

The Maryland Bulletin



Vol. LXXXIX, No. 5
February 1969

Calendar of Events

FEBRUARY

- 1—Basketball—Virginia School for the Deaf, there, 2 p.m.
- 3—Scouts, 7:30 p.m.
- 4—Basketball—Kendall, here, 4:30 p.m.
- 5—Advanced Ely Literary Society, 7:30 p.m.
- 7—Basketball—Western Pennsylvania School, there, 7 p.m.
- 8—Basketball—West Virginia School, there, 6:45 p.m.
- 11—Basketball—St. John's of Frederick, here, 6:45 p.m.
- 13—Valentine Party
Basketball—Gallaudet Preps, there, 6 p.m.
- 17—Scouts, 7:30 p.m.
- 18—Girl's Basketball—Walkersville, there, 1 p.m.
- 19—Intermediate Ely Literary Society, 7:30 p.m.
New Era Club, 8 p.m.
- 19-23—E.S.D.A.A. Basketball Tourney at Hartford, Connecticut
- 25—Basketball—St. Maria Goretti of Hagerstown, there, 6:45 p.m.
- 27—Girl's Basketball, here, 1 p.m.

The Maryland Bulletin

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A Diagnosis of the Education of the Deaf

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PRESIDENT, CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

(Address delivered at the Centennial of MSD, March 8, 1968)

When a critique is offered in an area so historically fragmented as the field of education of the deaf, the author should be prepared to weather severe rebuttal; I am so prepared. The critique I am about to offer stems from a sincere feeling that there is need to analyze and diagnose the conditions that exist in the education of the deaf. A mirror reflects an image that often is not flattering, but realistic evaluation of what is seen often leads to improvement. It is a fact of life that prejudice blinds one to realistic evaluation of oneself, or to a condition. It is going to be difficult to divorce myself from prejudices in order for me to give an unbiased diagnosis of education of the deaf.

There seem to be several deterrents that prevent a completely objective view and it is hoped that identifying these deterrents will assist in transcending them. These blurring conditions are parental, psychological, social and economic pressures that have dictated the approach used in educating the deaf child for centuries.

It seems logical that procedures in educating a deaf child would be dictated by the needs of the individual child, recognizing that individual differences are present in deaf children. The needs of the individual deaf child have been secondary throughout much of the history of the education of the deaf. Secondary to the desire of parents, which in itself, is often a desire to blunt the embarrassment to them of having a deaf child, or cover up a guilt complex, or a half dozen reasons other than a sincere, realistic dedication to making their child a normal deaf citizen, and not a struggling second rate, pale imitation of a normal person.

Educators of the deaf have too often designed educational programs to fit the desires of parents, rather than design

programs to meet the needs of deaf children. Parent participation is extremely desirable, but their participation should be directed by an educator of the deaf, instead of the educator being a puppet manipulated by the parents. Parents of normal children have more license to dictate educational programs in public schools, than do parents of deaf children. This is based on the fact that the parents of normal children have, themselves, lived through educative processes and have some basis for evaluation. Parents have not lived through the educative processes of a deaf student, so have less foundation to evaluate and in many cases dictate, the methods used in teaching deaf children. Yet many schools have designed their programs so they are popular with parents, for the schools exist on tuition and financial support of parents. If their programs were not so designed, their programs would wither economically. So, through economic pressures and parent desires, educational programs are designed by outside pressures, rather than the program being designed to meet the individual differences, and individual needs of the deaf child. Educators of the deaf are too often subservient of outside pressures instead of being vibrant leaders carrying out programs to fit the deaf child.

Public school education has, and is passing through a period of evaluation. Dr. James B. Conant has prescribed for public schools a multi-track curriculum with a strong vocational and technical program. Many schools for the deaf have been doing just that for years, yet have been subjected to criticism for offering a deaf child a choice, dependent on his varied ability. Many schools have refused to offer more than one method; more than one mold, and have been most critical of the schools offering the type of flexible programs

that Dr. Conant recommends for the hearing child.

Educational programs for the deaf often are started by persons who are not educators of the deaf. These are generally Speech Therapists, Speech Pathologists, Audiologists, Special Education teachers, etc. To get local support, either through the local systems, or local charitable agencies, the programs must resort to sensationalism. They make such statements as they plan to use the modern methods by teaching the deaf speech and lipreading. They are in some cases so naive as to really think teaching the deaf to speak is a modern miracle. Little do they know that Ponce De Leon and others taught speech and lipreading to the deaf in the middle of the sixteenth century. Public schools are discarding the narrow curriculum, the one mold concept, and certainly no one subscribes to the "Little Red School House" anymore, except persons who suggest day classes for the deaf scattered through the public school system. In fact consolidation is strongly recommended, so that varied academic and vocational opportunities can be offered. How can the education of the deaf revert, disgress, to the very level that has proved to be unsatisfactory for the hearing? The isolated day classes and the small day schools that do not have professionally trained supervising personnel should be attacked in every possible way. A day school with at least five well graded classes and a full-time trained professional supervisor is acceptable, but anything less should be attacked as educationally unsound. I urge the real educators of the deaf to stand up and make themselves heard. The recognized educational leaders in the field, and many are leading oralists, do not endorse the isolated day classes that do not have professional supervision. Yet these inadequate programs are breaking out in many states. The educators of the deaf should not be divided into oralists, and those who endorse the simultaneous method. They should be divided into those educators who endorse sound educational programs for the deaf, and those who are willing to sell out the deaf child for much less.

Integrating the deaf child in a public school program as a general practice

for the majority of deaf children is another move promoted by the sensation-alists; it can only lead to a "lost week-end" in the education of the deaf. It sounds good to those who do not understand the educational and social handicap of deafness. The ones who propose this as a possible program for the majority of deaf children, hold up one or two isolated cases who succeed, and fill the air with propaganda in support of this theory. They use the "Helen Kellers" of the deaf world as examples. They say nothing of the many educational wrecks left on this unrealistic road. Do we have the right to offer many deaf children as human sacrifices, while these sensationalists jam the periodicals with their unrealistic programs for the vast majority of children? Integration for the deaf children in a public school system is for a few, not the majority, and we should fight this as a proposed state plan for educating deaf children. A profoundly deaf child with average intelligence needs five to six hours of concentrated teaching daily by a well trained teacher, in a well graded class. Any honest, and dedicated educator of the deaf will subscribe to this. Yet the print pours out claims and promises for programs that do not meet these specifications. Parents like to hear the unrealistic when it promises so much for their deaf child.

