The 1990 Girls’ Volleyball Team
A new addition to the sports program
The Great Frederick Fair

Each September, Maryland School for the Deaf students get a half day-off from school to enjoy this event.
FEATURE

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OPPOSITE PAGE

The following story is an excerpt from the November 1919 Maryland Bulletin. Despite the passing of time, the article shows how some things remain the same.

October 21 was Children’s Day at the 50th annual fair of the Frederick County Agricultural Society. The pupils were granted a half holiday to have the opportunity of attending the fair. . . . We passed animals on exhibit [and] farm implements and machinery. . . . At other place were . . . hundreds of poultry, booths of chance, gypsies, [and] stands of confectionery. . . . What specially pleased the children were the amusement places . . . such as “The Whip,” “Ferris Wheel,” and “Merry-go-round.”

ON THE COVER

Just a Foot Away . . . And Out of Reach (Time For Renewal)

Maybe the very best of what we have had, or what we have and what we must keep and improve, is confidence in the certainty of our mission, and an unconditional trust in ourselves and our pupils to be better than the norm. One who is willing to dream can have that which he cannot claim, the power of the dream is in believing. The certainty of our mission will be found in the quiet knowledge that even though the souls of our pupils are yet a foot away, they are no longer out of reach . . . Renewal? Yes!

For 124 consecutive years, people have been gathering here, or in Frederick, to begin another School term. That's a century and a quarter. If we could look backward through time, and if we had the power to measure the excitement and the fear, the dreams and the dreads, and the visions of those people who preceded us, would this year be any different? Are our dreams any more or less wonderful than theirs? Maybe the important thing, maybe the thing we should remember most of all today, is that the dreams, the earth has come true over and over again, it has been lived out and felt in all of its pain and glory, but it is not yet finished. Further, if we had the power to look ahead into the not yet known future, if we could envision a person on the people who would be gathered here at the 150th Orientation Ceremony for our School, would it be different, would it be the same, would it not yet be wondrous, would those people also not be frightened and unsure? If from that point of view in the year 2017, would we be able to look at the history of MD and know that in 1990 there was in our midst a team of Legislative Auditors asking all the hard questions and pressing for our consideration and response . . . the possibility that we may not really need two campuses; the question, are we not overstuffed; the question, can we not better utilize our facilities, the skill and devotion of all our people? In the unfolding of events in the future, will anyone be able to look back and pinpoint 1990 as a remarkable time in the life of the School.

You know, ladies and gentlemen, these questions are completely moot, these questions are empty, meaningless, without form or substance if there is no future. The difference between being here and getting there is the journey, and today we are embarking on one more leg of that enduring uphill experience. If we can think of ourselves as being adrift somewhere in a sea that is only partly mapped andcharted, three quarters of the way between 1866 and 2017 . . . we know for certain that it is too late to turn back and the events occurring around us, coupled with our own sense of destiny and intuition, suggest that there is somewhere out there in the darkness a rock upon which we may be wrecked or to which we will become anchored. That rock which could be our destruction or our salvation symbolizes the strength, the stability, and the permanence of our commitment to the founding principles of this institution. If our minds, souls and hearts are dashed and killed on this rock, it will not be because of a budget deficit or the report of a team of Legislative Auditors. If we die, it will be because we have lost the will to be as good as we have to be; no, no, as good as we want to be. Always we shall be caught up in the process of becoming, of evolving, growing