Spirit is high at MSD!

Vol. CVIII, No. 1
October-November 1987
Calendar of Events

OCTOBER
1—Cross Country, West Nottingham, here, 4:00 p.m.
3—Cross Country, MSSD, SCSD and MKSD (N.J.), here, 1:00 p.m.
Football Homecoming, MSSD, here, 2:00 p.m.
5—Cross Country, Berkeley Springs and Hedgesville at Berkeley Springs, 4:00 p.m.
7—Cross Country, Brunswick, Frederick and Midddletown at Brunswick, 4:00 p.m.
9—College Fair, 9:00 a.m.—12:00 noon
10—Football, Virginia School for the Deaf, away, 2:00 p.m.
12—Cross Country, Metz Bergen, 4:00 p.m.
17—Football, Florida School for the Deaf, away, 3:00 p.m.
Cross Country, Florida School for the Deaf, away
20—Cross Country, Linganore, Thomas Johnson and Damascus at Linganore, 3:30 p.m.
22—Football, St. James, here (McCurdy Field), 3:00 p.m.
24—Frederick County Cross Country Championship, away
29—Football, West Nottingham, here (McCurdy Field), 7:00 p.m.
30—Teachers' Institute

NOVEMBER
5—Football, Hancock, away, 7:00 p.m.
E.S.D.A.A. Cross Country Invitational, away
6—End of first quarter
13—Parents' Day
25—School closes at noon for Thanksgiving Holidays
26-27—Thanksgiving Holidays
30—Girls' Basketball (Varsity only), West Virginia School for the Deaf, here, 4:00 p.m.

DECEMBER
1—Girls' Basketball (Varsity only), Virginia School for the Deaf, here, 3:30 p.m.
Boys' Basketball (Varsity only), Virginia School for the Deaf, here, 5:30 p.m.
2—Wrestling, Landon, away, 4:00 p.m.
3—Girls' Basketball, MSSD, here, 3:30 p.m.
Boys' Basketball, MSSD, here, 5:00 p.m.
8—Girls' Basketball, Hancock, here, 6:00 p.m.
Boys' Basketball, Old Town, away, 6:00 p.m.
Wrestling, Thomas Johnson and Linganore, away, 6:00 p.m.
10—Girls' Basketball (Varsity only), Highland View, here, 6:00 p.m.
Boys' Basketball, Highland View, here, 7:30 p.m.
12—Mason-Dixon Wrestling Invitational at Spartansburg, S.C.
17—Christmas Programs
18—School closes on regular schedule for Christmas Holidays


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The Maryland Bulletin

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"Deaf Culture"

by CAROL A. PADDEN
Assistant Professor, Department of Communication
University of California, San Diego

Keynote presentation at the Annual Faculty and Staff Appreciation Day
Maryland School for the Deaf, Frederick
June 12, 1987

I should say that being here on stage in front of you today is a very unexpected, even moving experience. Some of you know that I have been coming to this school since I was a young child. I never had the privilege of being a student at MSD, but my older brother, Bob Padden, graduated from this school and is now a member of your faculty. I see some unfamiliar buildings and some of the walkways seem to go in new directions, but the campus still feels unmistakably like home. I can still remember each week, every Sunday evening, my family would pile into our car and make what seemed to me then, the long trip to Frederick to bring my brother back to MSD. Back in the days before Interstate 270, the only access to Frederick was by way of long winding country roads. Bobby and I would sit in the back seat and play, sometimes even fight, until finally we could see in the distance, the water tower over Frederick. Thank you for inviting me to return here and speak to you today.

I thought I would talk today about a topic which has generated much interest recently, the subject of "Deaf Culture." For years, the "hot" topic has been sign language, but now all of a sudden, there is great interest in the idea that deaf people have a culture. Last February I gave a lecture at NTID (National Technical Institute for the Deaf) in Rochester, New York and afterwards was introduced to a woman whose job title was "Cross-cultural Counselor." Her responsibilities, it was explained to me, concerned communicating with deaf and hearing students about their different cultural perspectives. NTID, Gallaudet College and today I have heard that Western Maryland College also have either established "Deaf studies" programs or are about to do so. There are videotapes about deaf culture, papers and soon, books, but what is this new idea people are calling "Deaf culture"?

As a way of talking about the topic of "culture" today, I would like to recapitulate for you my own exploration into this subject, an exploration which began when I and my husband, Tom Humphries, signed a contract to write a book about "Deaf Culture." We have just completed the book (to be published by Harvard University Press) and we hope it will be released early next year. When we began writing some three years ago, we had some admittedly vague ideas about "Deaf Culture." We had a collection of "stories" that struck us as interesting, but we were not quite sure how to make sense of them.

Let me give you an example of one such story. I had been videotaping two young girls as part of a study on language used in the home. The girls were both Deaf, one almost five years old and the other, seven years old. Their parents are also Deaf. Near the end of my visit with them, as I was packing up the videotape equipment and was ready to leave, the youngest girl came up to me and showed me a toy. She explained that her friend, M- had given her this toy. M- was Deaf, she added. At this point the older girl interrupted and told her that M- was not Deaf, M- was hearing. I watched the argument and then asked the younger child—"Well, which is he? Deaf or hearing?" The child waited, a little confused, then announced, "Both! M- is Deaf and hearing!" Her older sister definitely did not like that answer. M- cannot be both Deaf and hearing. He must be one or the other.

At the time I thought the story was an amusing example of little misunderstandings that children have, but after my education about the subject of "culture," I now understand that the story signifies something larger. How does the younger girl decide whether M- is Deaf or hearing? She decides M- is Deaf because he can sign and in her eyes, anyone who can sign must then be Deaf. The older girl knows better: while deaf people (at least the ones she meets and knows about) sign, not all signers are Deaf. The older girl, on the other hand, is more
sophisticated about language and social behavior. Using what she knows about how signs work and are put together, she can distinguish between those who have recently learned to sign and those who have been signing for most of their lives. With this information, she can make good guesses about who is Deaf of hearing.

