Jacob Spidle and Brian Van Bavel wonder how many trees the Scouts have saved through their paper drive.
Attempts to educate individual deaf children have been made for centuries, even in Biblical times but in the United States the history of deaf education in special schools began in the early nineteenth century. It all started in 1817 when Thomas Hopkins Gallaudet, a clergyman, opened the first public school for deaf children in Hartford, Connecticut. The story is well-known, how he went to Paris, learned about deaf education and brought back a young deaf teacher, Laurent Clerc, and sign language as a logical means of educating deaf children. Schools sprang up in a number of states shortly after that. They were residential out of necessity since the students came from all parts of New England and personnel and resources were limited.

It was not until a half century later that the first public day school was opened, the Boston School for Deaf Mutes, later named the Horace Mann School for the Deaf. A young speech teacher from Edinburgh, Scotland, Alexander Graham Bell taught deaf children to speak and read the lips using a speech training system devised by his father, Melville Bell. It was called the "Bell Symbols" which diagrammed the positions of the lips and tongue for all the consonants and vowels. As a young teacher-in-training I had to learn the Bell Symbols.

Thus two approaches to deaf education were launched and the stage was set for a philosophical debate which exists even to this day. Over the years a great deal of energy has been diverted which might well have been used more constructively to solve pressing questions that needed thoughtful answers. Hopefully we are living in more enlightened times and are determined to find appropriate solutions to persistent questions.

A second significant landmark in the history of deaf education occurred in 1868 when the United States government established Gallaudet College in Washington, D.C. Thomas Hopkins Gallaudet's son, Edward Miner Gallaudet became its first president. This school of higher learning provided deaf people with the opportunity for a college education in a stimulating and productive learning environment. Graduates became teachers in schools for the deaf and leaders in organizations relating to deafness. Deaf people's aspirations began to rise.

In the same year, 1868, the Maryland School for the Deaf was established to provide free education for the deaf children of Maryland. The first group of students were housed and taught in the Hessian Barracks until the main building was completed in 1873. Previous to 1868 a few deaf children from Maryland went to the Pennsylvania School for the Deaf in Philadelphia or to Kendall School in Washington, D.C.

A third landmark was a statement made at the first International Congress on Education of the Deaf in Milan, Italy, in 1878 which "declared that sign language had no legitimate place in the education of the lives of deaf people. All deaf people should learn to speak and lipread in the belief that oral skills would rescue them from their ignorance and isolation." Teachers, who were predominantly hearing, carried the oral message throughout the world. This endorsement was a great source of encouragement to the oraltists in the United States and put those who believed in signing, like Dr. Gallaudet, on the defensive.

When I began teaching deaf children in 1925, little attention was given to the physiological, psychological, or sociological differences in deafness. We gave little consideration to the effects of etiology, onset, and degree of hearing loss. The first results of large scale testing of deaf students was done in the 1920's. Performance type tests were given along with multiple response achievement tests. Results were discouraging. Thought processes of deaf children were interpreted to be concrete in nature and achievement was low. Reading comprehension was on a third to fourth grade level. No one suggested that these dismal results may have been due more to failures in teaching rather than to limitations of the deaf children. It was a long time before we had a clearer understanding of how to test deaf children more appropriately. In the meantime we lived with these discouraging results.

DECEMBER 1980-JANUARY 1989 1
It was not until World War II that audiology began to assume some importance in the assessment of deaf children. Before that time hearing aids and auditory training equipment were of limited value to the deaf and little understood by teachers of the deaf. Although we had audiometers we had very limited knowledge of the results in relation to education. We relied on hearing clinics in hospitals where orientation was directed mainly to the rehabilitation of adults. Large numbers of veterans who had suffered hearing damage in the war were being processed. It was a long, sometimes, painful procedure before we developed appropriate methods for testing children accurately and obtaining appropriate amplification for them.

In the early 1960's our understanding of the assessment of deafness was greatly influenced by Dr. Helmer Myklebust, of Northwestern University. He helped us develop a "new understanding of deafness." It was called "differential diagnosis" which included the collection of data relating to etiology, onset, degree of hearing loss, and mental functioning on each child. It required detailed family history, careful audiological assessment, and appropriate psychological testing. We soon began to appreciate the diversity of our school population and to plan ways to meet their needs.

The effects of onset or time when deafness occurs has a profound influence on the education of a child with a hearing loss. When I was a young teacher, most deaf children were postlingually deaf, having lost their hearing after they had learned to talk. It was too difficult to teach these children orally as they had a memory for spoken language. Many of them were moderately to severely hard of hearing some of whom would not be likely candidates for a school for the deaf today.

This condition gradually changed as many early childhood diseases responded to vaccines. Measles, mumps, and chicken pox were essentially eradicated. And infants with more severe illnesses just did not survive so that educational services were not a consideration. This all changed when the rubella epidemic occurred in the mid 1960's. We were soon inundated with children having profoundly, severe and additional handicapping conditions due to onset of a virus in early pregnancy. Facilities in schools for the deaf were stretched to the limit. Although we took in large numbers of these children many were placed in the public schools.

Despite the severity of the handicap, most of them thrived in the residential environment graduating in unprecedented numbers in the 1980's. Today these rubellas are being guided by vocational rehabilitation services providing retraining and adjustment as needed. It has been variously estimated that rubella was responsible for from eight thousand to seventeen thousand deaf children in the United States or twenty percent of all deafness. The vaccine has reduced the number to less than five percent.

