On March 21, 1990, students from the Frederick and Columbia Campuses of the Maryland School for the Deaf were visitors at the Governor's Mansion.

Upon arriving, the students were treated to an egg hunt in the mansion. Some children won prizes for collecting the most eggs. Smiley the Clown also provided entertainment.

The children had their pictures taken with the Governor and were given their pictures with the Governor's signature on them. MSD students reciprocated by presenting gifts to the Governor.

A delicious lunch, entertainment by Smiley, rides on two small merry-go-rounds, and a small rocket concluded a fun-filled day with Governor William Donald Schaefer.

(All photos by Tom Darden)

Cheryl Back interprets Governor Schaefer's words to the students as Barbara Herschman (with head band), Linda Kunz (fourth from the left), Joan Richey (third from the right), and Superintendent David Denton (arms folded) enjoy the moment.

Smiley the Clown gives a ballerina bunny to a lucky student.

Justin Rowland fills his basket with eggs.
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ON THE COVER
Dana Brown of the Columbia Campus gives Smiley the Clown a hug.
Maryland School for the Deaf Foundation, Inc.

“A new chapter to an old story”

For the past few years something very exciting and promising has been taking place which can have a strong influence upon the future of MSD. This exciting development has been the formation of a private foundation conceived, nourished, and given birth for the singular purpose of providing private support to a public institution. The idea of forming a private foundation to help ensure financial support to this fine old school, in an uncertain future, was first discussed perhaps one-half dozen years ago. In the ensuing months and years, the concept grew, and now as we enter the decade of the 90s, the Maryland School for the Deaf Foundation is becoming truly viable. We sensed that our readers, wherever they are, would want to share in the good news. The paragraphs that follow provide just a hint of the School’s history, its contributions, and a sampling of reasons for the creation of the Maryland School for the Deaf Foundation.

MSD—Its Strength of Its Original Charter

It was clear in the Act of Incorporation that the Maryland School for the Deaf was created as a separate and independent agency of the State. The remarkable achievement is that it has been possible to maintain this autonomy right up through the present. The strength of the institution’s original charter has continued to be its strength in every succeeding generation. Today, the Maryland School for the Deaf is one of very few similar agencies in America with independent status. The fact that the School is able to operate as a separate agency of the State has helped to ensure that the priorities of the School are interpreted and set by those responsible for its management and leadership. Considering the current state of affairs in education of the deaf in America, it is doubtful that this School would be in operation today if it had been operated as a sub-unit of the State Department of Education or some other governmental department or agency. The School prepares and submits its own budget document as part of the Governor’s budget, which is submitted to the Legislature for consideration and approval. It is interesting to note that the Maryland School for the Deaf predates the State Department of Education by approximately 30 years.

MSD—Its Contributions

For generations, education of the deaf all over the world was torn by a bitter dispute over communication methodology. This dispute goes all the way back to the beginning of education of the deaf in Europe where early leaders quarreled over the superiority of oral instruction or manual instruction. Oral instruction simply means instruction through the use of speech and lip reading, while manual instruction means communicating through the language of signs and finger spelling. The oral/manual controversy continued to divide educators, and in 1800 in Milan at a Congress of the World Federation of the Deaf, a resolution was adopted banning sign language from the classrooms of deaf children. This infamous resolution did not end the use of sign language in schools for the deaf but it effectively drove it underground for many, many years. In professional circles the controversy continued for generations, and it was not until the introduction of the concept of Total Communication by the Maryland School for the Deaf in 1968 that the negative influence of this dispute over methods was finally put into a more rational perspective. Total Communication, which is a multi-sensory approach recognizing the fundamental legitimacy of both manual and oral modes of communication, but recognizing first of all the absolute right of every deaf child to communication access in whatever form, has revolutionized deaf education. Total Communication is the most widely used system of communication used in the world today. Its popularity and wide acceptance has resulted in a dramatic burst of growth in the usage of sign language. American Sign Language has become the fourth most widely used language in our culture today, after English, Spanish, and Italian. With the public acceptance of sign language has also come public recognition of the viability of the deaf culture and the elevation of deaf persons into positions of responsibility and prominence in a variety of fields. The recent appointment of J. King-Jordan, a deaf man, as President of Gallaudet University, is an indirect result of the sign language revolution launched by the introduction and dissemination of the concept of Total Communication by the Maryland School for the Deaf in the late 1960s. The flexibility, and the limited autonomy enjoyed by the School as a result of its status as a separate State agency, made this undertaking possible.

At the same time that Maryland School for the Deaf was carrying the message of Total Communication all across the country, and into several foreign countries, it was also involved in the development of other dimensions of its program, which have become models for the profession. These activities include the establishment of the program in deafness at Western Maryland College which, since its beginning in the summer of 1968, has become one of the leading graduate-level programs preparing professionals in education of the deaf in the country. The graduate program in education of the deaf at Western Maryland College was the first in the country to admit deaf persons as candidates for the Mas-
There are other examples of the uniqueness of Maryland School for the Deaf, but like the ones described in the previous paragraphs, these examples too call attention to the importance of the continuity of leadership and the maintenance of a tradition of excellence. If the strength of the Maryland School for the Deaf is to be preserved, if its viability in the future is to be ensured, and if the tradition of excellence is going to be passed on to the next generation of students, the School will need to find new ways of accumulating resources beyond the institution's potential for continued public support. Thus was born the concept of the Maryland School for the Deaf Foundation.

