

The Maryland Bulletin



Vol. XC, No. 2
November 1969

Calendar of Events

NOVEMBER

- 3—Student Council Meeting
- 7—Parents' Day
- 8—Football—Harpers Ferry, there
- 10—Boy Scouts
- 12—Advanced Ely Literary Society
- 14—Football—Brunswick
- 19—Intermediate Ely Literary Society
New Era Club
- 24—Boy Scouts
- 26—Thanksgiving Vacation begins

DECEMBER

- 6—Basketball—Virginia School for
the Deaf, there
- 8—Boy Scouts
- 9—Basketball—St. John's, here
- 11—Christmas Tea
- 13—Basketball—West Virginia School
for the Deaf, there
- 16—Basketball—Linganore, there
- 17—Christmas Party
- 18—Christmas Program
- 19—Vacation Begins

The Maryland Bulletin

EDITOR DAVID M. DENTON
ASSISTANT EDITOR KENNETH W. KRITZ
PHOTOGRAPHERS SAMUEL PARKER &
E. THOMAS MCKENNA
GRAPHIC ARTS INSTRUCTORS MERLE J. FOLEY,
E. THOMAS MCKENNA & MARK A. WAIT

VOL. XC, NO. 2

FREDERICK, MARYLAND 21701

NOVEMBER 1969

PUBLISHED MONTHLY AT THE MARYLAND SCHOOL FOR THE DEAF BY THE GRAPHIC ARTS CLASSES DURING THE SCHOOL YEAR. \$1.00 PER YEAR IN ADVANCE. SUBSCRIPTIONS MAY BEGIN AT ANY TIME. ADDRESS ALL COMMUNICATIONS TO: **THE MARYLAND BULLETIN**, FREDERICK, MARYLAND 21701.

ENTERED AS SECOND-CLASS MATTER SEPTEMBER 4, 1920. AT THE POST OFFICE AT FREDERICK, MARYLAND 21701, UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

Communication, Psycholinguistics and Deafness

Dr. Donald F. Moores, Assistant Professor,
Department of Education, University of Minnesota

(Address given at Teachers' Institute, Maryland School for the Deaf, October 17, 1969)

My first reaction to being asked to deal with a topic so broad and ill-defined as communication, or even its stepchild psycholinguistics, is best described as one of panic. I imagine I feel somewhat like the astronomer who found that his assigned lecture was to be on "the universe and other things." The most common mistake made by experts in communication, or by people who tend to talk about and around the subject, is that for the most part they never define the term and therefore, lacking a common ground of agreement, frequently fail to communicate their most basic points. Therefore, whether you agree with it or not, the first task I have set for myself is to make you aware of my frame of reference. To me communication is one of the most important, if not most important, aspects of behavior—both human and non-human. Communication, broadly defined, involves any interaction between living organisms and can be observed up and down the phylogenetic scale from the amoeba to the most complex forms of primate life. Mating, fighting, and the specialized signaling systems of organisms such as birds, bees, and fire ants are all covered under this general category. Not only can the same species communicate with each other but there is abundant evidence of interspecies communication. Man communicates with dogs, with chimpanzees and with a variety of wild and domestic animals. It can even be said that plants and animals can communicate. For example, certain plants project an unmistakable, even if false, message to bees.

For human beings, the most important sub-category in communication must be language. Language is something that is uniquely human which transcends the animal limitation to the here and now or to some instinctive innate patterns of behavior. Language is dependent on learning and it is modifiable by experi-

ence. One of the most noticeable aspects of human language is this very fact that it must be learned. It is not passed on from parent to child through germ plasm; it does not develop naturally. A child of German ancestry does not automatically develop proficiency in German and a child of Spanish ancestry does not automatically develop proficiency in Spanish. The essence of language is its arbitrary nature. To put it simply, there is nothing horsey about the word horse. The same concept can be expressed by the German word *pferd* or Spanish *caballo*. The secret of language is that it is novel yet appropriate; given the knowledge of a limited number of meaningful units in the language, a competent speaker can combine and recombine these units to an almost infinite degree so that he can produce and understand normal utterances which are appropriate to the situation in which he might find himself.

If for human beings the most important aspect of communication is language, then the most important category of language for most people must be speech. The vast majority of children with intact auditory systems learn their language through an oral medium. Their language is developed through the first five or six years of life by means of speech input and production. For them, other potential aspects of language such as reading or writing, or even finger-spelling, the language of signs, or Morse Code are secondary and are learned on the basis of the primary system, speech. There are two basic realities of which we, as educators of the deaf, must remain consistently aware. First, speech is the most common early mode of communication in our society. However, it is not necessarily the only mode of communication in our society.

Given such a frame of reference, it might be beneficial to take a look at the

present state of the field of education of the deaf. It can be argued that Western man, regardless of the circumstances in which he finds himself, tends to perceive his world in much the same way; he equates the past with failure, the present with change, and the future with success. Basically, this encapsulates my Weltanschauung or world view. Whether these perceptions reflect my native optimism or are reflections of the world of reality remains to be seen. Obviously, we are at a stage of agonizing self reappraisal. Most of us have read the Babbidge report which so devastatingly and graphically outlined the inadequacies and insufficiencies of our programs throughout the country. We all have read or heard of report after report which so depressingly and consistently point to one inescapable conclusion—typically the children who leave our programs are limited to a fourth grade reading level. We know that thousands of our children after years and years of intensive training in articulation are unable orally to make even their most basic needs known. We know that children who are expected to rely on it to the greatest degree, children with the most profound hearing losses, are unable to speechread as well as hard of hearing children. We know that children pour out of our programs in an endless stream unable to write even the most simple grammatical English sentence.

Given this devastation, this irrefutable evidence, we are being forced to move past that comfortable period in which we were able to deal mainly in clichés. The trite sayings and slogans of the recent past not only are now unacceptable, but they stand as a mockery of our results. The panaceas of the past have been tried and found wanting. We cannot sit back and wait for medicine to eliminate deafness in our society and we have no reason to anticipate the magical development of any hearing aid that will bring clear speech signals to the most profoundly deaf child. Recent arguments that once we had established preschool programs our problems would be solved are now muted. The extension of traditional methods which have failed with six year olds down to the two and

three year level have been doomed to failure, as the results have demonstrated. Basically, we must be doing something wrong. There must be some aspect, or aspects, of communication, of language, and of speech—some essential component—that educators of the deaf have failed to grasp.

For years, even decades, it has been argued by some psychologists and linguists that the roots of speech and of language are separate. The work of Piaget in Switzerland and Vygotsky in Russia gave great impetus to the idea many years ago in Europe. If we accept such a tenet, then we must admit that it is possible to develop speech without language, and also that it is possible to develop language without speech. I submit that both of these sins have been widely committed in educational systems for the deaf in the United States. We all know of programs that have concentrated almost exclusively on the development of articulation skills at the expense of linguistic competency. And we also know of programs—despite official disclaimers—in which administrators and teachers are all too eager to give up on the development of speech skills and rely almost completely on manual communication with children who have potentially adequate residual hearing, speech, and speech reading abilities to enable them to function in a predominantly oral environment.

Fifteen years ago perhaps people could have been excused for equating speech with language, or thinking that speech encompassed all aspects of language. Others perhaps could have been excused for thinking that we had to choose between speech and language. I believe that we have not been sufficiently aware of how deeply these two basic misconceptions have colored our thinking. As an example, consider the reasoning behind the two most extreme poles in education of the deaf. The argument for one extreme goes something like this. "It is a hearing world. Our children must learn to live in a hearing world. Hearing people speak. Our children must learn to speak. Manual communication inhibits the development of speech. Manual communication cannot be allowed." By the same token

consider the other extreme. "It is very difficult to teach speech to profoundly deaf people. If I have to choose between speech and language, I will choose language. Too much time is wasted on speech training at the expense of language skills. Therefore we will concentrate on the development of language through manual communication and ignore the development of speech which deaf children never master anyway."

Now, when parents are presented with such arguments and are asked to make the agonizing choice between speech and language, it is obvious that because most of them want their children to be normal, i.e. hearing, they will opt for speech. Perhaps most educators and psychologists, faced with the same decision, would cast their preference for language. But the fact remains, and it is a fact, that this agonizing choice is, in actuality a false one. More and more people are beginning to realize that there is no need to choose between speech and language, that both can be developed to far higher levels in deaf children than has been the case in the past. Therefore any program that continues to concentrate on speech, at the expense of language and communication, or that equates speech with all language is inevitably doomed to failure. Also, any program that fails to understand and take into account that speech is the most common means of communication and gives up at age five or eight or twelve or fifteen will also severely limit the scope of functioning of its graduates for all time. We cannot shrug our shoulders, sadly smile and state that lipreading is an art or that speaking is an art that not all can master. It is our responsibility to advance the state of the art. The vocal apparatus of the deaf child is intact. If a child does not learn to speak or to speechread, we can assume then it is not because he does not have the ability but rather that we have not yet learned how to teach him to do so. We must make a firm distinction between the auxiliary verbs *can* and *do*. If someone were to ask me if children coming out of the programs of today *do* exhibit adequate skills in speech and speechreading and in reading and writing, my answer

would be definitely not. However if the question were to be changed to ask if children with profound hearing losses *can* develop adequate skills in speech and speechreading and in reading and writing, my answer would be definitely yes.