A potentially growing group of multiply handicapped deaf children are those born to young mothers who are addicted to drugs. Many of them are young unmarried women requiring a multiple of social services. One syndrome is labeled CMV — cytomegalovirus — which means a pervasive systemic virus from multiple causes. All types of schools for the handicapped will be dealing with these children including schools for the deaf. This is a relatively new phenomenon, the proportions of which are only beginning to appear. Diagnosis is very complex due to the pervasive contamination during the entire pregnancy. The impact on the central nervous system results in not only deafness but other handicapping conditions including mental retardation in all degrees of severity. These babies are here and the impact of their presence on all types of medical and educational facilities is beginning to be felt. Appropriate guidance for parents and educational facilities need to be developed.

There is another group of deaf children, those who are born deaf in deaf families. This familial type deafness is present in the genes and is hereditary. We used to estimate that one-fourth of our school population fit this category. They were the students who came to school at age five and six ready to learn to read and write. They had already developed a strong communication base at home through signs and fingerspelling. Their progress through school was relatively uncomplicated. College was not only a realistic goal. I learned a great deal from this group of deaf children and am deeply indebted to them.

Moving on to more recent times another landmark was the desegregation of public schools in 1954. For the first time black deaf children of Maryland were integrated on the campus of the Maryland School for the Deaf. They came from a small program on the campus of the Maryland School for the
programs which concentrate on special needs of the students.

In contrast mainstreaming is an effort to force a deaf child to accommodate himself to the hearing world before he has had a chance to develop the skills needed to cope. Dr. Hannah Litman, Special Assistant to the President of Gallaudet University, said it well, "Mainstreaming for the deaf has been referred to as a simplistic solution to a complex problem, as a situation where deaf children are dropped into a social and interactive vacuum because they do not hear what is occurring around them in the mainstream. It is the social isolation that most deaf children go through which affects their psychological, sociological, and emotional growth."

At the Maryland School for the Deaf we came to realize that we needed to reach deaf children at the earliest possible age if they were going to realize their potential, especially learning to communicate effectively. In 1968 we started the family education program. Teachers of the deaf visited the homes of families with deaf children. They offered guidance for medical, psychological, and audiological services. As the child's auditory needs became clear, appropriate amplification was started. Families were introduced to the concept of total communication. Options for eventual school placement were offered. Not all of these children were candidates for admission to the school for the deaf. Some started in local programs and as the need became clearer transfers were made. The point is that valuable time was not lost in helping the family and the child learn to communicate.

The alarming decline in the quality of education of the deaf led to the establishment of a Commission on Education of the Deaf by the United States Office of Education with the mandate to make specific recommendations to the Congress and the President of the United States. A conference of leaders in deaf education was called in Santa Fe, New Mexico in May 1987. The principle outcome was the formulation of a plan of action for education of the deaf in the immediate future. Input came from all segments of the profession especially professionals in the deaf. Emphasis was placed on appropriate educational placement for each child taking into account the severity of the hearing loss, the potential for the use of amplification, and communication needs as linguistic, cultural, and social milieu. Special
emphasis was put on language acquisition at the earliest possible age. In the late 1960's the Maryland School for the Deaf began to formulate a concept of communication for deaf children. It was called "total communication." It was not just another name for the simultaneous method which allowed all forms of communication to be used including signs along with fingerspelling, speech, and audition. Particular emphasis was placed on the process of language acquisition parallelizing the growth of language for the hearing child. Particular emphasis was placed on "timing". We said language should start in the cradle. Parents should respond to all forms of communication from primitive gestures made by the child to more elaborate forms. We emphasized that communication must be a "two-way street" not primarily a form of programming from adult to child. In order for meaning to be unambiguous to the learner it must be self-initiated, the onus of interpretation is where it belongs, on the adult, not the child. True communication is the goal.

Our definition of total communication is—"the right of every deaf child to learn to use all forms of communication available to him so that he may have the full opportunity to develop language competence at the earliest possible age. This means introduction to a reliable receptive-expressive symbol system at the earliest possible age. Total communication includes all the spectrum of language modes: child devised gestures, formal sign language, speech, speechreading, fingerspelling, reading, and writing. Every child should have the full opportunity to integrate any residual hearing for the enhancement of speech and speech reading skills through appropriate and efficient amplification."

We also stressed a developmental hierarchy of learning to communicate. Gestures and simple signs are the easiest form for a deaf child to read and writing are the most difficult. Signs are easier than fingerspelling. Speech experience makes speechreading meaningful. Progressing from the simple to the more complex a deaf child has a chance to become a good communicator.

The final landmark I wish to cite is the "declaration of independence" which occurred on the campus of Gallaudet University in March, 1988. It was touched off by the appointment of a new president who had no prior experience in deaf education and was chosen over well-qualified deaf candidates. The statement which incited the students was made by the president of the Board of Trustees—"Deaf people are not ready to function in the hearing world," reflecting a paternalistic attitude toward the deaf that has persisted throughout the years. The rest is history. The newly-appointed president resigned along with the president of the Board. For the first time a deaf president was chosen and the Board of Trustees was reconstructed to include more deaf people.

William Raspberry, in an editorial in The Washington Post, stated: "There comes a time in the history of a population when they have to take charge of their own future. What is happening at Gallaudet is a civil rights movement in history for deaf people, a very special moment in time for the deaf community."

The future is going to be characterized by one word, "change." Change will be experienced in all aspects of education—how we learn, what we learn, where we learn, and especially when we learn. To cope successfully with change modes of operation will have to alter. This is particularly true in deaf education. We are going to have to learn to pool resources and work together to solve ever more complex problems facing us. An outstanding example of this kind of cooperation has already started in the Frederick area. It is the Frederick Alliance for Creative Education. Along with the Maryland School for the Deaf four other educational institutions are involved in a consortium, supplementing and exchanging services. This kind of cooperation is beneficial to the community and expands the educational opportunities for both deaf and hearing students. We envision a similar consortium in deaf education between Gallaudet University, Western Maryland College, Johns Hopkins Medical School, the National Technical Institute for the Deaf in Rochester, New York, and the Maryland School for the Deaf. Medical research will play an increasing important role in diagnosis and management of hearing loss.

