The Maryland Bulletin

The Maryland School for the Deaf wishes you a Merry Christmas and a Happy New Year.

Vol. CVII, No. 2 December 1986 - January 1987
Calendar of Events

JANUARY

5—Classes resume

6—Girls’ Basketball (Varsity only), Virginia School for the Deaf, here, 3:30 p.m.
   Boys’ Basketball (Varsity only), Virginia School for the Deaf, here, 5:30 p.m.

7—Wrestling, Model Secondary School for the Deaf, away, 3:30 p.m.

8—Girls’ Basketball (Varsity only), Montgomery County Covenant, here, 4 p.m.
   Boys’ Basketball (Varsity only), Montgomery County Covenant, here, 5:30 p.m.

13—Wrestling, St. James, away, 4 p.m.
   Boys’ Basketball, Prospect Hall, here, 6 p.m.

14—Wrestling, West Virginia School for the Deaf and Virginia School for the Deaf, here, 4 p.m.
   Girls’ Basketball, Mercersburg Academy, away, 4:15 p.m.

15—Girls’ Basketball (Varsity only), Virginia School for the Deaf, away, 3:30 p.m.

16—Second quarter ends

17—Wrestling, Bullis Prep, away, 11 a.m.

20—Boys’ Basketball, Old Town, here, 6 p.m.

22—Wrestling, Montrose Christian, here, 4 p.m.
   Girls’ Basketball, Hancock, here, 6 p.m.
   Boys’ Basketball, Mercersburg Academy, away, 4:15 p.m.

26—Boys’ Basketball (Varsity only), Virginia School for the Deaf, away, 3 p.m.

27—Girls’ Basketball, Prospect Hall, away, 6 p.m.
   Wrestling, Linganore, away, 6 p.m.

29—Wrestling, Maret, here, 4 p.m.
   Girls’ Basketball, Clear Spring, here, 6 p.m.
   Boys’ Basketball, Prospect Hall, away, 6 p.m.

31—Frederick County Wrestling Championship, here, 10 a.m.

FEBRUARY

2—Girls’ Basketball, Mercersburg Academy, here, 4 p.m.

3—Boys’ Basketball, West Virginia School for the Deaf, away, 4 p.m.
   Wrestling, Capital Christian, here, 4:30 p.m.

5—Boys’ Basketball, St. James, away, 3:15 p.m.
   Girls’ Basketball, (Varsity only), Highland View, away, 6:30 p.m.

6—E.S.D.A.A. Wrestling Tournament at Fanwood, N.Y.

10—Wrestling, Riverdale Baptist, away, 4 p.m.
   Girls’ Basketball, (Varsity only), Highland View, here, 6:30 p.m.

12—Boys’ Basketball, (Varsity only), Highland View, here, 8 p.m.

18—Girls’ Basketball, Model Secondary School for the Deaf, here, 3:30 p.m.

19—Boys’ Basketball, Model Secondary School for the Deaf, here, 5 p.m.

16—Winter Holidays

20—E.S.D.A.A. Girls’ Basketball Tournament at MSSD in Washington, D.C.
   Wrestling, St. Albans, away, 8 a.m.

24—Girls’ Basketball, Clear Spring, away, 6 p.m.

27—E.S.D.A.A. Boys’ Basketball Tournament at Lexington, N.Y.
   National Prep Wrestling Tournament at Lehigh University

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Controversy Within Sign Language

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Western Maryland College

This article originally appeared in the Association of Canadian Educators of the Hearing Impaired National Journal and appears here through special permission of the editor. Dr. Vernon made a presentation on this topic to MSD staff and faculty at the opening of school.

One of the most crucial issues in deafness today is that of which sign system to use with speech and speechreading in a Total Communication program (Rodda, in press 1986). At this time, research has not been done that demonstrates which system is superior. We are left with a complex array of facts from which to deductively reach a conclusion.

This paper will address issues involved in the use of various available manual communication systems, discussing the advantages and disadvantages of each. Concepts from bilingual education, existing research, language development, and psychology will be brought into the evaluation of the major systems.

FUNDAMENTAL PREMISES

It took the field of deafness almost a hundred years to accept the obvious fact that the lip movements of speech do not provide enough information for deaf people to understand what is being said (Barrenum, 1984; Conrad, 1979; Pahz & Pahz, 1978). Under ideal one-to-one, face-to-face conditions forth-to-sixty percent of the sounds of English look the same on the lips or else they are invisible (Vernon, 1972 and 1975). In practice the best lipreader (or speechreader) understands 25 percent of what is said (Vernon, 1972). Incidentally, these superior lipreaders are usually hearing people who have the English language skills most deaf children lack (Lowell, 1957-1958; Vernon, 1972). The average deaf person gets five percent of what is said through lipreading (Vernon, 1972). Obviously, if a person can only perceive five-to-twenty-five percent of what is said they will be unable to understand or to communicate effectively.

Thus, it is axiomatic that some additional manual system is needed to supplement speech and lipreading for deaf people in educational settings. The issue is which system to use.

