When the closing of the Columbia Campus and the consoli-
dation of both campuses were proposed as sound fiscal policy
by state auditors, those persons which would be affected by
the dismantling of the school rallied to answer a resounding
"NO!"
A year ago, when legislative auditors examined the expendi-
tures of both campuses and found Maryland School for the
Deaf/s ratio of students to teachers, facilities, and programs
were not in compliance with other state schools for the
deaf, the differences were viewed as deficiencies in management,
despite the auditors conceding to MSD having "an excellent
reputation." On February 19th and February 27th, parents,
students, and friends of MSD appeared before the House
Appropriations Committee and the Senate Budget and Taxa-
tion Committee, respectively, to say the success of a school is
not measured in dollars and cents but in the effect it has on the
lives it touches.
Dr. Denton's impassioned plea before the House that "this
could be a celebration or a wake and we did not come here for
a funeral," voiced the resolve many would reiterate as they
testified about finally finding an educational program for their
deaf child that was worth fighting to save.
Pegegh Gahagan, mother of six year old Kevin, spoke of her
search to find appropriate services for her son once he was
diagnosed as deaf. An agency that was servicing his other
disabilities advised placing him in a school program where he
was the only deaf child, where the teacher did not sign and
where the other children had mental handicaps and
learning disabilities. Through a course she learned of MSFs
Family Education/Early Intervention program which Mrs.
Gahagan credits with making all the difference in the develop-
ment of a child who has over a 300 word vocabulary.
Judith Semler spoke of the growth of the Family Education
program from 15 students, when her son Stephen was enrolled
11 years ago, to a current enrollment of 68, whose number
was not included in the auditors report. She brought the signatures
of over 800 other concerned citizens who signed a petition
stating what was at stake if the Columbia
Campus closed.
Student Allison Tyler explained a child's delight in loving the
time she spends with her teachers and friends, yet still having
the opportunity to enjoy family life by commuting daily to the
Columbia Campus.
Jenet Lilly's search for a quality education for her daughter
Amanda caused the family a financial hardship when they
moved from Tennessee to Maryland after learning of the
school by reading an article written by Dr. Denton. The hope
of finding a school where the dormitory counselors have sign-
ing skills and are paid more than the minimum wage and where
teachers have a degree in deaf education was enough to justify
taking a chance for something better. The rewards of interper-
sonal relationships with peers and a good academic perfor-
mance have convinced her that they have made the right
decision. Other parents told of the distance they covered in
searching for an appropriate program. Kathleen Seizer said
her family moved to Maryland from California where she had
to pay $400 monthly to receive services for her multi
handicapped son. During his enrollment at the Columbia
Campus all support services were provided through the Tran-
sitional program allowing her son to be admitted in the regular
program upon returning to California.
Mary Montoya's retelling of her journey from California,
where she moved to live in two cities as one school for the deaf
after another fought closing and consolidation, was told through
tears. After enrolling her daughter Rita in a school for the deaf
in Washington state, she conducted a personal search where
she observed schools in Arizona, Idaho, Colorado, and Iowa.
Once she learned about MSD she came to visit the school
and decided to enroll her daughter whose reading and math scores
rose in less than two years.
Yet the longest journey was made by Advanced Department
student Saber Maroof-Ayash, an Arabic immigrant, who came
to the school without any language and who now has an
understanding of himself and the world he lives in. Saber, who
fought back tears, gave an account of how he at the age of 11
began to comprehend that things had names and written
words had meaning.
Mary Lynn Sinclair, representing Maryland Association of the
Deaf, said the organization supports MSD as being the
least restrictive environment and feels the school provides
deaf children with much needed role models. She attributed
Maryland's high wage earnings for its deaf citizens with the
education the state has provided them as children.
Senator Barbara Hoffman's announcement that the
Columbia Campus would remain open was met by a thunder-
ous applause and an enthusiastic waving of hands. She
declared that the major factor in deciding in favor of MSD was
when she learned that the state paid $60,000 per child annually
to incarcerate juvenile offenders at the Charles H. Hickey
School and spent $42,000 per child to educate a MSD student.
With the uncertainty of the audit, many lives and decisions
were placed in limbo. Now that the issue of closing one campus
and consolidating the two has ended, MSD can set its sights
back to the future of educating the deaf children that pass
through its doors.

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... although he speaks not a word  
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ON THE COVER

Superintendent Dr. David M. Denton tells the members of the House Appropriations Committee at the State Hearing that years of growth and refinement of an exceptional educational program for deaf children would be lost if the Columbia Campus closed. Assistant Superintendent Ronald Sisk, who also worked hard to prevent a consolidation of both campuses, sits to Dr. Denton’s right.
He begins slowly, quite evidently tense because the situation is extraordinary for a teenager. He’s a dead student from another culture, fairly new to America. But, then he seems to quickly forget that this is a formal Legislative Hearing in Annapolis that the room is filled with people many of whom represent power, in one form or another, to this young man. Many of them are sympathetic, some are merely curious, a few are connected with him and with his mission in a most basic and personal way—all of them are touched and affected by his intensity. At first he doesn’t seem quite sure where to begin. He does not begin at the beginning. It seems that he has just cropped out of the atmosphere into Montgomery County, Maryland, from the Middle East. It is both interesting and significant that in his opening statement he does not mention that he was born in Jerusalem.

He begins with those first experiences in this new world which represent the cracking of that shell of silence and isolation which has imprisoned him for the first eleven years. He mentions, sort of in passing, that he attended another school for a week or so, then he quickly dismisses that subject because it is an experience without form...a few days among classmates, or are they aliens? It doesn’t matter because they are as remote as if they occupied another galaxy. Then his face brightens, his dark eyes sparkle, his countenance lifts and he becomes animated as he unfolds, for this room full of people, what he thinks, what he sees, what he feels, in those first few days on the Columbia Campus. Those first few days spent in the company of other dead kids, and touched intellectually for the first time by the searching, caring heart and hands of a teacher of the dead. He describes first his feeling of awkwardness and his lack of comprehension of this world of paper and pictures and numbers and words and hands and people...a rather sophisticated demonstration of self-understanding for one unacquainted with the world of language, for one without the most primitive tools for self-expression, for one without the skills to pose a question or to express the pain of that vacant and lost condition of not understanding.