Modern electronics are contributing to rapid change in education and especially in the education of the deaf. Computers are being introduced at all levels in the Maryland School for the Deaf. In addition to accelerating learning opportunities, the computer has provided many new jobs for the deaf at all levels. Decoder devices for television provide captions making the news
and many popular TV programs accessible to the deaf. The TDD (telecommunication device for the deaf) makes direct telephone communication possible. Another spectacular electronic achievement is the real-time translator perfected at NTID. In a large auditorium a wide screen projects not only the image of the speaker, but the printed words as they are spoken.

The prospect of the creation of a National Institute on Deafness and other communication disorders as part of the National Institute of Health was given a boost by the Gallaudet University protest last March. Deafness and communication disorders affect almost thirty million Americans, more than any other chronic illness. Twenty million are moderately to severely handicapped and two million are estimated to be profoundly deaf. It is hoped that legislation will be passed by Congress in the near future.

With the rapid change in the world of work, new technologies will require continuing education. The concept of “终身 learning” will certainly apply to the deaf as well as to the hearing. Refresher courses, opportunities to learn new skills to fit new job requirements will become routine. The Maryland School for the Deaf will certainly play a significant role in meeting this need.

To survive the rapid changes in the future we will all have to learn to be creative problem solvers, and educate our children to become problem solvers too. We need to remember there are no definitive answers. The important thing is to ask the right questions.

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Commission on Education of the Deaf, Toward Equality: A Report to the President and the Congress of the United States. Feb. '88


A participant receives his registration packet at the recent educators' conference.

RESERVATION FORM

Name ____________________________
Address ____________________________

Phone/TDD ____________________________

TICKETS FOR WHICH PERFORMANCE

Friday, March 17, 1989 at 7:30 p.m.
Number of student tickets (under 12 years old): ________ @ $2.00 = $ ________
Number of adult tickets (12 years or older): ________ @ $3.00 = $ ________
Total number of tickets: ________ Total ________ $ ________

Saturday, March 18, 1989 at 2:00 p.m.
Number of student tickets (under 12 years old): ________ @ $2.00 = $ ________
Number of adult tickets (12 years or older): ________ @ $3.00 = $ ________
Total number of tickets: ________ Total ________ $ ________

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

ELY LITERARY SOCIETY
Maryland School for the Deaf
P.O. Box 250
Frederick, Maryland 21701-0250

THE MARYLAND BULLETIN
Little Women

Friday March 17, 7:30 PM Saturday March 18, 2:00 PM
New Faces on the Columbia Campus

Front row: Diane Eisenhardt, teacher aide; Randy Bernhardt, maintenance; Lee Doll, and Meama Bryant, kitchen; Teresa Crowe, dorm counselor. Back row: Kathy Ringley, housekeeping; Randy Jones, maintenance; James Carlin, dorm counselor.

Security Bonnie Thompson and Gary Savage.

Intermediate students—Reese Parish, Kristen Bodin.
Learning in the Community

The students at the Maryland School for the Deaf participate in many activities outside of the classroom that provide opportunities for learning. The Vocational Department’s Banking Class toured the new headquarters of the Farmers & Mechanics National Bank in Frederick on October 4, 5, and 6. The managers of the proof, data processing, and bookkeeping departments of the bank explained the operation of their departments to the students.

The class was told the path a check takes as it passes through the banking system. They watched bank employees use the encoding machine to print the amount of the check on the bottom of the check so it can be read by the bank’s computer. They were amazed at the speed in which the computer or reader sorter was able to sort the checks and record the transactions.

The students were able to observe many of the jobs available in the banking industry during the tours. Hopefully, more of our graduates will choose to enter this field of employment.

Twelve students from the Maryland School for the Deaf attended the 1988 High School Business Symposium on October 13 at Hood College in Frederick. Students from each high school in Frederick County attended this symposium which exposed students to eleven different careers.

Mr. Kenneth Rice, President of the Frederick County Chamber of Commerce, welcomed the students and encouraged them to keep informed on what is happening in their world from local issues to international concerns. The main speaker for the morning session was Mr. Ron Pitts of the Frederick office of the Maryland State Job Service. He presented valuable information on how to get a job. Mr. Pitts knows sign language and signed the introduction to his speech. As Mr. Pitts spoke, he asked the students questions so they would be involved in his presentation. He employed many examples as he told them how to use the Maryland State Job Service to find a job, how to...
Senior Kathleen Dillman is punching the ballot in her absentee ballot to indicate her choice of candidates in the 1988 General Election. Kathleen sent her completed ballot to the Board of Supervisors of Elections for Allegany County.


complete a job application, and how to interview for a job.

The remainder of the symposium was devoted to specific career seminars. The seminar speakers were business owners, personnel directors, corporate officers, and employees of businesses in the Frederick area. They spoke about these aspects of their job or career field: job descriptions, qualifications, positive and negative factors, working conditions, opportunities for advancement, salary ranges, and the economic and employment outlook for the future. Each of the participants selected three career seminars to attend. Our students went to seminars on these careers: government and public sector, construction industry, food service industry, computer industry, banking, and office occupations.

The MSD students enjoyed attending the High School Business Symposium with the other high school students from Frederick County. They learned new information about careers they are considering for possible employment after graduation. Their job will be a very important part of their life. So, it is necessary to learn as much as possible about career options while they are still in high school. Touring places of employment and attending seminars where people
talk about their jobs can help our students to make wise career decisions.

Last year the Social Studies Department sponsored a voter registration campaign at MSD. Thirty-four of our seniors and juniors and eleven staff members and their families registered to vote. Our residential students wrote to the Board of Supervisors of Elections in their home county to request absentee ballots for Maryland's Primary Election and General Election. We were so proud of those students who completed and returned their absentee ballots in the Primary Election. They were exercising their "right to vote" which is one of the most cherished rights of an American citizen.