It takes tremendous courage to tell parents that their child can be taught speech, but that it is a long hard process. The parents need to be told that approximately fifty percent of profoundly deaf children who are deaf from birth, will have understandable speech for untrained listeners, and the other fifty percent will not be understood, except by those with trained ears, and some not at all. It takes courage to tell them lipreading, too, has tremendous limitations. It takes courage to tell parents that language is much more important than speech and lipreading. Language somehow does not sound nearly as exciting as speech and lipreading, especially when some novice is trying to start a new program and needs to solicit funds from the public. It is sometimes said and often implied that state schools

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The In-Basket . . .

DAVID M. DENTON

For a considerable time the Maryland School for the Deaf has been offering training in keypunch operation for a limited number of students. This program is supported in part by Western Electric Corporation through the payment of rental on the equipment. The equipment itself is made available by International Business Machines, Incorporated, thus, completing a three-way cooperative program. We at the School, have been pleased with the results of this effort and apparently those people in industry who are employing our stu-

dents who have received training through this program are also pleased with the results of it.

With the permission of the Chesapeake and Potomac Telephone Company we are reproducing a letter from Mr. Henry M. Flor of the Telephone Company with an attached status report concerning deaf keypunch operators. Both the letter and the status report speak for themselves, and attest to, not only the excellent employment record of these young deaf persons, but also the soundness of this cooperative program.

January 7, 1969

Dear Mr. Denton,

The attached letter from our Mr. M. P. M. Cox, Accounting Manager to his District Manager, Mr. E. F. Ebert, Jr., leaves no doubt in my mind that there is a place for deaf persons in our business. I must admit that when the folks over at Western Electric first told me about their success with deaf key punch operators I thought they were exaggerating, I thought they were "putting me on." Now, I am convinced that they were not exaggerating.

Mr. Cox has given us a requisition for two more deaf persons for key punch work. Initially, we would use these two new people in the same unit as that in which Miss Bell and Miss Julius work. Subsequently, we would lateral them to one of the other key punch units of which we have three. We would like to continue this plan until we have three or four deaf employees in each of our three key punch units as well as our evening shift key punch unit.

In order that we might proceed with this very worthwhile and rewarding activity will you please furnish me with the names of two or three more deaf trained key punch operators who would be interested in coming to work for us.

Hoping to hear from you in the very near future, I remain,

Very truly yours,

Henry M. Flor (S)

Staff Accountant—Personnel & Safety

December 17, 1968

Report from:

Mr. E. F. Ebert, Jr.,

District Accounting Manager—Accounts:

In early October, 1968, the Accounts District was approached concerning the possibility of employing deaf people with

key punch training. The people in question were graduates of the Maryland School for the Deaf and had received basic instruction in key punch machine fundamentals while there. As we had earlier expressed an interest in doing this, we decided to employ two girls as

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The In-Basket . . .

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key punchers on our Accounts Key Punch—Day shift. We decided to place them on our Day shift to minimize any problems which might be generated by travel to and from work at late hours of the night. In addition, the transition to the work environment would be assisted by the full availability of such supporting functions as the personnel office, medical department and cafeteria facilities during the daytime period. It was also determined that the Unit Supervisor, Mrs. Vera Wallace, had worked with deaf people at her previous employment, and was extremely receptive to the idea of having them in her unit.

Two girls were employed by us, Miss Wende L. Bell and Miss Stephanie Julius (Not a graduate of MSD) on October 22 and October 28, 1968 respectively. Miss Bell is deaf and the methods of communication with her are by written message, through sign language or reading of lips. Miss Julius is able to hear to a certain degree and can participate in face to face discussions. She is able to talk enough to make herself understood, and can use and be understood over the telephone which simplifies the whole area of Supervisor-Clerk communication. This is particularly beneficial in this case as both girls live and travel to and from work together. We anticipate no problem should the Supervisor have to contact them at their residence.

Mrs. Wallace performed all of the on the job training herself and did it in her Unit so as to acquaint the girls at once with their normal job environment. Prior to her formalized job training she determined that they both had a good knowledge of the key punch machine. In spite of the fact that they both had received training on the older 024 key punch machine, they were able to make the transition to the new 029 model with little effort. Mrs. Wallace's training of these two girls comprised a series of steps outlined as follows:

1. Provided a brief course on the 029 key punch machine. This was in the form of a booklet provided by

IBM which teaches basic machine fundamentals.

2. Preparation of various training material which was representative of the actual work they would be doing. She kept the girls on this for about two days during which period she verified their work. All errors made by the girls were returned and discussed by Mrs. Wallace.
3. After this two day period, they both were put on actual work with complete verification. This complete verification step is standard procedure for any new key puncher.
4. After approximately two weeks, Mrs. Wallace started to teach the girls other jobs in the Unit. Again, any errors made were returned to the girl involved and the correct method was shown by Mrs. Wallace.
5. In a period of about one month, both girls qualified for sample verification of their work and the complete verification step was stopped.

At this point in time both girls are maintaining production and quality ratings considered **more than satisfactory for the average newly hired key puncher.**

I feel that the addition of these two girls has been a successful undertaking. They have been readily accepted by the Unit, and have actually served to improve the overall Unit morale and cohesiveness. They both are outgoing, well adjusted, eager to learn, most cooperative and are willing to apply themselves to their work. We have experienced no problems with lateness or absence and they both seem more than willing to make the most of this employment opportunity. Mrs. Wallace has expressed her complete satisfaction with their performance, and considers them an asset to her work group.

Michael P. M. Coxe (S)

Accounting Manager-Accounts Input



Educationally Speaking . . .

KENNETH W. KRITZ

In the course of everyday living and working, many small things take on value to us. One such thing is the value of a few small words of acceptance and encouragement. Just how these came to be important to us is difficult to explain. Somewhere way back in childhood the seed was planted and it continued to grow until today it is just a part of our lives. We take these things for granted. We want to be liked by others and their encouragement can spur us on to great things. However, we often forget that these things of obvious importance to us are also important to other people. We forget that we can do much to nurture feelings of well being and confidence in others.

Recently we came across a short article in the **North Carolinian** on the value of encouragement. It made us stop and do some thinking. We feel that it is well worth considering, so we would like to reprint it for you parents, teachers, and friends. With a bit more understanding on our part, someone is bound to benefit.