Corollary to the above axiom, research shows that presenting information bimo-

dally, i.e., in speech and sign, improves understanding (Brooks, Hudson, & Reisberg, 1981). Regardless of what manual system is used to supplement speech the deaf child or adult understands more than when just speech is used.

Although it is hard to understand why, there are still people who advocate concealing lip movements and using no signs with deaf children in order that they may “hear” better (Gaeth, 1966; Gates, 1970).

MANUAL SYSTEMS

Broadly categorized, there are four basic options to choose from in selecting a sign system. Two of these appear to have obvious flaws. Consequently, they will be discussed briefly initially. The greatest attention will be devoted to the issues in selecting between a composite of American Sign Language (ASL), Pidgin Sign, and Signed English versus forms of Manual English including artificial signed systems (Seeing Exact English and Seeing Essential English).

Cued Speech

Cued speech is a set of 12 hand positions designed to make clear the differences between sounds that look alike when formed on the lips (Cornett, 1967). For example, b and p as in bad and pad look alike on the lips. Therefore, when one of these sounds is spoken, a hand position or sign is made by the speaker to clarify whether the lip movement means p or b.

This system is deficient for several reasons. First, it is totally dependent on lipreading (Cornett, 1967). If you can't lipread, the cues or signs have no meaning. Thus, one cannot communicate unless one is close to and facing the speaker. Group discussions are difficult to impossible.

Even more importantly, it is hard to synchronize the hand movement with the lip movement for each homophenous sound. For example, a small word such as “before” has two sounds, “b” and “f” which require separate cues. For the speaker, synchronizing all of this is difficult. However, the
major problem is that the deaf person has to process all of this information, make complex associations, and then interpret them in order to understand what is said. This is impossible for many deaf youth.

Deaf adults have so much difficulty with Cued Speech that they often refer to it somewhat obscenely as "screwed speech". It is extremely difficult to understand Cued Speech even after one has mastered English. It is an almost impossible technique to use in teaching English, especially to a baby who simply cannot possibly make the perceptions and cognitive processes required in reading Cued Speech. Many parents and deaf children who start out with Cues later change to American Sign Language.

**Rochester Method (Fingerspelling)**

It is possible to fingerspell every word that is spoken. When this is done the process is called the Rochester Method. It has many problems which combine to make it unsatisfactory. First, it is slow and tedious for both the "speaker" and the "listener". This is a major defect. People's speech when using the Rochester Method sounds as if it were tape recorded and played at half speed. In addition, fingerspelling is hard to read because it is small, executed quickly, and some hand positions are difficult to distinguish from each other.

Educationally, the major disadvantage of fingerspelling is that it is actually reading. Cognitively, reading words fingerspelled on the hand is an even more complex task than reading print (Vernon & Coley, 1978). This being the case, fingerspelling is obviously an unsatisfactory way to teach English to a preschool child or infant. How many deaf preschool children can read, especially if they do not know English?

Another disadvantage of fingerspelling is that it makes the expression of human feelings extremely difficult. In parent-child relationships this is a major deficit. The advantage of the Rochester Method is that it is English. Thus, as contrasted to many other systems, it provides relatively clear, exact English vocabulary and syntax. Fingerspelling, incidentally, is a basic part of the next two signed systems to be discussed.

**BACKGROUND INFORMATION**

When considering a choice among sign language systems several key premises are basic. The first is that sign languages of deaf people developed as they did for some sound logical reasons (Armstrong, 1984; Armstrong and Katz, 1981; Kimura, 1981; and Woodward, 1985). These have to do with practical, functional factors. For example, deaf people have developed signs that are
easy to perceive visually. A sign language that was full of hard-to-see or invisible hand positions would make no sense. Similarly, the signs developed by deaf people are easy to form manually. For example, there are no signs that require touching the thumb tip of the right hand to the right forearm because this would be painful and slow.

The same two facts hold for spoken languages. Their sounds must be clearly distinguishable and they must be reasonably easy to make. For this reason we have no sounds in any language that are formed by touching the tongue to the nose.

These facts may seem so obvious that you wonder why they are even mentioned. However, remember that it has taken hundreds of years for spoken languages to develop to where they are today, i.e., to the point at which they are relatively easy to pronounce, hear, and understand. The same is true of the sign languages developed by deaf people. It has taken centuries for them to evolve to their present advanced state in which they are simple to form on the hands and easy to read visually.

With this in mind, imagine the awesome problems posed by having to devise an entirely new language with new sounds and a new grammar. The result would be sounds and combinations of sounds people could not make or learn to understand. If this new language were taught to a group of infants who had never spoken they might learn it. However, as time passed they would change it in ways that made it easier to use. After several generations the language which had been created would be dramatically improved from the cumbersome non-functional original system into one that fit both the anatomy and motor mechanism of vocalization as well as the perceptual needs of the human auditory system. These improvements would occur because the development of a language or communication method is a slow, evolving process.

A similar evolution would take place in any artificially designed sign language. If we tried to invent a sign language, it would have hand positions difficult to make which would not flow from one sign into another gracefully. Our artificial sign language would also be hard to read. If it were used by deaf people for generations it would be gradually changed and improved to the point of being almost totally different from its original form.

