MSD student Dina Phillips donates at the Red Cross Bloodmobile.
Calendar of Events

MARCH
6—Winter Alumnae Day
11—Afternoon In-service for staff
12—Building Construction Olympic Skill Contest at Frederick County Fairgrounds, all day
25—Drama presentation, "Any Number Can Die," Uly Auditorium, 3:30 p.m.
26—Drama presentation, "Any Number Can Die," Uly Auditorium, 2:00 p.m.
31—Third quarter ends

APRIL
1-8—Spring Holiday
11—Fourth quarter starts

Graduation
12—Track Meet with Westminster and F.H.S. at F.H.S., 4:00 p.m.
19—Track Meet with Westminster and Canodics at Mount, 4:15 p.m.

21—Track Meet with Clear Spring, here, 4:00 p.m.
22—Afternoon In-service for staff
27—Hancock Track Invitational, 2:00 p.m.

MAY
4—Track Meet with Brunswick and Washington, here, 4:00 p.m.
7—Zinnemann Track Invitational at Westminster, 11:00 a.m.
11—Track Meet with Mecoursburg Academy, away, 3:00 p.m.
30—Memorial Day Holiday

JUNE
1—Graduation

June
3—Class Night/Honor Awards
5—Commencement and Graduation
15—Last day of school for students
17—Last days of work for staff

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Perhaps we might begin this discussion by going back to the middle ages, as the 13th century... to a scene in medieval France. At that time there was no federal office trying to regulate special education but throughout Europe and the known world the Church was the supreme authority on all things, including educational policy and curriculum.

In 1250 at the University of Paris a group of professors were developing a hypothesis about the number of teeth in a horse's mouth. They were conducting a deep and learned academic discussion somewhat similar to some of the deliberations carried on today by certain so-called experts on education of the deaf.

The professors agreed that the number of teeth in a horse's mouth could not be 21, 30, or 36, or any multiple of three as that would be an offense to the Trinity. The horse could not have 28, 35, or 42 teeth—any multiple of seven—because after creating the world God rested on the seventh day. They scrutinized the writings of Aristotle and studied the arguments of Saint Thomas Aquinart but still could not resolve the problem.

While these brilliant gentlemen continued their debate on the number of teeth in a horse's mouth, a shocking thing happened. A university student who had been listening to the discussion got up and went outside. Finding a horse in the stable, he opened its mouth and counted the teeth.

This story may illustrate some of my perceptions about recent trends in the education of deaf children, which are being advocated by people who lack real expertise or understanding of the disability. Unfortunately these are people in positions of influence who have gone about countuing horses' teeth without ever looking at the horse itself. I believe it is vitally important that educators take an objective look into the reality of deafness, and that they be reminded that academics must be linked to the facts of life.

Some of you may have seen the Broadway production, or the movie version of "Children of a Lesser God. Both Phyllis Frelich, the leading actress in the play, and Marlee Matlin of the movie won national awards for their performances. To place the title within the context of my talk today, it appears to me that however beneficial Public Law 94-142 may have been for disabled children in general, for many deaf children it has surely been "a lesser God."

To review very briefly, the Education for All Handicapped Children Act was signed into law by President Ford in November, 1975, and gradually implemented over a number of years. This landmark legislation reflected an attempt by Congress to correct a number of glaring educational inequities and financial hardships suffered by disabled children and their parents. Provisions of this law were reinforced and extended by Section 504 of the Rehabilitation Act of 1973.

The basic intent of this act was threefold: 1) to ensure that all handicapped children are provided, a free, appropriate public education and relate services to meet their individual needs; 2) to assure that the rights of handicapped children and their parents are protected; and 3) to ensure the effectiveness of efforts to educate handicapped children.

I am afraid that for many deaf children and their parents in the intervening years since enactment of this law, PL 94-142 has been a Pandora's box of confusion and disillusionment. Not all deaf children are receiving a free, appropriate public education. The "least restrictive environment" provisions of the law tend to be interpreted

Dr. Mervin D. Garretson, a past president of the National Association of the Deaf, is special assistant to the president of Gallaudet University. He made this speech at the Gallaudet University Alumni Association Branch at the Minnesota School for the Deaf, Faribault, on April 12.

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in a narrow and rigid manner, frequently with mainstreaming as an end in itself. The most important requirement of the law is that each handicapped child is entitled to an appropriate educational placement commensurate with his needs. It is unfortunate that this legislation treats the handicapped as one class, with identical interests, needs, and problems. As we all know, the barriers facing the deaf child are not architectural or mobility-based, but are related to communication which happens to be the keystone of the entire educational process.

Some years ago I prepared a paper on "the unwritten curriculum" which I felt was one of the most overlooked and least recognized aspects of the total learning process. In brief, the unwritten curriculum refers to all of the learning that takes place out of the classroom—a sort of extracurricular extension of one's formal education.

How does the average school-age student spend his time during the 365 days that make up a year? If we take a close look we will observe that every classroom. Students go out at recess, lunch time, to the bathroom, linger in the hallways, have after-school hours, Easter, Christmas, Thanksgiving, and summer vacations, spend time at home—taking a shower, watching television, eating meals, chatting with the family—going to the store, socializing with the neighbors, at the dentist or doctor's office, riding around in an automobile, maybe listening to the radio, and in countless other nonclassroom situations. An inestimable amount of unintentional learning is supplementing the formal curriculum.

