Juan Carlos Borrero uses Total Communication as he competes in the Speech Olympics.
Towards Equality: Education of the Deaf

Final Recommendations of the Commission on Education of the Deaf
Reprint from The Missouri Record

The Commission on Education of the Deaf was established by the Education of the Deaf Act of 1985. The Commission was charged with the task of studying the quality of education of deaf persons and making a report of its findings and recommendations to the Congress and the President. That task has been completed and the Commission's report, titled "Towards Equality: Education of the Deaf," was released in late March. The 52 recommendations presented in the report are summarized here for our readers. Copies of the report will soon be available from the U.S. Government Printing Office (GPO), although the price and stock number for the report have not been determined. The GPO may be contacted on how to order copies. The address is:
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
202-512-2064 (Voice/TTY)

Prevention and Early Identification

Prevention
Congress should establish a National Institute on Deafness and other Communication Disorders within the National Institutes of Health.

Early Identification
The Department of Education, in collaboration with the Department of Health and Human Services, should issue federal guidelines to assist states in implementing improved screening procedures for each live birth. The guidelines should include the use of high risk criteria and should delineate subsequent follow-up procedures for infants and young children considered to be at risk for hearing impairments.

Elementary and Secondary Education

Language Acquisition
The Congress and the Department of Education should ensure that facilitating English language acquisition in students who are deaf (including vocal, visual, and written language) is a paramount concern

guiding the implementation of exemplary practices, the establishment of program models, the determination of research priorities, the design of curricula, materials, and assessment instruments, and the provision of professional and parent training. Language acquisition should be a top priority in federally funded research.

Appropriate Education
The Department of Education should provide guidelines and technical assistance to states, local education agencies and parents to ensure that an individual education program for a child who is deaf takes into consideration the following: severity of hearing loss and the potential for using residual hearing; academic level and learning style; communicative needs and preferred mode of communication; linguistic, cultural, social and emotional needs; individual motivation; and parental and family support.

Least Restrictive Environment
The Department of Education should reframe the "least restrictive environment" concept by emphasizing it as being secondary to the Education of the Handicapped Act's primary provision for the appropriate education of each handicapped child.

The Department of Education should issue a policy statement clarifying "least restrictive environment" by vowing it as a future use as a synonym for "local program" or "mainstreaming."

The Department of Education should monitor states to ensure that they maintain and nurture center schools as placement options as required by law.

The Department of Education should state and publicize its removal from the regular classroom does not require compelling evidence.

The Department of Education and the State Education Agency should monitor local programs or individual education programs (IEPs) to ensure that satisfactory educational progress of a child who is deaf is occurring.

The Department of Education should issue a policy statement to permit consideration of curriculum content and methods of
curricular delivery required by the nature or severity of the child’s handicapping conditions.

The Department of Education should ensure that all schools maintain and communicate educational programs for their local public school districts to provide integrative programs appropriate to meet students' needs.

Parents' Rights

The Department of Education should issue a policy statement requiring that school personnel inform parents of all options in the continuum of alternative placements during each IEP meeting. The Department of Education should issue a policy statement to the effect that parental preference must be given maximum consideration during the IEP process, and that it is incumbent on the educational agency to defend its position if contrary to the parents’ request.

Evaluation and Assessment

The Department of Education should ensure that the evaluation and assessment of students who are deaf be implemented by professionals who are knowledgeable about about their unique needs, and be able to communicate in the primary mode of communication.

Program Standards

The Department of Education should encourage states to establish program standards for deaf students requiring a special school or special class placement.

Quality Education

Congress should enact a new piece of legislation, a “Quality in Special Education” or alternatively, a “Quality in Deafness Education” bill that would provide incentives to the states to advance the quality of services provided to students who are deaf.

American Sign Language

The Department of Education should take affirmative action to encourage applications under the Bilingual Education Act that seek to enhance the quality of education received by limited-English-proficiency children whose native (primary) language is American Sign Language.

Gallaudet University's Pre-College Programs

Congress should amend the Education of the Deaf Act to include the following provisions for setting priorities at the Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), for submitting annual and evaluation reports:

Priorities

KDES and MSSD shall provide exemplary programs to stimulate the development of similar programs across the nation. These exemplary programs should be developed to meet the critical needs at the elementary and secondary levels through research, development, training, and technical assistance. The current critical needs identified by the Commission relate to the following special populations and their families:

- students who are lower achieving academically;
- students who have secondary handicaps;
- students who are non-English speaking homes; and
- students who are members of minority groups.

Admission criteria should be changed to be congruent with the special populations addressed. The mission and focus of MSSD should be redefined so that it remains a comprehensive program serving a wide variety of deaf students while admitting a student population which more closely mirrors the national demographics of secondary school-age deaf children. Materials and other product development of KDES and MSSD shall first address these populations defined by need and the special needs of deaf students in mainstream.

Annual Report

KDES and MSSD shall submit an annual report to the President and to Congress which includes a list of the critical needs, a description of programs and activities designed to meet those needs, and an evaluation of their effectiveness.

Evaluation Report

Prior to reauthorization, or at least every five years, the Department of Education shall report to Congress

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meeting the identified critical needs. An evaluation report shall be provided to the Governor and to Congress which includes the names of the experts and consumers conducting the assessment, a presentation of their findings, and the response of KDEs and MSSD to the evaluation. In addition, the experts will delineate the critical needs to guide the programs during the next funding cycle.

Federal Postsecondary Educational Systems

Regional Postsecondary Education Programs for the Deaf
Congress should increase funding to strengthen each Regional Postsecondary Educational Program for the Deaf by providing a broader range of educational options, including vocational and technical training, two-year junior college, and baccalaureate programs. The number of Regional Postsecondary Educational Programs for the Deaf should be increased to five. The additional program should be established in the southwest region of the U.S. to provide greater geographical coverage of the nation. The Commission recommends the following criteria for selecting and expanding the role of the Regional Postsecondary Educational Programs for the Deaf:

1. Involvement and training of persons who are deaf as administrators, program planners, and instructors.
2. Employment of qualified personnel who are able to communicate in the client's native language and mode of communication.
3. Provision of adequate support services, including interpreters, note-takers, and other aids.
4. Provision of long-term outreach and promotion to communities and schools serving persons who are deaf.
5. Design of programs to meet the unique needs of students who are deaf.
6. Provision of in-service training on deafness to education providers.
7. Implementation of a general policy to ensure greater accessibility for all students who are deaf, including a waiver of increased tuition charges for deaf Medicare patients.
8. Selection of the Regional Postsecondary Educational Programs for the Deaf should be based on the geographical distribution of the potential student population.

A five year competitive funding cycle should be established for the regional programs.

Adult and Continuing Education
Congress should authorize funds for each Regional Postsecondary Educational Program for the Deaf to provide adult and continuing education programs within their respective regions and to assist other local educational institutions in providing such programs to adults who are deaf. The Department of Education should establish the following criteria for the selection of the Regional Postsecondary Educational Programs for the Deaf in providing such adult education programming:

1. Involvement and training of persons who are deaf as administrators, program planners, and instructors.
2. Provision of adequate support services, including interpreters, note-takers, and other aids.
3. Provision of long-term outreach and promotion to communities and schools serving persons who are deaf.
4. Design of programs to meet the unique needs of adults who are deaf.
5. Provision of in-service training on deafness to adult education providers.

Rehabilitation Service Centers
Congress should establish one comprehensive service center in each of the ten federal regions of the United States. These centers may be located in existing facilities or may be stand-alone units. The Commission further recommends that the comprehensive service centers be funded through a competitive bid process. To be eligible for federal funds, applicants would have to:

1. Provide comprehensive services, such as initial evaluation and diagnosis, general education, counseling and guidance, vocational training, work transition, supported employment, job placement, follow-up, and community outreach.
2. Employ qualified personnel who are able to communicate in the client's native language and mode of communication.
3. Disseminate training techniques, instructional materials, results of program evaluations, and public information.
4. Demonstrate a method for utilizing existing community resources in providing such comprehensive services.

