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ON THE COVER

Oh, what a feeling! The Class of 1991 jumps into the future.

OPPOSITE PAGE

(1) “Sign Me Alice” characters Alice (Joann Greeror) and Dr. Zeno (Mark Muir) give insight into the importance language plays in the development of healthy self-esteem.

(2) Bonnie Finnicum is congratulated by her parents, Kent and Laos Finnicum, and sister, Eleanor, after her induction into the Orioles chapter of the National Honor Society.

(3) Roger Spidle, Shah Pollydore, and Matthew Fisher of Boy Scout Troop 258 plant trees at PineCrest Park as a joint conservation effort with MSD Girl Scout Troop 1420 through the sponsorship of McDonald's on Old Camp Road.

(4) Michael Halischak is the first MSD appointee to the Governor’s Youth Drug and Alcohol Abuse Commission which makes recommendations on abuse prevention strategies to the adult commission.

(5) Tiffany Zink (right), the winner of the National Geographic Society Geography Bee, is congratulated by contest coordinators Marsha Flowers, Barbara Kinzie, Martin O'Brien, Melinda Padden, and Assistant Principal Wayne Sinclair. Tiffany won a book, Nature’s World of Wonders, a certificate and an inflatable globe.

(6a) Erin Himmelmann shows her silver medal and certificate she won for placing second in the Maryland Optimist Club’s oratorical contest on the theme “If Only.” Erin’s presentation was on the war in Iraq and the plight of the Kurdish people.

(6b) Donna Crowe, Lisa Ewan, and Bonnie Finnicum were finalists and Inri Haisen was a runner-up in the National Oratorical Contest for Deaf and Hard of Hearing Teens sponsored by Gallaudet University and the Commission on the Bicentennial of the United States. Contestants wrote essays on the theme “What the Bill of Rights and other Constitutional Amendments mean to me as a deaf or hard of hearing individual.”

(7) Close-Up Teacher/Coordinator Marsha Payne (left) receives a donation to the program from Frederick Women’s Civic Club Education Chairperson Eileen Dunnell as President Peggy Cole watches. The donation allowed (left to right) Yoon-Son Lee Brennan, Inri Haisen, Latcha Whitlock, Bonnie Finnicum, Kristine Cornell and Jenni Kesler (not pictured) to go to Washington, D.C. on April 7-13 to attend workshops, seminars and social events, and meet legislators to learn how our government works.
Family and School
(The Cause and Effect Relationship)

During the past year there have been many, many occasions in which some of the heart issues in education were discussed by persons at the School with persons from outside the field of education. For example, during the course of the recent audit there were dozens of discussions involving people with fundamentally different perceptions and understandings of what is involved in the process of public education in America. Both the questions asked and the statements of the auditors and members of the Maryland General Assembly tended to illustrate the wide gap in understanding between those involved in the world of teaching and those who represent the point of view of the public, or more specifically, the taxpayer. Education is not popular in America, and one reason for the public's disenchanted with our public school system, I believe, is wrapped up in the nature of the cause and effect relationship between our schools and the erosion of the quality of life in our country. Oh Yes, there is a cause and effect relationship, but perhaps the cause and effect relationship which is so firmly lodged in the public's mind is the opposite of what exists in reality.

There is also confusion and bitter dispute regarding the cause and effect relationship between poverty and crime. Poverty and crime, the family and the school, the household and the community, what is the true nature of the cause and effect relationship? As I am putting these thoughts to paper, I have before me the editorial page of today's issue of The Baltimore Sun. Two items almost leap out, demanding attention, analysis, and understanding. The first is an editorial by Theo Lippman Jr., dealing with the matter of violent crime in America. Initially he mentions the dramatic issue of brutality by the Los Angeles Police Department, captured on video tape for the nation to see again and again. He moves beyond this matter and attempts to define the true dimensions of violent crime in America. He states that "violence committed by criminals on people not suspected of wrongdoing is at least 16 and 24 times as prevalent as violence committed on suspected criminals by police officers." Depending upon which statistics are used, and depending upon what definition is used, Lippman states that there are between 3 and 6 million cases of violent crime per year in Amer- ica. He says, "we ought to be at least as concerned about this collective army of barbarians as we were about the Elks Republican Guard of Iraq and as willing to spend a lot of money to deal with its threat. A lot." He goes on to state, "No, this time I don't mean spending money on ending the poverty that causes crime. I mean spending money on ending the crime that causes poverty." Part way up the page and a couple of columns over is a letter to the editor written by someone faceless taxpayer who seems fed-up with the . . . "teacher who works an eight or nine hour day for seven and one-half months a year for a starting annual salary of $25,000." (Baltimore County) This angry, and possibly misinformed citizen goes on to say, "Private school systems do a superior job of educating students while paying their teachers lower salaries than public school systems . . ." I understand his anger, but would someone please help me understand his logic? What is the message? What are the differences between the populations of pupils in public schools and pupils in private schools? What is revealed, and what can be inferred from the growing trend by American families of enrolling their children in private schools? Supposedly it is because of dissatisfaction with the public schools. Cause and effect?!