One could almost feel the oppressive weight and chill of the cold grey fog which engulfed him. A fog which diffused the particles of meaning, a fog which hid the form and outline and configuration of a higher level of reality. The capacity of a mainframe computer, and more, between his ears—the circuitry is in place but this instrument remains unprogrammed, and we can almost imagine that the electrical cord is still curled up and lying on the floor disconnected from the ultimate source of energy. Who will write the program, and do we attempt to make entries in Farsi, Arabic, Hebrew or English? The disk is high density...but white.

A remarkable transformation is occurring, perhaps more properly, a metamorphosis. Something brilliant is emerging from this cocoon: the fibers which have bound that mind and spirit so completely are becoming fractured and being pushed away. He reminds us that the beginning...eleven years delayed, was borne out of an interaction with the mind and spirit of another human being...a fleeting contact between two beings reaching, touching teacher and a stumbling, searching child.

His excitement increases, he becomes more animated. One can witness and experience the release. The jaws of the steel trap which had imprisoned and held his mind are being pulled apart by the power of his hunger and the force of his will coupled with the compassion, the probing, the searching, the patience of a teacher.

It is profound that he describes the concepts of pain and awkwardness and then patience and warmth, and love as precursors to the break through...as stepping stones to that initial grasp of the realm of language and number. Plaget would have been pleased. Not practiced or polished in the domains of American Sign Language, or Signed English, or any other language system; he possesses an eloquence and a grace and an element of high drama in the remarkably unique way he describes the beginnings of his education. He finds release in the warmth and security and acceptance of the open hand of a teacher.

The Legislators who knew no sign language were spellbound, spellbound by the wonder of discovery and learning so generously expressed by this young man. It was as if one could look inside the machinery of the mind and see the meshing of the gears and the accelerating power and energy and movement as this fledgling human, no longer earth bound, found wings and began to break the strangle force of gravity and to lift off and soar. Those countless and jumbled pieces of the puzzles of mathematics and language began to become differentiated and to assume form which was distinct and identifiable. His hands become his abacus and his pocket calculator at the same time. . . discovery of number, his fingers became referents, they became those things in reality that the numbers on the printed page symbolize. Once the concept of number was fastened securely in his experience, then the problems of addition and subtraction and multiplication and division came, all in their proper sequence and in due time. Suddenly, there was order, experience had meaning, he was not alone, he began to have definition, and identity, and the grey fog dispersed, and lifted a little.

He continues...some of us are conscious of the voice of the interpreter, she is doing reverse interpreting primarily for the benefit of the Legislators, although I doubt that many of them hear her. As his story unfolds, as he moves into a touching description of
the unlocking of the world of words, and signs, and mental pictures, and feelings, all of us can witness the geometric progression of his learning brought to full life by this dramatic and powerful, fluid and poetic overflow of concepts, and pictures, and feelings. In its quality, in its passion, in its beauty, his testimony is eloquent. With his hands and his face and his body he paints a masterpiece in the air, in technicolor and stereo, although he speaks not a word.

It is more than just a painting, however, because it is infused with the full range of human emotions . . . . from the agony and fear and darkness of isolation and disconnection to the ecstasy of discovery and release and celebration and connection and light.

Although not one of the Legislators would have been able to engage him in conversation, either in his language or in theirs, they understood him, they identified with him, and they celebrated the rare beauty of his description of that wonderful escape from the imprison ment of darkness . . . . a darkness imposed upon the mind and soul by the isolation of deafness and the disconnectedness from the sources of life that flow from other living human beings.

And then it is finished. I stand near him, the room is silent, everyone is looking at him. He looks up at me, his black hair glintses, his eyes sparkle, and his cheeks flush with the joy of living, and being, and sharing, and belonging. From the corner of his eyes a drop of water moves slowly down his cheek. I don’t know if it is a tear of joy as the chains are broken, or if it is a drop of perspiration from the struggle. Tears and sweat are both salty, and both are associated with the processes of growth and change. I wipe it away with the back of my hand and know undeniably, at that moment that we are, the two of us and all of the others in the room, united and members of a common family.

What we had witnessed that afternoon we had also experienced at a deep and profound level, we had watched and felt. A replay? No! . . . a re-living of the liberation of one of us. He taught us that it was not the wonder of late 20th century technology, it was not the power of governments, it was not places or things that allowed him to fracture and peel away that tough shell which had encased his mind for those first eleven years, it was the warmth and nourishment of human contact, the caring heart, the patience and the reaching, touching hand of a teacher.

Saber Manna Ayesh spent the first eleven years of his life in the Middle East. When his family arrived in the States, and when he and his older brother, Sabri, enrolled in the Columbia Campus of the Maryland School for the Deaf, they were without any formal educational experience and had no grasp of language in any form—strangers in a strange land, lacking the most basic skills with which to acquire self-understanding and a knowledge of the world around them.

At a recent Legislative Hearing to consider the question of whether or not the Columbia Campus and the Frederick Campus of the Maryland School for the Deaf should be consolidated as a cost cutting measure, Saber offered testimony as one of a number of persons who spoke in favor of preserving both campuses. The nature and the power of this boy’s testimony, at least as perceived by me, was the most eloquent and telling statement made during the entire hearing. As he rose and left the table, no one in the room questioned the need for the continuation and the strengthening of the Maryland School for the Deaf as it is presently structured. All of us had experienced with Saber, both the pain and joy of learning. Saber represented the promise and the potential of humanit y, and the School had demonstrated the possibility, and the reality, and the joy of the liberation of the mind and soul of just one deaf boy.

