Christmas at MSD

(1) Christmas carolers

(2) Child in Santa's lap

(3) Poster: Wishing You A World of Peace

(4) Santa and Mrs. Claus

(5) Bagpiper

(6) Decorated fireplace

(7) Group portrait
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OPPOSITE PAGE

Pictures often capture the spirit of the season. Here are moments that made the holiday special for MSD.

(1) Russian dancers kick up their heels for the Columbia Campus Christmas show. (2) A signing Santa grants a wish. (3) A Christmas greeting bulletin board by teacher Linda Taylor. (4) Mr. & Mrs. Santa Claus. (5) Bagpipe music gets students to perform a Celtic jig. (6) The stockings were hung by the chimney with care in the Veditz Building. (7) A Hessian Barracks greeting of Merry Christmas welcomes visitors to this annual tea by Assistant Superintendent Ken Kritz.

ON THE COVER

Students in Martin O'Brien and Nancy Swaiko's classes show their support to service members stationed in Saudi Arabia. The sign reads "Maryland School for the Deaf wishes Operation Desert Shield Good Luck." To learn more about the students' morale boosting efforts, turn to page 12.
Breaking up The Family

(Some Personal Thoughts About the State of Affairs in the World of Deafness)

Last night at midnight the deadline passed for the removal of Iraq's powerful occupying forces from the weaker neighbor Kuwait. Several resolutions had been adopted by the United Nations' Security Council calling for the return to the tiny nation of Kuwait, its government, its property, and its sovereignty. Iraq and Kuwait share more than a common border; they are brothers and sisters in a cultural sense, and they are bound together by the force of Islam. Strange. Stranger, too, is the fact that another neighbor, another member of the Arabic and Islamic family, Saudi Arabia, is seemingly prepared to do battle against Iraq, side by side, with forces from the United States and other United Nations' members. The world waits. This could lead to one of the most dramatic breakups of a family of nations in history. When Iraq was at war with Iran, Saddam Hussein was perceived by many in America as an ally; perhaps more because we shared with him a bitter hatred for a common enemy, the Ayatolah Khomeini. What happened? Did Saddam Hussein change? Did the United States change, or are we influenced by altered perceptions of and circumstances which are structured differently?

Here in Maryland, here in this office, the tension is felt too. Everyone is anxious—people talk about little other than the prospect of war. Opinions are divided, sentiments run deep in many directions, and unanswerable questions bombard our minds and our sensibilities. A few months ago we were feeling so good. Many of nations in Eastern Europe were reaching for new found freedoms, liberty for the people's minds and hearts, a new world order, barriers came tumbling down. The Berlin Wall could no longer separate sons and daughters of the Fatherland. The celebration was cut short. While we wait for the next news bulletin...preemptive strike by Iraq or possibly a massive preemptive strike by the United States, we wait, too for word that the Soviet Army may smother the flickering flames of liberty in Ukraine. Hope and promise are pushed aside by despair and fear. The barriers which were torn down yesterday are being erected under a different order and under a different alignment of relationships. Just when it seemed that the glorious sunrice, which we watched such a short time ago would grow into the warmth and the brightness of midday, suddenly, "high noon" becomes a time filled with dread, with hearts pounding, the clock ticking, waiting for Armageddon.

Here at home, here in this office at MSD, here in the privacy of my own thoughts, I see and feel a disturbing parallel. Just when we occupy separate places within a shared world, a shared culture, perhaps even a family...just when we begin to taste and to celebrate and to ponder the wonder and the promise of a union of minds, of souls, and feelings that past generations could only imagine, we are suddenly feeling divided, again, isolated and anxious. Is our family breaking up? Why should we feel so uneasy when so many remarkable things have happened?

It has now been almost three years since Dr. I. King Jordan was named President of Gallaudet University. The week of activities leading up to his appointment literally changed the world's understanding of deafness and deaf people. Within recent months, perhaps a dozen, maybe more, deaf educators or deaf individuals have been named Superintendents of schools for the deaf. Deaf culture has become a topic which has captured the nation's imagination, and literally dozens of books are on the market dealing with this subject. American Sign Language has not only achieved credibility among linguists and educators, it has become a popular symbol of the many, many things which the world of deafness represents in the public consciousness. The broadening horizons opening to deaf persons in recent years is especially well illustrated by the appointment of Dr. Robert Diuli to the position of Assistant Secretary, Department of Special Education and Rehabilitative Services.

While these remarkable events have been occurring, there have been other changes taking place in the world of deafness which, when coupled with new found opportunities and the reach for political power on the part of deaf people, have resulted in new stresses and pressures on the internal structure of this socio-cultural community. There is unrest within the ranks and many people who are involved in the world of deafness, one way or the other, as parents, as professionals, as service providers, as consumers, are feeling threatened and anxious. Some might even suggest that the infrastructure of the deaf community is becoming fractured and worn down by corrosive forces. Schools for the deaf which have traditionally served as pillars providing support and stability, generation after generation, have become seriously weakened in many places in recent years. I find myself wondering if our world could survive the debilitating and destructive forces of deep division among constituent groups.

A century ago persons within deaf education were seriously divided by a bitter dispute over Methodical Signs or Natural Signs. There are echoes of the division and bitterness from that old argument in the current dispute between those supporting A.S.L. and those supporting one form or another of Signed English, or Manually Coded English. Schools for the deaf are caught in the crossfire and many people feel once again they are being forced to make difficult and emotionally charged, either/or choices. A century ago our predecessors, although scarred, survived this dispute because the major components of the culture, namely the residential schools for the deaf across America, were intact and strong. The situation today is different...as a
general statement it could be said that many schools for the deaf in America have been seriously weakened in the past decade and a half. Our anxieties are heightened further by the knowledge that literally thousands of deaf children, the next generation of adult deaf Americans, are scattered and isolated into thousands of school settings across the country. This huge and wonderfully important segment of our family is growing up, with little or no knowledge of the culture which it will be expected to enter and take over in the years ahead.

As arguments heat up between the forces representing pure A.S.L. vs. Manually Coded English, hearing parents of deaf children can become victims of a conflict which they do not even understand. Approximately 75% of the parents of deaf children in America are hearing parents, and it is genuinely frightening to ponder the cost of losing the understanding and support of these people who are bound forever by a blood tie to their deaf children. I sense that many hearing parents of deaf children are frightened and distressed that they are somehow separated from their own children by a silent barrier which keeps them outside the very culture that their sons and daughters will inherit. Can we, all of us, who have some place, some role in the world of deafness, afford the break-up of our family and the emergence of a culture that is exclusive?

More than a century and a half ago, William E. Channing stated, "The ties of family and of country were never intended to circumscribe the soul. If allowed to become exclusive, engrossing, clannish so as to shut out the general claims of the human race, the highest end of Providence is frustrated, and home, instead of being the nursery, becomes the grave of the heart." At least from a personal perspective, many of the accomplishments celebrated over the past twenty some years have centered around a bringing in and embracing of those who shared something in common with other members of the family, the community, the culture, or the world of deafness. Our forces were expanded and our boundaries extended. Deaf adults and parents of deaf children found support and strength in each other. Through their combined efforts, the professional community was touched. The solidarity among parents, deaf adults and deaf children was the essential force responsible for a change in attitudes, an opening of minds and souls on the part of the community of professional educators. The "home" as Channing suggests, the home of this expanded, extended, and inclusive family, became a nursery providing warmth, security, support and nurture to all members, as different as they were.

Through the Gallaudet University student uprising, the world discovered deafness, deaf people, deaf culture, and the language of deaf people, American Sign Language, became public property. Never would things be the same again. But, why are we feeling so uneasy? Why is there so much tension? Why do so many people, deaf and hearing, parents and children, educators and deaf consumers, feel so divided, so isolated, their souls circumscribed by claims of difference... all of them victims of a new order, a new definition of family, of community, of world, of culture... a definition of family which says one has membership on the basis of the things that make him different. A definition by exclusion, one which shuts out the "general claims of the human race". Our brotherhood and sisterhood, growing out of a common dream and a shared experience, the genetic tie between hearing mother and deaf son, the common blood, bone and tissue, and the shared vision for a better, more caring, more inclusive and all embracing world, seem not enough today to grant each of us, as alike as we are and as different as we see, a seat of the family table.