The author of this letter to the editor ends his complaint with a real gem: "Education is the future of this country. Increasing teachers salaries is not the solution to the problems in public schools." In view of his earlier assertion that private schools, whose teachers are paid less, do a superior job, he seems to suggest that the issue is teachers' salaries. Cause and effect? I'm wondering if the fellow who penned this letter fully understands just how little his statements add to public understanding of what concerns him, and the rest of us, and how much his simplistic rhetoric adds to the confusion. The "solution" remains obscure, but anger is intensified in the public con- sciousness by the heat of emotion and insight is radiated further and further and further from the core of the matter . . .

This man's letter contains not only a misplaced indictment against public schools, it contains also a cry for help. One can almost hear fellow taxpayers screaming, "Yeah, Yeah, Yeah. They took prayer out of the public schools and now we have drugs and sex, vio- lence and teenage pregnancy." Cause and effect? Are public schools the place of origin of drugs, sex, violence and teenage pregnancy? Does public education cause the problems which seem to be tearing apart the fabric of American society? Is the school antecedent to the home? Does man- kind gather first of all in the community or the domestic household? A voice from the mist tells us, "The family must necessarily have rights and duties which are prior to those of the Community and founded more immediately in nature." (Pope Leo XIII) Cause and effect? . . . Let's think about what Pope Leo has said about the natural sequence in the work of these basic institutions, the domestic household and the Community . . . the family and the school. Pope Leo XIII suggests that the family, or the domestic house- hold, is antecedent as well in idea as in fact to the community. It seems almost providential that someone who spoke so long ago would select the term domestic household, which appears to be so much more descriptive of what exists in contemporary America, as a substitute for the term family. If the rights and duties of the domestic household exist prior to those rights and duties of the school and community.
in idea as well as in fact, how many millions of today's American children are launched into the public school system without having been the beneficiaries of either the rights or duties of that first center of nourishment, the home? How many millions of American children are left without a school, without a household, rather than to a family, and how many of them fail to depart the following morning from that domestic household to the community because of the absence of family? How many millions of American school children, like the partridge in the woods or the ostrich of the desert are scattered everywhere? But, we are to be grouped together, and brooded by love and reared day by day in that first of churches, the family. "Sound familiar? Again we are reminded that the household is antecedent to the community. Beecher also says that "If God has taught us all truth in teaching us to love, then he has given us an interpretation of our whole duty to our households. "If the whole duty of our households is interpreted as teaching children to love, then I wonder how many millions of American households have abdicated their whole duty. I wonder how many millions of American children are scattered everywhere like partridges in the woods, ostriches in the desert, never having been grouped together and brooded by love and reared day by day in the first of churches, the family. Cause and effect. Maybe the schools have failed as much as the households have failed. Maybe the schools in the absence of family, family as perceived by Pope Leo XIII and Henry Ward Beecher, must shift their focus from the gathering of children into community to the first of churches, the domestic household, however it is structured. If the role, responsibility, and influence of the household is indeed antecedent to the role, responsibility, and influence of the community, then there must be a fundamentally different interpretation of how these institutions carry out their whole duty. Cause and effect? Can a school repair the damage of a failed family? Can a community have rights and duties which are prior to those of the domestic household? Can the cart pull the horse? Does whipping the cart accomplish what is needed? If the family is the first of churches, if the domestic household is antecedent to the community, if American family of the past has become the ill-defined, poorly structured household of today, and that household is not brooding by love and reared day by day our children who are scattered everywhere like partridges in the woods, then perhaps our schools need to begin to do their teaching, not in the community, not in the public school-house, but in the first of churches, the domestic household. If the schools must assume the responsibility for first of all gathering together the children who are scattered everywhere, then it may be forever too late to brood them by love. There must be an understanding of and a respect for the natural order. Among all of the institutions in contemporary American society, the most failed, the most tormented, the most frustrated in not the school, but that first of churches, the family. If the public schools in America are to be judged by their failure to accomplish what the families and domestic households which precede them have failed to accomplish, then certainly we have the cart before the horse. The man who wrote the letter to the editor is right in saying that "increasing teacher salaries is not the solution to the problems in the public schools." Perhaps without knowing it, that taxpayer was telling us that we must look elsewhere for answers and solutions. If the source of our society's first failure is the domestic household, then the community must focus and concentrate its resources upon the rebuilding and strengthening of this first of churches. It is unreasonable to expect that America will be able to go back and recapture that idealized family of the 1930s. That is just not going to happen. Mom is not going to quit her job. Dad is not going to sell the boat, the kids are not about to give up the second television and the VCR, so it becomes society's obligation, whether or not it is ever understood and accepted, to reconstruct the households in which our nation's children can be grouped together, and brooded by love. What is being suggested is a fundamentally different, and fundamentally new responsibility on the part of public education. Since public education in America must accept, admit, and educate all children, whether they live with a caring family or are merely the occupants of a household, it is no longer possible for public schools to carry out what is expected when they must wait for the children who are scattered everywhere to be dropped on their doorstep. Children are placed in private schools by parents, not by households. Cause and effect? Even though there are daycare centers, and nursery schools, and kindergartens, the public school can never become antecedent to the home and family. If it is suggested earlier, the source of society's first, and perhaps most serious failure is within the domestic household, the family, it will not be possible for this failure to be corrected by the schools. The school is not antecedent to the home; however, a radical new agenda is seen for public education in America, and the priority on this agenda must be a massive effort aimed at restructuring, restrengthening, and rebuilding of domestic households through long-term and intensive family education. This thought is well supported by an American author of the last century, William Thayer. He certainly grasped the cause and effect relationship between families and societies better than most Americans of today seem to do. He said, "As families are, so is society. If well ordered, well instructed, and well governed, they are the springs from which go forth the streams of natural greatness and prosperity—of civil order and public happiness." Theo Lippman, Jr., in his editorial about criminal violence, understood this cause and effect relationship, and expressed sentiments similar to those expressed by others who lived in more settled and peaceful times when children, who now seem scattered everywhere, were grouped together and brooded by love and reared day by day in that first of churches, the family. —David M. Denton

