Basketball season is with us at MSD.
Calendar of Events

JANUARY

6—Classes resume
7—Basketball, West Virginia School for the Deaf (Varsity only), away, 4:00 p.m.
Girls’ Basketball, Arlington Baptist, here, 6:00 p.m.
8—Wrestling, Model Secondary School for the Deaf, here, 6:30 p.m.
9—Basketball, Hancock, away, 6:00 p.m.
Girls’ Basketball, Model Secondary School for the Deaf, here, 6:00 p.m.
11—Boys’ and girls’ Basketball (Varsity only), North Carolina School for the Deaf, away, 6:30 p.m.
13—Girls’ Basketball, Clear Spring, here, 6:00 p.m.
14—Wrestling, Linganore, away, 6:00 p.m.
Basketball, Prospect Hall, away, 6:00 p.m.
15—Girls’ Basketball, Mercersburg Academy, here, 4:00 p.m.
16—Basketball, St. James, here, 3:15 p.m.
18—Wrestling, Bulls Island, away, 12:30 p.m.
21—Girls’ Basketball, Montgomery County Convent, (Varsity only), here, 3:30 p.m.
Basketball, Montgomery County Convent (Varsity only), here, 5:00 p.m.
23—Basketball, Hancock, here, 6:00 p.m.
Girls’ Basketball, Hancock, away, 6:00 p.m.
24-25—E.S.D.A.A. Wrestling Tournament, here
27—Basketball, St. James, away, 3:15 p.m.
28—Wrestling, Riverdale Baptist, away, 3:30 p.m.
Girls’ Basketball, Prospect Hall, here, 6:00 p.m.
29—Basketball, Prospect Hall, here, 6:00 p.m.
30—Girls’ Basketball, Virginia School for the Deaf (Varsity only), away, 3:30 p.m.

FEBRUARY

3—Girls’ Basketball, Mercersburg Academy, away, 4:15 p.m.
4—Basketball, Virginia School for the Deaf, away, 3:30 p.m.
6—Basketball, West Virginia School for the Deaf (Varsity only), here, 4:00 p.m.
Girls’ Basketball, Prospect Hall, away, 6:00 p.m.
8—Frederick County Wrestling Championship at Linganore
10-14—Winter Holidays
16—Basketball, Virginia School for the Deaf, here, 3:30 p.m.
Girls’ Basketball, Virginia School for the Deaf (Varsity only), here, 7:00 p.m.
20—Wrestling, Maret, here, 4:00 p.m.
20-22—E.S.D.A.A. Basketball Tournament at American School for the Deaf (West Hartford, Conn.)
21-22—St. Alban’s Wrestling Tournament at Washington, D.C.
25—Girls’ Basketball, Model Secondary School for the Deaf, away, 3:30 p.m.
Basketball, Model Secondary School for the Deaf, away, 6:30 p.m.
27—Girls’ Basketball, Clear Spring, away, 6:00 p.m.
28-Mar. 2—E.S.D.A.A. Girls’ Basketball Tournament at New York School for the Deaf (White Plains, N.Y.)

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The Maryland Bulletin

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Simulated Sheltered Workshop

by D. Rust and K. Lawler-Davis

Maryland School for the Deaf has expanded their vocational program by establishing a Simulated Sheltered Workshop. The aim of this program is to provide appropriate learning tasks for students who could be potential candidates for sheltered workshops, non-competitive employment, or semi-skilled employment. Specific workshop projects include: collating, sorting, filing, assembling, folding, stuffing envelopes, counting, packaging, bagging, cleaning, laundry, ironing, tracing, typing, ditto work, and so forth. In order to provide instruction in a practical, hands-on manner, materials are needed with which to create various learning activities. Some of these materials have been ordered through commercial companies which specialize in vocational instruction for special needs. The bulk of the materials, however, has come from businesses and companies in the Frederick community. Many of the activities seen in the Simulated Workshop use “throw-away” materials that a business would be discarding. These things are collected by the workshop staff and brought into the classroom; a suitable activity is then created to demonstrate or instruct the students in specific workshop skills. Common or unusual items have been: magazines, nuts and bolts, zippers, buttons, fabric, old greeting cards, plastic jars and boxes of all sizes, bottle caps, outdated brochures, excess computer paper, empty film canisters, metal scraps of varying shapes, etc. The workshop staff is constantly contacting businesses for a tour of their facility and the opportunity to collect their “rejected” materials.

