

The Maryland Bulletin



Mrs. Patton and Some Pre-School Children

Vol. LXXXIX, No. 6
March 1969

Calendar of Events

MARCH

- 1—Alumni Day
- 3—Boy Scouts Meeting, 7:30 p.m.
- 10—New Era Club Carnival, 7:30 p.m.
- 11—Student Council Meeting, Girls' Dorm, 8 p.m.
- 12—Advanced Ely Literary Society, 7:30 p.m.
- 17—Boy Scouts Meeting, 7:30 p.m.
- 18—Girls' Playday, Walkersville High School (Senior)
- 19—Intermediate Ely Literary Society, 7:30 p.m.
New Era Club, 8 p.m.
- 21—Third Nine Weeks End
- 27—Girls' Playday, Walkersville High School (Junior)
- 31—Reports Home

APRIL

- 1—April Fool's Party
- 2-7—Easter Vacation
- 10—Track Meet, Brunswick, Here, 2 p.m.
- 14—Student Council, 8 p.m.
- 16—New Era Club, 8 p.m.
Intermediate Ely Literary Society, 7:30 p.m.
- 17—Movie and Talk—Bill Rice Ranch, 4 p.m.
- 21—Boy Scout Meeting, 7:30 p.m.
Begin Iowa Tests
- 23—Advanced Ely Literary Society, 7:30 p.m.
- 24—Dress Rehearsal, Spring Play—
"Harkee, the Cat," 7 p.m.
- 25—Track Meet, Walkersville, Away, 1 p.m.
Spring Play—"Harkee, the Cat"
- 30—Track Meet, WVSD, Here, 2 p.m.

The Maryland Bulletin

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The Art of Being Deaf

or

This I Believe

By MERVIN D. GARRETSON

EXECUTIVE DIRECTOR, COUNCIL OF ORGANIZATIONS SERVING THE DEAF

(Paper presented to the Montgomery County Chapter
of the Parent-Teachers Association of the Maryland School for the Deaf)

It would be presumptuous for me to think I possibly could reflect the art of being deaf on the basis of my own experience with the disability; however, perhaps it is possible to know something about this from personal observations of deaf children and adults of all ages. If you look closely, you will note this head which was once midnight in hue is now approaching dawn, so I am no longer in the bloom of youth. Once upon a time, many years ago when I was five, spinal meningitis introduced me to profound deafness—so all through these years it has been my privilege to know and to work with thousands of deaf people in this country, in Canada, and in Europe. From these contacts it has been possible to develop a sort of composite picture of what we might mean by "the art of being deaf." And because a number of thoughts, opinions, and prejudices have gathered up here about this life of ours, my talk tonight could be prefixed "This I Believe." I might note in parenthesis my understanding that what I believe does not make it necessarily right.

Whenever I am approached by a parent of a deaf child or a group of parents, a line from an old song comes to me: "What can I do—or say to you?" First of all, let me caution against seeking extensions or projections from only one person's experience with deafness. There must be at least half a million profoundly deaf people in this country and each one probably has made a different sort of adjustment. To be sure some very broad generalizations may be possible.

To begin with, let me tell you that loss of hearing is no calamity. Most deaf people find life interesting, vibrant, challenging. Once in a while one gets into a rather uncomfortable situation, as when he goes into a drug store and asks for

a package of Chesterfield cigarettes and is given a bottle of cough syrup. That's one reason why I switched to Salems—that I can pronounce! That may also be why some deaf people quit smoking! I can still recall my early days when Mother would send me to the corner grocery store for 10 pounds of potatoes and I learned to expect anything from a slab of bacon to the Empire State Building! And being stopped on the street by passing tourists asking for directions—why do they always select a deaf person for their questions? We try a variety of responses: 1) Point to your ear and say "I cannot hear", "I'm deaf" or a reasonable facsimile thereof. 2) Take out a pad and pencil and ask them to write down their question. (Unfortunately, sometimes they can't write, and at other times they ask if you can read.) 3) Just say: "I don't know"—but the most interesting approach is Number 4, say: "Go down 4 blocks, turn right and continue all the way to the first traffic light, then up two more blocks, then turn left and go on for 6 more blocks." I don't know where that gets them but they do see a little bit of the city in the process.