and changing, getting better. In this strange and wonderful world of ours, this world of touching and nourishing, lifting and encouraging our children, there is no such thing as a static existence. We grow, we change, we become better . . . or we die and disappear. It is certain that this place is not like it used to be. No one questions the reality that there have been dramatic, even violent and frightening changes in the School down through the years. But, we are here, as old as yesterday, as fresh as today, as undiscovered and filled with promise as tomorrow. It is equally certain that tomorrow we will be different than we are today. As a matter of fact, we will be different at noon today than we were at 9:00 A.M. this morning. We will do what we have to do, and more importantly than that, we will do what we ought to do. This is America, and even more, this is Maryland and that makes it different. In America, and I would like to think especially here in Maryland, our commitment to those abiding principles upon which our very existence rests are taken a bit more seriously. One fundamental premise of free public education is that we give the best that we have to each child who comes under our influence. In practical terms, this means that we can no longer afford the luxury of one or two kids in a large and underutilized shop, or classroom, or bowling alley, or gymnasium. We cannot ignore, nor tolerate, the indifference and arrogance of faculty members who have had it too good for too long; professionals (so called) who are content to spend their prep-periods in the lounge complaining about the kids, other staff.
members or the administration. No longer do I want to be reminded by persons who are behaving unprofessionally that they are professionals. In recent months I have gotten the impression that our profession is in full retreat, overwhelmed by the threat and uncertainty of changing responsibilities, violent upheaval in the field of special education, shrinking public resources (tight dollars), a loss of public confidence, a loss of that sense of security that things are okay and will remain pretty much the same. All across the land there is the howl and cry that our student populations are changing, that the kids are different; all across the land educational leaders in deafness are changing jobs as often as the seasons change. Many of our schools are without determined leadership. Americans in general have little understanding of the complexity or the magnitude of education, and Americans have even less confidence in the ability of educators to do what they would like to see done. Well, what about us? Are our kids different? They are deaf, they are children, they are Americans, they can think and they can feel, and most of them are crying out, silently screaming, if not with their voices with their souls, pleading for understanding and meaning in a world from which they feel cut off, disconnected, un plugged, forgotten. We talk about changing etiologies too. Beneath those medical, genetic, neurological pathologies are real live children, deaf children with names. Ladies and gentlemen, brothers and sisters, friends, I am not unaware of or indifferent to our own, your own, feelings of despair, of fear. I am not unaware that we, like the children, are involved in our own, blind and deaf and stumbling search for understanding and meaning in a profession . . . no, no more than that, a way of life, a cause from which we feel sometimes disconnected and maybe even torn. I am aware of your private hurt. I am aware of my own . . . hurt in the knowledge that there are kids with whom we seem somehow unable to do the job, to accomplish with the children what we know they deserve. But, this is our lot. Our children are basically uncomplaining, and so are you, and for that we should all be grateful. Certainly we do not feel expert, in fact, we often feel frightened and unsure as we are tossed about in these waters which we are trying to help chart and explore. Sometimes in those bad dreams we find ourselves waiting to be dashed and broken against that rock out there in the darkness, only to awaken and find that we are aloft and up right on a calm sea surrounded by laughter and bright faces and the glorious expression of wonder and curiosity in the eyes of our children.