In the traditional view of "deafness," it would be said that the younger girl is confused about M's true identity because she does not know the difference between being able to hear and not being able to hear. But this is not true. Both girls think about being Deaf and hearing; indeed, they and their family have signs for "Deaf" and "hearing." They use these signs everyday as part of talking about themselves and others. This story shows that the girls' ideas about what is important in themselves and others revolve around sign language. They will later learn about what it means to "hear" from the point of view of hearing people, usually at the time they enter school.

But this is not the most important lesson from this story. What is important here is how the story signifies the girls' developing ideas about themselves, their place in the world and how the world works. Their ideas about themselves revolve around something which is vital to Deaf people—their sign language and their everyday practices.

This story is one of many that led us to develop our ideas about not merely deaf culture, but human culture as well. Let me define now what I mean by "culture." As a way of defining culture, I will make clear first what I do not mean. First, the most popular way of thinking about culture is that it refers to "cultured" things, like the opera, museums, painting, literature, etc. This is often called "high culture." This is not what I mean when I use the word "culture." I want to describe instead, the everyday ways we choose to think about the world. What makes one an "American," or "from the south," or from Great Britain? These differences come from not only how people use language, but their ideas about the world. I also do not think about "culture" as a place or group. Sometimes people ask me how they can become a part of "deaf culture." A culture is not a country club, where one can join or leave, instead, it is a label used to describe a system of interpreting the world. When people ask me if there is such a thing as a "Deaf culture," I say there must be because without a culture, we humans would not exist in the way we call "human." We are each born into a community that gives us a system for planning our behavior, for making our everyday decisions, for guiding how we think about the world around us. Each human being searches for ways of understanding the world, and different cultures offer different interpretations. Some of you are members of ethnic or minority groups: Italian-Americans, Polish-American, Hispanics, or blacks. Some of you have grown up in another country and culture and moved here to find a different way of life. Usually, we are each exposed to many different cultures.

Now, back to my earlier story. Where did the younger girl's ideas about Deaf and hearing people come from? Did she make them up, were they just imaginations of a young child? What is interesting about this story is that it is very typical of young Deaf children in Deaf families. I have heard many stories similar to this one, from parents who describe their Deaf children's early musings about how to decide if someone is deaf or not. Stories like these are common because they draw from the same core—the culture of Deaf people. Deaf children use stories like these to wonder about themselves, to test what they have learned in their families in the world of other people. Importantly, these children are testing out what they have learned from Deaf people before them. And Deaf people before them use sign language as an important tool for thinking about themselves and other people.

In contrast, most hearing children think about speaking as an important part of their identity. They ask questions about speaking and they are attentive to people who speak differently or behave differently from their expectations. It is not surprising why young hearing children find Deaf children curious—they do not speak, instead they sign. In a story told to me by a colleague, Sam Supalla, I have an example of the same kind of curiosity, but from an entirely different point of view. Sam is the youngest of four boys, all of whom are Deaf and sign. Sam's parents are also Deaf. As a child, Sam once asked his mother about the "curious" girl next door who could not seem to understand him when he tried to talk to her. He complained that he had to use crude gestures, and point to things in order to communicate to her. His mother explained
to Sam that she was “hearing,” and that he must learn to be patient with her. Sam then asked his mother if she was the only one with this terrible affliction. His mother explained that in fact most everyone else was like her and Sam’s family was unusual. It was an important moment, Sam told me.

Both of the stories I have shared with you today tell us a little about what “culture” is. These young children did not miraculously come up with these “clever” ideas, instead these ideas are normal, even expected, in the world of their families. They had inherited ideas that Deaf people have communicated to each other over generations of Deaf people about how to think about oneself, how to have a place in the world, and how to think about one’s relationship to others.

For my conclusion, I would like to steal a very fitting metaphor which Dr. Denton used just prior to my talk this morning. In his view, schools for deaf children, like MSD are not only centers for educating deaf children, but they are also the “heartbeat” of Deaf culture. I think he is absolutely right. If I can extend his metaphor, I believe also that schools like MSD are the “heartbeat” of deaf children.

The stories I have told are from adults who grew up with Deaf parents. As very young children, they began to learn about being deaf, which includes inheriting the knowledge of deaf people before them, notably their sign language. They have also learned a firm sense of themselves. Sam’s sense of himself is so secure that he wonders why the girl next door is strange (she is hearing!). The young girls argue about their friend, M’s identity which revolves around which one of them has accurately described M’s signing behavior. Their view of the world is based on something they own and know very well—sign language.

This is knowledge which other deaf children, especially those who have not yet been exposed to other Deaf people, need to learn. This is where the school plays its vital role. It is the place where cultures meet and exchange the knowledge they have each inherited from generations before them. The school is a stable institution, a place that perseveres through history, a repository of knowledge and wisdom. Deaf people are unique not so much because they cannot hear, but because they can easily lose connections with the past. In today’s mainstreaming environment, Deaf children can easily be placed in schools where they will not meet other deaf children or worse, other Deaf people. They can be placed in schools where they cannot learn what Deaf people before them have learned. This is why we need schools like MSD. Through the swirling tides of change, from one new idea to the next, the school is a stable institution that has taken on the vital responsibility of preserving the past so that deaf children can have a future.