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What Happened to the 80s?

In the last few issues of The Maryland Bulletin, in this column, we have been going back to earlier issues of the School publication to remember and to re-experience some of the milestones of the past. Today we have gone back ten years to the Spring of 1981, and in flipping through those issues of The Maryland Bulletin, I became painfully aware of how quickly time escapes us. More than that, I was reminded of all of the good things that we gain as time passes and the wonderful things which we lose. There were pictures of pupils who seemed so young and tender who are now mature and settled, homeowners and the parents of a new crop of children. It was particularly moving to look at the pictures of the Class of 1981 and to realize that one of its members, Bert Parks, whose countenance was so happy and expectant would be gone... such devotion to his family and to his friends at the School, such joy in the exploration of life cut short and unfinished.

There were other pictures too, other pictures of the members of another generation. As these words are being committed to paper, I am looking at a picture of the bright and warm and wonderful faces of James Behrens and Uriah Shockley, they’re smiling and cutting a birthday cake—James is 80 and Uriah is 83 at the time this picture was taken. They are both gone now, and they left huge empty places in our hearts. But, they left more than that, they left us the legacy of lives well lived, lives lived with joy and enthusiasm, with fun, with curiosity, imagination, and affection. Their connection with the School remained as strong as when they had graduated many decades earlier. They were almost as much a part of MSD as the cupula on the old Main Building or the huge trees along South Market Street. It seems that every time I go to the gymnasium for a ball game I expect to see them there, and my memory of their presence is so strong that I almost feel that the places where they sat on the bleachers are still reserved for them.

An article concerning James Behrens and Uriah Shockley taken from the February-March 1981 issue of The Maryland Bulletin is reprinted below:

**Behrens and Shockley Surprised**

About 70 people attended a surprise birthday party for James Behrens and Uriah Shockley on December 12th in the lobby of Klipp-Redmond Hall. In attendance were Jim’s and Uriah’s families, friends, and members of the National Fraternal Society of the Dead, Division No. 163—Frederick, who arranged the party. The guests included Miss Kent, Miss McCaner, Dr. and Mrs. Denton, Mrs. Akers, Miss Jenson, and Mr. Kritz.

Jim, 80, and Uriah, 83, received birthday cards and gifts from their families and friends. Stadium blankets were presented to them from the NFSD Frederick division. They got birthday cards from President Carter who usually sends cards to people 80 years old or over at the request of families or friends. Uriah, who knew about the party but thought it was only for Jim, gave Jim a ten-gallon hat and a cowboy belt buckle. There were also gifts for these octogenarians from friends who were not able to come.

After they blew out the candles on their large cake, refreshments were served by the division ladies. The two gentlemen really enjoyed the party very much. They could not get over the fact that Jim thought it was the annual Christmas party that the Division planned and Uriah knew about it all the time, but never thought it was also for him. You should have seen their faces when the crowd sang “Happy Birthday” as they entered the room!