If we multiply 365 days by 24 hours, we have a total of 8,760 hours in a year. Most school systems appear to operate on a 180-day school year, so if a student has a four or five hour class schedule, this adds up to 720 or 960 hours at the most—a mere eight percent of the total year. The child's non-schooling hours are more than 11 times those spent in the classroom. Obviously the average hearing child receives the bulk of his learning during the 92 percent of the time he is not in a regular classroom setting. What of the deaf child?

Unlike the other handicapped children who may be blind, educably mentally retarded, orthopedically handicapped, or learning disabled, the deaf child does not hear the teacher

• hear his classmates in front, behind, or all around him
• hear and participate in class discussions
• hear the educational film presented to the class
• hear the principal over the public address system
• hear the visiting speaker invited for the period
• hear the guide on the class field trip
• hear the radio or TV program assigned to the class
• hear the exchange of friendly chit-chat at recess
• hear the peer interaction down the hallways between classes
• hear the news or gossip during lunch hour
• hear the "sum up" on the walk home at day's end
• hear the debates at student body government meetings
• hear all of the other little ministrations that come almost as if by osmosis through the ear and of which everyone is practically unaware

The simple fact is that the deaf child does not hear. Curriculum, as we understand it, is actually limited to learning acquired through schooling. Objectives of a curriculum generally revolve around human needs—intelectual, social, physical, and emotional well-being of an individual. P.L. 94-142 does perceive educational programming as encompassing more than academics. In addition to learning the basic 8% and other subject matter, an educational plan involves developing psycho-motor, social, self-help, and communication skills. Educational goals include acquiring adaptive ability, emotional maturity, pre-vocational training, and daily living activity skills. Provision needs to be made for learning group participation techniques, understanding and interpreting of value systems, opportunities for leadership, learning how to learn, developing cope-ability. Ideally a well-rounded education results in a healthy self-concept, all in all, development of the whole person.
The unwritten curriculums has to do with all of those activities, planned and unplanned, which I perceive as the non-school oriented aspects of learning. Taken for granted by educators in general since it is practically axiomatic for children who hear, this term exists for me only in relation to deafness. An appropriate synonym might be "incidental learning" but this suggests a deceptive and simplistic view of what is a highly significant aspect of the deaf child's educational experience.

Ask oneself what is the out-of-school learning milieu of the average child with normal hearing? Many of us who have hearing children know that our kids achieved a fairly sophisticated understanding of English syntax, use of idioms, and a full-blown vocabulary before they ever set foot inside a school room. During these early pre-kindergarten years they also picked up counting, elements of set theory, and other mathematical concepts (without their technical names, of course); they learned a great deal of history and geography from radio, television, peer and adult conversations. Our hearing children absorbed facts and understandings about people, social codes and attitudes (psychology), health habits and games (physical education), and numberless other items that today may have fancy names in some curriculum shops.

The hearing child's total education, from formal schooling and parochial to the unwritten curriculum is really accessible through hearing such teachers as the mass media, the home, the street, shopping area, the library, the peer group, and what not. And a normal hearing child goes on to use his language foundation to expand his learning horizons both in and out of school.

The noted Amherst scholar and professor, Henry Steele Commager, has observed, "It is, after all, the community which performs the major part of education, not the schools; pervades through a hundred miscellaneous influences from family to farm, from government to playing field, from churches to labor unions, from newspapers and journals to comics and radio, and above all, television."

So, for the deaf child, where is the community? Where is his unwritten curriculum? Nine times out of ten the hearing community is a physical presence but a mental blankness. This is where the naiveeté comes in. Deafness is invisible and people merely see beyond the surface. This super-}

mental perception of deafness may explain the a priori assumption that a local school program is appropriate for all deaf children, and somehow will meet all of their needs. Actually the basic thrust in the regular public school system is one of refinement and increment of already existing knowledge, information banks, and language skills, in which the hearing-impaired child may lose.

It helps when a family learns to sign so that the deaf child may become an active participant in the home environment. But I believe an extended educational setting to be extremely important. Ideally, for many deaf children that would be a large day or residential school with peers and adults who know and use a variety of communication modes throughout the 16 hours of the waking day.

Actually what is the meaning of a hearing loss in an educational setting? A disability has been described as a physical, mental, or sensory impairment which may interfere with one or more of the major tasks of living. Deafness is such a disability. A handicap is defined as an interaction between a disability and an environment creates barriers or obstacles for disabled people. The communication barrier is the major handicap of deaf persons. When ramps, elevators, wider doors, and lowered telephone stands are made available, a person in a wheelchair may no longer be handicapped. And when a deaf child is in an environment where everyone communicates visually, the child is not handicapped. But when 90 percent of the learning environment depends on the deaf child lives in isolation and is mainstreamed only physically, the same way a piece of furniture is placed in a room.

Education is a building block process and for the mainstreamed deaf child in a non-communicating situation the gap tends to grow wider. The language voids a cumulative effect over the development years. The impact is not limited to academic learning. It affects social and emotional growth, awareness to the currency of popular idiom and word usage, value perceptions, and may result in arrested psychological development caused by an uncertain self image.

The National Educational Association has expressed concern about "the complex problems that face the deaf child, several apparent ambiguities, and the challenge it
Defensiveness is invisible and people rarely see beyond the surface.

I was invited by the N.E.A. to serve on a panel of 10 educators who visited public schools with mainstreamed handicapped students in the South, Midwest, and Far West.

We visited 43 public schools, including a couple of special day programs for severely disabled children. Altogether, taped interviews were held with more than 300 teachers, students, parents, administrators, and support personnel. Feedback was varied, ranging from positive to negative and in between. Let me quote a couple of excerpts from the report of this study panel.