Life is a state of mind. It is a parent's own adjustment to deafness which makes the problem great or small, not the child himself. He is perfectly capable, believe me. Let us explore the basis for a mother's fears. Just where is your boy's life going to be different? We have several deaf people here with us tonight. Have you visited their homes? Do they drive cars? Watch TV? Laugh? Dance? Sing—maybe, but out of tune! Most of them have telephones which they use through their hearing children or with a special teletypewriter attachment. I repeat, where are they so different? Silence may characterize their homes

and their form of communication; there is an absence of sound in their lives—but that is different to **you**, not to them. They have adjusted, more or less like people get used to things like mini-skirts, sideburns, and turtleneck sweaters.

It has been suggested that I might want to consider such questions as "Who has helped me into the life I have today?" "What can parents do to help their deaf child?" What can I say to you who need to push on? Throughout our lives, not just of deaf people but all of us, we receive help, advice, and guidance from many quarters, from teachers, parents, friends, neighbors, . . . it adds up. However, I might say that in my own case, and certainly with many other deaf adults during their early years, it was, if you will, the **absence** of help. When a parent has confidence that things will work out all right, this sense of security becomes a part of the deaf child. That is all the help he needs. My parents had 11 other children to think about on our Wyoming ranch, and in retrospect I think I'm very lucky they didn't have time to fret about my deafness. That was the greatest gift they gave me—acceptance of me as I was and as one of the children. Certainly you will be concerned about the well-being of your deaf child, about his education, his progress, his school, and all that, but in the same manner that you would be for any normal child—no more, no less.

Most deaf people occupy two worlds—your world and their world. Because lipreading is such a difficult art and such an exhausting strain on the eyes and the mind, frequently they seek relief in a relaxed form of talk, with those who are familiar with their language, deaf or hearing. As your child matures into young manhood or womanhood and occasionally seeks companionship among those with similar communication problems, he will go to club, social, and athletic affairs with the deaf. Don't ever begin to feel sorry for him or yourselves. I cannot emphasize too strongly that the world of the deaf is **not** a sad, lonely place. It is no bleak, foreboding ghetto, no cul-de-sac shunted off from the world of the hearing. Sometimes I think they know a hell of a lot more about living, the true meaning of a carefree existence

than some of you with your nerve-shattering conflicts in the world of sound. Shouting kids, banging doors, sonic booms, radios and TV sets turned on high, represent phenomena that has my wife climbing the walls while I am blissfully buried in a book.

Human nature has a wonderful way of compensating. As they say, "Hope springs eternal . . ." and if you just get acquainted with your deaf child, learn to communicate with him, and let him know about the big, exciting world waiting around the corner, things should work out all right. To be sure, life is not all roses, but neither is it for you, for the man next door, for the governor, the mayor, the alcoholic, the cripple, the blind, the millions of mentally sick, the soldier facing death in Vietnam, for anyone. View your child's disability against the backdrop of the universe, extend your perimeters of consideration, learn to accept him for the unique person which he is. Don't worry about his speech—concern yourselves with the immeasurably more vital element of communication, of mind meeting mind, mood to mood, heart to heart, and the whole joy of self-expression. That's what deafness is all about, not the lines on the audiogram or the elements of speech pathology.

I believe we are entering a new era of understanding of the problems arising from deafness. For far too long the field was dominated by pseudo-experts. Perhaps a story will illustrate what was happening. Deep in the Cumberland Mountains of Kentucky a band of counterfeiters were doing a thriving business on moonshine and illegal money. One night the moonshine got the best of them and they printed a run of 15-dollar bills. The leader was angrily blasting out his men about this unnecessary waste of time and paper and the need to burn them up and start a new batch. One of the men spoke up, "Just a moment, chief, let me try to palm it off in some of the country stores in the mountains." Receiving permission, he took the 15-dollar bills and went off into the hills. At the first small general store he came to, complete with pot-bellied stove, was a young hillbilly girl tending counter.