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**PTCA Officers**

Melinda Padden, Vocational Education Teacher, has been elected President of the Frederick Campus PTCA. Other officers are Mary Montemayor, Vice President; Melody Riker, Secretary; and John Coleman, Treasurer.
Kenneth W. Kritz Retires

The Maryland School for the Deaf received word just a few days ago that Kenneth W. Kritz, Assistant Superintendent—Frederick Campus, was retiring at the end of June after 31 years of exceptional service to deaf children in Maryland. Mr. Kritz will be returning to his home in northern Wisconsin. Ken's decision to retire was a surprise to almost everyone at the Maryland School for the Deaf since he is quite young and in robust health.

Few people, if any at all, have had such a positive, productive, and supportive influence upon the life of the Maryland School for the Deaf as Mr. Kritz. His entire association with MSD has been marked by a deep sense of loyalty to the School, a devotion to the lives of the pupils, and a professional commitment to the highest ideals of the institution. Mr. Kritz came to the Maryland School for the Deaf in 1960 and served for several years as a teacher. In 1967 he became Curriculum Coordinator and in 1968 was elevated to the position of Vice Principal. He continued to serve as Vice Principal until the retirement of Margaret S. Kent in 1972, at which time he became principal of the Frederick Campus. In 1988, he was elevated to the position of Assistant Superintendent and has remained in that position ever since.

Mr. Kritz holds degrees from the University of Wisconsin, Gallaudet University, and Northwestern University. He has remained professionally active throughout his career and has provided strong and serious leadership to the Maryland School for the Deaf during one of its most exciting and dramatic periods. A feature article regarding Mr. Kritz will be carried in a future issue of The Maryland Bulletin. It was our feeling, however, that his many, many friends and colleagues, including all of the readers of The Maryland Bulletin, would want to know as early as possible of his plans to retire.

The Class of 1991 plants a tree in honor of Ken Kritz's years of service to the school.

Mrs. Edna Kritz, Ken's mother, came from Wisconsin to share the closing school activities with her son.

Principal Stanley Baker tells the audience at the Class and Awards Night of the many accomplishments of Mr. Kritz after 31 years of service.

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Bechtel Visit Gives Students a Close-up Look at Engineering

On February 28th, 23 Intermediate Department students saw how engineering technology is created and applied by visiting Bechtel, an engineering company, in Gaithersburg. Bechtel builds power plants, roads, bridges, and water treatment plants. Work/Study Coordinator Marsha Payne and Career Education Coordinator Robert Pad- den, arranged the visit through Charles Lilly, a Bechtel mechanical engineer. His daughter Amanda is an MSD student and was numbered among the visiting group. Charles Lilly and Chuck Horne, a Computer Programmer, who is deaf, came to MSD earlier in the week to explain the diversified field of engineering and to encourage students to consider this expanding field when considering career options. Applying the principles of engineering, groups of students attempted to build an aluminum foil boat that would float and hold the most pennies.

Once at Bechtel, a computer automation demonstration by John Yurciw, an Automated Technology Senior Designer, captivated the attention of everyone. Commands applied to a personal computer were simultaneously displayed on a large screen. A software program designed by Bechtel called WALKTHRU allows the designer of a structure to visually walk through the facility and view all items from any viewpoint. The actual model of Sea Mass, a Massachusetts based water treatment plant, was used. WALKTHRU is used in engineering to locate design flaws before construction is started. A personal computer is used to build the model of a structure which is transferred to a silicon graphics computer. A space ball controlling device gives access to movement giving the viewer the sensation of running, turning his head, and looking up or down. The space ball can also cause the structure to rotate.

Civil, mechanical, and electrical engineers, who color code their designs to distinguish steel, electrical wiring, piping, and machinery, all use the WALKTHRU to integrate their skills into creating a structure.

A WALKTHRU of the moon, made from a digitized photograph of the moon's surface, took viewers over the curves and contours of the lunar satellite.

Another computer generated activity gave students an opportunity to fly a jet. A viewing of the video called "The Mind's Eye" explored the mechanics of movement through an animated journey of the commonplace to science fiction.

Charles Lilly ensures students that there is a place for deaf people in engineering by stating that the personal computer has been a major player in enabling deaf and hearing people to communicate and collaborate within the work place. Bechtel's 77 plants in the United States and 15 foreign-based companies are all linked by a personal computer terminal. Bechtel, who has four deaf and hearing impaired employees at the Gaithersburg site, makes TDDs available to its employees through its Human Resources Department.