Many of this year's seniors voted by absentee ballot in the 1988 General Election. Our eligible day students voted at their assigned polling place near their home on November 8. It was exciting for our seniors to be voting in their first General Election knowing they were helping to choose the next President of the United States. We hope this desire to vote continues after they have graduated from MSD. If it does, citizenship education has truly taken place.

Dina Phillips, Kathleen Dilman, Mary Beth Cryer, Rhonda Mellott, and Stephanie Chester watch Mrs. Janet Baier, manager of the proof department at the Farmers and Mechanics National Bank, operate the check encoding machine.
MSD Students at Outdoor School

In October, Frederick County invited MSD students to attend Camp GreenTop and participate with public school students in the Outdoor School Program. Most of the time fifteen to twenty students are invited to participate, but this year 41 students were able to take advantage of this learning experience.

Teachers who accompanied the group were Ms. Swalko, Ms. Taylor, Mr. O’Brien and Mr. Schabeil. Mr. Angell, Head Dormitory Counselor, helped the staff and students on a daily basis and dormitory counselors helped out during the evenings. Advanced Department students who served as counselors included M. Eshguy, T. Reamer, T. Cropper, B. Renfrew, R. Ganjian, and T. Young.

The bikers needed a rest.

Several weeks of in-classroom instruction occurred before the students attended Outdoor School. After the trip to Camp GreenTop there were follow-up lessons when students returned to MSD. The major areas of study included forestry, stream ecology, geology, fish hatcheries, small craft water safety, meteorology, astronomy, and orienteering. Activities in these areas were designed to teach students the following basic objectives:

1. To recognize the value of our national resources and to learn to use them wisely;
2. To develop and increase every student’s knowledge and interest in several areas of science, mathematics, history, English, art and music;
3. To apply classroom knowledge to practical outdoor situations;
4. To learn to live democratically with other children and adults through experiences in outdoor living;
5. To develop skills and interests in outdoor recreation which will carry over into later life;
6. To improve health and physical fitness;
7. To develop self-confidence;
8. To develop environmental awareness;
9. To develop an understanding of man’s place in the total environment;
10. To develop independence and responsibility;
11. To develop greater understanding of man’s future dilemma;
12. To develop an awareness of their surroundings and the wonders of nature.

Here are some activities that occurred during the week as written by students:

Wolf Rock by Jamie Nolamand
Ms. Coghill, a GreenTop teacher, gave us a short lecture about many kinds of rocks. We learned a lot about rocks. Ms. Coghill explained to us about Wolf Rock. We went there. Ms. Coghill drove us to the bottom of Wolf Rock. It was very steep to climb that mountain. It was about one mile hike. First we arrived at Thurmont Vista. It showed us a very pretty view of Frederick. Then we hiked to Wolf Rock. We climbed up Wolf Rock. Ms. Coghill explained to us about how the rocks got cracks. Then we climbed down Wolf Rock. We saw a cave. Ms. Coghill said we could crawl through the cave.

N. Yates, N. Jackson and D. Bennett crawl through the cave at Wolf Rock.
cave. It was very dark inside the cave. Ms. Coghills told us that sometimes the park ranger puts Cokes inside the cave. We were so excited to find the Coke, but we couldn't find any. We had to accept it. Still we had a good time raveling in the cave. After we went through the cave two times each, we walked round Wolf Rock and saw the tallest rock. It was shaped like a wolf's head. Then we walked down and walked back to the bus. Then we went back to Greenstop.

Stream Study by Steve Wagner
Greenstop, October 18, 1988. On Tuesday, we had a short hike to the stream. We had small nets to catch some creatures. We took a lot of time to find the creatures.

We turned over a lot of rocks. The water was cold. I saw some creatures. The stream was medium size. The water was about one foot deep.

I, Ramos found a crayfish during stream study.

Weather Report by Elizabeth Juchno
Everyday, at Greenstop, the teachers picked two kids for the weather report. First thing in the mornings, we had flag raising and the Pledge of Allegiance to the Flag.

When we finished that, then we had free time. During free time, the two people had to go to the weather lab to learn the instruments about the temperature, wind, amount of rain, and humidity. The two persons would also tell which direction the wind was blowing. They would also tell if the sky was sunny or cloudy. Finally, the weather report personas would predict the next day's weather. The students would report about the weather each day after breakfast.

Trout Hatchery by Noreen Yates
At Camp Greenstop, we rode a bus to the Trout Hatchery. We saw thousands of trout. We fed the trout slices of bread. Mr. Wiles picked up a trout and we brought it to Greenstop.

Then Mr. Wiles dissected the trout with a knife. There are interesting parts inside a fish, but it was disgusting. He taught us the names of each organ. I learned a lot. He showed me a brain, a fish's eggs, heart, kidney, bladder, eyeball, and intestine. We all felt absolutely sick! When Mr. Wiles took a knife to dissect it, we closed our eyes because it was so disgusting!!

M. Koplas gets information for the daily weather report.

S. Hummelmann feeds the trout at the trout hatchery.
We went on the bus. We rode the bus to Cunningham Lake. Then we got out of the bus, and we saw the all-day hiking group eating their lunch. Then the kids in my group helped to bring the life jackets and paddles off the bus to the lake. Then Mr. Wiles explained the rules for canoeing. He also told us where the kids can canoe. Then the teachers and kids picked partners to canoe with. Then the teachers told each pair of partners the number. There were only five boats. Then we took turns in the order of our numbers, (one to twelve). We had two chance to canoe. All the kids did enjoy canoeing. Sometimes it was hard to make the canoe go right and left. When each pair of partners finished two chances, then we put the boats back. Then the kids helped to put the life jackets and paddles back on the bus. Then we went back to the bus. Then we went back to our cabins at Greenport.