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The In-Basket . . .

DAVID M. DENTON

Preschool-Parent Counseling Program . . .

During the summer of 1968, a new dimension was added to the Maryland School for the Deaf, through the establishment of a Center offering preschool training for very young deaf children and counseling services for their parents. This new program is built upon the free communication philosophy.

The major thrust of this program is directed toward a group of children ranging in age from 18 months to 4 years, who are brought to the Center in the Primary Building of the Maryland School for the Deaf each week. These children are seen singly or in small groups of two or three, depending upon their needs and upon their ability to function effectively with other children. Pupils in this phase of the project come from Frederick, Washington, Carroll and Allegany Counties. Fathers and mothers and grandparents make up the parent group accompanying these children.

The second phase of the program involves taking the Preschool and Parent Counseling services to those children and parents who live a great distance from the school, or who have transportation problems. Two staff members from the Maryland School for the Deaf see children and parents on the Eastern Shore and in Western Maryland, during periodic visits to those areas. In addition, a few children from Southern Maryland, have visited the Counseling Center with their parents at irregular intervals.

The majority of the 4 years olds are deaf from Maternal Rubella (German Measles Epidemic 1964-65). Some of these children have an additional handicap, making accurate evaluation and appropriate educational placement, very difficult.

The program utilizes the team approach; that is, in all phases Mrs. Jo Patton works with the children while Miss Lucie Weeks counsels with the

parents in an adjoining room. Joint planning is done and every effort is made to have the work of one staff member parallel that of the other. This is particularly important when the development of communication skills is considered.

Mrs. Patton has introduced and is developing the following communication skills: sightreading by means of flash cards and charts (all within the child's immediate experience), speechreading, speech, fingerspelling, and signs. Progress varies from child to child, but all are responding satisfactorily. These children are learning their own names and the names of the family members in print. They are introduced to fingerspelling first by learning to spell their own names, or at least, the first letter in their first name. The language of signs is being learned and used by the children for communicating their every day needs. They are using a variety of signs related to household items and home situations. Auditory training is an important part of the program and amplification is used whenever appropriate. The pupils are encouraged to use their voices as a part of the total communication effort. A more spontaneous use of the voice among the children is being observed. This is particularly true in situations where the child is attempting to communicate a particularly meaningful word or feeling.

Through the services of this new Center, parents have the opportunity to develop a fuller and deeper understanding of the educational implications of deafness, but more importantly, they are given the opportunity to assume a constructive and positive role in the educational development of the deaf child. Further, they have an opportunity to learn of the availability of educational, social, and rehabilitation services at the local, State and Federal levels. In group sessions with other parents they have a chance to share

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Educationally Speaking . . .

MARGARET S. KENT

In a recent talk to a group of parents of deaf children who are students of the Maryland School for the Deaf we were asked this question, "What advice would you give parents as to the most important thing they should do for their deaf child?" We replied in one word, "Communicate!"

We would like to elaborate further on communication as it relates to language development for the child who is profoundly deaf from birth. It is apparent to many of us that the deaf children of deaf parents, in our school especially, seem to progress with more facility and reach college status with more frequency than deaf children of hearing parents. Are we saying then, that we would wish that all congenitally deaf children should have deaf parents? By no means, but we are pointing to the fact that there are things deaf parents do naturally which seem to help their deaf children develop language. If we are more aware of some of these things, hearing parents may be able to help their deaf children in the same way.

Much of what a deaf parent does for his deaf child to help him make progress in school is related to language or the communication between parents and child. These activities can be classified as prerequisites for language development. We would like to mention two which we believe can make a significant difference in the deaf child's progress.