There is another background fact of great relevance. Visual languages offer options that are not present in oral languages. Space can be used, e.g., to indicate who is speaking. One deaf child describing a television western to another in sign language might stand in one place to indicate the villain and in another to indicate the hero. This use of space to denote nouns and pronouns is not possible in oral or written language.

Another example relates to word order. When describing a scene in American Sign Language, the tendency is to recreate the scene as it was perceived visually. The most vivid visual aspects would be signed first with mime, facial expression, and body language having major linguistic functions that visually recreate the scene. This cannot be done in a spoken or written language.

Thus, visual languages develop a certain structure that is unique and markedly different from the structure of spoken and written languages such as English.

A final background point to be made is that anytime a language is spoken and signed simultaneously, two things happen (Brooks, Hudson, & Reisberg, 1981; & Kluwin, 1983). One is that speech tends to slow down. The second is that parts of what is spoken are left out of what is said manually. For example, in speech you might say, "British Columbia is a beautiful area" and sign "British Columbia, beautiful." In this particular example, the main concept would be communicated, i.e., the beauty of British Columbia, but the full vocabulary and syntax of the spoken English would not. Often when speaking and signing at the same time even the concept is not always communicated or else is inadequately conveyed (Kluwin, 1983). Thus, although deaf persons get more information than would be obtained by speech and lipreading alone, they are not provided the complete English vocabulary and syntax. Nor do they always get the complete meaning of what is said. This is obviously a serious problem. At the same time, far more information is conveyed than is the case with oral only communication (Brooks, Hudson, and Risberg, 1981).

Given these background data, let's now consider the two major categories of sign systems used in Total Communication.

Signed or Manual English Systems

Once research demonstrated the inadequacy of speechreading as a means of receptive communication for deaf children
and adults, Total Communication was adopted by most educational programs in the United States and by many in Canada, Britain, Israel and all over the world (Jordan, 1982; Jordan, Gustason, & Rosen, 1979). However, instead of using the existing sign language systems of the deaf people of these respective countries, a number of educators invented sign systems that followed English grammar and vocabulary exactly (Barnum, 1984). In Canada and the United States, several different manual English systems were devised, e.g., Seeing Exact English (SEE) and Seeing Essential English (SEE). In Britain there is the Piaget-Gorman System.

The theory behind these systems is simple, i.e., if a child sees English and nothing else they will learn English. Thus, by signing English, speaking English, and writing English to a deaf child the child will master English in about the same way as a hearing child does.

There are serious problems with the implementation of the theory that may make it unworkable. First, in these manual English systems the hand positions and the movements needed to go from one sign to the other are essentially arbitrary. They did not evolve by being used for generations. Thus, they are difficult to execute and to read (Armstrong, 1984; Armstrong & Katz, 1981; Kimura, 1981; and Kluwin, 1983). For example, in ASL anytime two hands are used to form a sign they are either in the same position as in the sign “play” or else one hand is stationary and the other hand moves, e.g., the sign “duty.” The manual English systems tend to ignore this rule. Thus, their signs are hard to execute motorically and are difficult to read.

Even more importantly, because manual English systems use a grammar and vocabulary designed for a spoken language, not for a visual language, their basic structure is ill-suited to their modality. It is a little like trying to write American Sign Language. It has been done, but it is so laborious and unsatisfactory nobody uses it.

By contrast, American Sign Language evolved over many years as a visual language. Its structure is ideally suited to sight and to the motor and visual functions of human beings. The antithesis is true of manual English systems. Thus, deaf children taught artificial manual English systems such as SEE tend to change them into versions more similar in structure and form to ASL. Teachers and parents find the artificial manual English systems awkward, slow, and lacking in expressiveness.

Limited research shows that these systems tend to be used in abbreviated telegraphic form by teachers, parents, and children (Kluwin, 1983; Bornstein & Saulnier, 1981). When this happens, the entire theory falls apart because what is presented to deaf children and received from them is not English.

One further clarification needs to be made about manual English as used in the context of this paper. It includes manual systems such as SEE that invent totally new signs or use signs from ASL in strange or modified ways.

**American Sign Language (ASL), Pidgin Sign and Signed English**

American Sign Language (ASL) is the form of sign language developed by deaf people in Canada and the United States over a period of several centuries. It is a totally visual language which has evolved into its present grammar and hand configurations because generations of deaf people through trial and error have found these to be the best, i.e., they are the easiest to form and to read. Fingerspelling is incorporated into ASL to express concepts for which there are no signs. Hence when people use ASL they sign primarily-and fingerspell some.

There is no question that ASL is by far the best of the manual systems we are discussing for visual communication (Rodda, 1986 “in press”). The problem it poses educationally is that its syntax is different from English. If deaf children learn ASL they may be taught mathematics, social studies, science, etc., in this language but they will not learn English unless it is specifically taught to them.