For this reason, it excites me to see programs such as this one in Maryland breaking new ground and conducting honest searches for better ways to educate our hearing impaired population. I must applaud you for your courageous stand. Implicit in a rejection of simple answers lies the difficult task of accepting the reality that we live in a complex world. In a way we have opened a Pandora's box. Once we move past black-white, either-or dichotomies, it is almost as if we find ourselves on the edge of an abyss. Nature is too complex, too overwhelming. There is just too much to absorb and conceptually we can't handle it. We must step back. To make sense of our world, to bring order to reality, we must have a frame of reference, and willingly or not, we must come to terms with this complexity before we are submerged in it. Therefore we more or less arbitrarily categorize our experiences and by this categorization order the environment with which we deal. This is justifiable so long as we operate with the understanding that categorization leads to simplification as well as order, and simplification involves distortion. Therefore the nature of our frame of reference dictates what we look at as well as how we look at it. To a degree greater than we would probably care to admit, much of what we say and do in relation to language is dictated by our previous training, and our habits, built up over the years, are hard to alter or break. The noted linguist, Noam Chomsky, has stated that perhaps one thing the mind of man is incapable of ever comprehending is the mind of man.

In the field of language development and usage the situation is probably analogous to that of the seven blind men and the elephant. Each investigator concentrates on one aspect of the beast and tends to delude himself that

continued on page 42

The In-Basket . . .

DAVID M. DENTON

To the Profession . . .

With each additional communication deprived deaf child who comes to us for evaluation and possible enrollment, there comes also an overpowering awareness that this child has been cheated. With each encounter with disillusioned and embittered parents who discover, much too late, that they have been denied the opportunity of sharing meaningfully in the growth and development of their child, there is a compulsion to speak out for the child, his parents, and for efforts to alter the causes of the problem.

It has long been recognized, clinically, by many educators and administrators that there has been a need for the use of a combined or total communication system for deaf children.* Because of the obviousness of this need for a total communication system many schools have provided such, even though it was done, in part, in a clandestine manner. Reluctance to develop and promote a system of free communication in the schools has been based primarily upon a fear of parental and public disfavor. Unfortunately, in many cases, the use of total communication was permitted only as a last resort, after the child had experienced repeated failure under an oral only system which denied him adequate opportunity to communicate with full meaning and understanding.

The time has passed when educators of deaf children need depend solely upon clinical judgment or experience in order to evaluate the merit of total or combined communication. The pioneering programs and extensive research of educators such as Marshall Hester (1963), E. Ross Stuckless and J. W. Birch (1966), Sociologist

Kay Meadows (1967, 1968), Psycholinguist Eric Lenneberg (1967 ab), Speech Pathologists Boris Morkovin (1968) and Stephen P. Quigley (1961, 1969), Psychologists Hans Furth (1966), George Montgomery (1966) and McCay Vernon (1969), and Psychiatrists Eugene Mindel (1968, 1969), Hilde Schlesinger (1967), Robert Sharoff (1959) and Roy R. Grinker, Sr. (1969), give solid documentary and theoretical support to the early and continued use of manual and oral communication. Language development is more rapid, mental health is better, and speechreading and speech are, in general, as good or better. (Vernon, 1969).

This editorial is an appeal to the conscience and conviction of the profession to support openly and hopefully what has been demonstrated to be of substantial benefit to deaf children. It is now imperative that educators provide those tools necessary for expanded academic learning and improved psycho-social development. No longer can we, with integrity, deny deaf children the full communication required for educational growth and psychosocial development.

The courage of men like Marshall Hester, the continued efforts of the National Association of the Deaf and the increasing intellectual openness of the profession to total communication, must be reflected in the courage and conviction of leading educators and administrators . . . courage measured by the willingness of these leaders to demonstrate these qualities in their own programs and to publicly state their position. For too long, we have allowed the few with the courage to speak out to carry the heavy and hazardous burden for the silent majority. Deaf persons have, in many cases, seen their interests and their cause abandoned through the apathy and fear of those in education upon whom they have depended most.

We who hold the fate of deaf children in our hands must decide if our profes-

*By total communication we mean the right of a deaf child to learn to use all forms of communication available to develop language competence. This includes the full spectrum, child devised gestures, speech, formal signs, finger spelling, speechreading, reading and writing. To every deaf child should also be provided the opportunity to learn to use any remnant of residual hearing he may have by employing the best possible electronic equipment for amplifying sound.

sional lives are to be committed to these children or to our own selfish interests.

REFERENCES

- Furth, H. G., *Thinking Without Language*, New York: The Free Press (1966).
- Grinker, R. R., Vernon, M. et al. *Psychiatric Diagnosis, Therapy and Research on the Psychotic Deaf*. (In press for 1969 with Social and Rehabilitation Service. Dept. HEW, Washington, D. C.)
- Hester, M. S. Manual Communication. In P. V. Doctor (Ed.) *Report of Proceedings of International Congress on Education of Deaf and of 41st Meeting of Convention of American Instructors of Deaf*, Gallaudet College, Washington, D. C. 1963, 211-222.
- Lenneberg, E. H. Prerequisites for Language Acquisition. *Proceedings of International Conference on Oral Education of Deaf*, Volta Bureau, Washington, D.C. 1967, p 1302-1362 (a).
- Lenneberg, E. H. The Biological Foundations of Language. *Hosp. Prac.*, 2, 59-67 (1967). (b).
- Meadow, Kay, The Effect of Early Manual Communication and Family Climate. Doctoral dissertation, Univ. Calif., Berkeley, (1967).
- Meadow, Kathryn P. Early Manual Communication in Relation to the Deaf Child's Intellectual, Social, and Communicative Functioning. *American Annals of the Deaf*, 113, 1968, 29-41.
- Mindel, E. G., A Child Psychiatrist Looks at Deafness. *Deaf American*, 20, 15-19 (1968).
- Mindel, E. G. The Combined System, Oralism and the Young Deaf Child. *Deaf American*, 21, 1969, 13-14.
- Montgomery, G. W., Relationship of Oral Skills to Manual Communication in Profoundly Deaf Students. *American Annals of Deaf*, III, 557-565 (1966).
- Morkovin, B.V., Language in the General Development of the Preschool Deaf Child: A Review of Research in the Soviet Union. *Asha*, II, 195-199 (1968).
- Quigley, S. P. *The Influence of Fingerspelling and the Development of Language, Communication, and Educational Achievement in Deaf Children*. Mimeographed report. Dept. Sp. Ed., University of Ill., Champaign. 1969.
- Quigley, S. P., and Frisina, D., *Institutionalization and Psychoeducational Development of Deaf Children*. Council. Except. Child. Res. Monogr., Series A, No. 3 (1961).
- Schlesinger, Hilde. Cultural and Environmental Influences in the Emotional Development of the Deaf, in Rainer, J. D. and Altschuler, K. 2. *Psychiatry and the Deaf*. Washington, D.C. Publication of Social and Rehabilitation Service, Dept., HEW, 1967.
- Sharoff, R. L., Enforced Restriction of Communication, Its Implications for the Emotional and Intellectual Development of the Deaf Child. *Amer. J. Psychiat.*, 116, 443-446 (1959).
- Stuckless, E. R., and Birch, J. W., The Influence of Early Manual Communication on the Linguistic Development of Deaf Children. *Amer. Annals of the Deaf*, III, 452-462 (1966).
- Vernon, M., Sociological and Psychological Factors Associated with Hearing Loss. *Journal of Speech and Hearing Research*, 12, 1969, 541-563.

(Reprint request to David M. Denton, Superintendent, Maryland School for the Deaf, Frederick, Maryland)



MSD float for the Frederick Halloween Parade

(Third Prize)

Merrill Installed as Gallaudet Head; Given Honorary Degree



Dr. Leonard M. Elstad, left speaks with Dr. Edward Clifton Merrill, Jr. about his duties as President of the world's only liberal arts college for the deaf. Dr. Elstad, the college's third president retired in June. Installation ceremonies for Dr. Merrill were October 23.

Washington, D.C., October 23: The campus of Gallaudet College here was the scene today of the formal installation of the college's fourth president in its century-long history, Dr. Edward Clifton Merrill, Jr. He was also awarded the honorary degree of Doctor of Laws, conferred by George E. Muth, Board of Directors of Gallaudet.

President Merrill comes to his post from that of Dean of the College of Education at the University of Tennessee, Knoxville. He succeeds Dr. Leonard M. Elstad, retired as of June 30 this year. It was Dr. Elstad who handed the new president the silver medallion, symbolizing the authority of his office, meant to be worn on ceremonial occasions and presented for the first time on this occasion.

Held outdoors in brisk autumn weather, ceremonies began with a colorful academic procession of more than 400 faculty and delegates led by Dr. Powrie V. Doctor '31, Faculty Marshall, bearing the college's official mace.

The mace, symbol of the college's authority, made its first ceremonial appearance today though in a sense, it has existed longer than the college, having been made of the wood of three buildings historic in the education of the deaf: from the old interior stairway of Gallaudet's Tower Clock; from the oldest building on the campus of the American School for the Deaf in Hartford, (oldest school for the deaf on this continent) and from a sixteenth century church in Feuges, France, served by the Abbe Charles Michel de l'Epee. Historians recognize him as the founder, in Paris, of the oldest free school for the deaf in the world.

The mace, like the President's Medallion, was designed by Chun Louis '68, Gallaudet's staff artist.

Represented in the procession were the Congress of the United States; the Department of Health, Education, and Welfare; schools for the deaf; learned societies; and universities and colleges in this country and abroad.