We need to back off a little bit to enjoy the luxury of brief detachment and objectivity. What are we afraid of? We are afraid of unanswered questions. We can live more securely with answers, even though they are hard, than we can with the questions. We are not, and should not, expect ourselves to be repositories of the world's knowledge, information and skill in this "information age," in this age of electronic communication, in this day of megabytes, when information storage and retrieval has seemed to overtake the imagination and attention of our culture. We need to be told, and we need to be comforted and reassured by the fact that we need questions more than we need answers, that we need time to be thoughtful and reflective, that we need to be students and observers of our pupils and learn from them coping and thinking and problem solving strategies which they evolve under the press of necessity. If we permit ourselves the luxury of reflection, and if we can take advantage of just a brief feeling of confidence that we are good at what we do, but we want to be better, then we might discover that many of the mysteries also offer self revelation. Let me explain. Sometimes we confuse superficial sophistication on the part of our kids with a higher level of intellectual and emotional development than actually exists. Sometimes we feel, perhaps, to understand the educational implications of a society which by its very nature almost forces children to become passive. What am I suggesting? Consider thefragmenting and stultifying influence of hours and hours spent by children out of touch with the minds and souls of other people, including those who occupy the same household, consider the lessons, values, and priorities of life which become conditioned into the behavior of children who sit without thinking, without reflecting, without understanding, before the master teacher of the day . . . a master teacher who is without credentials, without a conscience, and without the capacity to care. The electronic teacher, the high-tech teacher who plays to the lowest instincts of what the sponsors must think of as a mindless population of children and adults. Yes, this master teacher who boxes on the shelves of the local video store and practices his/her art through the medium of the VCR and the home T.V., parades in living color and stereophonic sound up and down the living rooms, and bedrooms, and family rooms of American households, (what an irony) while our children's minds and emotions are held hostage by the clearly conditioned need for instant gratification. Children who slowly sink in the flood of quick sex without emotion, without love, sex by hormone which takes place when the minds and souls of these young people are disconnected, cheap thrills which glorify violent and destructive behavior . . . a barrage of movement and enticement which only whets the appetite for more of the same . . . all of this presented in the company of one and two syllable gutter words both in sound and through the wonder of closed-capturing. We've come a long way, baby! Sure, we've come all the way down from the high politics of an almost civilized culture to the corrosive mud of an ethical swampland. There's one way out, and if that way out is found, it will be in the halls of school buildings, and if that way out is found, it will be because a few of you have seen fit to endure and to hold determinedly to the human potential.
which our children represent. We must
yet out of reach of their teachers who are standing just a foot away. But how
do we connect? Maybe it’s not the
technique but the process. At this
moment I am feeling, I am sure, what so
many of you feel so often. Feel account-
able, I feel responsible, and I feel quite
sure about how to make happen
between us what must also happen
between you and the pupils . . . the
teaching learning process. Perhaps the
process is qualitative in nature. If the
process is fruitful and productive it will
involve, almost certainly, warm and
positive perceptions. Each of these
warm and positive perceptions implies
trust and acceptance . . . acceptance
which does not depend upon a pre-
determined level of performance, but
acceptance which is unconditional. As
you can tell, I am searching to find a way
to get the process moving between you
and me. In this inner search I keep
coming back again to those infants
and parents who make up our Family
Education Program. Our successes with
these infants, measured over years and
not semesters or grading periods, are
the result of fundamental changes in
the thinking and behavior of the people
who live in the households with these
deaf babies. For the process to really
begin, there must be unconditional
acceptance on the part of the parents. It
is easier with a deaf baby than it is with a
15 year old. A mother can accept and
swallow the reality that her baby
doesn’t know English, that her baby
is deaf and not going to hear, but her baby
and she can have a wonderful and
meaningful and successful relationship.
This acceptance on the part of the
mother frees both the baby and herself.
I am also thinking about the pupils who
end up in our Simulated Sheltered
Workshop Program. In time we see
very positive changes in attitude and
behavior on the part of some of these
kids who have struggled so long with
so little reward. The process seems
to have a liberating influence, not only
upon the pupils, but upon the adults as
well. As is true with the mothers and
pre school deaf infants, there is genuine
affection, there is unconditional accep-
tance, and there are the beginnings of
new relationships which not only permit
but encourage and nourish growth on
both sides. Once a mother has worked
through the processes of denial, grief
and ultimate acceptance of the reality
and irreversible nature of deafness, she
is able to perceive her child a different
way . . . as a valuable and equal human
being . . . one who shares as a
partner in the give and take of interper-
sonal interaction . . . social inter-
change between big people and little
people, feeling, thinking and communi-
cating. Once these things occur, the
interactive process is on its way. So
often with our pupils, whom we per-
ceive as low-functioning or learning dis-
abled or emotionally disturbed, the
process between us and them becomes
repressive and imperative rather than
interactive and directed. We react in
ways that the child can see and feel to
the expression which he displays or to
his indifference, and the student reacts
with depression to what he perceives as
disappointment, disapproval or even
dislike on the part of the teacher, or he
misises his private feelings of failure with
a preference of indifference. The result is
that we both fail. We ask ourselves
not only as teachers, but as administrators,
"How can I be accountable when I don’t
feel that I have the knowledge, skills, or
other resources to do what I am asked to do?"
We turn inward on ourselves and the
child does the same thing. How many
times have you stood beside a desk,
leaving over a student, close enough to
feel the warmth of the child’s body,
close enough to brush the sweat of this
tense and frightened human who seems
locked forever in a silent prison, so
close and yet so distant. What needs to
happen? Its simple enough to put your
arm around the shoulder of a child, but
something more is needed to connect
with the mind and the soul. Somehow
we must find a way to occupy a com-
mon space, somehow that ethereal mist
or fog that we think of as our spirit must
be co-mingled with that of the child.
Somehow we have to find the ways to
search together for the secrets of the
single world which we occupy jointly.
We have to find ways to look at life the same way. We need to borrow the eyes of the child . . . we have to find a coin of exchange . . . we have to speak in the same tongue.