Perhaps the changes that have taken place, and the accompanying tensions and anxieties that they provoke, are more a product of perceptions than they are the product of an altered reality. A shift in the way one perceives another has the power to provoke changes in thinking, attitude and behavior toward that person. While Saddam Hussein was engaged in an eight year war against our enemies, the hated Khaddafi, he was perceived as an ally, and our nation tended to respond warmly to him although there were no changes in his position nor in his behavior from the time of the conclusion of the Iran/Iraq war until the time of the trampling of Kuwait. Suddenly our perception of the man was radically altered and he became the Hitler of the late 20th century. Perceptions of individuals and the forces which they come to represent, have a powerful influence upon our thinking and behavior toward those persons. With shifting perceptions there comes an alteration in the process through which we do business with each other. Persons and groups who have seemed connected and who have felt allied with each other, may suddenly find themselves divided without having changed position, attitude, thought, or behavior. Disconnected and divided because they are seen as standing in a different place and they are seen as representing a different force. The strength, influence, and power one associates with someone perceived as an ally, and even the level of confidence one has in that ally, can suddenly be perceived as the strength, influence and power of an adversary, and with the altered perception is an accompanying decline in the level of confidence. This can happen even though there have been no changes in thinking, behavior, or stated positions of the two individuals or groups. As perceptions shift, the nature and process of interaction changes too.

In February 1989, the Gallaudet Research Institute sponsored a seminar entitled, "Access: Language in Deaf Education." In the seminar three members of the Gallaudet Research Institute summarized the views that had been expressed in a most provocative Working Paper entitled, "Unlock-
ing the Curriculum: Principles for Achieving Access in Deep Education." In addition to the researchers, five other persons were asked to serve as panellists and to respond to the Gal-laudent paper. These panelists were: Geriie Gustason, co-author of Signed Exact English and Executive Director of Gallaudet's SEE Center for the Advancement of Deaf Children; David S. Martin, Dean of the School of Educa-
tion and Human Services at Gallaudet; Carol Patrith, Associate Professor in the Department of Communication at the University of California, San Diego; Roberta Thomas, Executive Director of the American Society of Deaf Children; and myself.

The Gallaudet Research Institute paper was clearly a reflection of the times, and the setting, of course, an auditorium on the campus of Gallaudet, was the most fertile place for the seeds of this provocative paper to be sown. Fundamentally, whether intended or not, the paper made a sweeping indirect-ment of the failure of Total Communi-
cation (T.C.). T.C. was referred to as S.S.S. (Sign Supported Speech). While the concept of T.C. was ridiculed and held up as an example of the hearing person's obsession with speech, hear-
ing and English, the paper was as strong in its praise of A.S.L. as it was in its condemnation of S.S.S. I had really looked forward to this event, it seemed like a wonderful opportunity to explore the seemingly limitless possibilities of A.S.L., and it seemed like another rich opportunity to build and expand upon what had been accomplished over the past twenty some years. This could be another moment of celebra-
tion... but, suddenly I am feeling alone and outside the circle of accep-
tance, trust, and friendship... dis-
connected. (Admittedly, this is highly personal, and my feelings have little or no bearing upon the importance of the central purpose of this paper which I am struggling to develop... that pur-
pose is to understand more clearly the awesome power of altered perceptions upon our thinking and behavior, and upon the process through which we interact with our colleagues, our pupils and their parents, our brothers and sis-
ters, and others.) Why am I feeling like an alien when I thought I was among friends and family members? Thoughts and pictures and memories flashed across my consciousness like the images on a video tape... a hundred gatherings in a hundred different places with thousands of different faces, times of joy and liberation, acceptance, inclu-
sion, love. The early days of the T.C. movement were remembered... it was so right... it was so basic and straightforward... it was a simple issue of human rights. The connected-
ess, the union, the brotherhood that I felt with the deaf community in Amer-
ica, and in other countries, was more than enough to make the isolation and rejection that I felt from the community of hearing professionals understanda-
tible and bearable. It was a passing thing. In those times, whatever energy or influence or power that I received to have by deaf people and the parents of deaf children, was the energy and influence and power of a friend, a family member, someone who belonged. There is no doubt that the most pro-
found feelings of satisfaction that I have ever experienced were centered around feeling of unconditional acceptance by the deaf community and then the intellectual and emo-
tional leap forward to February 1989. Altered perceptions, a new reality... I thought I was standing in the same palce, but I have been moved by a simple change in perception? Whatever energy or influence or power that I am perceived to represent has suddenly become symbolically different. T.C. has become S.S.S. The glorious promise has been covered up by an ugliness, the hearing man's bias, paternalism, oppression. Is the family breaking up? Are ties of family evaporating the diffe-
rentness that deafness imposes, and thereby circumcising the souls of those who once thought of themselves as family members? Is the home, as Channing suggests, where membership is granted only to those who wear the badge of differentness, becoming a grave instead of a nursery? Its another auditorium, in another country, at another time... flash-
back... its happening again... I have had this dream before... the cold feeling of alienation like a stone pressing on my heart. Why am I feeling like a stranger in my own family? Like Rip Van Winkle, have I been asleep for twenty years? Am I unrecognized among my own? This was not a replay of the Gallaudet seminar, but the issues were the same, the dreams and hopes, the frustrations and the hurts, were the same. This was a microcosm of our world or community or family or culture. Deaf persons from all walks of life, parents of deaf children, hearing and deaf professionals, researchers, special-
ists, young people with unfulfilled dreams, and others who were seasoned and tempered by time, experience, and gravity. This "homecoming" was more like a 50th class reunion... the bodies were the same but the ties of family and community and culture, the ties that bound us together now circumscri-
ble our souls, separating us and calling attention to matters of different-
ness.

The level of tension increased, these were important issues which were being discussed. This was an appro-
riate forum for the expression of diver-
egent points of view. This could have been one of a thousand such gatherings in which members of those various constituencies come together for a few hours, a day or two, to reach for the common dream, holding each other up, sharing in the celebration of unity, laughing and crying, in that wonderful sense of release which one finds in the company of those with whom we share brotherhood and sisterhood is shared... common identity. But, something was qualitatively different, the people were the same, the issues were the same, the dreams were the same; but, we were perceiving each other differ-
ently. We knew each other, yet we were strangers because we were defining ourselves, and each other, on the basis of points of differences. We were inside, or outside, the circle on the basis of
hearing status, or proficiency with A.S.L. Deaf culture was being seen and understood as exclusive.

I watched the faces and the hands of the other panelists. I also observed and attempted to measure the wide range of feelings revealed by the mixed expressions on the faces of persons in the audience. It was as if each was locked in his or her own private cell, like honeybees in a hive, together but not together. I rose to speak. More than anything else, at that moment, I wanted to establish in a deep personal sense my oneness and connectedness with the gentlemen who were sharing the head table with me. My remarks, signed and spoken, were addressed directly to him. Without saying or signing a word, he made a profound political statement by electing to look only at the A.S.L. interpreter. The audience was visibly moved and as quickly divided. Blood is thicker than water.

I thought of the Middle East situation, the Arabs and the Jews, Iraqis and Kuwaitis, Saddam Hussein and the “American Infidels.” This time it was not a line in the sand that had been drawn, it was a circle and I was standing outside. Deaf culture was being redefined. This was becoming an exclusive family, and the ties of family had circumscribed the souls of more than this man and me. When family becomes exclusive, engulfing so as to shut out the general claims of the human race, that tie becomes, even though invisible, like the Great Wall of China . . . not a stairway to heaven, not a bridge to understanding, but a barrier between the minds and hearts and souls of those who might otherwise be neighbors in a common neighborhood.

Once the forces which shape and define human events have been unleashed, it is difficult to return to the status quo. This is a short paper, but in the time that has elapsed between the writing of the first page and the last paragraph, the United Nations Coalition has launched and continued a massive air attack against the forces of Saddam Hussein. Just hours ago, even while under continued bombardment, Iraq launched seven or more missiles through the skies over Palestine and into Israel. There is great concern that if Israel is pulled into this conflict, the alignment of forces now posed against Iraq could be altered substantially. In military conflicts it is sometimes possible to declare winners and losers, but not always. In the breaking up of a family, however, there are almost never any winners.