From a high school English teacher: “My experience with mainstreaming has been disillusioning and difficult. For one whole year I had in one English class a boy who was all but totally deaf. His needs and demands were so overwhelming that he took 59 percent of my teaching time, energy, and creativity, leaving 34 other students scrounging for crumbs.”

A spokesperson for an organization of parents of mentally retarded children: “We do not want our children mainstreamed because we feel this would be detrimental to them. We would like to see our children placed in a special school ideally located on the premises of a public school, so they

... when 98 percent of the learning environment depends on hearing, the deaf child lives in isolation and is mainstreamed only physically...”

would be protected but not completely segregated from normal schools.

Several parents of deaf children commented that while they enjoyed having their child at home and in the local public school, they had to admit that their deaf children had very few, if any, real friends—tended to be lonely and isolated, and were rarely if ever invited to the homes of other children. Regardless of these and other concerns, I believe that PL 94-142 has accomplished a great deal for disabled children. I also feel that what has been happening to some hearing-impaired children reflects an un-/would be protected but not completely segregated from normal schools.

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Beyond the reach of a public school budget, while on the other hand public schools are able to provide exposure to non-handicapped peers. The residential schools would also become diagnostic centers for hearing and vision problems. It was also stated that residential schools are generally better able to handle the vocational needs of deaf and blind students. Spokesman for the group is Joseph Fisher, assistant superintendent for special education with the Illinois State Board of Education.

I am pleased that this kind of communication is finally taking place. I am hopeful that as we become more knowledgeable and more pragmatic about the unique needs of hearing-impaired children, not to say needs of our sometimes ignored regular students, placement decisions will be made more carefully and appropriately.

Lack of Deaf Peers Makes Public School Placement Inappropriate

A hearing impaired student's unique social and language needs require placement in a state school for the deaf, a California hearing officer ruled, rejecting the district's arguments that its proposed public school placement was the least restrictive and therefore the only appropriate placement. The least restrictive environment guideline, he stated, is not the only criterion to be followed when making placement decisions. F. No. 88-1053 (CA SEA 1986), p. 504-506.

Background... The eighth grade student with bilateral sensorineural hearing loss has attended the district's public schools since she was three years old. She is currently mainstreamed for part of the school day, with the majority of her time spent in the hearing impaired special day class. Although her signing is commensurate with her age, her English is limited, and her overall speech intelligibility is poor. Her intelligence test scores range in the average to high average range, but her achievement test scores reflect a massive language delay resulting from an "impoveryished language environment." The primary language spoken at home is Yugoslavian, but the student doesn't understand the language, and neither does the parent. Because of the communication barrier, the student also has trouble participating in after school activities, causing low esteem.

Public School Inappropriate... Believing that the girl needed exposure to a larger deaf population, the parents asked the district to place her in the California School for the Deaf. The district refused, arguing that the present junior high school placement was the least restrictive environment and thus the only appropriate placement for the student. At a hearing requested by the parents, the hearing officer rejected the district's argument, stating that although the current placement may be less restrictive on the continuum than CSSD, it does not meet the child's social, language, or academic needs. He found the evidence clearly established that the child needs a placement where she will have an opportunity to interact with deaf peers and adults. Not only were her social needs not met in her current placement, but the evidence also revealed that the child failed to demonstrate academic growth in the past few years. That too, the hearing officer stated, was directly related to the girl's restricted language skills. He concluded that the California School for the Deaf would meet the student's needs, and ordered the district to fund that placement.

Education for the Handicapped Law Report, The Missouri Record

Toys For Tots

For the past several years, Maryland School for the Deaf's "300 Club" has coordinated a toy drive called "Toys For Tots" to help less fortunate children have a bright Christmas. Students and staff participated by bringing toys and placing them under the Christmas tree located in the MSD Dining Room. Just prior to Christmas, the toys were given to local charitable organizations, which in turn distributed them to families in the Frederick area. This year the group worked with Frederick Radio Station WNOJ on a video project. Thanks for the generosity and the effort in making this project successful—joy was added to the Christmas of many young Frederick children.

February-March 1986
by Valerie Richardson

Erica Schwartz, 12, has no problem hearing the buzz between classes or the whispered jokes of her friends. But the Wood Junior High School student spoke for deaf and hearing-impaired students everywhere during an assembly last week when she read aloud an essay written by a classmate who is not in fortunate.

"When I am with the hearing students, they just leave me out of the conversation," Schwartz read. "I wish hearing students wouldn't make me feel bad or lonely." The "hearing" students sat on benches in the gymnasium listening silently. The Wood Wood students who could not listen watched as two interpreters relayed the message in sign language.

Teaching students to be more aware of the barriers faced by the hearing-impaired was just one of the ways in which county schools marked the fifth annual Sensitivity Awareness Symposium Day.

At Wood, the concerns of deaf and near-deaf students were a natural choice as a result of the auditory education program the school has housed since 1983. As part of the program, deaf and hearing-impaired pupils can take classes with other students in addition to their auditory courses.

Although hearing-impaired students are encouraged to become a part of the main-stream student body, the transition is not always smooth, as Wood students learned during the assembly.

For example, the students must somehow keep their eyes on the sign-language interpreter while taking notes. To ask a question, they have to first catch the attention of the interpreter.

"The hearing students can write while they listen to the teacher," read Anne Lynch, 13, one of four students reading the essays.

At the assembly, the Wood crowd exhibited a curious mix of callousness and compassion probably unique to junior high school students. During a film on the experiences of a hearing-impaired girl, they giggled uncontrollably when a frisbee threatened to bean her on the head. Moments later, they were outraged when two "hearing" boys stole her lunch.