The Value of Encouragement

Do you ever feel discouraged? Do you ever feel that you are not the success that you had hoped to be? Do you feel that your neighbor, fellow worker, or friend has reached a higher plane in life than you have? If you experience or have experienced such feelings, then you are able to sympathize with the school boy or girl who isn't in higher brackets academically.

In this day when emphasis is being placed on the superior student, on the steady upgrading of subject matter and on the student performing well with this increasingly difficult material, the average and less-than-average student is having a harder and harder time. He is finding competition is keener, he is less able to meet this high standard, and thus

is finding life discouraging.

What, then, does the low average and slow learning student need? Surely he needs encouragement from the adults who deal with him. He needs this most of all from his parents, those who matter more than anyone else to him. The majority of parents all over the world are strange people. They not only want the best for their children, they expect the best from them. This is a natural desire which makes them hope their children will be successful—hope they will achieve a success which can be readily seen and applauded by the community in which the family moves. But success is a thing hard to define or evaluate. Could we not say that a successful life is the one in which a person uses whatever abilities he has as well as he can? Surely that is all that should be asked.

Parents who want to help their children may need to take a long look at the future as well as the present. So your child is not a top student. That does not mean that he can never be a good member of society. The "brains" of school days do not necessarily become the leaders in the community; they do not always, in fact, become producers, or very good citizens. Think of the things your child can do, perhaps better than you could have—his athletic skills, his ability to adjust to years of living "on his own" away from home, his outside interests and skills that are not graded as school subjects are. Find any and every good point about your child and give him praise. Let him be fully aware of your pride in whatever accomplishments he has. Look at your child as a whole person, not just as a student and encourage him to do well in whatever talent or aptitude is his. If you begin to realize while your child is in the middle grades that he is not going to be college material, don't hold college before him so much that he begins to sense your

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Around the Campus

KENNETH W. KRITZ

Winter finally caught up with us. We were fortunate in having a prolonged fall and very mild winter weather, but everyone knew it couldn't last. No one was really surprised when we woke up and found the campus cloaked in a blanket of snow. The snow was heavy and it really was a beautiful sight to see it clinging to the buildings and trees here at school. We thought you'd enjoy seeing our snow-clad campus, so we have pictures to share with you elsewhere in this issue of the Bulletin.

Naturally, where there are snow and students there are snowballs, so for a few days, life was hectic here on campus. The activity took us all back a few years, though, and we couldn't really complain.

The varsity, junior varsity, and girl's basketball teams had a wonderful trip recently. Leaving on a Friday morning, they traveled to the Western Pennsylvania School for the Deaf in Pittsburgh where they played three games. (We won't discuss the results!) They had a social that evening, spent the night as guests of the school, and left early the next morning for the West Virginia School for the Deaf in Romney. The varsity didn't fare too well there, but the junior varsity and the girls won their games. They returned to our school late that evening, tired, but full of tales of their exciting experiences.

The Boy Scouts are continuing with their activities. We are happy to report that they passed their recent uniform inspection with flying colors. At a recent meeting they celebrated the birthday of the Boy Scouts. Too bad that birthdays (even for the Scouts) only come once a year!

A group at the Calvary Methodist Church here in Frederick has furnished two reading rooms in the dormitories in honor of the late Superintendent Lloyd Ambrosen. The Student Council is presently working on a project to obtain a picture of Mr. Ambrosen to hang

in each room. The Council is also in the process of purchasing new floral centerpieces for the tables in the student's dining room. It's still winter, but they want to give the place a touch of spring!

The seniors have their rings! We think they're very attractive with the school crest set in onyx. Their big project now is getting the yearbook laid out, printed, and to the binders by April. We have the feeling that this will require burning some of the midnight oil.

The Ely Literary Society has had some good meetings and programs lately. One recent program was composed of short selections by each of the Advanced classes. These really were clever and several of the selections will be presented at a later date so some of you readers can enjoy them. The group has selected the cast for its spring play, "Harkee, the Cat." They will now go into rehearsals in preparation for the production on April 24 and 25. Did you make a note of that date? We hope to see many of you there!

We are proud to print the Honor Roll for the second quarter. The number of students making honor rolls this time has increased. We are particularly proud of Karen Wooten, Brenda Trees, and Billy Bowman. These students made all the honor rolls. We hope that the third quarter will see continued growth.

Alumni Day will be on March 1st. Activities will begin with a girl's volleyball game at 2:30 in the afternoon. The Alumni decided that basketball was too strenuous for them, using the excuse that they didn't know the rules. Following this, at 4 p.m. there will be a pantomime program in the Primary Auditorium. Parts of this program were presented to the student body before, but we felt that they were too good for you people to miss. Mrs. Savage and her staff will offer a delicious buffet supper at 5 p.m. The high-lie of the day promises to be the Alumni-Senior Basketball Game. This will take place in the Benson Gym beginning at 6:30. Following the game, refreshments will be served and there will be a social hour so we can all catch up on the latest gossip. We hope that many of you friends will be able to be with us that day.

The Junior Bulletin

WRITTEN BY THE STUDENTS

Primary Department

MY HEARING AID

My hearing aid needed a new battery. Now my hearing aid is okay.

—Mark Brown

PAPER HATS

Some of the boys made paper hats yesterday. Then we marched around the dormitory.

—Earl Hawkins

MY CAT

I have a black cat. It drinks milk. I play with my cat.

—Michele Shomber

THE GIRLS

Some of the girls ate candy in the dorm last night. We talked and watched T.V.

—Peggy Shifflett

BOWLING

Last Friday night my mother, father, and I went bowling. Mother won.

—Robbie Bobbit

PING PONG

Some of the boys played ping pong in the Intermediate Dorm last night. Mr. Pratt played with us.

—Angelo Jones

THE SNOW

Yesterday it snowed hard. The boys could not play outdoors.

—Scotty Jameson

PUZZLES

Last night Sherwood, Wesley, and I worked puzzles. Mr. Pratt helped us.

—Bobby Proctor

MISS BENSON'S CLASS NEWS

I can play a drum.

—Jamie Bearden

Miss Benson gave us some shells.

—Kirsten Winkler

I have a new hearing aid. My grandmother gave it to me.

—Michelle Smith

We have a pot of pretty purple crocus.

—Catherine Corrigan

Michael Baer has a new baby sister. Michelle gave him some yellow booties for the baby. Now there are six in Michael's family.

—Preprimary IIA

MRS. DYKE'S DOG

Mrs. Dyke has a black dog. We saw the dog Tuesday. The dog sleeps in Mrs. Dyke's room. The dog has big brown eyes.

