell, and Julie Bartee. Principal Ken Kritz is in the background.

Mrs. Toni Dyer (left) P.T.C.A. President, presents the Louis W. Foxwell Award to Mrs. Janice Martin.
P.T.C.A. Golden Hands awards went to David Martin, Richard Gokey, Kevin Beacham and far right Belinda Monigan. Mrs. Toni Dyer and Mrs. Marge Hawkins made the presentations on behalf of the P.T.C.A. Tommy Rush and Joann Gregor were not present for the picture.

David Dingle receives the Yvette Benton Award from Associate Principal, Stanley Baker.

George Savoy accepts the Daughters of the American Revolution History Award from Mrs. Marsha Payne.
David Martin was the outstanding graduate who received the National Fraternal Society of the Deaf award from Mrs. Carolyn Foley.

The Brian Feehely Unsung Hero Award went to Antines Davis, Sandra Blazejak, Kevin Sanerlin and Jorge Vasques. Associate Principal (center) Stanley Baker made the awards.

The Woman's Club of Potomac awarded scholarships to Nancy Ward, Tiffany Williams and Elena Gee. Club representatives, Mrs. Buckley and Mrs. Heller are on either side of the picture.
Our Day at the Fair . . .

This year, again through the generosity and kindness of the directors of the Frederick Fair, MSD students were invited to attend. These are reports of the Fair by the Primary students.

On the way we rode on the van. We were really supposed to go on the bus, but it was full. So we had to use the van. We went to the hen house. I heard many birds hollering in the hen house. I saw many different animals. I saw hens, duck, cows, pigs, piglets, and rabbits. Then I went in a haunted house. It scared me. Mrs. Sinclair said, "Do you want the rides or the games?" I picked the games, and I had fun.

—Clint Woosley

I played a game. I got a prize. It was a bracelet. I rode ten rides. I got ice cream, cotton candy, and a drink. My mom got sick from the rides. I was sick too. I saw sheep, roosters, turkeys, birds, and ducks. The birds were beautiful.

—Delanne Woodall

I went to the Fair. Then at 2:25, I went to the monster house. Then I played the duck game. I got a duck. eraser and whistle. I got a drink, ice cream, candy apple, and cotton candy. I saw many goats, roosters, rabbits, turkeys, and a hen.

—Julia Eichelberger

I saw a horse run around. I saw an old car. I like to eat cotton candy. We saw pigs, horses, goats, sheep, hens, roosters, cows, and baby pigs. I threw a bowling ball, and I missed. I had a coke.

—Jason Chmielewski

I saw horses at the Fair. I ate ice cream and drank coke. I rode a car with Delanne's mom. It was my favorite ride. Alan had a fish. It was a baby fish. Jeff gave me cotton candy.

—Matt Fisher

I got some cotton candy. I rode with Christopher's girl friend. Amy saw some animals. I went with Amy in the monster house. I rode race cars with Amy.

—Melissa Jarboe

I rode the monster ride. I was scared. I rode the bumper cars. I saw a rabbit and a rooster. I saw cows, goats, and horses. I ate cotton candy. I ate candy and drank soda.

—Jenny Cooper

Miss Miller was sick. She went to see the doctor.

Lisa went with us. Carly, Nicky and Keith's mom helped.

We went on many rides. Keith and Tica liked the train ride. Nicky like the alligator ride. Carly liked the ferris wheel ride and Leeja liked the roller coaster.

We ate cotton candy, candy apples and drank coke.

We loved the fair.

—An experience chart by Miss Miller's class

I went to the fair at 12:00. I wanted to see an animal. I saw baby pigs and baby lambs. I drank a coke. I rode on bumper cars and loop cars. I won the games. I won a game and got a football. I got many toys at the fair. I had 50 tickets. I have an orange fish. I rode a rocket. I rode the Hully Gully.

—Sean O'Brien

I played a fish game. I played on the bumper cars. I went in the monster house. I played many games. I went around so fast. I saw many animals. I didn't get a fish because I lost a game. I had a good time at the Fair.

—Stephen Semler

I rode bumper cars. I rode around a rocket. I was animals in the fair. I rode the Hully Gully. I played games at the fair. I have a ride around the rocket.