Its Future—Maryland School for the Deaf Foundation

The Maryland School for the Deaf is changing. Some of this change that the institution is facing is planned and deliberate, even sought after. Other elements of change have been forced upon the School by outside influences. This kind of change is represented most notably by the influence of Public Law 94-142. As a result of the impact of Federal Legislation, the School has had to undertake new and different responsibilities in order to maintain its initial strength and viability. This is illustrated by the School's move into the areas of adult/continuing education.

Perhaps the most immediate example of the kind of change the School is seeking is the Frederick Alliance for Creative Education (F.A.C.E). This Alliance involves the major educational institutions in Frederick County, including Hood College, Mount St. Mary's, Frederick Community College, the Frederick County School System, and the Maryland School for the Deaf. The School can no longer function as an island of professional activity only minimally affected by the community around it, and only minimally affecting that community. The involvement of Maryland School for the Deaf with the Frederick Alliance for Creative Education, as a founding member, was carefully sought. Through membership in this Alliance, the School will assume responsibilities for the future which would have been considered non-traditional in the past.

The impact of the establishment of the Maryland School for the Deaf Foundation has grown out of the realization that there will probably never be sufficient public funds to support the School's basic responsibilities resulting from the process of change. With change also comes the need for flexibility in the management and use of resources, which is not possible through state budgetary procedures, which govern the use of public funds. As the Maryland School for the Deaf has changed in response to new knowledge in education of the deaf, and as the School has added new services and assumed new responsibilities, it faces, at an increasing rate, the need for additional financial resources to carry out programs and activities for which public funds are not available. A number of potential programs for which private resources are needed are described in the paragraphs which follow.

1. The School has recently created an Office of Public Information, and has secured a full-time person for that Office. This is the first time in the history of the School when a stall position has been devoted solely to the responsibility of public relations/public information. The establishment of this position has opened the door to rich opportunities for the School to make its programs and services more widely known and understood throughout the State of Maryland and beyond. In addition to typical public relation functions, the School faces the need to be able to produce films and videos which capture and highlight the various services offered by the School. There is already a critical need for the production of television spots to inform parents of deaf children of the availability and appro
preness of the School’s services and programs.

2. There is also a need, and a desire on the part of the School, to expand its Family Education/Early Intervention Program. This unique service offered by the School has been supported since its inception in 1968, primarily through the use of federal funds. The availability of federal money for the continuation of this program, at its present level, is in question, and the possibility of expanding the program will depend upon the availability of private resources.

3. Seed money is needed for new state-wide programs which should logically be handled by the Maryland School for the Deaf. Such new programs would include a state-wide diagnostic center for identification of hearing loss and multi-handicapping conditions among hearing impaired children.

4. The School receives large numbers of inquiries from parents of deaf children in other states. Since at this time the School is fully publicly supported, it is not possible to admit pupils who are not residents of this State. The availability of private funds would permit the School to develop and maintain a tuition program for students from other states, and other nations, seeking the services of this institution.

5. Resources generated through Maryland School for the Deaf Foundation would allow for the establishment of a research effort with the possibility of employing a Research Director who would oversee and encourage pertinent research related to education of the deaf at Maryland School for the Deaf. There is a continuing and growing need for scholarship support, not only for students graduating from Maryland School for the Deaf, but for members of faculty and staff. Such scholarship support would permit selected persons to pursue higher education activities for the ultimate benefit of the School and the State of Maryland.

6. Because of the uniqueness of the School, and because of the richness of its programs, there has developed a growing need for a publishing capability on the part of the School. A publishing capability would enable the School to provide other professionals and other agencies with information regarding the School, its programs, its research efforts and findings, as well as an opportunity to tell its own special story.

There are of course many other examples of what a Foundation can do to benefit the institution. The School represents so much more than clusters of buildings on its two campuses . . . it represents 120 years of accumulated knowledge, and experience, and a history of excellence. Its viability in the future must be ensured and the Foundation can help provide that insurance. Other agencies have been able to use private funds generated by Foundations for needed capital construction for which public funds may not be available. The Maryland School for the Deaf Foundation, created to serve the School and to promote its interests, would help ensure the viability and the strength of a unique educational institution which has already had a profound influence upon educational philosophy and practice all across the United States and in a number of countries abroad. The Foundation provides the mechanism for the School, under the direction and leadership of its Board, its Superintendent, and its Administrative staff, to move thoughtfully, and with some certainty, into the area of private development.

—David M. Denton

A story of MSD—Dr. Ruth Howell (with her back to the camera) preps the panel (from left to right, seated) of interviewer Valerie Currantini, Jeanne Bostwick, Justin Staufer, Kathryn Howald, (standing) Dr. Richard C. Steffan, Jr. and Gertrude Galloway before their appearance on the Howard County Community College cable program FYI. The MSD delegation answered questions about the mission of and activities at the School. Intermediate student Justin Staufer and his mother Kathryn Howald gave a personal testimony on the positive changes that have occurred in Justin’s life as a result of his enrollment at MSD.
The In-Basket
David M. Denton, Superintendent

LRE Conference
A year ago the Maryland School for the Deaf hosted a national conference on the matter of LRE. Leaders in education of the deaf from all over the country attended and more than 38 states were represented. Conference speakers included such prominent people as former U.S. Attorney General Benjamin Civiletti; Dr. J. King Jordan, President of Gallaudet University; nationally respected deaf educator Dr. Larry Stewart; and former U.S. Senator Charles McC. Mathias, Jr. The proceedings of this landmark conference have been printed, and in this issue of The Maryland Bulletin our readers will find an order blank. This publication can be a valuable tool in ensuring the appropriate educational placement of children who are deaf.