Another part of the Simulated Workshop program gives the students the experience of real contracted work. This is provided by teachers from other departments. For example, a teacher will discuss with the workshop staff the details of a job. A contract for that work will be written and the job will be performed in the workshop by the students. These jobs have involved constructing instructional materials, such as tracing sign pictures, making flashcards, cutting out letters for a bulletin board, or glueing pictures onto construction paper. Through these actual contracts, students learn the importance of neatness, accuracy, and punctuality of a job, as well the skills involved.

A third part of the program involves field trips to various sheltered workshops in the Frederick area, as well as to other counties in which the student may someday live. The field trips are wonderful ways to observe how an actual workshop operates. Students must prepare questions prior to each field trip and be ready to ask them while observing the site. Students are also learning to make comparisons between a simulated workshop and an actual place of employment.

During the first few months of school, it appears that this program is very beneficial to those students enrolled in the class. Students are making use of every opportunity to learn proper work habits and work skills in a situation that closely approximates the real work environment. The Maryland School for the Deaf is fortunate to have such a program to offer to some of its students. It is exciting to watch the growth and accomplishments of the workshop.

Holly Schubert enjoys her work.
Interview with
Ms. Holly Schubert

by Jack Vance

The workshop at MSD has many good workers. A good worker is someone who has responsibility, enthusiasm, a good attitude and ambition. A good worker does his job carefully and always shows up on time. The workshop has many good workers. However, Dottie Rust, the coordinator, decided to honor Holly Schubert as the worker of the month.

I interviewed Holly Schubert, and she told me that she really enjoys being part of the workshop. Holly said she really learned a lot there. She thinks it is fun for her. She is happy to be part of it.

Ms. Schubert has done many different jobs at the workshop. Her favorite was drawing pictures of faces for the Primary Department. She also cut out the faces, animal pictures, and other things for the Primary Department. Holly enjoys these fun jobs, but she also does her share of the dirty work. She helps to clean up when it is time to close. She mops the floor, cleans up the mess, and washes the blackboard.

Ms. Schubert’s favorite job this month was drawing pictures for the Primary Department. She said that she does work for the primary students so they can learn more and be better people in the future. Holly is proud of herself and the job she does.

Holly told me that she is happy to work in the workshop as it is an interesting job for her. She told me that she will continue working after she graduates. She hopes to get a job similar to what she is doing now.

Holly really likes her boss. She told me that her boss is a very nice person and wants her to have a successful future. Her boss has lots of patience and explains everything to her.

Holly Schubert says that she likes to be in the workshop, and it is fun for her. In school it is difficult for her, and she feels uncomfortable; but in the workshop she feels great and does work happily.

This workshop is very interesting for me. I suggest to those who have read this article and are curious about the workshop that they meet Mrs. Rust. She’ll be happy to give you a tour. I guarantee you will find something interesting there. Come and visit Maryland School for the Deaf.

Good luck to all the workers. I know Holly will encourage the others to be like her and become a worker of the month.

Woodworking Class Projects

This year the students of advanced woodworking have a number of interesting and challenging projects to do for MSD. First on the list are some cabinets and counters for the health room in the gym. These will provide a storage area for health equipment to be used by the P.E. instructors and coaches in the fine athletic program the school offers to its students.

Second on the list are cabinets and counters for a receiving area in the Ely Building. This area is to be located next to Mr. Kritz’s office. It will be where new supplies and books for the school program will be received and checked in.

The third thing on the list is a rather large project on the Columbia Campus. The students will be constructing a storage area 20’ by 40’ for some of the equipment used for snow removal and lawn care. It will be a three-stall building which can also provide protection from the outside elements and an area for light maintenance on this equipment. This project, besides providing good opportunities for skill development, will also give the students of the Columbia Campus a chance to see some of the trades offered on the Frederick Campus.

Joey Hadloc puts his woodworking skills to use repairing a wall here at MSD.

THE MARYLAND BULLETIN
Captain Fellowes—A Former POW  
by Lee Kuehne

Captain Fellowes of the United States Navy came to MSD in September to tell about his experiences as a Prisoner of War (POW) in Vietnam. Captain Fellowes was born in New York City and grew up in Annapolis. He graduated from the United States Naval Academy in Annapolis.

In 1966, Captain Fellowes took off from the aircraft carrier “Constellation” and came in over Vinh at an altitude of 2,200 feet. His plane was hit and his right wing disintegrated, forcing him to eject. He landed in the center of Vinh. The Viet Cong immediately apprehended Captain Fellowes. On the way to the prison camp, the Viet Cong took away his shoes and socks.

They held him in the camp until the United States Army made an attempt to liberate a POW camp close by. Then the Viet Cong moved him and about 600 other Americans to a prison camp deep inside Hanoi. It was called the “Hanoi Hilton” by the prisoners. Hanoi Hilton was made up of three camps in one: “Heartbreak,” “Unity,” and “Vegas.”