Evaluation and Oversight
Congress should amend the Education of the Handicapped Act and the Education of the Deaf Act to direct the Department of Education's liaison office to: (1) coordinate the activities of Gallaudet University, the National Technical Institute for the Deaf, and the Regional Postsecondary Educational Programs for the Deaf to ensure quality of the programs and to avoid unnecessary duplication; (2) review and comment on workplace requirements, dissemination, and evaluation activities, technical as-
sistance, and development of instructional materials; and (3) assist in the preparation of budget requests.

The Department of Education should conduct program evaluations at Gallaudet University, the National Technical Institute for the Deaf, the regional postsecondary centers, and the proposed comprehensive service centers on a five-year cycle and submit a report of its evaluation with recommendations, including specific proposals for legislation, as it deems advisable, to the authorizing committees of the Congress. The evaluation team should consist of outside experts in the field of deafness, program evaluation, education, and rehabilitation, including persons who are deaf.

Foreign Students

Congress should direct Gallaudet University to continue its policy of admitting foreign students who are deaf. The National Technical Institute for the Deaf should be permitted to admit foreign students who are deaf. However, the number of foreign students should be limited to 10 percent of the student body at both institutions. Tuition should be increased to foreign students to cover 75 percent of the average of the per student costs at these two institutions.

Hearing Students

Congress should deny Gallaudet University the latitude to accept hearing students to its baccalaureate programs.

Affirmative Action

Gallaudet University, the National Technical Institute for the Deaf, and the schools participating in the Regional Postsecondary Educational Programs for the Deaf should continue to strengthen the positive efforts they have already made in recruiting, hiring, and promoting qualified applicants and employees who are deaf.

Governance Bodies

Congress should amend the Education of the Deaf Act to require that a majority of the members of the governing and advisory bodies of Gallaudet University, the National Technical Institute for the Deaf, and the Regional Postsecondary Educational Programs for the Deaf be persons who are deaf.

Research, Evaluation, and Outreach

National Center on Deafness Research

Congress should establish a National Center on Deafness Research within Gallaudet University. Present funding at Gallaudet University for research related purposes would not necessarily be increased, but would now be managed at the Center. A significant portion of the Center’s research funds should be awarded competitively to other qualified research organizations.

Development of Research Plans

Congress should direct Gallaudet University and the National Technical Institute for the Deaf to develop concrete research plans and to provide them for public comment by consumers and researchers. The projects should then be selected in conjunction with a program review process involving (principally) the best researchers in the field.

Professional Standards and Training

Early Childhood

The Department of Education should require state education agencies to conduct state-wide planning and implementation activities in compliance with P.L. 99-457, including the establishment of program and personnel standards, which specifically address the educational and psychological needs of families with young children who are deaf. Individuals working with young deaf children and their families should be professionally trained in the area of deafness and early intervention to serve this population.

State Councils

The Department of Education should require that at least one member appointed to each State Interagency Coordinating Council be knowledgeable about deafness.

Preservice and Inservice Training

The Congress and the Administration should continue in implementing section 632 of the Education of the Handicapped Act and related provisions of the law, preservice and inservice training be provided to personnel to enable them to work effectively with deaf children, ages 0 to 5, and their families. Training should also be provided to adults who are deaf to prepare them to work as facilitating team members in local intervention programs.

Elementary and Secondary

Teacher Training

The Department of Education should provide guidelines for states to include in their state plans such policies and procedures for inservice training that the Council on the Education of the Deaf, to ensure that professionals in educational pro-
grams for students who are deaf are ade-
quately prepared and trained.

Sign Language Competency
The Department of Education should require states to ensure that persons em-
ployed to teach in special programs demon-
strate competence in the instructional prac-
tices and communications methods utilized within that program.

Training for Mainstream Teachers
The Department of Education should require states to ensure that regular class-
room teachers serving children who are deaf in their classes: 1) receive the necessary technical assistance; and 2) receive training to meet the special needs of students who are deaf.

Federal Support for Teacher Preparation
Congress should re-establish federal sup-
pport for teacher preparation, including the recruitment of highly qualified applicants, in the field of education of the deaf. Priority for fellowships to qualified applicants should be awarded to members of minority groups and persons who are deaf.

Educational Interpreters
The Department of Education, in consulta-
tion with consumers, professionals, and organizations, should provide guidelines for states to include in their state plans such policies and procedures which relate to the establishment and maintenance of stand-
ards, to ensure that interpreters in educa-
tional settings are adequately prepared, trained and evaluated.

Congress should provide funding to develop training programs, design curricula, and award stipends to recruit and train potential and working educational inter-
preters.

Rehabilitation Interpreters
Congress should fund section 315 of the Rehabilitation Act. The Department of Education should establish standards for interpreters in the field of rehabilitation and other human service settings.

Traineeships
The Department of Education should provide an increased number of traineeships for those trainees specializing in deafness.

Technology and the Federal Role in Captioning
Funding for Technology
Congress should provide funds for re-
search, development, acquisition, and main-
tenance of technology to be used in the lives of persons who are deaf.

Assistive Devices Centers
Congress should support new and existing assistive devices resource centers to inform and instruct children and adults on the latest technological advances in the education of persons who are deaf.

National Symposium
The Department of Education should support national symposia on media and technology to provide information on the most recent advances in applied technology for individuals who are deaf.

Captioned Films Program
Congress should continue to fund the Media Services and Captioned Films pro-
gram of the Department of Education (in-
cluding educational and theatrical films and videotapes). The Department should imple-
ment further administrative improvements in the program. The use of current tech-
ology should be investigated to enhance the production of captioned films and media.

Captioned Television Services
Congress should establish a Corporation of Closed Captioning, to provide advocacy, coordination, technical assistance, and over-
sight for the distribution of federal funds for closed captioning projects. The Corporation of Closed Captioning would not itself per-
form captioning services, nor would it com-
pete for funds with captioning vendors.

FCC Regulations
Congress should enact legislation to man-
date the Federal Communications Commis-
sion to issue regulations as it deems neces-
sary to require that broadcasting licensees caption their programming.

The Federal Communications Commis-
sion should issue guidelines to ensure that vertical blanking interval (VBI) line 21 tech-
nology continue to be used for closed captioning, until other improved technology becomes available.

Built-in Decoders
Congress should enact legislation to require the Federal Communications Com-
misssion to issue rules as it deems necessary to make most new television sets capable of decoding closed captioning.

Free Decoders
Until such television sets become widely available, federal funds for decoder develop-
ment and manufacturing should be made available to increase the distribution of
decoders including the free provision of decoders to persons who are deaf.

Captioning of Congressional Proceedings
Congress should require that televised government proceedings, including House and Senate floor activity, be captioned.

Accessibility of Government
All governmental proceedings and meetings should be communicatively accessible for people who are deaf through realtime captioning and assistive listening devices, and interpreters when needed and arranged in advance.

Captioning of Federal Materials
Instructional materials disseminated and financed by the federal government, including materials for public viewing and employment training, should have open captions.

Other Topics
Committee on Deaf/Blindness
The Department of Education should establish a Committee on Deaf/Blindness in order to effectively identify the problems and services needed by deaf-blind persons. This Committee would provide leadership in investigating the myriad of problem areas and coordinate a fact-finding study, similar to the Commission on Education of the Deaf.

Clearing house
Congress should require the Department of Education to strengthen the public awareness of current information resources by providing toll free access to the best of these services and by funding captioned public service announcements.

Mr. Gene Rice, Manager of the Frederick Branch of Household Finance Corporation, and Ms. Delphie Richardson, are shown presenting a check for $500 to Maryland School for the Deaf Superintendent, Dr. David M. Denton. This gift will be used to support the School’s Athletic Program. Mr. Rice has indicated that Household Finance Corporation is very much interested in lending support to community services and has expressed a particular interest in Maryland School for the Deaf. It is hoped that this activity will become an annual event.
Six students from the Maryland School for the Deaf were selected to attend the Close Up Program in Washington, D.C. from March 13-19, 1988. These students were Bobbi Sue Rendrow, Tobin Daniels, Stephanie Chester, Allison Eaton, Maher Edghui, and Tywan Cropper. Mrs. Marsha Payne coordinated the program at MSD and attended Close Up with the students for the fifth time.