MSD Logo
In the last issue of The Maryland Bulletin there was an article describing the new MSD logo. We have received a lot of positive comments on the logo, and our readers, especially our alumni, will be pleased to know that the construction trade students at the School have constructed a beautiful gazebo which is a replica of one of the cupolas from the old Main Building. We invite you to visit with us and to enjoy a few minutes of reflection as you sit in the gazebo and look out across the campus to those familiar landmarks.

What's Happening in Annapolis
From about the middle of January until the middle of April, each year, a lot of the Superintendent's time is spent in Annapolis dealing with the General Assembly. This has, in some respects, been an unusual year. First of all, 1990 is an election year and that always makes for an interesting legislative session. This year has been particularly interesting, too, with respect to the State's budgetary needs. There is an increasing demand for financial support to all public agencies, and at the same time, there is a growing mood of conservatism on the part of the people who make decisions about spending the "tax payers" money. Sometimes these two attitudes come in conflict with each other. This year the Maryland Senate was tied-up for more than a week on debate over the abortion bill. This meant that any action on the approval of the Governor's budget, for institutions like MSD, was delayed. MSD just received word of the approval of a supplementary request for the current School year to help cover the greatly increased costs the School had to pay for health care benefits for its employees. MSD continues to enjoy strong support from the people in Annapolis, but it is important that we all understand that competition for public dollars becomes greater. The costs of providing quality educational programs to our students also continue to grow.

New Board Members
In recent months four vacancies on the Board of Visitors have been filled and the Board now has a full compliment of 30 members. These most recent appointees to the Board are truly outstanding people and I would like to introduce them to you. Ms. Lillian Ranson—This person is probably well-known to many of you because she has a background in deafness. She has worked at Gallaudet University, has served as a sign language instructor and interpreter, and is currently the Assistant Director of the Office of Summer School, Winter Programs, and Continuing Education at the University of Maryland Baltimore County (UMBC).

Dr. Donalds Ammons—Dr. Ammons is a graduate of the Maryland School for the Deaf and is currently serving as Assistant Professor, Department of Foreign Languages at Gallaudet University. She becomes the third MSD graduate currently serving on the MSD Board.

Dr. Donald L. Weaver—Dr. Weaver brings to our Board rich experiences in the world of medicine and public health. He is the Medical Director, U.S. Public Health Service, and lives in Rockville. Dr. Weaver is widely published and has already expressed an interest in learning more about the major causes of deafness in contemporary America.

Dr. Richard A. Clower—As most of you know, Western Maryland College and MSD have worked together in education of the deaf for more than 20 years. Dr. Clower, Professor of Physical Education and Director of Athletics at Western Maryland College, was appointed to our Board by Governor Schaefer. Dr. Clower is well-known to many of us at the School, and has already been involved, on a voluntary basis, in a comprehensive study of the MSD Athletic Program.

The strength of our School is reflected in the strength of our Board. Some truly outstanding people serve on this Board, and the new appointees certainly continue that fine tradition.

Able to Stand Upright
Many of you have heard various stories or rumors about my health, and many of you have sent cards and other expressions of concern and support, so I felt it was important to let you know how I am doing. On January 8, 1990, I had an unusual stroke. Fortunately, I experienced no paralysis and feel that I am handling the symptoms of this condition quite well. For several years I have been involved in a fitness program, and the medical experts believe that my physical conditioning and my attitude have contributed much to my recovery. I am back at work full-time and consider myself very, very lucky. I do want to thank everyone of you for the warm and wonderful expressions of concern that you have shown.

SPRING 1990 5
Why To Say “No” To Drugs

Awareness Assembly Exposes Drugs as a Societal Menace

A display of drugs and its apparatus prompt a barrage of questions from students.

The February 7 Drug Awareness Assembly for Advanced Department students raised and answered many questions about the proliferation of drug use in society. For 90 minutes, an audience of students and teachers sat on the bleachers in Benson Gymnasium directing their attention to Officer David Dinges of the Frederick County Sheriff’s Office. On the table in front of him was a display of drugs and paraphernalia. Punctuating his presentation with graphic stories of cases that ended in fatal overdoses or arrests, Officer Dinges stated, “In my twenty years as a law enforcement officer, I’ve never seen as serious a problem as drug abuse.”

Despite an annual $17 billion dollar budget that President Bush has allotted to wage a war on drugs, Officer Dinges feels that law enforcement alone will not stop the onslaught. Preventive education and rehabilitation are also needed to win the war on drugs. Giving this presentation throughout Frederick area middle and high schools is an effort by the Sheriff’s Office to do just that. Dinges also passed out cards with his telephone number where he could be reached 24 hours a day if someone should desire assistance in starting treatment for an addiction.