Presiding officer for the installation of Gallaudet's new president was George E. Detmold, Dean of the College.

Principal speaker was Paul A. Miller, President of the Rochester Institute of Technology, who was introduced by Mary E. Switzer, Administrator, Social and Rehabilitation Service, HEW.

"Spend one day on Kendall Green in the service of this College," the speaker said, "and your interest will be captured forever: as was mine. This will happen to you, not because what occurs here is on the surface very different from any other college or university, but, rather, due to how you will react to the courage of deaf students, teachers who must teach themselves more skills than you have, the natural inclination of the deaf student to art and creative performance. Moreover, you will find an institution going about being its authentic self . . . (finding) some consuming elements in

continued on page 39

Around the Campus

KENNETH W. KRITZ

It's been an extremely busy month since last we greeted you in **The Maryland Bulletin**. Let us bring you up to date on happenings on and around the campus.

Homecoming was a big success. It was nice to have such a big crowd of people return to see the football game and to share in good fellowship. The P.T.C.A. had a booth which served snacks in the morning and before the game—but everyone was hungry and ready for the sumptuous buffet that Mrs. Savage and her group prepared after the game. The weatherman even cooperated with perfect football weather for us. We didn't win the game, West Virginia did—but the boys played well and they played hard and that's what counts!

On October 17th, the Maryland School for the Deaf was host to a Teachers' Institute. Guests were representative of a wide range of agencies and included teachers from schools for the deaf in West Virginia, Virginia, Delaware, Maryland, and the District of Columbia. The main speaker was Dr. Donald Moores, whose speech is partly reprinted in this month's Bulletin and will be concluded in next month's Bulletin. In the afternoon we had a series of short talks and a panel. Some of these will be printed in future issues of **The Maryland Bulletin**.

Students enjoyed the Halloween parties and some very clever costumes were displayed. Prize winners were: Pam Childs as a bat, Zelephene Jennings as a turtle, John Mason and Joe Rankin as monsters, Joe Florance as a fortune teller, Sherwood Mackall as a savage, Pam Swartz as an upside-down man, Roberta Pinkard as a wild woman with a Phylis Diller hairdo, Dennise Scott and Renee Poyer as Siamese twins, Brenda Tress and Donna Ammons as an old woman with a grandfather clock, and Steve Pyles as the Pied Piper complete with rats. Students participated in the parade in downtown Frederick and did very well. In addition to the many in-

dividual prizes for costumes, our float won third prize. The float featured the football team with the caption "Look What We Hatched"—and there were several Oriole players, resplendent in their bright orange uniforms, sitting in a huge nest.

The Scouts enjoyed their weekend camping trip to Echo Lake in the Catocin Mountains of Maryland. For more details, read Carl Schroeder's article elsewhere in this issue of the Bulletin.

Dr. Raymond Wyman, Director of the Northeast Media Center for the Deaf, was a visitor on our campus recently. He gave a most inspirational talk and demonstrated the use of visuals as well as showing how to make them.

The New Era Club is continuing in their fund raising drive by selling home made cake, candy and cookies. We think one of their goals this year is to fatten the people here at MSD! They are planning a staff-student volleyball game sometime this month. This is usually a sight worth seeing!

With our joint venture into teacher training with Western Maryland College, more of the college students are becoming interested in education of the deaf. Interest is currently high on the campus of Western Maryland and several of the campus organizations have projects in mind which will serve students at our school. Late this month a group of our students will journey to the college to present a program for the college students. We welcome the growing warm and close relationship between the college and our school.

Nine graduate students from Gallaudet College have been coming to our school to learn and to help out as teacher aides. They are in Gallaudet's teacher training department and we are pleased to help them on their way to becoming teachers of the deaf. Of course, they, in turn, help us out as teacher aides. The nine students are: Hilda Richey, Sue Wolf, Betty Clinard, Paul Crutchfield, Ken Mikos, Ralph Bergstresser, Jackie Kendricks, Ester Harrison and Mary Beth Marrison.

The Seniors have selected and have ordered their class rings. This year the rings will be all metal. We think they are very attractive and we are almost as

continued on next page

Around the Campus . . .

continued from previous page

anxious to have them arrive as are the Seniors. They have had their Senior pictures taken, too. We never knew we had so many handsome gentlemen and beautiful young women! The pictures all are in color and really are nice. These students, too, have been engaged in various fund raising schemes. They have sold candy, MSD pencils, and have ordered novel key-chains with a bright orange disc on them. They have an oriole on one side and MSD printed in black on the other. They should be here any day, so if you are interested, contact any Senior. They will be more than happy to sell you one!

Several staff members went to Washington on October 23 to see Dr. Edward Merrill installed as fourth president of Gallaudet College. Read the article in this issue of the Bulletin for details on the installation. We are happy to have Dr. Merrill and his charming wife as friends and neighbors to us here in Maryland. And we are also glad that Dr. Elstad and his wife have decided to spend their retirement in Washington, so that while we have gained new friends in the Merrills, we haven't lost our old friends, the Elstads!

The Student Council has taken on the project of turning the basement of the Boys' Dormitory into a student center. They plan to paint the rooms, decorate them, and furnish them so that students can use this area for socialization in the evening, for meetings, and for small parties from time to time. We think this is a very worthwhile project and commend members for taking it on.

Parents' Day at school was a successful one. We were pleased at the number of parents who showed interest and came to meet teachers, visit classes, and listen to the informative talk by Dr. McCay Vernon. But we hope parents will visit often, and not wait until another Parents' Day to visit us.

After a gruelling month, all staff members and students are looking forward to Thanksgiving vacation. Some are planning trips, but many are just looking forward to a relaxing few days at home. Rest up, because you know how busy December always is! We'll see you next month!

LIPREADING LESSONS ON T.V.

The Hearing and Speech Agency of Metropolitan Baltimore and the Md. Center for Public Broadcasting announce the presentation of a program series called "Let's Lipread." The 30-program series of lip-reading lessons began on the new UHF television station, channel 67, in October.

The programs began on October 21 and will continue every Tuesday at 2:30 p.m. There will be repeat broadcasts on Wednesday at 7 p.m., on Thursday at 10:30 p.m., and on Saturday at 12:30 p.m.

For further information write to "Let's Lipread", c/o Channel 67, Owings Mills, Maryland 21117.

PROMOTION EARNED

Mr. Arthur W. Stem, Jr. has been promoted to Physical Plant Supervisor effective July 1, 1969. Mr. Stem takes over the duties previously held by Mr. Fisher. Mr. Stem entered State service in Nov., 1949, and served at Springfield State Hospital until Nov., 1959, at which time he transferred to this school as Stationary Engineer. Mr. Stem has made a valuable contribution to the school and we congratulate him on this new appointment.

MARYLAND SCHOOL FOR THE DEAF 1969-70 BASKETBALL SCHEDULE

Dec. 6—VSD	A	2:00
Dec. 9—St. John's of Fred.	A	6:30
Dec. 13—WVSD	A	2:00
Dec. 16—Linganore	H	6:30
Jan. 6—Harpers Ferry	A	6:30
Jan. 13—St. Maria (Hagers.)	A	6:45
Jan. 15—Brunswick	H	6:30
Jan. 17—WVSD	H	2:00
Jan. 23—WPSD*	H	7:30
Jan. 30—Linganore	A	6:45
Feb. 7—VSD	H	2:00
Feb. 10—St. John's of Fred.	H	6:45
Feb. 13—Brunswick	A	6:30
Feb. 17—Harpers Ferry	H	6:30
Feb. 18-21—ESSDA Tourney* at Mt. Airy (Penna.)		
Feb. 24—St. Maria (Hagers.)	H	6:45

(*) Varsity only

A—Away

H—Home

Sportscope

LUTHER PRICKETT

After a long absence, football has finally returned to the MSD campus. Excitement and enthusiasm have been exhibited by the players, the coaches, and everyone else concerned. Attendance at the games has been better than expected.

☆ ☆ ☆

VSD 60, MSD 6

The Orioles met the Virginia School for the Deaf Cardinals on Saturday afternoon, Sept. 27, at McCurdy Field in Frederick. This officially opened the season for the Orioles. The final score was Cardinals 60, Orioles 6. Even with this lopsided score, we had much of which to be proud. Our boys made many mistakes; this was expected with a team composed of eleven inexperienced players. However, the Orioles never gave up and gave it all they had all the way. The fourth quarter was a different ballgame and the Orioles took the fight to the Cardinals, scoring 6 points. This in itself was a moral victory, coming in the first game.

☆ ☆ ☆

CHARLESTOWN JV 26, MSD 6

The night of Oct. 1, the Orioles journeyed to Charlestown, West Virginia to play the Charlestown JV team. The Orioles lost, 26 to 6, but vast improvement was noted. The team made fewer mistakes, worked together more smoothly, and looked like a team.

☆ ☆ ☆

WVSD 34, MSD 22

The afternoon of Oct. 11, the Orioles hosted the West Virginia School for the Deaf Lions for the MSD Homecoming. A large crowd was on hand to see Barbara Minnick crowned 1969 Homecoming Queen. Princesses were Donalda Ammons and Dennise Scott. The Orioles were again defeated, but only by the margin of 34 to 22. The team looked impressive in scoring 22 points.