The Quality Inn in Arlington, Virginia was the headquarters for our week at Close Up and the city of Washington, D.C. became our classroom. Close Up, established in 1971, is a nonpartisan citizenship education program for high school students and their teachers. Everyone was prepared for an intensive, first-hand study of our federal government.

There were approximately 200 deaf and hearing students staying at the Quality Inn. Five other hotels in the Washington, D.C. area had similar groups of Close Up participants. Students from the following schools for the deaf attended Close Up with us: American, California, Capucinno, Kentucky, North Carolina, Rhode Island, South Carolina, Minnesota, St. Mary's, Aurinse, Kansas, and Colorado. Hearing students were from high schools in Arizona, Massachusetts, and Ohio.

Two deaf students and two hearing students were roommates for the week. Many hearing students had learned to fingerspell and sign before coming to Close Up. Therefore, they were able to communicate with their deaf roommates. Our students enjoyed the interaction with deaf students from many communities throughout the United States as well as making friends with hearing students.

The Close Up staff planned a full week of activities including seminars, workshops, tours, and social events. Monday was a busy day. It started with a seminar entitled "An Insider's View of Washington." The students learned that politics touches many areas of their lives. The speaker encouraged them to get involved in what is happening in their home community and to register to vote when they become 18. Then everyone from our hotel assembled in front of the capitol for a group picture.

The students had a seminar on the Judicial Branch of government in the afternoon.
and returned to the hotel for dinner. Small group workshops and a seminar on the media took place Monday evening. The guest speaker described the influence that television, radio, newspapers, and magazines have on people’s political thinking.

Tuesday was an interesting day. It began with a seminar on the Presidency which focused on the importance of voting and the 1988 presidential election. Everyone enjoyed a bus tour of Washington, D.C. with the Close Up staff pointing out places of interest. That afternoon the students went to the Pentagon for a seminar on National Security presented by a representative of each of the branches of the military. That was a very interesting seminar but the speakers could not answer all of the students’ questions due to security reasons.

On Tuesday evening we traveled to the Hayloft Dinner Theatre in Manassas, Virginia for a delicious buffet dinner followed by a performance of “Children of a Lesser God.” Many of the deaf and hearing students had seen the movie but a live performance by several deaf actors was extra special for everyone. Close Up selected the perfect play for our group of students to see.

Wednesday morning featured a seminar on International Relations at Georgetown University. The students ate lunch as one of the restaurants in the Old Post Office Building. Then the Close Up staff took everyone on a “walking workshop” around Capitol Hill. As the students attended topological seminars at the hotel. Many of the MSD students attended the seminars on “The Pight of the Homeless” or “Deaf Pride.”

The 200 students from our hotel spent Thursday on Capitol Hill. The day began with breakfast at the Capitol Hill Club. Then the students were informed about the Congressional committee hearings that were being held that day. The students from MSD were fortunate to attend a hearing in which Secretary of State George Shultz explained the reasons why United States troops were sent to Honduras. They observed another hearing where Secretary of the Treasury James Baker discussed the United States-Canada Free Trade Agreement.

Following lunch at the Library of Congress cafeteria, our students talked to Maryland Congressman Benjamin Cardin. Mr. Cardin was the guest speaker at MSD’s graduation ceremony several years ago. Next, we attended an armed services committee hearing being chaired by Maryland Congresswoman Beverly Byron of Frederick. Mrs. Brynt talked with us in the hall and answered any questions regarding the committee hearing we observed. Close Up provided us with many opportunities to see our federal government in action. We also toured the capitol and observed the House and Senate in session.

The students returned to the Quality Inn for small group workshops and a seminar on Domestic Issues. Thursday had been an extremely busy day but one that everyone will remember for a long time. Many students agreed that the day on Capitol Hill was the highlight of their week at Close Up. Seeing members of Congress and the Cabinet at work helped everyone better understand their role in the political process.

After evaluation meetings on Friday morning, we were free to choose what we wanted to do Friday afternoon. Most of the students from MSD went to the museums at the Smithsonian to look at the exhibits. They then went to visit Gallaudet University. They talked to Jerry Covell, one of the student leaders in the Gallaudet University protest for a deaf president. Jerry is a graduate of MSD.

Friday night was the formal banquet and dance which continued until 1:00 a.m. The students enjoyed the dance but found it very difficult to say “good-bye” to their new friends. Students from other schools started to leave the hotel for flights home as early as 6:00 a.m. We returned to Frederick about 10:30 on Saturday morning.

It was a good week! The students have a much better understanding of the operation of our federal government because of their experiences at Close Up. That week in Washington, D.C. cost $400.00 for each student. The Maryland School for the Deaf was able to raise the necessary funds solely through donations. Many clubs, businesses, and individuals in the Frederick area and other places throughout Maryland support our students every year. We sincerely appreciate their financial assistance. The Close Up Program adds so much to our student’s citizenship education. The week in Washington, D.C. gives them an opportunity to really appreciate the freedoms we enjoy as Americans. Close Up is truly “a week to last a lifetime.”
Drama Presentation

The Ely Literary Society presented their annual play this spring. As has come to be expected, the play was an outstanding success and was thoroughly enjoyed by all who attended, “Any Number Can Die”, which was a comedy/mystery in three acts, was directed by Betty Hicks and Mark Rust, with Edna Johnston and Ricky Hall playing the lead roles of Ernestine Wintergreen and Hamblin Hot. Others in the cast included: Pete Ritchie, Latasha Whitlock, Robin Daniels, Ricky Perry, Kimberly Cain, Timothy Montag, Shawn Richardson, Adrienne Neal, Matthew Thompson and Kevin Sansoe-Bin. In addition to the actors and actresses, readers were used so the play could be enjoyed by both deaf people and individuals not familiar with sign language.

Our congratulations to the directors and to the cast and crew on a job well done.

Doubt Display in Barracks

The Maryland School for the Deaf has been fortunate in obtaining a special display in memory of Miss Florence Doub. Miss Doub was associated with the Maryland School for the Deaf for 31 years, having been hired by Dr. Ely in the fall of 1903 and serving as Art teacher until her death in January of 1932. For 27 years Miss Doub was head of the Art Department at Hood College and, during the same time, she also established the Art Department and taught at the Maryland School for the Deaf. After retiring from Hood, she continued to teach at the Maryland School for the Deaf.

In 1897, Miss Doub founded the Frederick Art Club and it was through the courtesy of this club that the special display at MSD was made possible. Through the years, the Art Club had obtained items either painted by Miss Doub or belonging to her. Many of the items came through the courtesy of Miss Helen Smith, a famed Frederick artist who had been a student of Miss Doub, and who replaced her as head of the Art Department at Hood College upon Miss Doub’s retirement. The display includes both oil and watercolor paintings, hand-painted china, items of furniture, and a large oil painting of Miss Doub done by Helen Smith.

We feel that it is appropriate that these items be displayed here at the Maryland School for the Deaf where Miss Doub taught for 51 years. We feel that it is additionally appropriate that they be displayed in a special room in the Hessian Barracks, since, during the Civil War, Miss Doub was a young girl came to visit wounded soldiers housed in the Barracks, taking them food and other provisions.

We want to offer special thanks to Miss Helen Smith, Mrs. Dorothy Lucas, President of the Art Club, Miss Margaret Kott, and Mrs. Anne Leiber, who were instrumental in making this display possible.
Miss Sarah E. Quinn
We were sorry to learn of the recent death of Miss Sarah Quinn, a former teacher at the Maryland School for the Deaf. Miss Quinn died here in Frederick at the Homewood Retirement Center. Miss Quinn lived in Frederick most of her life, graduated from Frederick High School and from Hood College. She later was associated with the Lexington School for the Deaf in New York and Columbia University where she earned her MA degree. Following this, she returned to Frederick and taught at the Maryland School for the Deaf 33 years, retiring in 1970.
Miss Quinn was active in Girl Scouts and also the local YMCA where she worked with her brother, Alvin Quinn. Miss Quinn was especially active in the Ornithological Society and she passed this deep interest and love for birds on to many of her students. She was an excellent teacher who instilled a desire to learn and a love for knowledge in her classes. The entire MSD family extends sympathies to her relatives.