—Marvin Cooper

We played at the Fair all day. It was fun. One ride was free. I bought many bracelets. I have 22 bracelets. I had fun at the Fair. I played with Van's gro-ups (toys). Three boys got fish. They are orange fish. I went upside-down with Staci. It was fun.

—Arlinda Boland

We played at the fair all day. The rocket was fun. I bought two bracelets. I had fun at the fair. I didn't win a cabbage patch doll.

—Kimberly Jones

We rode bumping cars and a spinning ride called the Tornado. Later, we rode the merry-go-round. We sat on big tractors. We saw a mother pig and her baby pigs. Sometimes the mother pig fed the baby pigs. We
saw a lady sewing a giraffe on a sewing machine. We saw a big orange pumpkin. Sarah saw chickens and baby chickens. We ate ice cream and drank coke. Kevin, Amy, Dani, and Sarah ate cotton candy. Dani saw many cows and sheep. We (Kevin, Joey, Matt, Amy, Dani, and Sarah) had fun at the fair!

—Ms. Lowry/Ms. Howard’s class

The kids rode on the bus. We went to the fair. That was fun. The kids ate food at the fair. Then the kids went back to school.

We saw a cow. The cow said, “Moo”. We saw a horse. The horses said, “Hee”. The pigs were sleeping. The pigs didn’t say, “Oink, oink”. The farmer was not at the fair. The people rode in the car.

—Dictated by Erin Himmelmann

I really had fun at the fair. It was a big fair. I really loved this fair. I saw some rams with four horns. I saw many sheep! I felt the sheep’s wool. I saw a cow. I saw a pig. Then later, I saw a giant snake. I saw a rabbit, a duck, and a rooster. I bought french fries! They tasted good! I bought a crazy cone and rainbow ice cream. I drank two cartons of free milk. I rode on the bumper cars. I really loved that! I rode on the wild Roller Coaster, too!

—Van Greene-Ennis

We went to the Frederick Fair on September 19, 1985. It was a great fair. We saw one very, very giant cow. He was born in the year of 1978. I saw two baby cows. We saw three giant horses. We saw many sheep. I wanted to see a baby lamb. They didn’t have one. We went on many rides. I rode on the salt and pepper shakers two times and the haunted house, super loop, and the Hully Gully. We went in one building and saw rabbits, hens, roosters and turkeys.

I had a fun time.

—Staci Rensh

On Thursday, September 19, my class and Mr. Rusi’s class rode in a van. Shannon Hare and Jeff Oswald sat beside me. Inside the van, I showed them my pictures.

Then we arrived at the fair. We met Mrs. Geeslin’s husband, Chris. He is nice. We looked at cows. Then we looked at sheep. We saw several horses race! We drank milk. We saw a coke machine. Yum! Yum!

Mrs. Geeslin took us to the rides. My first ride was a green one that flips. I sat with Joey. Then Staci and I rode in a haunted house. Staci yelled a lot. She screamed louder when she saw the gorilla. It was just a statue. Then Mrs. Geeslin said that we had to go back to the gate. We met our counselor. Then we went to the counter. The tickets were $5.00. Lots of people didn’t go because the tickets were so high. So the man said the rides were free. Kenny and I rode together.

—Lisa Ewan

We went to the fair and we had lots of fun. We rode on many rides. We saw many rides.

We saw many animals, like sheep, goats, pigs, hogs, horses, cows and a snake. I saw a woman carry a snake. It was about five feet long.

A woman gave me a free pencil, a free bag and paper. A man gave me free milk.

We went in the building and we saw rabbits, roosters, cocks, hens, eagles and crafts. It was interesting.

We stayed at the fair for three hours. I liked that.

—Kenny Rush

On Thursday, September 19th, we went to the fair. We arrived at the fair from the Frederick School. It was my first time to go to the Frederick Fair. We all went to the fair. We saw the animals first. I like to look at the cows and I saw one cow who won many prizes. We went on the rides at 2:45. Then my counselor came to meet us. Van, the counselor, was looking for Andre and Franklin but they were not there so he called to Derry to look for them. Then we went on the Super Loops. It was my favorite ride and then I went to Gravity Look-out. This was heavy air and I could not move my body. I went on the bumper cars and then we went to Hully Gully. Then we went to supper and then we came back to the fair again.