When a hearing teacher or parent tries to use ASL and speech in a Total Communication Program two things generally happen (Bernstein, Maxwell, & Mathews, 1985; Ertig, 1985; and Kluwin, 1983). One is that they tend to change the ASL into a grammar more similar to that of English. This is called Pidgin Sign Language. For example, instead of saying “Me home,” the ASL form of the concept, the teacher or parent might sign “I go home” and say “I am going home.”

Another option which uses ASL as a frame of reference is Signed English. In Signed English “markers” are added to
existing ASL signs. A marker, and there are 14 of them in Signed English, is a sign added to a sign in order to make it conform to English syntax (Bornstein, 1982). For example, to change "play" to "playing" the sign for "play" is made to which is added a second sign for the "ing".

Another problem that exists almost any time a person signs and talks at the same time, as is done in Total Communication, is that part of what they are saying orally is left out in what they sign (Ertig, 1985; and Kluwin, 1983). This occurs regardless of what sign system is used whether it be ASL, SEE, LOVE, Fingerspelling, Cued Speech, etc. This is important because it means that the deaf person is not only short-changed in terms of information but also in linguistic quality and quantity.

THE PROBLEM

From what has been said thus far, it is clear that the deaf person in an oral English-speaking environment is going to be short-changed relative to communication regardless of what is done. This is reality. It is inherent in deafness just as illness is inherent in being a mortal human being. In both instances, the realistic goal is to minimize, not eliminate, the problem. For the deaf child we have two primary communicative goals. First is to maximize the information they are able to get through communication. Second is to increase their English competence.

It is obvious from what has been presented thus far and from extensive research that the least effective way to do this is by using speech and lipreading (oralism) only (Vernon, 1972).

The problems posed by fingerspelling and Cued Speech as a form of Total Communication show that while they are superior to just speech and lipreading (oralism), they are far less effective than Signed English, Pidgin Sign Language, or ASL. The manual system most effective in a Total Communication Program is a combination of ASL, Pidgin Sign, and a few markers from Signed English and used with speech and lipreading.

RATIONALE FOR USING ASL-PIDGIN SIGN LANGUAGE AND A FEW MARKERS FROM SIGNED ENGLISH IN TOTAL COMMUNICATION

The rationale for using a combination of ASL and Pidgin Sign and a few markers from Signed English in Total Communica-
tion is complex. To my knowledge, no one has tried to develop this logic in a comprehensive way before.

First, one must look to research. There is a mass of data indicating that in general those deaf children who know ASL well and who were exposed to it early do the best in learning English and in terms of the amount of information and formal education they master through communication (Vernon, 1975). The findings on deaf children of deaf parents who learn ASL as children best illustrate this fact (Vernon, 1975).

A second rationale is that we know that almost any deaf child can master ASL and use it in life to learn and to communicate. Other than case history testimonials this has not been demonstrated with signed or manual English systems (or with Cued Speech and fingerspelling). Thus, by using ASL we are not only guaranteeing a deaf child an effective communication system, we are also maximizing that child's chances of learning English. In fact, deaf children given the chance will be fluent in ASL by school age.

This leads to another point which is that once ASL is established a deaf child can be taught English using many of the existing approaches employed in bilingual education (Genesee, 1983). For example, ASL could be taught the first few years of school. Then English would be presented. This is analogous to what is being done in some classes with Spanish speaking Mexican-American children. This has strong appeal to sophisticated linguists, both hearing and deaf. However, it has never been tried nor has an operationally stated program for its implementation been published (Quigley & Paul, 1984).

Another advantage of ASL is its affective quality. It uses facial expression and body language in ways that greatly facilitate the expression of emotion. This is important psychologically and it facilitates learning. Manual English systems lack this affective dimension.

Finally, in using a proven visual language such as ASL (modified by Pidgin Sign Language and markers from Signed English) we know the language will effectively serve the purposes for which any language exists, i.e., human communication. With manual English systems, Signed English alone, or Cued Speech, we lack this assurance.
INSENSITIVITY TO THE NEEDS OF DEAF PEOPLE

There are other aspects to the rationale for the use of a combination of ASL and Pidgin Sign and select markers with Total Communication, but the four points described above are the major ones. A tangential factor that bears indirectly on the whole issue of using signs is the egocentricity and insensitivity of human beings to each other, or more specifically, hearing people’s treatment of those who are deaf.

Sign language is the case in point. For years it was a repressed language. Deaf children were forbidden the right to use it and were punished if they did. There are many places in Canada and in the United States where this still happens (Jordon, Gustason, & Rosen, 1979).

This repression of sign language with deaf people is ironic because the same individuals who were and are repressing its use with deaf people demand sign language when they are in settings where they themselves cannot hear. In fact, hearing people use signs in all aspects of their life where they are precluded from using their hearing. This point is often overlooked. Thus, several examples will be given to illustrate it.

In large sports stadiums where noise and distance preclude spectators from hearing the umpire or referee, these officials are required to use signs. In baseball, the umpire has signs for safe, strike, ball, etc. In football, the officials use so many different signs that they have to print them in the program. What hearing people demand in these signs is that they be easy to read and quick and simple to make. Hearing people are not demanding that they follow English syntax or that they be dependent on lip movements as with Cued Speech.