In closing, I have more than one reason to be sentimental about this school. Earlier, Dr. Denton introduced members of my family who are in the audience today. My parents, Donald and Agnes Padden, my brother, Bob and his wife, Melinda and now there is a new addition to our family, their newly adopted daughter and my new niece, Kami who will be in the parent-infant program here in MSD this fall. MSD is undoubtedly changing, and has changed in many ways since I first visited the school as a child, but it remains for my family as well as for generations of deaf children before us and after us, a place where deaf children can learn. Here they can learn what cultures everywhere provide, not only how to clothe, feed and shelter themselves, but also how to participate in the intellectual life of adults around them. Like my new niece, deaf children need to learn a language and learn how to read and write. They need to become social beings, to negotiate with others in the social world around them. These skills are absolutely necessary for children in order to thrive, to become human. I congratulate each and everyone of you, faculty and staff, for your very valuable role as helpers to deaf children. They need you more than you realize.

Thank you.
Constitution Week Celebration

The Signing of the United States Constitution in 1787 was a major event in our Nation's life. There were staff members in all areas of the school who felt it was important that the students have the opportunity to gain an understanding of the Constitution and the period in which it was written. Thus began the planning for MSD’s salute and celebration of the 200th Anniversary of the Signing of the United States Constitution. The signing was celebrated in a variety of ways by the staff and students. At MSD there was a week-long celebration of and for “We the People . . .”

The week-long activities began Friday, September 11th. The social studies teachers in the Intermediate and Advanced Department and their students noted various symbols and emblems which represent the United States: The eagle, the Flag, the American Creed, the National Anthem, the Statue of Liberty, the U.S. Constitution, the Great Seal, the Pledge to the Flag . . . and “Uncle Sam.” One national symbol we do not have is a National Tree. The students were asked, “What tree should be our National Tree?”

The Intermediate and Advanced students were given the opportunity to look at a selected group of trees and to vote on which tree should become our National Tree. The tree candidates were the Colorado Blue Spruce, the Dogwood, the Oak, the Red Maple, and the White Ash. The result of the voting was kept secret until the following Thursday when there was a special assembly to honor the Constitution.

Monday through Thursday there was school-wide participation in dressing in the color of the United States: Monday—RED; Tuesday—WHITE; Wednesday—BLUE; Thursday—RED, WHITE, BLUE. An optional dress for Wednesday was a Colonial costume. The staff and students’ participation added a spirit of patriotism to our campus.

There was a “We the People . . .” bulletin board contest on the Constitution sponsored by the special committee which set up the week’s activities. Duplicate bulletin boards were set up for the Intermediate and Advanced students. Four different questions appeared on the bulletin boards for three consecutive days. The answers had to be turned in to the social studies teachers at the end of each day. The object was to have 12 correct answers. The first day’s questions were general questions about the Constitution. The second day, the questions were about the men who wrote and signed the Constitution itself. While the contest was open to the entire school, only students in the Intermediate and Advanced Departments took part on a daily basis.

In addition to on-going activities during the week, there was a special activity for each day.

MONDAY—Dr. David M. Denton presided over the kick-off assembly. He set the mood for the entire week. It also honored our country’s flag. September 14 was “National Anthem Day.” Students and staff from the Intermediate and Advanced Departments were joined by a representative group of students and teachers from the Primary Department for the assembly. The flag was presented to the assembled student body by Jason DeLeaver. Cathy Boswell led the pledge to the flag. Dr. Denton explained the background of our National Anthem. Sara Lee Herrzig and Edna Johnston then led everyone in singing “The Star-Spangled Banner.”

TUESDAY—The special activity was centered in the social studies classrooms. The students were asked to complete one of the following sentences:

1. To me, FREEDOM means . . .
2. The U.S. Constitution promises/guarantees me . . .
3. I think the U.S. Constitution is important because . . .

There were two copies made of the students’ responses. Both were needed for activities later in the week.

WEDNESDAY—The special event of the day was LUNCH! Ms. Eiker and her staff had prepared a fantastic COLONIAL MEAL: New England Seafood Chowder, Virginia Baked Ham, Green Beans with Almonds, a Salad of Mixed Greens with a Williamsburg Regency Dressing, King’s Arm Tavern Sweet Potatoes, Corn Fritters, Black Forest Cake, and Cider. This meal was one of the week’s highlights!

Hanging on the wall in the dining room was a huge Colonial meal menu. The lettering in Old English was done by Ricky Hall and Kelly Cooper. The Primary children came dressed for a colonial meal.
Each child wore a colonial hat. The hats had been made in their art class. There were table clothes on the tables. On each table there were decorations that had been made by Intermediate art students: An ink well, a quill (feather) pen, and a scroll of paper. Everyone appreciated the work done by Arlinda Boland, Stephen Semler, Marvin Cooper, Jamie Nomeland and Nicole Walker.

Many of the students participated in the national teach-in that was televised. We were a part of the people who watched the presentations to honor the Constitution as they occurred in Washington, D.C. We joined President Reagan as he led our nation in the Pledge to the Flag.

Some of the students watched the three-hour special on the Constitution later that night in the dorms. The Library made a copy of the program so that children could see the special program the next day.

THURSDAY—The BIG day had finally arrived! The Constitution was signed by 39 of the 42 men who attended the Constitution Convention on September 17, 1787. "We the People..." of MSD held our celebration of the Signing of the Constitution at a special assembly presided over by the Advanced Department Social Studies teachers.

Tywan Cropper opened the assembly by leading the Pledge to the Flag. A short skit was presented to explain important parts of the Constitutional Convention. A 1987 history student (Matt Thompson) went back in time to the Convention and talked with two of the delegates, Daniel Carroll of Maryland (Shawn Richardson) and Alexander Hamilton of New York (Ricky Perry). The Guard (Donald Davenport) walked back and forth to protect the meeting's secrecy. He also held up the cards with the different dates of the on-going summer meetings. Our student and the delegates discussed the secrecy rule, the need for a national government, George Washington, the Great Compromise concerning representation in Congress, slavery, the Bill of Rights, and the signing.