Travis, Stephen, and I went to fish and we got three fish. We went to Super Loops. Then we went to Gravity Look-out and the window game. We went to bumper cars and Travis, Timothy, and I went to fish. I got one fish and Tim got one fish. Then Travis had three fish so he gave me one fish which equaled two. Travis had two fish. Then we walked back to the dorm. We went to sleep at 9:00 and we were tired. I put two fish in Van’s, the counselor, tank and I will bring the two fish at my home today. This morning I fed the fish some food and it was still alive!

—Joey Grecgor
First row, left to right: Patricia Jacobs, Lisa Jones, Lisa Newton. Second row: Melissa Buckler, Ms. Meadows, Veronica Harris

This year students in Ms. Meadows' cooking class decided they would like to enter some items in the Frederick County Fair. When all the students from Maryland School for the Deaf visited the Fair, they were surprised and, of course, very proud to see that our girls had won second place on their Coconut Marcaroon Cookies. Pictured above are the proud girls.

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The College Fair

Wednesday, October 9, 1985 was the college fair day at MSD. Booths were set up by representatives from numerous post-secondary institutions in the Seminar Room Ely Building, where Advanced Department students looked at the posters, picked up brochures, and talked with the representatives about their programs. Slide presentations were made. Vocational rehabilitation counselors were on hand to help students and their parents do some paper work.

Responses to our initiating the very first college fair were surprising in that the number of colleges and other postsecondary institutions exceeded our expectations. The programs in such distant places as St. Paul, Minnesota (Technical-Vocational Institute), Los Angeles (California State University at Northridge), Clearwater, Florida (St. Petersburg Junior College), were represented at MSD. Neighboring colleges such as Frederick Community College, Catonsville Community College, and Maryland Rehabilitation Center were involved as well as the two national programs, Gallaudet College and National Technical Institute for the Deaf. We were pleased that our students had the opportunity to examine the programs. Parents were invited to attend the fair.

Cross Country 1985

Coaches Jay Cherry and Nancy Benton feel that they have the nucleus of a good team this year despite the loss of several runners to graduation. With several experienced runners returning, the coaches feel that the veterans will be able to lead the younger runners.

On the boys team, Sudhir Walia, Willie Savoy and Joey Hadloc are expected to help lead the team. They will also provide Coach Cherry and Coach Benton a solid core with which to develop the younger and inexperienced runners. Also returning from last year's team are Gary Resch and Pete Richey.

Likewise, on the girls team, Darla Milner, Julie Bartee and Therese Baer will provide the leadership with which to develop the girls team. Also returning from 1984's team are Stacy Rodgers and Karen Bosley.

Coaches Cherry and Benton feel that both teams are well balanced in terms of runners and new runners. They also feel that this balance will help the younger runners grow and mature as runners.

Rounding out the teams this year are: Matthew Albrecht, Charles Baumer, Kikin Tolentino, Toby Daniels, Maher Esquii, Alex Hagedorn, and Billy Martin. For the girls are Mary Beth Cryer, Patty Quick, Bobbi Sue Renfrew, and Cantrece Simmons. From the intermediate department are Annette Burrell, Kathy Cline, Heather Herzig, Melissa Herzig, Melissa McClain, Adrienne Neal and Ann Smith.

This year's student manager is Stephanie Brown.

The Maryland School for the Deaf was saddened recently by the death of one of its students, Kristen Russell, on the Columbia Campus. As an infant Kristen and her family were served by our Family Education/Early Intervention Program, and she had been a full time student on Columbia Campus since age five. She was born with hydrocephalus and shortly after birth a shunt had been connected. Through the year this shunt had been replaced a number of times and it was failure of the shunt which brought about Kristen's death.

Memorial services were held for Kristen on Columbia Campus involving her family, MSD staff and, of course, her classmates who all loved her and who will miss her. A dogwood tree was planted on the Columbia Campus in memory of Kristen.
**MSD Wrestlers Compete in Mexico**

Three MSD wrestlers and one coach traveled this past summer to Mexico City, Mexico to compete in the Augustine-Briesmo Tournament, June 20-24. Christopher von-Garrel, (class of 1984), Dennis Diadhill (Senior), Eric Woods, (Junior), and Coach James Schartner were members of the 1985 World Games For The Deaf Wrestling Team. The team trained at the United States Olympic Training Center in Colorado Springs, Colorado.