The first prerequisite is to establish a simple, unambiguous system of communication at an early age. We see the deaf mother make the sign for "father," "mother," "drink," "eat," "sleep" to her deaf baby and very quickly he is imitating these simple signs in meaningful situations. Immediately communication has been established. Frequently hearing parents tell us their little deaf baby developed a gesture system of his own to make his wants known but it was discouraged and even suppressed on the advice of authorities to whom they

looked for counsel. The deaf parents did not consult the authorities but went on their merry way building up rich language concepts through a simple unambiguous system of signs. Many of these enterprising deaf parents spoke the words as they signed so that the little deaf child was soon "mouthing" the words right along with the signs. What better beginning for speechreading can you imagine than that! All of this language is in meaningful context of vital concern to the child's emotional and social development. He completely bypassed the sterility of "ball," "top," "fish," "flower" so traditional as the beginning of language in the classroom.

The second prerequisite is the freedom of the child to generate his own language rules. Once the child has an adequate means of communication he must have an opportunity to use it in order to learn how to use it in more and more complex ways. The young deaf child should be allowed to make all the errors in syntax the young hearing child makes. He also needs to have the correct sentence model constantly before him so that he can gradually evolve his own language rules. In the continuous dialogue between a young deaf child and his parents, language is permitted to develop into real communication. There is really no other course for language development. Many of the language activities in the classroom violate this principle—the freedom of the child to generate his own language rules. The teacher often provides over-structured language activities which may even inhibit language development. And with language activities confined mainly to the classroom, we cannot be too surprised at the low level of language achievement of many of our deaf children. The deaf child needs to gather and exchange information not only in the classroom but in the dormitory, on the playground, and certainly at home.

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Around the Campus

KENNETH W. KRITZ

Here we are in March, the windy month. We've had a bit of snow this month, but happily, this is the remnant of winter and we can now look forward to some nice spring weather.

We were so pleased with the attendance on Alumni Day. It was good to see many of the people whom we had not seen for several years make the trek back to school. Attendance was large despite the snowy weather that we had. The basketball games were good—the Alumni put up a good fight right to the very end. And the students in the pantomime program really out did themselves. And of course, Mrs. Savage and her staff saw that we were well fed and content! We hope that more of you will try to come back for sports events, literary programs, and other activities at school. Don't wait until another Alumni Day to visit us again!

Perhaps you noticed the bright red and pink geraniums that graced the tables in the dining room on Alumni Day. These were gifts of the Student Council. Council members also planned a Teacher Appreciation Day on March 17. At a special assembly that morning, teachers in the Advanced and Intermediate Departments were presented flowers to wear—and all the teachers in the school had cake to go with their morning coffee break. Students all dressed up for the occasion and everyone (?) tried to be on his best behavior to make it really a day of appreciation.

The ELS is busily rehearsing for the spring play, "Harkee, the Cat." Production date is slated for April 24 & 25. We hope that you'll make an effort to come to see this. It promises to be very humorous and we're sure that you'll enjoy it.

Anticipating the coming track season, and of course the football season which will be coming up in the fall, the Seniors are in the process of selling attractive stadium cushions. They are bright orange with "MSD Orioles" and a bird printed in black. Don't sit on the damp ground for track this spring—or on hard bleachers for football in the fall. Pur-

chase a cushion from one of the Seniors, they only cost \$1.25. Since the year-book must be at the binders in April, the Seniors are rushing to beat deadlines. We feel that this year's book will be a good one. With the coming of warmer weather, the Seniors are thinking about having another carwash in order to swell their fund. Does your car need washing?

The New Era Club had an entertaining carnival on March 10. They had numerous games at which you could try your skill in winning prizes. A gypsy fortune teller predicted happy futures for us all. The fishing pond with its clever prizes was especially popular with the younger children. Most popular with everyone, however, was the refreshment stand. And by the way, at the cake auction some of the students learned not to bid unless they really had the money. Overall, the carnival was a big success and everyone had a most enjoyable time.

We want to call to your attention the remaining sessions of the Parents Seminar which are being sponsored in Baltimore by the Catholic and Methodist Churches. Lectures have been well attended and we are pleased with the success of this venture. There will be five more sessions in April: Dr. Hess will speak on Social and Personal Adjustments; Mr. Kilcullen will speak on Vocational Adjustment and Deafness; Rev. Foxwell and Rev. Hiskey will speak on Religious Education and Deafness; and there will be a Parent Panel and an Adult Deaf Panel. We urge you to attend any or all of these sessions that you can. Meetings are held at the Christ Methodist Church, 2401 Lock Raven Boulevard in Baltimore on Tuesday evenings from 7:30 to 9:30. Try to attend!