MSD 40, FRANCIS SCOTT KEY 6

Thursday night, October 23, 1969, at 7:30 p.m. on McCurdy Field in Frederick, Maryland, history was made. The Maryland School for the Deaf Orioles won their first game of their first football season. The Orioles came of age as their devastating attack completely demolished the F.S.K. Eagles JV team 40 to 6.

Larry Johnson was the standout performer for the Orioles. He amassed 194 yards in 10 carries, scored three touchdowns and two extra points, and intercepted a pass which he returned 40 yards for one of his touchdowns. Jerome Long, getting his first shot at fullback, carried seven times for 123 yards, scored one touchdown on a 65 yard run from scrimmage, and scored two extra points.

Defensive standouts were many—Tom D'Antoni, Pedro Jennings, Randy Renchard, Fred Schatz, Jerome Long, Larry Johnson, and all the rest. Renchard put the defense on the scoreboard when he covered a F.S.K. fumble in their end zone for a touchdown. The Oriole defense held F.S.K. to less than 100 yards total offense.

After the game, Coach Gays and his assistant, Don Phelps, were treated to an impromptu shower by the team. Coach Gays commented, "Our boys deserved to win this one. They worked hard in practice and have shown steady improvement. I am proud of the team's effort."

Offensive plaudits thus far go to Larry Johnson, who has scored all MSD touchdowns. Defensive standouts have been Greg Heller and Larry Kent.

The Orioles close out their abbreviated first year against Harpers Ferry on November 8 and Brunswick on Nov. 14. The boys have done an outstanding job, which reflects great credit on Coach Gays, Coach Phelps, and the others on the coaching staff.

☆ ☆ ☆

GIRLS' VARSITY BASKETBALL

The girls varsity basketball team attended a Basketball Clinic at Walkersville High School. Miss Sharon Irvin, Physical Education instructor at Frostburg State College, and her varsity basketball team conducted the clinic. The girls learned new drills, offensive techniques, defensive techniques, and the rules of the new five-player game.

The Junior Bulletin

WRITTEN BY THE STUDENTS

Primary Department

THE BOAT RIDE

Father, Carolyn, Mother, and I went to Virginia to bring a friend's boat from Virginia to Maryland. We sailed on the boat for 2½ days. I caught 9 crabs—3 females and 6 males. I threw 3 female crabs back into the water. I ate fried potatoes, hamburgers, and drank iced tea and coke. Then I went to get chicken for bait to catch crabs. I went to get strings and a net. I caught one eel. I went to get ice cream from the refrigerator. Then I went to bed on the boat and the next morning I woke up at 9 a.m. I dressed and ate breakfast. I had apple juice, bacon, toast, and milk. Then I went to get a net, my chicken, and string. I asked, "May I ride in the cabin of the boat?" Father said, "Yes, you may." I saw crabs and different kinds of live things in the water. Then I went home.

—Mary Ann Snyder

MY VISIT TO VIRGINIA

Mother, Barry and I went to Newport News, Virginia. My uncle lives in Virginia. I swam in his pool. It was fun. My uncle gave me a kitten. It is gray. I went back home but Barry stayed there. He went fishing and he saw many bats around a pond. He killed six bats. Mother and I went back to Virginia. Barry showed me the six bats. Mother, Barry and I went back home.

—Jerra Jones

MY SISTER'S WEDDING

My sister was married at 1:30 September 13th in the afternoon. I lit the candles in the church. After the wedding, the people threw rice at my sister and her husband. Then the people went to the church basement for a party. We ate sandwiches, cookies and peanuts and drank punch. Then the people gave my sister and her husband presents. My sister and her husband went away in a car. They went to New Jersey.

—Ernie Shockley

THE WEDDING

My father, mother and I went to my friend's wedding October 11th. Some of my father's friends were ushers. When the wedding was over, the people went to Blair Mansion Restaurant for a reception. I saw my Uncle Jack and Aunt Mary and her daughter. My Godmother's son was married. My Godmother wore a pretty line-green dress, shoes, purse, and hat. They had food for the people to eat. They gave the people hush-puppies, pizza, sandwiches, small hot dogs with little buns, and drinks. The bride and groom cut a cake and ate some. Then the bride and groom gave the people some cake. It tasted good. Then the bride and groom ran to a car. The groom drove the car away on their honeymoon. They went to New England. I will show my class some pictures of the wedding.

—Sandra Ammons

A WEEKEND AT HOME

My mother came to school last Thursday. Mother talked to Mrs. Greene and Miss Quinn. Then mother and I went home.

My sisters and I played tag at home last Friday. I like to play tag.

Mother and my sisters went to a friend Freddy's birthday party on Saturday. My sisters said that they ate cake, candy, ice cream, and drank coke. I ate some of Freddy's birthday cake.

I did not go to church Sunday. Mother, my sisters and I came to school. I brought my bike to school.—Mary Smith

WEEKEND FUN

Thursday, October 16, my family and I went to my grandma's and grandpa's house in Baltimore.

Friday my family and I went to a movie. The title was "Rascal." I liked it.

Saturday I watched the "Bob Hope Show" on T.V. It was a funny story.

Saturday and Sunday I went to grandma's and grandpa's house again. My family, grandma, my aunt Mary, and I went to church to a turkey dinner. I went to play some games. I took some chances. I won a funny doll, a "Bippy." I went back to grandma's house for awhile. Then I came back to school.

—Aretta Hathaway

A FIREHOUSE

We went to a fire-house one day. First we saw a pumper-engine. The man explained to my class about the pumper. We learned about other fire engines. We saw an ambulance. The man told us where hurt people can lay on the stretchers in one ambulance. He showed us how to breath with an oxygen-mask. Some the class tried it on but Mary Ann and I did not try it on. Aretta tried on a fireman's helmet and a coat. She said that the coat was heavy for her. Then the man showed us where firemen sleep. It was a clean room. Also, he showed us where firemen eat. It was a big kitchen. Then he showed us where the firemen rest. It was a pretty room. Another firemen showed us to slide down a pole. He came down fast. It is dangerous. He showed us how the alarm bell rang. A red telephone was for fire. A white

phone was for an ambulance. We learned lots about the fire-house. I was interested.

—Karen Bowman

Intermediate and Advanced Departments

OUR SCHOOL

I think people should be proud of our school because we get a good education. I like it here because there are many extra curricular activities, and because we study many subjects. I hope people will come here to see my school, the pretty girls, and get to eat the good food. We have good varsity sports at MSD. We play football, basketball for boys and girls, and track. I play all three sports. I want to play on all the teams because this is my last year at the Maryland School for the Deaf.—Thomas D'Antoni

NEW STUDENTS AT MSD



First row: Faith Norris, Todd Kibler, Michael Maggio, Lori Ann Sherwood, Barry Price, Jennifer Benedick, Paula Davidson, William Stonesifer. Second row: Linda Van Meter, Nevell Wright, Christina Bragg, Cathy Clark, Lee Goswell, Joseph Obermiller, Ivy Jacks, Cheryl Hackley. Third row: Troy Walders, Larissa Harrison, James Weston, Sharyl Mapp, Mark Bosley, James Clark, Victoria Young, Barbara Eyler. Fourth row: Thomas Withrow, Terri Beeson, Paulette Deckret, Deirdre Noble, Keith Knopp, Richard Proctor, Melvin McCubbin, James Kipe, James Goheen, Michelle Palmer. Absent: Samuel Green, Daniel Robey, Rhonda Hopkins, Patricia Miller, Sheila Flurer, Maury King, Michael Streaker, Michelle Cook, Donald Hilbourn.

NEW TEACHERS, TEACHER AIDES, AND HOUSEPARENTS



Front row: Mrs. Marjorie Givens, Miss Milagros Tullao, Mrs. Sylvia Herring, Miss Karen Brubaker, Mrs. Adela Jones. Second row: Miss Rita Sharpe, Mrs. Mildred Wait, Miss Terry Baird, Mrs. Barbara Barr, Mrs. Karen McKenna, Mrs. Jeanette Madison, Mrs. Jane Andrews. Third row: Miss Marilyn Hausman, Arthur Roehrig, Mark Wait, Gary Balty, Carl Woodall, Mrs. Viola Woodall. Absent: Mrs. Ann Jeffries.

MY SUMMER JOB

My father, mother, and I went to the Washington, D.C., airport on June 17th I flew to my relatives house in Winston Salem, North Carolina. I met my aunts and uncles at the Winston Salem airport, and they drove me to Yadkinville. Later, my friend, Dale, needed someone to help him. I wanted to work so I made out an application. Dale looked for a job for me, but couldn't find one. I waited almost one month for the job he told me about. I then had to move to my grandpa's house. He needed some help in his tobacco field. I helped him for two months. I had to work very hard. My back was sore because I had to bend over to pick the tobacco. I enjoyed helping my grandfather.

—William Tyson

1969 WORLD SERIES

The Baltimore Orioles and the New York Mets are playing in the 1969 World Series. Some of my classmates are supporting the Baltimore Orioles, and a few are supporting the New York Mets, like myself. In the afternoon, my classmates and I sometimes are allowed to listen to the radio when we are doing

homework. Barbara Murphy and Mr. Gays interpret the game for us. I really like the Mets and am hoping they win the World Series this year. I get into arguments with some of my classmates because they like the Orioles. No matter who wins, I will still support the Mets. They will beat the Baltimore Orioles this year. Yeh! Yeh! Yeh! GO-METS!!!