Acceleration of aging from drug abuse, flashback psychotic episodes from ingestion of LSD, and absorption of phencyclidine (PCP) by touching the perspiration-soaked skin of someone who has just taken the drug were some of the frightening facts that were mentioned to illustrate how dangerous even an occasional experience with drugs can be. Students were encouraged to examine their ideas of loyalty if it meant ignoring or refusing to report a friend’s involvement with substance use or abuse.

Officer Bill Johnson of the K-9 unit and his dog, Bro, demonstrated how the animal is used to find hidden drugs. Once the contraband is detected by scent, the dog assumes a sitting position and barks. Bro and other dogs of the K-9 unit undergo 9 weeks of training to learn how to find marijuana, heroin, and crack/cocaine.

“In my twenty years as a law enforcement officer, I’ve never seen as serious a problem as drug abuse.”

—Officer David Dinges

Officer Bill Johnson puts his canine partner, Bro, to work to find hidden drugs.

THE MARYLAND BULLETIN
Though crack cocaine was cited as the drug of choice in the Frederick area, a new drug is entering the national arena and has proven to be hard to detect: crystallized methamphetamine, commonly known as ice. Odorless when packaged or smoked, ice is impossible to detect by dogs trained to sniff out hidden narcotics. It produces an 8-hour high compared to the less than 30 minutes of euphoria derived from crack. Violent behavior, severe depression, and paranoia are its side effects.

Officers Chris Jackson (on the left) and David Dinges receive friendship pins as gifts from the student body. Student Cathy Boswell is the presenter.

Another tool that is being used to combat the drug problem is a play titled "Halfway There," which uses a series of skits to detail the devastation of five young lives from drug use. Making its debut in the Frederick area at Frederick High School on the opening night of the Keys game, the performers played to an audience of 750 students. Funded by the Frederick County Sheriff's Office, Officer Dinges said the play has been very effective in reaching students and is scheduled to be performed at all area middle and high schools next year, including Maryland School for the Deaf.

Intermediate student Andre Burke proudly holds his TDD which is presented to him by the Telephone Pioneers of America Life Members Club member Pauline Summers and President Bob Rohrer. Principal Chad Baker (left) was instrumental in selecting a deserving student for this award. The TDD was donated as part of the organization's deaf awareness program.
The dads met together for about an hour to meet one another and share a little about the joys and frustrations of being the father of a deaf child. The fathers were surprised to learn that all of the children love playing "monster" with their dads! ! !

While their dads were meeting together, the children read a story with their teachers (about daddies) and played a sorting game matching inappropriate objects to dad and child.

The children and their fathers were reunited to participate in a variety of activities including painting, sand play, obstacle course, block building, balloon volleyball, blanket swing, cooking, and eating popcorn.

Hearing fathers had an opportunity to learn some new sign language and practice their communication skills with the kids and their deaf fathers.

The day ended with some free play outside in the spring sunshine along with some informal conversation.

Everyone had a wonderful time and we look forward to a repeat in the future.

—Ellen Richmond Heartly
Family Education Department

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On Saturday, March 10, the preschool nursery classes sponsored a Dad's Day at school. Nine preschoolers proudly led their fathers to class bright and early Saturday morning.

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The History of MSD's Pee Wee NAD

The Pee Wee National Association of the Deaf chapter at the Maryland School for the Deaf, Frederick Campus, was formally established on March 22, 1972. The Pee Wee NAD is a youth organization founded to encourage students in the Intermediate Department to develop leadership qualities and to promote fellowship among themselves.

Membership is open to any Intermediate student. When the chapter began, it had about 15 members. Now it has 45 members.

Monthly meetings are conducted by the elected youth officers. The goals of each meeting and various activities are:

a. to develop leadership qualities,
b. to share responsibilities in planning and carrying out special events,
c. to encourage respect for oneself as an individual, and
d. to contribute money to worthwhile causes.

In the early years, in addition to the monthly meetings, the members met to discuss various projects and events. The group has continued to grow and evolve over the years, with members now participating in various activities and events throughout the school year.
collected and delivered food at Thanksgiving to needy Frederick County families, held occasional parties, and elected officers yearly. Fundraising activities included recycling aluminum cans and selling snacks during junior high sporting events.

The biggest event every spring was a variety show that the students planned and produced. This event provided numerous opportunities for developing creative talent such as acting and reciting, learning organizational skills, purring of on-stage and backstage responsibilities, showing full cooperation, making sacrifices, and being dependable. The parents, faculty, and student body were invited to this event which also served as a fundraiser.

For a number of years, the Pee Wee NAD funds were used to purchase books and magazines subscriptions for leisure reading in the Intermediate dorm lobbies, fresh provisions for the Thanksgiving basket, and contributions to the Red Cross and C.A.R.E. Special memorial donations were also made.

This year, Pee Wee NAD presented 6 large, hanging wall maps (USA and 50 world) to both Faupel and Klipp Redmond Halls for display in the dorms. The purchase of these maps was made possible by candy fund-raising sales last fall.

In 1976, a talented friend of this chapter made a Pee Wee NAD banner which is proudly displayed at the monthly meetings and functions. One of the chapter members had designed an eagle with the hope that it would become the symbol of the Pee Wee NAD nationwide. The eagle, with its wings spread, is displayed on a background of MSD school colors (orange and black).