The winners of the contest on the U.S. Constitution were announced during the assembly. Three Intermediate students had correctly answered nine of the twelve questions. These students were Lad Baird, Devon Gibson and Heather Herzig. Eight students in the Advanced Department had ten correct answers. These students were Therese Baer, Tonya Bland, Allison Eaton, Tonia Fields, Ratanda Finney, Rhonda Melott, Stacie Rodgers, and Jennifer Stump. A certificate of "Recognition for Knowledge of the U.S. Constitution" was presented to the winning Intermediate and Advanced students. The Grand Prize winner of the "We the People..." Contest was Tina Koopman, a senior, with eleven correct answers. Tina received a Certificate of Recognition for her knowledge of the Constitution and two special edition magazines on the Constitution: Life magazine's special on the Constitution and a magazine called Crossroads to the Constitution. Congratulations to each of the contest winners for their outstanding work.

The next part of the assembly involved the "Time Capsule" containing the students' written responses to the meaning of freedom, the guarantees of the Constitution, and the importance of the Constitution. Six responses were drawn from the time capsule. The students were invited to come to the stage to read what they had written. The students whose papers were drawn were Allison Eaton, Bobbi Sue Renfrew, Daniel Fitzhugh, Van Greene, Kenny Rush, and Hope Skelley. Their responses showed an understanding of the Constitution and an appreciation for the freedoms they enjoy as citizens of this great nation.

After the students shared their feelings concerning freedom and the U.S. Constitution with the student body, two guest speakers were introduced. Our special guests were Ms. Lala Mooney and Ms. Susan Martonsi. Both currently reside in Frederick. Ms. Mooney was born in Cuba. Ms. Martonsi was born in Hungary. They described everyday experiences and living conditions in the country of their birth. Then they discussed the freedoms and opportunities they have enjoyed since moving to the United States. Their stories made the students more aware of the many opportunities and freedoms we have.

Interpreting services for the skit and our guest speakers were provided by Ms. Mary Ellen Dempsey, Ms. Kathy Staab, and Mrs. Bonnie VanBuskirk, Advanced Department English teachers.

The assembly was concluded with a "Living Legacy" ceremony. Ms. Sharpe explained that a "legacy" is a valuable gift left
to us... our Constitution is a gift to us from the people who wrote it in 1787. Our Constitution is like a tree. It grows and changes over a long period of time. Its growth and change provides a home, protection and a beautiful place to live for all.

Since we had no National Tree to plant with our time capsule; our students had voted for one. The race was very close between the Oak and the Dogwood. The dogwood tree won! Mr. Ronald Brashear of Brashear Landscaping in Gaithersburg, Maryland was most generous in donating a lovely dogwood tree for the closing ceremony.

What would be our legacy to future generations? The students’ feelings about the Constitution and the freedoms it provides were placed in a jar. A pocket-size copy of the Constitution was also placed in the jar. The jar was sealed to protect the papers inside. The jar was placed in the ground when we planted our “national tree”.

As the assembly drew to a close, all present left the auditorium to go to the site for the tree planting ceremony. The site is along the sidewalk between the library and the Family Education Building. The Time Capsule was placed in the ground along side the dogwood tree. Students and staff members took part in shoveling the dirt into the hole the grounds crew had prepared for the “Living Legacy” ceremony.

“We the People...” of MSD have set-up our legacy for future generations that will come to our school. We will live to preserve the United States Constitution and our American way of life. Our legacy will also be found here on the campus in our buried Time Capsule and in the beauty to be seen in our living legacy... the dogwood tree.

The week-long activities were the result of a cooperative planning effort by Ms. Melinda Padden and Mr. Marty O’Brien of the Intermediate Social Studies Department; Mrs. Marsha Payne, Mr. Rich Nelligan, and Ms. Lorraine Stoltz of the Advanced Social Studies Department; Mr. Bill Pond, the Art Department Instructor; Mrs. Penny Eiker, Head of the Dietary Department, and Rita Sharpe, Librarian.

Thelma Schoppert

Friends and former students were saddened to learn of the death of Miss Thelma Schoppert on August 3, 1987, in Cumberland, Maryland, where she had been residing with her sister after retirement from the Maryland School for the Deaf. Funeral services were held Wednesday, August 5th in Keyser, West Virginia, and burial was in Westernport, Maryland. Miss Schoppert had retired from the Maryland School for the Deaf in 1976 after 29 years of service. Prior to that she and taught at the West Virginia School for the Deaf for 14 years for a total of 43 years of service to deaf children. Miss Schoppert was a kind, patient and dedicated teacher committed to a total school program. Former students will remember her work with Christmas programs, Girl Scouts and plays. When MSD students first participated in outdoor school at Greentop it was Miss Schoppert who accompanied them. She was committed to the use of amplification and speech training along with signing before Total Communication became popular. A skilled teacher, Miss Schoppert devoted her life to serving deaf students. We send our sincere sympathy to her remaining family.
Hazel Rice Retires

Ms. Hazel E. Rice, Administrative Assistant and Secretary to the Superintendent, retired from the Maryland School for the Deaf after 15 years of outstanding service. Her effective date of retirement was October 1, 1987. Before coming to the Maryland School for the Deaf, Ms. Rice worked for approximately 10 years with the Frederick County Board of Education and her last assignment with the Frederick County School system was serving as secretary to the Principal of Waverly Elementary School.

Hazel, as Ms. Rice was known by all of her friends with the School, was deeply loved and respected by students and staff alike. She was seen as a resource to people in all departments and a storehouse of information concerning the School. Throughout her 15 years with the school, she was also involved in all activities concerning the Board of Visitors. The Board honored her at a luncheon in the School dining room at the annual meeting of the Board on May 21, 1987. Hazel was honored again by the entire school family at the Orientation Program on Wednesday, August 26, 1987. At the annual Faculty/Staff Recognition Day ceremony last June, Hazel was honored as Employee of the Year-Support Services. This honor has particular significance as the recipient is chosen by fellow employees.