—Craig Campbell

MY SCHOOL LIFE

When I was a little three-year old girl, I became deaf. I was very sick. Later, when I was older, I started nurse school. I was scared because I was never in a nursery school before. I cried in front of my mother and classmates. The woman who rode on the school bus with me helped me to learn how to get along at school. I had refused to eat and I was really mad at the woman. Later the woman punished me by sending me to bed. After awhile, I woke up and I felt much better. I played with other boys and girls.

Now I am a senior and am happy. I am working hard at school. Maybe I will visit my first school. I hope so.

—Maxine Green

MARYLAND SCHOOL FOR THE DEAF HOMECOMING

October 11th was the first time our boys played football against West Virginia. This was the day of our first homecoming. There were a lot of people at McCurdy Field that afternoon to watch our boys play. I was one of the MSD cheerleaders for our boys. My legs were stiff because I did not do enough exercises before the game. This was the first time I ever cheered. At the half-time, Mr. Denton told the people who our homecoming queen was. It was Barbara Minnick. She was very happy. West Virginia won the football game. The score was very close, 34-22. After the game, we went to the school dining room to eat a buffet supper. I did not go to the dance in the gym that evening because my mother

did not feel like going. She was very tired from the activities during the day. Our first homecoming was a success. All the students and parents enjoyed themselves.

—Donna Smith

MY SENIOR YEAR AT MSD

This fall I am attending my last year at the Maryland School for the Deaf in Frederick, Maryland. In each class, I study all of my subjects very hard because I want to enter Gallaudet College next year. If I pass the entrance exams, I will be able to go. If I fail, I will work with I.B.M. machines in an office. I hope this year the seniors will have a successful and happy future, and that this will be our best year yet.

—Shirley Remines



Snakedance around the Homecoming bonfire



PTCA members at the Homecoming refreshment stand

Scout Camp at Echo Lake



Pitching tents at the Scout Camp



Resting atop South Mountain



After the meal there's always K.P. duty



Getting ready for the hike along the Appalachian Trail

THE CAMPOREE

We, the Boy Scouts spent our camporee at Echo Lake near the Washington Monument State Park, October 17-19.

October 17, at 9:30 we had a Boy Scout meeting to discuss things we must do to meet our requirements. The Second class worked on the six basic knots and lashings at the field. They all did very well. The First class worked on signals at the athletic field. Some of flags. Star scouts worked on pioneering in the forest near the athletic field where we collected dead branches and stems. We all did very well, too. The work was finished at 11:15 a.m. and we all went to have lunch. After lunch we started putting our Boy Scout supplies in the bus. About 2:45 p.m. the teacher's Institute meeting was over and we all zoomed to the camporee with our leaders, Mr. Sullivan, Mr. McKenna and Mr. West.

When we arrived at the gate of the camporee, we met the inspectors. They inspected our uniforms and packs and then we went to find a campsite. We set up our tents and made some campfires. That night our troop went to the mess hall to see a movie about a summer camping trip to Minnesota and near Canada. Mr. West was our interpreter and he told us about a Scoutmaster who camped in Minnesota with his troop one summer. They all had a wonderful camping and hiking experience there. Ten o'clock was time for taps. The weather was very cold; colder than an ice cube.

Saturday morning most of us could hardly leave the sleeping bag which provided us heat. It was very cold outside. We cooked our breakfast and then we prepared for our seven mile hike on a part of the Appalachian Trail. It took us about four hours to make the hike.

Saturday night, some of our troop gave a skit about sports day. Mr. Denton and his family came to see us. Before the skit was given, we gathered in my tent to sing some Boy Scout songs.

Sunday morning, the Catholic scouts went to Mass in the mess hall. After church, we ate, took down our tents, packed our equipment and came back

to school. We earned a beautiful badge for attending the camporee. We had a good time and learned many new things.

—Carl Schroeder

OUR FIRST HOMECOMING

The Maryland School for the Deaf had its first homecoming this year on October 11, 1969. It was a new event for MSD because football had not been played here for a long time. Now that it is played again, we will have a homecoming every year. Mr. Denton, our wonderful superintendent, was the person responsible for establishing football this year, and for having a homecoming game.

On Friday, October 3rd, the Intermediate and Advanced students selected three senior girls out of nineteen to be homecoming queen candidates. The three girls were Barbara Minnick, Dennise Scott, and Donna Ammons. One week before the game, the boys and girls campaigned for the girl of their choice. There were many posters on the walls, doors, and trees on campus advertising for their favorite. On Thursday, October 9, the student body voted for the queen. After the voting, we tried to find out who won, but we couldn't find out.

Saturday, October 11th, was the big day for our school. It was a beautiful and warm day for our homecoming. Nearly five hundred people watched the game between the West Virginia School for the Deaf and our team. During half-time, the three queen candidates rode in convertibles around the field. Mr. Denton announced the winner to the crowd. Barbara Minnick was the winner, and Dennise and Donna were the princesses. Mr. Denton crowned Barbara and all the people clapped and cheered for her. She was very happy. Barbara was given a charm for her charm bracelet. Then the queen and her attendants rode around the field again and waved to the people. The final score of the game was 34-22 in favor of West Virginia. Our team played a very good game, and the homecoming for 1969 was very successful.

—Renee Poyer

MY JUNIOR YEAR AT MSD

I am a junior this year at the Maryland School for the Deaf in Frederick, Maryland. I know I will be ready next year to graduate. Now, I am looking forward to my "Senior Day" to come. I will work very hard so I can pass my college exam. I want to enter N.T.I.D. in Rochester, New York, or else attend Gallaudet College in Washington, D.C. If I fail my college exams, I will work for the Bell Company as a Key punch operator. I hope to have a wonderful junior year so I will be better prepared next year.

—Randi Smiley

WATERSKI

My aunt wanted to teach me to water-ski when I was younger. I was afraid because I thought crabs or fish or jelly-fish would try to get me if I waterskied. My relatives continued to urge me to wateski. I would not wateski. Even my mother wanted me to try it. I would not do it.

However, I finally gave in when my sister wanted me to waterski. She took me to the beach and told me, "Now, you must hold the rope between your legs. When the boat pulls you, get up!" I got up but I did not stay up. I fell and my body was stiff. After a few tries, I succeeded. I was excited. Mother was proud of me.

Now my mother hopes that my father will buy a boat. We will have fun if we get it. I can hardly wait to water-ski again.

—Debby Adams

JUNIOR N.A.D. CAMP

Last summer, Mr. Frank Turk asked me to go to Jr. N.A.D. camp for a month to have an excellent experience. At first, I wasn't eager about going because I was not a member of Jr. N.A.D. Since I always wanted to have Jr. N.A.D. at our school, I decided to go to the Youth Leadership Camp.

Forty three students and eleven staff members lived in the Stroudsburg, Pennsylvania, camp for four weeks. The campers came from different states. I made many new friends. Mr. Gary Olsen, who came from the Indiana School for the Deaf, and Mr. Turk, dean of the preparatory boys at Gallaudet

College, were our directors. Their program plans were excellent. We had three classes a day and many different speakers to give lectures to us. We learned a lot.

We had wonderful cabins at the camp also. The girl's cabin was called "Citizenship" and the boy's cabin was called "Scholarship." Also, we had a large Mess Hall. We had a wonderful cook whose food was delicious all the time. The "Leadership Hall" was used for our classroom and the speakers gave us good lectures in this hall.

We went on a field trip every weekend. The campers went to White Plains, New York, to watch the tryouts for the deaf olympics that were held in Yugoslavia this past summer. We also went to Philadelphia, Atlantic City, New Jersey, Washington, D.C., and Rochester, New York. All of our field trips were very educational.

I had many worthwhile experiences. The last Saturday night at camp, we had a banquet. I hated to leave because I had a marvelous time hiking, swimming, and playing baseball. I miss all of my friends and will never forget what I did at Jr. N.A.D. camp this past summer.

—Dennise Scott

STYLES OF YESTERDAY AND TODAY

A long time ago, the women in the United States wore very long dresses. Most of them were black or gray because there were not many dyes of various colors. Most of them were made by hand. Very few dresses were bought at stores. Many women had to work on farms so they did not bother to use their make-up to go with their dresses. It was not a good time for women.

Right now we are living in the most colorful age. The dresses are getting shorter and are better made. There is a variety of colors which show our moods. With the dresses, there are lots of make-up. Not all of them are made at home. There are factories which make dresses and make-up for us to buy. We are now free to stay at school or have jobs, while the clothing factories get our dresses ready for us. I am enjoying wearing fashionable dresses. This is an easy life!

—Linda Lusby

Camp Greentop News

Ed. Note: Two of the Intermediate classes attended Outdoor School at Camp Greentop for one week this fall. Here are some news articles about camping experiences.



ONE DAY AT CAMP

We got up and raised the flag. We went to eat then returned to our cabins and cleaned our rooms. Then we went to the classroom and later had outdoor classes.

At night we played games and had Vespers and then we went to our cabins.

—Warren Poyer

STREAM HIKE

Monday afternoon we went on a stream hike. Some boys wore their shoes into the water because they did not want to cut their feet.

The crayfish were very fast and hard to catch. I caught some drayfish, water striders, a salamander and a water beetle. I put them in a container to take back to our classroom to study.

Some other girls and boys found mayflies, stoneflies stick cadises and hellgrammites.