N. Walker, T. Cropper and A. Wise enjoy canoeing on Cunningham Lake.

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The Colonial Farm

I rode to the colonial farm. I see a picnic lunch at the colonial farm. I met Charles, I made a candle. I had to dip it 12 times. I saw a turkey. I met Philip. He is the farmer. He works very hard on the farm. I saw tobacco drying. Philip gave us some bitter bark. It smells like root beer, I saw some pigs. We saw a spring, too. I saw the bedroom where they get wax. I saw a horse and cows together. I went into their house.

I met the wife. I played a game and saw the fire. I saw the worm fence at the fence. I went back to school. I enjoyed this trip.

—Keith Blambie

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Advanced Department

Honor Rolls—First Quarter

PRINCIPALS LIST
Bonnie Yancey

SCHOLASTIC
Shaunet Delarich
Joan Geiger
Heather Herwig
Sara Konkel

CITIZENSHIP
Catherine Beaudet
Tyrus Cropper
Melissa Curtis
Katie McMillen
Tori Pettit
David Kenz
Yash Alon Loe
Albert March
Rhianna Meier

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VOCATIONAL
Kevin Beachum
Timothy Belcher
Carmen Bryant
Kelly Cooper
Tadbox Daniel
Shawn Darnell
Darren Edwards
John Franklin
Cosby Hall
George Harris
Sara Konkel
Samantha Lowe
Bradley McDaniel
Sahbi Marie-Ayash
William Moore
Lennard McCray
Jan Moos
Jerry
Terry Nicholas
Sues Perdue
Todd Reamer
Robin Riegley
Brenda Shuller
Kelly Wilson

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Intermediate Department

Honor Rolls—First Quarter

PRINCIPALS LIST
Julie Bourne
Raylene Harris
Melissa Herzog
Travis MacLaughlin
Christina Verseyer
Nicole West

SCHOLASTIC
Julie Carroll
Lisa Evan
Sarah Fitchett
Elizabeth Jastrow
Mark Mee
Jamie Noreland
Johnny Thaddeaux
Deanne Woodall
Havana Wright
Maureen Yans
Nurtsa Yats
Mei Yeh

CITIZENSHIP
Julie Carroll
Sarah Hoehnelt
Sahbi Marie-Ayash
Jamie Noreland

VOCATIONAL
Tresa Bailey
Annette Barrett
Jenny Cooper
Marvin Cooper
Judy Eichelberger
Julie Fine
Joe Gregor
Tina Hohn
Melissa Jastrow
Lori Shin
Jolie Perry
Lori Rensh
Hope Shelby
Mary Stuller
Johnny Thaddeaux
Havana Wright
Maureen Yans
Karina Zeller

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THE MARYLAND BULLETIN
The Colonial Farm

We had a picnic lunch and walked in and entered the farm. I met Charles. We made candles from bees’s wax and animal fat. We saw some turkeys. I met Mr. Philip. I saw some tobacco drying in the barn. I got some birch bark which smells like root beer. They used this for making tea. I saw pigs. I saw a spring where they get water. I saw a beehive, too. I did enjoy this farm.

—Carly Eichelberger

The Colonial Farm

We drove for 48 miles to go to Turkey Run. We met Charles. Charles taught us how to make candles. We used bees’s wax and animal fat to make them. We dipped the wick 12 times.

We saw dry tobacco in the barn up under the roof. We saw pigs running away from their pen. We saw a horse and cows in the field by the trees. We went in the house but it was a small house. We played games but the games were hard. Then we went back to school. I really liked this trip!

—Lelia Gregor

The Colonial Farm

We went to Barnesville. The farm is called the Turkey Run Farm. I met Charles. Charles was our leader for making candles. We saw some turkeys. I met Philip. Philip made a fence called worn fence because he doesn’t need nails. I saw some pigs. My class petted the farm cats. They have a nice farm. I liked this farm.

—Petra Ciubotarescu

Our Trip to the News-Post

Our class walked downtown to the Frederick News-Post. It is near our school. We met Mrs. Frank. She said hello. She can sign a little. We walked around the News-Post. We saw many people working. They used computers to print newspaper stories. Mrs. Frank showed us the newspaper and told us how they made newspaper stories. She gave our class six newspaper pictures. The pictures were taken in Australia, Florida, and Nebraska. The pictures came through the telephone into the computer. Mrs. Kraft was our interpreter. We had to walk behind the yellow line so that we wouldn’t get hurt. We saw big machines that print newspapers. We saw big rolls of paper. One roll of paper weighs 1,000 pounds. We saw some women folding the newspapers. Our class said thank you to Ms. Frank. We walked back to school.

—Brenda Bailey, Peggy Faulkner, Wayne Randall, Laura Tarbox, and Stacey Zile

Our Trip to Monocacy Middle School

On November 15, 20 students from the Intermediate Department who went to Camp Greentop were chosen to go to Monocacy Middle School. Monocacy Middle School students had been at Greentop during the same week we were there. Monocacy Middle’s principal, Mr. Arlen, invited us to his school as part of National Education Week.

We had to be at Monocacy Middle at 8:00 a.m. Each MSD student had a Monocacy Middle student as their partner to be with for the day. My first class was language. We talked about thinking of things and persons that we are thankful for. Then during second period, I went on a tour of the school. This school is very huge! Without my tour guide, I could have gotten lost! During third period, we had an assembly. The Monocacy students presented us on a short skit. Then we presented some information about MSD. When we finished our presentations, I gave a friendship pin to the Monocacy principal, Mr. Arlen. He was pretty shocked. He seemed to like the pin a lot. Fourth period, I went to science class. It was an interesting lesson about how liquids

Like Evan teaches Monocacy Principal Steve Arlen the “I Love You” sign.