The advances of technology were also noted when Mr. Lilly related that he had met a deaf and blind man who was employed as a computer programmer. The man used a tactile feed pen which gave a braille reading of what he had programmed.

Members of the company's coordinating committee for National Engi-
neering Week, held the previous week, also spoke. One hundred twenty engineers from Bechtel visited 60 schools, including MSD, to encourage students to choose engineering as a career. Don Patton, a Senior Nuclear Engineer, stressed the importance of having a strong math and science background while Walter Braun, a Civil Engineer, promised the years of preparation would reward the diligent with a career that offered travel, a lucrative salary, and the satisfaction of seeing a finished product.

Walter Kanter, a recently hired deaf employee, explained how his skills as an Electrical Designer Engineer are used to maintain the Calvert Cliffs Nuclear Power Plant which was built by Bechtel. Although no deaf services were provided for him when he studied at Brooklyn College in the 60s, he urged students to investigate what engineering colleges had support services for the deaf.

On a tour of the facility, the possibility of working in the engineering field was additionally emphasized when students met deaf employees. Computer Programmer Laura Engler stopped to talk to students and Norm Wollmann, Chuck Horne’s hearing supervisor, who stated he took sign language classes to foster a better working relationship with Mr. Horne. Bechtel’s senior photographer, Henry Wright, who recorded the visit for the company’s newsletter, is hearing impaired.

A connection to MSD was made when students met Alan McKenzie, the Catering Manager for Service America who served lunch. He is married to MSD graduate Jan Brewer and is a brother-in-law to dormitory counselor Van Brewer.

In addition to being an inspirational visit, the school also received some immediate results. Mr. Padden arranged for Bechtel to appear as an employer at the 1991 College Career Fair in the fall and Mrs. Payne received applications for summer employment for Advanced Department students.

A Weekend at H.O.B.Y.

Sightseeing tours, seminars, and banquets were among the weekend activities. Sophomores from Maryland high schools joined in at the Hugh O’Brien Youth Maryland Leadership Seminar, H.O.B.Y., held April 18-21. MSD participant Lisa Ewan and volunteer Craig Brevington got a chance to meet actor and program sponsor Hugh O’Brien. Craig, a MSD senior, attended the seminar as an aide to participant Bao-An Tran, a student at John F. Kennedy High School of Silver Spring, who is confined to a wheelchair. Teacher Bonnie VanBuskirk accompanied the students.
D.A.R.E. Graduation

On March 28th, 19 Intermediate students became the first Maryland School for the Deaf alumni of the Drug Abuse Resistance Education program, D.A.R.E. The graduation ceremony, which was shared with parents and other students, highlighted the 16-week training the students received in the areas of personal safety, self-esteem, assertiveness, decision making, drug awareness, and the consequences of risk taking. Participants performed skits which showed how to respond when approached with an offer to indulge in substance abuse and gave individual testimonies on why they had taken a pledge of abstinence.

Wearing D.A.R.E. T-shirts with their names printed on the back, students received certificates and D.A.R.E. teddy bears from program instructor Maryland State Trooper II C Gall Treglia and MSD coordinator Charlene Anderson.

Major Robert Renfrew, the Chief of Field Operations with the Montgomery County Police Department, commended the program for encouraging students to live a drug-free life. He stated the approach to prevention education in the 70s was to give information on the effects of drug use but not on how to resist temptation. D.A.R.E.'s method of educating through school workshops was sited as being more effective in reaching students. Major Renfrew, whose daughters are graduates of MSD, signed his presentation.

Floyd Pond, the Executive Director of the Governor’s Drug and Alcohol Abuse Commission, extended an invitation to MSD to send a school representative to participate on the State Youth Commission.

Maryland State Trooper Jim Hovis and and his canine partner, Gino, make a surprise visit to the D.A.R.E. program to explain and demonstrate how Gino finds concealed marijuana, cocaine, hashish, and pep. As program coordinator Charlene Anderson interprets. Trained for nine weeks with a mandatory passing score of 90%, Gino was taught to look for a hollowed ball that was filled with various drugs. Associating the scent of drugs with having located his ball, Gino was taught to sit once he detects the odor of drugs. Gino is the only drug detecting dog at the Barracks.

Columbia Campus D.A.R.E. participants listen as Howard County Police Officer Keith Lessner explains the consequences of drug use.

Matthew Korpics presents a friendship pin to Officer Treglia.
The Sertoma Space Camp for the Hearing Impaired launched Mission I in May of 1988. Twenty-one hearing impaired students from three states attended Space Academy Level I. This mission was so successful that 72 hearing impaired students from eight states participated in Mission II. Ninety-six students from 17 states came for Mission III.