Red Cross First Aid Courses
During this school year, five intermediate classes totalling thirty-two students have been instructed in the American Red Cross Basic First Aid class. The instructors were Deputy Bill Crabill of the Frederick County Sheriff's Department; his son Vic and Mrs. Lavonne Radonovich, Executive Director of the American Red Cross, Frederick office.
The students purchased their own set of textbooks which were thoroughly read to reinforce the visual materials, lecture and hand-on experience used to present the First Aid Information. Students were given great opportunities to use splints and triangular bandages, blankets and bandages to demonstrate their skills to the instructors. All the students passed the written and skills portions of the test to earn their certificates which are valid for three years. Several of the boys were able to earn their Boy Scout First Aid Merit Judges upon completion of the course, too.

Additionally, four of the classes also earned certificates for performing Cardio Pulmonary Resuscitation (CPR) which are valid for one year. The students particularly enjoyed practicing their skills on the electronic manikin which not only had lights which indicated whether or not their breaths were sufficient but also lit up if their hands were improperly positioned for the chest compressions. Each student also received a print out which showed the amount of air they breathed into the manikin; the rate and depth of chest compressions and the time frames within which the four-cycle process of CPR must fall. The students enjoyed the classes tremendously.

While our sincere hope is that no ill will befall any of the students or their families; we feel confident that with their training, students could evaluate an emergency situation; determine what they themselves could or should do; contact Emergency Medical Services (through 911) and perform basic life supportive techniques until professionals arrive on the scene.
The remainder of Intermediate students have already expressed the desire to participate in Red Cross courses next year. An emphasis has been made to the students that it requires maturity and a sense of responsibility to participate in and successfully complete these courses.

Heather Herrig practices CPR on a manikin.

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AIDS Prevention Education

The Maryland State Department of Education and the Department of Health and Mental Hygiene have cooperatively developed instructional guidelines for AIDS Prevention Education. These guidelines will be implemented in Maryland public schools beginning in September 1985. This is a response to the impact that Acquired Immune Deficiency Syndrome has made on society. Schools need to be in the forefront to deal with this disease.

AIDS Prevention Education will be provided to all students in public schools. The curricular content must be accurate and consistent; it also needs to be repetitive. Since the information changes, currency of information is a particularly sensitive area.

The Maryland State Department of Education felt that it was appropriate to begin instruction as early as third grade. The guidelines provide some useful information, but the local educational agency needs to take a common sense approach in deciding specific curriculum content based on the age, interest, and needs of its students.

AIDS Prevention Education is more than a sex education program. It is a response to the role of the school to prepare its students for society. Since AIDS causes death in 100% of its victims, it is a threat to the very society for which the school is preparing its students. Although the curriculum is already overcrowded, AIDS Prevention Education must be a priority.

In addition to providing AIDS Prevention Education to students, the schools in Maryland are mandated to make every effort to reach parents. Not only were parents included in the Task Force to set up the MSDE guidelines and evaluate materials, but at the local level parents must have the opportunity to acquire information about AIDS and discuss concerns.

AIDS Prevention Education seeks to empower students with current and accurate information so they can make responsible decisions and be in control of their lives. As part of Health Curriculum, students will learn behaviors that promote good health.

The Maryland School for the Deaf is included in the mandate for AIDS Prevention Education. At the present time, the guidelines are being defined in a format that agrees with the rest of the curriculum; instructional materials are being chosen; and networking has begun with outside resources. Plans are being developed for staff training for both those persons needing a general overview of the information as well as those who need in-depth training.

The Frederick Campus of MSD hosted regional meetings around the state during the month of May. Parents met to discuss current information about AIDS, objectives that would be covered in classes, and questions and concerns about the Maryland School for the Deaf's response to AIDS Prevention Education. Parents also had the opportunity to view "The AIDS Movie," a sensitive and informative film.

The regional meetings were held in the following locations: Frederick, Hagerstown, Baltimore City, Perry Hall, Salisbury, Silver Spring (White Oak), and District Heights. The parents met in the meeting rooms of local libraries. The sites were chosen based on the distribution of the school's population.

The Maryland School for the Deaf is responding to AIDS Prevention Education by taking steps to give skills and information to staff and students. The goal of AIDS Prevention Education is protection. These skills and that information will help them make decisions about personal behaviors that will reduce or eliminate the risk of AIDS.

Black History Month

The week of February twelfth was the culmination of a month-long study of Black History in the Intermediate Department. During this month the students learned about Black experiences in America from days of slavery to the present. In Communications, each student was responsible for researching and preparing a speech about a famous Black American. Their presentations were videotaped and viewed by other students. They acquired a broader perspective of famous Black Americans.

On Friday, February 12, the Communications department sponsored an assembly which involved numerous students and three panelists who presented various aspects of Black history. The members of the panel included Mr. William O. Lee of Frederick, a retired principal and an active electric official in the City of Frederick; Miss Ruth Roper, formerly of Chicago, who is currently employed at the Kendall School for the Deaf in Washington D.C. and is an active volunteer in various organizations; and Mrs. Zelephine Meadows, who grew up at MSD.
and is currently employed as a home economics teacher. Each panelist offered unique and valuable information at the assembly by sharing their experiences as Black Americans.

The assembly was augmented by displays of what the students had learned. Among the student presentations was a slide show of famous deaf Americans, a song in sign, various skits regarding segregation in America, a recitation of Martin Luther King’s speech “I Have A Dream”, and the history of the educational systems for black deaf people in America. Educational and entertaining, the program was well accepted by all attending.

Many students were included in the program. Some students signed and some spoke. The voice interpretation was done by the following students: Tom McQueen, Devon Gibson, Damon Edwards, Mark Muir, Kenney Rush, Tisha Heb, Melissa Nerrig, Lisa Luchio, and Cathy Russell. The signers were Jason Delaever, Annette Burrell, Tara Duboski, Julie Canez, Tanicha Marvin, Lori Castamone, Juan Gregor, Natasha Roraga, Bonnie Finlbaum, Saca Konkol, Tisha Heb, Julie Perez, Trina Baylor, Maureen Yates, Heather Herrig, Cindy Hall, and Jimmy Gussie.

The program was presented by the Communication department under the direction of Ms. Marthe Flowers, Ms. Jessica Richardson, and Ms. Kathy Synders. MSD is proud of the students’ effort, enthusiasm, coordination and outstanding performances.

Law Day Assembly

May 1 has been designated “Law Day” in the United States since the administration of President Dwight D. Eisenhower. The Law Day Committee of the Frederick County Bar Association sponsored a Law Day Assembly at MSD on Friday, April 29 in the form of a panel discussion.

Members of the panel included local attorneys, a detective, and a policeman. Mr. Lawcome A. Dorsey, Jr., State’s Attorney for Frederick County, served as the moderator. The private practice attorneys included Ms. Julie Blair, Ms. Krista McGowan, Mr. William Haugh, and Mr. Robert Kneisle. The other panelists were I.T. Barbara Dement, a detective with the Frederick City Police Department, and T.C. Scott Yinger of the Maryland State Police.

Each panel member described the duties of their profession. Some of the panelists are involved with the criminal justice system while others deal more with civil laws.

Most of the assembly was devoted to a very stimulating question and answer session. The students asked the panel members questions regarding traffic laws, drug enforcement laws, drunk driving, reporting crimes, investigation of crimes, arrest procedures, recent crimes of local and national interest, bicycle safety, and what deaf people should do if they are stopped by a policeman while driving.

The Law Day assembly was very beneficial. The students had the opportunity to freely ask the panel of experts any questions that were on their minds. Knowing the laws and how they will be enforced is part of our students’ responsibility as citizens. We are grateful to those individuals who volunteered their time to come to MSD and share important information with our students.