—David M. Denton  
February 28, 1991

Back to the Future . . .

(continued inside cover)

Here are other excerpts from testimonies given at the House and Senate Hearings.

. . . . These two campuses serve two distinct and different populations of deaf students and we of the Maryland Deaf Community feel that their continued existence is of vital importance, especially for the children with special problems attending the Columbia Campus . . . . There are a variety of programs and educational alternatives for hearing students and we want some of the same opportunities for deaf students. In the long term, Maryland tax dollars can be saved by addressing the problems and special needs for the children at the Columbia Campus so that they too can be productive members of the society and you can tax them too!

—George Singer

. . . . I live on the Eastern Shore. They do not have a school for the hearing impaired near my house. I also have other handicaps. I have a trach. All my teachers are trained about my trach. I have a special aide that follows me all the time during the day. It takes three hours to come to MSD but MSD is worth it. I love it there. I learned a lot at MSD. MSD is #1.

—Kathryn Poole

. . . . I have been a student at MSD for six years. I have my school. I like to play football with my friends. I am able to communicate with everyone at MSD. Everyone knows sign language and signs all the time. I am a smart boy. I enjoy to wear the homemade scarf two times. I learn math, social studies and science. I enjoy reading books. I learn language, too. I think MSD is a wonderful school and I am proud to be a student here.

—Patricia Holness
ESDAA Wrestling Tournament

On Saturday, February 2, 1991, the Maryland School for the Deaf hosted the 15th Anniversary of the ESDAA Wrestling Tournament. It was an excellent tournament, competition was intense, and it was not until the tournament was two-thirds finished that there was any clear picture as to who among three schools would end up the champs. As it turned out, the Maryland School for the Deaf Orioles Wrestling Team won its sixth championship since wrestling competition among the eastern schools was initiated in 1976. The American School for the Deaf took second place, and the Lexington School for the Deaf took third place. The 1990-91 MSD Team has really come together within the past few days, and this victory was clearly the result of a team effort. We offer congratulations to the wrestlers and to the coaching staff, which includes Jim Schartner, Kerri Lawler-Davis, and Jay Levine.

Twenty Years Ago

In the February 1971 issue of The Maryland Bulletin, there are two photographs taken at the Ground Breaking Ceremony for the new Academic Building, which we now call the Ely Building. Former Acting Governor Blair Lee, III, was the featured speaker. Mr. Lee said that bricks and mortar are only a part of a good educational program, but it symbolizes the commitment on the part of the State government to give the best education possible to its deaf children. At the Ground Breaking Ceremony, a dear friend of the School, Mr. George R. Lewis, Secretary of the Department of General Services, announced that three more buildings would be started on the Frederick Campus soon. These three buildings would be the Benson Gymnasium, the Veditz Vocational Building, and Klipp-Redmond Hall. Perhaps it is providential that we reflect upon the events of twenty years ago, since those events are powerful reminders of how quickly things can change. In February 1991 MSD was involved in Legislative hearings to determine the future of the Columbia Campus. Our resolve in 1991 must be as strong and as clearly stated as was our enthusiasm with the ground breaking twenty years ago.

Pictures of the Ground Breaking in February 1971, and our sober thoughts about the hearings before the State Legislature, remind us as how quickly things can change, and they remind us of how shallow commitments become when the road becomes rocky and difficult. Reflecting on these matters also reminds us of how much we need to go back to our first principles and to recommit ourselves to our mission.

The lead article in the February 1971 issue was entitled, "Total Communication at Maryland School for the Deaf" and it was written by Margaret S. Kent, Principal Emeritus and member of the MSD Board of Visitors. Miss Kent's closing remark in this article is from John Gardner's "No Easy Victories." "America promises that everyone shall have a chance to achieve his full potential, and education is the chief instrument for making good that promise. It is the path to individual fulfillment. Our aim is to make it an avenue broad enough for all to travel."

Then and Now

The construction of new buildings at Frederick, the opening of the Columbia Campus, and most of all, the announcement to the world by our School that we embraced and built our future upon the deep promise of an educational philosophy which was based upon an unqualified faith in the abilities of deaf children were moments of glory. And now, that must be equally and maybe even surpassed by the concentration of united energy and commitment to preserve what we have built and celebrated in years past. Why? . . . because it was fundamentally right then, and because it is fundamentally right now. —David M. Denton

New Mental Health Services for Eastern Shore Deaf

Queen Anne's County's Health Department, in conjunction with the Family Service Foundation of Lanham, announces the opening of a new mental health service program for the deaf on the Upper Eastern Shore. Family Service Foundation has been in operation since 1980 providing extensive mental health and substance abuse services for the deaf with offices in Baltimore and Lanham. The team consists of a full-time certified sign language interpreter and a part-time mental health therapist. Both are trained in the psychosocial aspects of deafness and are fluent in sign language. The team functions as part of Queen Anne's County Mental Health Services and will provide mental health and interpreting services to Queen Anne's, Kent, Cecil, Caroline and Talbot counties. Psychiatric evaluation and medication review services are available to Queen Anne's County Mental Health Services. The treatment team will provide short and long term psychotherapy/counseling, sign language interpretation for clients and their families, interventions on deafness, consultation, referral and sign language instruction. For more information call (301) 758-0196 (DD) or (301) 758-3425 Voice.
Edward Schaberl takes space exploration beyond the average enthusiast’s Walter Mitty voyage by television and movie watching. Having returned last May from Huntsville, Alabama as part of the first MSD student and teacher delegation to Space Camp, he soon prepared to embark on another space journey July 8-20. This Frederick Campus Intermediate teacher was one of 22 teachers nationwide who was selected by representatives of the National Science Teachers Association, NASA, and the National Council of Teachers of Mathematics to attend the two-week NASA Educational Workshop for Elementary School Teachers (NEWEST) at the John F. Kennedy Space Center in Florida.