Mission IV was held during the week of April 28-May 3, 1991. One hundred and five students from 22 programs in 18 states participated in this mission. Hayley Evans, Sarah Himmelmann, and Reena Boles were trainees in the Space Camp, while Hope Skelley participated in the Space Academy. Imla Hassen, a graduate of 1990 Space Academy, went as a peer counselor. Edward J. Schabert and Rita A. Spencer went along as chaperones after a long year of fundraising.

The MSD trainees went through various space simulators such as Multi-Axis, S-DF, 1/6th chair, GMMU, SSMT, and Mars Explorer. An IMAX movie was shown every evening in the Space Dome Theater. "To Fly," "Hail Columbia," "The Dream Is Alive," and "The Blue Planet" were four favorites.

The highlights of the week, of course, were the actual missions. After completing training, the students in Space Camp and Space Academy were ready for the launch. Hope was a mission specialist during one mission and a space station specialist during another mission. Hayley and Sarah worked on the ground during their missions, while Reena was a mission specialist.

After a hectic, heavy schedule, the group found time on Friday before the departure for the airport to visit the "Red Star in Orbit." There were exhibits of past and present space programs of the USSR. These exhibits were the highlight of the whole trip because in September, 1991, the exhibits will be returned to Moscow.

The MSD campers arrived very tired at Dulles International Airport around 9:00 p.m., but they were anxious to tell their experiences to their families.
Mental Health Issues with Deaf Children and Adolescents Conference

On Friday, April 26, 1991, the Maryland School for the Deaf, the Maryland School for the Deaf Board of Visitors, and the Maryland School for the Deaf Foundation hosted a regional conference on "Mental Health Issues with Deaf Children and Adolescents." The conference committee was made up of Brian Alles, Chris Duck, Judy Pannier, and Cathy Snyder of the Columbia Campus Mental Health Team, and Suzanne Abel, the Assistant to the Superintendent. Participants came from Maryland, the District of Columbia, Virginia, Pennsylvania, New York, West Virginia, Florida, South Carolina, Illinois, Michigan, New Jersey, and Delaware. This was the first in what is hoped to be a series of conferences related to mental health and deafness.

Dr. David Denton, MSD Superintendent, opened the conference with remarks emphasizing the role of the family or "domestic household" in the mental health of deaf children. The first keynote speaker, Dr. Nancy Grasmick, the Secretary of the Maryland Department of Juvenile Services and Acting Secretary for the Governor's Office for Children, Youth and Families, told the audience what Maryland is doing to reduce the number of children separated from families when they are placed in out-of-state facilities. Dr. Grasmick then focused on a proposed treatment program for seriously emotionally disturbed children and adolescents to be placed on the Columbia Campus. She described this project as a partnership between the State of Maryland, the Department of Health and Mental Hygiene, the Maryland State Department of Education, the Department of Juvenile Services and MSD.

Dr. McCay Vernon, Professor Emeritus from Western Maryland College, and Dr. Debra Katz, Psychiatrist and Director of the Deaf Unit at Springfield Hospital Center, centered their discussion on the assessment, diagnosis and treatment of the mental health needs of deaf people. Drs. Vernon and Katz noted the changing population trends including the changes in etiologies.

Dr. Larry Gene Stewart, Professor in the Department of Psychology at Gallaudet University, presented a systems approach to viewing the whole individual in need of service. He reviewed the various forces that have an impact on the deaf child's growth and development.

In addition to the keynote speakers, the conference featured 16 workshops by professionals covering varied topics such as the Evaluation and Treatment of Sexually Abused Hearing Impaired Children, Innovative Behavioral Programming for Deaf Children and Adolescents, Interpreting in a Mental Health Setting, and Substance Abuse Prevention for Deaf Children.

The conference drew professionals from many disciplines working with deaf and hearing populations. A sense of accomplishment was achieved towards educating the participants in a further understanding of deafness and its implications, as seen through all areas of mental health. Feedback from the participants was extremely positive with many expressing the hope that the conference will become a regular annual event.

—Chris Duck & Judy Pannier

Student Attends Waterloo and MSD

From September through June, the Columbia Campus was involved in a mainstreaming project with Waterloo Elementary, a Howard County public school located across the road from MSD. Eleven year old Elementary student Dusti Ferry attended the fourth grade class of Thelma Wooley where she received two hours of daily instruction in reading and language.