In the camp there were 600 very reluctant Americans. One 10x12 cell was given to every American prisoner. Captain Fellowes said that the cells were cold in the winter. There was a bucket in the corner for disposal of body waste, and the cell had almost no ventilation.

The prisoners were issued these items:

- One pair of rubber soled shoes
- A toothbrush which usually broke soon after issue
- Toothpaste
- A cup
- Water jug
- Two thin cotton blankets
- Woven rush mat
- Two changes of clothes, and
- A board set on two saw horses to serve as a bed.

They got only two meager meals a day: the prisoners received grass or pumpkin soup, bread, and a watery side dish. In 1969, to reduce the morale of the prisoners, the Viet Cong passed out propaganda that President Johnson had died. They also started giving three meager meals a day: noodle soup, toast and sugar, and some meat fat.

The captain then spoke of freedom. The freedom to do anything is taken for granted, he said. People never realize how much freedom they’ve had until it is taken away from them.

The ordeal Captain Fellowes went through as a prisoner of war was serious. When they took him to the star chamber, they asked him about America and military procedures. The star chamber was the torture chamber so named by the prisoners. When Fellowes kept his mouth shut, the Viet Cong promptly dragged him to a steel bar bolted about three inches above the floor. They then bound him to it hands and feet, and tied his head to it as well. The Viet Cong then took his arms behind Fellowes’ back and applied upward pressure. The result was pain so bad it pushed everything out of his mind.

The Viet Cong then left him tied and blindfolded for a while. When Fellowes was finally released from the torture bar, he had lost control of his arms. It took 18 months for Fellowes to regain the use of his arms. He received no medicine for pain for medical services were usually nonexistent.

His roommate saved his life by doing all things necessary that Fellowes couldn’t normally do. Fellowes said that his roommate was God’s greatest gift. He took care of his daily needs. Captain Fellowes recounts a day when a guard came in and started beating him up. Most prisoners were responsible for their own behavior; however, his roommate intercepted the guard’s next shot and took the beating for Fellowes. Afterwards, Fellowes asked about it and why. His reply was, “You were not in too good a shape to take it.”

Fellowes said that prisoners were required to bow to the Viet Cong. If they didn’t bow, they received a beating. Six months later the American prisoners hit upon an idea. Why not bow to everything in sight? So the 600 American spent their time bowing to cows and trees!

The prisoners were not permitted to talk, so they developed a “tap code” as well as a “Hack/Spit” code. The prisoners would sit next to and tap their wall, being careful so that the taps couldn’t be heard by the guards. The taps used a code kind of Morse code. They used one-five taps for each letter in the alphabet and abbreviations for the numbers as well. The “hack/spit” came in very handy when there was no wall
to tap and the guards had no reservations against spitting. Two hacks meant the vowels or odd numbers followed by a spit. A sneeze followed by a snuff meant something else. Usually the code could not be heard by the guards. They also used cups to communicate through the walls of their prison cell. Again, they could not be heard. If they were, they would have to undergo severe torture.

There were a few escape attempts, but the guards were watchful enough to discourage more. It was nearly impossible to escape. When one man did walk out of the main gate, he was caught and given 700 lashes on the butt.

The Americans were not permitted to have church services, although, one time they did have a service. The 600 men just stood together and sang our national anthem, the “Star Spangled Banner.” Fellowes said, “You have yet to believe what noise 600 men can make when they sing a hymn that means something to them.” There was also a makeshift Bible in the heads of a few men, dates, events, etc. . . . These men were special to the prisoners even if they were prisoners themselves, for they kept track of these things in their heads.

Captain Fellowes was released in 1973. He flew to Japan and had a steak dinner. An airman for the United States Air Force thought that he had a weak stomach and said that he should have soft eggs. Fellowes said that he would rather throw up a steak dinner than an egg dinner.

Captain Fellowes concluded his lecture by saying, “After being a POW for six years and seven months, you will find that you will appreciate your freedom here in the United States of America.” He received a standing ovation from the Maryland School for the Deaf students who really loved his lecture and learned a lot about POWs in Vietnam.

Thanks to Mr. Gamble and Kerri Lawler-Davis for a fine job interpreting as well. They took turns interpreting all through the two and a half hour lecture.

Captain Fellowes with MSD students, Sheila Monigan and Charlie Baumer, who reverse interpreted for the guest speaker.
The Process of Curriculum Revision

For the past three years, students at the Maryland School for the Deaf have been progressing through the objectives in the school-wide curriculum. During that time, the staff has identified areas of the curriculum for revision. This was part of the original Curriculum Action Plan developed in 1978. This process will come about through additions to, eliminations from, expansions of, and restructuring of identified areas.