"I'd find his butt and shoo him," hissed one student.

Attending school with the hearing-impaired students seems to have made the student body at larger more aware of the barriers they face, according to teaching assistant Debra Cramer.

"Sometimes the kids will take notes for the hearing-impaired students," Cramer said. "There's a little teasing, but not what you'd expect from a junior high school."

But some students said there was room for improvement.

"Some people tease them and stuff like that when they're not looking," said Michela Friedman, 13. "I think they could be nicer."

The need for greater awareness extends to teachers and administrators, according to principal Jerome Lynch. Working with the hearing-impaired students "has really opened my eyes," he said.

"When I speak to kids in the cafeteria, unless there's an interpreter, they can't understand me," said Lynch. "We're more aware of the physical handicapped, but you sometimes forget about the needs of the auditory students."

Interpreters, who can be found everywhere from the front of the classroom to the football huddle, are a constant reminder that "we need to be more sensitive," Lynch said.

Schwartz, who said she is learning sign language, agreed.

"Other kids treat them like they're not really people," said Schwartz. "They really do have to be more sensitive to them."

Deaf Heritage Gift

The National Fraternal Society of the Deaf, Frederick Division No. 163, recently presented a copy of Deaf Heritage to the Bjorje Library here at Maryland School for the Deaf. The book was given in honor of Francis C. Higgins, who has always shown a deep interest and appreciation for deaf history. This is an excellent book and certainly will be put to good use by staff and students in learning more about deaf heritage and in developing pride in this deaf heritage. We thank the group for their kind contribution of the book.
During the past few years the problems of child abuse and child sexual abuse have been burned into the consciousness of the American public. Changes in the law and changes in public attitude have brought about a dramatic increase in the number of abuse cases being reported. Professionals in law enforcement and professionals in the field of psychiatry and child development tell us that child abuse and child sexual abuse are not new problems, perhaps as old as mankind; but, the sudden and seemingly violent increase in the number of cases being reported has certainly left the impression in the minds of many Americans that we are suddenly dealing with a new phenomenon. It is suggested by these professionals that the increase in the incidence of reported child abuse is probably related more to changes in public attitude, . . . the willingness of per- sons, including children, to step forward and report such cases, than it is to an actual increase in the number of child abuse cases occurring in our society. Whether or not there has been an actual increase in the incidence of child abuse and child sexual abuse we simply do not know. What we do know is that this phenomenon within the American culture touches all of our institu- tions, including nursery schools, day care centers, private boarding schools, churches, scout troops, and even schools for the deaf. What does all of this mean to those persons involved in the operation of a school for the deaf, like Maryland School for the Deaf, what does it mean to the parents of those children who attend the school, how do the school and the family work together in understanding child abuse and in responding to specific problems when, and if, they occur? The idea of doing an article on this subject has been discussed at great length with members of the Administrative team from both campuses. Further, the question of child sexual abuse, as it affects schools for the deaf, and Maryland School for the Deaf in particular, has also been discussed with the Maryland School for the Deaf Board, with the Office of the Attorney General and with a number of professionals in the fields of psychiatry and child develop- ment who have extensive experience in dealing with the broad problem of child abuse in American society. Basically, I feel the School's response to and handling of the problems that have affected us directly has been appropriate and this belief has been supported by the Attorney General's Office, by professionals in the field, and even by representatives of the media with whom we have dealt. As "child abuse" has become one of the major contemporary issues in Amer- ica in recent years, we have come, little by little, to understand its deeper meanings from a sociological point of view. Agencies like the Maryland School for the Deaf are particularly susceptible to all those frighten- ing and negative reactions, misinterpreta- tions and misunderstandings regarding this problem. In the mind-set of the American public, things of this kind are simply not expected to happen in places like a school for the deaf. In all of the years I have been involved in education of the deaf, I have been aware of the unrealistic expectations of the public regarding the character and be- havior of people who work in places like the Maryland School for the Deaf. Often, an almost religious aura surrounds public per- ception of schools for the deaf and persons who work within them. These unrealistic perceptions of our schools, and of the persons who work within them, only com- pound and worsen the problem when some- thing like child abuse occurs. There is the automatic tendency to think in terms of cause and effect. There is also the public hunger to fix blame and to want to accuse those who would allow such horrible things to happen. I am sure that most of our readers understand what I am describing. The Maryland School for the Deaf is a microcosm of our culture and the people found in a place like Maryland School for the Deaf are more or less a cross-section of American society. Statistically, we are told handicapped children of all types are more subject to abuse than non-handicapped chil- dren. But, that statistic does not mean that
schools for the handicapped cause child abuse. The causal relationship is the thing which the public does not fully understand and it seems, from my own experience and from what I have been told, that the more written and said about child abuse in the paper and on television, the stronger and deeper the misconceptions, prejudices and misunderstandings become. I doubt that anyone outside the Maryland School for the Deaf has any full understanding of, or appreciation of, the profound effect upon all faculty and staff of an incident involving one of our pupils and/or one of our staff members. I know firsthand because I live with the full reality of being ultimately responsible, and I am familiar with the awesome hurt, fear, anger and guilt felt by all of us. Paradoxically, the overwhelming majority of cases of suspected abuse that we are compelled by law and by conscience to report to the authorities involve incidents occurring outside the school. This dimension of the problem, as it affects deaf people in America, is essentially unknown to the public. In reporting incidents of child abuse, the media almost always ties the incident to the institution which reported it or in which it occurred. This, of course, results in a distortion of the reality of what actually happened and who was responsible.