DECEMBER 1989—JANUARY 1990

15
Intermediate Students Participate in American Education Week in Public Schools

Two local public schools in Frederick County focused on Communication as part of American Education Week. Mrs. Kathy Viets and Ms. Kristin Russell accompanied seven students to New Market Middle School. They had been invited there by Mrs. Michelle Katz, Ms. Swales, Ms. Taylor, Mr. Schaber, Mr. O’Brien and 20 Intermediate students were invited by Ms. Theresa Mateusik of Monocacy Middle School to participate in their local activities as well. The relationship between the students at Monocacy Middle School and the Intermediate Department students began during their joint experience at Outdoor School at Camp Greentop last October. Hopefully the students from Monocacy Middle School will participate in our program next spring.

New Market Middle School

The trip by Mrs. Viets and Ms. Russell marked the first time our students have participated in a common activity with students at New Market Middle School. The students spent an entire afternoon at the school presenting an assembly on Communication of the deaf. At each assembly were 150 students from the public school. Our teachers explained how the school day here at the Maryland School for the Deaf was similar to the type of day that the students in public school experience, except for the mode of communication. They gave a description of Total Communication.

Each of the students had prepared a short presentation. Johnny Thompson talked about the typical school day at MSD. He talked about the number of periods of instruction, the subjects, and described the different buildings on campus. Matt Fisher talked about life in the dormitory. Hearing dog was the topic for Julie Bourne, and Julia Rae Eichelberger discussed what captioning and a decoder are. Mattison Jarboe gave a demonstration on a TEDD and Delene Woodall talked about how the deaf need to have special devices such as alarm clocks and doorbells. Finally Jenny Cooper taught the New Market students ten different signs and made out alphabet cards on how to fingerspell.

All of the students did a very good job in making their presentations and as a treat went to McDonald’s afterwards on the way back to MSD.

Our Trip to the Baltimore Zoo

We rode in Van #2 to the Baltimore Zoo. We met Ms. Maggie. She showed us many animals. She explained many things about the animals. Mrs. Dyer was our interpreter. We saw a very big brown bear. The bear lives in a cave. The bear eats fish. We saw a Polar Bear. The Polar Bear is all white. The Polar Bear can eat 300 lbs in 30 minutes. The Polar Bear is over 30 years old. We saw a baby toy on the rock where the Polar Bear lived. We saw many different kinds of monkeys. The monkeys are very much like people. They live in family groups. They use fingers to pick up things. Some monkeys can sign. We saw a man clean the monkey cage. The monkey jumped on the man’s back. The man was funny. We laughed at him. We saw Prairie Dogs. They make holes under the ground. We saw a small baby fox sleeping alone. We saw a lion, tigers, a wild cat, two black leopards. We saw two hippo in the water. They stay in the water to keep cool. We saw many flamingos. They were sleeping on one leg. We saw giraffes. Their legs can kick and kill a lion. We saw elephants. They were from Africa. They have big ears to keep cool. We saw camels. All the animals we saw are called mammals. All mammals have hair. All mammal babies need milk from the mother.
their mothers. Mrs. Sinclair took pictures. We said thanks to Ms. Maggie. We had a picnic lunch. We rode in the van back to school.
—Belynda Bailey, Peggy Faulkner, Wayne Randolf, Laring Tarbox, and Stacy Zile

Indians

My class learned about Indians. I researched Indian jewelry, cradleboard, and shoes. The Indian's shoes were called mocassins. They can be decorated with porcupine quills, beads, and fringes. We made Kachina Dolls and tomahawks. Tomahawks are used as tools or weapons. We painted a tepee and totem pole. We showed our Indian things to other classes. They asked us questions and we answered them. Most of the time they asked what is that. We answered. We were busy. I think it was a lot of fun.
—Stephanie Gianco

We learned about Indians in School. I learned many new things. Tomahawks are used as weapons or as a tool. They can be used for carving.

I learned about tomahawks. Tomahawks tell about the family and what they look like. Tomahawks are outside the Indian home.

Mr. Newbold made the tepee for my class. We painted the tepee. Fetepes are where the Indians slept. Moccasins are shoes. They can be made from moose and elk skin. Clothes can be from fox, rabbit, deer or buffalo.
—Jesse Woodley

I am in Miss Miller's class. My name is Darla R. Konkel.

I learned about Indians. We made Kachina Dolls. Kachina Dolls are for teaching children about Indian life. Adults also use Kachina Dolls to teach children how to make things.

We painted a tepee. A tepee is for Indians to live in. They can cook there. We also made tomahawks. A tomahawk is an ax. The tomahawk is to cut trees or kill animals.

We made Indian sand pictures. Indian sand pictures are used for sick people. Sick people sit on the sand picture then it helped them feel better. When finished they destroyed it. They started over, to make another sand picture.
—Darla Konkel

My class learned about Indian things. We painted a big tepee. We had many Indian things in our room. We learned about Indian jewelry, clothes, a game called Toss and Catch, sign language, feathers, tools, food, slang items and Kachina dolls. Indian mothers used Kachina dolls to teach children about Indian life. Indians hunted buffalo for houses, clothes and food. Indians decorated with beads on clothes and moccasins. Moccasins are shoes. The jewelry is pretty. Indians used a different sign language. Indian tribes talked different languages. Indians draw pictures too. Indians wear feathers. Many feathers meant very brave.
—Samuel Thushnai

Our Trip to NCI

We rode in Van #2 to NCI. NCI means the National Captinising Institute. We had pretzels and orange juice for our snack. We walked to a tall building with many black windows. The lobby had a pretty floor made of marble. We went up to the 16th floor in the elevator. We met Mr. Jeff who talked to
A Letter to the
Discovery Astronauts

Before the September 29, 1988 launch of the Space Shuttle Discovery, some Intermediate students in Mr. Schabot’s classes wrote a letter to the five-member crew.