Only when we allow ourselves to fully enter the child's domain can we understand the nature of that world, the secrets of which this child is trying to unlock. This is risky business. Maybe it involves more attention than it does recorded knowledge. We have to become like the child to help him change. We must interact as humans at the level of perception and understanding of the child. We need to think of this not as lowering, but as elevating the nature of teaching. Our vulnerability, our willingness to take risks endears us to the child and lays the cornerstone of acceptance and trust. Risk taking is healthy and promotes growth. Once we have learned to stand naked before the world, we find that vulnerability does not always provoke attack but may even elicit support. To secure trust we must first extend trust, and that always involves risk. The point of this whole thing is that the process is the same whether we are talking about teachers and pupils, or the Superintendent and the faculty and staff. To grow together we have to find the common ground, we must be neighbors in a common neighborhood, we must see the world through a single pair of eyes. And, we must come to accept our lot as educators, lifting our eyes upward and holding on to the promise rather than lowering our vision to avoid the pitfalls. If there is a single lesson which I want to convey today, it is that I want you to step forward, I want you to be a risk taker, I want to discover with you and the child the treasures of learning and changing and growing. In our search as professionals we must seek the best knowledge from experts in a variety of fields and apply this knowledge to the processes already going on within the halls and walls of MSD.

In going back to a question raised earlier . . . if we could look back to 1960 from the year 2017, would there be something remarkable about 1990? Well, maybe it won't be a year which stands out because of the construction of a new building, or the auditors talk of closing one of the campuses, but it must be experienced, whether or not it is remembered, as the time when we were willing to learn to do things differently and better. We want to keep the best of what we have, and we are committed and destined to find and explore and develop new pathways to the minds and souls of the people we serve. The question arises, what is the best of what we have? Hmmmm. The best of what we have could be felt and experienced and defined in a thousand different ways. Let's pick a few. The best of what we have could mean that we have come close to creating a bilingual multi-cultural community in which little people and big people can find acceptance which is without condition, and a sense of ownership in this living thing that we refer to as MSD. The best of what we have could also be the courage that we have found to step into the unknown and to begin to explore that mystical universe of possibility, clinging precariously to what we believe, but have not yet been able to prove. The best of what we have could mean that we are coming closer to the ideal of a fully integrated microcosm of a deaf/hearing culture than any similar institution in our country . . . on earth even. The best of what we have could mean a unique partnership between those who cut our grass and pull weeds from our flower bed and those who teach our pupils. The best of what we have could mean excellent facilities on two beautiful campuses each with its own distinct personality, but united in a single vision. The best of what we have could mean the birth, implementation and dissemination of total communication . . . that revolution, born here, which more than any single thing has helped liberate the minds and souls and the hands of deaf persons, and those hearing persons who live and work with them. The best of what we have could be the Western Maryland College/MSD partnership, it could mean the Frederick Alliance for Creative Education (F.A.C.E.), it could mean the most unique Family Education Program in America, it could mean the residential program that is on its way toward full development, it could mean a staffing ratio which is the envy of most other schools, or it could mean a legacy of generous support by the State legislature. The best of what we have is our history and our current status of strength, but, that is not enough for the future. The best of what we need will be a commitment to excellence, re-stated and backed up by an increased output of creative energy. Maybe the very best of what we have had, or what have and what we must keep and improve is confidence in the certainty of our mission, and unconditional trust in ourselves and our pupils to be better than the norm. One who is willing to dream can have that which he cannot claim, the power of the dream is in believing. The certainty of our mission will be found in the quiet knowledge that even though the souls of our pupils are yet a foot away, they are no longer out of reach . . . Renewal? Yes!

—David M. Denton

OCTOBER (199)
Orientation

The 124th Annual Session of the Maryland School for the Deaf officially opened with Faculty and Staff Orientation held at the Columbia Campus on Wednesday, August 22, 1990. The Orientation address entitled “Just a Foot Away . . . And Out of Reach” is printed elsewhere in the Bulletin. The theme of the 1990 Orientation was a theme of renewal . . . a restatement of commitment to our founding principles.

Mr. Richard S. Mullinix, President of the Maryland for the Deaf Board of Visitors offered a warm and enthusiastic welcome. Mr. Mullinix was elected President of the Board of Visitors at the Board’s Annual Meeting in May. Mr. Mullinix has served for several years as a member of the Board and is the father of a deaf son, Brian Mullinix, and the father of Charlene Anderson, a teacher on the Frederick Campus. Mr. Mullinix was able to sign for himself, finding warm and immediate acceptance by the entire MSD family.

1970 Revisited

In this column in the November 1970 issue of The Maryland Bulletin was an open letter from the man who is now President of the Board, Mr. Richard S. Mullinix. Since this year’s theme has to do with the concept of internal renewal, it seems fitting that we reprint this letter from a man who at that time was a struggling father learning to communicate with his deaf son . . . a man who has grown in stature and influence, and who remains committed to the School’s founding principles. Here it is:

To Our School

Parents today hear much talk about the generation gap and many are beginning to wonder what they can do about it. One explanation indicates that the generation gap is really a communication gap between parents and their children.

Our group of parents with deaf children attending the Maryland School for the Deaf quickly learned that in order to close the generation gap, we would have to first learn new ways to communicate. We first started with sending, then we were provided with a card showing the manual alphabet; finding both of these methods very slow, parents began to look for additional information on manual communication. We were happy to learn that Mr. David Denton, Superintendent of the Maryland School for the Deaf, was suggesting a new concept in education of the deaf—“Total Communication.” Total Communication started to take on a new meaning as parents enrolled in communication classes at Western Maryland College, Westminster, Maryland, and at local groups of the Maryland School for the Deaf Parent Teacher Counselor Association, established other classes around the State with instructors from the Maryland School for the Deaf, and with Louis J. Fant, Jr.’s textbook “Say It with Han’s.” As we have learned to sign, fingerspell and talk at the same time, it has helped us understand our children better and has helped our children more clearly understand what we as parents, expect of them. Without our learning Total Communication, we wonder how we could ever have shared in the many pleasures and disappointments of our children.