Blood Mobile at MSD

The Red Cross Bloodmobile had a successful visit to the Maryland School for the Deaf again this year. A total of 115 units of blood was collected.

This included donations from 25 MSD students (17 new), 38 faculty and staff, and 60 other people. MSD staff received special pins for completing donations of one or more gallons of Blood to the Red Cross include: one gallon, Cathleen Victs, Michael Grady; two gallons, Barbara Wages; three gallons, Kenneth Bevis; four gallons, Jennifer Hauers.

We are pleased to once again have a successful drive and we look forward to cooperating with this worthy cause in future years.

Troy Woods has his blood pressure taken prior to donating blood.

THE MARYLAND BULLETIN
The Sword in the Stone

Ms. Linda Taylor's class gave a play. It was called, "The Sword in the Stone." The author of this play was T. H. White. Our class also added three acts.

The performers were Arlinda Boland, Julie Canetti, Tanisha Marvin, Nora Yates, and Mei Yeh. We borrowed the costumes from Mrs. Hicks, an Advanced Department teacher.

The play was given on February 9, 10 and 11 in Ms. Taylor's classroom. On the ninth we gave the play to some Primary Depart- ment classes. On the tenth, Miss Flowers videotaped our play. On the eleventh, we gave the play to Team B from the Inter- mediate Department during seventh period and Team A from the Intermediate Department during eighth period. We gave the play because we wanted to try and see if we could do it, and we did it!

We would like to thank the people who helped us. They are Ms.lotte Hicks, for letting us use the costumes, Mrs. Marshall, for videotaping our play, and Ms. Linda Taylor and Mrs. Jenny Stoe for helping us to prepare the play. We thank the students and teachers for coming to watch our play. We hope you all enjoyed our play.

—Arlinda Boland, Julie Canetti, Tanisha Marvin, Nora Yates and Mei Yeh

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Visiting with Hearing Students

“What is your favorite hobby?” “What grade are you in?” “Do you like Waverly School?” “Do you like apples?” “Can you talk?” “Do you like sign language?” “What do you want to be when you grow up?” “What is your school schedule?”

These were some questions we received when we went to Waverly Elementary School in Frederick on April 19, 1988. We went because Waverly students wanted to have some social time with MSD students. Mrs. Peggy Denton, a teacher at Waverly and the wife of MSD Superintendent, Dr. David Denton, was our hostess. The stu-

dents from MSD were Lad Baird, Arlinda Boland, Julie Canetti, Damon Edwards, Devin Gibson, Jory Geogor, Sara Konkel, Tanisha Marvin, Mark Muir, Tommy Rusbey, Michael Smith, Noreen Yates and Mei Yeh. Our teachers who went with us were Marsh Flowers and Linda Taylor.

When we first arrived at Waverly, we met our hostess, Mrs. Denton. She guided us to a fourth grade classroom. We met the fourth graders and introduced ourselves. The fourth graders asked us some questions. After that, we broke into groups and the fourth graders interviewed us.

Then Mrs. Denton guided us to the first grade area. They had prepared some songs for us. Mrs. Denton then led us to the second grade area. They had prepared some songs for us, too. They also asked us some questions. Then Mrs. Denton brought us to the fifth grade and they had a song for us, too. The fifth graders questioned us about deafness. We went with the fifth graders to lunch and we had reeves with them also.

We left reeves a little early and practiced some skits. The skits were “Timber” and “The Date.” We performed the skits for 400 third, fourth and fifth graders. Then we were ready to leave, but the third graders wanted to interview us outside. So we stayed and they asked us some questions.

Then we left. The teachers decided to give us a treat, ice cream. Mmmmmmmmmmm. That was the end of our day. It was a good experience for Waverly students to socialize with us and learn about deaf people.

—Yeh and Arlinda Boland

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Robert Weibrich

Robert Weibrich was a deaf man. He graduated from MSD.

Robert Weibrich was born in Orange, California in 1920. He was a scientist. He became a Dr. (Dr. Weibrich.)

He enjoyed hiking and camping. He also had an airplane license for flying airplanes.

Robert Weibrich died on May 31, Memorial Day, 1983, five years ago. He was 63 years old. He was hit by a car.

Robert Weibrich was a famous man. He helped many deaf people to be able to use a telephone.

We will remember Robert Weibrich and honor him.

Keith Kramer
Advanced Department
Honor Roll—Third Quarter

PRINCIPALS LIST
Tanya Bland
Maked Telgal
Ekaterina Finkenstadt
Sara Low Herzeg
Jennifer Stump

SCHOLASTIC
Robbi Daniels
Michael Krupp
Youc-Yuu Lee
Shawn Richardson
Brian Rogers
Matthew Thompson

CITIZENSHIP
Donald Bolster, Jr.
Kelly Cooper
Tuyền Cropper
Mary Beth Cuyr
Melissa Curry
Robert Daniels
Michelle Day
Nichole Dostie
Allison Etaire
Alice Gentry
George Harris, III
Ellen Johnson
You-San Lee
Melissa McClain
Rhonda McFerrin
Jonathan Pitts
Robbi Sue Randolf
Camille Simms
Romane Steglen
Matthew Thompson
Cheryl Thauhaus
Latosha Whitehead

VOCATIONAL
Therese Baer
Donald Bolster, Jr.
Emily Bolster
Cindy Blair
Thorre Boswell
Debrah Bureh
Stephanie Chasta
Joseph Cordova
Tuyen Cropper
Mary Beth Cuyr
Melissa Curry
Tobey Daniels
Michelle Day
Katherine Dillman
Kathleen Dillman
David Dipley
Sherry Doce
Teresa Fields
Paul Gibert, Jr.
George Harris, III
William Martin
Melissa McClain
Rhonda McFerrin
David Pavic, Jr.
Stuart Richardson
Peni Socoly

Our Trip to the Factory
My class went in the van with Mr. Rusk’s class to The Bucheimer Leather Factory. We met Mr. Nelson. He showed us around the factory—it was very noisy! We saw many big machines and we were careful not to touch them. The workers use fake gum to make hobblers to fit real gum. They also make seat warmers. Mr. Nelson gave us an orange backpack and a snack. We had a good time.

Intermediate Department
Honor Roll—Third Quarter

PRINCIPALS LIST
Jaison Gregor
Melissa Herring

SCHOLASTIC
Catherine Baswell
Julie Carroll
Devin Capobianco
Sara Kantk
Tatiana Mair
Mark Maz
Michael Matheus, Jr.
Maureen Yates

CITIZENSHIP
Lamara Bolster
Julie Carroll
Dannion Cate
Joey Costiga
Kahrima Dose
Stephanie Madera
Taviakia Morris
Maureen Yates

VOCATIONAL
LaTasha Curl
Trina Ralor
Amber Burt
Jason DelaGrad
Diamon Edwards
Cindy Rial
Brandi Herring
Sara Kantk
Stephanie McAlady
Richard Montgomery

What is 9-1-1?
Maryland’s emergency number is 9-1-1. This number, 9-1-1, is used to call for police, fire, and ambulance help. This number is accessible for voice calls and 9-1-1 calls. The Maryland General Assembly developed this number in 1978. The purpose of this number is for offering a short telephone number for people to remember easily in times of emergency. There are several laws for 9-1-1. All 24 Maryland counties must have Emergency 9-1-1 centers. All centers also have must have TDDS. The people in the centers handle everything. They use money in 9-1-1 Trust funds which is raised by people who pay about 10 cents per month. Later, the laws might require each of the counties to pay 30 cents instead of 10 cents per month for 9-1-1. C&P
Telephone simply adds the 9-1-1 fee to the monthly bills, in order to collect the fees.

9-1-1: Which Stations?