The program provided an in-depth opportunity for educators to learn more about space science technology by learning from agency engineers and scientists. NASA’s educational programs and materials were made available while engineers and scientists briefed the teachers on the space shuttle and its facilities. Below are excerpts from Mr. Schaberl’s log that was kept during the workshop:

The Reception

Coordinators Mr. Steve Dutczak, Mr. Ray Corey, and Dr. Pat Manning have made the workshop the most unique professional growth of our careers . . . The NASA personnel . . . made the teachers feel as if we were members of the team—that our presence was very important to the future of NASA and the American educational system.

We were welcomed by Forrest McCartney, Director of Kennedy Space Center, and Jay Honeycutt, Director of STS Management and Operations. By listening to these men and viewing flow charts of job descriptions, I was beginning to understand just how important team work is to NASA, and how these jobs interconnect with each other . . . The staff in the Exploration Station, John Ulrick, Jerry McCoy, and Eva Farley, guided us through individual learning stations, and helped us with information that would be needed to do our on-site learning opportunities at NASA . . .

Saving our Planet

The participants also learned how NASA is not only concerned with launching rockets and developing space, but also with ecology and saving our Earth . . . We visited Eddy Creek/Mosquito Lagoon . . . where we learned that much wildlife and habitat might just be extinct if not for the concern of the National Aeronautics and Space Administration . . . We learned how man must be aware of the environment, and how NASA works hand in hand with conservation.

Up Close and Personal

We were given VIP tours of three very important buildings: the Orbiter Processing Facility (OPF), the Vehicle Assembly Building (VAB) and the Launch Control Center (LCC). The OPF, which has two service areas where engine repair or replacement, tile checkout, and cargo loading and unloading can be performed, is similar to a hanger where aircraft are serviced. We saw the Orbiter Discovery being checked for the next flight (STS-41) Ulisses Solar Probe. The VAB . . . is one of the world’s largest structures by volume. The building really does not look that big from a distance since there are no surrounding buildings for size comparison. However, once you are inside, the size is awesome. Space shuttle components are assembled here. An elevator ride gives you a close-up view of the external tank (ET) and solid rocket boosters (SRBs). The Orbiter Columbia’s SRBs were being analyzed for the recent hydrogen leaks the STS program has been experiencing.

The LCC is where we were briefed on three firing rooms, prelaunch testing procedures, and where personnel is stationed during a launch sequence. A tour of launch pad areas 39A and 39B was also included. Arriving at the pads, we traveled a road next to the crawler way (3.5 miles) that is specially designed to support the weight of the crawler, mobile launch pad (MLP), and the shuttle on the way to the pads. The crawler

Emergency Escape System Launch Pad 39B

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is approximately half the size of a soccer field.

On Pad A, we saw shuttle Atlantis (STS—38 Department of Defense) which was grounded due to hydrogen leaks. An evaluator rode to the top of adjacent Pad B, which was empty; gave us a view of the surrounding country-side by looking through an open grid. We could see the enormous size of the water pipes which produce the cloud of steam from the mixing of hot and water that is visible during a launch.

We walked on the access arm, were inside the white room where astronauts had been, and were briefed on the emergency escape system.

Other "behind the scene" activities included the O & C Building (Operations and Checkout Facility), the Materials Analytical Laboratories, where analysis of materials, chemicals, etc., are done, and an overview of biomedicinal operations, and research. Tour stops included the Stress Lab, Exercise Facility, Life Support Facility, and Environmental and Ecological Monitoring and Microbiology. At the Parachute Facility, we met Barbara Morgan, NASA's next Teacher in Space. We felt honored that Ms. Morgan made her first tour of the facility with us. The many books that are used for the various operational procedures are reused after checking, mending, washing, drying, etc. Ms. Morgan showed her personal slides of her as backup to Christa McAuliffe in preparation for the shuttle flight.

We viewed payload processing facilities, both vertical (VPF) and horizontal (O and C). Many NEWEST members learned for the first time why there must be a difference, examples being deployable satellites and space lab missions.

Meet the Press

Members of our group were given a taste of how its feels to be a part of a media event. We were briefed on KSC press operations and learned about its Public Affairs Educational Office and the Aerospace Education Services Project. "Spacemobile," NEWEST—KSC shared a video conference (VTS) with NEWEST/NEWMAST participants from NASA Centers Ames and Sien-

nia. I was one of three members that was selected to sum up the workshop activities and to ask questions of astro-

naut Daniel Brandenstein at JSC in Houston.

At Hangar AF at CCAFS, SRB retrieval, disassembly, and refurbishment were explained. Aboard the ship that retrieves the SRBs, we were surprised by how orderly and clean everything was—from the decks to the engine room!

Astronaut Curt Brown was very cordial by posing for pictures by his jet that he had just landed and by giving autographs. We saw the device which removes the orbiter from the 747 aircraft on its return from Edwards in Cali-

ifornia and the prototype of the future aerospace plane, a model on display in Kennedy Spaceport's rocket garden.

By breaking into smaller groups, we were allowed to "shadow" specific NASA personnel. My group followed Jay Honeycutt. We also met Brewster Shaw, a former three-time shuttle astronaut who is now Deputy Director of Operations. Topics discussed were hydrogen leak problems, the future of the Teacher in Space project, physically handicapped persons working in space, and how NASA "keeps its cool" when dealing with a negative media and Congress.

A view of historical launch sites gave an image of how technology has evolved over the years from the early rockets to the gigantic Saturn V and the space shuttle.

Additional tours and activities included a model rocket workshop and launch, Space Camp, and Astronaut Hall of Fame, a planetarium, and facilities at Kennedy Spaceport USA.