Hazel’s reasons for retirement from Maryland School for the Deaf were to pursue another career. She has expressed a continuing interest in some health-related service and was exploring the possibility of securing a position with the National Institute of Health. This particular position was also related to deafness. She is already missed and everyone at the School wishes her well.

Joyce Nickoles
New Administration Assistant

On Monday, September 14, 1987, Mrs. Joyce A. Nickoles joined the staff of the Maryland School for the Deaf as Administrative Assistant and Secretary to the Superintendent. Mrs. Nickoles replaces Ms. Hazel Rice, who retired after a 15-year association with the school. Mrs. Nickoles is particularly well-prepared for this new responsibility since she has served in a similar capacity with Springfield Hospital Center in Sykesville, Maryland. Joyce has been a member of the staff at Springfield Hospital Center for the past 20 years and since 1975 has served as Secretary to the City Division which is the one of the three Divisions of the Springfield Hospital Center. Her responsibilities at Springfield Hospital Center were similar in many respects to the responsibilities which she will assume at Maryland School for the Deaf. At Springfield Hospital Center she was the Executive Secretary and carried out a variety of related responsibilities.

Joyce is a native of Carroll County and grew up in the Randallstown area. She is married and has a daughter who is a senior at Western Maryland College and who plans to enter the graduate program in Education of the Deaf there. This is a happy and very interesting coincidence and perhaps it was her daughter’s interest in deafness that prompted Mrs. Nickoles to apply for the position here. She is already in a sign language course at Frederick Community College and settling in very quickly to life around campus. The school is very fortunate in being able to find a person with Mrs. Nickoles’ qualifications, her background and temperament. All of our readers will want to welcome Joyce to the School family.

Dr. Denton and his Administrative Assistants, Hazel Rice, left, who recently retired after many years of devoted service to the school, and Joyce Nickoles, right, who has just joined the staff in that position.
New Faces on the Columbia Campus

New teacher aides on the Columbia Campus: Marjorie Brown and Sue Baldi.

Ara Moore and Tom Zimmerman have joined the Security staff on the Columbia Campus.

New staff members on the Columbia Campus include: Tom Welsh, Maintenance; Linda Svarney, Dormitory and Susan Tennes, Dormitory.
New students on the Columbia Campus: Gayle Slaughter, Ben Jones, Malape Korts, Richy Leapley, Timmy Nash, Brandy Ward, Katie Zellmer, Nicole Sichette. Missing from picture was James Tucker.

New Faces on the Frederick Campus

New teachers—Seated: Kathleen Snyder, Barbara Houghton, Jessica Richmond. Standing: Kathleen Groth, Rosemarie Grant, Sara Ryan.
New dorm counselors in Frederick include: Lisa Hargis, Walter Ripley, Andrew Crovo, Elizabeth Marsh, Joyce Houghton, Regina Willis, Gregory Pard.

Frederick Primary students who are new include: Top row: Hayley Thayer, Kristin Shaulis, Stephanie Gasco, Marissa Clopper. Bottom row: Darla Konkel, LaToya Plummer, Christina Vorreyer.
New Intermediate students on the Frederick Campus are: Seated: Nicole Jackson, Julie Cantrell, Tazetha Marvin, Nicole Walker, Susan Lowe, Charlene Ware, and Hope Skelley. Kneeling: Brian Van Bavel, Clarence Taylor, Herbert Bowden, Michael Hart. Missing: Laquisha Scribner and Mei Yeh.

New Advanced students are Sabri Manna, David Kent, and Herb Curry. Missing: Sharonda Dunbar and Keith Kramer.
All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to student files. Student files are kept in file cabinets and rooms which have locks.

Professional staff providing direct services to students may have access to information in the files by making a request to the appropriate department head.

Professional personnel may gain access to the main file, (the Principal's file), through the following procedure:

1. Fill out request form for information desired from student's file;
2. Present request form to the Principal's secretary; (Request form becomes documented record of who has had access to student's file.)
3. Principal's secretary will provide only the specific information requested—not the entire file;
4. Certain information, designated "sensitive information" by Principal, will not be provided by the Principal's secretary except with written authorization by Principal;
5. Information borrowed from the files is not to be xeroxed or duplicated and is to be returned on the day it is borrowed.

Professional personnel may gain access to the departmental files (i.e., Preschool, Primary, Advanced, etc.) through the following procedure:

1. Fill out a request form for information desired from student's file;
2. Present request form to the Assistant Principal or his/her designee; (Request form becomes documented record of who has had access to the student's file.)
3. The Assistant Principal/designee will provide only the specific information requested;
4. Information borrowed from the files is not to be xeroxed or duplicated and is to be returned on the day it is borrowed.

Parents and students (18 years and older) may have access to data according to the following guidelines:

1. By making a request to the Principal of their desire to review the school records;
2. The Principal will arrange to make the records available within ten (10) days;
3. The parents and/or student shall review the student's school records with an appropriate qualified staff member present;
4. Copies of records will be made for a fee of five cents (5¢) per page to cover duplicating cost;
5. Amendment of records, the parents request:
   (a) A parent who believes that information in education records collected, maintained or used is inaccurate or misleading or violates the privacy of other rights of the child, may request the Maryland School for the Deaf to amend the information;
   (b) The Maryland School for the Deaf shall decide whether to amend the information in accordance with the request within fifteen (15) days of receipt of the request;
   (c) If the Maryland School for the Deaf decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.
6. Destruction of Information:
   (a) The Maryland School for the Deaf shall inform parents when personally identifiable information collected, maintained or used, is no longer needed to provide educational services to the child;
   (b) The information must be destroyed at the written request of the parents. However, a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation.