Although the breaking up of a family may initially involve such concepts as winning and losing, custody and control, power and authority, it is ultimately a painful experience for everyone. Who is to know, who is to say, and who is to measure whose pain is worse . . . the pain of parents separated from their children, the pain of children separated from their parents, or the pain of partners whose sacred union has been torn. This paper does not have anything to do with the personal feelings of anyone, it is written to help all members of this family, community, culture, world, understand the risks of a break-up of perhaps the most remarkable coalition ever to come together voluntarily to share a common dream and to defend a sacred heritage. Since children have so little power and depend so greatly upon other members of the family for life, for liberty, and for the opportunity to stake out their claims against the “general claims of the human race,” it is the children who suffer most with the breaking up of the family. This paper is written as a prayer for the coming together again of all our members, each with his own badge, each with his own banner, but united by common need and purpose. For me, all I ever wanted was just to tag along.

—David M. Denton
January 18, 1991

Where do you live?

This map, on display in the Steiner Building on the Columbia Campus, answers that question by showing the faces of students and the many places they call home. Librarian Karen Brickett Russell created the map to give students a visual reference of the many counties of Maryland.
Student Council

Today at noon time, as I wandered through the School dining room, my attention was called again and again to a table of high school students who were deeply involved in what appeared to be a very serious conversation. It occurred to me after a few moments that this was a cabinet meeting of the recently established Student Council of the Maryland School for the Deaf. I felt a flush of happiness and pride as I watched these young men and women engage in thoughtful discussion about the life of the School. I remembered, too, a surprise experience which took place on my recent birthday when the officers of the new Student Council presented me with an Executive Proclamation recognizing my services to the School and officially wishing me a happy birthday. Needless to say, I was touched by this experience and I felt a glow of pride. The first official proclamation by this sparkling new student government was a thoughtful, sensitive and mature act from a group of young people who put the feelings of other people before their own, and that is enough to make one proud. The proclamation hangs with other treasured documents on the wall in the Administration Building.

Deaf Advocacy—Frederick

The community of deaf people in the Frederick area continues to grow and assert leadership that is being felt throughout this part of the State. Frederick County has a new organization called Deaf Advocacy—Frederick (DAF). This organization was formed under the leadership of the Free State Chapter of Gallaudet University Alumni Association. According to a letter submitted to me in recent weeks by DAF, the purpose of this organization is to improve the quality of life of all deaf people of Frederick County. If I may be permitted to speak for all of us at the School, I would like to say that we wish you well, and we take immense pride in this bold act of leadership and responsibility. Through your efforts the lives of all people, and not just deaf people, in our community will be touched in a positive way.

Twenty Years Ago

In this column exactly twenty years ago, the items discussed included the beginning construction of the Ely Building on the Frederick Campus. In The In-Basket article the Ely Building was referred to at that time as the Academic Building. How proud we were that we could actually see and touch tangible evidence of a building which has become the center of activity on the Frederick Campus.

In that same issue of The Maryland Bulletin there was a second short article which is reprinted here because of its timeliness, particularly when we think about the recommendations included in the recently completed report of the Legislative Auditor. Here it is:

More Bricks and Mortar

Many of you will vividly recall the 1968 Session of the General Assembly of Maryland. You will recall that we wrote letters by the hundreds to our delegates and senators asking their support of Senate Bill 274... a bill which would establish a branch of the Maryland School for the Deaf near the population center of the State. Thanks to your help and to the unusual sensitivity of our General Assembly, that bill was passed. Senate Bill 274 was signed into law by Spiro T. Agnew, then Governor of Maryland and now our Vice President. Many, many things have happened since this bill became law... the search for suitable property... the selection of an architect... the development of a master plan for the campus... the development of a Capital Budget... the selection of the site near Columbia, Maryland... the long and arduous task of developing a set of comprehensive plans for the first phase... In a few short weeks all of you will be able to observe tangible results of the hopes and dreams and tears and sweat of the past months. Plans are complete for the first phase of the Columbia Campus of the Maryland School for the Deaf. This project is funded and bids are to be opened for construction of the first phase February 11. This means that in March or April, construction will actually begin on the exciting new school. Phase one of the Columbia Campus will accommodate children ages two through 10 thus permitting Maryland to broaden its services to the deaf children of the State.

—David M. Denton
Frederick Chapter of the American Red Cross Makes First Aid/CPR Training Accessible to the Deaf

For the past three years, first aid cardiopulmonary resuscitation (CPR) training has been held at the Frederick Campus of the Maryland School for the Deaf. Under the direction of Al Miller, a certified instructor and volunteer with the Frederick Chapter of the American Red Cross, this is the only, community-based standard course for the hearing impaired that is registered with the American Red Cross. Mr. Miller, who is hearing, has uniquely made his class available to interested deaf people who receive instruction through interpreters.

Another unique service being offered by the school is the training of certified instructors with sign language capabilities. Once these participants gain certification, future classes can be held without the presence of an interpreter.

Frank Davis, Head Advanced Department Dormitory Counselor, and Cliff Grant, a dormitory counselor, who both interpret at the standard class, are training to receive certified instructor status. In addition, five other MSD personnel are completing the instructor training course. Sixteen people are enrolled in the standard course.

The occupations of the people enrolled in the standard course include teachers, administrators, physical education instructors, and dormitory counselors. Although all personnel are encouraged to take the course, Frank Davis sees an acute need for first Aid/CPR skills in performing the duties of a dormitory counselor. In residential schools for the deaf throughout the United States, dormitory counselors are responsible for the after-school program of deaf children. Mr. Davis states, "We offer a wide variety of activities for the students, which include bicycling, camping, and skiing. Because the degree of exertion varies with each activity, a stipulation was made for all Advanced Department dormitory counselors who supervise such activities to be certified in administering first aid and CPR."

Maryland School for the Deaf hopes as word of its program grows, other communities will implement First Aid/CPR classes for their deaf citizens.

The Middle School Intervention Program

On October 29, Maryland School for the Deaf hosted a kick-off ceremony to mark its participation in the Middle School Intervention Program. Six students from the Intermediate Department, Marvin Cooper, Kevin Dove, Melissa Jarboe, Erin McLaughlin, Stephen Sementer, and Amy Wise, and their parents met for a dessert social in the Staff Dining Room of the Kent-McCannor Building as program coordinator Toni Bowie of Hood College explained the objectives of the program.

Funded by the Maryland Higher Education Commission, the Middle School Intervention Program's goals are to encourage its participants to pursue higher academic standards and to raise their educational expectations. Maryland School for the Deaf has tailored the program to target its students who have the aptitude for post secondary training but have not considered it as an option. Students were also selected on the criteria of living within proximity to the school to foster parental involvement and of being 13 or 14 years of age. The Frederick Alliance for Creative Education, an educational consortium of the Frederick County Board of Education, Frederick Community College, Hood College, Mount St. Mary's College, and Maryland School for the Deaf, is sponsoring the project which works with participants for one school year. Twenty students from Thomas Johnson Middle School and twenty students from Brunswick Middle School will also participate in the program.

MSD teacher Charlene Anderson will act as coordinator for MSD who joins the program in its second year. The Middle School Intervention Program.

Al Miller (left) stresses the importance of clearing the breathing passage before administering CPR as Cliff Grant interprets.
gram will give students a better understanding of what steps are required to prepare for a college education. Participants will visit the colleges of consortium members where they will speak to admissions officers, students and instructors, and learn about preparatory courses, financial assistance, and campus life. Ms. Bowie will make bimonthly visits to the schools to discuss the importance of goal setting which will be supplemented throughout the year with visit and a summer enrichment program that includes a math course, reading/writing workshop, and basic computer skills course. A trip to Gallaudet University, the world’s only liberal arts college for the deaf, has been added to the scheduled college tours and once again participants will attend the annual spring theatrical production of MSD to increase deaf awareness.

1990 College/Career Fair—Preparing for the Future

On October 11th, students from the Advanced Department learned what various college programs, social agencies, and employment organizations had to offer at the 1990 College/Career Fair.

Four underclassmen, who attended the event, were asked to share their opinions on what benefits they derived from attending. Below are brief profiles of each student and their comments.

Name: Michaela Halschak
Age: 15
Class: Freshman
Future occupation or college major: computer repair stock market broker own my own business
College interested in attending: Gallaudet University in Washington, D.C.
“I want to attend Gallaudet University because they offer the majors I’m interested in studying.”
On the College/Career Fair:
“The Gallaudet booth had information on business education and computer science. I learned I need to have a good background in math and reading.”