Students have appreciated Mr. William Greene's efforts in setting up a swimming schedule at the local YMCA. They really enjoy this opportunity to make use of the pool. And a few of the non-swimmers had to quickly learn the difference between the deep and shallow ends of the pool! We hope that this program can continue and can expand.

Although the winter here in Maryland has been a mild one, we're glad that March is bringing an end to it. We hope that by this time next month, the weather will permit us to report many outdoor activities around the campus.

Alumni Day Activities



Girls' Basketball Game



Boys' Basketball Game



Pantomime Program

Social Hour



Sportscope

LUTHER PRICKETT

The MSD basketball teams (varsity, JV, and girls) spent the month of February piling up the miles on road trips. On February 7, 1969 they played at the Western Pennsylvania School for the Deaf (WPSD) where the varsity lost 67-48, the JV's lost 50-41, and the girls lost 31-18. Our boys and girls enjoyed meeting the WPSD students and JV coach Gays reports the scenery in Pennsylvania was marvelous.

On Feb. 8, the teams traveled to the West Virginia School for the Deaf (WVSD) where the varsity lost 74-59, the JV's won 40-21, and the girls turned in their most exciting performance of the year. The score was tied 31-31 at the end of regulation play. During overtime, the MSD girls scored two points and the WVSD girls scored one point, giving MSD the win by a score of 33-32. Brenda Tress, Donna Ammons, Libby Hathaway, and Nancy Murray scored six points each to lead MSD to this very fine victory. Congratulations, girls!

The varsity boys participated in the ESDAA at Hartford, Connecticut February 20 and 21, 1969. They lost to the New Jersey School for the Deaf 91-21 and to the WVSD 80-59. The trip was enjoyable to all but Mr. Barr, who had a bout with a bad clam.

RECENT RESULTS

MSD 40, St. John's 62
MSD 68, Kendall 24
MSD 41, Gallaudet Preps 91
MSD 51, St. John's 81
MSD 35, VSD 65
MSD 48, WPSD 67
MSD 59, WVSD 74
MSD 41, St. John's 78
MSD 35, Gallaudet Preps 89
MSD 21, NJSD 91
MSD 59, WVSD 80
MSD 44, St. Maria 83

MSD JV

MSD 31, St. John's 40
MSD 51, St. John's 59

MSD 30, VSD 23
MSD 51, Kendall 34
MSD 41, WPSD 50
MSD 40, WVSD 21
MSD 32, St. John's 35
MSD 38, St. Maria 59

GIRLS

MSD 22, Thomas Johnson H. S. 33
MSD 18, WPSD 31
MSD 33, WVSD 32

☆ ☆ ☆

INTERMEDIATE GIRLS BASKETBALL INTRAMURALS

The Intermediate girls have been playing intramural basketball every Wednesday afternoon during December, January, and February. The league consisted of three teams.

The winning team, with a record of five wins and one loss, included Zelephene Jennings (captain), Gloria Brown, Donna Bosley, Claudia Williams, Cindy Gorman, Rebecca Arbuckle, Patty Ravo, Diane Davis, and Pam Swartz.

The other two teams had identical records of two wins and four losses, necessitating a play-off game to decide second place. The second place team included Mary Elliott (captain), Michele Schuster, Pam Childs, Joyce Sams, Joan Day, Joanne Sams, Wanda Feight, Pauline Miller, Rose Regalbuto and Maria Wheeler.

Third place went to the team of Meriam Schroeder (captain), Kathy Andolino, Carolyn Snyder, Mary Quinton, Jan Brewer, Debbie Powell, Gail Swann, Marcie Hathaway and Peggy Robbins.

The Intermediate girls are now engaged in volleyball intramurals. More will be reported on this a little later.