For all other people, data in files will only be released upon receipt of a signed release from the parents and/or the student (18 years and older).
MSD Well Represented at the Joint Biennial
Convention of the American Instructors of the Deaf and
Conference of Educational Administrators Serving the Deaf

The 53rd biennial Convention of the American Instructors of the Deaf and the Conference of Educational Administrators was held in Santa Fe, New Mexico from June 28 to July 2. The Maryland School for the Deaf was well represented at this joint convention.

Dr. David M. Denton, Superintendent, was leader for the section entitled Educational/Social/Technological and Scientific Trends and the Deaf Consumer. The panel discussion focused on the future for the nation’s hearing impaired population and the organizations that serve them. Discussion centered on hearing impaired consumers who are interested in the most recent scientific and technological developments in medicine, rehabilitation, employment and education.

Dr. Richard C. Steffan, Jr., Assistant Superintendent for Instruction and Principal of the Columbia Campus, was inaugurated as President of the Convention of American Instructors of the Deaf at the convention on July 2, 1987. Dr. Steffan will serve as President of CAID until the next biennial convention in San Diego, California in 1989. As immediate past president-elect, Dr. Steffan served as program chair for the entire convention.

Two of MSD’s retirees were honored with awards by CAID. Ms. Margaret Kent, Principal Emeritus and member of the Board of Visitors, was honored with CAID’s most prestigious award. As a recipient of the Howard M. Quigley Award, Ms. Kent was recognized for her long-standing commitment and service to deaf children and to their education. Mrs. Aileen Hall, retired Assistant Principal of the Family Education/Early Intervention Department, was honored with the CAID Outstanding Administrator Award for her many years of administrative service to the field.

Several members of the Family Education/Early Intervention Department presented papers at the convention. Dr. Ruth Howell, department director, presented a paper on The Role of Parent Educators in Educational Programs for the Hearing Impaired. Diane Varli-Alquist presented a paper on Computer-based Speech Training Systems for Deaf Children. She also presented a paper with Patricia Timm on A Focus on Siblings: How to Conduct Workshops for Brothers and Sisters of the Hearing Impaired. Ellen Richmond presented Parent Education Goes Behind Bars: A Case Study of a Parent Education/Early Intervention Program in a Prison Setting. She also presented a paper with Dr. Jan Hafer on lessons on Deaf Culture: What Hearing Parents Need to Know.

Ms. Gertie Galloway, Assistant Principal of the Elementary Department of the Columbia Campus, heard testimony from parents and educators of the deaf in her capacity as a member on the Commission of Education of the Deaf. Ms. Galloway was appointed to the Commission by the Senate in February of this year. In February, 1988, the COED will present its recommendations about the future of education of the deaf to the Congress and the President. Dr. Steffan presented testimony to the Commission on behalf of the Convention of American Instructors of the Deaf.

Discovering the New World with The Primary Department

We celebrated Columbus Day in the Primary speech department this year in a very special way—the students sailed boats from Spain to the New World! Our lesson started with a discussion of the story of Christopher Columbus. Then we practiced related vocabulary with the children, using appropriate number of syllables for each word. Next we headed for the “Atlantic Oceans” (which also doubles as the Cherrys’ swimming pool!). The students demonstrated adequate breath support by blowing their milk carton versions of the Nina, the Pinta, and the Santa Maria across to the New World. Christopher Columbus arrived on the tailwinds of the f, th, and sh sounds. Despite a few mishaps at sea, sailing was smooth and a good time was had by all!
Summer Employment of Columbia and Frederick Campus Students

Sharon Morency Bryant and Staci Miller Boyd

Students from the Columbia and Frederick campuses of the Maryland School for the Deaf participated in a summer employment program with the Baltimore City Blue Chip-In.

Students had asked about working through the summer. This led to starting the summer employment program. Several contacts in finding city funding for summer jobs were made. Contacts were made with Blue Chip-In and a meeting with them was held last fall. They agreed to let us participate after explaining to them how we can communicate within the communities. The Community Resource Liaison asked us to help find placement areas. Contacts were made with the agencies serving the deaf community. Community Support Services for the Deaf (C.S.S.D.) was willing to help us find placements for the students. Jacqueline Miller of C.S.S.D. found these placement areas: The Lutheran Church for the Deaf, the Faith Presbyterian Church working in the kitchen preparing meals for the Meals on Wheels and the main office of Meals on Wheels.

Students had to be between the ages of fourteen and twenty-one years old to participate in the program and had to be residents of Baltimore City, Ricky Montgomery, Kai Mosby and Jenny Robinson of the Columbia Campus and Tonya Bland and Andrea Brunson were in the Meals on Wheels office and Ricky Montgomery, Kai Mosby and Jenny Robinson worked in the kitchen of Faith Presbyterian Church. They prepared meals for Meals on Wheels.

The Staff members of these three work sites were pleased with our students’ work abilities and performances. The students benefited greatly from the summer experiences and they felt it was a very rewarding and self-evaluative activity.

Tonya is handy with the computer.

Blue Chip-In office to fill out all the paperwork. After the paper work was finished, students visited three different areas.

Staci Miller was the supervisor of the above students, while Debbie McKinney and Tammy Jo Ellis (Volunteers from Gallaudet) assisted four other students. They all worked six hours a day for six weeks. They had one day off together and went to Children’s Museum in Washington D.C.

The students were employed in different areas. Stephanie Chestar and Brian Rogers were in Lutheran Social Services, Tonya Bland and Andrea Brunson were in the Meals on Wheels office and Ricky Montgomery, Kai Mosby and Jenny Robinson worked in the kitchen of Faith Presbyterian Church. They prepared meals for Meals on Wheels.

The Staff members of these three work sites were pleased with our students’ work abilities and performances. The students benefited greatly from the summer experiences and they felt it was a very rewarding and self-evaluative activity.