Name: Elizabeth Uchino
Class: Freshman
Future occupation or college major: fashion designer psychologist business administration
College interested in attending: Gallaudet University in Washington, D.C.
“I want to attend Gallaudet University because of its deaf culture and because many of my relatives are alumni.”
On the College/Career Fair:
“I found the videos that showed what the campus was like to be very helpful and an entertaining way to get important information.”

Name: Steven Gandee
Age: 17
Class: Sophomore
Future occupation or college major: psychology secretary
College interested in attending: Catorville Community College
“I want to go to college and Catorville Community College seems as if it can provide me with the right program.”
On the College/Career Fair:
“Yeahed St. Paul College is not for me and that you must thoroughly read the college’s brochure to learn what the school has to offer.”

Name: Tina Baylor
Age: 15
Class: Sophomore
Future occupation or college major: psychology secretary
College interested in attending: Catorville Community College
“I want to go to college and Catorville Community College seems as if it can provide me with the right program.”
On the College/Career Fair:
“Yeahed St. Paul College is not for me and that you must thoroughly read the college’s brochure to learn what the school has to offer.”

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Future occupation or college major:
plumber
electrician

College interested in attending:
"I plan to attend St. Paul Technical College to study electrical engineering or plumbing."

On the College/Career Fair:
"Although I'm thinking seriously of attending St. Paul, I also stopped at the National Technical Institute for the Deaf's booth to see what they had to offer. I also learned Gallaudet University is not for me."

Education Coordinator Bobby Padden organizes the fair. The following organizations were present:
Associated Builders and Contractors
California State University, Northridge
Cassell County College
Catawba Community College
Deaf Independent Living Association
Department of Economic and Employment Development
Fort Detrick Civilian Personnel Developmental Services Group, Inc.
Gallaudet University
Holiday Inn
Jewish Social Service Agency
Maryland Rehabilitation Center
Mount Aloysius Junior College
National Technical Institute for the Deaf
New River Community College
Plamondon Enterprises, Inc.
Sinaia Hospital: Vocation Services Program
St. Paul Technical College
Standard Federal Savings and Loan Association
Tampa Technical Institute
Tennessee Temple University
United States Postal Service

Parents

The new Family Education/Early Intervention program newsletter's title aptly describes its mission. "Parents in Touch" is a monthly publication containing parent tips, anecdotes, a suggested reading list, and events that help the families who are serviced by the Family Education/Early Intervention program network with other families of deaf children. Cynthia Chadwick, Ruth Snyder, and Ellen Richmond-Hearty, who write the articles and format the newsletter, state the publication's purpose in the first issue which was distributed in October. They said, "We hope... "Parents in Touch" will be something parents look forward to receiving for its news and information, humor, and enriching experiences from growing and learning with our deaf children."

In Appreciation

John Kirby of Renn Kirby Pontiac receives a certificate of appreciation from Dr. Denton (right) for supplying the school's driver's education class with cars for the past four years. Students LaQuisha Scrivener, Annette Burrell, and Natasha Rorge watch the presentation.

MSD Booster Club
1990 Raffle & Budget Report

The Board of Directors of the MSU Booster Club met on Homecoming Day, September 22. Major items of business discussed dealt with the budget requests of the Athletic Department. Major items approved included raffle prize money, ESDAA tournament fees, interpreters for summer camps and clinics for students, coaches clinics, and the St. Albans wrestling tournament.

Several items requested were not approved since the Booster Club coffers are low. One of the reasons that we are well below the past two years is due to an unfortunate oversight. Raffle tickets were not sent to Mr. George Singer for distribution to alumni members. The near $1,000 usually raised through alumni members was missed.

The Booster Club will be initiating some special efforts throughout the current school year to raise funds through membership sales and donation solicitation. Any support alumni, parents, and/or staff can give us will be greatly appreciated.

Following the Homecoming football game, our lovely Homecoming Queen, Kristin Cantrell, drew the tickets of the following winners: at a ceremony conducted by Booster Club President Donald Phelps, Board member Mark Wait, and alumnus John Mason.

Maryland School for the Deaf Booster Club Raffle Ticket Winners
W. Sparrow, 1st place—$200
Lloyd Bahning, 2nd place—$100
Sharon Coulter, 3rd place—$50
Mike Bowen, 4th place—$50
Key Reel, 5th place—$25
Joey Gregor, 6th place—$25
John Ernis, 7th place—$25
Don Phelps, 8th place—$25

This year, the Booster Club will hold its winter meeting on a date prior to the Winter Alumni Day. We will attempt through various school and community
publications to notify the MSD supporters of the date and time of the meeting. As always, interested persons are encouraged to attend the meetings and to participate in Booster Club activities.

Doing Our Part

[See picture on back cover]

Maryland School for the Deaf has a history of giving morale support to the armed forces when the country is engaged in a war. This 1944 archival picture, taken during World War II, was provided by former principal Margaret Kent. Maryland School for the Deaf's contribution to the war effort included financial contributions to the Red Cross Campaign, blood drives, and the purchasing of war saving stamps and war bonds. In addition to monetary support, each week the superintendent's wife, Cornelia Börlee, and teachers Margaret Kent, Hazel McCann, and Elva Wohlstrom would accompany a group of girl students to the Francis Scott Key Hotel to work for the Red Cross. Before going, each person would change into a white nursing uniform and place a white head dress with the Red Cross insignia on their heads.

When the Frederick County Red Cross started to make surgical dressings for World War II in April, 1941, the girls from Maryland State School for the Deaf were on hand the first week to help . . . and have been helping ever since. . . . [They] have been responsible for making approximately 16,000 dressings. . . . The girls have shown a deep interest in the work and are glad to thus make their contribution to the war effort.

—A reprint from The Maryland Bulletin, May 1944

A Fire Safety Demonstration

Westminster residents Sue and Bill Brehm gave Columbia Campus students a lesson in fire safety and on-the-job training as fire fighters on December 7. Back by popular demand, the Brehms repeated a demonstration that they had given earlier in the year to older students that included their nine-year-old son David. This time, the younger students were the attentive audience. Bill is a full-time paramedic and volunteer fireman with various fire stations that includes the Westminster Volunteer Fire Company. Sue is an emergency medical technician. The demonstration of fire safety allowed children to practice the techniques of stop-drop-and-roll and crawling to an exit under a bellowing sheet that simulated a blanket of dense smoke. Trying on the fire hat and coat, feeling the vibrations of the siren, and operating a hose to extinguish a pretend fire were activities that completed an enjoyable, learning experience.

Robert Chadwick gets to doze a pretend fire with the help of Sue and Bill Brehm.

Students learn how to crawl to safety under a "cloud" of smoke.

Trying on the coat, . . .

High fives are given out by Bill Brehm.
"Mousekin" Author and Illustrator Edna Miller Visits Columbia Campus.

On December 1, children's author and illustrator Edna Miller treated the Columbia Campus to a reading of her latest book "Mousekin's Frosty Friend." Campus librarian Karen Brickett Russell invited Ms. Miller to the school after meeting her at a book signing. The series of stories on Mousekin, a woodland mouse, are very popular with the students. Coincidentally, Ms. Miller, who is presently gathering information for development of a story on a deaf boy and his deaf dog, felt a visit to a school for the deaf would benefit in the accuracy of the book.

Douglas Lake, who will illustrate the book, accompanied Ms. Miller.

Ms. Miller and Mr. Lake's tour of the school and classroom visits gave a positive impression of MSD. The reading of "Mousekin's Frosty Friend" brought the entire school to the library where Ms. Russell interpreted as Ms. Miller read. Ms. Miller drew a picture of Mousekin and the snowman and Mr. Lake drew a picture of Abbey, the deaf dog who will appear in the story of the deaf boy and his dog. After prompting from students, Ms. Miller drew Mousekin hiding in the beard of Santa Claus on a Christmas card greeting to the school drawn by Mr. Lake. During a question and answer period, students learned Ms. Miller captures a woodland mouse to use as a model for the pictures of each Mousekin tale and releases it after the story is completed.

Mr. Lake urged all would-be artists to practice and to read books on how to draw.

Ms. Miller and Mr. Lake both promised to return to MSD to read the story featuring the deaf boy and his dog as soon as it is published.
Operation Desert Shield

This past summer, on August 2, 1990, the country of Iraq invaded Kuwait. Iraq's President Saddam Hussein invaded Kuwait because he wanted Kuwait to become a part of Iraq. He also wants to control Iraq's oil supply. During this invasion, Iraq kept many foreign people there as hostages.