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MSD TRACK SCHEDULE

April 10—Brunswick, Home 1:30
April 25—Walkersville, Away 1:00
April 30—WVSD, Home 1:30
May 3—Invitational at Gallaudet,
Away 1:00
May 9—County Meet at Catoclin,
Away 1:00
May 15—District Meet at Brunswick,
Away 1:00
May 24—State Meet at Walkersville,
Away 11:00

New Era Club Carnival



Bingo Game



Wheel of Fortune



Door Prize and Gossip



Snack Bar

Cake Auction



The Junior Bulletin

WRITTEN BY THE STUDENTS

Primary Department

SCHOOL

We are learning about animals, clothes and food. We are learning about numbers.

We are very good in school.

—Preprimary IIB

THE SNOW

It is snowing today. The snow is white.

We like to play in the snow.

—Preprimary IIC

Intermediate and Advanced Departments

MY RED SWEATER

I wear a new red sweater. Miss Fulmer gave it to me. I like it. It is pretty.

—Sterling Rivers

PLAYING IN THE SNOW

I saw some snow at home. I played in the snow. My sister threw some snowballs at me. I fell down. My sister and I ice-skated. It was fun.

—Steve Thomas

A NEW PET

Last Friday Father, Mother, Donna, and I went to a pet shop. We saw some puppies, parrots, parakeets, guinea-pigs, hamsters, baby alligators, turtles, and fish. My Father bought some fish. They are guppies. Then we went home.

—Rusty Barnhart

WORKING IN THE BASEMENT

I helped Father working in the basement Friday, Saturday and Sunday. We fixed the walls and put up the wood. We will finish the floor soon.

—Richard Caldwell

ON THE FARM

One weekend I went to the farm. I helped shovel some corn cobs off a truck for some men. They gave me a quarter. I saw some ice in a pig pen. I broke the ice, then I got some water for the pigs. I enjoyed the work.

—Clarke Tindley

MY TOOTH

Last Wednesday I went to a dentist. He pulled my tooth. I did not cry.

—Edwin Testerman

A NEW CAR

My mother bought a car. It is a light blue. I like it. She practices driving.

—Danny Hailey

A VISIT TO A PET SHOP

Our class went in a car to the pet shop. We saw a monkey. We saw two cats. We saw three gold finches. We saw two dogs. We saw many fish.

—Gilbert Bonilla

OUR PETS

Miss Werking's class went to the pet shop. We like the fish and hamster. The hamster has brown and white fur and ears, black eyes, and pink and black feet. Two zebra fish and two tropical fish are dead. I am sorry the four fish are dead. The two gold fish are pretty. The orange fish has beautiful fins. Miss Werking will buy another fish. We will go again to buy trees and grass.

—Timothy Mulford

OUR FISH AND HAMSTER

We have eight fish and one hamster. The hamster is sleeping now and the fish are not asleep. The fish like to swim in the water. Four fish are not dead, but four did die. The hamster is not dead. The hamster is little. He lives in a cage. He wanted to get out of the cage. Debbie told me that the hamster is two years old. The hamster's name is Goldie. Goldie is a boy. Goldie's birthday is August 18. The hamster will be three years old. He likes to play on the wheel. The hamster looks for some food. We like to pet the hamster.

—Laura Perry

CONSERVATION

Conservation is very important to everyone. We would not be able to live without it. It involves the protection and wise use of natural resources. Such natural resources as forests, soil, water, and raw minerals are essential to our everyday lives. For instance, if we exhaust our oil supply, all motor vehicles will stop, never to run again. This is dangerous, as grocery stores will have to close down since they will not be able to get goods easily. People then will have to move out of cities to farms. To see the importance of conservation, the reader will have to read about water conservation, air conservation, and soil conservation.—Libby Hathaway

WATER CONSERVATION

Water is one of the most important natural resources in the world. We clean ourselves with water. We drink water. Most drinks, such as coffee, contain water. We wash dishes with water. We wash our clothes with water. Cars use water. Many machines use water. It is hard to imagine how we can live without water.