The highlights of the trip to Mexico City included—First, the success of the wrestling team, and secondly, the thrill of touring Mexico City. The U.S.A. deaf team finished 3rd in the Greco-Roman Wrestling Competition, placing fifteen out of seventeen wrestlers in the top six. The team finished second in the Freestyle Tournament placing twelve out of eighteen wrestlers. The three MSD wrestlers contributed valuable team points towards our team success. Christopher placing sixth in the Greco-Roman and fourth in the Free-Style competition. Eric placed fourth in the Greco-Roman competition.

Dennis wrestled well but had extremely tough opponents in every match. All three wrestlers can be proud that they participated in such a historic occasion, since this was the first time that a deaf olympic team had over competed internationally against hearing opponents. The competing teams were from the U.S.A., Mexico, and Central American countries. The other American team was a national U.S. team selected from collegiate national champions and runner-ups. Our U.S. Deaf Olympic team won thirteen medals, three gold, five silver, and five bronze!!!

Equally as exciting for everyone was the experience of traveling and living in another culture. The team toured the city, seeing such places as the pyramids, the Government Palace, the 1968 Olympic Stadium, the University of Mexico, and numerous shops and restaurants. It was amazing to see how quickly the wrestlers adjusted to the Mexican culture, a sure indication was the development of sharp trading and bargaining skills. The trip was a great thrill for everyone and was possible through the support and assistance of literally thousands of people. A special thanks to the entire MSD family, the families of the wrestlers and coaches, and the communities of Cumberland, Hagerstown, Frederick and Clinton.

**Primary Student Collects Most Pledges in Jump-Rope-for-Heart Contest**

Last Spring, Mr. Lad Baird, then age nine and in the Primary Department, was the top money earner in the school's Jump-Rope-for-Heart contest, sponsored jointly by the local American Heart Association and MSD's Physical Education Department. Lad collected over $240.00 in pledges for the Heart Association and for his efforts won prizes including a jump rope, a T-shirt proclaiming "Jump Rope for Heart", a hooded sweat shirt, a two piece warm-up suit, a digital wrist watch and a trophy.

Overall, 24 primary children and teachers participated in this event. During the last three years in which MSD has participated in this drive, the Primary Department has collected over $1200.00 for the Heart Fund. As a school, MSD has contributed over $6,000.00 to the Heart Association and is the county school ranked 4th in numbers and amount of pledges collected.

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**M.S.D. Olympians**

On Sunday, June 16th, the MSD Olympians boarded a plane for Colorado Springs, Colorado. The first part of the trip took the athletes to St. Louis, Missouri. In St. Louis our group met other Olympians from the East coast and then went to Colorado Springs. The plane ride from St. Louis was a chance for the athletes to renew old friendships and to develop new ones. Upon arrival in Colorado Springs, the group was met by buses from the United States Olympic Training Center and taken to the Training Center to register. Because of the size of our group, the team was housed at the Colorado School for the Deaf and Blind. The school is rented by the Training Center each summer to house the large number of athletes that use the Olympic Training Center.

The first two days in Colorado Springs were spent becoming acclimated to change in elevation, so practices were kept very light and short. It did not take long for the athletes to become acclimated to the 6,000 foot elevation and within three days everyone had settled in to the routine of two-a-day practices.

With two-a-day practices and daily meetings, time passed very quickly. There was very little free time for the athletes, but they did manage to go shopping at one of the malls in Colorado Springs. Also, it was arranged for the track team to take a train
ride up Pike's Peak. The two trips helped break-up the daily routine of training.

The team committee is to be commended for putting together the best group of deaf athletes from around the country. Likewise, some of the better coaches and medical personnel were picked to work with the athletes. The United States Olympic Training Center is an excellent facility, the environment is totally supportive for an athlete to seriously train. The Training Center in Colorado is among the best anywhere.

Before leaving Colorado, the track team had a tune-up meet to cap their three weeks of training. The meet was held at the United States Air Force Academy, just outside Colorado Springs. The tune-up meet helped pull the team together for the Games in Los Angeles. The cooperation shown the Deaf Olympic Team by both the United States Olympic Training Center and the Air Force Academy contributed a great deal to the team's success in Los Angeles, California.

After three weeks of intensive training, the team then flew on to Los Angeles and the final preparations for the Games. In California, the team was housed at U.C.L.A. Prior to the Olympics, the track team was able to continue training at Santa Monica College. As the start of the Games drew near, the excitement of the team grew.