—Judy Weaver

OUR NEW PRESIDENT

Mr. Richard Nixon is our new President. Mrs. Nixon's name is Pat. Julie and Tricia are their daughters. President and Mrs. Nixon and Tricia live in the White House in Washington, D.C.

—Lisa Holly

MY LITE-BRITE

I got a new Lite-Brite for Christmas. I can make colored pictures with light. I like the Lite-Brite.

—Richard Rosensteel

NEW BIKES FOR CHRISTMAS

Kevin and I have two bikes. They are pretty blue bikes. We have two pairs of black binoculars, too.

—Steve Droney

JANUARY BIRTHDAY

I had a birthday January 2. I got a new Charmcraft for my birthday. I have a watch. It is broken.

—Carol Oswald

NEW CLOTHES

Dee, Debra and I went to the store with Mrs. Dyke and Mr. Green Monday afternoon. I bought a new orange and white dress, black and white shoes and a brown coat.

—Sherrie Jones

CHICKEN POX

I was sick for a long time. I had chicken pox. I stayed home one week. I wrote letters to Lisa. —Kathy Condon

QUENTIN'S BIRTHDAY

I had a birthday Monday. Judy gave me a flashlight gun. Everyone ate too much cake. We ate orange, purple and pink popsicles. —Quentin Brown

MY WALKING DOLL

I got many toys for Christmas. I have a doll that walks. I have a new watch at home. —Linda Taylor

Intermediate and Advanced Departments

THE GERBIL

Mrs. Prickett brought her gerbil to school. I saw her gerbil. I like it. It goes around and around on its wheel in the cage. It lives in the cage. It is brown. It eats apples. —Jimmy Booher

PROJECT LIFE

We went to the Primary Building last Tuesday and Wednesday. We saw the new Project Life machine. Mrs. Patton showed us how to use the machine. Each of us used the machines. Some of us made mistakes. We enjoyed learning about the new machine that will help teach young deaf children.

—Advanced II

HUNTING

My favorite sport is hunting animals. One time I was almost killed. Another boy almost shot me. I threw a stone at him because I was so mad. He said that he thought I was a bear because I wore all brown. Later, I shot two pheasants, but I did not get them. —Ron Markel

THE GERBIL

Mrs. Prickett brought a gerbil to school. It is small and brown. It has brown eyes. It likes to play on its wheel. It eats apples and cedar shavings.

—Rodney Clark

THE MARYLAND SCHOOL

Before I attended the Maryland School for the Deaf, I had been in different public schools. In the first to third grade I went to a special school because of my hearing problem. After I received a new hearing aid and more training in speech, I went back to a public school in fourth grade. During the year in fourth grade, I got along with the class and continued to stay in the public school. After six years in public school, I noticed that the academics were moving forward very fast and I was having a difficult time understanding the teacher. This made me feel left out. So last summer, I talked with my parents about the public school and I told them that I thought I would be much happier and would understand the teachers much better at the Maryland School for the Deaf. My parents agreed with me and enrolled me here. After several months here, let me tell you what I think of the Maryland School for the Deaf; I am much happier here and I learned many things I missed in public school. I am glad that I decided to enroll in the Maryland School for the Deaf.

—Van Brewer

MY PETS

I have two pets at home. I have two dogs. One dog is big. The other dog is small. One dog is brown and black. The other dog is brown and black, also. I play with the dogs. Sometimes they bite. They are not mean. They are playing.

—Bobby Greenlow

THE SQUIRREL MONKEY

Mrs. Prickett brought a squirrel monkey to school. It is black, brown, white and orange. It is pretty. I like it. We played with the monkey. It sat on our shoulders. The little monkey eats bananas, apples, lettuce, and drinks milk.

—Harry Lowe

THE WORLD CHAMPIONSHIP

The Colts and the Jets played football for the World Championship. The Colts lost. The Jets won. The score was 16 to 7. I was sorry the Colts lost.

—Douglas Hawley

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A WINTER FOLIO

This has been an extremely mild winter here in Maryland. In fact, with no snow, it has seemed like an extension of fall. However, in February, we finally had our first real taste of winter with about 8 inches of fresh snow on the ground. It was a beautiful snowfall that dressed the buildings and trees in white garments. This transformation gave the campus an entirely new look. We'd like to share these winter scenes with you. (Schools should be bustling with children, and the absence of students in most of these pictures may cause you to wonder. The truth is, the pictures were taken early on a Sunday morning, while most of the students were still sleeping.)



**It wouldn't be
winter without
a snowball fight.**





Girl's Dormitory



"Old Main" Tower

Bjorlee Library



Superintendent's Home

**Boy's Dormitory and
Tower from "Old Main"**





**New
Administration
Building**

**Old Revolutionary
War Barracks**



New Intermediate Dormitory



The Junior Bulletin . . .

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MRS. PRICKETT'S GERBIL

Mrs. Prickett bought a gerbil. She brought it to school. The gerbil doesn't have a name yet. It is cute. It has brown fur. The gerbil's nose wiggles. It has whiskers. It is curious. It stands up on its hind legs. It runs around and around on the wheel in the cage.

—David Hamilton

THE HAPPIEST DAY FOR MY FAMILY

In April, 1963 my family announced that we would leave the Netherlands on September 21, 1963. My whole family was very delighted about that, but my other relatives complained about our plans. They all asked my parents, my sisters, my brothers and me some questions about why we should move from Holland to this country. My father answered, "We will move to the United States for our children's future!"

There was no future for Meriam and me because there is a heavy population in that country and there are many people who are prejudiced against the deaf there.

On September 21, 1963, my brother David's fifth birthday, my family went to the airport in Amsterdam. All of our relatives came to see us leaving that country. At 3 p.m. my family was in an airplane and we left there. Six hours later we landed at John F. Kennedy Airport. We went from New York to Washington, D.C. At 11 p.m. we met our aunt and uncle who had lived here for fifteen years in Washington.

We all like this country very much.

—Carl N. Schroeder

MY FAVORITE SPORT

My favorite sport is basketball. I enjoy playing it. I like it most when MSD wins. Mr. Gays helps the Junior Varsity team. Mr. Phelps helps the Varsity team. The Varsity team needs to practice to win more. It won against Kendall.

—Fred Brummell

STOCK CAR RACING

I like stock car racing. I watched the races in Ohio and I saw them on television. In Ohio the race is called Super Stock. When I am grown I will be a race driver. I will race in the Super Stock. I will race with Harry Lowe. I hope I will win or he will win.