In the letter, the students wished the astronauts good luck and sent “I Love You” buttons.

A few days after the orbiter landing, the students received an official NASA photograph signed by each one of the crew. A note was also enclosed from Shuttle Commander Rick Hauck.

The students were very pleased and excited that the astronauts took time from their busy schedules to respond.

Students from the Young Astronauts Program are: (Front) Julie Routt, Melissa Herig, Christina Vorreyer. (Back) Saber Mannah, Aynah, Julie Conzelman, Jamie_Norneland, Nicole Walters, Raylene Harris, (Missing from picture are Maureen Yano, Tausha Marvin and Sarah Stimmelmann.)
National Champions

MSD’s Toby Daniels (left), coach Jay Cherry (center), Alex Hagedorn in top photo, and Eleanor Finnicum (not pictured), were honored by the National Association for the Deaf for cross country excellence. The Oriole girls were named the national team of the year while the MSD boys were named runner-up. Finnicum was the girls runner of the year and Cherry was named the coach of the year. Daniels and Hagedorn were first team All-American picks. Heather Herrig and Mary Beth Coyer were second-team selections. MSD’s Billy Martin, Kelly Wilkins and Adrienne Nead were honorable-mention picks.

—The Frederick News, Post

MSD Cross Country

The MSD Cross Country teams recently concluded their seasons. The boys finished with a record of eight wins, five losses. The girls’ record was seven wins, two losses. There were a number of individual accomplishments this year. Toby Daniels set an MSD boys’ course record of 16:21 (3 miles). He also finished in first place in nine meets. Toby was a first Team All-County selection in Frederick County. Alex Hagedorn was selected as a second Team All-County selection. Jimmy Gaskin set an Intermediate age course record of 19:50.


MSD had a great group of Seniors and they will be missed next year. Seniors
MSD's Fuccini Wins U.S. title in Cross Country

Maryland School for the Deaf's Eleanor Fuccini recently won her age-group title in the National Deaf Cross Country Championships, held at Salem, Oregon.

Fuccini, who is finishing her second year of running for the Orioles, won the women's high school 3-kilometer event with a time of 12:55. Teammate Annette Burrell finished second at 13:31.

"Eleanor was the women's deaf runner of the year last year," MSD Coach Jay Cherry said. "That was her first national Championship, though.

"The race was close at the mile mark," Cherry said. "But in the last part of the race, Eleanor started pulling away from the pack at about the quarter time. They were well-paced."

The Orioles' Toby Daniels finished second in the men's high school 5-kilometer event at 17:34.

Former MSD standout Elena Gite and Bobby Proctor also participated in the Championships. Gite won the women's open 5-kilometer run while Proctor was third in the men's open 10-kilometer run.

— The Frederick News-Post

"A Parade for An Olympic Effort"

Chants of "Sarbarte" ("Sarbarte" greeted returning hero and wrestling coach Jim Schartner in the halls of Ken-McCanner. The children in the primary classrooms of teachers Robin Miller and Rose-marie Gratt held a parade and an award ceremony to welcome the coach back to school after his participation in the World Games for the Deaf held in Christchurch, New Zealand January 7-17. Theirs is the first delegation from the school to express the pride the MSD community has in the accomplishments of its Olympic athletes.

Coach Schartner headed the procession of hand-made flags of different nations, drums, and a congratulatory banner to the auditorium. Standing on a stool symbolic of the graduated platform Olympians stand on to receive their medals, the United Siaett wrestling coach received additional medals and laurels from his host. Many students spoke of their excitement upon learning of the results of various events at the games. The program concluded with a question-and-answer period about the games and what it is like in New Zealand. Everyone received a smile for participating.

Jim Schartner tells students about the Olympic games.

THE MARYLAND BULLETIN
Winners in Painting Competition

Our congratulations to Louis Frisino, whose oil painting of a Snowy Owl took top honors in recent North American Bird Painting Competition.

A native of Baltimore who currently lives in Severn, Md., Frisino is a well-known wildlife artist whose work won the 1965 and 1976 Maryland Duck Stamp contests and the 1987 New Jersey Duck Stamp contest. He also took first place in the 1979 and 1977 Maryland Trout Stamp contests and was the 1986 winner of the North American Bird Painting Competition.

The Snowy Owl, winner of the $300 Marc Conway Memorial Purchase Award, was one of 19 paintings entered by artists from California, Kentucky, Maryland, New York, Pennsylvania and Virginia. Frisino’s Snowy Owl was later sold for $1,000 during the annual wildlife art auction.

Mr. Frisino is a graduate of the Maryland School for the Deaf and we are extremely proud of him.

Friends of Robert S. Baylor, III ofWaynesboro, Pennsylvania, will be interested to learn that he has received Boy Scout awards of Wood Badge, Veteran and World Crest. Mr. Baylor was very interested in scouting as a student at the Maryland School for the Deaf, became an Eagle Scout, and has continued his interest in scouting by working with troops in the Waynesboro area.

Friends and former students were sorry to learn of the death of Mrs. Mabel Elliott who died recently after collapsing at her home near Torrey. Mrs. Elliott was 95 years old.

Mrs. Elliott was a teacher at Maryland School for the Deaf for many years before retiring in 1959. Mrs. Elliott’s father was Reverend Daniel Moylan, a deaf man, who established the Christ United Methodist Church for the Deaf in Baltimore. Her brother was Judge Charles Moylan who served as president Maryland School for the Deaf Board of Visitors for many years and she is the aunt of Judge Daniel Moylan who also served as president of the Board of Visitors and is presently a member of this group. We send our sympathy to her family.

