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OPPOSITE PAGE

(1) Who will be queen of the prom? Will it be Kathy Ann Cline, Allison Eaton, Eleanor Finnicum, Brenda Shaffer or Ann Smith? (2) Ann Smith wins the honor. Now, who will be king? (3) Court of Honor kings-in-waiting Kelly Wilson, Robert Kling, Richard Hall, Alexander Hagedorn and David Dingle line-up for the announcement. (4) Alexander Hagedorn is crowned king by Dr. Denton. (5) King Alexander and Queen Ann keep court with crown-bearers Jason Coleman and Kari Padden.

ON THE COVER

Lori Caasdamone (left) and Julie Cantrell compete in the 4x400 relay at the Mercersberg Track Meet.

SUMMER 1990
I'm not sure old age and experience make a person wise. I am sure, however, that a few years behind the wheel give a person a sense of history upon which to view the present. I'm pleased to have been around when the total communication movement first started, and I'm happy to still be around as we begin to take the next steps toward a new discussion of issues in this field. In some ways, I feel comforted by the fact that I'll be a little less judgmental and more patient in waiting for a direction to be forged and an answer to be developed. Twenty years ago, I very happily jumped on the total communication bandwagon. I did so without benefit of a great deal of thought, and certainly no scholarly research. It was kind of a "fly by the seat of your pants" time, and as a young professional entering the world of education of the deaf, it seemed like the right thing to do. Having seen a few changes of seasons since that time, I'm a little less confident in jumping on the bandwagon. That's what experience does for you.

If this all seems a little strange and cryptic, let me be more specific, and help bring readers up to date on what promises to be the next big controversy in the education of the deaf.

This past January, the Gallaudet Research Institute published Working Paper 89-3, "Unlocking the Curriculum: Principles for Achieving Access in Deaf Education," by Robert E. Johnson, Scott K. Liddell, and Carol Eting. It has been widely-circulated, and its initial introduction to the profession has brought strong reactions. While it is difficult to summarize "Unlocking the Curriculum" in a few sentences (the original ran twenty-nine pages), I will make a feeble attempt to do so. Johnson, Liddell, and Eting contend that the record of education of the deaf in the United States represents a model of failure. They further assert that they support "... changes in the system which recognize deaf children's need for early natural language competence and for communicative access to curricula materials." They go on to speak of the great difficulties in learning English as a first language. These are not the points which are causing the most consternation among some educators of the deaf. What seems to be the real sticking point is the recommendation of adopting American Sign Language (ASL) as the centerpiece of the model program. This becomes a point of controversy because for many years language learning for deaf students has been tied directly to developing competence in English language through the use of English language. "Unlocking the Curriculum" proposes not to do away with that goal, but to approach English competency from the standpoint of learning English as a second language.

In this context, the model sets forth several guiding principles which are enumerated as follows: (1) Deaf children will learn if given access to the things we want them to learn. (2) The first language of deaf children should be a natural sign language (ASL). (3) The acquisition of a natural sign language should begin as early as possible in order to take advantage of critical period effects. (4) The best models for natural sign language acquisition, development of a social identity, and the enhancement of self-esteem for deaf children are deaf signers who use the language proficiently. (5) The natural sign language acquired by a deaf child provides the best access to educational content. (6) Sign language and spoken language are not the same and must be kept separate both to use and in the curriculum. (7) The learning of a spoken language (English) for a deaf person is a process of learning a second language through literacy (reading and writing). (8) Speech should not be employed as a primary vehicle for the learning of a spoken language for deaf children. (9) The development of speech-related skills must be accomplished through a program that has available a variety of approaches, each designed for a specific combination of ideology and severity of hearing loss. (10) Deaf children are not seen as "defective models" of normally hearing children. (11) We (the authors) concur with one of the observations of the report of the Commission on Education of the Deaf, that "there is nothing wrong with being deaf." (12) The "Least Restrictive Environment" (LRE) for deaf children is one in which they may acquire a natural sign language and through that language achieve access to a spoken language and the content to the school curriculum.

These major guiding principles are elaborated upon in "Unlocking the Curriculum." As might be suspected, there are already some thoughtful (perhaps even a few not so thoughtful) responses to the paper. We understand, also, that there may be some "bandwagoning" taking place. This may prove to be unfortunate. Among the reactions are opinions being expressed by some very competent professionals who have "labored in the vineyard" for many years themselves, yet have approached their work from an entirely different perspective. That group would certainly have to include Dr. Gerilee Gustason and Esther Zawolkov, developers of the SEE System (Signing Exact English). In a recent letter circulated to professionals through Modern Sign Press, Inc., Gustason and Zawolkov comment on some of the recent happenings in the field of deafness and warn about a backlash against currently promising methodology, including SEE. Portions of the Gustason/Zawolkov letter follow: 

"...When Dr. I. King Jordan was subsequently appointed to be the first deaf president in the history of Gallau-
det University, all deaf persons were proud—no matter what their choice of communication mode. It was a time for insisting, as King did, that ‘deaf persons can do anything but hear.’

The resulting inspiration to deaf persons everywhere has led to an increased push for deaf awareness, the rights of deaf persons, and especially their right to full and free communication. Deaf individuals are insisting that it is O.K. to be deaf—deafness is not something of which to be ashamed, but proud: proud of what individuals are and have done.

While this is a very, very positive move, it has sometimes resulted in the rejection of things seen as anti-deaf: hearing aids, hearing people, speech, and English. ‘Hearing culture’ may be rejected in favor of ‘deaf culture.’ Signed English may be rejected in favor of ‘a natural language, the native language of the deaf’—American Sign Language. Signing Exact English may be attacked as unworkable, ineffective, and alien to deaf persons. It is natural for there to be joy in the recognition of the positive abilities of deaf people, the expressiveness of American Sign Language and the visual nature of communication among the deaf, and the close-knit nature of the deaf community. These are very positive changes. We should welcome them, while we encourage the inclusion of everything that can help improve the quality of a deaf person’s life in a hearing world. To us, this includes English skills.

While Gustason and Zawolkow have strong commitments to SEE for a number of personal and professional reasons, their opinions, as well as the opinions of other detractors, should be included in discussions regarding the proper role of ASL in the curriculum. We are certain that one 29-page paper does not include all the right answers. Johnson, Liddell, and Eting would not be that presumptuous.

In Missouri, there are some fine programs and professionals working with deaf children. Our most fervent wish is that, regardless of individual or program viewpoints, the profession will allow itself an opportunity to thoroughly discuss, research, evaluate, digest and assimilate a variety of views on the issues related to ASL, and its ability to “Unlock the Curriculum.” Whether or not the Johnson, Liddell, and Eting model can deliver will not be proven in a few seminars by a few articulate professionals taking a position on one side or the other, and certainly no headway can be made through a mindless bandwagon mentality. Rather, a very careful, studied approach to this and all subsequent models is always the most prudent direction. At issue in this country are future generations of American deaf children who need competence in English language. If it comes through the development of a model that has ASL at its center, then, so be it. If it is some other combination of systems, like SEE or PSE, or something yet to be proposed, then, so be it. Those of us who are not linguists are looking to those who are to help forge a direction based on solid research—devoid of emotion, with an eye on the individual deaf child. We must do no less.