—Tommy Long

THE GERBIL

Mrs. Prickett brought a gerbil to school. I saw it. It is beautiful. The gerbil is male. It is small. It has brown and white fur. It lives in a cage. It goes around and around on its wheel. The gerbil eats apples, lettuce, and seeds. It sleeps in the cedar shavings.

—Brian McCarty

AFTER BASKETBALL

It is without any doubt that this basketball season will not last indefinitely. After this season, there will be nothing for us boys to do unless we decide to do something about it.

For me, I think I will try shot-put. This means throwing a heavy metal ball. Naturally, this requires lots of practice, but I think I will enjoy working outdoors. Perhaps we can compete with those from other states. If this is not possible at MSD, then I will try to join the track team or else I will have nothing to do in the spring.

—William Tyson

THE NUCLEAR WEAPONS

I do not like nuclear weapons. I do not like to see people being killed. The people may become sick from radioactive dust. Nuclear weapons cause the explosions of atoms which can be fatal. A bomb is sufficient to destroy the entire city of Washington, D.C., and cause damage and raise the casualty list in the surrounding areas, including Baltimore and Frederick. I hope that Russia will not send nuclear weapons to my hometown. If they do, the army will get even with Russia. People do not want to get hurt. They want to keep America beautiful. The United States will protect the American people.

—Warren Wolf

OUR NEW JUNIOR VARSITY COACH

Last September when all the boys came back to school, we talked a lot about basketball. We practiced basketball everyday after school. After two months of waiting, the basketball season began. Many boys wanted to play basketball so we had to have try-outs. The new coach for the junior varsity team was Mr. Gays. He was a coach in the North Carolina School for the Deaf. He had studied all the boys who tried out for basketball to see if we could shoot the ball into the basket. He watched how well we played with each other. He said that we must have a good team, and that we must have a cooperative team. We also must be able to make good foul shots because we perhaps could win the game by making good foul shots. In three weeks, Mr. Gays picked fifteen boys for the junior varsity team. He had to eliminate some of the other boys who tried out. He told them that they could play next year if they worked a little harder. After Mr. Gays picked the fifteen players, he taught us how to shoot a free throw, how to drive the ball, and how to pass the ball well. We practiced doing many things and we learned about many new tricks. He worked hard with us many times. Then, later on, he decided that we should have two captains for our team. He let us pick whomever we wanted as our captains. It was decided that the two captains were to be John Zellmer and myself. Mr. Gays told both of us that we must be good leaders for our team and had to help our team become a cooperative team. He had strong hopes that our team would win many games.

—James Proctor

THE NEW YACHT

Last summer I was reading a newspaper. I saw an advertisement about a yacht. My father and I went to the store where the yacht was. I looked at the yacht. It was twenty feet long. It cost a lot of money, but I bought it with my father's help. I will pay my debt off eventually.

The yacht has a bedroom, restroom, stove, and others. My family likes it very much. I like it very much, too.

—Albert Solle

THE MOST EXCITING THING HAD HAPPENED TO ME

The most exciting thing in my life happened one day when my brother, Pete, taught me how to drive a car with a straight shift.

He has a 1965 Chevrolet convertible with four speeds and it is a Super Sport. I drove it and now I am learning to do better and better. One day, suddenly, I stopped for the railroad signal as it blinked. I came to a full stop. My brother said, "Go ahead," I did not hear the train coming. I started to put it in first gear and I let out the clutch too fast. The motor choked and it shook the body.

I should have given it more gas but I didn't. Suddenly the train came at the same time. I was scared and the motor was still moving. The train went behind my car. I was safe by a few inches. My brother was scared but he tried to comfort me and to help me to forget it.

I would have been killed if that motor had stopped. Thanks to our Lord who saved me. —James Angell

THE RACE

Last summer people watched a car race. It was the Mustang vs Chevrolet. The race started. All of a sudden, the Mustang car was way, way ahead of the Chevrolet car. Around and around they zoomed. The Mustang finished first. The Chevrolet was second. It was also the last car to finish the race.

—Walter Rankin

THE FOOTBALL TEAM

The boys will begin football practice soon. We will have some football games in September. The boys who will practice football will learn how to become good football players. It will be the first time that the Maryland School for the Deaf will have a football team. We will play against some high schools in Frederick and near Frederick. We will also play against some schools for the deaf. We boys are very happy that we will have a football team. We like football very much.

—John Stafford

MY FUTURE

I am thinking about my future. I hope that I will be able to get a job as a printer after I graduate from the Maryland School for the Deaf. My father says that printers earn between \$1.75 and \$2.75 an hour. He says that I could get a job as a printer in Washington or in Baltimore. Mr. Foley and Mr. McKenna are printing teachers at my school. They will teach me many things about printing.

—Mike Ward

SKIING

I am reading a book about skiing. I am interested in skiing because I like to go outside in wintertime. Last Christmas Eve, I went out to see a man. He taught me how to ski. I learned a lot about skiing. It is a fast sport. My skiing clothes keep me warm. I can go skiing because I am not afraid to ski. I like to go skiing in Seven Spring, Pennsylvania. It has many slopes for skiing. I have seen other people hurting their legs and maybe their ankles got broken. I do not think that it will happen to me, because I know how to ski and I am careful when I go skiing.

—Mike Martin

THE PUEBLO

The Pueblo is a small Navy ship. Last January, it sailed near North Korea. The North Korean Navy captured the Pueblo. The North Korean government said that the Pueblo was in the North Korean waters. There were eighty-three American men in the ship. One man was killed trying to destroy the secret parts of the ship. Eighty-two men went to jail in North Korea. The United States government tried to get them out of jail for a long time. They got out of prison just before Christmas. They walked across a bridge from North Korea into South Korea. They were free. They rode on the bus to the airport. They arrived in the United States on Christmas Eve. All of the eighty-two men's families were in California to meet them.

—Fred Schatz

AN IMPORTANT THING THAT HAPPENED TO ME

In 1961, during an evening when my father came home from work, I was running in the kitchen. I fell and hit my head on the table. The next morning I was all right. I had a little bruise over my eye. That night, I was sleeping. The next morning I got up with two black eyes. One eye was closed and one eye was open. My father and my mother took me to the doctor. He told my mother to use hot water with a cloth on my eyes.

I was out of school for three weeks until I got better. My friends sent letters. My teacher sent a letter with my homework assignments. After three weeks I got better and I went back to school.