—Rebecca Arbuckle

EVENING ACTIVITIES

At camp we lowered the flag every evening. We played hide and seek with flashlights. This is called Flashlight War. I played with a girl. I borrowed her flashlight. One night we saw some slides of National Parks. One night Patrick McCarthy and Renee Frame did some pantomime and a girl played her guitar. We had a scavenger hunt. Every evening we had Vespers.

—James Green

THE FIRETOWER

We arrived at camp and took our suitcases to our cabins.

Then we went by bus to a firetower. One boy did not want to go up the firetower. The boy stayed down. I climbed up the firetower. It was 100 feet high and 2,007 feet above sea level. I could see Delaware, West Virginia, Virginia, Pennsylvania and Maryland from the tower.

A man watches the forest in the fall and spring because dry leaves can easily catch fire. If they do the man calls firefighters.

Inside the firetower there was a map, a compass, a telephone, a two-way radio and binoculars.

—James Markel

FOREST HIKE

We walked in the forest. We looked at the leaves. They were different colors and shapes. We collected red, black, swamp, and white oak, American chestnut, red and silver maple, sassafras, red adler, hackberry, beech dogwood, birch, and choke cherry tree leaves. There were more American chestnut trees than any other.

Sassafras root smell like root beer. They are used for tea.

We picked some flowers for our classroom study. We got blue and white asters, golden rods, thistles, selfheal and wild gams. Selfheal was used for medicine years ago. The flowers were pretty.

We pulled up rocks looking for animals and insects. We looked in old tree stumps and under logs.

—Gail Swann

VESPERS

We had vespers every night. Once it was MSD's turn. We recited the following song.

C is for the **compass**, which we learned to use.

A is for the **animals**, that live in the wood.
M is for the **Mr. Marple** and his staff, all friends of the Deaf.

P is for the **pleasures**, these three days have brought.

G is for the **great** food, that gave us our pep.

R is for the **ranger**, who told us about the park.

E is for the **experiences** we will never forget.

E is for the **exercise** we got while we hiked.

N is for **nature** and the beauty it holds.

T is for the **tower** that reached toward the clouds.

O is for **Outdoor School**, a wonderful place to learn about our earth.

P is for the **pals** we made at camp.

—Victor Mellen

COMPASS HIKE

A man taught us how a compass works. It helps people find directions.

We started on a hike through the woods with a compass as a guide. There were no trails to follow.

I found a female turtle on the way. It had no red lines on its face. It was nine years old. It was mad. I think it wanted to be put down. I made a rock fortress and put the turtle in it. It could not get out. Later I took it to my cabin. Next morning it was gone.

Our compass led us to a cookout area where we cooked our own lunch.

—Ronald Merritt

NATURE CRAFTS

Thursday morning we made wooden necklaces and pencil holders. We got pieces of wood from boxes. We sanded them. A man drilled holes in the wood. We colored them with ink and put pencils in them. We put string through some of the pieces of wood and colored them orange, green and black for our necklaces.

—Marcie Hathaway

WOLF CAVE

We went to Wolf Cave on a mountain. We went in the cave. We had to crawl. It was very dark. I did not have a flashlight. The cave was dirty. Some boys and girls got dirt on their pants. We saw smooth rocks in the cave. I hurt my knee on a rock because it was so dark and I could not see well. It was hard to get through in places. It was fun.

It is called Wolf Cave because a wolf slept there.

—Jeff Slavy

THE WEATHER

We studied and learned about the weather at camp. One day we filled out a weather log. We took measurements at eight, twelve and five o'clock. The temperature was 65 degrees at eight. At noon it was 73°. At five it was 70°. Air pressure was 27.35 at eight and was still rising at five. The direction of the wind was northeast and its speed was one mile an hour at all three times. We looked at the flag

to tell the direction of the wind. Humidity was low. It was cloudy all day. Precipitation was zero. We told the other girls and boys about the weather because they wanted to know.

—Rose Regalbuto

A SNAKE

I caught a black snake with a white ring around its neck. I was walking through the forest looking for a snake. I turned over a stone and a snake hole was under it. A snake was in the hole. I sat quietly on a rock. The snake came out. I caught it by its neck. It was not poisonous. I let it crawl on my arm. I put it back.

—Roger Brown

HOG ROCK NATURE TRAIL

We went to Catoctin Mountain Park. We hiked along the Hog Rock Nature Trail.

Mr. Marple showed us many leaves along the trail. He showed us sugar maple leaves. Syrup is made from sugar maple trees.

We sat down and enjoyed looking at the view from the mountain.

There were some steep steps on the trail. I was afraid to go down them. Mrs. Payne helped me.

—Elwood Bennett

THE WATERFALL

We walked on the rocks near a waterfall. From the bottom of the falls I looked up at rocks and a big stone. Somebody could fall into the water if they slipped walking on the slippery rocks. I took my shoes off and sat down and put my feet in the water. It was very cold. We were careful in climbing on the rocks. We were slow. The rock walls were steep.

—Joey Florance

OUR COOKOUT

Mr. Fredman, a teacher in Greentop Camp, told us how to cook. We put oil in our pan. Then we cooked hamburgers and potatoes. They were good. When we were finished we drew pictures with charcoal. We got the charcoal from the fire ashes. Then we cleaned up.

—Wanda Feight

A CAVE

We went in a cave. The cave passages were very small. I went in the cave four times. Elwood did not go in the cave because he was afraid. The cave was so dark we had to use a flashlight.

—Sherwood Mackall

WHY TREES DIE

In camp we learned why trees die. Some tree roots do not get enough water or food and the trees die. Mr. Marple showed us some diseased trees. We did not touch the diseased trees. Sometimes trees grow too close together and do not get enough sunlight and die. Fires kill some trees.

—Randy Wells

THE CHESTNUT BLIGHT

We walked in the forest and a man told us about the Chestnut Blight.

American chestnuts do not grow as big as they did in the past.

The "Chestnut Blight" started in 1904 when a chestnut tree brought from China had a disease. Today our chestnuts still have this disease.

There are many dead chestnut trees still standing in the forest.

Our cabins were made from chestnut trees.

—Pamela Swartz

THE TROUT HATCHERY

We went to a trout hatchery. We saw some baby fish and some adult fish. We saw many tanks and pictures of fish.

Mr. West got a net but could not catch a trout. Joey caught a trout and put it in a pail to keep. Mr. Marple dissected the trout. We saw its gills under a microscope.

—Pauline Miller

Merrill Installed . . .

continued from page 26

its mission that prevents self-centeredness, imitation, chasing one fad after another."

In a challenge to the new president, Frank B. Sullivan '41, President of the National Fraternal Society of the Deaf, noted that the basic human needs of the deaf youth today "are taking on a more



Following the installation ceremony of Gallaudet College's fourth president, Dr. Powrie V. Doctor led the academic procession bearing the Gallaudet Mace, symbol of the college's authority. Following is Dr. Edward Clifton Merrill, Jr. proudly supporting the President's Medallion which symbolizes the authority of his new office.

sophisticated form and are not always readily defined . . . There is a wide discrepancy between what many educators and the general public think the deaf individual needs and can achieve, and what he, himself, thinks of his own potential for growth.

"Programs and innovations which will recognize these changing needs and levels of achievement are essential," the speaker declared.

Responding simultaneously in both speech and the language of signs to Mr. Sullivan's challenge, President Merrill voiced his aspiration that Gallaudet serve all the deaf citizens of America . . . keep pace with industrial and technological advance on behalf of its constituency—exploring new career fields and doing its best to ensure that deaf candidates are not rejected for employment, nor deaf workers for promotion, because of outdated, inaccurate assumptions."

Dr. Bradshaw Mintener, Vice Chairman, Board of Directors of Gallaudet, served as Chairman of the Installation Committee.

Mary T. Daly, Publicity, Installation Committee, Gallaudet College

How To Succeed by Trying

Handicaps No Barrier To Uriah Shockley

October 5-11 was National Employ the Handicapped Week.

It was also National Newspaper Week.

This story serves to emphasize both observances.

In Frederick County there are many employers with outstanding examples of valued employees with handicaps who would make excellent subjects for news features.

But the News-Post is pleased to tell the story of one of its veteran newspaper employees who has overcome a multiplicity of the most severe handicaps to succeed, not only in his chosen field, but also as a father in the rearing of a family anyone would be proud of, including eight wonderful grandchildren.



—PHOTO BY AMOS BROWN, NEWS-POST

Uriah Shockley—A 41-Year Linotype Operator

Uriah B. Shockley is 71 years old and claims he is too young and too vigorous to retire.

But for the real story of this amazing man who has been a linotype operator here for more than 41 years, let's go back to the beginning.

Uriah Shockley was born December 19, 1898, in Manry, Southamton County, Virginia, and began life as a baby sound of limb, voice and hearing. But these were the days before the miracle vaccines and drugs of today which we take for granted will ward off childhood ailments, many of which can be dangerously crippling.

At nine months, he was nearly felled by scarlet fever which destroyed his hearing, his speech and left his right side paralyzed.

As the years have proved, however, even as a babe Uriah Shockley, who grew to become a giant of a man, over six feet, husky and strapping—and he's not much less now at 71—had that internal makeup which determines the real cut of a man.

Despite such a setback, his parents persisted and by the time he was three years old he had learned to walk.

Shockley entered the Virginia School for the Deaf for two years. Then another tragic setback occurred when he was 11 years old. His father died.

His mother moved to Frederick from Virginia in 1909 and lived here to see

her son graduate from the Maryland School for the Deaf in 1920.