Teacher Marsha Payne, Heather Herzig, Robin Rozga, Sara Konkel, Adrienne Ntal, Joann Greegor, and Cathy Boswell meet with Senator Paul Sarbanes while in Washington D.C. during their week-long Close-Up visit. MSD participates annually in this national program that allows students to see government in action.

SUMMER 1990
Getting a Feel for the Rhythm

Hands-On Instruction Helps Deaf Students Learn About Music

Debbie Riechmann, Associated Press
(Renprinted from The Washington Post)

FREDERICK, Md.—Slim Harrison’s Appalachian mountain music came to the Maryland School for the Deaf this week, and the children, all wearing hearing aids, had a knee-slappin’ good time.

The 8- and 9-year-old students at the school strummed Harrison’s guitar, plucked a washtub bass, picked the strings of his banjo, and tapped spoons on their thighs. A few students could hear various tones from Harrison’s jug band instruments, but most experienced the sounds through vibration.

“The idea is to expose the kids to some different instruments that they probably have never seen,” said Harrison, whose program is one of a rising number of attempts across the country to introduce music to the hearing impaired. “They’ve probably seen a guitar on TV but have not actually played it and felt the vibration. If they have never felt the instrument with their hands and felt the vibrations, they really can’t understand what this music stuff is all about.”

One group made such a racket that vibrations could be felt through tiles on the classroom floor. Teachers were holding their ears, but the children were oblivious to the noise they were making.

“It sounds that way with hearing children too,” Harrison shouted as four children played his banjo, guitar, dulcimer, and autoharp—all at the same time. “That’s about par for the course.”

Harrison, 37, a one-man band who lives in the Catoctin Mountains near Thurmont, is doing a five-day residency at the 122-year-old school, which provides free education to deaf students in Maryland.

His work with 47 children who are severely to profoundly deaf is being sponsored by Very Special Arts in Maryland, an organization that works to enrich the lives of disabled people through art, and the Maryland State Arts Council.

Harrison has introduced the world of music to physically, emotionally and mentally handicapped children during programs in Washington, Rutland, Vt.; Portland, Ore.; Boston; Upland Hills, Mich; and across Maryland. This was the first time he had worked with a whole school of deaf students.

“Some of them can hear high tones, but not low tones,” Harrison said. “They can enjoy music on a different level than we do. With loud rock-and-roll, they can feel the vibrations shake their bodies.”

The sound of Harrison’s autoharp apparently rattled the hearing aid of 8-year-old Robin Oswald, of Baltimore County, who cupped her hands over her ears and squinted. The three other children in her class expressed no discomfort at the sound.

At one point in his program, Harrison lost charge of the children, who in their excitement began chatting with their hands and doing impromptu solo performances.

“How do you get deaf students’ attention?” he asked his teacher, who quickly commanded their attention through eye contact and a series of hand signs.

Harrison then launched into a tune on his dulcimer, with the teacher signing the students a message about how the name of the instrument came from a Latin word meaning “sweet love.”

Robert Mowers, music consultant to the National Technical Institute for the Deaf in Rochester, N.Y., said Harrison’s jug band program is one of a rising number of music programs being offered to the deaf.

“Most of them are very small,” said Mowers, who launched a music program at the institute 14 years ago despite comments from his colleagues who thought he was “crazy.”

“There are many hearing impaired persons who enjoy music. They just

dance to the lyrics of “Old Rager has died and gone to his grave . . .”
Very Special Arts and Maryland Arts Council
Sponsor Workshop at Frederick Campus

Slim Harrison, a local Frederick County Appalachian musician, led a hoedown with the Primary Department children, families, staff, and friends on the final day of his five-day music residency in April. While Slim sang, directed, and led the music with his fiddle and assorted other instruments, one group of children accompanied him with jug-band instruments they made during the week, that included bleach-bottle horns, mouth bows, combs, and “whammy diddles.” Meanwhile, another group of children and staff demonstrated an American folk dance they had learned that week and then taught it to the assembled audience. When everyone had had a turn performing and showing what they had learned, Slim led a Virginia Reel in which all the children, teachers, preschoolers, and other visitors participated.

Mr. Harrison’s residency was arranged and sponsored by Dr. Nancy Carsey, Executive Director of the Very Special Arts in Maryland and Ms. Linda Vlasak, Program Director for the Maryland Arts Council, Artist in Education Program in cooperation with the staff of the Maryland School for the Deaf, Frederick.

—Deborah Clark
Assistant Principal
Primary Department

and to “Here comes Zodiac, all night long . . . “

don’t hear it like we do,” Mowers said.
Music heard by a deaf person might be like early radio broadcasts full of static or early records that played at 78 revolutions per minute, he said.

“Those 78 recordings were terrible—full of distortions and scratches, yet millions of people enjoyed them,” Mowers said.

“Music could be better used by deaf educators nationwide,” said Deborah P. Clark, an assistant principal at the Maryland School for the Deaf, where music is a required course for primary students.

“Most deaf schools use it as an adjunct or motivator, but not very many have a whole course on it,” she said.

“It gives them a chance to work with the language in a musical and rhythmic way. We’re trying to get them to practice the feel of a loud sound and the feel of a soft sound [in their throats].”

and to play jug band music.
End of the Year
With the ending of each school year, the calendar fills up with a number of traditional activities which become happy memories in the years to follow. This year has been like so many others, with the seniors enjoying their traditional week of fun and relaxation, with Class Night and Honor Awards, with the Senior/Teacher Buffet, and with the traditional Ice Cream Social for seniors in the Superintendent's home. Of course, the high moment in any school year is graduation. This year we had two outstanding speakers to share the meaning of that day with the graduates, their families, and members of the School staff. The Baccalaureate speaker was Dr. Lee J. Betts, President of Frederick Community College and a charter member of the Frederick Alliance for Creative Education. The Commencement speaker was Dr. Mervin Garretson, recently retired Special Assistant to the President of Gallaudet University and currently Acting Executive Director of the National Association of the Deaf. Dr. Garretson's teaching experience had its beginning here many years ago. He did his student teaching at MSD.

Campus Improvements
A walk across the Frederick campus will reveal a number of construction projects leading to the overall improvement of the School. The construction of bleachers at Creager Athletic Field, and the construction of toilet facilities adjacent to the athletic field are underway. The School has received funding for lighting for the football field and track, and we are looking forward to the completion of that project. Construction of a multi-use court on the Columbia campus is scheduled to begin right away. The Construction Trades students, in cooperation with the School's Maintenance Department and the Department of General Services, are involved in the construction of a handicapped access ramp to the basement of Köpp-Redmond Hall, the renovation of the Loats Farmhouse, and they just completed the construction of a gazebo patterned after the cupolas on the old main building.

Grove Stadium
Within easy walking distance of the School is the sparkling new Grove Stadium, home of Frederick's new minor league baseball team, the Frederick Keys, a subsidiary of the Baltimore Orioles. The stadium is located near Mt. Olivet Cemetery and across the street from the Loats Farm, which is a part of the Frederick campus. The stadium seats several thousand people and is a wonderful addition to the Frederick community. The Keys baseball team has a remarkable record for a new team, and all of us can look forward to years of pleasure at Grove Stadium rooting for our own hometown team.