The United States asked for the immediate withdrawal of Iraqi troops from Kuwait. Saddam Hussein refused. In order to protect the people of Kuwait, to protect the hostages, and to protect Kuwait's oil supply, President Bush decided that the United States needed to become involved. He decided it was necessary to send military aid to the country of Saudi Arabia. On August 8, 1990, President Bush began sending troops to Saudi Arabia. On August 23, he decided to send the Army Reserves to Saudi Arabia also. President Bush calls this action Operation Desert Shield.

This past fall, we learned about Operation Desert Shield during Mr. Martin O'Brien's social studies class. He explained to us about the problems in the Middle East. We became interested and wanted to learn more about the situation. Mr. O'Brien saw the address for Operation Desert Shield listed in The Frederick Post. He brought the address into the class so that we could write to some of the service members stationed in Saudi Arabia. We wanted to cheer them up and ask them questions. [Nancy Swaiłko's language and reading class students also wrote to service members in Saudi Arabia] and sent a gift package for the Christmas holiday. Some of the questions we asked were: "What kind of food do you eat?" "Do you like Saudi Arabia?" "What is the weather like there?" "When will you be back?" and "Do you miss your family?"

We wrote and told them many things about ourselves. We wanted to become penpals with the service members because they haven't seen their families for a long time.

After about two months, answers to our letters started to arrive. Below are some quotes taken from the letters we have received:

"...we service members are very delighted that you and so many Americans care about our mission and what we are here for..." —Michael United States Marine (received by Julia Rae Eckelberger)

"Freedom sure has a price tag." —Bill United States Navy (received by Matt Fisher)

"I miss home very much and can't wait to get back to Maryland...I'm glad you are thinking about us." —Tom United States Marine (received by Matt Korpes)

"The food we eat here already comes pre-cooked in a package...but nothing beats a real hot slice of pizza or a Big Mac with french fries and a milkshake." —Paul United States Army (received by Hayley Evans)

"When we first got here it was 120° in the day and 119° at night." —Gary United States Army (received by Hayley Evans)

"Thank you for the letter. It is nice of you to write a lonely service member." —Joseph United States Navy (received by Jenny Cooper)

"Right now we are in the Arabian Sea. We will be going to the United Arab Emirates for some R&R. I will send you a post card." —David United States Navy (received by Sarah Nimmeleman)

"I hope there won't be a war either. I honestly believe there won't be one. But if there is, I'm ready...Saddam Hussein must see that he is in a 'no-win situation' and I'm praying that he will make the right decision." —Michael United States Marine (received by Erin McLaughlin)

"Now that I am out of school, I wish we faced back in school... Right now our ship is still in the Arabian Sea...I am hoping we don't have to go to war, but if we do I will...This is a job and I promised the U.S. government that I would fight in its defense." —Dutch United States Marine (received by Erin McLaughlin)

It is interesting to read about their feelings. These men haven't seen their families in a long time. We feel our letters have cheered them up.

Students involved in writing letters to the service members of Operation Desert Shield are:

Trina Baylor Janelle Berry
Karen Bramble Julie Bourne
Jenny Cooper Dennis Dixon
Kevin Dave John Hale
Julie Rae Eckelberger Hayley Evans
Matt Fisher Lena Greger
Nicki Hawkins Talia Hebb
Lanise Greger Amy Wise
Delane Woodfall Tiffiny Erth

(*) co-wrote the article

Gifts from Home

The children in the Primary Department got in the Christmas spirit recently as they gathered together items to send to a servicemen in Saudi Arabia. Thirty-two pounds of soap, toothpaste, sunblock, paperback books, and other supplies were collected and shipped to Sgt. Kenneth Morrison from Fort Detrick. No doubt Sgt. Morrison will especially enjoy the glittery homemade Christmas cards
which share the love and concern the children feel for him and all the soldiers in the Persian Gulf.

Pee Wee NAD Gives Big Gift to Operation Desert Shield

The Pee Wee National Association of the Deaf gave its support to Operation Desert Shield in the form of a fifty dollar contribution. The donation was sent to the Frederick County Veterans Association who are collecting gifts for service members in Saudi Arabia and the Persian Gulf. The financial contribution came from the Pee Wee NAD’s general fund.

The Sights and Sounds of Christmas

Amy Wise, President; Julie Bourne, Vice President; and Erin McLaughlin, Secretary of the Pee Wee NAD pose with the check which will be sent to the Frederick County Veterans Association for Operation Desert Shield.

A speech lesson is made into a fun activity on the Frederick Campus as speech teacher, Ellen Potter becomes a living Christmas tree for students Lacey Wilhelm, right, and Jason Coleman as they practice their long vowel sounds and trim tree with garland.

Junior Journalists

In a contest to write an article on the theme “Life as a Deaf Teen” for possible publication by Seventeen magazine in its Voices column, students Lisa Ewan (left) and Trina Baylor’s entries were selected as first place winner and honorable mention, respectively. Teachers Mary Ellen Dempsey, Cathy Babb, and Gary Gillard, who is Lisa Ewan’s teacher, all encouraged and supported their students efforts to develop their writing abilities.

A Fond Farewell

On December 19, students and staff on the Columbia Campus gathered to wish Assistant Principal Gertrude Galloway and Judy Schell, R.N. a fond farewell. Ms. Galloway ends 20 years with MSD to become the first deaf woman superintendent of a school for the deaf in the United States at the Marie Katzenbach School for the Deaf in West Trenton, New Jersey. Judy Schell leaves after five years of service in the infirmary to relocate to Texas.

Dr. Denton expressed the sentiments of the MSD community when he said their contributions to the school were valued and that their presence will be missed.

Dr. Denton and Dr. Steffan (right) watch as Ms. Galloway talks about her memories of MSD.

Gertrude Galloway and Judy Schell (right) admire mugs that have MSD lettered on the side.

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MSD Cross Country

The Cross Country girls team finished the season with six wins and seven losses with a team of five members and three intermediate runners. Throughout the season, all runners displayed good teamwork at practice and at the meets, and consistently improved their individual records.

Sophomore Annette Burrell had two first place wins, one second win, and one third place win for the season.

During the season, Heather Herzig worked hard for the team by running strong races.

Melissa Jarboe, a novice, gained a lot of experience this year. Coach Nancy Benton said the team was a pleasure to work with and gave good effort.

1990 MSD Girls
Cross Country Team
Annette Burrell
Hayley Evans
Claudette Fitzhugh
Heather Herzig
Melissa Jarboe
Melape Korto
Stephanie Madera
Nancy Benton, Coach

Girls Team Wins DAFUS National Champion
The girls’ cross country team captured the Deal Athletics Federation of the United States (DAFUS) National Deal Cross Country Championship on November 18 in Columbia, Ohio. Five runners were selected to participate in this special meet. Nine teams from various schools for the deal competed. Annette Burrell lead the entire race to place first. Heather Herzig scored points to help secure the team championship. Melissa Jarboe proved to be a valuable runner. Stephanie Madera finished 14th and Claudette Fitzhugh finished 15th in the race of 18 runners. South Carolina will host the 1991 DAFUS National Deal Cross Country Championship in Spartanburg. The team looks forward next year’s race.

Cross Country 1990

1990 DAFUS Championship Team
Annette Burrell
Claudette Fitzhugh
Heather Herzig
Melissa Jarboe
Stephanie Madera
Nancy Benton, Coach

Boys Cross Country Team
The boys cross country team had a rebuilding season with three wins and 10 losses. They placed fourth in the DAFUS National Deal Cross Country Championship.

Sophomore James Gaskin had two first place wins this season. Mark Muir, a sophomore, and Michael Halischak, a freshman, improved their records and will prove to be good runners in the future. Other runners’ individual records improved and they also gave a good performances at the DAFUS.

1990 Boys Cross Country Team
James Gaskin
Michael Halischak
Joshua Kelman
Mark Muir
Stephen Selmer
Damon Sparrow
Nancy Benton, Coach

-- Nancy Benton

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MSD Wrestlers
Go to "Nationals"
During this past summer three MSD wrestlers, Kevin Beacham, James Gaskin, and Joey Greegor, qualified and competed in the U.S.A. Wrestling Junior and Cadet National Tournaments. Kevin and James flew to Cedar Falls, Iowa, to compete in the uni-dome, the huge indoor facility at the University of Northern Iowa. More than 1,000 wrestlers from all 50 states participated in over 2,000 matches from July 14 to July 20. This is the highest level of competition for the American high school wrestler. It is the largest tournament of its kind in the world.