The priority area for revision is Language Arts. Beginning in October, the staff will meet regularly to work in the areas of reading and language. Schedules for the Intermediate and Advanced Departments were developed so that there is common preparation time available. Plans are being made to include the entire staff from the Primary Department in the initial meetings. The core group of reading and language teachers representing all three departments are committed to the evaluation of the organization and objectives for this section.

Since the curriculum reflects the philosophy of the Maryland School for the Deaf about reading and language, the group will consider new findings in the research and literature as well as personal experience. Discussions will determine the best way to express the objectives in reading and language in an organized way while keeping the philosophy of these areas in mind.

As the revisions are further developed, the staff will review instructional materials that support the curriculum as well as materials that give the student supplementary experience with the objectives in the areas. A variety of formats of materials for different levels of achievement and age will be evaluated.

The goal for the first revision is completion by Easter vacation. This will allow time for the group to consider any changes in the present method of charting student progress through the curriculum. April will be spent on the transfer of information on the student record or profiles to the I.E.P.

Other areas of the curriculum identified for revision and review of instructional materials include:

SPEECH—The revision will focus on the reorganization of the sequence of Articulation skills; the expansion of Interpersonal Communication skills; and the additions to the Auditory Training skills.

EMPLOYABILITY—The changes in this area will be a response to the input of area businesses and an increased emphasis on self-evaluation.

COMPUTER—This is an area which needs to be developed for business education purposes as well as logic and reasoning, databasing, word processing, and information retrieval.

HEALTH—The strand, "Sex Education" will be expanded to show the development of responsibility in relationships and decision making; the importance of the role of communication; and the information and skills needed by younger (pre-adolescent) children.

VOCATIONAL—Each individual area should strongly reflect its relationship to the world of work. Technology for some areas has changed.

SOCIAL STUDIES—The interpretation of this area will help the student identify trends from the past as well as predict and prepare for changes in the future.

THINKING SKILLS—This area needs clearer relationships to the other areas of the curriculum.

LIBRARY MEDIA—The objectives for this area need to be more strongly stated for reading, research, library, and study skills for both classroom and individual use.

Each identified area will go through the revision process. Once a particular area is on course for revision, we can initiate the steps to change another area. This process will take several years to complete the first time around and then will begin again. The goal of curriculum revision is to respond to changes so that our educational programs continue to meet student needs.

The Frederick and Columbia campuses will be sharing information on a regular basis so that not only can the curriculum be a common bond, but also support the uniqueness of each program as well. Since the programs at the Maryland School for the Deaf are reflected by the curriculum, the student will ultimately have a better understanding and preparation for the future.
Communication
by Thomas Brown

Editor's Note: Taken from The Dogwood Tree, Frederick Community College, Vol. 5, 1985. Tom Brown is a graduate of the Maryland School for the Deaf.

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How would you like to be put in Russia and be forced to learn their language and you couldn't hear? That is the way it is for a deaf person learning English. Many deaf students are not able to write proper English. It is difficult and very frustrating for deaf people to learn to write. English rules have many exceptions. It is not deaf people's language, and they have never heard it.

English has hundreds of exceptions to its usage rules. For example, every verb has four principal parts: present, past, present participle, and past participle. Regular forms are changed easily, but there are at least 60 exceptions that one must learn. Another usage rule concerns plurals. Most words are formed by adding s to the singular, but there are at least seven exceptions to this rule. For example: some words of foreign origin have irregular plurals, such as antennae, criteria, and crises. In addition, rules for comparative of adjectives and adverbs are based on the number of syllables in the word, but there are irregular forms such as bad, good, little, much, many. They don't follow any rules.

Deaf people use American Sign Language, not English, to communicate. For example, in English we would say, "Do you want to go to the store?" In American Sign Language we would say, "Want go store?" Another example would be telling about an experience in the past. A person would say, "You know, 1981, MSD, Homecoming, football, MSSD, lost game, fight." In English it would be, "Do you remember the homecoming game in 1981? Maryland School for the Deaf played football against Model Secondary School for the Deaf. We lost the game and the players got in a fight!" Or when you leave a person you have just met for the first time, in English you would say, "It was nice to meet you." But in American Sign Language you would say, "Nice meet."

Most importantly, deaf people have a difficult time learning English because they have never heard it. For example, when a person grows up in another country he automatically speaks the language of that country because he has heard it spoken. Also, when children grow up on farms they speak farm-type English. City children speak city-type English. They speak the way they have heard the language spoken. Now, while a deaf person is growing up, what does he hear?