Faculty/Staff Recognition Day
For several years the School has scheduled a special day to recognize the outstanding services of its employees. Faculty/Staff Recognition Programs alternate between the two campuses. This year's program was held at Columbia. In addition to Service Awards, an Employee of the Year, for each campus, is recognized in four different categories: Employee of the Year-Support Services; Employee of the Year-Direct Services; Employee of the Year-Dormitory Counselor; and Employee of the Year-Teacher. Employees receiving these honors are selected by secret ballot involving all employees. In addition to those who received specific recognition and honors at the May 29th ceremony, the School would like to acknowledge the contributions, the support, the loyalty, and the dedication of all of those unnamed members of our family who have contributed so much to the quality, the strength, and the improvement of MSD.

Above and Beyond
In the last issue of The Maryland Bulletin we mentioned the publication of the LRE Conference Proceedings. Copies of this valuable publication have already been mailed to participants across the country, and the orders are being received by the School as word gets out concerning the availability of this journal. The printing and the distribution of this publication would not have been possible without the support of the MSD Foundation, and in particular, the exceptional generosity of an individual Board member.

Most of our readers know that the School has a very strong and interested Board. This kind of interest and support, however, is truly above and beyond the call of duty, and we hope it helps our readers appreciate the contributions of the Board.
Students in Space

MSD students attend Space Camp and Space Academy

The Settoma Space Camp for the Hearing Impaired launched Mission I in May of 1988. Twenty-one hearing impaired students from three states attended Space Academy Level I. This mission was so successful that 72 hearing impaired students from eight states participated in Mission II in the spring of 1989.

Mission III was held during the week of April 25-May 4, 1990. The Maryland School for the Deaf was able to participate in this session. Teachers Ed Schaber and Rita Spencer began to solicit for funds throughout the county and state during the fall so that four students and two professionals could attend. Julie Bourne and Stephen Semler were enrolled in Space Camp Level I, while Imla Hassen and Brenda Shaffer were registered for Space Academy Level I. Mr. Schaber and Ms. Spencer were the accompanying chaperones/teachers. A total of 96 students participated in the total program. Fifty-seven students attended Space Camp, while

39 students were enrolled in Space Academy. The two programs can hold a capacity of about 600 students per session. Seventeen states were represented. Thirty-nine professionals accompanied the students to facilitate the Space Camp/Academy staff.

The Space Camp/Academy was sponsored by the Settoma Space Camp for the Hearing Impaired included the Settoma Club of Huntsville, The Space and Rocket Center, The Alabama Institute for the Deaf and Blind, and NASA. Individuals, groups, businesses, organizations, and various states provided additional financial support for students and professionals to participate.

Space Camp and Space Academy

Space Camp is designed for students in fourth through eighth grade. Space Academy Level I is designed for eighth through twelfth grade students. This special week was supported by NASA.

At the Space Academy, Imla was assigned to the Apple Team and Brenda was a member of the Lockheed Team. Ms. Spencer assisted the Apple Team. A cap and a T-shirt with the team's name printed on the back were given to each team member. At the camp and the academy, trainees were given a detailed manual to learn from and to follow weekly events.

In Space Camp, the trainees immediately started their schedules with demonstrations of different space simulators. The Multi-Axis 5-DF, 1/10 th gravity chair, and GMIIU are just a few simulators. Students were served dinner everyday at 6:00 p.m. An Imax movie was shown every evening in the Space Dome Theater. "To Fly," "Hail Columbia," and "The Dream is Alive" were three favorites. Trainees prepared for bed in Space Habitat (designed with the Space Station Freedom in mind) at 9:00 p.m. with lights out at 9:30 p.m. Julie was in Leo Bay, while Stephen was in Aquarius Bay.

Monday, May 1, 1990—our first full day at Space Camp and Space

Brenda Shaffer (kneeling), Julie Bourne, Imla Hassen, (back row) Ed Schaber, Stephen Semler, and Rita Spencer pose in front of the Pathfinder in Shuttle Park.
Academy! Space Camp trainees were awakened by their counselors at 6:00 a.m. They got ready for the day by doing a number of different physical exercises—just like real astronauts! Breakfast was served daily at 7:30 a.m., while lunch was at 11:30 a.m.

Trainees at the Space Academy rose every morning at 5:30 a.m. Breakfast was served at 6:30 a.m. and 7:00 a.m., according to group assignment. Only 30 minutes were allotted for mealtime. At the end of the day, trainees returned to prepare for bed in Space Habitat at 10 p.m. Lights were out by 10:30 p.m. Imla and Brenda were in Sagittarius Bay.

Each team in Space Camp had various activities/lectures to follow for the remainder of the week. Selected lecture topics included information on rocket propulsion, a space walk, a space suit, heat tiles, robotics, astronomy, an egress (shuttle escape routes), the Hubble Space Telescope, and the space shuttle. There were many activities: log work; rocket construction and launching, designing, constructing and presenting a model space station; and discovering the lunar probe and the centrifuge (it gives the sensation of feeling gravitational pull). Both academy and camp students toured a museum, some exhibits, and the Marshall Space Flight Center.

At the academy, students attended lectures on the orbiter systems, shuttle operations, space suits, the crew system, payloads, space station, and the history of space. Activities included log work, team patch designing, rocket construction and launching, and designing and presenting a space model.

The highlight of the week, of course, was the actual mission. After completing training, the students in Space Camp were ready for the launch. Stephen was the flight director, while Julie worked with communications. Mr. Schaberl was responsible for interpreting the positions of both the commander and pilot. All the missions were successful.

Space Academy participants had two missions—Missions A and B. After training they were ready to launch. On Mission A, Brenda was commander and Imla worked at Mission Control as spacecraft system officer. On Mission B, Imla worked as mission specialist 3 and Brenda was in Mission Control as space station principle investigator. The academy students also attended the movies in the Imax theater.

May 4, 1990—Graduation Day arrived! Trainees had to pack, clean-up, and say their good-byes to friends from different schools for the deal before graduation. Each trainee in Space Camp and Space Academy received a certificate, a group picture, and "wings."

Schools for the deal made a good showing in the awards category. Julie Bourne's Mercury Team won the best effort and team work award (each member received a shuttle pin). The Earth Team won for the best space station, and one deal youngster won "The Right Stuff" award. At Space Academy, a deal girl won the "Outstanding Trainee" award which is the highest award given to an individual cadet. The MSD campers arrived very tired at Baltimore-Washington International Airport around 11:40 p.m., but they were anxious to tell their experiences to their families.

---Rita Spencer
continued on next page

Brenda Shafer prepares for a ride on the Multi-Axis Simulator.
Boy Scout Troop 258: The Year in Review

Where have the Boy Scouts of Troop 258 been this past school year? The answer to that question is found in the following paragraphs. During the past year, Troop 258 has been involved with many activities and camping trips. Let’s take a walk through the past year’s events and achievements.

The first camping trip was the Francis Scott Key Fall Camporee on October 26-29, 1989. The boys competed with 16 other troops to see who could build the best catapult using pioneering skills. The true test of skill came in having to propel a five pound bag of water on target and the longest distance. Our boys placed third in this event.

Next, the troop began National Boy Scout Week with a successful Court of Honor banquet on February 4, 1990. This was a time of celebration and an opportunity to recognize the boys’ achievements. Good food and fellowship were enjoyed by the boys and their parents.