Uriah Shockley then went to New York and enrolled in night school to learn the trade of linotype operator—not an easy accomplishment for anyone, let alone one so handicapped.

But again, the obstacles were readily overcome and within six months he had learned his skills and was accepted for employment in Baltimore as a linotype operator.

Today, with many similarly handicapped persons in this field his accomplishment might not seem so noteworthy. However, Uriah B. Shockley holds one notable distinction. He was the first non-hearing, non-speaking linotype operator ever to be employed in Maryland.

He was a pioneer, to be sure, and the frontier that was his, he personally opened to the many who were to follow. And the qualities that opened the way for the deaf in this field—skill, speed, and accuracy in production, responsibility to be on the job and get the job done, loyalty, trust and good citizenships—these, attributes have been his all these years.

These are the virtues of any valued employee and it is to his credit that he helped employers in the wide field of the printing industry to seek and find these in the handicapped.

After Baltimore, he worked in Washington and Hagerstown before returning to Frederick to live and to work with the Great Southern Printing and Manufacturing Company, publishers of **The Frederick Post** and **The News**, on April 3, 1928.

For many years, Shockley has worked on the "night side," and now with the valuable employee in the "hot type" department operating the linotype machines and assisting in the composition of ads.

He proudly claims another "first" in his life. Uriah Shockley was also the first deaf person to become a licensed driver in Maryland and has been behind the wheel since 1916. In fact, this is one of the many pleasures in his life, virtually his hobby—traveling about the country with his wife, Bernice, fishing and swimming.

Mrs. Shockley's hobby is boating and this fits in well with her husband's interests. She came by her passion for

boating through her father who served 35 years as a boat policeman in Cambridge, Md., where she—born deaf—learned to love boating and the water.

The Shockleys were married in 1921 and reared three children—all hearing—two sons and one daughter. Both sons are college graduates.

One son, Uriah Shockley Jr., is vice president of Wolf Produce Co., a Quaker Oat Subsidiary, living near Dallas, Texas, at Corsicano. They have two children.

Alfred Shockley is manager of the service department of Sheehy Ford Co., near Washington, D.C. They have four children.

Their daughter is Mrs. Harry R. Sanders, Jr. Sanders is a survey engineer for Frederick City. They have two children. Mrs. Sanders is a teller at the Maryland National Bank.

All eight of the grandchildren are hearing children . . . and this, very understandably, blossoms as a sacred pride in their grandparents.

He was asked how he communicated with his grandchildren.

"Some of them can't talk with us too well," he said, "but my daughter's daughter, Laura Marie, is only four years old and she can talk to me on hand signs." And the expression on his face reads clearly that this is love and happiness for him and Mrs. Shockley.

The deaf are not inward, self-concerned people, as the hearing might imagine. They are hard workers and competent. They enjoy life to the fullest. Most are widely read, attend church, watch television, and, yes, they even enjoy good music and dancing. There are fine schools, such as Frederick's Maryland School for the Deaf, and colleges for them.

The deaf should not really be categorized as such, for truly, they are "everyday people," and their handicap is not so much an obstacle in life as others might imagine. This we know well at the News-Post.

Uriah Shockley, for one, by his exemplary life has proved the sage contention that it is not the external, but the internal qualities of man that count in this world.

—Reprinted from
The Frederick News-Post, 10/7/69

Communication, Psycholinguistics . . .

continued from page 23

he is coming to grips, if not with the system as a whole, with at least the *really* important aspects of the system. Using this as a reference point I would like to present briefly the way which I, whose background is chiefly in education of the deaf and in psychology, perceive and approach language. I will then discuss what appears to me to be those aspects of psycholinguistic development most relevant to education of the deaf.

For me, psycholinguistics rightfully entails all aspects of the study of language development and usage. It is concerned with speech, grammar, and semantics and necessarily touches on and overlaps areas such as psychoacoustics, communication theory, descriptive linguistics, transformational grammar, articulatory phonetics, and behavioristic and neo-behavioristic psychology. As such the complete psycholinguist does not exist; no one could ever be proficient in all of these areas. Instead, there are individuals whose interests lead them to work under this broad umbrella.


The term Psycholinguistics, the psychological study of language, is itself a hybrid. One part of its root, *Psyche*, comes from the Greek, and the other, *Langu*, from the Latin. The distinction is quite apropos in that it represents an attempt to provide a common meeting ground between the two quite disparate disciplines of Psychology and Linguistics. In the United States psychologists have concentrated for the most part on prediction and control of behavior with specific emphasis on the role of reinforcement. The same rules that govern all behavior are seen as applying equally well to verbal learning. The field of linguistics traditionally has been more concerned with grammar without respect to control or to meaning. Language has been seen as uniquely human and transcending other kinds of behavior. The role of reinforcement has been minimized. Thus, some professors teach courses in "Psycholinguistics" in

which the words "Learning Theory" or "Reinforcement" are never used; for other professors these terms form the very basis of the course.

The differences in viewpoint reflect a much broader social issue which has existed for centuries. In one we find a tendency to look at the human mind as almost completely plastic and flexible. This position is exemplified by the claim of John Watson, a father of American behavioristic psychology, that, given a normal, healthy child at random, he could train it to become any type of specialist he might select—doctor, lawyer, artist, merchant-chief, beggar man, or thief—regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors. On the other hand are those who attach much more importance to biological factors. In the field of language acquisition we find more and more interest being devoted to innate factors, to the idea that the tendency to develop language is programmed within each child. This position may be summed up by the argument that the tendency of the human child to develop language might be as deeply ground in his constitution as the tendency to use his hands. Thus, language is perceived as not really being learned, *per se*, instead the environment merely triggers a process which has been anticipated by millions of years of evolutionary development.

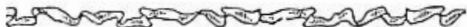
The main disagreement, of course, is not between a pure environmental versus a pure biological rationale. The question centers on the relative importance of environment versus biology. Recently, in the United States, at least so far as language development is concerned, there has been a swing towards the biological end of the continuum, a swing with which I am in complete harmony. However, as educators of the deaf, it provides us little comfort to be told that all children develop language proficiency given even a minimal kind of environment. For the most part, we are dealing with children who do *not* develop language proficiency in English after years of intensive training. It is up to us to continue to search for

continued on page 44



Alumni & Others

PLEASE SEND ITEMS TO:
JAMES A. BARRACK
1525 COTTAGE LANE
TOWSON, MD. 21204



Ye scribe is back again after a hectic summer, and I must admit the past months were just as interesting for the deaf in Maryland with vacations, traveling hither and yon, attending conventions, enjoying picnic outings and taking to the seashore. For many it was a marvelous summer as the items below will indicate. We also wish to take this means to thank our friends for the many beautiful cards sent during the summer.

* * *

On May 9th, a large gathering of Baltimore deaf attended the Banquet of the 110th Anniversary of Episcopal Ministry at the Sheraton-Belvedere Hotel. It was also the 22nd year of ministry for Rev. Steve L. Mathis, III, in serving the deaf. Everyone attending enjoyed the pleasant program of the evening.

* * *

Mr. Carroll Rhul, (MSD Class of 1925), of 424 Evesham Avenue, Baltimore, was a patient at The Chesapeake Nursing Home throughout May, June, July, and August, as he had the misfortune of having his leg broken by a moving tractor while he was at work on the campus of Goucher College in Towson. He has been a groundsman at Goucher College since 1928, over 41 years. We hope that by the time this goes to press he is well and back at his job.

* * *

It is also with heavy heart that we announce the passing of a wonderful friend of the deaf in Maryland as well as nationwide. The retired Judge Charles E. Moylan, Sr., president of the Maryland School Board of Visitors passed away on Wednesday, July 23, 1969, after a five-week illness at the Union Memorial Hospital in Baltimore. He was 72 years of age and death was attributed to an embolism of the lung. Our deepest sympathy is extended to the bereaved.

The 44th Annual Western Maryland Picnic was held on Sunday, July 12th at Doubs Woods Park in Hagerstown. Approximately 125 picnickers attended and enjoyed the games arranged for the children and adults by the committee. Prizes were won by Preston Ashley, Jr., Stephen Cutchin, Lori and Jeffrey Swope for children's games. Adult prizes were won by Joseph Lindsay, Mrs. Alan Cramer, Mr. Elliott, Charles Curry, Mrs. Jerry Kephart, and Lloyd Babington. Mr. and Mrs. Lawrence Brode won the big jackpot prize. Cash drawing prizes were won by Mrs. Mildred McKenny, Mrs. Alice Kopas, and Jerry Kephart. Mrs. Louis Price was elected Treasurer succeeding Jack Miller. Secretary Walter Swope was elected chairman and Jerry Kephart Co-Chairman of next year's affair. Plaudits for the successful picnic were given to Jerry Kephart, chairman and Jack Miller, secretary-treasurer.