MSD and Waterloo first implemented the program during the 1976-77 school year and continued the program for the following school year with the same group of students. An entire Elementary class attended Waterloo with MSD teacher Deanna Hoke acting as a teacher and an interpreter. Ms. Hoke shared teaching responsibilities with a Waterloo teacher in a split class of third and fourth graders. The program was again set in motion during the 1983-84 school year when MSD teacher Evelyn Hill Johnson shared teaching responsibilities with a Waterloo teacher in a combined class of MSD students and an open classroom of fourth and fifth grade Waterloo classes. The MSD students' language skills allowed them to

Melinda Padden explains the joys and frustrations of trying to adopt in "Adoption in the Deaf Family."
receive instruction without full support of signing. The program is not automatically started with the beginning of each school year. The criteria for implementing the program requires assessing the benefit the individual child will derive from a mainstreaming experience, the student’s skills and needs, and the feasibility of accommodating the program at the requested time.

When Dusti first came to Waterloo, students watched curiously as Carol Snyder, a MSD teacher aide, interpreted. Their questions about sign language prompted Ms. Snyder to give the class a mini lesson. Soon questions about deafness were replaced with inquiries about Dusti’s interests. Friendships were quickly formed with Dusti being accepted as a regular member of the class.

The reading class covered eight units during the school year that developed vocabulary, writing skills, and reading comprehension. Through reading activities and story writing, students shared their thoughts on books they read. Students, who all kept journals, were encouraged to write their own version to the ending of a story they read. Book reports were also due once a month with the added incentive of a reading program that asked students to read 20 minutes every night. Students who met the quota were rewarded with prizes.

Thelma Wooley checks Dusti’s work.

Her MSD teacher, Bob Scribner, and Mrs. Wooley are delighted with the results of the program. Mr. Scribner relates, “I have Dusti for science, math, and social studies. Her reading comprehension and ability to grasp ideas in various situations is unusually high. Her academic and social skills will easily make a place for her in whatever direction she chooses to go.”

Mrs. Wooley, who graded Dusti on her MSD report card for reading and language, states, “Dusti was found to be a delightful addition to the class. She always brought her assignments and was eager to participate in class discussions. She excelled in class, and made a remarkable improvement in her reading skills. But Waterloo students and staff also gained by having Dusti here. Any apprehensions or prejudices about her academic capabilities or ability to socialize were dispelled by Dusti’s performance and outgoing personality. Students would vie for a chance to be her partner and looked forward to Wednesdays when she would eat lunch with the class. Everyone who came in contact with her will rethink his habit of judging others on the basis of their differences and not on who they are.”

Community Foundation of Frederick County Grant Launches the MSD Job Training Project

The Maryland School for the Deaf: Job Training Agency Project was recently established through a $1000 grant by the Community Foundation of Frederick County. The project, which provides special needs students with on-campus employment, was initiated by MSD’s Work Study Coordinator, Marsha Payne and Vocational Educational Planner Kerri Lawler-Davis, and Youth Program Coordinator Mary Eckert of the Job Training Agency. MSD provides supervision of participants while JTA administers the pro-

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The program will operate until the end of the school year. Prior to funding, the student employees volunteered their services while acquiring work skills.

Cindy Powell, the Executive Director of the Community Foundation of Frederick County states, "The Foundation is extremely pleased to sponsor this public/private partnership which enables businesses and individuals to provide educational opportunities for our youth. The net return of productive and competent employees from a venture such as this should convince contributors to the Foundation that their resources are invested wisely."

The 11 students who work in the cafeteria, dormitory, Primary Department, Maintenance Department, and Family Education Center are supervised by a staff member of that department. Students' job skills and work habits are evaluated and graded each quarter by job coaches Dwight Newbold, Dottie Rust, and Marsh Payne, and Kerri Lawler-Davis, who also provide instruction and support in specific job skills and work habits.

Richard Luecking, President of TransCen, Inc., a private nonprofit job placement agency for disabled people in Montgomery County states, "Research shows that people who have had employment experiences before they graduate from high school are significantly more likely to be employed as adults." The one-year MSD-JTA Project's goal is to prepare students for off-campus employment in their senior year. Presently, MSD is seeking funds to continue the project for the 1991-1992 school year.

Frances Randall, Chairman of the Distribution Committee of the Community Foundation of Frederick County, presents a first pay check to Maryland School for the Deaf-Job Training Agency Project employee Jennifer Robinson. Left to right: Lori Lee, Administrative Specialist of the Job Training Agency; Mary Eckert, Youth Coordinator of the JTA; and Cindy Powell, Executive Director of CFFC, watch.

Pay Day


RICARDO NEPTUNE

A memorial service was held February 13 on the Columbia Campus to commemorate student Ricardo Neptune who died suddenly on January 25, 1991. His family and friends, that included students, bus drivers, and other staff members, recalled those things that made the 11 year old student special. Ricardo will be remembered for being a good student who loved to read and loved to play football with his friends. A tree will be planted in the spring near the Steiner Building in memory of Ricardo.
Obituaries
It was recently learned that two alumni have died. Gary L. Harding, Class of 1962, died February 1989 in a car accident. Robert W. Lank, Class of 1963, died in January of this year in a bicycling accident. Condolences are sent to both families.