On February 9-11, 1990, the boys went on a winter camping trip to Siquippe, Pennsylvania. During this snowy camping trip the troop spent many hours working on first aid skills and other camping survival skills. The troop experienced their first night-time hike on this trip.

On March 23-25, 1990, the First Aid Competition for the entire FSK district was held. The boys spent a weekend at Camp B-ker in Frederick, Maryland, reviewing skills they would use in the Saturday evening competition. The boys split up into two patrols, the Panthers and the Cobras, to answer 11 different questions. This was the first time the troop competed in this event. The boys proved to be good contenders. The weekend concludes with the scouts planting 400 trees on a farm near Buckeystown as a conservation project.

The troop went to the FSK Spring Camporee on April 20-22, 1990. The boys competed with 55 other scouts in 30 different skill areas. The Panther Patrol tied for first place in first aid skills and placed fourth overall for the Camporee. They were awarded a first aid kit for their troop. Saturday evening at the campfire, an Order of the Arrow TAP OUT was held Mike Halischak, Mark Muir, and Jacob Spidle were selected as candidates for this highest of honors.

On Sunday, the troop went back to the farm near Buckeystown to plant another 300 trees in celebration of Earth Day.

The troop had a very successful fundraiser during the year. The troop is looking forward to more successful fundraisers during the next school year. The proceeds will enable the troop to go to Philmont, New Mexico on a high adventure camping excursion planned for the summer of 1991.

Concluding this school-year’s events in June, the troop plans to attend the Junior Leadership Training at Camp Greenbriar and a week-long camping trip at Camp Goshen in Virginia.

—Mark Sewell
Assistant Scoutmaster
Jane Redding
Advancement Chairperson

(From left to right); Joe Barr, Richard Willburn, Johnny Thuahnia, Michael Halischak, and John Franklin load the catapult while Alphonso Taylor waits to launch the water bomb.

SUMMER 1991
Kneeling, left to right) Joe Barr, John Antal, Jeff Oswald, Matthew Fisher, Johnny Thaiana, Brice Miller, (standing) Shad Pollydore, Tim Vogelert (Assistant Scoutmaster), Joe Greerger, Mike Bowen, Jacob Spidle, Mark Muir, Mark Sevill (Assistant Scoutmaster), DeJuan Hamilton, Brian Van Bavel, Michael Halischak, and Jane Redding (Advancement Chairperson) pose for a picture at the FSK Spring Camporee.

The troop plants trees on Earth Day as a service project.

Damon Sparrow, John Antal, DeJuan Hamilton, Roger Spidle, Jeff Oswald, Matt Fisher, and Shah Pollydore cut up vegetables for a lunch of beef stew.

The Cobra Patrol receives instructions in first aid.

Scouts carry a pretend victim on a makeshift stretcher to practice first aid skills.
The Ely Literary Society
The behind-the-scene performers

After the curtain fell on the final act of the spring production of "It's a Howl," the performers on stage took a bow. Yet, another group of off-stage performers shared equally in the audience's applause. These dedicated workers of teachers and students are the director, set designer, and assorted other production aides who ensure opening night and curtain calls. The following article is compiled from a series of student interviews with these behind-the-scene players known collectively as the Ely Literary Society.

Directors

Bette Hicks is director of the Ely Literary Society. For 15 years she has picked the plays for the school's annual spring show. She coordinates the efforts of make-up artists, wardrobe personnel, readers, and the publicity department. She casts the roles of the performers and directs the performance. Another job that she has is translating the entire script into American Sign Language (ASL).

One fond memory for Ms. Hicks is the 1981 production of the school's first musical, "The King and I." Another favorite production is the Shakespearean play, "The Taming of the Shrew." Despite having favorite performances, Ms. Hicks emphasizes her goal in every play is to see a happy audience.

Mark Rust calls himself the assistant director, but Ms. Hicks says he is the co-director. Besides sharing the duties of directing, Mr. Rust blocks the play. This means he arranges where the actors will stand when delivering their lines. This requires that he work closely with Lighting Director Mike Grady and Set Designer Bill Pond.

Mr. Rust has worked for nine years with the society and continues to take theatrical workshops to improve the school's productions. Although a smooth performance is the goal for every play, Mr. Rust still enjoys the humor in the unexpected. During the actual performance of "The Taming of the Shrew" an actress's hoop came detached from her skirt. Knowing the show must go on, the actress delivered her lines with one hand while the other hand kept hoop and skirt together. When a break in the act occurred, she returned to stage minus the hoop.

Mr. Rust hopes the students learn about making the right choices in life from analyzing what motivates the characters.

Bonnie VanBuskirk is an assistant director. She feels her job is a big help to the director because it lets the director concentrate on important details.

Ms. VanBuskirk assigns readers for the play. She rehearse the readers to make sure they read their lines with the right inflection for the character. She also synchronizes the readers' lines with the actors' signing. This requires the actors to sign slowly and clearly so the readers can say the lines in unison.

Lights

Electronics teacher Mike Grady handles stage lighting. This is his third year as a society member. To get the intended effect, Mr. Grady collaborates with the set designer. Refining and creating many of the materials that will be used in the play during instructional periods gives many electronics students the opportunity to apply their classroom skills. Mr. Grady designed a lighted microphone sound system that frees the hands of readers and allows them to focus on the play instead of juggling a script, flashlight, and microphone. Another design that is being developed is a visual display counter. It keeps time to music so that the actors can keep in sync with songs during musicals.

Set Designs and Props

Art teacher Bill Pond is in charge of set designs and props. With the help of Intermediate and Advanced Depart-
ment students, Mr. Pond transforms a
stage into a home or a hillside. He says
he is challenged each time he is con-
fronted with using the limited space on
stage. He has found creative ways to
store props and sets on stage that will
be used in the following scenes. He was
really pleased with the bed designed for
the play "Once Upon a Mattress." The
bed was constructed from a series of
wooden platforms and draped with a
sheet to resemble stacked mattresses.
Barbara Phelps is props manager.
For six years she has shopped flea
markets and yards sales to find odds
and ends and the unusual. Her most
common requests are handkerchiefs
and pocketwatches which are easy to
find. However, a request for a Victorian
bird cage went unfilled.

Make-Up

Kerri Lawler-Davis and Donna Derr
put the actors in character with make-
up. For the last twelve years Ms. Davis
has transformed beauty into the beast
and the young into the old. Her biggest
challenge was making a thin student's
face appear fat.
Donna Derr purchases make-up sup-
plies. She began work with the society
three years ago. All performers' skin
tones are matched with the make-up
before application. Each line and fea-
ture is applied only if it is appropriate for
the character and must pass the direc-
tor's inspection.

Hairstylists

Paula Woodall and Joette Korpics
style the actors' hair. Ms. Woodall has
worked with the society for 15 years
and Ms. Korpics has been a member for
five years. The hairstylists read the
script to ensure the hairstyle is appro-
priate for the era. Next, a chart is made
stipulating which hairstyle goes with
which character. Final preparation en-
tails arranging combs, brushes, and
wigs within easy access for the actual
performance.
Ms. Korpics, who is a licensed beau-
tician, would love to see the school
establish a cosmetology course for the
students which would enable them to
work with the Ely Literary Society and
to develop a marketable skill.

werewolf David Dingle lets out a howl
in "It's a Howl."