Joey traveled to Battle Creek, Michigan, and competed in the U.S.A. wrestling "Cadet" Nationals for 14-15 year olds. This is the first time that an MSD wrestler has ever competed on this team.

The cost of the trips was paid for by the wrestlers and their families. Expenses to Iowa were $750, while to Michigan they were $300.00. Anyone wishing to make a donation to help defray the costs of the trips should contact Jim Schartner, 462-4159, ext. 243.

We are still having fund raising events. On December 11, 1990, at the MSD vs. JD wrestling match, we raffled a handmade doll worth $500.00.

MSD Wrestlers Compete In "Friendship Games"
This past July the American Athletic Association of the Deal hosted the first "Friendship Games" at Gallaudet University. Athletes from the United States, the Soviet Union, and Canada competed in a spirit of good will and friendship in track, basketball, volleyball, and wrestling.

Several alumni and one present MSD student wrestled against the Russians. Alumni Eric Woods (198 lbs.), Troy Woods (180.5 lbs.), Christopher Von Garrel (149.5 lbs.), and student Joey Greegor (105.5 lbs.) competed in freestyle and Greco-Roman wrestling. Eric and Chris had exciting close matches with their Russian counterparts. Eric lost 3-0 to the 1989 Deaf Olympic Freestyle gold medalist while Chris lost a 4-2 decision to the 149.5 lb. Deaf Olympic gold medalist.

For Troy and Joey, it was their first international wrestling experience against foreign competitors. Both wrestled well and showed great potential for the future.

MSD Opens 1990-91 Season
On November 15, 1990, the MSD wrestling team officially began its 1990-91 wrestling season. We are looking forward to a competitive season. As always, our goals will be: (1) to improve as individuals, (2) to learn to help each other so we can grow as a team, and (3) to get into top physical condition. Along the way we hope to have as much fun as possible through team work, competition, and sharing tournament experiences. Wrestlers include: Jacob Spidle (103 lbs.) Van Greene-Ennis (103 lbs.)

—Jim Schartner

New wrestlers include:
Ronnie Cohens
Alan Duke
Shannon Hare
Jeff Oswald
Tim Riker
Brandon Copper
Jason Whitmore

MSD Wrestle 1990-91

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Attention Alumni

The Maryland School for the Deaf Alumni Association is collecting recipes from alumni, faculty, staff, parents, students retirees, and friends to be printed in an MSD cookbook. The cookbook will be sold at the 50th Quadrennial Reunion in June of 1992. The sales from the cookbook project will go towards support of school programs.

Please send us three or four of your favorite recipes now. We would like to have recipes in the following categories:

1. Appetizers
2. Soups and salads
3. Meats/main dishes
4. Vegetables
5. Breads, rolls, pastries
6. Cakes, cookies, desserts
7. Beverages

Send the recipes with your name, (class year, if appropriate), address, and telephone number to:

Ms. Mary Sue (Hodges) Boxer
Cookbook Project Chairperson
Maryland School for the Deaf
101 Clark Place
P.O. Box 250
Frederick, MD 21701-0250

James Parson, class of 1957, was presented with the Rorer Presidents’ Award, the highest award presented by the Company for achievements in the areas of teamwork, customer satisfaction, innovation, and community service. The award is part of Rorer’s Credo Circle Program which recognizes employees who adhere most closely to the ethical principles that Rorer adopted as the basis of its internal and business management practices.

Parsons was one of 25 award recipients selected from more than 8,000 employees worldwide. The award winners were selected by Rorer Division Presidents from a group of employees nominated by their coworkers throughout the year as part of the Company’s Credo Circle Program.

Parsons, a resident of Lewes, was honored for his coordination of a program to hire handicapped individuals from Kent-Sussex Industries (KSI) to work at Barcroft.

Rorer Group Inc. (NYSE: ROR), a Fortune 500 company headquartered in Fort Washington, PA, develops, manufacturers, and markets pharmaceutical products on a worldwide basis.

Two MSD alumni are June 1990 graduates of the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT) and the world’s largest technological college for deaf students.

Martin Cahal, Class of 1985, received an associate degree at diploma in Data Processing, Julie Bartee, Class of 1986, was awarded an associate in applied science degree in Data Processing.

Staci Rendrew, Class of ’86, received the Employee of the Month award from the Montgomery County Police Department. Ms. Rendrew works in the data systems section of the records division. She was nominated for the award by her supervisor, Sgt. Jan Graham, who says Ms. Rendrew is courteous and professional.
"Purely A Fiscal Matter"

During the month of February, major committees of the Maryland Senate and the House of Delegates will hold budget hearings for all State agencies. The hearings for the Maryland School for the Deaf will involve more than just a discussion of the Fiscal Year 1992 budget. During these hearings, Legislative Committees will be considering the recent report of the Legislative Auditors concerning the Maryland School for the Deaf. The Contents of this article were excerpted from the School's response to the Legislative Auditors' report. This is, of course, a true abbreviated response, but it is hoped that it will provide our readers with a clearer understanding of the School's position.

After reading and rereading this report and contemplating the potential impact of the auditor's recommendation upon the future of the School—its accepted and implemented—the meaning of the oft-repeated statement by the auditors that this is "purely a fiscal matter" comes home with all its sobering and chilling power. It would seem proper that judgements regarding numbers, ratios, faculty positions, support staff, etc., should be determined on the basis of what deaf children need and deserve in a school program and the hands and numbers of persons necessary to do the job well. The same could be said regarding facilities. In so many of the graphs and ratio comparisons the median which exists among several struggling schools for the deaf becomes the standard. Statements and recommendations are repeatedly made that by eliminating critical staff positions that we have sought for a century and a quarter to secure, we would be in line with the staffing patterns of a school for the deaf in some distant state. Is it assumed that we do not know anything about those other schools? Is it assumed that our commitment to this institution and its pupils is so shallow, so weak, that we could take that step downward and backward? Who among us is prepared to settle for what deaf children in some marginal school for the deaf in some other state are being provided? The auditors' statements seem to recommend ways of taking an excellent program with a nationwide reputation and turning it into a mediocre program.

The most important single factor in the education of the deaf in America in recent history has been the influence of the "least restrictive environment" clause of P.L. 94-142. Unfortunately, this influence has been essentially negative. This is particularly true where residential schools of the deaf are concerned. Most residential schools for the deaf in America have suffered dramatic losses in student population since the implementation of this "mainstreaming" law, beginning in 1975. Coupled with the decline in enrollment among residential schools has been a general change in the character of residential populations (more multi-handicapped), a loss of professional and support personal and an erosion of public confidence and program quality.

Among the residential schools for the deaf included in the survey which was a part of this audit, there has been a decline in enrollment between 1975 (the first year of P.L. 94-142) and 1990 which averaged 40%. Population losses among those schools surveyed ranged from 32% to 17%. The Maryland School for the Deaf (MSD) and one other mid western state each experienced a 22% decline between 1975 and 1990. Only one school showed a smaller loss than Maryland. That school is in a rural state with few local programs for the hearing impaired and has experienced fewer losses in mainstream programs. (One school included in the survey is a metropolitan day school without a residential program and was eliminated from this enrollment comparison.)

This information is of genuine significance to the purposes of the audit because it is an indication of the viability and strength of the School during uncertain times in this profession. This is even more significant when it is considered that Maryland is a very small state with its population centered in the metropolitan areas. The enrollment data used in this comparison comes from the American Annals of the Deaf—Directory issues.

Since the mid 1970s the School has attempted to provide the Maryland Legislature with periodic updates on the impact of the widespread interpretation or misinterpretation of the "least restrictive environment" issue. So it is not surprising that in 1989 MSD sponsored a national conference to deal with this matter. Representatives from 38 states and the District of Columbia attended the conference which was regrettably by former U.S. Attorney General Benjamin Civiletti. Other presenters were Dr. King Jordan, the first deaf principal of Gallaudet University, former U.S. Senator Charles McC. Mathias, and others. The proceedings of this conference have been published and disseminated and copies are available with this report.

The preeminent factor impacting upon residential schools for the deaf since 1975 has been, and is, least restrictive environment. The past, present, and future quality and strength of residential schools has been, is, and will be determined by the response of state governments and professional educators to the current interpretation and implementation of the least restrictive environment clause of P.L. 94-142. The audit of MSD dealt essentially with the symptoms of the problem and failed to address the heart of the matter.