Another example occurs in orchestral music. The key person, the conductor, uses sign language because the musicians could not hear him if he spoke. His signs bear no relationship to English and are independent of lip movements.

Religion also exemplifies the issue. In medieval times churches and temples were so large that all worshippers could not hear the minister, priest, or rabbi. This problem was solved by inventing signs for basic concepts such as prayer, the cross, and God. With microphones and amplification this is no longer necessary, although vestiges of the practice are still a part of certain masses. In some monastic groups where speech is forbidden sign language systems were devised and are used today for communication.

When Navy frogmen have to work underwater where they cannot hear or talk, sign language is used. On deck when ships have to communicate with other ships the sign language of semaphore is employed. We used to use signs when we drove a car and wanted to signal a turn. Indian and Hawaiian dancers have developed an intricate sign language that narrates their dance because the audience could not hear them do this by speech. Even exotic dancers use signs, to be specific, bumps and grinds, to communicate concepts that could not be heard above the music or which might be censored. Certain hunting societies (Aborigines in Australia and North American Indians) in which the noise of speech would scare away the prey invented sign languages for hunting.

The point to be made from these examples is that sign language is universal. Hearing people use it anytime they cannot hear or when speech is forbidden. In these circumstances hearing people demand a highly visible sign system that is easy to produce and to understand. They do not lipread or ask for cues added to lip movements, a restriction to fingerspelling, or signs that are in complete English.

It is sadly ironic that for years deaf people, who, by virtue of their deafness are not able to hear or speak, have been forbidden by hearing people to use signs. Even now, many hearing people who finally acknowledge the need of deaf children for some kind of sign system to support speech and lipreading, are putting almost no priority on the visual quality of the sign language that is used (Armstrong, 1984). Instead, the emphasis is on its similarity to the language that the hearing people use.

Human egocentricity knows no bounds and is a major reason for man’s inhumanity to man. When we select the sign system component to a Total Communication program the primary priority should be its quality as a visual language.
Fall Workshops Held for Staff

In October some staff members of the Maryland School for the Deaf traveled to Pittsburgh where they joined other educators of the deaf in the Eastern Regional Conference for Educators of the Hearing Impaired to discuss strategies of working together for the deaf students. The conference was held at the Western Pennsylvania School for the Deaf and there were topics of broad interest for all who participated.

Other members stayed in Frederick and Columbia where there were in-service programs. Brook Slunt who is associated with the Howard County Sexual Assault Center gave an excellent presentation on “Good Touch, Bad Touch” and assisted staff members in learning how to handle possible cases of sexual abuse. Dr. Barry Mendelsohn addressed the broad topic of child abuse and included suggestions on how to recognize abused children, methods of preventing abuse, responsibilities in reporting abuse and suggestions on follow-up techniques with children who have been abused. Mr. Paul Welliver met with staff members involved in athletics and presented a workshop on athletic injuries and their treatment which was very beneficial to our coaches.

We are sure that students enjoyed the additional day off school and staff members were pleased for the opportunity of improving their knowledge and skills in order to better serve students enrolled in our school.

Dr. Barry Mendelsohn speaks about Child Abuse.

Lynne Javier interprets as Ms. Brook Slunt shares information on Sexual Abuse.

Mr. Paul Welliver discusses a foot injury while Charles Day interprets.
Hazel Lowry Retires

Absent from the picture printed in the previous issue of The Maryland Bulletin but also retired during last school year is Hazel Lowry, a long-time teacher aide here at the Maryland School for the Deaf. Mrs. Lowry had been a teacher in Maryland prior to her coming to the Maryland School for the Deaf to serve as a teacher aide in the fall of 1973. With her teaching experience and her personality she did an excellent job working with teachers and students in the Intermediate Department. Mrs. Lowry was a kind, patient person who gave unselfishly of her time to help improve the education of these young deaf students. She was talented and creative in preparing educational materials. She assisted students on an individual or small group basis, but also was capable of teaching the entire class when called upon to do so. She was well-liked by the entire MSD staff and student body.

Although she had a strong desire to return to the Maryland School for the Deaf and continue working with staff and students, illness caused her to retire. We thank her for her many years of loyal and devoted service to deaf students and we send her our best wishes.

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Communication Students Take Field Trips

Several Advanced students in Auditory Training classes participated in two field trips this fall. The Hearing Aid classes visited the Citizens Nursing Home in Frederick, and the TDD classes toured the Central Alarm Headquarters, also in Frederick.

As part of the Hearing Aid curriculum, students studied units on Earmolds and Batteries, Troubleshooting of Hearing Aids, and General Maintenance of Hearing Aids and Earmolds. The following students participated in the Nursing Home visit: Tywan Cropper, Mary Beth Cryer, Ratanda Finney, Toby Daniels, Albert Marsh, Tim Monigan, Bobbi Sue Renfrew, Matt Thompson, Allison Eaton, Alexander Hagedorn, Billy Joe Mastin, and Brian Rogers.