Costumes

Barbara Brinks is the wardrobe mis-
tress. She reads the script to determine
the seasonal setting and the era. After
checking the school costume closet,
some outfits are supplemented by a trip
to Charelle's Costume Shop of Fred-
ern. Final adjustments are made to the
costumes at dress rehearsal which
sometimes requires a last-minute re-
placement, alteration, or cleaning.

Publicity

Marcia Virts and Cathy Babb ar-
range the publicity for the play. Letters
of invitation are sent to the Board of
Visitors and announcements are sent
to newspapers, radio stations, the Fred-
erick County Services for the Hearing
Impaired, and deaf organizations. Sign
language classes, public schools, and
mainstream schools are also contacted.
Ms. Virts hopes to see an increased
attendance from the community which
she feels will help hearing people learn
about deafness.
Barbara Kinzie was that tickets are
made for each performance. This re-
quires checking to make sure tickets
are matched to seat numbers. She han-
dles advanced ticket sales and co-
ordinates ticket sales at the box office.
A laminated chart keeps track of which
seats were paid for in advance. This is
her 10th year as an literary society
member.

Vocational teachers Merle Foley and
Tom McKenna print the programs and
tickets—the final step in producing a
play. Now the audience can take their
seats, sit back, and relax. The show is
about to begin.

The next time you see a Maryland
School for the Deaf play, remember
that not all the performers are on stage.
—Ricky Hall, Adrienne Neal,
Robin Rozga, Brenda Shaffer,
and Ann Smith

Mightier than the Sword—Kelly Cooper
(left) and Ann Smith read Ann's Letter
to the Editor that appeared in the May
16th issue of The Frederick News-Post.
Ann received many compliments on her
letter that promotes deaf awareness to
the hearing public.
Four days of the week, teacher Martha Payne and 15 Maryland School for the Deaf students prove learning is not confined to the classroom. Although Mrs. Payne's mornings are devoted to teaching social studies and US history to Advanced Department students, in the afternoon, her attention turns towards building the employment history of students. She is the coordinator of the School's Work Study program.

"Students need to be exposed to the hearing world to learn how they will communicate and participate in a future work environment. Students who participate in Work Study are better off than students who don't get the experience. This is an opportunity to develop work habits."

—Mark Wait
Assistant Principal Vocational Department

Although the Work Study program was formally established in 1977 under the direction of Ed Hartmann, Mrs. Payne credits Vocational Education Planner Kerri Lawler-Davis with developing the current program. Ms. Davis managed the program from 1984 to 1989 causing it to expand to include many employers in the Frederick area. Ms. Davis also made employer contacts in the hometowns of students to aid with summer job placement.

Mrs. Payne arranges job placements according to student interest and ability. She acts as a liaison between the supervisor and student should any grievance arise and chauffeurs students to off-campus work sites. However, Mrs. Payne stresses job retention is a responsibility each student must assume.

"Through Work Study, a student finds out what career area is and, in some cases, is not best for him."

—Kerri Lawler-Davis Vocational Education Planner

Most students work an average of 3.5 hours per day Monday through Thursday. Each student has worked out a system of communication with his or her supervisor and co-workers which varies from signing, note writing, talking, and lipreading. The following brief job descriptions prove that each student has gained valuable insight and skills from participating in the Work Study Program.

The five students who are employed as student aides at Ft. Detrick, a military installation in Frederick, are members of the graduating class. All the students perform clerical duties and get the opportunity to use computer skills that were learned through the School's computer training program.

Melissa Curry is employed in the warehouse. She states "I've learned many job skills that I need to be employable. I would like to continue working at Ft. Detrick after graduating."

Allison Eaton works in one of the many data processing offices on base. She says, "My computer skills should help me with a future job. I would like a career in data processing or fashion merchandising."

Alex Hagedorn's co-worker Delores King says he is very enthusiastic and is eager to learn new ideas. Alex plans for a career in computers.

Sherri Ross works in the Civilian Personnel Office. Sherri likes socializing with her co-workers who alternate between signing and writing notes to relay information to her.

Brenda Shaffer files documents, makes photocopies, and types the monthly newsletter, The Employees News Bulletin. Using written messages to communicate, Brenda says, "I'm

Ft. Detrick employees Sherri Ross, Brenda Shaffer, Melissa Curry, Allison Eaton, and Alex Hagedorn (back row, center) pose with Staffing Specialist Ray Mangel and Work Study Coordinator Martha Payne. Mr. Mangle has played a major role in hiring MSD students at the base.
Six students work on campus. James Gaskin, Devon Gibson, and Yoon Sun-Lee share the duties of operating a dormitory snack bar that is frequented by students after school. Devon and James say their math skills have improved by handling money and operating the cash register. Yoon likes serving the customers. Supervisor Steve Bieg, who is a dorm counselor, is pleased with each students’ maturity in managing the snack bar.

Eleanor Fincicum and Michael Knapp are employed by the US Olympic Committee of the Games for the Deaf. Working on the computer from various classrooms, they file data on past Olympic records under the direction of teacher Rick Schoenberg. Michael appreciates that his job will be useful to future generations involved in the World Games for the Deaf.

Eleanor handles statistical information. She said, “I take pride in the historical significance of my work.”

Angela Forysthe is a teacher’s aide in the School’s Family Education/ Early Intervention Program. She assists the educators with reading stories, teaching sign language, and playing games with the young children who are enrolled in the program. Angela says, “I’m learning responsibility, the importance of being on time, and how to work with others.”

Bobby Kling conducts a sign language class at the Jeanne Bussard Center.

Sherry Dove cleans a mirror at the Citizens Nursing Home.

Sherry Dove is a housekeeper at Citizens Nursing Home. She likes cleaning mirrors best of her many maintenance duties. She enjoys working around elderly patients, but finds the chance to develop communication skills with hearing co-workers to be very beneficial.

Bobby Kling, a senior, has found the Work Study program has helped him make a career decision. His first job placement at a warehouse was not challenging to him, but employment at Jeanne Bussard Center, a training program for the handicapped, has proven to be a success. Although classified as a student aide, her supervisor, Nancy Verdier has increased her responsibilities as Bobby has shown his competence. She helps evaluate the work performance of the center’s clients, keeps records, writes reports, and teaches a sign language course. Mrs. Verdier is thrilled with Bobby’s performance and is willing to hire him during the summer. Bobby says, “This job is giving me the chance to see if this is a career possibility.”

Mrs. Payne has already received applications for next year’s program from interested students who plan to continue exploring employment opportunities and building employment history through the Work Study program at Maryland School for the Deaf.
Federal Funds Benefit MSD Students

Through Chapter I Funds from the federal government, this year the Maryland School for the Deaf was allocated a total of $258,583. These funds were used to assist in the support of the Family Education/Early Intervention Program: This program provides educational services to young deaf children and their families in order to help these families with early management and guidance of their children, and to help the children get an educational head-start. Services are provided for these individuals both in their homes and through visiting teachers and in classes held on the two campuses of the school. Family workshops involving extended family members are also an important component of this program.

Other funds were used for additional needs of students in the regular MSD program. Some funds were used to purchase psychological services for students with special needs.