Perhaps now you can understand why it is so difficult for deaf people to learn to write good English.

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Calling Jewish Athletes to Israel Games

The First International Games for Jewish Deaf will be held in Tel Aviv, Israel August 17-23, 1986 during the Third World Congress of Jewish Deaf. All interested Jewish athletes, men and women, are invited to participate. The following sports will be scheduled: Basketball, volleyball, soccer, ping pong, swimming, track and field—100-meter run, 200-meter run, 400-meter run, 1,500-meter run, mini marathon, discus, high jump, long jump. The American Athletes will be under the auspices of the National Congress of Jewish Deaf. Those not of the Jewish faith may participate. Interested athletes should contact Alexander Fleischman, NCJD Executive Director, 9102 Edmondson Court, Greenbelt, Md. 20770, TDD (301) 345-8612. Spectators who would like to join the trip are welcome.

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Quick Thinker

Recently, ten year old, Tommy Fair, of Leitersburg, received commendation from his local fire department for knowing exactly what to do and acting in a calm manner during an emergency at his home. During a cooking fire, Tommy poured salt on the fire to put it out, assisted his mother with first aid, called the ambulance and waited outside for it to arrive. Tommy learned all this in his school and put the knowledge to good use in this emergency. Tommy's parents, Thomas Fair, Sr., and Barbara Minnigh Fair, are both graduates of the Maryland School for the Deaf, Frederick Campus. We are all proud of Tommy.
Radar Demonstration

Advanced Department Science classes had the opportunity to take part in a radar demonstration, compliments of Pfc Frank Woulard of the Maryland State Police. The students had been studying wave motion and the "Doppler Effect" which is the principle on which radar is based. Officer Woulard gave a brief background explanation of radar as it applies to controlling speed on our highways. He then demonstrated its use on an MSD Science Teacher, Miss Rita Spencer. She was clocked at 14 MPH in the parking lot. Officer Woulard further explained how radar works in both directions and may be used to catch multiple violators.

Possibly the most beneficial portion of the presentation was the lengthy question and answer period that followed the demonstration. As was to be expected, the students' questions strayed into all areas of Law Enforcement that affect their lives directly. Officer Woulard fielded all their questions and then left them with the thought that driving was a privilege and NOT a right.

As is often the case with field trips the additional information acquired, unrelated to the topic of study, is often of equal if not superior importance. The Science Department was glad to provide this hands-on opportunity. We would like to thank the officers of Barracks "B" in Frederick and Officer Woulard for giving our students the chance to meet and get acquainted with a policeman and his work.

Travor Savoy (left) and Charles Curry expressed their thanks to Pfc Frank Woulard following a lengthy question/answer period on the topic of Radar Speed Detection as well as Law Enforcement in general.

What's Happening on the Masonry Scene?

Again this year the MSD masonry class is off to a rip-roaring start. After only three weeks of the 1985-86 school year, they have removed the metal shop roof and replaced it with wood sub-sheathing and fiberglass shingles, set forms and poured two new concrete porches and replaced a damaged dry wall ceiling with a new one.

This industrious class is now ready to shift into high gear as it embarks on the most ambitious project ever. Possibly a few people within the MSD family remember last year the masonry class started work on a long term project for the City of Frederick adjacent to the truck stop named the Loa's Park. For the 1985-86 school year this project will continue with the construction of a large octagonal brick/block veneer, multi-level roof general purpose building and four additional brick/block dug-outs. In lay terminology this quantity of work would equate to three average size brick homes.

To add a little spice to life around campus, stir up a little mud, dust and add minor inconveniences, the masonry team replaced the two back porches on the Ely Building and sundry other repair projects just to let people know that life does exist in the real world!

As in the past four years, the class will again participate in the Masonry Skill Olympics and the annual Vocational Awareness Fair at the Francis Scott Key Mall.
The Junior Bulletin
WRITTEN BY THE STUDENTS

MSD’s New Workshop

Maryland School for the Deaf has a new workshop in the vocational department. The teacher responsible is Dottie Rust. Mrs. Rust asked Mr. Kritz about the workshop in March 1985. It was approved and the workshop started on the first of school for 1985-86.

Mrs. Rust set up the workshop for students to work on their own levels. They are not the kind of students who will work very fast. They need structure. Mrs. Rust enjoys working with her eleven students. Mrs. Rust teaches them to work without stopping when a visitor comes, and she teaches them different kinds of skill.