The Carroll County group of the Maryland School for the Deaf PTCA was blessed with a summer course in Total Communication with Mr. Denton and his seemingly unstring staff, who were able to come one night a week, and share their experiences with the parents and to help them learn what Total Communication could really do for parents and their children. We, as parents, have learned the joy of closing the communication gap and hope that other parents will take the time to do likewise in every community of our State.

Richard S. Mullinix

Dixie Road

Woodbine, Maryland 21797

Legislative Auditors

Throughout the summer there has been a team of Legislative Auditors from Annapolis conducting a facilities utilization audit involving both campuses of the Maryland School for the Deaf. As is true of schools for the deaf all across the nation, instructional costs continue to climb, particularly as student enrollments have declined in recent years. The Maryland Legislature has a history of providing strong support to the Maryland School for the Deaf, however, with an even increasing demand upon public resources, the legislature must look very carefully at the operating costs of all State agencies. The auditors are looking at all components of the School program to determine if appropriate utilization is being made of the two campuses and considering possible savings which might be realized through program consolidation. In responding to the findings and recommendations of the auditors, we hope to be able to demonstrate that we are concerned not only about providing a quality education, but about the need for efficiency in a time of shrinking resources.

—David M. Denton

THE MARYLAND BULLETIN
"The Stranger"

On the last day of school in June, "The Stranger" made his presence known on the Columbia Campus. Deanna Hokes' class presented its slapstick adaptation of "The Pied Piper of Hamelin" to the school. The children enjoyed the humor and learned the moral of the story—the importance of keeping a promise. (The king didn't pay the piper for ridding the town of rats so the piper rid the town of its children.)

At the finale, Barb Herschman's class, which sat in the audience, surprised everyone by leaving their seats and following the piper into the "mountains."

The Pied Piper ("The Stranger") arrives to save the day! (Chris Van Gilder)

The townpeople demand the king do something about the rats. Left to right: Nichole Sichette, Brandy Ward, Erin Fulton, and Suzanne Poole

Lorenzo Crutcher, inventor, offers his poison as a solution to the rat problem to the king (Matthew Beer).

Computer Drives

The Giant Food Apple computer program, "Apples for the Students," is back by popular demand. The drive requires the collection of pink register receipts to redeem for computers and software. Last year's drive, which ran from October 1, 1989, to April 28, 1990, resulted in three computers and an assortment of software for MSD. Frederick Campus collected over $296,000 in receipts for two computers and Columbia Campus collected $174,300 in receipts for one computer.

This year's drive will run from September 2, 1990, through March 2, 1991. Once again, each campus will conduct its individual drive.

Both campuses will also participate in the Safeway "Computers for the Classrooms" drive. All cash register receipts from Safeway stores can be redeemed for IBM and Apple computers and software. The drive will run from September 2, 1991, to March 16, 1991. To contribute to the drive, send receipts to the following addresses marked "Apples for the Students" or "Computers for the Classrooms."

Maryland School for the Deaf
Principal's Office
101 Clarice Pace
P.O. Box 250
Frederick, Maryland 21701-0250

Maryland School for the Deaf
P.O. Box 894
Columbia, Maryland 21044-0894

October 1990
Sign Language Classes

Sign language classes for parents will be held Tuesdays, October 2-November 20, 7:30-9 p.m. on the Columbia Campus. This is a beginner class for those who have no signing ability or for persons who need a refresher course. There is no charge for this service.

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Play It Again, Slim

Frederick County musician Slim Harrison, whose specialty is Appalachian music, played host to Primary students from Maryland School for the Deaf at a hoedown on his Carocin Mountain farm at the end of the last school year. After a real barn dance, students had the run of the farm that is home to ducks, sheep, and turkeys. This is a repeat performance for Slim who came to the school for a five-day presentation in the spring. The hoedown at the farm will be featured in a 1981 issue of Country America magazine.

and gets the hoedown started in a real barn.

Slim passes out feed to students . . .

Household Finance Account Executives Sandi Trout (left) and Troy Neuhuagen (right) watch as Senior Account Executive Gene Rau awards a $6000 check to Maryland School for the Deaf Superintendent Dr. David Denton. The money will be used for materials to construct a campus center in an existing building. It will be a place for students and staff to gather and will include a soda fountain, a recreational area, a campus store, and a Hall of Honor.
INSIDE MSD

MSD Policy Regarding Confidentiality of Student Records

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 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 file 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 file 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 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 ($.05) 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 parent. 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 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).

School Population

The Maryland School for the Deaf began with a total of 356 students on both campuses. In addition, the Family Education program is serving a total of 65 families.