After opening ceromonies, the Games moved quickly, almost too quickly. It was as if the three weeks of training were too much for such a short time. Training continued, however, for the athletes up until the day of their event. This helped the athletes keep mentally sharp and helped the days pass quickly.

Paula Smith made the finals in both the 100 meter dash and the 200 meter dash. She did not place but her times were good. Tiffany Williams placed fifth in the heptathlon. Elena Gee and Darla Milner did not make the finals in the 800 meter run. Both semi-final heats were very fast in the 800 meters. Debbie Anderson was not able to run due to an injury suffered in training camp in Colorado Springs. Paula Smith and Tiffany Williams came back on the last day of the track and field competition to win gold medals. Paula won a gold medal as a member of the 4x100 meter relay team. The girls also set a world record in that event. Tiffany won her gold medal as a member of the 4x400 meter relay team. Both Paula and Tiffany ran excellent races in helping to win gold medals for America.

Former MSD students also did very well at the Games. Karin Scribner won a silver medal in the discus, with a personal best throw of 116 feet four inches. Karin also placed fifth in the javelin throw. Danny Frank placed fourth in the 400 meter hurdles and won a bronze medal in the 100 meter hurdles. Leroy Dixon won a silver medal in the decathlon. Robert Proctor placed fifth in the 10,000 meter run and he also placed fifth in the 5,000 meter run. Thomas Withrow won a bronze medal in the hammer throw. Tommy improved this hammer throw by exactly 35 feet from his throw in the World Games in 1981.

A medal summary won by MSD students is as follows: two Gold Medals, two Silver Medals; and two Bronze Medals. Other places won were: one fourth place, and four fifth places. Overall it was a very good showing by our athletes. Of the thirteen present or former MSD students on the Olympic team, three were members of the 1981 Deaf Olympic team that competed in Cologne, West Germany.

Once again, the Maryland fans proved themselves to be among the best anywhere. Almost everywhere one looked in Los Angeles there was either a parent, a teacher, or a former student attending one of the venues. The MSD Olympians were very pleased to see such a large number of Maryland people in Los Angeles to support them. One of the reasons that our athletic programs have enjoyed success is our parental and our fan support. This support has been fantastic over the years and the show in Los Angeles this summer was very gratifying for the Maryland Olympians. The athletes would like to thank each of their loyal supporters and fans who made the trip to Los Angeles for the World Games for the Deaf possible.

Maryland's Olympians deserve a great deal of praise for the hard work they put into their training to prepare for the Games. Each of the athletes sacrificed a great deal to become a Deaf Olympian. Maryland is very proud of them!

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Football 1985

The 1985 Varsity Football team is looking forward to a rebuilding year, after having eighteen players on last year's team. Many of the players were seniors last year. The number of players out for football this year is up to thirty-three, with sixteen freshman players.

First year coach Mike Paulone and his assistant John Coleman are pleased with the team's progress so far. Despite their young
age and inexperience, the boys are working hard to prepare for the season.

With the large turnout for the program this year, Coach Paulone feels that the varsity football program is on an upward path. If the younger players stay with the program the future of football at MSD looks very good.

Returning veterans on this year's team are seniors Jack Vance, Traver Savoy and Dennis Gladhill. Other experienced players include Eric Woods, Troy Woods and Bobby Rush. Joining these experienced players are Eric Roberts, Shawn Richardson, Phillip Jobes, Sidney Claggett, Donald Davenport, David Patik, Ricky Perry, Tim Evans, Phillip Henry, Derek Stratford and Anthony Epps. Freshmen on the team this year are: Jonathan Pitts, Tim Monigan, Mat Thompson, Tim Baylor, David Steffan, Albert Marsh, Todd Reamer and Eric Hoffman.

The team is playing a nine game schedule this year. We hosted the North Carolina School for the Deaf for our Homecoming and the following week we traveled to Staunton, Virginia to play the Virginia School for the Deaf Cardinals.

The football team tries to do its best!

Royalty at MSD’s Homecoming include, left to right, Darla Milner (Senior Princess), Lisa Jones (Junior Princess), Julie Bartee (Queen), Sara Lee Herzig (Sophomore Princess) and Bobbi Sue Renfrew (Freshman Princess).