The Pee Wee NAD at the Maryland School for the Deaf has grown each year in membership as well as in preparing and producing young deaf leaders. This chapter has proven to be one of the most successful organizations available to young students at the school.

A deserving member is awarded the "Outstanding Pee Wee NAD Member Award." The name of the member is engraved on a plaque which is displayed in the Faupel Hall lobby.

At present, there are three adult sponsors of the Pee Wee NAD. Teacher Virginia Borggaard is a co-founder. The other sponsors are counselors Linda Coleman and Danny Frank. The sponsors supervise the plans of the elected officers and committees.

Aabra-ca-ca-dab-ra !!! What Will Reach Out And Grab Ya?

Our Primary students learned the answer on the last day of our Winter Speech Festival which was held January 14 through January 16. The finale dazzled and bewildered the students. A big magic box was horte for our magical, whimsical bunny. He only appeared from the black hat when students told him which object they wanted him to give them. The secret to his appearance was the students’ chanting in unison “Aabra-ca-dab-ra!” Much to their surprise, the magical, whimsical bunny appeared and tossed the object each student requested. He became hungry from using all of his magical powers, so the students fed him carrots. On occasion, he was even seen munching on an oreo cookie and a double cheeseburger.

The opening acts of the Winter Speech Festival were equally challenging and exciting. Basketball and cheerleading proved to be big hits. Identifying the correct number of syllables in winter vocabulary words earned players two shots at the goal. Cheerleaders with pom-poms in hand rooted for their fellow team members. There were many aspiring cheerleaders and many promising young Michael Jordans demonstrating their proficiency.

Not to be outshone by magic or sports, the MSD Ghostbusters equipped with “power-lung packs” demonstrated their ability to blow up ghost balloons as well as their ability to identify and say sounds that use a lot of air (sh, s, t, th, p). No balloon ghosts survived. MSD Primary Department remains safe and secure. But if you see a ghost, who you gonna call? … MSD Ghostbusters!

We were pleased to have a special guest appearance by Assistant Principal Debbie Clark, performing her mystifying juggling act. She juggled scarves, kooashi balls, and, in keeping with the winter theme, of course, penguins! She promised to visit again with more amazing feats at the next Speech Festival. As for the magical bunny, who knows? He just might visit again too!

—Ellen Potter

SPRING 1990
A Whale of a Tale

To help the students in my ninth period social studies class become aware of the conservation efforts of Greenpeace and other animal rights organizations, we joined the Whale Adoption Project. It is part of the International Wildlife Coalition. We learned that anyone could adopt a whale from the Whale Adoption Project for $15 per whale. Money was collected from the students to become "parents" of one whale. The class was allowed to select its whale from a list. The money from the membership fee is to be used to help the WAP extend its research, expand its resources, and provide a more extensive and effective job of protecting whales and other marine animals. The following article is written by the students who participated in the Whale Adoption Project.

—Muriel Roberts

Our whale's name is Little Spot. He is a male Humpback whale. He is also a Baleen whale which means he has two nostrils or blow holes on the top of his head and a moustache-like baleen plate. This baleen plate is found in his mouth and is used to strain food from the sea-water. We adopted him because of his personality. He loves to breach and lighthouse. Breaching means that the whale dives up and down in the water and then in the air. Lobtailing means that the whale always has his tail sticking out of the water. Little Spot is 14 years old and we can identify him by his tail which is all white with a black spot. We joined the Whale Adoption Project because we didn't want people to hurt the whales. For a $15 membership fee, we each received an official WAP certificate, a 5"x7" black and white photograph of our whale's tale, a combination whale calendar and migration map poster, a first mate membership card which can be used to get a discount on whale watch boat rides, a quarterly newsletter named Whalewatch, and a personal letter from the WAP.

Norway, Japan, and Russia still hunt whales for their blubber. They are killed for subsistence whaling and for commercial whaling operations. Subsistence means to maintain life.

To learn more about the WAP, write to the Whale Adoption Project, 634 Falmouth Highway, North Falmouth, Massachusetts 02556 or call (508) 564-9860.

—Joy Maisel, Kevin Dove, Christina Liddle, Johnny Thuaunai, Delanne Woodall, Joey Barr

Special Note: When a news release about the Whale Adoption Project was sent to the home newspapers of the students, a story and picture about the class's efforts appeared in four publications. The Walkersville Glaston Times interviewed Kevin Dove and The Catonsville Times interviewed Joy Maisel. Christina Liddle was featured in The Dundalk Eagle and a group picture appeared in The Frederick News-Post.

A Thematic Approach to Teaching

While a thematic approach to teaching a particular unit is more suited to a self-contained classroom, I ventured to see how this approach would work with Intermediate students who follow a rotating schedule. In early February, I contacted the social studies teacher who also teaches one of my language arts classes. I discovered that he was planning to cover Colonial America and the Revolutionary War with those students during the third quarter. While he gathered resources to write the teacher-made text for this unit, I boldly put aside the basal readers we had been using in class and began to look for historical fiction literature related to the Revolutionary War time period. To make the selections more appealing, I looked for books that were about young adults involved in the fight for independence. My selection of books was guided by the reading levels of my students which had to match with the readability levels of the texts.
chosen. In addition to library books, I also selected applicable stories from various basal readers. Once I had a bibliography, and a scope and sequence of correlated reading, writing, attending, and speaking activities, we were ready to begin our thematic unit—Colonial America and the Revolution—ary War.