Using a total of $4,945 of Chapter II Funds from the federal government, MSD targeted two areas. On the Frederick Campus, funds were used to purchase materials that would assist students in developing self-esteem so that they would be better able to cope with social problems and pressures. On the Columbia Campus, funds were used to continue and expand a Pre-Vocational/Vocational Program and purchase additional equipment and supplies. The goal was to better educate students and to prepare them for the world of work.

The Maryland School for the Deaf applied for federal funds for Drug Abuse Education and Programs (Drug Free Schools). This year, the Frederick Campus was included in the grant, which was for $4,444. The funds were used to hire a consultant who worked with the instructional and dormitory staff and parents on developing self-esteem in themselves and in the students. Self-esteem is viewed by professionals in the health field as a necessary base for resisting impulsive behavior, substance abuse, and academic under-achievement. Students lacking self-esteem often are at risk for alcohol and drug abuse. The focus is on developing self-esteem from the workshops. Materials were purchased for the library that will support activities for developing self-esteem.

The school is most grateful for the availability of these funds which make it possible for us to supplement and to expand our programs. We look forward to the continuation of projects such as these through the use of federal funds, and we invite your comments and suggestions regarding their use as we develop new projects. If you have suggestions, please write to Kenneth Kritz, Assistant Superintendent on the Frederick Campus or Dr. Richard C. Stefan, Jr. Assistant Superintendent on the Columbia Campus.

Spanish Comes to MSD

Hola, Beno, dia. Gracias, Adios. Que pasa? Yo te amo! These are some of the Spanish words and phrases that the students in the Intermediate Communication Department have been learning during the Spring quarter. I wanted my students to learn more than just English and American Sign Language. I wanted them to understand the differences in cultures and languages compared to their own language.

At first they were exposed to the French-Canadian culture in Quebec and the sign language of Quebec (LSQ) by dormitory counselor Pierre Daze. Mr. Daze, who is practice-teaching in the Intermediate math department, dedicated his free time to the Spanish class. The students were fascinated with the many differences and stayed past the class period to ask questions.

Dr. Donald Ammons, chairperson of the Department of Foreign Language at Gallaudet University and MSD Board member, gave a ninety minute speech on Spanish to 50 students. Her presentation covered the culture, origin, language, and use of Spanish throughout America. She strongly urged students to learn another language to help them understand other cultures and to give them access to the world community. Carolyn Lopez, the audiologist in the Advanced Department, showed pictures and materials she brought back from her trips to Mexico during winter and summer vacations.

The students responded with so much enthusiasm that they began to explore other cultures and languages by examining travel brochures, foreign language books, and pamphlets. Students Amy Wise and Dawnette Haitchi went to Amy's home one weekend and requested Amy's mother take them to the public library to look for material on other foreign languages. They found four books on different languages. They returned to Amy's house with the books to copy excerpts from them to print on the computer to distribute their findings to their teacher and classmates.

Johnny Thaugnai showed up in class on Monday to proudly announce that he knew what the movie title "Tres Amigos" meant. Several language teachers have commented that their students have begun to use their new language in stories they write for class assignments. Other teachers and dorm counselors remarked that students have challenged them on their knowledge of Spanish words. Many students were surprised to learn that the grammatical structure of Spanish is similar to American Sign Language. When the teacher wrote the phrase "Yo te amo," (I love you) which reads "You me love," the students loved the familiarity of the phrasing.

The class is very successful. Forty-one of 49 students who took the Spanish class passed the two-page final exam with a letter grade of an A. It was a challenge to some of the students and a learning experience to others. The skills that were used in learning the lan-
guage included memorizing and lan-
guage structure.

When walking down the hall in the Intermediate Department, one will find words above the exit sign, on the clock, on the bathroom doors, and in the classroom. A bulletin board also dis-
plays supplies such as pencil and paper. Phrases such as “How are you?” and “Good day!” are also visible. The post-
ing of the signs has prompted many Advanced Department students to inquire about having access to the class. Class begins for Advanced Department students in the fall as an elective course. To understand and appreciate the many cultures of the world, I strongly encourage deaf stu-
dents to learn other languages in addi-
tion to learning English and American Sign Language.

—Marsha Flowers
Intermediate Department
Communication Teacher

“Apples for the Students”

Maryland School for the Deaf’s par-
ticipation in Giant Food’s “Apples for the Students” computer drive pro-
duced an excellent harvest. Each cam-
pus conducted its own drive from October 1, 1990, through April 26, 1990. Over $286,000 in blue register receipts were collected to redeem for computers and software on the Freder-
wick Campus. The Columbia Campus collected $174,300 in receipts. The Freder-
wick Campus will receive the following items:

Two Apple IIe computers with color monitors and 5.25-inch disk drives
AppleWorks software (intergrated
processing/database/spreadsheets)

Math and Me
Math 2: Word Problems
Math 3: Word Problems

The Columbia Campus will receive
these materials:
An Apple IIe computer with a compli-
mentary Appleworks software program
A printer
Mixed Up Mother Goose Rhymes

On both campuses, many students, staff members, and friends of MSD con-
tributed to the drive. Some people col-
clected receipts from their friends, rela-
tives, neighbors, and co-workers.

There was an exceptional response
from the Frederick Campus Primary
Department. Principal Emeritus and
Board member Margaret Kent col-
clected over $50,000 in receipts for the
Frederick Campus from the residents
of her apartment building in Frederick.

Unsolicited donations from people who have no personal ties to the School were
also received.

Major contributors to the Columbia
Campus drive include the Arent, Fox,
Kintner, Plotkin, and Kahn Company;
The McGill Development Company;
and the branch libraries of Montgomery

On the Frederick Campus, one com-
puter will be assigned to the Primary
Building and the other to the Ely Build-
ing. Carts will make them mobile for
transporting from room to room.

The Columbia Campus has yet to decide
the location for its computer.

Although only two announcements
advertising the drive were sent to the
parents of MSD students, the School’s
campaign was exceptionally successful.

“Food for Thought”

The Frederick Campus participated in the Salemway computer drive called “Food for Thought.” The collected
cash register receipts totaled $38,591.78. Although this amount was not
enough to secure a computer, the
receipts were redeemed for the follow-
ing software packages:
Math Concepts (Level 4)
Math Practice (Level 3 & 4)
Touch Typing
Linkway (a utility program for

Building Self-Esteem

The Family Education/Early Inter-
vention Department hosts weekly par-
ent meetings which cover a variety of
topics that are of interest and informa-
tive to the families. On April 27, 1990, the Friday parent group at Frederick
had a special opportunity to interact
with Linda Ezrine, who is a consultant
for the Maryland State Department
of Education.

Ms. Ezrine is working with MSD on
the Drug Free Schools program which
is being implemented throughout the
state. Her services have been made
available to the MSD staff in addition
with meeting the parent group. She
offered suggestions on ways to help
parents develop strategies and skills
related to self-esteem. A healthy and
confident self-concept can assist child-
ren in resisting impulsive behavior or
uncomfortable situations which can be
detrimental to them. These situations
may include the temptation to experi-
ment with drugs or alcohol. Ms. Ezrine
discussed the stresses which parents
feel in trying to raise their children and
offered techniques to reduce stress in
the family. She also discussed the importance of using various facets of
communication including body lan-
guage and facial expressions to convey
both positive and negative feelings
between parent and child.