In the report the heading of Scope is a brief explanation of how the Division of Audits was requested to conduct a review of facilities and staffing of the School since recent budget analysis had questioned the "operating efficiency" of the agency related to declining enrollment and rising costs. Specifically the audit was to cover these areas:

---Utilization of classroom and dorm space.
---Staffing patterns compared to similar schools.
---Necessity for the operation of two campuses.

In the next paragraph this is stated: "Our review was made independent of consideration regarding the quality of the educational services provided by the School." This statement brings into question the validity of the entire exercise since it is based upon a conceptual and rational incongruity. How can analysis be conducted, and recommendations made that affect the life and future of the institution independent of considerations regarding the quality of the educational services? The rational foundation upon which we operate, by which we understand, interpret, debate, and measure the strengths and weaknesses of this institution is inseparable from considerations of quality. It is possible, in the realm of flat forward logic, to determine "operating efficiency" within a residential school for deaf children without measuring the quality of the educational experiences within the lives of the pupils. The relation ships among facilities, direct service and support service personnel, and program quality are undeniable and irreplaceable.

Since many of the conclusions reached and recommendations made in the report are based upon comparisons with other schools for the deaf, it is quite important.
that those considering this report know something of the status of these schools, the quality of their programs, the adequacy of staffing levels, and the appropriateness of using such comparison as the basis for determining what constitutes an acceptable and meaningful standard.

All but two of the schools in the survey have experienced a much more severe enrollment decline than our school. . . . the average pupil loss of these schools between 1975 and 1990 was 46%. (Mass. Ed. Rev. 46, 1979) All of the schools reached peak enrollment just before the graduation of the rubella population in the early 80s. The rubella hype was an aberration, and is not an indication of long term enrollment trends.) The real population decline that MS has experienced since 1975 (22% compared to an average of 40% among other schools), is tied directly to the least restrictive environment issue. The fact that Maryland has been able to maintain a broad program of direct and support services, and a reasonable level of staffing in good facilities, is an indication of our quality and strength. Maintaining a good school program is the bottom line in determining operating efficiency in a school for the deaf. Implementing the recommended reductions would result in the elimination of many programs and services, a lowering of the quality of instruction by reducing critical teacher-pupil contact and individualization of instruction, and result in a precipitous slide into mediocrity, or worse. Operating a weak program in a residential school for the deaf is the least efficient way to position a competent conscience to carry our responsibilities.

The Maryland School for the Deaf is possibly one of the best schools for the deaf in America. It has been a national leader in the area of educational effectiveness. Perhaps program offerings, class room, dormitory and recreational staffing patterns in the school and the high level of support services and personnel the State School has been able to secure, become the shield against which comparisons and judgments should be made. . . . a standard worthy of building on, and a standard worthy of maintaining.

Early in the auditors' report it is stated, "based upon the classroom and residential space available and current student enrollment, we have concluded that it is not necessary for the School to operate facilities at the locations." This statement demonstrates the risk and danger of conducting a review and making recommendations "based upon a premise which is conceptually flawed," i.e., making a review independent of consideration regarding the quality of the educational services provided. From the point of view of logic, it is impossible for the school to respond to the conclusions and recommendation of this report without violating both rules of logic and principles of sound education. The resistance to the auditors that it was "purely a fiscal matter" when School personnel know that it involved the integrity of human growth and development and issues of the civil rights of deaf children is almost an untenable position both ethically and professionally. The recommended reductions in personnel, if implemented, would so weaken the services provided and their quality as to place the entire school at risk. In general, residential schools for the deaf in America are struggling, and for the State to take deliberate steps to bring this school into conformity with other schools which are not as strong, regarding space, program offerings, staffing ratios, cannot be justified either in terms of fiscal responsibility or professional commitment to the children who would be cheated educationally.

The two campuses are different, necessary, and complementary, regarding the pupils they serve, the programs they offer, and their geographic locations. The facilities on the Campuses are considered by many to be among the best in America in terms of their arrangement, design, appointment, accessibility, lighting, attractiveness, and location. The programs at Columbia are unique and excellent and were designed specifically for the population served. The long term evaluation program, the allocation of funds for innovative treatment, particularly for younger multi-handicapped pupils, the available team of specialized support personnel make it possible for many of these pupils to transition to the Frederick Campus at the secondary level. Columbia provides opportunities for the incremental integration of multi-handicapped pupils into the regular program with minimal risk of failure, because the pupil in crisis can be immediately moved into the minimum supportive environment and provided necessary intervention on that campus. The closing of Columbia and the transfer of those pupils to the Frederick Campus would not achieve efficiency, but instead would delay the loss of program character, facilities, and personnel which represent the central reason for the creation of Columbia originally. The assertion by the auditors that other schools have achieved integration of multi-handicapped pupils using facilities similar to the existing at Frederick's fail to point out that this integration occurs because the schools have no choice to do otherwise. In some states multi-handicapped deaf pupils are placed in schools for the deaf without regard to the schools ability to provide necessary services. Columbia was established to avoid this kind of forced change in the character of the School which has happened in other places. Maryland School for the Deaf personnel are convinced, beyond doubt, that the consolidation of the two campuses would destroy both of them.

Necessity of Two Campuses

Perhaps the most difficult aspect of this entire experience has been the feeling of being compromised. . . caught between forces which seem somehow irreconcilable because the points of view which these two forces represent are so completely different. On the one hand, we are driven by the need, by the obligation to be accountable to our constituencies, in a professional sense. The resources that we have determined to seek and to build, including capital projects, including human resources in terms of professional positions which can become converted into direct personal services to the pupils, in terms of new educational programs, in terms of educational support services, in terms of inter-agency programs such as the Western Maryland College/MS Program in teacher education, and the Frederick Alliance for Creative Education, in terms of the re-building and expansion of the Frederick Campus, in terms of the establishment of a second campus for the State School, the State of Maryland's intention in establishing and maintaining a school for the deaf.

At the time legislation was sought to establish a second campus, the decision was also made, and supported by the School, by its Board, by the Executive and Legislative branches of State government to re-build, re-italize and expand the Frederick Campus. The commitment to establish a second campus was thoughtfully, carefully and deliberately made as a rational and progressive response to present realities and future projections regarding educational services to the deaf in Maryland. The numbers of hearing impaired children needing and being entitled to a comprehensive educational experience were there at that time, and are still there.

The re-building of the Frederick Campus with respect to architecture, building design, etc. was influenced strongly by the character of the community and by the
newer buildings which already existed, namely Barry Hall, Fowler Moylan Hall, and the Kent-McCannier Building. The addi-
tional dormitories, the Ely Building and the others buildings constructed during the 1970s were locked to the traditional design and configuration. Basically these buildings are multi-story with classrooms, dormitory rooms, shops, etc. along double-loaded cor-
nors. Economy was also a factor. For example, Faupel Hall and Klipp-Redmond Hall were built fully upon the two earlier dormitories, Foxwell-Moylan and Barry Hall, which meant that the State saved con-
siderable money in design costs.

Since the branch campus was to be devel-
oped from the concept stage upward, it could and should reflect state of the art knowledge and thinking in the design of an educational habitat for children who are deaf. It did not make sense to the planners in those days, nor does it make sense today, to concentrate all of the resources of this insti-
tution in Frederick, which is geographically oxen-center with respect to population. The new campus, it was reasoned, should be near the population center of the State in order to take advantage of a pressing need at that time, and a pressing need today ... the need to provide opportunities for more deaf children to benefit from both a com-
prehensive school program and the benefits of living at home with a family.

Another cornerstone upon which the Cam-
puse Cumbria was based, was the emerging need for a legitimate educational program for multiply handicapped special children. This determination was based upon negative experiences with schools in which multiply handicapped students were integrated into the regular program without having had the benefit of years of intensive instruction, management, and therapy in a high quality program designed specifically for multiply handicapped deaf children. On the Columbia Campus the Transitional Program for multiply handicapped chil-
dren has been a two year self-contained program to one in which there is consid-
erable integration of the multiply-handi-
capped deaf children to the regular program on that campus. This is possible because of the careful planning of the two programs and the ability of the School to respond instantaneous-
ly with respect to staff support, interven-
tion, or individualized therapy, when the need arises. The consolidation of the two campuses would destroy that capability and seriously harm both populations.