Activating the students' background knowledge about this time period before they began reading, gave the students a chance to use historical information they were learning in social studies class. Building a timeline, and using the text... if you lived in Colonial Times by Ann McGovern, along with the material being learned in social studies, gave the students enough background information to be able to bring meaning to the texts they would be reading in my class. The students read and reported on seven required texts, and they could self-select two texts to read and report on. The format for reporting varied, as the students were given a list of nine book reporting formats to choose from. In addition to their individual reading which was done in class during sustained silent reading time and during out-of-class time, I selected two selections to read to the class daily, chapter by chapter, to give them a feel for the format of historical fiction. To have the students be able to identify those story components which were historically true and those which were fiction would eventually help them in writing an original historical fiction story about the Revolutionary War time period.

Language lessons were built around refining the students' summary writing abilities, in addition to working on all of the mechanics of grammar that they had studied so far. I also did a unit on letter writing. To practice friendly letters, the students wrote reaction letters to characters from the books they were reading in their dialogue journals. I would write back to the students as the character to whom they had originally written. The students also learned to write business letters.

They were asked to pick a different historical site in Philadelphia that they would write to requesting information on that site. While reading about the significance of selected historical persons, and about the city of Philadelphia and the impact that these persons and this city had on the development of the Revolutionary War—the possibility of a one-day trip to Philadelphia was discussed. A proposal for the field trip—complete with educational objectives and activities and a plan whereby the students themselves would be earning money to pay for all expenses of the trip, including gas, tolls, and parking fees—was submitted for administrative review. Permission for the trip was granted and the students proceeded to plan their agenda for the trip based on information they received from various sites in Philadelphia. While in Philadel-

Matt Fisher writes in his journal about his adventures in Philadelphia.

phia, the students kept a journal of all the places that we visited. Below is a section from each student's journal that should give you a full picture of what we were able to see and do during our visit to Philadelphia. To actually see the places they had read about in their social studies and reading lessons made such an impression on the students.

Amy Wise, Matt Fisher, Matt Korpics, Tiffany Zerk, Jenny Cooper, Julia Eichberger, Hayley Evans, Erin McLoughlin, Melissa Jarboe, Martin O'Brien, their social studies teacher, and I are most grateful that we were given permission to go to Philadelphia. It was a wonderful learning experience for all of us. The special feeling—as one student describes—of being able to "touch history" is one we will long remember.

—Nancy Suwako
Language Arts Teacher
Frederick Campus

Driving to Philadelphia
We woke up early at 5:50. The girls and I were getting ready for our Philadelphia field trip. We were excited. Then we went into the lobby to wait for Ms. Suwako and Mr. O'Brien. We were so afraid they would arrive late. When they finally arrived, we went to the cafeteria to eat breakfast. We had to eat fast so we could be on our way. We packed everything into the van. Then we left on our way to Philadelphia. We were very happy to be going on this trip. We had studied hard in social studies class and reading class about the American Revolutionary War and now we were going on a field trip to see an important city from that time in Philadelphia.

After we had left school about 20 minutes, we were still in Maryland. I enjoyed looking out the window at the countryside. I've never noticed what a beautiful country we have. I just feel like I am so lucky to live in the United States.

At 9:44, we were very tired, but we knew we could make it. I had done nothing but listen to music on my Walkman. I listened to my New Kids on the Block tape. We drove through Delaware. The sun shining on me was hot. There were a lot of bumpy roads. There were many sites to see. There were also a lot of woods around. We went through two toll booths. There was not much traffic. It was very hot, but I was patient. I wondered, "How could it be so hot in the van now when this morning it was so cold?" I tried to write the best I could in my journal, but it was difficult because it was so bumpy. It was great to finally arrive in Philadelphia after three hours of driving. We saw a harbor with lots of big ships. We followed the signs to downtown historical Philadelphia.

—Erin McLoughlin

S P R I N G 1 9 9 0

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Visitors’ Center

When our class arrived at the Visitors’ Center, we met Barbara Pollarine. Barbara Pollarine showed us who our interpreter was. Our interpreter’s name was Suzanne Kelly. She is a park ranger. She showed us where the theater was. We watched a movie. It was called “Independence.” It was such a good movie. I felt like I was in the colonial times when I watched that movie.

The Visitors’ Center bell is high in the tower of Independence National Historical Park’s Visitors’ Center. It is the Bicentennial Bell. It was made in 1976 by Whitechapel Foundry in England. This company also made the Liberty Bell. The Visitors’ Center bell was a gift from the British Government to the people of the United States during the 200th birthday of the US in 1976.

—Tiffany Zink

Carpenter’s Hall

That is the place where the colonists discussed about writing a letter asking the king of England for independence. I went to the small gift shop at Carpenter’s Hall. I bought a quill pen and a copy of the Declaration of Independence. I bought a big 25-cent coin. I thought it was interesting for me.

Inside the Carpenter’s Hall is a small exhibit of Windsor chairs and other original items. It was here, in 1774, that delegates to the First Continental Congress met to discuss their complaints against King George III.