—Barbara Murphy

THE SUPER BOWL GAME

The Baltimore Colts went to Florida to play a game of football against the New York Jets. It was the Super Bowl game. All of us had high hopes that the Baltimore Colts would become the champions. We were very disappointed because the Colts lost the game. The score for this game was 16-7.

—Charles Jackson

THE FIRST WIN

Not too long ago, our Varsity boys went to Washington. They went to Kendall School. They played a basketball game. We won. The score was 68-24. This is the first game the Varsity boys won this season. I was very happy.

—Eddie Loechel

MY PETS

Glenn Juchno's pet Chihuahua had four little puppies. After the puppies were born Glenn's mother had to take the mother dog to the hospital. Glenn gave me one of the dogs and I named it Duke.

I have another dog and its name is Fluffy. Dogs are very important to us because my family is deaf and the dogs bark and warn us if someone rings the door bell. They are company for my mother when she is home alone. We love our dogs.

—Galen Adams

SECOND QUARTER HONOR ROLL

ACADEMIC

*Karen Wooten
Mark Owens
Van Brewer
Donna Ammons
Renee Poyer
Dennise Scott
Mary Beth Thompson
James Proctor
Larry Kent
*Brenda Tress
Robert White
*William Bowman
Michele Schuster
Thomas Long
Gary Bowman
Marcie Hathaway
Pauline Miller
Rose Regalbutto
Pam Swartz
Richard Lawrence
Randy Wells
Maria Wheeler

VOCATIONAL

Karen Wooten
Brian Brizendine
James Angell
Gerald Harper
Mark Owens
Randy Renchard
Renee Frame
Sharon Hartsock
Ruth Gust
Ben Markel
Larry Kent
Brenda Tress

CITIZENSHIP

Karen Wooten
James Angell
Mark Owens
Randy Renchard
Don Boone
Renee Frame
Barbra Murphy
Sharon Hartsock
Mike Stinebaugh
Donna Ammons
Gregory Heller
Ruth Gust
Donna Lewis
Margaret A. Spencer
Richard Knudson
Larry Kent
Brad Griffith
Libby Hathaway
Brenda Tress
Jerry Proctor
Joel Wiener
Bill Bowman
Pam Childs
Steve DeMuth
Glenn Juchno
Michele Schuster
Carolyn Snyder
James Farmer
James Booher
Elwood Bennet
Pauline Miller
Diane Davis

LIBRARY

Carole Bailey
Charlene Brazee
Karen Wooten
Marlene Barcus
Dana Conly
Randi Smiley
Ruth Gust
Linda Alley
Margie Arbuckle
Sharon Bible
Debbie Bonczewski
Linda Lusby
Brenda Tress
James Farmer
Billy Bowman

*ON ALL RESPECTIVE HONOR ROLLS

A Diagnosis of the Education . . .

continued from page 78

for the deaf do not teach speech and lip-reading. It is time to publicize loud, and clear, that all schools for the deaf teach speech and lipreading, and that no one opposes it, although, we are not always proud of our achievements in speech and wish we could do better.

Generally the state supported residential schools, and in many cases, the church schools, are schools that use the multi-method approach to teaching. Certainly the state schools cannot restrict their enrollment to any extent and have students with a wide variation of abilities, and the students have varied family backgrounds. The situation presents a most difficult educational task. There is some inclination in such settings to let speech and lipreading become eroded by the mis-use of fingerspelling and sign language. It is human to take the easy way, and the deaf are quite human. Certainly all who work with them are also quite human. As a result, we hear,

when it is used, a fairly good quality of speech, but the quantity is often far below what should be expected. The speech habit is too often not encouraged to the degree it should be through the day. The residential school leaves itself open to criticism if it produces "deaf and dumb" students. There is a tendency to give up on the "non-oral" student too soon. Even a limited oral vocabulary will be useful in the family setting, work setting, and neighborhood setting.

It is sad that the Alexander Graham Bell Association has exerted much of its energy to promoting the pure oral method when it could have had a much greater impact on the education of the deaf if it had used its missionary zeal in promoting speech improvement in all educational settings. All methods endorse speech and everyone is looking for improved methods of teaching speech. There has been no significant change in the methods of teaching speech to the deaf since the days of Caroline Yale. There have been some innovations of her method, but I doubt if any one could say we are producing better speech today than was produced during the days

of Caroline Yale and others of her era. We need to concentrate our efforts on finding a better way of teaching speech to the deaf.

"Preparing the deaf to live in a hearing world," is a motto which we hear often. But, this motto means entirely different things to different people. I would feel more comfortable if we would say: "Let us prepare a deaf person who lives in a deaf world to participate as fully as possible in a hearing world." This is a more realistic motto. To prepare and promise a deaf person he can live in a hearing society, and discourage him from participating in a deaf society is unrealistic, misleading and cruel. We must prepare the deaf person to move in a hearing society as much as possible, but give him the privilege, without imposing a feeling of guilt or failure, to move in the comforts of the deaf world.

Can it possibly be considered failure if a deaf student attends Gallaudet College, instead of a college for the hearing? Can it possibly be failure if a deaf person attends a Sunday school class for the deaf, instead of sitting through a service for the hearing from which he gains little, or nothing? Can it be failure if a deaf student attends a school for the deaf, instead of being integrated in a school for the hearing where neither the teacher nor the administrator has orientation to provide the deaf with special techniques and programs necessary for them to learn? Can it be failure if the deaf of a community form a social organization of their own instead of being "exceptional" persons wherever they go? I wonder how many persons who propose that a deaf person only associate with hearing people, ever sat down in a room with hearing people and tried to use lipreading as the only means of receiving conversation? Anyone who is knowledgeable about lipreading knows it is completely inadequate in a group, yet they recommend it for the deaf. The same people who propose to indoctrinate the deaf person in the philosophy that he can, and must, restrict his activities of life to a hearing society do not, themselves, include the deaf in their own social lives, or even employment. There are schools and persons in high places who espouse the

belief that society will accept the deaf in everyday situations, and that the deaf should seek out and participate only in a hearing world. Yet, these schools and persons in high places will not employ a deaf teacher, deaf houseparent, or a deaf dishwasher. In other words, we offer the product to the world, but cannot use it ourselves. This is hypocrisy at its maximum. Certainly the deaf must be judiciously and wisely placed so that they can carry the complete responsibility of a position **with** their loss of hearing. Deafness is a handicap only when a deaf person is placed where complete communication with the public is required. This also applies to his social, educational and vocational placement. We amplify deafness by poor placement, and we are escapists from realism when we do not point out clearly the limitations imposed by deafness. Adjustment to deafness is a part of total education, and we often fail to analyze deafness for the deaf. It might seem redundant to say it is necessary to explain deafness to a deaf person. Yet, there is much a deaf person does not understand about deafness. The impact of deafness as far as adjusting to a hearing world cannot be evaluated, if the person has never heard. The well adjusted deaf person is one who understands the limitations placed on him by deafness and a person who is well aware of all the opportunities that are open to him when he realistically accepts deafness.