People ask where Mrs. Rust gets all of the jobs for the kids. The work comes from some companies or factories near Frederick. The workshop always has something to do. When a job from a company or factory arrives, they work on it. One time the workshop got a box of cloth that they were supposed to separate and sort. One student found a rotten apple core in the box.

If she doesn’t have anything from a factory for the students, Mrs. Rust will find a job from our school. Sometimes the students fold newsletters, type labels or make materials for teachers. Mrs. Rust said she hopes the workshop will last a long time as it is great for the students at MSD.

—Scott Jacobs

Our Trip

On Tuesday, we went to a pumpkin farm. We drove in the white van. We went on a hayride. We went to Pumpkinson. We saw pumpkins with clothes. We saw painted pumpkins. We saw the wolf and the three pigs. We looked for pumpkins. We each got four apples. We also got a bag and popcorn. We had fun.

By Ms. Miller’s Class

Trip to the Pumpkinson

We went on a trip to the Pumpkin farm near Gaithersburg on Tuesday. We saw a big farm. It has 300 acres. We rode in a hay wagon. We visited the Pumpkinson Village. We walked to the field. We picked our own pumpkins up. The farmer was nice to give

Primary classes visited “Pumpkinson”.

THE MARYLAND BULLETIN
the children apples. We got many apples. My teacher gave me the Halloween bag. On Wednesday, we cut out the pumpkins.
—Sean O'Brien

How to Make a Jack-O-Lantern

In class we washed all the dirt off the pumpkins. We cut out the pumpkin's top. We got the seeds out. We cut the hair (stringy part inside the pumpkin) out and threw it in the wastebasket. We cut out the pumpkin's face. We washed the seeds. We left the seeds dry for two days. We roasted seeds for five minutes. We like to eat roasted pumpkin seeds.
—Sean O'Brien

At the Planetarium

On November 26, Mrs. Paula Woodall, Mr. Marty O'Brien and Groups 3 and 5 walked to the planetarium and met Mr. Cutler. He said, “Hello!” Mr. Cutler teaches about the planets and talked about stars. The stars were young, adult, and old. He gave us papers for a game about the constellations. Mr. Cutler said, “I will win. MSD will not win.” I hoped that MSD would win. MSD did not want Mr. Cutler to win but it was a tie! The score was 6-6.

Mr. Cutler explained about the stars. The gas clouds called Hydrogen and Nebula make stars. Young stars have a lot of heat and give off heat, gas, radio waves, X-rays, ultraviolet rays, and infrared rays. They are the hottest stars at 50,000°F. They become adult stars which is hot at 17,000°F. Then they become old and are at 5,000°F. They may blow up or become a black or white dwarf or a black hole. Its temperature would be warm. The “star cycle” then starts again.

We went into the fluorescent hall around the planetarium and it was very dark. We thought only white colors can glow but other colors glowed.

Mr. Cutler showed us inside the planetarium. We saw the showing of Halley's Comet and Milky Way. We saw the stars moving in the sky.

We learned that the North Star is in the Little Dipper. We saw many different designs of stars. Libra looked like a Kite. The Big Dipper looked like a big spoon or pot.

We liked the Van de Graaff, an electric ball-shaped generator best of all. We all had lots of fun. When we touched it, we would feel “shocks”. It made us laugh a lot.

We enjoyed the trip to the planetarium and we begged Mrs. Paula Woodall to take us there again.

by Group 5
George Harris, Stacy Rodgers,
Joey Cordero, Tonia Fields,
Melissa Curry and Chris Jarboe
Trip to the Planetarium

Groups 3 and 5 went to the Planetarium in South Frederick School on November 26th. We learned new words. They are infrared, ultraviolet, radio waves, black hole, black and white dwarfs, and Nebula. The teacher’s name is Mr. Cutler. He explained to the kids about the Stars changing to different colors, and he gave us papers with dot to dot. It was about the “Constellation”. After this, we went to the electric ball. Some kids got shocked by electricity. When it was off, one held his hands on the electric ball and five people are added to him, it will become a chain of shock to all. We went around to the small room called the planetarium to see the seven sister stars, and some kids were so shocked to see loud, bright glowing colors, showing off on our shoes and skirts.

We saw the stars in the space. We all held our hands together, because we felt as if we were going around in a rocket. We got a bit dizzy. We got ready to go back to school, but we were tempted to keep on playing in the glowing hallway.

—Sherri Ross

The Interesting Planetarium

On Monday, November 26th, Groups 3 and 5 went to the Planetarium and my favorite part was the space ride in the planetarium. I also liked the shock by an electric ball called Van de Graaff, (a generator).