The Maryland School for the Deaf family was saddened this fall by the death of Tyquan Mills, a student on the Columbia Campus. As an infant, Tyquan and his family were served by our Family Education/Early Intervention and this fall he was enrolled full time on the Columbia Campus. Tyquan was having health problems and had been admitted to the University of Maryland Hospital where he passed away on Wednesday, September 2. We send his family our sincere sympathies.
Deaf Scout Camporee

Members of the Maryland School for the Deaf Boy Scout Troop always eagerly look forward to the exciting experience of participating in the Deaf Scout Camporee. This Camporee has been held every two years by a host Boy Scout Troop since 1963. The Wisconsin School for the Deaf Boy Scout Troop hosted the 1987 Deaf Camporee at Janesville, Wisconsin. Seven troops and posts with a total of 175 Scouts and Explorers attended the Camporee.

Fifteen Scouts and four leaders took off from MSD with two vans. One van was loaded with camping equipment, suitcases, backpacks, food, and coolers. The other van was loaded with Scouts. After two hours on the highway, the vans were separated from one another and there was no way for them to get in touch for the next nine hours. Then, miraculously the two vans met again on the highway near the Ohio-Indiana state line, about thirty miles away from the planned camp site for the night.

The Scouts arrived at the Camporee on Wednesday in time for supper with the host troop. That evening there was a welcome program around the camp fire.

On Thursday some of the Scouts left for two days for a camp-out and a twenty-two mile hike at Devil’s Lake State Park. This is one of the outstanding places of beauty between the Rocky Mountains and the Alleghenies. The quiet, calm lake was nestled between great rocks, gravel, and sand which were carried and deposited by a glacier.

The younger Scouts participated in the Scout Craft events. They performed tasks in flag knowledge, nature trail, map symbols, first aid, mouth-to-mouth resuscitation, and fire building. They earned points for this. That evening the Scouts went to the Wisconsin School for the Deaf for a tour and a reception with WSD students.

On Friday, the Younger Scouts again showed skill in Scout Craft Events such as tent pitching, compass reading, camp errors, tying relay, Indian travois race, and being a Scout. In the evening the Scouts and Explorers were together in the activity room for fellowship and a captioned movie.

On Saturday, the younger Scouts participated in Patrol Olympic Games and Individual Olympic Games while the older Scouts had contests in archery, rowing and canoeing.

The final evening the Scouts and Explorers gathered around the camp fire for a talent and skit program. MSD’s troop presented an excellent skit. An award presentation ceremony followed it.

Bright and early on Sunday morning, it was time to break camp and depart for MSD. We stopped at Indiana Dunes National Lakeshore for a nice, cool swim in Lake Michigan on a hot sunny day.

The young Scouts who participated were: Ladimer Baird, Jason DeLeaver, Joey Gregor, Timothy Lombardo, Travis Macfadden. The older Scouts were: Joseph Cordero, David Crawford, John Franklin, Alexander Hagedom, James Lorshbaugh, Albert Marsh, Timothy Monigan, Kevin Sanderlin, Eric Yount, and Chris Boswell.

Adults who accompanied the Scouts were: Dave Carlson, Julius Vold, Assistant Scoutmaster Harry Wooley, and Assistant Scoutmaster Bill Hatfield.

The 1989 Deaf Camporee will be held in Missouri and Scouts are already eagerly making plans and looking forward to participating in this exciting event.

Cheerleading Camp

Seven MSD cheerleaders and the coaches attended NCA Cheerleading Camp at Pine Forest Sports Camp in the Poconos on August 21-24. During the three and a half days the girls and 500 other cheerleaders from all over the East coast, learned new cheers, charts, pom-pom routines, mounts, jumps and stunts.

Each day was broken up into two hour classes that focused on specific cheerleading skills. Each day a new set of skills was presented in each skill area. In the evening each squad was evaluated by the NCA staff on their execution of the skills learned that day, a home cheer and a creative cheer. These nightly evaluations required practice and work during every spare minute.

In addition to all the energy expended learning, practicing and performing there was some fun. Each evening there was some kind of entertainment including a skit put on by the NCA staff and a talent show put on by members of different squads.

The MSD cheerleaders received honors at camp this year. The spirit stick was awarded to the MSD squad each night for demonstrating high spirit and excellent team cooperation. The girls also received the
silver achievement ribbon, because they earned an excellent award each night during evaluation. The final honor was a standing ovation for the skit “TIMBER” presented during talent night.

During closing ceremonies, PM Magazine, out of Philadelphia, came to film the team-finals competition and the presentation of awards. MSD was one of the squads chosen to be filmed.

The girls worked very hard and now they are ready to use their new skills to bring the MSD spirit alive for the 1987-88 year.

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Families Growing Together

As part of its broad program the Family Education Department joined Deaf Pride in presenting a workshop for families of young deaf children. Twenty-two families from around the state arrived on the Columbia Campus on a Saturday morning to join in the activities. The mothers, fathers and grandparents attended a group parent meeting conducted by Deaf Pride staff members Ann Champ Wilson, the Executive Director and Margaret Bibum, a deaf woman from England. The children attended various sibling groups run by the Family Education staff.

The older children played sign language games and completed a cooking activity with a deaf teacher. The children enjoyed talking to each other about their experiences growing up. Through role playing the kids learned ways to handle issues they experience as a special sibling. The kids also enjoyed playing with a parachute!

The younger children learned a little bit about deafness, how they were like one another and how they were different. The deaf and hearing children played games together, made a delicious snack together and improved their communication skills. All of them made new friends.

The many babies who attended received loving care from several staff members.

The parents had an opportunity to meet new people who shared common experiences and concerns. Many parents met someone who lived near them, who had a child of the same age, or was facing a similar joy or frustration. Interpreters were present for the parents from Iran and South America.

After three hours of learning, discussing, growing and playing, the families rejoined one another for a picnic. Everyone had a wonderful time and would like to do even more in the future.