* * *

The 92nd Annual Picnic for the Deaf of Maryland was held on Saturday, August 2, 1969, at Picnic Grove #10 in Druid Hill Park in Baltimore. Hot dogs, soft drinks, ice cream, picnic lunches and happy people were seen in abundance. Some of the activities featured were various games for children and adults alike. Mr. James Behrens, Mrs. Virginia Krichton and Shari Hook won the Throwing 3 Balls into a Basket Contest. Mr. Robert Spencer won the Peanut Race; Mr. Victor Fine and Mrs. Lydia Abbott won the Plastic Bowling Ball Contest. Five lucky winners were awarded subscriptions to **The Maryland Bulletin** and they are: Mr. Charles Coffey, Mrs. Andey Murphy, Mrs. Lena Scherr, Mrs. Betsy Blumenthal and Mr. Henry Ross. The \$5.00 picnic prize was unclaimed and will be added to next year's prizes. Three hundred half-pint cups of ice cream were distributed free to all in attendance. Elected to serve for the following year were: Mr. Nathan Kambarn, Chairman; Mr. Ray Kauffman, Secretary; Mr. Lawrence Brode, Treasurer and a committee of Mr. John Waltermeyer, Robert Spencer, David Diehl, Margaret Kambarn and Beverly Riller.

On Sunday, May 18th, a large sized crowd of Alumni and friends attended an apperication ceremony honoring the Md. School's three retirees, Mr. & Mrs. James Behrens and Miss Hazel Shaff. The program got underway at three o'clock with the presentation of cash gifts to the honorees. Mr. and Mrs. Behrens were also given a lovely silver coffee set by a group of classes which contributed to the special gift. Refreshments were served and a movie was shown by the committee. It was a pleasant day for many with ideal weather and a chance to meet many old friends and renew old acquaintances. We are sure it will be a day that the honorees will long remember.

* * *

Mr. Nelson King of Freeland writes that he won a free trip to Florida when his name was drawn as the lucky winner in an A&P store in New Freedom, Pennsylvania, during the early part of May. The trip was for seven day and six nights in the land of palm trees and balmy breezes.

Births

A BOY to Mr. & Mrs. Micheal Downey on May 17, 1969. The youngster, their fourth, was named Thomas Michael and tipped the scales at 7 lbs. 9 oz. Congratulations to the proud parents.

A GIRL to Mr. & Mrs. Michael Tsimis on June 9, 1969. The tot, born premature, tipped the scales at 4 pounds and was named Michele Lynda Tsimis. Congratulations to the proud parents.

Deaths

May 3, 1969—**Mr. Benjamin Rosenberg**, 67 years old, of Frostburg, Md. passed away. He was an MSD graduate. He is survived by one sister of New York, and two brothers, Leo Rosenberg of New York and Samuel Rosenberg of Frostburg, Md. Our sympathy is extended to the bereaved family and friends.

June 18, 1969—**Mr. Leo DeLuca**, 61 years old, passed away after a long illness. He graduated from MSD. He is survived by his wife, Virginia, two daughters, his mother, a sister, a brother, and a grandson. Our heartfelt sympathy is extended to the bereaved family and friends.

June 24, 1969—**Phyllis Jean McCormick** (nee Snyder), beloved daughter of Mr. & Mrs. Scott Snyder, and devoted sister of Robert Snyder of Ellicott City, Md. Interment was in Crestlawn Cemetery. Our deepest sympathy is extended to the bereaved family.

June 26, 1969—**Susan Ann Whitten**, beloved two-month old daughter of Mr. & Mrs. Thomas R. Whitten. Our sincerest sympathy is extended to the bereaved.

July 2, 1969—**Mrs. Blanche Ross** (nee Craft), beloved wife of Mr. Henry W. Ross. Interment was in Western Cemetery in Baltimore. Heartfelt sympathy is extended to the bereaved.

July 21, 1969—**Mr. Roy Smith**, beloved husband of Mrs. Annie C. Haupt Smith, aged 78, passed away at Boonsboro, Md. Deepest sympathy is extended to the Smith family and friends.

September 1, 1969—**Warren Coffey, Sr.**, beloved husband of Lillian Gladys Coffey (nee Booley). Interment was in Lakeview Cemetery. Our heartfelt sympathy is extended to the bereaved family and friends.

Communication, Psycholinguistics . . .

continued from page 42

the necessary and sufficient factors in the development of language and perhaps gain some insight into this perplexing simplicity—complexity paradox. In one way language must be simple, it must have regularity because it is learned without any apparant effort by almost all children, given some minimal environmental stimulation. At the same time it is also overwhelmingly complex in that we have never adequately defined it, described it, or taught it. For me, the potentially most rewarding area of study must be that period between 18 months, when a child first begins to put two words together, and five years of age when he can be said to be linguistically proficient.

continued next month

Board of Visitors

OFFICERS

President

Vice-President, J. Vincent Jamison, 3rd.

Secretary, Goodloe E. Byron

Treasurer, Clarence C. C. Thomas

EXECUTIVE COMMITTEE

Chairman, J. Vincent Jamison, 3rd.
J. Tyson Lee

Clarence C. C. Thomas

Goodloe E. Byron
Russell H. McCain

J. Norman Ager
Joseph D. Baker, Jr.
Richard L. Steiner
John K. Shaw, Jr.
A. I. Ellin
Charles H. Conley, Jr., M.D.
Rudolph C. Hines

Allen I. Green
Philip R. Winebrener
John M. Clayton, Jr.
Blair Lee, III
Richard Schifter
Arthur Potts
G. Raymond Shipley

James McSherry
Victor Frenkil, Jr.
Daniel W. Moylan
Alton Y. Bennett
Mrs. Charles McC. Mathias, Jr.
Jacob M. Yingling
Charles C. Hoffberger II
Mrs. John N. Maguire

Administration

David M. Denton, *Superintendent*

William A. Greene
Alice B. Akers, *Admr. Asst.*
Ronald E. Ellis, *Business Manager*

Helene Cameron, *Secretary*
Jean VanSant, *Clerk-Typist*
Betty Bonner, *Stenographer*

Educational Department

Margaret S. Kent, *Principal*

Kenneth W. Kritz, *Vice-Principal*

Alice Andrews
Linda Arthur
Terry J. Baird
Paul E. Barr
Barbara W. Barr
Mary Alice Eenson
Ada Chevallier
Jennifer Cock
James Devilbiss
Merle J. Foley
Richard F. Gays
Doris T. Greene
Mary V. Harris
B. Ann Jefferies
Patricia Kern

Jane Macfadden
Jeanette A. Madison
Carol McDonald
Edward T. McKenna
Earle Meek
Dorothy P. Mooring
Betty O'Rourke
Samuel Parker
Marsha Payne
Donald Phelps
Luther Prickett
Sarah E. Quinn
Arthur A. Roehrig
Linda Rudy
Donna Saltelli
Thelma Schoppert

Marguerite Sharpe
Mary Lynn Sinclair
J. Wayne Sinclair
Minerva Sison
Sharon Speak
Eileen Stambaugh
Gerald Sullivan
Milagros Tullao
Mark A. Wait
Mildred J. Wait
Donna Waterstreet
Lucie Weeks
Larry West
Margaret C. Yates
Mildred S. Zimmerman

Houseparents

GIRLS

Alma Bunn
Linda Diller
Nellie Draper
Hazel Dyke
Frances Friend
Jerline Gates

Bertha S. King
Helen M. Loy
Betty Orndorff
Patricia A. Winans
Viola B. Woodall

Elizabeth Adams
Ruby E. Akers
Gwendolyn Amorello
Garry A. Balty
Catherine Carlisle
Gerald L. Dempsey
Mary C. Dorsey

BOYS

Naomi C. Fulmer
Wm. J. Hoover
Vaudia F. Kendrick
Stella Rudolph
Anna Stum
Carl W. Woodall

Thelma Cannon-Helen Hahn, *Night Matrons*

Helen Biser-Louise Englebrecht, *Night Matrons*

Medical Department

J. S. Fifer, M.D., *Otologist*
Howard W. Ash, M.D., *Ophthalmologist*
James B. Thomas, M.D., *Physician*

Mary L. Cramer, *R.N.*
Hilda Dudash, *R.N.*
Alice L. Long, *Nurse*
Marguerite Snowden, *Nurse*

Engineering and Maintenance

Arthur W. Stem, Jr., *Physical Plant Supervisor*
Eugene C. Rice, *Stat. Engineer*
Raymond R. Drewry, *Stat. Engineer*
Edwin G. Flower, *Stat. Engineer*

James L. Akers, *Watchman*
Martin V. Main, *Watchman*
Raymond Snoots, *Watchman*
Sherman Tressler, *Maintenance Mechanic*
Melvin U. Moxley, *Maintenance Mechanic*

Domestic Department

Ethel Davis, *Linen Room Supervisor*
Virginia Shipley, *Housekeeping Supervisor*
Anna Savage, *Food Service Manager*
Albert Hall, *Cook*
Charles Henderson, *Cook*
Maurice Jackson, *Food Service Asst.*
Annabelle Cannon, *Dietary Aide*
Charles Groomes, *Dietary Aide*
Catherine Haller, *Dietary Aide*
Dorthea Koontz, *Dietary Aide*
Helen M. Staley, *Dietary Aide*
Melvin Worthington, *Dietary Aide*
Gladys B. Mossburg, *Dietary Aide*

Helen Spangler, *Dietary Aide*
Monterey Bowie, *Laundry Worker*
Addie Clark, *Laundry Worker*
June Hardy, *Service Worker*
Anna Holland, *Laundry Supervisor*
Betty Bell, *Laundry Worker*
Elizabeth Jackson, *Laundry Worker*
Rosece Duckett, *Service Worker*
David Sappington, *Service Work Foreman*
Robert M. Carroll, *Service Worker*
Charles L. Weedon, *Service Worker*
Vaughn Davis, *Service Worker*
Gerald Crumble, *Service Worker*
Michael Bowie, *Service Worker*