On the Frederick Campus, the Advanced Department had a total of 94 students, 49 females—45 males. The Intermediate Department had a total of 78 students, 41 females—37 males and the Primary Department had a total of 46 students, 25 females—21 males. Of the 218 students, 177 were residential and 41 were day students. The Frederick Campus served 33 preschool students, 16 females and 17 males.

On the Columbia Campus, the Elementary Department had a total of 61 students, 27 females—34 males. The Intermediate Department had a total of 14 students, with three females and 11 males. The Transitional Department is serving 24 students, 12 females and 12 males. Thirty-two preschool students and their families were served by the Columbia Campus with 16 females and 16 males.

Due to the location of the school we usually experience families moving in and out of Maryland throughout the course of the school year so these figures generally change slightly during the year.

OCTOBER 1990
State Service Awards

Ken Kritz, Assistant Superintendent is recognized for 30 years of State Service.


30 years of State Service—Maurice Jackson, Food Service Supervisor II, is congratulated by Dr. David Denton and Mr. Sisk.

25 years of the State Service: Jean VanSant, Fiscal Associate and Mary Harris, Teacher

Employees of the Year

Ken Kritz congratulates Donna Wait on receiving Employee of the Year—Teacher—Frederick Campus.

Barbara Phelps receives Employee of the Year—Direct Services—Frederick Campus from Principal Chad Baker.

Jane Redding, Employee of the Year—Dormitory Counselor—Frederick Campus, is congratulated by Dr. Denton.

Mark Sewell, Employee of the Year—Support Services—Frederick Campus, is congratulated by Assistant Superintendent Ron Sisk.

Columbia Campus—Employee of the Year—Teacher—Anne Drescher is congratulated by Richard C. Steffen, Jr., Assistant Superintendent.

Assistant Principal Gertrude Galloway is congratulated by Sandy Resch for Employee of the Year—Direct Services—Columbia Campus.

Deborah Stout, Employee of the Year—Dormitory Counselor—Columbia Campus, is congratulated by Superintendent Dr. David Denton.

Stella Bishop is congratulated for receiving Employee of the Year—Support Services—Columbia Campus by Orville Fowler.

State Service Awards — continued


OCTOBER 1990
Special Awards

Dietary Administrator Penny Elker bids farewell to retiree Jerline Gates, Dietary Worker.

Retiree Virginia Baker receives a plaque acknowledging her years of service as a dormitory counselor from Melinda Padden.

Class Night and Honor Awards

May 31, 1990

Ms. Fulford of the Potomac Women’s Club awards a $500 scholarship to Eleanor Finnicum.

Mr. Englebrecht of the Sons of the American Revolution awards the 1990 Good Citizenship Award to Ann Smith.

Ms. Millard of the Free State Chapter of Gallaudet University Alumni Association awards a $50 scholarship to Robin Rozga.

Maryland Association of the Deaf Award ($100 Savings Bond and a copy of “Deaf Heritage”) recipient Ann Smith poses with Mr. Harvey Goodstein.

Yvette Benton Memorial Award recipient Danwell DeShields poses with Assistant Superintendent Ken Kritz.

The PTCA’s Rev. Louis W. Foxwell Award for Exceptional Service to the Deaf recipient, Betty Hicks, poses with PTCA President Bruce Herzog.

Brian Feeley Unsung Hero Award recipients Kelly Wilson, Michael Haischak, and Angela Forsythe pose with Athletic Director Charles Day. Missing: Hope Skelley. The award is for $25.
Frederick Women’s Civic Club ($20 cash, 3 awards) recipients Melissa Curry, Special Award; and Eleanor Finnicum Math and English Excellence Award pose with Mrs. Offutt.

Markey Speech Awards of $25 are awarded to students Andre Burke, Sean O’Brien, Katherine Lee, and Sherri Ross by teachers Jessica Richmond (third left), Kimberly Shaughnessy (center), and Donna Derr (right).

Laura Struthers Memorial Scholarship ($500 each) recipients Brenda Shaffer, Ann Smith, and Robin Rozga pose with William and Priscilla Struthers.

Moss Golden Rule Award recipients ($100 cash) Ann Smith and Craig Brevington pose with Assistant Principal Wayne Sinclair.

Teacher Rita Spencer awards the $25 Bernice Shockley Golden Rule Award to Melape Korto (left) and Stephen Semler.