At the beginning of the two week workshop, Gracie Beck, Program Associate at NSTA ASST, Pam Bacon, NEWEST Coordinator at NASA Headquarters, and former NEWEST/NEWMAST participants told us we would be like sponges trying to absorb all the information presented. We were and now it is up to us to share this information with students, teachers, and service clubs.

—Ed Schaberl

Ed Schaberl with Jay Honeycutt, Director of STS Management and Operations
The Captioned Film/Video Program for the Deaf
Putting Dialogue into Words

If you think captioning a film or video requires nothing more than applying words to dialogue, the Captioned Film/Video Program shows there is much more than meets the eye. Since 1958, when Congress passed Public Law 85-905, the Captioned Film/Video Program for the Deaf has made films and videos accessible to the deaf and hearing impaired. Containing 1,800 educational titles in its collection of school subjects, preschool through post-secondary, the library continues to grow. Although Modern Talking Pic-
ture Service of St. Petersburg, Florida, is under contract with the U.S. Department of Education to coordinate all aspects of the Captioned Film Program, hundreds of educators of the deaf throughout the U.S. are directly involved in the process of captioning educational films.

At annual workshops of educators of the deaf, educators work in teams, which include at least one deaf educa-
tor, to identify curricular need and to evaluate the materials that meet those needs. The input of a deaf educator assures that the "deaf perspective" has been included. Lesson guides and cap-
tion scripts are developed for each title that is judged for educational value, technical quality, viewer interest, accu-
racy, flexibility of use, bias or stereotyp-
ing, and organization.

Evaluators also check to see if the film’s message is conveyed visually as well as aurally. Since the deaf rely heav-
ily on vision, films that use little motion or do not correlate the visual with the audio will be less successful with a deaf audience. In such films, the viewer is completely dependent upon the cap-
tions to understand the film.

Two different types of captioning styles may be used—SYNCAP or NONSYNCAP. SYN
CAP scripts have a synchronized caption and sound-
track, while NONSYNCAP does not. Film with a simple audio style with an off-screen narrator is adapted to SYN-
CAP by replacing the original narrator’s voice with synchronized captions. NONSYNCAP style is used in dia-
logue films which have a complex soundtrack. In these types of films, the original audio is retained with captions providing viewers with as much of the information that is provided in the audio as is possible; however, the captions and the audio are not an exact match. The NONSYNCAP film is the more con-
fining of the two processes for the caption script writer since the original audio is parallel to the caption. Half of the films in the Captioned Film collec-
tion have SYNCAP, which is more flex-
ible. It allows the control of the com-
plexity of language—a crucial concern in education of the deaf.

The amount of time a caption remains on the screen is another con-
sideration when captioning a film. Enough time must be given for the viewer to read the caption and to com-
prehend what is taking place on the screen. A spotting list and a scale of size needed per word help deter-
mine appropriate reading rate. The spotting list contains the complete vis-
ual and audio content of the film in writ-
ten form. It provides exact footage measurements of where each visual scene begins and ends. The writer determines mathematically where each caption is to be placed and make choi-
ces on language complexity, words per minute, scene length, and screen placement. Sound sources that are off
screen or not clearly shown on screen must be identified by the caption. The subject matter and the age level of the targeted audience are all factors in cap-
tioning a film.

Once the script is developed, photo-
graphic and audio work begins. Numerous proofs are done before the film is released for distribution.

Since the Captioned Film/Video col-
lection is specifically designed and funded to serve the educational needs of the hearing impaired, only approved account holders can access the collec-
tion. Account holders include teachers
of the deaf in residential, day, and main-
stream programs; vocational rehabilita-
tion instructors; organizations for children of the deaf; adult education instructors; special education teachers; and vocational teachers. In 1963, Mary-
land School for the Deaf became one of the original depositories in the U.S., which—comprise—schools for the deaf and county educational offices. There are presently 58 depositories. MSD belongs to Region II which includes Pennsylvania, Virginia, West Vir-
ginia, Delaware, New Jersey, and Washing-
ton, D.C. MSD is the only depository in the state.

The Frederick Campus library of approximately 2400 films and videos, which serves both campuses and other account holders in the state, is man-
aged by Visual Media Coordinator Paul “Gene” Barr. Mr. Barr has assisted the Captioned Film/Video program with its continuous reevaluation pro-
cess of films in its catalogue for the past four years. He reevaluates six to seven films a year to ensure the material is still current. Over the years, two other people have managed this invaluable resource service, Ken Lane and Jo

Gene Barr shows the extensive film/video library that is at MSD.

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Lamb. Commenting on the important role the film library plays in the educational process at MSD, Mr. Barr states, "The use of visual aids in the teaching of the hearing impaired is essential. Teachers of all age levels and subjects can find a broad range of subjects that includes language arts, sex education, and guidance material in the film library that is suited to their needs. Teacher have incorporated many films that have been adapted from mainstream films into lesson plans to aid in clarification. The wealth of films and videos that are specifically designed to meet the needs of all age and reading comprehension levels of the deaf cannot be found elsewhere—making the Captioned Film/Video library an irreplaceable resource."

—RAJ

Federal Funds Benefit MSD

This year the Maryland School for the Deaf, through allocations and carry-over, received a total of $231,435 Chapter I funds from the Federal Government. Part of these funds was used to assist in the support of the Family Education/Early Intervention Program. This is a program which provides educational services to very young deaf children and to their families in order to help families with early management and guidance of their children and to help the children get an educational head start. Services are provided for these children and their families both in their homes through visiting teachers and in classes held on the two campuses of the Maryland School for the Deaf. Family workshops involving family members are all an important component of this program. MSD staff members work very closely with local education staff members in cooperatively assuring that these important services are provided for these young children and their families. A portion of these funds was used to meet special needs for individualized education for students who are enrolled in the regular MSD programs. Psychological services for students with special needs were also made available through use of these funds.