—Jenny Cooper

Independence Hall

Next we walked inside Independence Hall with our interpreter, Suzanne Kelly. First we saw a room that was for trials. There was a box, called the prisoner’s dock, for the accused to stand inside. The second room was a room for discussing problems of the colonies. George Washington did sit there long ago. The third room was upstairs. It was a dining room with a big, long table. The fourth room was a room that holds lots of muskets. In the third room we met a hearing boy who has a deaf brother. His family is from Colorado. His deaf brother went to school for the deaf in Texas. His class earned money and they flew to Philadelphia, Pennsylvania from Colorado. It was neat to meet him.

Many of the political and constitutional origins of the United States can be traced to Independence Hall. The Continental Congress and, later, the Constitutional Convention, met in the Assembly Room of Independence Hall. In the Declaration Chamber Room of Independence Hall, the Declaration of Independence was adopted on July 4, 1776. The first American flag was adopted on June 14, 1777, in the Declaration Chamber of Constitution Hall.

Lunch

Then we found a place to eat our lunch. When we finished eating our lunch, all of us bought pretzels, candies, and hotdogs. Everything was so delicious.

—Amy Wise

Independence Hall is seen in the background as students exchange information about what historical sites they have just seen.


Liberty Bell

It was so thrilling to touch the Liberty Bell. We entered the Glass House. One ranger gave a short speech about the Liberty Bell. He said it rang in Independence Hall for 93 years. Then it cracked. Then we touched the Liberty Bell. It was my first time to touch the Liberty Bell.

The Liberty Bell tolled during these events:

1764—Protest of Sugar Act
1765—Resolution against Stamp Act
1766—Repeal Stamp Act
1773—Resolutions against landing tea
1774—Closing of Port of Boston
1775—Fighting begins
1776—Reading of Declaration
1781—Surrender of Cornwallis

Jenny Cooper and Tiffany Zink (foreground) touch the Liberty Bell.
1788—Establishment of Constitution
1799—Death of Washington
1824—Death of Lafayette
1836—Death of Chief Justice Marshall (bell cracked)
1846—Washington’s birthday (crack extended)

—Julia Rae Eichelberger

Benjamin Franklin
We saw the grave where Benjamin Franklin is buried. Tiffany and Julia threw pennies on Franklin's grave. His wife is buried there, too. We honored Ben Franklin. He did help write the Declaration of Independence. Benjamin Franklin's grave is in Christ Church Burial Ground at 5th and Arch Streets in Philadelphia. Benjamin Franklin, the famous statesman who died in 1790, was one of the signers of the Declaration of Independence. Nearby at 4th and Arch Streets, a huge fiberglass bust (statue) of Benjamin Franklin is covered with 80,000 copper pennies. The statue symbolizes one of his famous quotes, "A penny saved is a penny earned."

—Hayley Evans

The Betsy Ross House
Next, we walked to the Betsy Ross House. It was my favorite house. When we arrived, Ms. Swaldo gave us a short speech about Betsy. Then we entered the house. There were three floors with wax figures in glass displays in each room. I was very interested in where Betsy Ross lived. George Washington toured about seeing the first flag for the United States.

Betsy Ross's House is the birthplace of "Old Glory," our American flag. In this house is where Betsy Ross greeted members of the Committee from the Continental Congress. They were General George Washington, Colonel George Ross, and Robert Morris. They asked Betsy Ross to make the first American flag in 1776.

—Melissa Jarboe

Christ Church
That Church was so huge. We did see the pew of Ben Franklin, George Washington, and William Penn. We bought some souvenirs. We saw where some famous people are buried in the church's middle aisle. We sat in George Washington's pew and watched Ms. Swaldo interpret what the guide told us about that famous church.

Christ Church was founded in 1695. The church building was built in the mid-1700s. The Washingtons, Franklins, and Penns had pews here. Fifteen signers of the Declaration of Independence attended services here. Seven of the signers are buried in the church yard.

—Matt Fishur

Elfreth's Alley
We walked down this street. It was so small! I told Ms. Swaldo, the four small symbols on the houses was for fire fighters to know that these houses were historically valuable. It is the oldest street in America where people still live. The houses have been here from the 1700s to now!

The trip to Philadelphia was important to me because I touched the real Liberty Bell and saw so many historical sites that were involved in America's fight for independence 215 years ago. We touched history and had a wonderful, educational experience.

—Matt Korpics

Frederick County Drug Summit
On March 13, 1990, nine students from the Advanced and Intermediate Departments of the Maryland School for the Deaf attended the first Frederick County Drug Summit at Hood College. Teachers Charlene Anderson and Paula Woodall accompanied the students. Ms. Anderson and Marsha Virts interpreted the proceedings.

All 10 Frederick County Middle and High Schools, including MSD and Rock Creek, were represented to ensure a cross-section of views in addressing the solution to teen drug abuse. Through open discussions, the students learned that the severity of drug abuse on the various campuses ranged from serious to minimal involvement. Students from MSD indicated that there is very little drug use at the school and attributed it to the protective environment at the school and to the effectiveness of the school's drug education program.