The purpose of the trip to Citizens Nursing Home was to offer a Troubleshooting and Preventive Maintenance Station for those residents who use hearing aids. Prior to the trip, the students learned effective troubleshooting techniques and proper hearing aid maintenance in their classes. They also prepared a hearing aid checklist for each participating resident, so that they could be aware of any existing problems with their aids.

The students set up stations where each resident could privately discuss any hearing aid problems. Each session ended with students' suggestions on how to correct the particular problem or how to prevent the problem from reoccurring. Staff members who directed the students in this project were Jay Cherry, Mary Louise Dirrgel, Emi Jo Kellor, and Carolyn Loose. As a follow-up to this field trip, the students are planning to make a second visit to the Citizens Nursing Home in order to recheck the residents' hearing aids.

The second field trip for students was a tour through the Frederick County Central Alarm Emergency headquarters. The center is located on Montevue Lane, just off of Rosemont Avenue, here in Frederick. The students who attended the tour were: Melissa Curry, Sherry Dove, Angela Forsythe, Michelle Day, Kurus Humphrey, Joe Moss, Kelly Wilson, Patty Quezada, and Cantrece Simmons.

The first quarter TDD classes studied and learned about emergency situations and procedures for responding to a variety of emergencies by using a TDD. The tour offered a "close-up" view of the 30-second process of a deaf or hearing person reporting an emergency to Central Alarm. The Supervisor at the center, Mr. Donald Trimmer, showed and explained the step-by-step process of securing help for people who call "911" for emergency service. The demonstration included two basic calling stations: 1) Ambulance Calls and 2) Fire and Rescue Calls. The center also has contact with Emergency Helicopter Service.

This field trip experience proved to be quite beneficial to the present and future needs of our deaf students for whom an emergency situation could become a very real experience. In support of this necessary part of our students' education, Mr. Trimmer will be offering the Central Alarm tour to each of our TDD classes throughout the year.
The Maryland School for the Deaf organized another annual College Fair which was held in the Benson Gymnasium in October. The fair allowed students, parents, vocational rehabilitation counselors, and faculty/staff members to interact with institutional representatives in a friendly, relaxed atmosphere. It focused specifically on: 1) liberal arts colleges, 2) community colleges, 3) technical and vocational colleges, and 4) rehabilitation centers. MSD is well aware of the ever-increasing number of college and career programs for deaf students in the United States.

College representatives discussed the availability of special services in their programs for deaf students. Special services available through them include support for admission, individual tutoring, notetaking, interpreting, and counseling. The representatives also brought program materials, special announcements, application forms, and pictures. A wide variety of audio-visual equipment were on hand to assist the students in finding out about areas of interest. Listed below are some of the participating college/career programs and their representatives.

Catonsville Community College
  Ms. Jill Brooks
Frederick Community College
  Mr. James Morrison
Gallaudet College
  Ms. Lilly Benedict, Ms. Kim Lucas
Gardner-Webb College
  Ms. Sharon Jennings
Lehman College
  Ms. Deborah Copeland
Maryland Rehabilitation Center
  Ms. Beth Leard
Mount Aloysius Junior College
  Mr. Daniel Dalton, Sister Conchetta Lopresti OSF
National Technical Institute for the Deaf
  Mr. Joe Dengler
New River Community College
  Ms. Lucy Prillaman, Ms. Kathy Mutter
St. Paul Technical Vocational Institute
  Ms. Janice Gravatt
St. Petersburg Junior College
  Mr. Jerome Peeples

Southwest Collegiate Institute for the Deaf
  Mr. Robert Coltrane
Tampa Technical Institute
  Dr. Ruth Young
Tennessee Temple University
  Mr. Jimmy Winburn, Ms. Geraldine Winburn
University of Maryland
  Ms. Elizabeth Weiss
Western Maryland College
  Ms. Jean Cullen

In addition to the post-secondary institutions, the Fair featured two service-oriented programs: Client Assistance Program and Deaf Independent Living Association. These programs recognize that deaf people should have the chance to attain knowledge and develop skills and attitudes to meet the ever-changing daily living.

If anyone has an interest in a particular college program or would just like more information, please contact Robert Padden here at MSD.

Tennessee Temple University attracts some students.
Hall of Fame

The Maryland School for the Deaf family was pleased and proud to learn of the recent induction of Ron Sisk into the Washington College Athletic Hall of Fame recently. Ron is presently the Assistant Superintendent for Administration at MSD. In the 1950s and '60s he earned a reputation both as a player and a coach at Washington College in Chestertown. After coaching basketball and baseball at Washington College, he also coached basketball at Western Maryland College.

Our congratulations to Mr. Sisk.

Locust Grove Nature Center

As part of our science study on habitats, we took a trip to the Locust Grove Nature Center. A fun and stimulating time was had by all. Here are the students’ responses to their trip:

Delanne Woodall: I saw stumps, logs, twisted trees, wild grapes and animals. It is a beautiful place. I saw many kinds of animals. This woman taught us many kinds of things about animals and their habitats.