Under Chapter II, the Maryland School for the Deaf received a total of $6,506 from the federal government. These funds were divided between the two campuses and were used to purchase materials that would assist students in developing a broader awareness and understanding of geography, both physical and political. Through use of the educational materials purchased, students developed a better understanding of their own country, its place in the world community, and also developed a respect for the world in which they live. Working with maps helped students to become aware of locations of current events and they learned how events in one section of the world affected other sections. Special activities were planned to assist students in becoming more aware of their world and in becoming better citizens of this world.

The school received a special transitioning grant which was used to assist students in the transition from school to the world of work. A total of $6,000 was received for this purpose. A portion of the money was used to continue purchasing evaluation materials so that students could be evaluated and the results incorporated into individual transitioning plans for students. The rest of the money was used to purchase materials for an electronic laboratory, which was established on the campus to provide training in electronics assembly. This was done with the cooperation of several businesses in the Frederick area. These businesses will assist in providing "on-the-job experiences after students have gained some experience through electronic assembly on campus. The goal is to prepare these students for eventual job placement in electronic assembly.

The Maryland School for the Deaf appreciates and is grateful for the availability of these federal funds which make it possible for us to supplement and to expand the program that we offer to our students. These funds assist us in providing broader services to our students and thereby enable them to reap additional educational benefits.

We do expect that there will be a continuation of projects such as these through use of federal funds and we invite you to make comments and suggestions regarding their use as we develop new projects. If you have suggestions regarding the use of these funds, please write to Kenneth W. Kritz, Assistant Superintendent on the Frederick Campus, or Richard C. Stefan, Jr., Assistant Superintendent on the Columbia Campus.

A Show of Pride

Jenny Sue Bourne is a proud parent after receiving a bumper sticker in honor of her daughter Julie's making the Principal's List.
Operation Desert Storm Soldiers Sends Gift Package to Student Pen Pals

The arrival of these and other gifts from Saudi Arabia-based Captain Roger Pretsch, 24 hours before Operation Desert Storm began, brought the rigors of military life to a tangible and personal level for stateside pen pals—Heather and Melissa Herzog.

The Rockville sisters, who attend the Frederick Campus of Maryland School for the Deaf, initially began writing to Capt. Pretsch when their English class sent letters to a post office box number that distributes letters to Operation Desert Shield soldiers. Their teacher, MaryEllen Dempsey, was notified by the mail service that the 20 letters from the class had been given to the first Army unit deployed to Saudi Arabia—the 82nd Airborne Division from Fort Bragg, North Carolina. This unit that arrived in the Persian Gulf on August 9th is comprised of pilots and para-troopers. Coincidentally, both girls’ letters were given to Capt. Pretsch, a helicopter pilot.

The letter that accompanied the package was addressed to both girls, although he had previously corresponded to each separately. He explained, “...the situation here is in a state of flux. I have to travel 150 miles to the post office. If things change any more, I don’t know if I will be able to mail the package to you.”

Fifteen year old Melissa, who is a sophomore, and Heather, who is a 16 year old junior, have an added concern for the well-being of Capt. Pretsch since the war has started. In a previous letter Pretsch had expressed his concerns about the possibility of war. “I can say that I truly hope that there is a peaceful solution to this crisis. World peace is in the balance and it is important that America uses this one through to completion.” However, his assessment of the situation was correct when he predicted, “I do think that we will go to combat.”

Despite the uncertainty of what was to come, Pretsch took the time to create a lesson plan in geography and soldier survival tactics by what he elected to send.

Two MREs, Meals Ready to Eat, humorously referred to by the troops as “Meals Rejected by Ethiopians” came with a recommendation to heat before eating. The two most popular of 15 selections, tuna casserole and ham with scalloped potatoes, will go unopened since the girls plan to keep them as souvenirs. Among the beverages of non-alcoholic beer and soda that were all written in Arabic, a Pepsi can was recognizable by its logo. Military patches, a military and an Arabic newspaper, and T-shirts with Arabic writing made up the remaining gifts.

A collection of captioned photographs of living quarters, daily activities, and desert terrain give testimony to the American spirit and ingenuity. Gravity-operated showers that are solar heated brought the lament, “I haven’t had a hot shower since October.” Makeshift “Barney Rubble” barbells are constructed from scrap materials. Capt. Pretsch’s daily exercise routine includes a jog into the hills that surround the compound.

The camaraderie that exists between soldiers is captured at a Thanksgiving dinner when officers traditionally serve the soldiers. This is the second Christmas Capt. Pretsch has spent away from...
his wife. The 82nd Airborne Division is required to be ready to deploy anywhere in the world in 18 hours. The year before, he flew missions in the Panama invasion. Another photo shows the change of command ceremony where Capt. Pretsch relinquished his position of company commander which he held for a year and a half. Capt. Pretsch states, "This is the most important job that I will have as a captain." He is presently serving as Adjutant, the Battalion Commander Aide.

Heather and Melissa feel lucky to have Pretsch as a pen pal and are grateful for the gifts he sent them. Heather states, "I felt after the dismantling of the Cold War that nations would come together in peace, but now that we are at war I understand how other nations besides major world powers can effect the course of history."

An open invitation stands for Pretsch to visit the school once he returns. Both girls will request the address of Pretsch's wife who lives in North Carolina so they can write her to let her know that they too are concerned about the well-being and safe return of a particular helicopter pilot.

A Heart Felt Thanks

Sgt. Kenneth L. Morrison of Frederick, Maryland, who is stationed in Saudi Arabia with the 101st Airborne Division, was quick to send his thanks upon receiving the gifts from the Primary Department students. He writes, "I hope and pray that God blesses each and everyone of you for what you're doing. Mail is so important here." Sgt. Morrison, who has 12 years in the military, said he would like to visit MSD when he returns. Ellen Potter, who is coordinating the letter writing of the students, said the children were thrilled to know their efforts made a difference in a service member’s life who is far away from home.