As mentioned earlier, there have been many discussions about an article for our parents dealing with the subject of child abuse. In each discussion there has been concern expressed that such an article would add little or no understanding to the real nature of child abuse and would only compound feelings of uncertainty and fear on the part of persons both inside and outside the School. In attempting to put together this article, those concerns remain unresolved; but, it is my sincere hope that this effort to increase our understanding of the meaning of the contemporary American problem of child abuse as it affects agencies like the Maryland School for the Deaf, may help all of us prevent the occurrence of similar problems in the future. I trust, too, that this article will add some enlightenment, and perhaps reduce the level of uncertainty, tension and fear that may exist.

In my judgement, the School is doing a good job in helping pupils and staff members alike understand the nature of child abuse. There are a number of training films, and there are a number of agencies which provide speakers and appropriate materials designed to increase the level of understanding on the part of adults and children alike. Through awareness and understanding it is, of course, the aim of the School to help prevent the occurrence of abuse. I am convinced that all of the people within the School family have a much better understanding of the problem of child abuse than was true a few years ago. With this improved understanding it is felt that the School would be in a better position to help prevent the occurrence of abuse wherever the child might find himself; in the home community, in some public place, at the School or elsewhere.

Obviously, all persons who are considered for work at Maryland School for the Deaf are given a background check. In addition to background investigations, which are conducted by law enforcement agencies for the School, other information concerning previous employment of an applicant is checked out, typically by telephone. The use of this kind of screening techniques, including criminal background checks by all kinds of agencies which provide services to children, are not always 100% satisfactory in identifying potential abusers. This is perhaps the most difficult part of the responsibility faced by an organization like Maryland School for the Deaf. From what we have learned from the experts in the field of child abuse, those persons who are charged with child abuse are typically well thought of and this factor makes it even more difficult to screen out, or to identify, in advance those persons who might be potential child abusers. Perhaps the best tool available to all of us, not just in the future but in our present public awareness and knowledge of the societal problems of child abuse and continued efforts on the part of families, schools and other societal and educational institutions to prevent child abuse.

Philosophically, the very cornerstones of the Maryland School for the Deaf program are concepts such as trust, love and openness. When we find ourselves faced with the responsibility of reporting to the authorities the suspicion of abuse, and when we find ourselves dealing with the public reaction when charges are actually made, and when we find ourselves before a television camera responding to questions which imply that somehow the School is responsible for the crime or the implication that somehow the School caused it or could have prevented it, we have to struggle to maintain trust and love...
Outdoor School at Mar-Lu-Ridge

In December, twenty-three students attended the Outdoor School Program at Mar Lu Ridge. The Frederick County School System offers the program to eighth grade students, and once again, invited the students from MSD. Ms. Linda Taylor and Mr. Edward Schaefer accompanied the group, while advanced students Ramesh Ganjian and Donald Davenport served as counselors. This is a class story about the experiences shared at Mar Lu Ridge:

When the bus finally arrived at camp, students from Brunswick Middle School were waiting for us. Both groups were worried about communicating, but we found it easier as time passed. Our teachers brought ABC cards of the manual alphabet and distributed them to the hearing students. We were surprised how quickly they learned.

We had many duties and activities at camp. All of the students were divided into different cabins and different groups for activities. Both Mr. Schaeber and Ms. Taylor interpreted for us.

We collected different kinds of rocks and later made a geology kit. We grouped the rocks in egg cartons, which were brought back to school and given to our science teachers for a grade. It was fun because we used googles and small hammers to chip samples from bigger rocks.

We visited the C&O Canal and learned what it was used for many years ago. It was a waterway used for transportation. Later railroads and trucks were used instead. We later saw an old movie about the canal, and now we understood what had really happened on the canal.

We really did a lot of hiking. One of the hikes happened at night. It was fast! The teachers told ghost stories. On another hike, we walked to a cave. Most of the students went through the cave. It was very dark and narrow. Some students thought they would become stuck.

We also did some hiking around Harper's Ferry, West Virginia. This was very interesting because it was a very important area during the Civil War. All of us would like to go back when we are in the advanced department as counselors. The students who participated were James Gaskin, Michael Hart, Duane Parsons, Charlene Ware, LaQuisha Scriber, Richard Montgomery, Lewood McClain, Gerina Barkley, Devon Gibson, Michael Jokes, Otina Rowe, Susan Lowe, Tammy Belcher, Bonnie Finnigan, Tisha Heb, Jene Kesler, Kenny Quick, Claudette Fitzhugh, Mike Smith, Stephanie Madera, Annette Burrell, Lisa Lachin and Damon Edwards.
Summer Camp Program
Camp Hebron will offer a program for deaf young people, August 7-12, this year. Cathy Hebron is located near Harrisburg, Pennsylvania, and has offered a program for deaf boys and girls, ages nine through 16, for several years. The program is sponsored by The First Deaf Messonite Church of Lancaster, Pennsylvania, and Frederick Church of the Brethren, Frederick, Maryland. For more information, please contact John Wosnynsky, at 38 East South Street, Frederick, Maryland, or call Tracy Wiser at 301-602-1419 voice or TDD.

Who’s Who
Dr. Richard Steffen, Assistant Superintendent, MSD Columbia Campus, was recently named to "Who’s Who in Educational Administration." We offer congratulations to Dr. Steffen on this fine accomplishment.