—Ruth Howell

Annual Spring Grange Trip

For approximately seven years, the
Braddock Grange, an historic agricul-
tural association, invited students from
Maryland School for the Deaf to a
spring meeting to perform some skits
and songs. Twelve students, Reena
Boles, Tyeesha Duffy, Hayley Evans,

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Students line up for refreshments served by Grange members.

Sarah Himmelmann, Melape Korta, Erin McLaughlin, Lizette Ramos, Roger Spidle, Johnny Thuahai, Christina Vorreyer, Amy Wise, and Mei Yeh, attend this year’s May 9th meeting chaperoned by K.C. Russell.

The students danced and interpreted four songs. They demonstrated how to recite the Pledge of Allegiance in sign. Each student also spoke about herself or herself.

After the performance, the Grange members provided sandwiches, punch, and cookies. Each student received a plant. This was an enjoyable educational experience for everyone that will hopefully remain an annual event for many years to come.

—K. C. Russell

Optimist Club Oratorical Contest

Freshmen Raylene Harris and Lisa Evans placed second and third, respectively, in the Rockville Optimist Club Oratorical Contest. The contest was presented by the club’s “Help Them Hear” program. Teacher Cathy Babb accompanied the students and acted as interpreter.

The MSD students entered as competitors in the high school category. Participants competed in the male or female category. Two boys and two girls entered the high school competition. Four boys and three girls competed in the intermediate age category.

The participants had to deliver a four to five minute speech on the theme “The Dream is Alive.” Rockville High School students won first place in the male and female categories. They were awarded $500 savings bonds and a trophy for their school. Raylene Harris won a medal for placing second.

Summer Camps for Deaf and Hard of Hearing Children

The National Information Center on Deafness (NICD) recently published a new resource list which identifies summer camps for deaf and hard of hearing children. Summer Camps for Deaf and Hard of Hearing Children will assist parents looking for summer camp programs for their youngsters. Roberta Thomas, Executive Director of the American Society for Deaf Children, provided helpful information for this publication.

Copies of this summer camp list are available for $1.00 each prepaid. Requesters will also receive a copy of NICD’s new publications list entitled, Publications from the National Information Center on Deafness. Contact: National Information Center on Deafness, Summer Camps, Gallaudet University, 800 Florida Avenue, NW, Washington, DC 20002-3695.

NICD is now celebrating its 10th year. NICD opened its doors in 1980 to serve as a centralized source of accurate, up-to-date information on all aspects of deafness and hearing loss. Questions arrive at the Center by mail, phone, and during personal visits. They come from deaf and hard of hearing people, their parents, families and friends, and from educators, social service agencies, libraries, and the general public. The location of NICD on the Gallaudet University campus provides ready access to a multitude of resources in the field of deafness.

A Taste of Ireland—Deanna Hoke’s class sent the aroma of Irish soda bread wafting through the halls of the Columbia Campus after baking their shamrock-shaped treat.

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Student Awards

The following students have received awards for outstanding vocational and athletic abilities:

Vocational Awards
David Dingle—Auto Mechanics
Angela Forsythe—Simulated Workshop, Work Study on campus
Allison Eaton—Work Study at Fort Detrick

Athletic Awards
Ann Smith—Inspiration and Leadership, Best All Around, and White Track (field event) Awards
Joseph Cordero—Inspiration and Leadership Award
Jene Keeler—Most Improved and Spencer Basketball Awards
James Gaskin—Most Improved Award
George Harris III—Best All Around and Schartner Wrestling Awards
Kelly Wilson—Rev. Foxwell and Maylan Football Awards
Michael Brawington—Harry Benson Basketball Award
John Ulrich—Shockley Most Improved Wrestler Award
Eleanor Finicum—Cross Country Award
Alexander Hagedorn—Cross Country Award
Adrienne Neal—Outstanding Cheerleader Award
Kevin Beachum—David Harris Take-down Award
Stanley Juchno—Ban Track Award
Kelly Cooper—White Track Award (running)
Don Phelps—Booster Club Service Award

HOBY Delegate—Heather Herzog (second from the right) enjoys the fellowship at the Hugh O'Brien Youth Foundation Leadership Seminar. Heather was selected to represent MSD, as one of over 200 Maryland sophomores, at the four-day event. Teacher Bonnie VanBuskirk acted as her interpreter.
MSD Students Attend Camp Roundmeadow

This past April, Frederick County invited selected students from the Intermediate Department to participate with 8th grade public school students in a three-day Outdoor Program held at Camp Roundmeadow located in the Catoctin Mountains.

Seventeen Intermediate students along with Advanced student counselors, Melissa Curry and Kelly Wilson, and staff members, Barbara Houghton and Martin O'Brien, attended Camp Roundmeadow for this three-day learning experience.

Below are some thoughts students have written regarding their experiences at camp.

—Martin O'Brien

Mason Dixon Farm

On Monday afternoon, we went to a farm called Mason Dixon. It is called that because it is on a line that divides the North and the South. Two brothers started the farm in 1948 and they had only 12 cows. Now they have 2,000 cows. The farm has no bulls because they don't give milk.

—Hope Skelley

Each cow gives about seven gallons of milk a day. This is 2,555 gallons in a year.

—Elizabeth Juchno

This farm uses high technology. I was interested in the computerized feeding equipment. Each cow had a chip with a number on it. Then a feeding machine decides how much food to give the cow by its chip. So it releases the food into a "plate" and the cow eats it. Almost each barn uses solar energy. They make electricity from cow manure. Can you imagine that manure can make electricity?

—Jacob Spidle

I went to the "maternity barn" to see cows that are ready to give birth. After the calves are born, they must be separated from the mother very quickly.

Then I went to the calves' pen and I petted each calf. They were so cute! But some of the calves will be butchered for veal. I felt sorry for them.

—Lizette Ramos

We walked to see a grain silo. They feed the cows five tons of food a day. We also saw the dairy where they make cheese and ice cream. We couldn't go in because of the health reasons.

—Sean O'Brien

We saw cows in a barn. We saw where cows are born. We petted baby cows.

—Danzell DeSheilds

At the end we went to the bus. Mr. O'Brien bought an ice cream cone but dropped it. HA, ha, ha, ha! I had a wonderful time.

—Brain Van Bavel

Hiking Essentials

At Camp Roundmeadow we hiked with a compass and map. We started in the morning after breakfast. We were in a group with Lizette and three other hearing students. This hike was about two to three miles.

A map and compass are very important for a hiker because if a hiker gets lost in the woods he doesn't have to worry because a map and compass will tell him where he is. We learned that by joining the group and hiking.

We had to find numbered milk jugs somewhere in the woods. There were 10 jugs. Each group had to find only five of the jugs. We really had fun doing this and we also learned a lot from this activity.

—Jacob Spidle
Herbie Bowden

Teacher Barbara Houghton gives students instructions before they begin their hike.