Awards and Notables

Kerri Lawler-Davis, the Vocational Program Planner on the Frederick Campus, was appointed to the State Committee of Practitioners for Career and Technology Education. Ms. Lawler-Davis’s appointment is in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 which requires each State Board of Education that receives federal financial assistance for vocational education to appoint a person to the State Committee of Practitioners.
Round Meadow Outdoor School January 14-16, 1991

Teachers: Ed Schoenel and Paula A. Wood
Coordinators: Joey Cordoro and Ina Hayton
Students: (girls) Amy Juhb, Renee Partum, Robin Perry-E, Rita Ann DeBello, Atria Harris, Nicole Walker, Katrina Zeller, Danyell DeShields, Roxalaine Hoover, Michael Bowen, Jule Montemayor, Naron Cooper, Brian Archambaire, Ronnie Cohen, Stephen Semler

January 14

We left MSD at 9 a.m. for Round Meadow. The main entrance to the National Park which leads to Round Meadow was blocked due to snow so we took another route and arrived at camp 9:30 a.m. We unloaded our things near one building and were shown the dormitories. We met with Mr. Main for assignments to dormitories and sections. We then took our things to the assigned dormitory and stored them. After lunch, we set out for the field trip to the MASON-DIXON DAIRY. It was so big and had lots of cows. The dairy was so full of interesting things. We visited the dairy where the cows are rotated every few hours for milking. We also saw where calves are kept to build their strength. If the calf is female it will join the other cows. Male cows are sold to the butcher.

The dairy farm was designed to be self-sufficient. All animal feed is grown on the property and manure is used as the only fuel source for buildings and machinery. The manure is processed into methane gas by storing it in a pool of water. We didn’t like its smell.

Returning to camp, we rested and got ready for supper. We went on a night hike. We got close to Camp David because we ran into some soldiers. The students really got a kick out of it.

On Tuesday, we went to High Rock and could see four states and 22 counties from this high mountainous point. It was a breathtaking sight.

We took a short hike from High Rock to Pen Mar. We were given a choice of enrolling in a snowball throwing contest or looking in the Pen Mar Museum. We chose Pen Mar. Pen Mar is known as the “first” amusement park. It’s said that Busch Gardens and other theme parks are patterned after Pen Mar. The Appalachian Trail is there and you could take a walk on it up north to Maine or down south to Georgia.

In camp, we had lunch and then prepared for a compass orienteering activity. We had to walk approximately two miles on the snow which led us up and down in the woods. It was good for the students to learn how to use a compass and to find certain spots where marked jugs were placed. There was plenty of nature to enjoy along the way.

Returning to camp, we rested and ate supper. We took another night hike up past Greenstock Camp. This time the soldiers were informed we would be passing their way, so Coghill, our guide, told us a great story.

On Wednesday, we went to look at the Cunningham Falls and the Catoctin Iron Furnace where cannons and other Revolutionary armament were made. We did a geology study up in the mountains and collected five samples of rocks.

We identified the rock samples in camp. The rocks were placed into 12 different categories and labeled. The
Show and Tell

Fourteen month old Joshua VanBuskirk holds the attention of Donna Wait's child development class as he and his mother, Bonnie VanBuskirk, explain and demonstrate the challenges and joys of motherhood. Mrs. VanBuskirk answered student questions and spoke frankly about her pregnancy and the responsibilities of raising an active toddler.

One Year Later . . .

Kevin Gahagan (right) is again featured on WJZ-TV's evening news. The Baltimore station interviewed Kevin, his siblings, and parents to highlight the progress Kevin has made since making the transition from Family Education/Early Intervention enrollee to full-time Elementary student. His teacher, Jody College is shown leading the class in reciting "Humpty Dumpty." The visit aired on Dec. 18 evening news.
BWI Airport Increases Accessibility for Travelers with Hearing Losses
Enhanced restrooms installed for wheelchair users

Deal and hard of hearing people at the Baltimore/Washington International Airport (BWI) can now "see" page announcements by reading them on BWI's new paging monitors. Until now, at most airports in the United States, a page to deliver messages was only made verbally through loudspeakers. Today, at BWI, pages can be announced in two ways—verbally through loudspeakers and visually as typed text on monitors. Over the last year, BWI has also constructed seven new unisex restrooms for wheelchair users.

In addition to the new paging monitors, two Telecommunications Devices for the Deaf (TDDs) are available at the airport to make telephone calls. Electrical outlets and shelves are also available at most public pay telephone banks for travelers carrying their own TDD.

These enhanced features to make BWI Airport more accessible for deaf and hard of hearing travelers were initiated in 1985 as a cooperative effort between BWI and the U.S. Architectural Barricades Compliance Board (ATBCB). ATBCB initiated this effort as a demonstration and research project to find ways airports could be made more accessible for hearing impaired travelers. A second and similar project was also initiated at Miami International Airport.

Paging monitors for deal and hard of hearing travelers installed at BWI Airport

Anyone, whether hearing impaired or of normal hearing may request a page for a deaf or hard of hearing person by telephoning BWI's Communication Center at (301) 859-7227, either by voice or TDD. The caller tells BWI's Communication Center operator the name of the traveler to be paged and the message to be given to the traveler.

If you are deaf or hard of hearing and already in the airport, and need to page someone who is also in the airport, you can go to BWI's Communication Center on the third floor of the terminal building using the staircase or elevators at Concourse C. Or, with the airport's TDD, or your own TDD, you can use the public pay telephones in the airport to telephone the Communication Center and request a page.