Mr. Cutler was our tour guide. He gave us many interesting details. We went in the “black room” decorated with glowing constellation. Mr. Cutler showed us the spotlight of Halley’s comet to show us what it is going to be like when it is going to be closer to the sun in the sky. It was very interesting! My advice is for you to go there sometime!!!

—Adrienne Neal

Students are eager for the planetarium show to begin.
Our Trip to the Planetarium

Mrs. Geeslin's class walked several blocks to South Frederick Elementary School. We went in and Mr. Craig Cutler was there. He drew several constellations on the blackboard. We had to remember the names. Then he said, "I have a surprise that will be interesting." Then we all went to a small room. He showed us a Van de Graaff generator. It gave us a shock. We laughed at it a lot. Then we all held our hands and Van touched it. Then the shock went to me, then to Kenny, then to Staci, then to Joey but he felt nothing. I put my head a few inches from it and Kenny touched my shoulder and the electricity touched Kenny! I laughed so hard.

Then he showed us silver water called Mercury. I put my finger in it (it was liquid) and it came out. Then there was not any wetness in my hand! Then he made a volcano and we put on special glasses. It blew up and a strange lava came out.

We went to another room and we looked at different constellations. We saw the Big Dipper, Little Dipper, etc. We really had fun!!!

—Lisa Ewan

The Planetarium

On Wednesday I went to the Planetarium with Mrs. Geeslin's group. We wanted to learn. We saw a special room. I looked at many things.

The special room was very dark. The stars were on the ceiling and they moved. I saw the Scorpion, the King, the Queen, Big Dipper, Little Dipper, and Dragon Tail.

In a different room we saw some rocks. I saw big Salt Rocks, Mercury Crystal Rocks, and Rocks that glow in the dark.

—Andre Burke

Local FFA Brings “Petting Zoo” to Primary

In late October, members of the Catoctin High School Future Farmers of America (FFA) group brought a “Petting Zoo” to the Primary Department. Over ten different small or baby animals including a calf, a “red” rabbit, a sheep, as well as baby pigs, ducks, and a turkey were brought by their teenage owners to MSD. Each primary class...
short time. Then Jackie Johnston and Peggy Dyer told us the story about monsters. I was really afraid. Jackie told us some true stories. We were very, very, very tired. Then it started raining. We ran into the barn. My group sat on the hay wagon. It moved and we fell down and were scared because of the loud noises.

We went to the tent. We changed into pajamas and got into bed. We slept at 11:00. We had fun and enjoyed ourselves.

—Julie Perry

A Camping Trip

We left for camping. My group was excited to go camping. Jackie drove the van. We talked in the van. My group saw Bettie’s sister’s house. Jackie said, “Go to the barn to eat snacks.” It started to rain. Jackie tried to take pictures of Arlinda and Jamie when they went to the bedroom. Peggy took one of us. My group went into the tent to get ready for bed.

Jackie took pictures of our tent. Peggy told a scary story. A cat came into the tent and the cat was mean to Peggy. He bit her. He also bit Lisa’s finger. She yelled, “You hurt my finger.”

My group went back to school in the morning.

—Danielle Renee Warrick

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Advanced Department
Honor Roll—First Quarter

Principal’s List
Ayesha Husain

Academic
Sidney Claggett
Tobin Daniels
Damita Gross
Sara Lee Herzig
Lisa Jones
Shawn Richardson
Celeste Swiney
Eric Woods

Citizenship
Matthew Albrecht
Theresa Baer
Melissa Buckle
Robin Daniels
Ramesh Ganjian
Dennis Ghidhill
Catalina Hadloc
Patricia Jacobs
Scott Jacobs
David Palak
Timothy Rhodes
Pete Richay
George Savoy
Holly Schubert
Edward Stull
Sudhir Walia

***************
Intermediate Department
Honor Roll—First Quarter

Academic
Eleanor Finnicum
George Harris
Mark Muir
Stacy Rogers
Robin Rogza
Michael Smith

Citizenship
Melissa Herzig
Melissa McClain
Thomas Rush

Driver Education Expands

The Driver Education program at Maryland School for the Deaf has been restructured to allow for more time, program flexibility, and more individualized instruction. This year the classroom phase has added units on safety, emergency care, and C.P.R. training. This type of program deals with the realities of life involving injuries that many people face at one time or another. This program prepares the student with the background and the knowledge necessary to handle situations so as to remove the "Emergency" from the incident. All students taking Driver Education will also be certified by the American Heart Association as "Heartsavers". This course teaches the students how to recognize the signals of a heart attack and what to do in case of a heart attack or cardiac arrest. This course also focuses on reducing risk factors, prudent heart living, and prevention of coronary artery disease.