Scout Ski Trip
In February, members of the MSD Boy Scout Troop enjoyed a weekend ski trip. The trip was sponsored by Explorer Post No. 246 from Middletown and involved three other troops as well as the boys from MSD. The purpose of the trip was to provide an opportunity for scouts to earn the Ski Merit Badge. This is a rather new badge involving a physical demonstration of ability to get on and off the lift, to use a ski wedge, to do parallel skiing, to stop, to turn, and to demonstrate safety measures, as well as to make a written test. Of the six MSD boys who went on the trip, five of them passed and earned their badges.

Scouts who enjoyed this trip to Camel Hill in the Poconos near Stroudsburg, Pennsylvania, included: T. Macadden, K. Beacham, J. Deleaver, K. Rush, J. Greger, and L. Baird with Mr. C. Grant supervising the trip. The trip provided an opportunity for fellowship among MSD boys and those from other troops, and it was pleasing to see how quickly the deaf and the hearing troops established means of communication. All the boys enjoyed the trip and hope very much that they can repeat this experience next year.

Advanced Department
Honor Roll—Second Quarter

** * * Interim Department
Honor Roll—Second Quarter

                   **

VOCATIONAL
James Clasby
Tao Dkhays
Dorothy Edwards
Joey Greger
Cindy Hall
Heather Heagy
Elizabeth Huchko
Sara Kimko
Stephanie Majdare
Lorrie Rema
Staci Rensh
Jacob Spidle
Maeen Yarou

CITIZENSHIP
Jule Cawelti
Kimberly Jones

THE MARYLAND DEAF-LAYMAN
Contribution to Renovation Project

The Frederick Lions Club has generously presented a check for $2,000 to assist the Maryland School for the Deaf in renovating the farmhouse on the former Lions property. We are grateful and pleased at this indication of ten of collaboration between the educational system and the business community in Frederick. This money will be used for the purchase of building materials with most of the actual construction/renovation work being done by students enrolled in Mr. Reen's carpentry classes, Mr. Grady's electronics classes, and Mr. Hahn's masonry classes. When renovation has been completed, we hope to use the building as a community service center for deaf adults, a headquarters for the PTCA, a center for special meetings, and for special campus needs.

Donations are still badly needed since we are trying to complete this renovation project without the use of state funds. If you wish to contribute, please make your check payable to MSD/Loats Farmhouse Renovation Project.

Manual Alphabet Display

As part of the display in the Hessian Barracks, the Maryland School for the Deaf has a set of the hand carved manual alphabet. Over the years, a letter was misplaced and one was damaged. Nathan Kumbarn, a former student at MSD, is a skilled wood carver who has carved many beautiful birds and other items. He volunteered to carve letters of the alphabet to complete the set. Pictured above, he is presenting these to Mr. Wait, Assistant Principal, Vocational Department. Many thanks, Mr. Kumbarn.

Picture above are, standing, left to right: Byron Cook, Linnea Shafer & Co./Loats Farmhouse Renovation Project Representative; A. Patrick Linton, Frederick County National Bank/Fred- erick Lions Club President; David Denton, MSD Superintendent; and Robert Padden, MSD Career Education Coordinator/Loats Farmhouse Renovation Project Representative.
Masonry Students
Complete Project

Mr. Donald Hahn and students in the masonry classes recently completed two large projects here on the Frederick campus at the Maryland School for the Deaf.

The first project was renovation of the kitchen loading dock at the Kent-McCann Building. The loading dock was lowered and extended to allow trash containers to set lower to better accommodate the dietary employees. A roof was also added to the dock to provide protection from rain or snow.

The second project involved renovation of the old freight elevator in the same building. Elevator parts were removed at the ground level. Masonry students then erected a concrete and brick wall to protect the steps leading to the furniture storage area, and a roof was built to protect the entrance. A brick wall was also added to separate the campus grounds from the alley.

These two projects assist in providing comfortable and efficient working conditions, as well as adding to the beauty of the campus. We express our thanks for job well done.

United Way Campaign

The United Way Campaign Kick-off assembly was held in the Ely Auditorium. The theme for this campaign was “Lifting Spirits” and the school had demonstrated high spirits in different ways.

We had a school-wide poster contest using the theme for the students. The judges had a hard time deciding the best posters since all posters were great. Prizes were given to the winners. Blue ribbons and five-dollar cash prizes were given to the 1st place winners:

- PRIMARY: 6-8 years old: Peggy Faulkner
- 9-10 years old: Stephan Wagner

INTERMEDIATE:
- Annette Burrell and Julie Perry

THE MARYLAND BULLETIN
ADVANCED:
Paul Gilbert, Jr.
Red ribbons and three-dollar cash prizes were given to second place winners:

PRIMARY:
6-8 years old: Leija Gregor
8-10 years old: Julie Rae Kachelberger

INTERMEDIATE:
Cindy Hall

ADVANCED:
Ricky Belcher
Honorable mention green ribbons were given to:

PRIMARY:
6-8 years old: Stephanie Gass
8-10 years old: Amy Wise

INTERMEDIATE:
Joanne Gregor

ADVANCED:
Melissa Curry

Pat Perkins, Vice President of Frederick County United Way, spoke about the importance of helping others in need. Students were challenged to donate to the United Way. The Primary Department students gave $20 earned from having a bake sale. The Intermediate Department students gave $8.13. In the Advanced Department, Class of 1988 gave $20; Class of 1989, $25; Class of 1990, $25, and Class of 1991, $7.