I think society often accepts deafness more realistically than do those of us who continually try to sweep the problem under the rug, or try to camouflage it with unrealistic philosophies.

The time has come when **society** should be asked, **parents** should be asked, and **educators** should be asked to walk part-way down the path of life and meet the deaf, instead of demanding the deaf to climb the **total distance** to compete in the hearing world. Expecting the deaf to use tools of communication of the hearing on the same basis as the hearing, is unjust.

Society respects the blind who ambulate with a cane, or a dog. We respect and admire the blind who read and write braille fluently, yet we cannot

spare one crutch to help the deaf whose handicap is greater educationally and socially than the blind's.

If I were deaf I would have to ask these questions: Why does society make adjustments and allowance for the blind? Why does it build ramps for the crippled? Why does it have sheltered workshops for the mentally retarded? Why do so many say to the deaf, you shall not have any type of manual communication; you shall not participate in a deaf society. Instead they say, you shall function as a hearing person, even though you are deaf.

It seems that the deaf deserve parents who accept a deaf child, and make allowances and adjustments, rather than make the child adjust to them; educational programs that prepare them to function as much as is reasonable in a hearing society, but prepares them for citizenship in a deaf world; a society that makes allowances for deafness and accepts the deaf as contributing citizens, as they surely are, and have been for a century.

The deaf have a right to expect educators to design comprehensive educational programs, rather than programs designed to withstand parental and economic pressures. If it is treason to put the interest of deaf children and deaf citizens first in preparing them for life, let us commit treason.

The most neglected area in the education of the deaf is the lack of information disseminated by those who are educating the majority of deaf children. It is a case where the minority has spoken, and is speaking for the majority. The majority seems to always be in the defensive, instead of launching an aggressive offensive. The adult deaf organizations and educators of the majority of deaf children should be placing in the hands of parents of young deaf children, speech and hearing clinics, universities, state health offices, etc., the broad view on education and habilitation of the deaf. Our silence has been damaging, and we must recover from our doldrums in the area of public relations. We have a story to tell; we have evidence to reveal and we cannot afford to remain timid. I urge renewed effort on the part of all persons who have a deep, realistic inter-

est in the education of the deaf; I urge renewed efforts in bringing the true story, the whole story, of deafness to parents and the public; renewed effort in establishing comprehensive educational facilities for the deaf, so that varied educational and vocational programs can be offered to fit the individual needs of deaf children.

All organizations serving the deaf should insist on more basic research on teaching methods and learning problems of the deaf. There are surely better ways to teach the deaf. The traditional methods that have been used for centuries are not preparing the deaf for today, and will be less effective for tomorrow's world. Are we afraid to know how ineffective we really are? Can we dare to be diagnosed in fear we might be found wanting?

I have only lightly touched on the diagnosis of the education of the deaf. It behooves all of us to evaluate ourselves and our total educational programs daily. Evaluate and inquire of ourselves if we are sincerely serving deaf children, or false idols?



Educationally Speaking ...

continued from page 81

disappointment and feels himself a failure. North Carolina has, and has had many deaf citizens who have been faithful workers and good parents although not college graduates. Encourage your child to be just such a good citizen. Show him in every possible way your love and your genuine faith in him as a person. Accept his limitations (we all have our limitations, too) and show him your genuine concern with his ambitions and his needs. Help him find the work he can do with success, and assure him of your happiness that he is able to do that. Encourage him to succeed in the work he finds to do. Help him find happiness in faithfully doing his best.

Let's accept the fact that few can be leaders but the good workman, the good follower and the good member of society is a most valuable person.

(Reprinted from the **North Carolinian**)

Alumni & Others

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

The Silent Oriole Club, Inc. sponsored its Annual Christmas Party for members and friends at its clubroom on Saturday, December 14, 1968. Despite the cold weather, a large sized crowd attended and enjoyed the delicious meal served by the Committee headed by John Wise.

Mrs. Gladys Leitch enplaned from Baltimore's Friendship airport around the middle of December and flew to Sacramento, California to visit her daughter, Mrs. Vivian Whisenant, husband and children. She expects to return to the "Land of Pleasant Living"—good old Maryland—by the first week of March.

Mr. George E. Singer, President of the Alumni Association of The Maryland School for the Deaf wishes to call to the attention of the MSD Alumni that all donations towards the school's Football Fund should be sent to the Alumni Treasurer, Mr. Benjamin Myerovitz, 5911 Cherrywood Terrace, Greenbelt, Maryland 20770, Apt. #103.

The Baltimore Division #47, NFSD wishes to keep all members informed of its Secretary's and Treasurer's addresses. They are: Secretary Mrs. Macon Calhoun, 337 Brock Bridge Road, Laurel, Maryland 20810, and Treasurer William Forsythe, 7805 Lockwood Rd., Baltimore, Md. 21222. Please clip out this item and keep it in your home files.

Mr. Glenn W. Trimmer, husband of Martha Trimmer, is now associated with Marvin Ellin in the general practice of Law at Suite 201, 1101 St. Paul Street, Baltimore, Maryland 21202. Our sincerest congratulations are extended to Mr. Trimmer.

Mr. & Mrs. Allen Anderson, of Hagerstown are proud purchasers of a new house on the Downsville Pike. Our sincerest congratulations to the happy couple in their new home.

Ye scribe, along with wife Cecelia, Mr. & Mrs. August Wriede and Mrs. Carmen McCall attended the Loudon Park Cemetery graveside services of Mr. William W. Duvall of Richmond, Va. He passed away on Saturday, January 25th and is survived by his wife, Mrs. Annie Cecil Duvall, a nephew, W. N. Johnson of Richmond, and a niece Mrs. Richard S. Peach of Upperville, Va.

The son of Mr. & Mrs. Harry Grabill, David, is a member of the South Hagerstown Senior High School band and appeared in the Orange Bowl parade in Miami, Florida early in January. He remained there a week and was thrilled to be nationally televised during the parade.