Another cornerstone supporting the concept of a second campus was the desire and need felt within the School to expand Family Education/Early Intervention ser-
ices into the population center of the State. The MSD Family Education/Early Interven-
tion Program, which now serves over 70 deaf infants and their families state-wide, has truly become the Family Education Pro-
gram most emulated by other schools for the deaf. Within the past two months, MSD's Family Education Program was invited to be an integral part of a project sponsored by the National Technical Insti-
tute for the Deaf, Rochester, New York. This project would involve the filming of the MSD program, which would serve as the pilot to provide direction to the NTID Par-
tent Outreach Service regarding future pro-
gramming on issues of interest for parents of deaf children. Based upon current demand for services, and the scattered nature of the state-wide population of deaf infants, this program is seriously under-staffed.

Those responsible for the administration of the Maryland School for the Deaf at the time the Columbia Campus was being designed, felt a keen duty to build a school which would be more than a cluster of build-
ings ... a living and learning environment that reflected in its design, its location, in its arrangement of spaces, that a school for children who are deaf must reflect an under-
standing of and concern for the sociological, psychological, and educational implications of severe to profound hearing impairment.

The Columbia Campus opened in 1973, which was two years old before the enact-
ment of Public Law 94-142. The passage of Public Law 94-142 has been a great event at that time, and no one in our profession could have predicted the impact that a sin-
gle secondary clause would have upon the lives of a whole generation of deaf people in America. That clause, of course, is the least restrictive environment clause. Let's pause for a moment and think about what we did and why. At the time of Public Law 94-142, MSD had, or was committed to, an elementary program in Frederick, an ele-
mentary program in Columbia, an expanded Family Education/Early Interven-
tion Program with centers in Frederick and Columbia, a single high school program on the Frederick Campus where secondary school facilities readily existed, and a pro-
gram for multiply handicapped children in its own special facility which was designed with the needs of those pupils in mind. The reasons which existed and led to the estab-
lishment of the Columbia Campus and the changes in the Frederick Campus exist today.

What we have learned about deafness, about the education of deaf children in

America, particularly since so many schools for the deaf have been negatively affected by the least restrictive environment issue, has reinforced belief in the rightness of what we did and has strengthened our commit-
tment to protect what we have built. The difference between what we now is a differ-
ence of numbers and I believe all of us understand where the numbers are. The need for all of the educational resources on the two campuses of MSD is as real today as it was then. It is almost beyond question that these resources will experience increased demand in the years ahead.

The consolidation of the two campuses would represent a retreat from our most funda-
mental obligations to the next genera-
tion of hearing impaired children in Mary-
land, their families, and the taxpayers who support this School. Accountability has the power of a vise on the minds and souls of educators. We do not mind the squeeze, but when accountability is turned into a weapon by the taking away of resources, which represent our ability to do the job which we are legally and morally, and professionally bound to do, then we have no choice but to fight for the preservation of what we have. The auditors' discussion of the consolida-
tion of the two campuses and the impli-
cations of such a consolidation upon the life of the school is chilling, even alarming to all of us responsible for the School. Numbers are so casually tossed about, projections so eas-
ily made, assumptions reached that if we simply move bodies from one campus to another without achievement, we shall do so without reducing services to children. This is glaringly illustrated in the statement that the School has a surplus of the educational support staff. It is difficult to believe that this statement was actually made because, day by day, the support personnel on both campuses are not able to meet the demand (in human terms) for their services. To agree to this kind of reduction in service would be a violation of educational princ-
iples. We would like to think that we cannot go back to 1967--much of what we did not have at that time is now man-
dated by law. We cannot throw away a trea-
sure knowing that when we do we can never get it back. The consolidation of the two campuses would destroy both of them. The two campuses of MSD are living communities, communities of thought, communities of attitude, communities of people and their beliefs. The way these communi-
ties are now structured and staffed is a result of accumulated experience and knowledge and resources going all the way back to 1868. We (those of us who are still

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around) must be prepared, when the 21st century is welcomed in, to provide every-
thing in terms of educational services and programs and support that we are able to
provide today, and more. The unthinkable
would be for the Maryland School for the
Deaf to find itself 10 years down the road
with a single campus, little or no flexibility
with regard to space, a dramatically reduced
professional and support staff, and an escal-
ating demand for more services of all kinds
for a population of deaf children whose edu-
cational and personal needs are even more
drive and complex than the needs of today's population.

Columbia Campus could never be
replaced even if the Legislature had the will
to do so, once it has been eliminated. It is
stated in the report that it would be cost
effective to consolidate the Frederick and
Columbia Campuses. It is quite interesting
for me to observe that this same sentiment
was expressed by the auditors at an informal
meeting on the Columbia Campus early in
June, just a few short weeks into the audit
review. If the conclusion had been reached
at that time, what was the purpose of con-
tinuing the exercise through the remainder
of June, July, August and September? Cost
effective in terms of what? One way or
another the State of Maryland will be faced
with the responsibility either of taking care
of the life needs of a generation or two of
under-educated, under-served deaf citi-
zens, or of creating those educational oppor-
tunities in a sound educational program until our profession has been able
to move beyond the crippling and debilitating
effects of least restrictive environment. If
available floor space becomes a yardstick by
which we are judged then the elimination of
deaf children, then perhaps it is time to sit
down and re-establish our most basic priori-
ties as educators. It should be pointed out that for quite a
few years parents of deaf children and pro-
fonnations, have proposed the possibility of a
day school for deaf children on the Western
county of Maryland, operated by the Mary-
land School for the Deaf. The proposition
of consolidating the two existing campuses would be perceived by the people on the
Board who depend upon the educational
services of MSD, as ignoring their needs and
compounding the problem they already face
in securing combined educational services.

Concluding Remarks

Children in America are being seen
and described as the nation's most disadvan-
taged minority. Newarkans, commentators,
feature articles in major magazines deal with
the alarming indifference that the American society demonstrates toward its children, particularly with respect to health care, education, and the provision of a safe and secure environment. Many believe that in
some places in America there is almost a
collapse of the social order. In any break-
down of the structure that holds a civilized society together, the children become the
first and most defenseless victims.

As these remarks are being prepared, our
Federal Government is in the midst of a fiscal crisis . . . perhaps it is more a crisis of will:
American taxpayers are angry, fed-up; they
have had enough; they accuse politicians of
greed, but maybe their cries of indignation
are becoming too shrill and just a bit self-
ser\ing also. Some of the social institutions,
prominently the schools, become scape-
goats, the targets for years of pent-up frus-
tration which has boiled over into anger.
(They took God and prayer out of the schools and now we have drugs, and sex, and violence, and teenage pregnancy.)

Somewhere near the center of this milieu of
ger, indifference, reculion, and responsi-
nbility is this School. We, who live here,
understand the outrage, we feel it too, we
get fed-up too. However, we have glimpsed the suffering, we have sensed the devasta-
tion in the private lives of our children . . . lives lived away from the security and
connectedness of this place. We have come to appreciate the deep meaning of trust,
especially when we realize that we may be
very few, but those we can touch have been able to trust . . . or even to understand. It
is at these times when we feel most compelled and divided against each

Our Children's Second Chance

For many of our pupils (I am not sure we really
want to know how many) the Maryland
School for the Deaf may be the only stable,

warm, understanding, responsive environ-
ment in their total life experiences. For
many of our kids, MSD becomes the center
of their existence . . . their way out, that one
possibility for the achievement of a sense of wholeness, positive self-worth, and
ultimate self-dependence. Life in America being what it is in 1990, this School is the
most important force in the lives of the chil-
dren we serve. The difference between
'clinging on' and 'letting go' is crucial for
many of our children is this living community that
we call MSD.

We are not indifferent to the fiscal realities
facing Maryland, and we are willing to do
whatever it takes to seek genuine efficiency.
As we face the responsibility of fiscal stress,
we must base our professional responses
first of all upon what we are ethically bound
to do as educators of deaf children. . . .

We are not looking for something other than to
put food on the table. Now more than ever,
as we witness the weakening of some of our
most treasured social institutions, and as we
ponder their possible collapse, we are
reminded that we are much more than stew-
ards of public dollars. Maybe we are the
keepers of children. If America recovers, and it must, it will be because we, the peo-
ple, have rethought our most basic priorities
and have embraced standards of profes-
sional performance which are measured by
the life-needs of children, and not by
numbers, or rates, or formulas.

David M. Denton
Board of Visitors

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