(s) Ellen D. Richmond
Cement was greeted with applause from all the students and staff at breakfast when Mrs. Smith showed everyone the facsimile of her check. She split the $1.2 million jackpot with one other winner for a total winning of $676,281.79 paid out over a period of twenty years. After receiving an initial check for $30,000 before taxes, Mrs. Smith will receive $34,000 before taxes ($27,000 after taxes) for nineteen years.

Mrs. Smith, who is eligible to retire next year, will not be quitting work anytime soon. She loves her job at MSD-CC, and especially the students. She and her husband, who reside in Annapolis, plan to take a cruise, pay off and remodel their home, pay off her car, and help others, including their church and one of Columbia's students to whom they are particularly close.

Mrs. Smith has been employed by the State for 29 years and at the Columbia Campus for 10 years. She was selected as an Employee of the Year in 1982.

The Columbia Campus Upper Elementary Department honored the 200th anniversary of the Constitution with a group art project. Representatives from each class are: Back row: Shane Hoover, Tavon Hopkins, Chris Daley, Janelle Berry, Joy Maisel. Front row: Wenday Deise, Gerald Mackall, DeWayne McNeill.
USA Deaf Wrestlers Win 16 Medals in Moscow

A U.S. National Deaf Wrestling Team competed in the first International Deaf Wrestling Championships in Moscow, Russia this past September 10-14. The squad consisted of ten of the top deaf wrestlers in the USA, team director Marty Willigan, Greco-Roman and Freestyle Coach Jim Schartner, and team masseur Mark Stephens.

The competition included deaf wrestlers from five countries: the Soviet Union, the United States, Bulgaria, Yugoslavia and Canada. In the Greco-Roman competition the team placed nine wrestlers in the top four with seven winning medals. Ken Arends, Wisconsin, was the gold medalist at 90 kg. Barry Barron, Iowa, 62 kg., Charles Hammack, Ill. 74 kg. and Richard Belcher, Fla. 100 kg. were silver medalists. The bronze medalists were Jeff White, Georgia, 57 kg., Chris vonGarrel, Md. 68 kg. and Todd Silvestri, Pa. 82 kg. As a team, the US placed second to the Soviets 57-34 with Bulgaria placing third with 32 points. The format of the tournament allowed for unlimited entries. The Soviets led with 20 entires in both the Greco-Roman and Freestyle Competitions.

In the Freestyle competition, the United States won nine medals including three gold medals. Barry Barron, a 19-year old high school graduate from Council Bluff, Iowa, pinned his Russian opponent in the finals of the 62 kg. class. Charles Hammack, Ill., a junior at Gallaudet University, Washington DC led an American sweep of the 74 kg. class defeating Toselli Silvestri, of Marcus Hook, Pa., 6-4 in the finals. Eric Woods, Md. placed third at 74 kg. after losing to Hammack 9-6 in the semi's. Ken Arends, a senior at the University of Wisconsin, Parkside, was a double gold medalist at 90 kg. Ken defeated his Russian opponent in both finals 4-2 to come away with his two golds. Chris vonGarrel, 68 kg., Md. and Richard Belcher, 100 kg., Fla., were the other American Silver medalists. Jeff White, 57 kg., Georgia lost a tough 10-9 semi finals decision to his Russian opponent who was the gold medalist voted the tournament's best technical wrestler. The final medalist was Todd Silvestri, 82 kg., from Marcus Hook, Pa. who lost a close 4-3 semi final bout to the eventual Russian gold medalist.

This was the first time American deaf athletes had competed in Moscow. The trip was truly a "once in a lifetime" experience. Due to the universal nature of sign language, the wrestlers were able to communicate easily by the end of the week. This lent to the specialness of the trip.

We were very proud to have Coach Jim Schartner, MSD staff member, and Chris vonGarrel and Eric Woods, graduates of MSD, to represent MSD products in this competition.

Theresa Baer is a determined member of MSD's Cross Country team.
M.S.D.'S FOOTBALL TEAM

1987 CROSS COUNTRY TEAM
Alice Roushi

We were saddened to learn of the death of Alice Mae Lehman Roushi on August 19, 1987, after a lingering illness. Private services were held on Thursday, August 23. Alice was a graduate of the Maryland School for the Deaf and together with her husband, Ray, was engaged in missionary service to the Deaf in Jamaica. Alice had also served as Teacher Aide on the Frederick Campus, Maryland School for the Deaf, where she displayed a deep interest in the students with whom she worked and a devotion to the job. She was a kind and thoughtful person and will be missed by the students and staff alike. We send our sympathies to her family.

Friends will be pleased to learn that Miriam Lawrence was named Virginia’s Deaf Mother of the Year and received a special plaque and floral bouquet from the Virginia Association of the Deaf. Mrs. Lawrence was a devoted mother to her daughter, Mabel, and did all of the things mother traditionally do. She read bedtime stories, went to PTA meetings, checked homework, made dresses for fashion shows and attended ball games to watch Mabel as a cheerleader. She went to work so she could help buy her daughter trendy clothes and also to save money to assist her daughter in college. Her daughter has earned several degrees and now works for the Portsmouth Psychiatric Institute.

Both Miriam and her husband, Moreland, are graduates of the Maryland School for the Deaf and the two met while attending MSD. Miriam was three years behind Moreland in school and they were married in 1941, two weeks after she graduated. Then they moved to Portsmouth where they have continued to live. We send Miriam our congratulations on this honor.

Congratulations to two MSD graduates who recently completed work at the National Technical Institute for the Deaf in Rochester, New York. David Harrington received a Bachelor’s degree in manufacturing engineering techniques and Michael Hartman received an Associate’s degree in data processing.

We send our condolences to Claire Fink, a former student here at the Maryland School for the Deaf, who recently lost her father. Claire had assisted in making a home for him for many years in Westminster where she is presently employed.

It’s rough and tumble football at MSD.
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