Unfortunately, most of the rivers which supply us with water in the eastern part of the United States are polluted. Many factories, which are located near our rivers, get rid of their wastes in the rivers. This results in water pollution. Fortunately there are more and more laws conserving the water, but this is only the beginning. We have a long way to go. Would anyone want to drink dirty water? No one would, and that is why water conservation is very important.

—Karen Shirk

AIR POLLUTION

Air conservation is very important. Air is essential to us. Without air, we would not be able to live. Trees, plants, and animals need air. Because we need these plants and animals for our food and other purposes, we also need air indirectly. The air pollution which is becoming more and more

common in the eastern part of the United States is caused by factories and motor vehicles.

Factories and motor vehicles release too much smoke, poisonous gases, and fumes. It is true that each car emits very little carbon monoxide but there are millions of cars in the United States. All contribute to air pollution. The worse air pollution becomes, the sicker we will become. I would not want to be very sick all my life.

The best way to conserve air is to have electrically operated motor vehicles. Also, the factories should be required to get rid of smoke in the ground. We must conserve clean air in order to remain healthy.

—Larry Kent

SOIL CONSERVATION

We have less problems with soil erosion than air and water pollution. Until a few decades ago, many farmers did not bother with taking good care of soil; this resulted in food shortage, lower incomes, and depression.

Right now, many farmers are taking action to protect their soil by using the right methods of farming such as contour-stripping and field-stripping. This is a good way of breaking winds which can very easily blow away topsoil, if unprotected. If the topsoil is blown away, the farmer will have a harder time raising his crops. The same goes with rain which can wash away topsoil. Because most farmers are taking care of their soil, we do not have to worry about soil erosion.

—Tim Rice

CONCLUSION

It is saddening enough when so many people do not bother conserving our natural resources. This problem becomes bigger everyday. Our forest supply has been exhausted in the eastern part of the United States and we have to use those from the Far West. More and more rivers are being polluted; fishing as a sport is becoming more and more rare. Many people have spent their summer vacations hundreds of miles from their cities in order to enjoy fresh

air. It would be wonderful if cities were free of air-pollution. It would be wonderful if children could go to rivers to swim instead of going to swimming pools because of water pollution. Conservation is very important for it helps to solve many problems.

—Brenda Tress

The Art of Being Deaf . . .

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Sauntering up to her he casually asked if she'd change a 15-dollar bill for him. With a "shore can do" and a sweet smile she took the bill and gave him his change. The elated counterfeiter hurried out of the store only to find that the lady had given him a 6-dollar bill and 2 three-dollar bills.

We have had our share of bogus people working with the deaf. As they have fed the deaf children and their parents counterfeit slush, they have received equally bogus returns. Like the hillbilly, the deaf child knows when he's on the receiving end of a "bill of goods" and he knows when someone is sincere and understands his business. This has been particularly characteristic of the professionals working out of special education departments in the public schools and in some of the day schools. Their actual contacts with the bread-and-butter facts of deafness are practically nil, and their book-learning is of the most vicarious sort, so invariably they receive a rude shock when the test-tubes they are playing with get off the laboratory shelf and grow up to haunt them in the form of real-life people. We have a great number of do-gooders in the hearing-impaired field. That is quite all right as far as that goes, and certainly a most desirable thing. Our problems begin with those who keep wanting to do things for the deaf instead of with them once they have sprouted wings and are ready to fly. Most of our experts on deafness are like the experts on music and painting—they can talk about it but they can't sing or paint. To gain a comprehensive picture and to understand the full reality of the disability, parents need to go to the deaf people themselves. They are the ones who know the essence

of the life your child may lead. Only then will you get the complete story and the sense of relief that should come.

In substance that is my story tonight. Shake off whatever feelings you may have of fear—of gloom and doom—and so dare to dream the impossible dream, to reach the unreachable star. The measure of confidence you develop in the future surely will grow into your child.

The In-Basket . . .

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common problems and in some cases to seek solutions.