The campaign came to an end on November 12 with the contributions of $4,107.00 from the faculty and staff members, bringing the total to $4,212.13. The campus of the Maryland School for the Deaf certainly demonstrated the spirit of giving to the United Way. Thank you from the bottom of our hearts!

Cheryl Back & Rita Spencer
1987 Co-Chairpersons

PRIMARY 6-8 YEAR OLDs: Honorable: Stephanie Gass. First place: Peggy Faulkner. Second place: Leija Gregor

FEBRUARY-MARCH 1988

Our Trip to the Natural Center

Miss Howard’s and Miss Miller’s classes went in the white van. We went to the Natural Center. We went in a house and put on clothes. We saw a snake with broken tail. We liked the cave the best. The cave was dark and cold. Some children were afraid. We saw a puppet show with animals. We learned about fall. We ate lunch outside. We had a flat tire. The nice man helped us fix the tire. We had fun.
Alumni & Others

We send our best wishes to Melinda and Robert Padlen (1968) upon the adoption of a baby girl, Eun Hye-Mee, from Korea, last spring.

Congratulations to Larry Johnson (1972 graduate) and his wife, Pamela, on the birth of their first baby, Larry, Jr. Larry, Sr. is employed in the Maintenance Department here at the Maryland School for the Deaf.

Congratulations to Sandra Ammons Rassmuss (1976 graduate) and her husband, Brian, on the birth of their daughter, Blair, in Big Spring Texas.

The MSD family sends deepest sympathy to Joanna Sturgis Harris wife of William G. Harris, who recently passed away following heart surgery. Mr. Harris was a 1942 graduate of the Maryland School for the Deaf and had been employed for 43 years as a printer for the Schneiderstein and Sons company.

Donald Boone (1972) and his wife, Wanda Freight (1975), recently welcomed their third child, a daughter, Camilla Max, who joins sister, Melissa, and brother, Jonathan, in the family. We send Donald and Wanda our best wishes.

Mr. and Mrs. Sherwood Boxer (Mary Sue Hodges, 1968) joyfully announced the arrival of their daughter, Amanda Simone, on February 17, at Shady Grove Adventist Hospital. We send Arzanda's proud parents our congratulations.
Cross Country

The MSD Harriers had a most satisfying season in 1987. The boys finished with a record of eight wins and seven losses and the girls finished with five wins and six losses. Among the team accomplishments were wins by both our teams over Model Secondary School for the Deaf, South Carolina School for the Deaf, and Florida School for the Deaf. In the Frederick County championship meet where MSD competed with six public high schools the girls finished in fourth place and the boys finished in third place. Individually Toby Daniels finished in fourth place in the boys race and Eleanor Finkum finished in ninth place in the girls race. Both were the best finishes ever for an MSD runner in the Frederick County meet. In the girls B race, Melissa Hering and Heather Hering finished in fourth and fifth place.

There were other outstanding individual performances this year. Toby Daniels established a MSD course record of 16:43 (three miles). For the girls, Therese Baer set the three-mile course record at 21:30. Toby had four individual first place finishes. Therese had two individual first place finishes and Eleanor Finkum had one first place finish. For the intermediate runners, Jason Delaver set the MSD course record for boys and Annette Burrell set the intermediate girls record.

Toby Daniels and Eleanor Finkum were All-County selections in Frederick County. It was an enjoyable year and we are looking forward to the 1988 season.

Deaf All-American Winners

Two Maryland School for the Deaf cross country winners were named to top spots on the 1987 Deaf All-American Cross Country team, announced recently.

Eleanor Finkum, a sophomore, was named the girls runner of the year while Toby Daniels was a first-team pick. Daniell is a junior.

Alex Hagedorn was named second-team Deaf All-American for the Orioles while Adrianna Neal and Therese Baer were named honorable mention on the girls team.

At a team, MSD was listed as the second-ranked team in the nation.

Credit of The Frederick News Post

Team winners: T. Daniels, A. Neal, E. Finkum, T. Baer, and A. Hagedorn

February-March 1988
National Deaf
Cross Country Championships

For the first time, the most talented deaf cross country runners in the United States assembled in Frederick, Maryland, to name their champions. The Deaf Athletic Federation of the United States hosted the meet through the courtesy of the local VFW country club which made their golf course available for the national competition.

The field of 38 runners representing 14 states and the District of Columbia ran in 20 degree temperatures. Former 1964, '76 and '84 Olympic track coach, Jack Griffin, functioning as the meet technical director. Coach Griffin felt that the course and weather conditions provided a true test of the runners' inner strength and ability.

Meet director, Jay Cherry, coach at the Maryland School for the Deaf, looks forward to making this an annual event, with other areas bidding to host the championship.

Organized regional athletics for the deaf have been in existence for many years. Basketball and track events have dominated the competitions. The addition of cross country to the national program provides yet another dimension to the arena of sports in which a deaf person may excel.

Runners from MSD who participated and their places were: GIRLS (14-18) Annette Burrell (2nd), Theresa Boer (5th), and Bobbi Sue Renfrew (9th); BOYS (14-18): Toby Daniels (2nd), Kevin Sanderlin (4th), Alex Hagedorn (6th), Gary Reich (15th), and David Kent (17th).

Former MSD students who participated were: MEN—Eric Roberts (6th); WOMEN—Tiffany Williams (3rd) and GIRLS—Karen Bosley (8th).

Cross Country Participants: Front: Theresa Boer, Annette Burrell, Bobbi Sue Renfrew, Karen Bosley, Back: Alex Hagedorn, Kevin Sanderlin, Gary Reich, David Kent, Toby Daniels

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Federal Funds
Benefit Maryland School for the Deaf Programs
In past years the Maryland School for the Deaf on both the Frederick and Columbia campuses has been able to provide additional services and materials through use of Federal Funds. These funds are made available to the school through the cooperation of the Maryland State Department of Education.