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Rock Collecting
On Monday and Tuesday afternoon all of the students at Roundmeadow collected 12 different rocks and minerals. On Monday afternoon we collected seven different rocks and minerals. They were Hornfels, Conglomerate, Shale, Diabase, Quartz, Limestone, and Sandstone. On Tuesday afternoon we went to find five more rocks and minerals. We found Quartzite, Greenstone, Calcite, Limonite, and Aporpholite. We really learned a lot about rocks.
—Joey Greggor

Penn Mar Park
We hiked to Penn Mar Park, which is a beautiful place. In the early 1900s, people went there with their children after work or on the weekends. The reason people went there was because they worked in the city during the week where it was hot and they wanted a cool place to rest on the weekends. Some of the people who came to the park were rich and lived in mansions in the city. People used to come to the park by train, but now they use different kinds of transportation.
Today, in the park there is a large porch with a stage. The stage is used for plays and concerts. At the end of the porch there is a beautiful view of Pennsylvania and Maryland. Thousands of people come to the park every year for enjoyment and rest.
—Elizabeth Ramos

Van Greene (left) and Brian Van Bavel watch the water run under the Devil's Race Course.

The Devil's Race Course
When we got back on the bus after Penn Mar Park, we went to a place called Devil's Race Course where there were many boulders. Then Mrs. Coghil told us that there is a river running underneath the boulders. The reason this place is called the Devil's Race Course is because the water runs nearer to the devil than to God. The hearing students could hear the sound of rushing water below the rocks. Then Mrs. Coghil showed the deaf students an opening where they could see the water running under the boulders.
When Mr. Zimmerman dismissed the students, everyone ran to the bus except us two. We stayed to look more closely, and Mr. O'Brien took a picture of us looking at the Devil's Race Course. We touched the water and it was very cold! Then we rushed to the bus and had a hard time finding a place to sit. Then we went back to Camp Roundmeadow.
—Brian Van Bavel and Van Greene

Night Hike
Both deaf and hearing students went on a night hike. We hiked through Camp Greenstop and other places. We hiked a long way. The deaf and hearing students were very tired when we got back to camp. We had a lot of fun.
—Kim Jones

High Rock
We took a bus up a mountain and walked to a place called High Rock. Then we looked out and could see Pennsylvania. Some people hang glide from this location. We thought that was a wonderful area.
—Clarence Taylor and Andre Burke

Hiking on the Appalachian Trail
We were about a mile and a half on the Appalachian Trail. On the hike we saw a lot of junk polluting the forest. People put junk in the forest because they don’t want to pay to take it to the dump. The Appalachian Trail starts in Maine and ends in Georgia. Some of the trees have white markings on them to show where the trail goes. We hiked all the way to Penn Mar Park.
—Sean O’Brien and Tim Lombardo

Meeting New Friends
We met a lot of nice friends at Camp Roundmeadow. We talked with the hearing students through writing on paper. We told jokes and chatted about boys and school. Most of the hearing students were very nice to us. We really enjoyed going to Camp Roundmeadow.
—Nicole Jackson, Danyell DeSheilds
Hope Skelley, Elizabeth Juchno
Nickie Hawkins’ size and age belie the fact that he is a serious athlete. If you were to ask his former coach, Dottie Rust, what unique ability Nickie possesses she will state he has always set personal goals for himself. Ask his present coach, Cheryl Linscott, and she will tell you if he continues to improve over the years, he has the potential to become nationally recognized. Pose the question to Nickie himself and he will say, “I love to swim.”

Nicholas Edward Hawkins, better known as Nickie, is 10 years old and began competing at the age of eight under the coaching of Dottie Rust. He was one of two students from the Frederick Campus Primary Department who participated in the Frederick Area Swim Team’s Tyke program. Although Nickie has to be adept at strokes that include freestyle, butterfly, and backstroke, his favorite is the breaststroke which highlights how powerful a swimmer he is for his age.

Nickie has since graduated from the Tyke program into the Cadets, where he competes in the 9-10 year old age group. The team participates in meets against teams from the Baltimore-Washington and the Maryland-Virginia areas. Nickie is the only deaf swimmer on the entire F.A.S.T. team of 135 swimmers, ages four through 18, yet he is not concerned. “Although, he is one of 135, he sees himself and is viewed by his teammates as someone who is a very good swimmer who just...”
happens to be deaf. He gets and expects no special treatment. He’s just one of the mob who gets yelled at along with everyone else,” remarks Linscott. He is also noted for being friendly and outgoing, having found his niche in the water.

“I love to swim.”
—Nickie Hawkins

Nickie finger spells to his coach and team mates, but primarily gets his cues from watching what is taking place around him since nobody is fluent in sign language. His mother, Marty, plays a key role as interpreter when complex instructions need to be relayed.

Nickie is used as the anchor in the relay race and is a big contributor to the team effort. A strobe light is used to signal his dive off the starter block in 90% of the competitions, while a starter pistol is simultaneously used for the other swimmers. On those occasions when a strobe light is not available, his coach will give him a hand signal.

He keeps a mental picture of his times in each event, starting each race with the goal of improving his best times. Coach Linscott is impressed with his improvement since beginning in September. In five months, his time went from 46.40 seconds to 42.50 seconds in the 50-yard backstroke, 45.64 seconds to 42.80 seconds in the breaststroke, and 35.39 seconds to 33.24 seconds in the 50-yard butterfly.

A shirt-clad moment before taking a plunge in the pool.

In the 100-yard freestyle his time was shortened from 1:20.74 to 1:12.92 and in the individual medley he went from 1:29.18 to 1:25.53.

Although his younger sister, Amanda, swims on the Tyke team, Nickie could not persuade his teenage sibling, Melissa, to commit to an almost daily ritual of swimming 3500 yards in laps during practice in addition to doing sprints. The thought of plunging into chilly water four days out the week doesn’t bother Nickie. Listing Olympic driver Greg Louganis as someone he admires, Nickie was quick to add that he, too, would one day like to be an Olympian. Whether that is a possibility or not, it is viewed by Nickie as it should be. He states, “I want to improve my time, that way I’ll keep getting better.”

—RAJ
Homecoming Day
September 22, 1990

Eastern North Carolina School for the Deaf
vs.
Maryland School for the Deaf

1:00 p.m. - Boys Cross Country Meet
2:00 p.m. - Football Kick-off
Halltime - Girls Cross Country Meet

Show your Orioles Spirit by supporting the Boosters Club!

1990 ESDA4 Champions—7th consecutive year

Annual School Picnic on the Frederick Campus on May 30th

Primary students played ten-pins.

Teacher Paula Woodall takes a bite of pie or is it a face full of pie in the pie-eating contest.

Intermediate and Advanced students volleyed a water-filled balloon.

SUMMER 1990
The Class of 1990


Class Sponsors: Lisa DeLand and Donna Wait

Class Motto: La Creme de la Creme
(The Best of the Best)

Class Colors: Ebony and Ivory

Class Flower: Black Rose

Class Trip: Myrtle Beach, South Carolina

Baccalaureate Speaker: Dr. Lee J. Betts
President, Frederick Community College

Graduation Speaker: Dr. Mervin D. Garretson
Acting Director, National Association of the Deaf

Valedictorian: Brenda Shaffer

Salutatorian: Eleanor Finicum

Class Officers: President Brenda Shaffer, Vice-President Robin Rozga, Secretary Eleanor Finicum, Corresponding Secretary Ann Smith, Treasurer Alexander Hagedorn
The banner says it all at the Frederick Campus primary spring play. Lincoln and Washington share the stage with Mount Rushmore sculptor.