Students were given the opportunity
to register for training as student facilitators which will qualify them to conduct a mini Drug Summit at their schools. MSD students expressed a desire to hold a summit on their campus. The students proposed holding a peer rap session to foster the sharing of personal experiences and family/community problems. This technique is seen as being beneficial by getting to solutions to the drug problem in an informal and unstructured manner. The emphasis throughout the summit was to provide the participants with effective tools in identifying and addressing the drug problems in their schools.

After adjourning for lunching, students were treated to an excellent performance by the Air Force Band and Drill Team. This group’s focus is abuse prevention through drug awareness and the importance of self-esteem.

Intermediate students, Joey Barr, Nicole Jackson, Andre Burke, Hayley Evans, and Jacob Spidle, and Advanced students, Troy Wallace, Bonnie Finicum, Stanley Jachno and Kathy Ann Cline, composed the student delegation from MSD.

Our Famous Americans Trip to Washington, D.C.

We learned about Abe Lincoln, George Washington, Martin Luther King, and Christopher Columbus. First, we went to Ford’s Theatre and

The bust in Ford’s Theatre.

saw where Abe Lincoln was shot. John Wilkes Booth shot Lincoln and Lincoln was struck and died. The people screamed and ran around and were upset!!! Then we saw “The House where Lincoln Died.” We saw Lincoln’s real blood on the pillow. Then we walked back to the van. Deanna gave Suzanne a piggyback ride. Then the man on his bike dropped his pizza. Deanna teased, “Yeah! Now we eat pizza for lunch!! Ha, ha!” We ate lunch outside. Very, very cold! Our ears hurt! Our hands were cold! Then Deanna, Matt, Johnny, Lorenzo, and Chris ran around the Washington Monument.

We spell L—I—N—C—O—L—N at the Lincoln Memorial.
Sportscope

Though MSD Track Team is Young, Coach Day Sees Potential

One problem for this year’s track team is that there are no seniors who usually provide leadership for the new runners. Although we’ve won the Eastern Schools for the Deaf Athletic Association championship for the last six years, our prospects of placing this year are slim because we have a very inexperienced, young team. We are made up primarily of freshmen and sophomores with a sprinkling of juniors. However, as their experience progresses, I see the potential for many runners developing into top-notch competitors. Many of the runners participated in the cross country program and coaches Nancy Benton and Jay Cherry are commended for shaping the runners’ talents and their endurance abilities through cross country running. I see a lot of strength in MSD’s future distance-running program. The field events such as the discus throw and the shot put also have a chance to be strong events for MSD.

—Charles Day

Frederick Wrestling Club

From March through June, the Frederick Wrestling Club will meet in the Benson Gymnasium. This USA Wrestling sponsored club, which is open to members who live in the area, gives athletes an opportunity to sharpen their skills through drills and matches. The benefit Maryland School for the Deaf derives from hosting this event is that it gives tremendous exposure to the school’s athletic program and gives our grappling an opportunity to compete against and assess county competitors. Coaches also get the chance to spot potential talent.

Last year, MSD’s Kelly Wilson and Paul Towey of Thomas Johnson made the Maryland State National team which allowed both wrestlers to compete in the National Tournament held in Iowa. The use of the facilities at Maryland School for the Deaf is appreciated by School and area wrestlers.

—Jim Schartner

Monument and counted 50 flags for 50 states. We went up the elevator very high! Wow! The people below looked very small. Third, we went to the Lincoln Memorial. We raced up the steps! Johnny won! Lincoln’s hands almost sign “A” and “L”. Fourth, we saw the Christopher Columbus statue. His hair was not red on the statue. Time was gone and we had no time to go to the M. L. King Library. Maybe next time!

—by Deanna Hoke’s class, Matt Beer, Lorenzo Cruccher, Nicole Sichette, Suzanne Poole Brandy Ward, Johnny Jones Chris Van Gelder, Erin Fulton, of the Columbia Campus

AL. Died in This House.

by Chris van Gelder

SPRING 1990
LEAST RESTRICTIVE ENVIRONMENT:
Proceedings from the Conference
RECLAIMING THE FUTURE—Life After L.R.E.

April 21-22, 1989
at
The Maryland School for the Deaf
Frederick, Maryland

This unusual conference allowed a thoughtful and deliberate examination of the Least Restrictive Environment clause of PL94-142. L.R.E. was considered from a number of different perspectives through the insight of speakers who focused on L.R.E. from fundamentally different points of view. In searching for a clearer understanding of congressional intent in drafting the Least Restrictive Environment clause, the participants concluded that it was expressed as a conceptual ideal rather than a rigid prescription for placement.

The Least Restrictive Environment principle assumes a different form and a different level of importance when thought of in terms of the civil rights of the child and his parents...when thought of from the point of view of constitutional guarantees...when thought of as a guide for placement decisions.

I was pleased that the Maryland School for the Deaf was able to host an event of such critical importance. Everyone who shares in the dream of insuring appropriate educational opportunities for hearing impaired children is encouraged to purchase a copy of the proceedings. This publication includes complete papers of all speakers and respondents.

— David M. Denton
Superintendent
Maryland School for the Deaf

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The gazebo in the A. Fuller Crane Memorial Mall is an open invitation to all to enjoy a leisure rest with a beautiful view of the MSD campus. The Frederick construction trade students built the gazebo which is a replica of the three cupolas that rested on top of the Old Main Building. The spire on the gazebo is from one of the cupolas. The project was funded by a donation from the Class of 1986.