Julie Rae Eichelberger: I learned about bees. My class learned, too. I saw the queen with a blue dot. That makes it easy to find. You should not bother bees because they can hurt you. All bees collect food. All workers follow the queen bee. I saw this on Thursday. I saw many bees making honey for people. I saw the bees go out the hole. I saw bees eating some water, too.

Julie Bourne: I saw snakes. The snakes could bite me. The tongue could smell me. The snakes wrapped around Sandy’s arm. The snakes slither, its belly is rough when I pet it up. When I pet down the belly, it is smooth.

Matthew Fisher: I saw female and male turtles. The woman said we must wash them. The male has red eyes and the female has black eyes. The male turtle was hiding, but the female turtle was not.

Melissa Jarboe: I saw poison ivy. If someone touches the poison ivy it will make you itch. Three leaves are on the poison ivy. When poison ivy grows on trees, it has brown fur.

As you can see, we had a busy afternoon and it was enjoyable.
Cross Country

The MSD boys and girls Cross Country teams both finished with winning records this season. The boys had their best season ever with eight wins and three losses. The girls finished with a record of four wins and three losses.

At the Frederick County Championship Meet at Middletown High School the girls finished in fourth place and the boys finished in sixth place. Seven public high schools including MSD participated. Toby Daniels and Adrienne Neal both were named to All-County Cross Country Team in Frederick County because of their outstanding performance in this meet.

On November 3 MSD hosted the first ESDAA Championship Meet, but because of last minute conflicts only New Jersey's boys team participated. The MSD boys won the meet by a score of 16-43. Hopefully the meet will have more teams participating next year.

There were some outstanding individual performances this year. Toby Daniels set an MSD course record by running the 2.8 mile course in 14:56 on October 11. He also had six first-place finishes in 1986. Adrienne Neal established a freshmen MSD course record of 18:19 for 2.5 miles on October 15.

On November 6 both the girls and boys teams were cited for outstanding academic achievement by an athletic team at an Advanced and Intermediate Department assembly honoring academic achievement for the first quarter.

MSD will miss the following seniors who contributed very much to this year's team: Sudhir Walia, Willie Savoy, Charlie Baumer, Wade Buckle and Kikin Tolentino.

Cross Country Middle School Meet

On October 11 at Frederick High School the annual Bernard P. “Pappy” Lorenzen Cross Country Run was held. This meet is for Frederick County Schools and each schools selects seven boys and seven girls from grades five, six, seven, and eight to participate. MSD had five participants from the Intermediate Department. All five girls received ribbons by finishing in the top 10 in their age group.
Pictured above (left to right): Heather Herzig placed fifth in the 7th grade race, Julie Perry placed tenth in 5th grade, Lori Cardamone placed third in 7th grade, Melissa Herzig placed sixth in the 5th grade and Joann Gregor placed sixth in the 7th grade. MSD is very proud of these girls.

Advanced Department
Honor Roll—First Quarter

PRINCIPAL'S LIST
Thomas Boswell
Tywan Cropper
Robin Rozga
George Savoy, Jr.
Holly Schubert

SCHOLASTIC
Sara Lee Herzig
Francisco Tolentino

CITIZENSHIP
Matthew Albrecht
Donald Belcher, Jr.
Tamela Beulah
Tonya Bland
Robert Buckle
Melissa Buckler
Kelly Cooper
Tobin Daniels
Michelle Day
Maher Eshguy
Patricia Jacobs
Lisa Jones
Rhonda Mellott
Deanna Piper
Bobbi Sue Renfrew
Gary Resch
Cantrece Simmons
Jennifer Stump
Sudhir Waia
Eric Woods

Alumni & Others . . .

Friends of Allison Gompf, a former student here at the Maryland School for the Deaf, were pleased to learn that she recently acted in the film, “Children of a Lesser God”. After leaving MSD Allison attended the Model Secondary School for the Deaf and is presently enrolled in Gallaudet College. Allison has participated in a number of school productions and has also been associated with the National Theater of the Deaf. We are very proud of Allison and we wish her the best for her future.

Notice:

In the October-November issue of The Maryland Bulletin the AAAD was misspelled as the Amateur Athletic Association of the Deaf. The correct name is the American Athletic Association of the Deaf. We are sorry for the error.

A wrestling meet between MSD and Montrose Christian School, originally scheduled for January 21, has been changed to January 22 at the MSD gymnasium at 4:00 p.m.
Beauty and the Beast

Friday, March 27, 1987—7:30 p.m.
Saturday, March 28, 1987—(Matinee) 2:00 p.m.