The Rev. Louis W. Foxwell Award of $25 for Exceptional Service to the Deaf is awarded to Stephen Semler, Matthew Korpics, Kelly Wilson, and Tanesha Marvin by PTCA President Bruce Herzog.
My Adventure Dream

I collapsed on my bed and slept. I was sitting on a seat staring at the sky. A tiny, gentle hand touched my shoulder. I snapped my head around quickly. I gasped! A cat fairy squeaked, "Oh, I think you like adventures, don't you?" I nodded. "Exciting," a cat fairy said. "Oh, I'm Covinya, you can travel and have adventures in the past, present, and future!" Covinya disappeared. A bright circle was forming. I stepped in and fell on the grass. I rubbed my elbow and saw a narrow road. I followed the narrow road and arrived at a bridge. The bridge guard snapped, "Nobody . . . across this bridge!" I said calmly, "So? He spat, "So I don't allow you across the bridge!" I turned and walked back on the narrow road. I sat feeling lonely and hungry. Suddenly I rolled down the stairs. I landed on a table and the table collapsed. A bunny jumped to my "Hi, who are you?" I said, "Covinya sent me here for adventures." "Oh? Covinya? I see." The bunny said, "You are welcome!" Five baby bunnies hopped happily in a playpen. The bunny said, "I'm Ms. Velvet, the oldest is Tommy." She pointed to a well-dressed baby. "Maggie, Michaelongo, Katudidaa, and Timathy are the others," Ms. Velvet said. Maggie waved, "Momm-m-ohh." Ms. Velvet sighed and said, "Momm-ohh meant hungry." Ms. Velvet yelled, "Boy, take care of my babies!" I nodded and picked up Timathy. Timathy squeaked with happiness. Suddenly Timathy felt asleep on my lap. I gently lifted Timathy into a doll cradle. Michaelongo jumped and yelled, "Mamm-m-m-m!" I shouted to Ms. Velvet, "Michaelongo is crying for you!" Ms. Velvet grabbed the medicine and rushed to me. She plucked the medicine in my mouth. I screamed. I woke up. My mom was giving me a medicine! I sighed.

—Samuel Thuahai

Class Night and Honor Awards

continued from previous page

A Haunted Restaurant

That a Twin Saw

One day twins named Pallita and Pallita walked downtown. They spotted "A Haunted Restaurant." They didn't believe it; they decided to go in to make sure. They came in and saw a waiter beg a girl to let him suck her blood. She said, "NNOOOOO!" He said "Okay, you'll be SORRY!" The twins decided to convince the waiter to stop bugging her. They were as mad as the girl's mom was! They marched straight to that waiter that seemed to be Dracula. The girls told the waiter what they planned to do. Pallita looked so confused because the girl laughed and had fangs. She yelled, HA! HA! HA! HA! so loudly. Pallita shouted to her twin, Pallita. Pallita saw that girl. Pallita looked so confused just like Pallita. Then they heard a soft shout saying "Help me, please." They said the voice sounded so sick. So, they went to where the shouting came from. They saw a woman sleeping with her blood dripping from her neck. Also, they saw a mark on her neck. It was the same girl that said "NNOOO!" They called 911. Then the girl lived happily. The restaurant was damaged. The girl thanked Pallita and Pallita. They lived happily ever after.

—Stephanie Gasco
It’s a situation Charlie Day has been in before.

Day, in his third year as the head football coach at Maryland School for the Deaf following a three-year absence, is coming off a winless, 0-5, season since 1975.

Day was only in his second year as head coach of the Orioles then, so he remembers what it was like. But now, 14 years later, he is optimistic about the coming season.

“It’s nice to start from scratch, so to speak,” Day said with a slight laugh.

“We were still rebuilding last year, and we are still rebuilding this year.

“We had a lot of young kids last year, and we have a lot of young kids this year,” Day said. “We don’t have much leadership. We are still looking for it. We need a couple changes.”

Day plans a few changes this year, offensively. “We’re not putting in any trick plays or anything,” he said. “But maybe we’ll put in a few wrinkles to make it interesting. I’m going to try and be flexible. We had a chance to do well last year, but something just wasn’t clicking. We couldn’t get it going.”

On offense, Day said he plans to run out of a T-formation, with a few variations. “I’ll be in a new situation, because I’ll be calling plays on the line for the first time,” he said. “I was a line coach, but now, I’m coaching the backs.”

On defense, MSD will stay with a 5-2 alignment. “We try to go with something that’s not too complex,” he said. “This year, I have to really evaluate who plays where, and where each person can do the best job.”

**TOP PLAYERS**

Offensive backs: Lenwood McCain, junior, fullback; George Harris, senior, tailback; Stanley Juchno, senior, halfback.

Offensive linemen: Jason DeLeaver, sophomore, tackle; Joey Cordero, senior, guard; Craig Brewington, senior, right end; Richard Montgomery, junior, guard; Michael Hart, sophomore, center.

Defensive backs: Lenwood McCain, junior, linebacker; George Harris, senior, linebacker; Stanley Juncho, senior, linebacker.

Defensive linemen: Jason DeLeaver, sophomore, tackle; Joey Cordero, senior, tackle; Craig Brewington, senior, defensive end; Richard Montgomery, junior, tackle; John Ulrich, junior, defensive end.