The members of Ray M. Kaufman, Inc., of the Baltimore Div. #47, NFSD attended its annual dinner-business meeting at The Brentwood Inn, in Dunalk, Md. on Sunday, January 19th. They enjoyed a sumptuous Smorgasbord meal. The business meeting followed the dinner and was adjourned around 10:00 p.m. Bro. Rev. Steve L. Mathis, III, was the chairman of the splendid affair.

Maryland School for the Deaf Educational Fund

Report of the Treasurer

Brought forward	\$3,012.34
Mr. & Mrs. R. McCall	10.00
(additional)	
Ray M. Kauffman Endowment Fund Balto. Div.	
No. 47, NFSD	25.00
Interest (Dec. 31, 1968)	26.81
Total to date	\$3,074.15

Mrs. August Wriede, Treasurer
3011 Woodhome Ave.,
Baltimore, Md. 21234

Mr. James Stulp of Frederick, Md. is now employed with the Government Printing Office in Washington, D.C.

* * *

Mrs. Mildred Ketner lost her beloved husband, Frank, last September 20, 1968 due to a heart attack. He was interred in his hometown in North Carolina. He was the brother of Mrs. Frances Elliott, John C. Miller, and Thomas Miller. Our sincerest sympathy is extended to the bereaved.

* * *

Our sincerest sympathy is extended to Mrs. Alice (nec Haddaway) Dingman upon the loss of her beloved father, Henry Haddaway, aged 97, during the last week of December. He was retired police chief of North Beach, Maryland.

* * *

Hope to see you all at MSD on Alumni Day! See the Alumni Day program listed below.

Deaths

STANISLAUS WITOMASKI, Sr., of 3414 E Baltimore St., Baltimore, Md., Dec. 28, 1968, the beloved husband of Martha Witomaski, devoted father of Florian and Stanley Witomaski, Josephine Bressi, and Clara DeFrank. Our heartfelt sympathy is extended to the bereaved.

MRS. VIOLA SIMPSON GEIGER, beloved wife of John A. Geiger, on January 18, 1969. Interment was in Parkwood Cemetery after services at the Wm. Cook-Brooks Funeral Home. Our sincerest sympathy to the bereaved.

WILLIAM W. DUVALL of Richmond, Va., (a graduate of MSD), passed away on Saturday, January 25, 1969. Interment was in Loudon Park Cemetery in Baltimore, Md. on Tuesday, Jan. 28th. Six NFSD Fraternal brothers of Richmond, Va. Division were pallbearers at the graveside services. Our sincerest sympathy is extended to the bereaved.

Maryland School for the Deaf

Alumni Day

March 1, 1969

1. Alumni-Girls Volleyball Game—2:30 p.m.
2. Pantomime Program—4 p.m.
3. Alumni Buffet—5 p.m.
4. Alumni-Boys Basketball Game—6:30 p.m.
5. Social Hour and Refreshments—8 p.m.

Please show your ticket for admittance to all events.

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President, Charles E. Moylan
Vice-President, J. Vincent Jamison, 3rd.

Secretary, Goodloe E. Byron
Treasurer, Clarence C. C. Thomas

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 J. Tyson Lee

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Kenneth W. Kritz, *Vice-Principal*

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 Linda Arthur
 Paul E. Barr
 Mamie H. Behrens
 Mary Alice Benson
 Ada Chevallier
 Mary Ellsworth
 Merle J. Foley
 Richard F. Gays
 Edward M. Gobble
 Doris T. Greene
 Mary V. Harris
 Roberta Jach
 Jennifer Jones

Sharon Kelly
 Mary Louise Kinsey
 Harriet Lerdal
 Jane Macfadden
 Carol McDonald
 Edward T. McKenna
 Earle Meek
 Dorothy P. Mooring
 Jo P. Patton
 Betty O'Rourke
 Samuel Parker
 Marsha Payne
 Donald Phelps
 Luther Prickett
 Susan Prickett

Sarah E. Quinn
 Linda Rudy
 Donna Saltelli
 Thelma Schoppert
 Mary Lynn Sinclair
 J. Wayne Sinclair
 Minerva Sison
 Eileen Stambaugh
 Gerald Sullivan
 Donna Waterstreet
 Lucie Weeks
 Patricia Werking
 Larry West
 Margaret C. Yates
 Mildred S. Zimmerman

Houseparents

GIRLS

Helen Biser
 Alma Bunn
 Linda Diller
 Nellie Draper
 Hazel Dyke
 Louise Englebrecht
 Thelma Cannon-Helen

Frances Friend
 Jerline Gates
 Sylvia E. Herring
 Bertha S. King
 Helen M. Loy
 Betty Orndorff
 Hahn, *Night Matrons*

BOYS

Elizabeth Adams
 Ruby E. Akers
 Gwendolyn Amorello
 James H. Behrens
 Catherine Carlisle
 Gerald L. Dempsey
 Mary C. Dorsey

Naomi C. Fulmer
 Wm. J. Hoover
 Vaudia F. Kendrick
 David Pratt
 Stella Rudolph
 Anna Stum

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

E. Wilson Fisher, *Physical Plant Sup.*
 Raymond R. Drewry, *Stat. Engineer*
 Hartsel Hawkins, *Stat. Engineer*
 Eugene C. Rice, *Stat. Engineer*
 Arthur W. Stem, Jr., *Stat. Engineer*

Raymond Snoots, *Watchman*
 James L. Akers, *Caretaker*
 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, *Food Service Asst. II*
 Charles Henderson, *Food Service Asst. II*
 Maurice Jackson, *Food Service Asst. I*
 Annabelle Cannon, *Food Service Worker*
 Charles Groomes, *Food Service Worker*
 Catherine Haller, *Food Service Worker*
 Dortha Koontz, *Food Service Worker*
 Helen Peomroy, *Food Service Worker*
 Hazel Shaff, *Food Service Worker*
 Helen M. Staley, *Food Service Worker*

Melvin Worthington, *Food Service Worker*
 Monterey Bowie, *Laundry Worker*
 Addie Clark, *Laundry Worker*
 June Hardy, *Service Worker*
 Anna Holland, *Laundry Supervisor*
 Betty Bell, *Laundry Worker*
 Elizabeth Jackson, *Laundry Worker*
 Roscoe Duckett, *Service Worker*
 David Sappington, *Service Work Foreman*
 Robert M. Carroll, *Service Worker*
 Charles L. Weedon, *Service Worker*
 Vaughn Davis, *Service Worker*