Ely Auditorium

Maryland School for the Deaf
Frederick, Maryland

Students—$2.00
Adults—$3.00

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Phone/TDD _______________________________

TICKETS FOR WHICH PERFORMANCE

Friday, March 27 at 7:30 p.m. __________
Saturday, March 28 at 2:00 p.m. __________

Number of student tickets (under 12 years old): _____ @ $2.00 = $ ______

Number of adult tickets (12 years or older): _______ @ $3.00 = $ ______

Total number of tickets: _______ Total $ _______

1. Checks must accompany reservation.
2. Reservation tickets will be held at the box office.
3. Tickets may be picked up at the box office before the performance.
4. Checks should be made payable to ELY LITERARY SOCIETY.
5. Send order form and check to:

ELY LITERARY SOCIETY
Maryland School for the Deaf
P.O. Box 250
Frederick, Maryland 21701-0250
Veteran’s Day Program

by Marsha Payne

The Intermediate and Advanced Departments attended a special Veteran’s Day Program on November 11, 1986. Dr. David Denton, Mrs. Marsha Payne, and Mr. Richard Nelligan described the history and significance of Veteran’s Day. World War I officially ended at 11:00 A.M. on November 11, 1918. Since that time, November 11th has become a day when Americans pause to honor all veterans for their service to our country.

Ms. Lorraine Stoltz told the students how deaf people helped with the war effort by producing war supplies in American factories and folding bandages for the Red Cross. Miss Margaret Kent, former Principal at MSD, shared her memories concerning the end of World War I, the return of the troops, and our school’s participation in past Veteran’s Day parades in Frederick.

The second part of the Veteran’s Day Program was devoted to recognizing the veterans who are currently employed on the Frederick campus of the Maryland School for the Deaf. This gave our school family the opportunity to express the gratitude, pride, and affection we feel toward each of our veterans for serving in the Armed Forces of the United States. Staff Sgt. Arthur Demers of the Marine Corps and Sgt. Lillie Fong of the Air Force introduced the veterans to our students and staff. The songs that represent each branch of the military service were played and signed by Ms. Kathy Staab, Ms. Mary Ellen Dempsey, and Mrs. Bonnie VanBuskirk.

The following employees on the Frederick Campus of the Maryland School for the Deaf served in these branches of the military: U.S. Marines—Steve Bisset, Cliff Grant, Robert Handley, James McKen, Denis Reen, and Ron Sisk; U.S. Army—Harry Kersey, David Jones, Roger Minnick, Dwight Newbold, James Sweeney, Patricia Thompson, and Sherman Tessler; U.S. Navy—Brad Cleaveland, Hal Gamble, Ed Hartmann, Ira Haupt, Jack Higgins, and Richard Jones; U.S. Air Force—David Denton, Earl Palmer, and Jack Reed.

This assembly gave the students a chance to experience patriotic feelings toward America. Ms. Bette Hicks and Ms. Cathy Borggaard signed the song “This Land is Your Land” with a great deal of pride and enthusiasm. Mr. Wayne Sinclair spoke about the observance of Remembrance Day in Canada and in other Allied nations. At 11:00 A.M. everyone attending the Veterans Day Program observed a two minute silent memorial to those veterans who gave their lives so others could live in freedom.

The program concluded with everyone singing and signing “This Land is Your Land” as Dr. Hal Gamble accompanied them on his guitar. The Veteran’s Day Program was informative and inspirational. For generations, veterans have been giving their time, talents, and even their lives in defending America and helping to keep our nation free. May God continue to bless our special group of veterans as they strive to serve others here at the Maryland School for the Deaf.

Ms. Kathy Staab, right, introduces some of the MSD staff who served in the Armed Forces. Left to right are: S. Tessler, P. Thompson, J. Sweeney, D. Newbold and D. Jones.
The Governor’s Advisory Commission on the Hearing Impaired

The Maryland School for the Deaf was the host site of the Western Maryland Regional Hearing conducted by the Governor’s Advisory Commission on the Hearing Impaired in November. This was the second of six regional meetings planned by the Commission to receive information from the populace within each region to assess the needs and problems faced by hearing impaired citizens.

In its meeting, eight broad areas for discussion were covered: interpreting services, educational opportunities, training and employment, communicative accessibility, health and mental health services, senior citizens, consumer problems and regional concerns.

Approximately seventy-five persons attended the hearing. Among those in attendance were representatives from the boards of commissioners from Allegany, Washington, and Frederick Counties. There were representatives from Frederick Community College and Western Maryland College. The President of the Maryland Association of the Deaf as well as a former president of the National Association of the Deaf made themselves present. Some parents of MSD students were also in attendance.

While there were many issues aired at the meeting, several concerns seemed to be prominent. They included lack of top-quality interpreting services in some school districts, relative inaccessibility of the “911” services, and a lack of mental health counseling services for the deaf adults.

The first regional meeting was held in Salisbury in September. There, the main concern was the crucial lack of interpreting services. Many deaf citizens appeared to be very concerned about this.

The Commission hopes to receive much feedback from both the hearing and hearing impaired citizens on all matters affecting the hearing impaired before it submits the final report to the Governor in September 1987.

There will be meetings in Baltimore, Montgomery and Prince George’s Counties and in Southern Maryland. Mr. Wayne Sinclair, who is a member of the MSD staff, serves on the Commission. For further information about the Commission, contact Mr. Sinclair here at MSD.
Reserve your copy of . . .

The Maryland School for the Deaf Yearbook

The Cornerstone
1987

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