—Reprinted from *The Frederick Post*

**Practice Makes Perfect**

While most of the students were jumping into a cool pool right after school was out, three of our intermediate students went to Middletown’s first basketball camp for girls from third through eighth grade. The day camp, which was held at Middletown High School, used to be a coed basketball camp, but this past summer it changed due to the growing number of participants. The camp lasted a week starting at 8:30 each morning and ending at noon.

The three intermediate students were Jenny Cooper, Amy Wise, and Delanne Woodall. They were accompanied by the girls varsity basketball coach, Lorraine Stoltz, and their parents. Marsha Payne was the volunteer interpreter for the whole week.

The girls felt it was a great learning experience. They made several new friends with hearing girls their age. They also won trophies and other awards such as a first place trophy in the age 12 group. Jenny Cooper also won the one-to-one trophy, and Amy Wise won the free-throw contest trophy.

The director of the camp was so impressed with our students that she hopes to see more of our girls at the camp next summer. Congratulations Jenny, Amy, and Delanne!

—Lorraine Stoltz

**Varsity Cheerleaders** Staci Rensh, Melissa McCain, Cathy Boswell, and Tara Duboski (kneel ing) raise Julie Cantrell and the crowd’s spirits at a football game against Freedom Academy.

**OCTOBRR 1990**
Girls Volleyball is Here

MSD is buzzing with excitement in the area of sports this fall for the football team, the cross country team, the cheerleaders, and the newly formed varsity girls volleyball team.

The school has purchased an attractive, bright orange volleyball post, net, and ladder to promote school spirit. The girls, as well as the coach, Lorraine Stoltz, and assistant coach, Ray Lehmann, have been working hard, beginning with holding a camp two weeks before school started (August 12-24). Eight girls attended and worked out everyday. As soon as school started, there were tryouts. Now the team has a total of 12 girls. The girls and coaches are full of enthusiasm and excitement about the upcoming eight game season and the Eastern Schools for the Deaf Athletic Association (ESDAA) volleyball tournament that will be held in Connecticut the first week in November. (The results of the first game of the season, held September 13 against Thomas Johnson High School, were not available at the time of press).

Our weakness is that we are a new team with many players who are new to the game, but our strength is in the height and size of our players—tall and big. We have two experienced players and six players who get in shape at volleyball camp. We hope our strengths will outdo our weaknesses by the end of the season.

Having volleyball at MSD will hopefully add excitement and high spirits to the fall season. Come out and watch the games. We will need all your support—that’s the best way to start a good healthy school year!

—Lorraine Stoltz

1990 MSD Volleyball Team


Lorraine Stoltz, Coach  Ray Lehmann, Assistant Coach

Maryland School for the Deaf barrier Annette Burrell (left) and Heather Herzog proudly present a plaque to the 1990 Girls' Cross Country Track Team to Superintendent Dr. David M. Denton. The girls' team was named the Team of the Year for the seventh consecutive year by the National Association of the Deaf.

BG&E SEeks WAY TO ENCHANCE SERVICE TO HEARING-ImpAIRED CUSTOMERS

Baltimore Gas and Electric Company is presently conducting a study of ways to enhance services to its deaf and hearing-impaired customers. Currently, BG&E offers the following services:

• Toll free TTY/TDD telephone number through which customers may contact the Company and receive prompt service.
• Sign-language interpreters available at three BG&E office locations to assist customers.
• Listing in a national TTY/TDD directory published by Telecommunications for the Deaf, Inc.

Additional ways of improving service to deaf and hearing-impaired customers may be suggested by calling BG&E representatives Ron Hokenson at 1-800-492-5539 (TTY/TDD) or (301) 234-5498 (voice).

BG&E also offers a wide range of services to all of its customers. In addition to supplying gas and electric service, the Company sells, repairs, and offers maintenance plans on a variety of home appliances. Also, customers can take advantage of the Budget Billing Plan to level out the cost of their monthly bills, and the Energy Manager Program to reduce their energy costs. For information on these programs and services, or for billing assistance, call 1-800-492-5539 (TTY/TDD) or (301) 685-0123 (voice).

Frederick Scottish Rite Charitable Foundation member Austin Baumberger Sr., William Harris, and Arthur Volpe present a Nikon N400S camera to Director of Public Information Renee Johnson. The camera will be used to record events for the school's archives and The Maryland Bulletin.

THE MARYLAND BULLETIN
Canney Row—Dormitory Counselor Van Brewer and Frederick Primary students line up between aluminum cans they are collecting to redeem at a recycling center. The money will be used to purchase Nintendo video units and games for each dormitory wing.