During the 1987-88 school year, ECIA, Chapter 2, (Block Grant) funds in the amount of $6,204 were made available to the school. On the Frederick Campus these funds were used to purchase additional print and non-print media (books, films, strips, video tapes, pictures) to specifically benefit program offerings in the health curriculum, as well as to enhance opportunities for research and to continue the development of the desire to do leisure reading. On the Columbia Campus the funds were used to help provide supplies and equipment necessary to continue and expand the Pre-Vocational/Vocational Program. We feel that on both campuses there was direct benefit to students through use of this additional funding.

Additional money was awarded to the school under PL 89-313 (Title I). Funds made available for the current school year amounted to $225,742. Using these funds the school provided educational services for parents through the Pre-School Parent Counseling/Family Education Program and also provided a more highly individualized program of instruction through additional teacher aides who worked directly with students in the classroom, along with the students’ regular teacher. Funding was also used to help provide consultation services for students in need of highly specialized psychological help. Over the years this funding has had an important impact on the program that the Maryland School for the Deaf has been able to offer, and some services which are now a regular part of the MSD program came into being through initial use of these funds.

Copies of the applications for both of the above grants are on file in the Principal’s offices on both campuses of the Maryland School for the Deaf. These are available for review to anyone who might be interested in them.

We expect that funding will be available for programs for the next school year and the school welcomes written suggestions for the use of future funding which might become available. Parents, guardians and staff should submit these suggestions directly to Dr. Rich Steffen on the Columbia Campus or Mr. Kenneth Kritz on the Frederick Campus.
24th Quadrennial Reunion at Maryland School for the Deaf

FREDERICK, MARYLAND
JUNE 24, 25, & 26, 1988
HEADQUARTERS: KLIPP-REDMOND HALL
(Frederick Campus)

Friday, June 24:
4:00 p.m. - 10:00 p.m. Registration/Lodging Assignments (KLIPP-REDMOND Hall)............. $4.00
10:00 p.m. - 10:30 p.m. Dinner at MSD Dining Room.................................................. $3.50
7:00 p.m. - 10:00 p.m. "Parade of Classes" at Auditorium......................................... $3.00
8:30 p.m. - 10:00 p.m. Entertainment is Ely Auditorium...........................................
10:00 p.m. - 12:00 a.m. Reception in KLIPP-REDMOND Hall (Basement)................................. Free

Saturday, June 25:
7:00 a.m. - 8:30 a.m. Breakfast in MSD Dining Room........................................... $3.00
8:00 a.m. - 4:00 p.m. Registration/Lodging Assignments (KLIPP-REDMOND Hall).........
9:00 a.m. - 12:00 noon Lunch in MSD Dining Room.............................................. $3.50
12:00 p.m. - 3:30 p.m. Business Meeting in Ely Auditorium...................................... $3.00
2:00 p.m. - 4:00 p.m. Business Meeting in Ely Auditorium...................................... $3.50
5:00 p.m. - 6:00 p.m. Stage Cocktail Hour (Cash bar) at Quality Inn..........................
6:00 p.m. - 8:00 p.m. Buffet Dinner/Dance Reunion Queen Crowning at Quality Inn....$15.00 per person

Sunday, June 26:
7:00 a.m. - 8:30 a.m. Breakfast in MSD Dining Room........................................... $3.00
8:00 a.m. - 11:00 a.m. Registration (KLIPP-REDMOND Hall).......................................
11:00 a.m. - 12:00 noon Group Photography Picture in front of Bunning Gymnasium.....$5.00
12:00 p.m. - 1:30 p.m. Country Style Dinner at MSD Dining Room............................ $5.00
2:00 p.m. - 3:00 p.m. Ms. Kent/Mrs. McCarter—Oil Painting...................................
3:00 p.m. - 5:00 p.m. Tours of Old Homans Barracks and Old School for the Deaf...........
Forewald and Leisure Time

SAVE! SAVE! SAVE! SAVE! SAVE! SAVE! SAVE! SAVE! SAVE! SAVE! SAVE! SAVE!

BUY COMBINATION TICKETS — $25.00 before May 1, 1988
Your combination ticket includes: Registration.......................................................... $5.00
Active Membership Dues (4 years) ................................................................. $1.00
Associate Membership Dues (4 years) ............................................................... $4.00
Family Membership Dues (4 years) ................................................................. $6.00
Friday Evening Entertainment..................................................................... $1.00
Saturday Breakfast.............................................................. $3.00
Saturday Luncheon.............................................................. $3.50
Sunday Breakfast.............................................................. $3.00
Sunday Country-Style Dinner.............................................................. $3.00

Cut out and mail

LOGGING RESERVATIONS—CONTACT:
Mr. Robert Conlon
Maryland School for the Deaf
313 Clarke Place
P.O. Box 538
Frederick, Maryland 21701-0528

BUFFET DINNER/DANCE RESERVATIONS—CONTACT:
Mr. Gregory L. Helfer, Business Manager
5000 Englewood Place
Rockville, Maryland 20852

Please send your check or money order to:
Mr. Gregory L. Helfer, Business Manager
5000 Englewood Place
Rockville, Maryland 20852

Pay when you arrive at M.S.D. Thanks!

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Deadline: June 17, 1988
(Limited to 250 people)

$15.00 per person

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