Following a summer recess from June 6 to July 14, the Preschool-Parent Counseling Program will conduct a 6 weeks summer session. It is the School's plan not only to continue this new function, but to expand it whenever possible, thus enabling more preschool age deaf children to get an educational "headstart." Some of the children now enrolled in the Center will be entering regular pre-primary classes in September.

Educationally Speaking . . .

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Are we saying that parents and teachers should abandon the goals of oral communication—speech and speech-reading—for manual communication? No! We are saying we need to separate the goals for speech from those for language development. We must free language development from the delimiting aspects of speech development and the ambiguities of speechreading. We are saying deaf children of hearing parents can learn to use signs, as a meaningful language in the early years as the deaf children of deaf parents learn. We are saying that an early start and continuous meaningful dialogue between a deaf child and his parents, the child and his teacher, the deaf child and other deaf children can contribute significantly to the language development of a profoundly deaf child so that he may more fully realize his potential and be better able to cope with the highly competitive world ahead of him.

Alumni & Others

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

Despite the fact that we had enjoyed a rather mild winter throughout the months of November, December, January and February—March dawned upon us with the fury of a lion bringing howling winds and two wet and mushy snowstorms on two successive weekends. Thus our mail brought forth very few items of interest.

The Maryland Association of the Deaf is sponsoring a 12-week course in the Sign Language of the Deaf from 7:30 p.m. to 9:30 p.m. Mondays and Wednesdays, beginning March 5 in Room 201, at the Edmondson High School in Baltimore, Md. Those interested may register at any of the classes and there is no tuition charge.

We note with pride that the nephew of Martha Trimmer (nee Sprainis) won the first prize at the Loch Raven Jr. High School's 8th Annual Science Fair with his project involving the effects of the hormone, testosterone, on male chickens. His award was a cash prize of \$25.00. Ye writer's son, Jimmy, Jr. also entered the Science Fair and was awarded the "Honorable Mention Award" for his project on "The Human Ear and the Reconstruction of It." Our sincerest congratulations to the winners.

Mrs. Elsie Farris of Cumberland, Maryland sent us a newspaper clipping which described the terrible fatal accident of Miss Agnes Bell, a 78-year-old Lonaconing, Md. deaf woman. She was admitted to the Sacred Heart Hospital on Feb. 26th with critical burns she suffered when the flames from an open gas heater in the hallway of her home ignited her clothing. Miss Bell suffered third degree burns over most of her body and died the next day, Feb. 27, 1969. She was buried in the Oak Hill Cemetery on Sunday, March 2, 1969. Our sincerest sympathy is extended to the bereaved family and friends.

Births

A girl to Mr. and Mrs. James Erisman III, (nee Howard), on February 11, 1969. The tot named Pamela Sue, tipped the scales at 7 lbs., 7¾ ounces. Length: 19½ inches. Our sincerest congratulations to the happy and proud parents. Pamela Sue is their third child and their first baby girl.

55th ANNIVERSARY BANQUET

An Anniversary Banquet will be sponsored by the Baltimore Division No. 47, NFSD on Saturday, April 19, 1969, at the Holiday Inn (downtown) in Baltimore, Maryland. The affair will start with a cocktail hour at 6:00 p.m. in the main ballroom and the banquet will be at 7 p.m. There will be a professional floorshow and music will be provided by "The Breakers." Door prizes and souvenirs will be awarded. Tickets are \$15.00 per person and reservations should be made by April 9, 1969. Reservations should be requested by writing to: Bro. Jerome E. Kiel, 2932 Clifton Park Terrace, Baltimore, Maryland 21213.

Maryland School for the Deaf Educational Fund

Report of the Treasurer

Brought forward.....	\$3,074.15
Elementary School Staff Philipsburg, Montana In memory of Mrs. Carl Fisher.....	15.00
Monotype Composition Co., Inc.	10.00
Home office, National Fraternal Society of the Deaf, Chicago, Ill.	25.00
Mr. & Mrs. Rudolph Hines In memory of Miss Edith Radcliffe and Mr. William W. Duvall.....	10.00
Total to date	\$3,134.15

Mrs. August Wriede, Treasurer
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