John C. Foreman, a 1948 graduate of the Maryland School for the Deaf, recently completed 40 years of service with Meadows Van & Storage Inc. MSD is proud of John and his fine work record.

The entire MSD was shocked and saddened to learn that Miss Keigha Weedon, sister of Lee Weedon, was a passenger on Pan Am Flight 103 that crashed over Lockerbie, Scotland, in December. Funeral services for Miss Weedon were held in New York City and interment was in Parnassus, New Jersey. We send our deepest sympathy to the Weedon family.

Mr. & Mrs. Andrew (Barbara) Brinks and big brother, Joshua, welcomed the arrival of their daughter and baby sister, Jolene Marjorie, on January 1. We send them our best wishes and congratulations.

Word has been received that Tammy Beulah and Eric Nutter, graduates of MSD, are the parents of a baby boy born January 6 at Peninsula General Hospital in Salisbury. We send them our best wishes.

Friends were sorry to learn of the death of Kenny Zirkle’s father. Kenny is a graduate of the Maryland School for the Deaf. We send our deepest sympathy to the Zirkle family.

A Trip to Washington

We woke up at 5:15 a.m. The children ate breakfast. The boys played on the bus. We went to the White House. A tall policeman watches the White House. The boys looked at soft chairs. I saw the tall Washington Monument. We are lunch at 12:00. John and Blaine stood in the Capitol. The children looked around. Lydia bought a book. We were happy.

— Renee Parham, Danvill Deschields, John Remick and Vernon Penix
In January, Joan Warner, Education Di­rector from the Cumberland Valley chapter of the Associated Builders and Contractors, Incorporated (ABC) and Maryland School for the Deaf alumni, David Palka, shared information on an apprenticeship training program with an audience of attentive juniors and seniors at MSD.

Providing training in carpentry, electrical wiring, heating/ventilation/air conditioning, refrigeration, masonry, plumbing, and sheet metal, the ABC program came to the atten­tion of MSD through David’s involvement. Applying for enrollment in December 1987, David began work with ABC affiliate Ridge Electric in May 1988. Joan Warner initially worked to place David, who is the first deaf applicant to apply and be accepted into the program. However, she suspects it won’t take as long to place future deaf applicants because David sets an example as an excellent worker. His success encouraged Ms. Warner to actively recruit deaf applicants for apprenticeships. “There is an im­mediate need for skilled workers in the construction field,” states Ms. Warner.

Robert Padden, MSD Career Education Coordinator, invited ABC to participate in last year’s College Fair which generated numerous student inquiries. Kerri Lawler-Davis, MSD Vocational Education Planner, who arranged a meeting with prospective graduates is impressed with the program and encourages students with a trades aptitude to look into the program. Ms. Lawler-Davis also finds the vocational training provided at MSD, which introduces students to “hands-on” applications and a trades vocabu­lary, advantageous and applicable to whatever trade is selected.

In the apprenticeship program, local builders and contractors employ apprentices as on-the-job trainees. Skills learned through work are supplemented with cor­responding classroom instruction at Frederick Community College two days per week from September through May. Apprenticeships last four years and consist of 2,000 hours of on-the-job training with 144 hours of related classroom instruction per year.

Apprentices are paid while they train for their careers, earning 50 percent of the average journeymen’s salary in the beginning. For every 1,000 hours worked, the apprentice receives a 5 percent increase, earning up to 95 percent of a journeyman’s wages by the end of training.

A certificate is awarded at the end of each year which attests to the acquired skills. Upon completion of the four-year course, graduates are awarded a certificate from the Maryland Apprenticeship and Training Council of the Department of Economic and Employment Development that verifies the bearer has completed a nationally recog­nized apprenticeship training program and is now a journeyman.

All candidates for the apprenticeship pro­gram must be 18 years of age or older and pass a physical examination. Tuition is $400 per year and students can apply to the ABC’s scholarship fund for assistance.

David seems to have found his niche as an electrical apprentice. After graduating from MSD in 1986, he enrolled in the National Technical Institute for the Deaf. After one semester he decided to return home. David worked for a fencing company for a year and became a foreman on that job. How­ever, this job failed to hold his interest. He was advised by an instructor at Frederick Community College, where he was enrolled...
in an electrical wiring course, to consider electrical wiring as a vocation since his
grads and classroom participation reflected a natural inclination. This suggestion and
subsequent contact with ABC proved to be
right for David. According to Ms. Lawler-
Davis, “For this to be potential employment
for MSD graduates, there isn’t a better first-
time enrollee than David Palack.” David
states, “This apprenticeship program was the
best chance I had at securing a future for
myself. I hope other students who haven’t
decided on a career or who have found
college is not for them will investigate what
an apprenticeship has to offer.”

To learn more about Associated Builders
and Contractors, Inc. apprenticeship pro-
gram, call or write to the following address:

Jean Warner, Education Director
Associated Builders and Contractors, Inc.
Cumberland Chapter
1329 Pennsylvania Avenue
Hagerstown, Maryland 21740

(301) 293-7247 Frederick
(301) 736-1190 Hagerstown

Craig Broome runs receives instructions from
Jim Lambin Auto Mechanics class.

The portraits above were presented to the Maryland School for the Deaf by the Alumni
Association during their summer reunion. Pictured above are Haust McCaner, long-time
administrative assistant and superintendent of the Maryland School for the Deaf; George Vedetz,
an MSD teacher and leader and champion for deaf people, and Margaret Kent, long-time
principal of the Maryland School for the Deaf and presently a board member. The portraits are
hanging in buildings on campus which have been named in honor of these individuals.
The Maryland School for the Deaf Yearbook

The Cornerstone
1989

The cost is $6.00 per copy. If you wish the book to be mailed, the mailing charge is $1.00. The deadline is March 15, 1989. (ORDERS WILL NOT BE ACCEPTED AFTER THIS DATE)

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