In every Maryland county, each of the three stations—as Police, Fire, and Ambulance—have the number 9-1-1 for emergency purposes. By law, all of the 9-1-1 centers have TDDs for TDD users to call. This is vital to the many deaf people in Maryland who depend on TDDs. Here is one example focusing on 9-1-1 emergency calls:

Suppose your baby brother is playing with toys near stairs, and somehow he accidentally falls down. He hits his head on the corner of a table. His forehead is badly cut and bleeding. It is considered an emergency situation. You should call 9-1-1, and ask for an ambulance. Give your name, address of the emergency, and the number where you are calling from. You also should explain briefly what happened. The ambulance would come and help you.

You can call 9-1-1 for emergency anytime. Remember 9-1-1 emergency centers are for emergencies, not for jokes. The Maryland 9-1-1 Emergency System is great for saving our lives during emergency situations which could happen to anyone, anytime in our daily lives.

—Robin Daniels

A Surprise from Japan

Last year, we were in Mr. Swaiko's class and we wrote to pen pals in Japan. A Japanese school for the deaf wanted pen pals from the Maryland school for the deaf. We accepted the offer and wrote them letters.

After about two months we heard nothing from Japan. So we sent them another set of letters. Still we didn't receive anything from them by the end of last school year. However, at the beginning of 1988, we were very surprised when one day we got a package from the Japanese school for the deaf. Each of Ms. Swaiko's students from last year who wrote to Japan, got an individually wrapped gift. We were so excited to open them. The gifts were ceramic banks made in Japan that were so neat and so very cute. Each student's bank was different. Some students got writing paper from Japan. We loved our gifts so much and knew they would be very useful for us. Also, we got a letter from one of the students, Daisuke Ikeda. Daisuke learned English at his school. He wrote to us in English. We were very impressed because his English was very good! He explained to us why our letters were not answered. One reason was the Japanese school was closed for a break when our first letters had arrived. The second reason was the school in Japan was being remodeled and there was not time to answer our letters. Daisuke apologized for the delay and said he hoped we would like the gifts.

We all really did love the gifts and the letter from Daisuke. It was very thoughtful that they sent us the gifts. We wrote thank you letters to Daisuke. We will continue our pen pal letters with Japan.

—Joann Gregor & Tara Dubocki
Maryland Show

Our class had a Maryland Show on March 25—Maryland's birthday. All the classes of Primary came to our class to learn from the Maryland display. Miss Harris brought in Maryland rocks. We made a puzzle of the Maryland flag for the children to put together. We taught the kids to make Black-Eyed Susan flowers and we showed a filmstrip about Maryland. There was a crowd in our classroom! The children learned that the Oriole was officially named the State bird of Maryland in 1947 and Maryland's colors are black and yellow. We made many things. After the show we were very tired.

Learning About Fish

Mrs. Grant's Class

Mrs. Grant bought a fish called rainbow trout. It weighed one pound. Mrs. Grant brought the fish to school on January 13, 1988. Then we asked Renee Creps to help us cut the fish open. Renee is a student at Frederick High School. She is skilled with fish. She comes to our classroom on Wednesdays and Fridays.

The fish felt very soft because the man in the store already took off the scales. Renee showed Billy where to start to cut the fish open. We took out the heart, the stomach, the swim bladder, the intestines, and the kidney. Then Jeff and Billy cut out the two eyeballs. Billy and Steve cut off the tail. Billy and Jeff cut off the head. Billy opened the head and found the brain. Some of us were surprised that the brain was soft. We thought the brain would be hard.

Roger, Billy, and Renee took off the fish's backbone. Then Billy and Renee washed the fish with water. Some of us thought the fish inside was terribly gross, but we still wanted to learn about a fish's body. Steve thought the fish was so yucky that he vomited in the bathroom!

To fry the fish, we plunged in a skillet. Steve turned the temperature to 340°. Then Roger put oil into the skillet. Mrs. Grant cut the fish into six pieces. When the oil became hot, she carefully put the cleaned fish into the skillet.

Be careful when you cook with oil! Hot oil can hurt your eyes badly. Steve got hurt a little bit, and Billy also got hurt a little bit when oil "popped" a little and fell on their arm.

When both sides of the fish became brown, Mrs. Grant took the fish out of the skillet. We had to wait until the fish was cooled down, and then we ate it.

All of us except Jeff thought the fish meat tasted very good.

Telecommunication with Computers

I learned about using modems this year in my introduction class. I would like to share with you about telecommunication information services.

A computer can call another computer through a telephone line. This is one form of telecommunication.

This kind of telecommunication involves the use of a computer and telephone to contact another computer. Here are two examples:

(1) When a person uses his computer to contact a library computer to get some information that he/she needs for a research paper.

(2) When a person uses his computer to contact a large company to get information for a store that needs to order and purchase some items.

What do you need to telecommunicate?

1. A personal computer
2. Telephone line
3. Modem—a device that is used for telecommunication
4. Telecommunication software
5. The phone number of an information service.

When do people use telecommunication? They use it to save time getting information.
from another place. If you prefer not to drive to that place, then you can contact this place by computer.

How do people use these information services? The information services give out A) phone number, B) user I.D., C) password. For example, A) phone number 301—322-3850. B) user I.D. 123123, C) pass-
word—work. The service will answer your call.

What is baud rate? Baud rate is the speed in which a computer sends and receives most information. 300 or 1,200 baud rate speed is usually the speed of a computer. When we compare this speed to the speed of a bird, the computer baud rate is usually faster than bird baud rate.

If you are finished receiving information, or if you want to take a break, you can "hang off" using your password. "Log off" means to stop the telecommunication process. Later, if you want to finish the telephone call you can "log on" or connect again with the information service.

I hope that you have read this telecommunication information and learned how it can save time in sending and receiving messages and information. —-Tina Koosman

MSD Team Wins 52 Gold Medals in Speech Olympics

The first annual Speech Olympics were held in the Primary Department in conjunction with the Winter Games in Calgary. All of the children in the Department participated in four thrilling events. Duration, breath control, syllabication, and sound production were the skills which challenged our Olympians.

In the first event, students drove a remote controlled car along an imaginary course to demonstrate their endurance with prolonging a variety of sounds. "Ah, oo, and ee" appeared to be the most popular sounds selected by our athletes, but some chose more difficult sounds like "I" and "sh" to produce. Most of the students finished the race with flying colors, but some, unfortunately, "ran out of gas" before the end.

Because speech requires the use of adequate breath control, the Olympians in the second event, practiced blowing paper tubes along a lengthy course. The participants did a fine job. Quite a breeze resulted though, and many of the upcoming events had to be postponed due to the high winds.

Do you know how many syllables are in the word "huge"? (This is not a riddle!). Our Olympians proved they could identify the correct number of syllables in words associated with the Winter Olympics. If a student chose the word "bobbed" (for example, he got two chances to hit a puck into the goal). Many records were broken in this event as the students scored numerous goals. (Ruman has it that the U.S. Hockey team wants to recruit some of our players for the 1992 Olympics!)

The final event in the Speech Olympics involved speed and accuracy in articulation. Students picked one object from each of four boxes marked "b", "f", "w" and "sh". The competitor said the name of each object one at a time as a judge listened. If the judge understood the word, she repeated it and the Olympian was able to move to the next hurdle.

Our speech Olympians eagerly participated in all four events. Their enthusiasm and energy never wavered. At the closing ceremonies, each Olympian was presented a gold medal (in reality a chocolate coin wrapped in gold foil attached to red, white and blue yarn) for his most outstanding event. The first annual Speech Olympics were deemed a roaring success by the entire Primary Department.
Our Trip to Giant

Miss Miller and Miss Debby’s classes went on a trip to Giant Food Store. We saw Carly and Julie Rae’s grandmother cut cheese. A man put more salad on the salad bar. The man showed us a live lobster. The man showed us a big fish. Mark decorated birthday cakes. My class saw the man put meat in a machine and make hamburger. The big meat hangs in the refrigerator. We learned about refrigerator, freezer and dry trucks.erry gave Debby and Miss Miller’s class cookies, punch and a book.