Students involved in the new "enhanced" Driver Education program have demonstrated an eagerness to learn the material and to demonstrate their skills on C.P.R. manikins (Annis) made available to the school by the local Heart Association and the Maryland Fire and Rescue Institute (an agency of the University of Maryland).

The ultimate objective will be to teach C.P.R. and some emergency care skills to all students at Maryland School for the Deaf.

Group 5 Uses the Computer Lab

In September Group 5 started computer class. Our computer class teacher was Mr. Gillard. Ms. Swainko really wanted our class to learn about the computers. Our class learned how to save, delete, return, control, shift, space, reset, turn on and off the power, and load the disc. Our class used Apple IIe computers. My class typed friendly letters, business letters and other reading and language work. Group 5 had computer class for two weeks. Our class enjoyed learning about the computer. Our hopes to go to the computer lab again this year.

—Stacy Rodgers, Lori Cardamone, Joey Cordero, and Chris Jarboe

J. Cordero, S. Rodgers and L. Cardamone enjoy working with computers.
**THE UNINVITED**

Dorothy Macarville's Classic Ghost Story

*Friday, March 14, 1986—7:30 p.m.*

*Saturday, March 15, 1986—(Matinee) 2:00 p.m.*

Ely Auditorium

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Adults—$3.00

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**Saturday, March 15** | _____ | _____ | ______

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1985-1986
Winter Sports Schedule

Girls Basketball

Nov. 26—Arlington Baptist  Away  4:00
Dec.  10—Hancock         Home  6:00
Jan.  7—Arlington Baptist Home  6:00
Jan.  9—MSSD            Home  6:00
Jan. 11—NCSD          Away*  6:30
Jan. 13—Clear Spring  Home  6:00
Jan. 15—Mercersburg Acad. Home  4:00
Jan. 21—Mont. Co. Covenant Home* 3:30
Jan. 23—Hancock        Away  6:00
Jan. 28—Prospect Hall  Home  6:00
Jan. 30—VSD           Away*  3:30
Feb.  3—Mercersburg Acad. Away  4:15
Feb.  6—Prospect Hall  Away  6:00
Feb. 18—VSD           Home*  7:00
Feb. 25—MSSD         Away  3:30
Feb. 27—Clear Spring  Away  6:00
Feb. 28-Mar. 2—ESDAA Tournament
                     at NYSD in White Plain, N.Y.
Mar.  9—Alumni       Home*  6:00
(*) Varsity Only

Wrestling

Dec.  4—Landon/Dematha   Away  4:00
Dec.  7—Mason-Dixon Invitational
                     at SCSD in Spartansburg, S.C.
Dec.  9—St. James       Home  4:00
Dec. 12—Thomas Johnson  Home  6:30
Dec. 16—WVSD/VSD       Away  4:00
Jan.  8—MSSD           Home  6:30
Jan. 14—Linganore      Away  6:00
Jan. 18—Bullis Prep    Away 12:30
Jan. 24-25—ESDAA Tournament
                     at MSD in Frederick, Md.
Jan. 28—Riverdale Baptist Away 3:30
Feb.  8—Frederick Co. Championship
                     at Linganore High School
Feb. 20—Marcht         Home  4:00
Feb. 21-22—St. Alban’s Tournament
                     in Washington, D.C.
Mar.  7-8—National Prep Tournament
                     at Lehigh Univ. in Bethlehem, Pa.

Boys Basketball

Nov. 26—Carroll Co. Christ. Home  6:30
Dec.  3—Mont. Co. Covenant Home* 4:00
Dec.  5—MSSD             Home  6:00
Dec. 10—Carroll Co. Christ. Away* 3:30
                          Carroll Co. Christ. Away** 4:00
Jan.  7—WVSD               Away* 4:00
Jan.  9—Hancock           Away  6:00
Jan. 11—NCSD             Away*  6:30
Jan. 14—Prospect Hall   Away  6:00
Jan. 16—St. James        Home  3:15
Jan. 21—Mont. Co. Covenant Home* 5:00
Jan. 23—Hancock         Home  6:00
Jan. 27—St. James        Away  3:15
Jan. 29—Prospect Hall   Home  6:00
Feb.  4—VSD              Away  3:30
Feb.  6—WVSD            Home*  4:00
Feb. 18—VSD              Home  3:30
Feb. 20-22—ESDAA Tournament
                     at ASD in W. Hartford, Conn.
Feb. 25—MSSD         Away  6:30
Mar.  9—Alumni       Home*  7:30
(*) Varsity Only
(**) Junior Varsity Only

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1986

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