BWI Airport will display all page announcements on its new visual paging monitors. BWI is a single terminal facility—all arrival and departure gates, passenger waiting areas, bagage areas, restaurants, stores, and other public facilities are in a single building. The airport is organized into five Concourses—Concourse A through Concourse F. Three of the paging monitors are located at Concourse B, C, and D. In Concourse E, the International arrival area, a monitor is located inside the Customs Hall. Concourse D also has a second monitor in the area across from the Chesapeake Shop. For arriving passengers, you exit Concourse B, C, and D, there are escalators leading to the lower level and baggage claim. The paging monitor is located directly above the escalators and may be seen by glancing slightly upwards. For departing passenger, just before entering the security check point at the entrance to each concourse, the paging monitors may be found above the nearby escalators. The monitor in the Customs area is visible to arriving international passengers, and is located near the exit from the Customs Hall.

Here are some examples of situations in which the paging monitors may be helpful: If you are to meet a deaf or hard of hearing person at BWI and you will be late, you can call BWI's Communication Center and request that a page be displayed on the paging monitors to inform the deaf or hard of hearing person that you will be late. If you are already in BWI Airport and cannot find your deaf or hard of hearing companion, a page can also be displayed on the paging monitors. The paging monitors may be also be used by organizations serving hearing impaired people to make announcements for their arriving guests.

TDD available at two locations at BWI Airport

A small portable TDD is available at BWI's Concourse C Information Desk in the Central Terminal located during the day and early evening. This TDD may be used with the nearby pay telephone.

During other hours, a TDD is available by going to the BWI's Communications Center on the third floor of the terminal using the elevator or the adjacent staircase. The Communications Center is open 24 hours a day.

Shelves and electrical outlets available at telephone banks for TDDs at BWI Airport

Travelers carrying their own Telecommunications Devices for the Deaf (TDD) will be able to place their TDD on most of the public pay telephone shelves and plug it into an electrical outlet within reach of the cord of the TDD's charging unit.

Enhanced signs will be posted throughout BWI Airport

Signs indicating the availability and location of services for deaf and hard of hearing travelers are being developed and will be placed throughout the terminal. Most of these signs may be found at the numerous telephone banks that line the corridors of the terminal. The international symbol of deafness will be used in the new signs.

Enhanced unisex restrooms for wheelchair users installed at BWI Airport

BWI, in its continuing effort to provide convenience to travelers who use wheelchairs, has constructed seven new, unisex, handicapped restrooms. Each features a large, completely private space, lock and side handrails, and an emergency light system which
alerts airline or airport stall to an individual in the restroom who needs assistance. Four of these special restrooms are located on Concourse D, two on each wing, two are in the commuter terminal, and one is on Concourse C. The handicapped restrooms located on Concourse C have, in addition to the other features, an overhead trapeze and a vertically positioned handrail. All of these rooms are clearly marked and located adjacent to the standard men’s and women’s restrooms.

The other restrooms in the Airport, if not located near a special handicapped facility, have one or more handicapped toilet stalls. All have side rails and an enlarged door.

As a part of the recently completed renovation of the terminal upper level roadway, curb cuts which previously did not meet the pavement evenly were smoothed out. Also, effective July 1, 1989, as a result of new state legislation, 30-minute handicapped parking spaces on the upper roadway were reinstated. This allows handicapped people to leave their car in a convenient spot while seeing someone off, checking in luggage, or running brief errands. These spaces are not intended for long-term parking. Long-term parking spaces are available in all of the airport’s parking lots.

Additional information available

For more information about the new visual paging system and other facilities for the disabled traveler at BWI, contact the Marketing and Development Office, Baltimore/Washington International Airport, P.O. Box 8766, BWI Airport, Maryland, 21240-0766 or call the BWI Communication Center at (301) 859-7227 V/TDD. Further information on the hearing impaired related services may be obtained by contacting Corporate Services for the Deaf, Inc. at (602) 230-7940 V/TDD or (301) 441-2666/TDD.

JoAnn Griffin was recently named Executive Director of the Frederick County Services for the Hearing Impaired.

Her employment history includes work as a social worker with the Massachusetts Commission for the Deaf and Hard of Hearing; an intern with the Eastern Panhandle Mental Health Center in Martinsburg, West Virginia; a counselor at the Department of Rehabilitation Services in Springfield, Virginia; and a graduate assistant, research assistant, intern counselor and student aide counselor at Gallaudet University where she received a master’s degree in counseling.

Robert Scribner, president of FCSHI, said Ms. Griffin’s duties will include supervision of the telephone relay and interpreting services which enable the deaf to arrange doctor visits, court appearances, and parent-teacher conferences.

Service Worker Thomas Dade gets an autograph from actor Sidney Poitier who was on location for a movie in Mr. Dade’s hometown of Union Bridge.
Maryland School for the Deaf presents
Hilbert C. Eastman's

SIGN

ME

ALICE

Directed by: Bette Hucks & Mark Rust

March 22nd 7:30 pm
March 23rd 2:00 pm

Adults $5.00
Students $2.00

ELY AUDITORIUM - Maryland School for the Deaf
Frederick, Maryland

For Reservations: write to
Dana Kinzie
P.O. Box 250
Frederick, MD 21701

FEBRUARY 1993
The rallying support of families, such as the Persons, demonstrated the important role the school plays in the lives of parents and children.

Peggy Cahagan tells of not being informed by city agencies of the existence of Maryland School for the Deaf, a remark that was repeated by other parents.

Senator Barbara Hoffman asks a question of Dr. Denton.

Allison Tyler signs a unanimous sentiment later chorused by Dana Brown and Patrick Holness, "Keep Columbia Campus Open."

Board members Margaret Knott and Roland Steiner wait to testify as Robert Wiedefeld explains the need for maintaining both campuses.

Saber Manna-Ayash tells of his awakening through the acquiring of language.

Board President Richard Mullinix seems to weigh the issues moments before giving a statement.

Mary Montoya crossed the continent to find the right school for her daughter.
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The thrill of victory produces approving applause when it's announced the Columbia Campus will not close.