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Handicapped Dolls Presented to MSD

On March 16, 1988, Mrs. Karoline Potter of Wheaton, Maryland visited the Maryland School for the Deaf, Columbia Campus. For thirty years Mrs. Potter has been handicapped from polio. She is currently dependent on the use of a wheelchair. Mrs. Potter has had an interest in the deaf since her childhood in Kansas City, Missouri where her family supported the efforts of a Lutheran Minister who devoted his ministry to working with the deaf.

During her visit Mrs. Potter toured the campus and met several students. Mrs. Potter then presented the school with a complete set of “Hai Pal” dolls. The dolls were manufactured commercially but are no longer available. There are five dolls to a set. Each doll represents a different disability and arrived in sport clothes representing a different sport or activity. One doll represents a deaf girl, dressed as a ballerina, complete with a simulated hearing aid. The dolls are used to work with handicapped children to help them understand their disability and to learn to cope with their situation.

Our Visit to the Hospital

Our class and Mr. Rust’s class went to the hospital. We rode in the van. We sat in the lobby and waited for Mrs. Best. Mrs. Best came and told us the rules of the hospital. We went in the elevator. We went to the baby’s room. We saw a baby who was born last night. It was very cute! We saw the children’s rooms—they are very nice. We saw X-ray pictures of hands, legs, chest and skull. There were many sick people in the hospital. We had a good time at Frederick Memorial Hospital and we used good behavior!
MSD Girls are ESDAA Champions

The girls basketball team is proud to have won their first ESDAA Tournament title in twelve years. The tournament was held at the American School for the Deaf in Hartford, Connecticut during the week of February 18-20, 1988. The lady Orioles had a first round bye to open the tournament and played against the Lexington School for the Deaf on Friday. It was a very exciting game, but they managed to beat Lexington by a score of 51-39 to advance them into the finals on Saturday against the New York School for the Deaf. The game on Saturday was well played and Maryland led the entire second period, but fell behind NYSS at the half (21-20). However, the Orioles came out strong the second half and defeated the NYSS Lady Tornados, 33-27. It was a very exciting moment for the girls as they captured their first ESDAA Basketball Championship. The girls also won the team free throw competition.

Edna Johnston won the individual "hot-shot" competition. Ratanda Finney, Edna Johnston, and Stephanie Chester were named to the First Team All Star Team, while Bobbi Sue Renfrew was named to the Second Team All Star Team. The girls finished their season with a record of eight wins and eight losses.

MSD Boys Place Second in ESDAA Tournament

The boys opened their ESDAA Tournament play against the New York School for the Deaf. The game was tied at the end of regular play. Tim Monigan hit a three point shot just after the buzzer went off and was ruled, no shot. Each team took a lead in the overtime, but could not hold it. Finally, Maryland took the lead to hold on to a 52-49 victory. In the next game, Maryland faced the number one seeded team, the Blue Jays from Lexington. Maryland was able to pull away in the second half and hold on to defeat the Blue Jays’ 76-68. The victory put the Orioles into the championship game for the second year in a row. In the championship the Orioles had to face the host school, St. Mary’s. In the championship game, each team held the lead during the first half. The lead was never more than seven points during the first two periods. During the second half, St. Mary’s started to pull away from the Orioles, winning the championship 57-45. Scores and places were as follows:

continued on next page
National Deaf Freestyle Wrestling Championships

Seven MSD wrestlers along with Coach James Schartner, traveled to Jacksonville, Illinois on April 7, 1988 to participate in the National Deaf Freestyle Wrestling Championships at the Illinois School for the Deaf. The tournament also was the basis for selecting the World Games for the Deaf 1989 Wrestling Team.

Our seven wrestlers distinguished themselves quite well. Everyone placed in the top six in their weight class. This was an exceptional feat considering most of the wrestlers were college age or older. Placing fifth were Tim Baylor (136.5 lbs.), Gary Rech (149.5 lbs.), Troy Woods (126.8 lbs.) and Brian Rogers (220 lbs.). Placing second at 114.5 lbs was Kelly Wilson, our highest place winner. Also former MSD wrestlers Chris vonGarrel and Eric Woods wrestled extremely well. Both are currently wrestling at Gallaudet University, and they both placed fifth—Chris at 149.5 lbs. and Eric at 198 lbs.

Chris vonGarrel, Eric Woods and Kelly Wilson were selected for the 1989 WGD Wrestling Team. Additionally, Kevin Sandler will serve as an alternate at 114.5 lbs. The World Games for the Deaf will be held January 7 to 17, 1989 in Christchurch, New Zealand. Coach Jon Schartner will serve as one of the WGD Wrestling Coaches.

As part of the awards ceremony, Barry Strassler, Sports Editor for The Deaf American announced the 1987-88 Deaf Prep All-American Team. Three MSD wrestlers were selected as first team All-Americans:

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Kevin Sanderlin ........(115 lbs.)
Steffan Savoy ............(141 lbs.)
Troy Woods ..............(170 lbs.)

Tim Baylor was an honorable mention at 135 lbs. This was the second year that Troy Woods was a First Team All-American.

MSD was chosen as the "Wrestling Team of the Year." This is a tremendous honor for the team and the school.

CONGRATULATIONS!

Coach Jim Schartner was also selected as the National Deaf Coach of the year! CONGRATULATIONS, Jim!

* * *

Successful Wrestling Season

The 1987-88 season was one of many special feats and accomplishments. We began and ended with a team of 16 wrestlers and two managers who strove every day to improve themselves. As the season prog-

essed so did our team's improvement so that we completed one of MSD's most rewarding seasons. Some of our highlights:

1. Placing second at the Mason-Dixon tour-
nament with 134 points (scoring 17 pts).
2. Finishing with an 8-2 dual meet record—
the best in the school's history and the
best in Frederick County.
3. Establishing the school's longest wrestling
streak—eight matches.
4. Placing first at the ESDAA Tournament
while 11 out of 11 wrestlers placed third
or better with everyone winning a medal. Additionally, winning 20 out of 24 matches by pins.
5. Placing fourth at the Frederick County
Championships—only 12 points from second place. (a tough 13-2 loss in the
semi-finals cost us second place.)
6. Finally, but most important, each eligible
MSD wrestler competed in at least one
major tournament and four Varsity
matches.

Members of the Championship MSD Wrestling Team include: Front row: Gary Beach, James
Schartner (coach), Troy Woods, Kezi Lawler-Davis (coach), Steffan Savoy. Second row: Donald Dawson, George Harris, Brian Rogers, Jay Leitch, Timothy Baylor, Maher
Eshpi, Albert Marsh, Kelly Wilson, Kevin Bechelor, Kevin Sanderlin, David Crawford, David
Kent.

Home of the Orioles

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Twentieth Fifth Annual Scholar-Athlete Awards Banquet
Shawn Richardson, an MSD student, received special recognition during the Greater Baltimore Chapter of the National Football Foundation and Hall of Fame Awards Night. Scholar-Athletes honored. He represented the Maryland School for the Deaf as a fine academic student and football player. Five scholar-athletes from the Greater Baltimore area were honored with $150.00 and $250.00 scholarships to the colleges of their choice. Shawn played split end / defensive end for the Orioles, was a member of the basketball team, and was also part of the track and field squad. He earned Deaf All-American honors in track. In addition to keeping up his academic work, he serves as Senior Class President, member of the yearbook staff, and member of the National Honor Society. Shawn plans to attend either NTID or Gallaudet University next fall, The Maryland School for the Deaf is very proud of Shawn's achievements and we wish him the very best in the future.

** * **

Oriole Cheerleaders
Win First Place
The Oriole Cheerleaders won first place at the ESDAA Cheerleading competition held at St. Mary's School for the Deaf in Buffalo, N.Y. They also brought home the Sportsmanship Trophy for the second year in a row. This is an award voted on by all squads for the team demonstrating the most sportsman-like behavior throughout the tournament weekend.

In the team competition, second place went to New York School for the Deaf, and third place was won by St. Mary's School for the Deaf. The competition was stiff this year with a six-point difference between first and second place. Third place was 35 points away from second.

MSD's Robin Daniels and Jennifer Stump were chosen for the All-Star team. There were two among a 10 member All-Star Squad.

The tournament weekend was exciting and fun with close games played by the boys, a trip to Niagara Falls, and a brief clinic put on by Mrs. M. Allerhi and not second place national junior varsity cheerleading squad of Williamsville, N.Y. (a suburb of Buffalo).

The Oriole cheerleaders are looking forward to hosting the ESDAA Cheerleading Tournament next year on the home court in Frederick. It promises to be another year of exciting competition.

** * **

Girls ESDAA Track and Field Championship
On the 14th of May, the Track and Field Orioles hit a long road to Providence, Rhode Island to attend the 15th Annual Eastern School for the Deaf Athletic Association (ESDAA) championships hosted by the Rhode Island School for the Deaf.

The Oriettes captured their fifth straight ESDAA championship with a record of 182 points. This is the highest points they earned in history. Second place was St. Mary's with 142 points, Rhode Island took third with 46.5, fourth was NVSD, fifth MKSD, sixth Ashtown, Vermont and seventh place was Boston, Mass.

The meet started off in the cool morning with the field events. Ann Smith jumped her best personal distance in the long jump with a 14' 10 1/2", first place, and Stephanie Chester got second place. In the triple jump, Bobbi Sue Renfrew placed second with Ratsana
Finney in her fifth place. Stephanie Chester won first place in the high jump. Cindy Blair took second place both in discus and shot put. Detrae Burrus took fifth place in the discus and shot put.

At noon, the running events started with the 100m run. Annette Burrell took first place while Theresae Baer took second. Blanca Quezada won two seconds places in the 100m hurdles and 300m hurdles. Kelly Cooper won the 100m and 200m dash. In the 800m run, Eleanor Finnicum took first place and Mary Beth Cryer, second. Annette Burrell won her first place in the 3200m and set a new ESADA record with the time of 13:19. Therese Baer took second place. The 4x100m relay team (Kelly Cooper, Stephanie Chester, Bobbi Sue Rentfrew, and Ann Smith) won the gold medal. Also two other relay teams took the gold medals—1600m (Bobbi Sue Rentfrew, Eleanor Finnicum, Ratanda Finney, and Ann Smith) and sprint medley (Ratanda Finney, Stephanie Chester, Bobbi Sue Rentfrew, and Mary Beth Cryer). It was a successful season. All the girls on the team did an outstanding job.

Coach Nancy Benton

Boys Track Team
ESDAA Champions

The Maryland School for the Deaf Boys Track Team won the ESDDA track championship with outstanding performances at the Rhode Island School for the Deaf. MSD scored a total of 186 points for this title.

MSD's next nearest competitor, New York, scored at 18 points while St. Mary's (New York) finished third at 81. The rest of the scoring field includes Rome (New York), fourth (66); Rochester and Amherst (Hartford, Conn.) fifth (58); Rhode Island, seventh (35); Amoske (Vermont), eighth (17); Marie-Kathrein (New Jersey), ninth (13); and Bottom, 10th (2).

Bobbi Rush was a triple winner for MSD. He won the 100 and 200-meter dashes and ran on the winning 400-meter relay team.

Shaun Richardson, Tetz Daniels and Jonathan Pitus were all double-winners for the Orioles. Richardson swept the hurdle events; Daniels won the 800 and 1,600-meter runs and Pitus won the pole vault and ran on the winning 400-meter relay team.

Brian Rogers and Alex Hagedorn won the shot put and 3,200-meter run for MSD respectively.

MSD dominated the running events at the meet, winning nine of the 11 running events.

Our Trip to the Smithsonian

My class and Mr. Rust's class went to Washington, D.C. to look at the Indian Exhibits at the Smithsonian Museum. We rode in the van for a long time. Mrs. Church took us through the museum. We looked at what the Indians wore and what they made. We saw Indian Totem Poles. We saw how the Indians caught whales in the Northeast. Sinclair and Mrs. Church told us that the Indians did not speak the same language. There were 700 different Indian languages, so the Indians used signs to speak to other Indians. After lunch we went to the Discovery Room. We saw so many different things and a real snake. We left the museum to go back to school. We rode for a long time again. We had a good time.
Alumni & Others

We send our best wishes to Judith Branson and Jeffrey Miller, both graduates of MSD, who were married on Saturday, May 14 at Mount Savage, Maryland. We wish them a long and happy married life together.

Tim Mulford (MSD 1978) has been deaf since birth. He grew up in an era when, if you were deaf, you were often considered dumb as well. But he attended the Maryland School for the Deaf and learned to communicate through the use of sign language. He still faced the difficulty of communicating with people who did not know how to sign. Mr. Mulford has overcome obstacles and has taught deaf-workers at the Fort Detrick Water Plant how to sign. He has also distinguished himself by being nominated for the Outstanding Handicapped Employee of the Year Award at Fort Detrick.

Mr. Mulford has earned exceptional performance ratings the past two years, a Performance Award and Letters of Appreciation. This award is only offered as the Department of Army meritorious unless the nominee has "sustained a superior performance" there is no use in submitting a nomination, said Sidney R. Jenkins, foreman in the water and sewage plants.

Although Mr. Mulford thinks it's nice to have been nominated for the award, "It's nice to know that someone appreciates what I'm doing," he said. He hopes that students at MSD will see what he has done and realize that they can be successful, too. "If they work hard they can do anything they want," Mr. Mulford said.

Mr. Mulford and his wife, DeeDee, (Dereatha Wright MSD 1978), have two children, Timothy Michael, 2½ years, and Patrick Joseph, six weeks. The MSD family is proud of Tim Mulford and his achievements.

Frederick County
Student Councils Meeting

The Annual Education Conference of the Frederick County Association of Student Councils was held this spring on the Frederick Campus of the Maryland School for the Deaf. The forms included a general assembly with Mr. Arthur Kelly, Special Assistant to the Deputy Undersecretary, U.S. Office of Education, giving the keynote address. This was followed by a seminar session, lunch, a second seminar session and finally the second general assembly. Students had the opportunity to attend two seminars sessions. The topics of the seminar sessions, each presented by a different school, included: 1) The Plight of the Homeless in an Affluent Society, 3) Technology: Getting Ready for the Twenty-First Century, 3) Drugs: A Major Crisis in American Society, 4) Apartheid in South Africa, 5) The American Peace, 6) Acquired Immune Deficiency Syndrome: A Threat to Our Society, 7) Overpopulation: Too Large a Crew on Spacecraft Earth?

The conference ran very smoothly and certainly was interesting and beneficial to all who attended. This conference also presented an opportunity for students who had learned manual communication in the public schools to practice their communication skills with MSD students. We look forward to more of this type interaction.

Letters from the USS Forestal

As a language activity, students in the Primary Department were encouraged to write letters and draw pictures for the crew on the USS Forestal. Students eagerly accepted the assignment and proceeded with their correspondence with the crew of the battleship. The USS Forestal sailed on April 25 and is not due to return until the end of October. Students hoped to have some letters of response next fall.

Mrs. Beverly Byron, representative of the Sixth Maryland Congressional District, had recently toured the USS Forestal because of her committee work with Congress where she serves as a chairperson for the Armed Services Committee. The service men and women asked Mrs. Byron to personally deliver the letters to the Primary students.

Students were so excited to meet Mrs. Byron, to receive replies to their letters and to learn more about the USS Forestal. Students were very proud of their efforts and the responses they received.
The Class of 1988

Cindy Jean Blair
Columbia

Tonya Lee Bland
Baltimore

Thomas Christopher Boswell
Silver Spring

Timothy Michael Brown
Emmitsburg

Andrea Melody Bruton
Baltimore

Kimberly Ann Cain
Barksville
Robert Swan Ruth
Deale

Steffen Marroli Savoy
Indian Head

Cantrece Carlotta Simms
Baltimore

Jennifer Lynn Stamp
Laurel

Roxanne Sutphen
Smithsburg

Albert Lee Tharp, Jr.
Baltimore

Michael Lynn Wolfe
Temple Hills

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