Desert Storm Visitors
World events were discussed with MSD students by their teachers and in many cases, became personal through visits to the school by military personnel prior to and after the Persian Gulf War. In November, Teacher Cynthia Gudarian arranged for two Fort Detrick officers to answer the concerns her students had about relatives who were members of Operation Desert Shield. Major David Feduto, who had recently returned from Saudi Arabia to establish field hospitals, points to a map of the region to answer students questions about the preliminary stages of Operation Desert Shield. Lieutenant Colonel Christopher Sedor (left) also explained why US troops were deployed to the Middle East.

Two Operation Desert Storm soldiers made a visit to the Frederick campus to personally thank their pen pals for their support during the war. Fifteen year old freshman Sean O'Brien (center) gives his pen pal, Petty Officer 1st Class Larry Bosley (left) a tour of the Frederick Campus on April 20th. Sean's younger siblings, Ivan 9, and Shannon, 13, also wrote to Petty Officer Bosley after Sean's initial correspondence as part of a school letter writing project to Desert Storm soldiers. The O'Brien family sent a gift package to the seaman while he was stationed aboard the USS Wisconsin in the Persian Gulf. Petty Officer Bosley, who is from Short Gap, West Virginia, spent the day with the O'Brien family, sharing activities that included a photo session with Sean's baseball team, the Mt. Ayr Lions, batmitzvah practice, and dinner at the O'Brien home. Petty Officer Bosley presented each of the children with caps from the USS Wisconsin, Saudi Arabian currency, pictures of the ship, and a shell casing from the ship's 16" guns.

Sgt. Kenneth Morrison of the 101st Airborne Division shared tales of scorpions, snakes, extreme heat, and war rations with his pen pals in the Primary Department on April 25th. Speech teacher Ellen Potter had arranged for the students to send gift packages and letters to Sgt. Morrison during his seven-month tour in Saudi Arabia. Sgt. Morrison thanked the students for their support and much appreciated cookies, and other edible treats. Blynda Bailey, Staci Zlate, Peggy Faulkner, Laura Tarbox, and Wayne Randell are pictured. Jesse Napper, a friend of Sgt. Morrison, is in the foreground.
Sportscope

1990 Cross Country National Deaf Prep

Maryland School for the Deaf’s National Deaf Prep Champions are finally gathered for a group photograph. Pictured (left to right front row)—Annette Barrell, 1st Team All American and Harrier of the Year; Heather Herzig, 2nd Team All American; Melissa Jarobee, 2nd Team All American; Nancy Benton, Coach of the Year; 2nd row, Michael Halischak, 2nd Team All American; and James Gaskin, 1st Team All American. The girls cross country was also named the National Team of the Year. Hats off to an outstanding athletic program.

Maryland Wins ESDAA Wrestling Tournament

The Maryland School for the Deaf hosted the 15th Annual E.S.D.A.A. wrestling tournament on Saturday, February 2, 1991. The American School for the Deaf, Lexington School for the Deaf, and the New York School for the Deaf (White Plains) as well as MSD participated in this exciting tournament. MSD was crowned as the new champions scoring 158 points to second place Lexington’s 148 points. The American School for the Deaf was third with 138 points while New York placed fourth with 78 points.

Five MSD wrestlers placed first in their weight classes, Joey Gregoor from Manchester at 112 lbs., Kevin Beaucham from Westminster at 130 lbs., James Gaskin from Baltimore at 145 lbs., George Harris from Baltimore at 152 lbs., and Joe Cordero from Elkton at 189 lbs. Two MSD wrestlers finished second—Julio Montemayor of Renne-
dysville at 140 lbs., and Ricky Montgomery of Landover at 171 lbs. Placing third for MSD were Mark Muir of Frederick at 119 lbs., Jason Whitmore of Rohnersville at 125 lbs., DeJuan Hamilton of Baltimore at 135 lbs., Steve Gordon of Bel Air at 160 lbs., and Ricky Wilburn of Walkersville at heavyweight. Damon Sparrow of Baltimore placed fourth at 103 lbs. for MSD. The team, with strong support by captains Kevin Beaucham, Joey Gregoor, and George Harris, pulled together and showed great team spirit. Senior Joe Cordero was also an honorary team captain.

Many thanks go to assistant coaches Kerri Lawler-Davis (tournament organizer) and Jay Levine. Numerous staff members volunteered their time to make the tournament a success including Charlie Day, Frank Davis, Brenda Yates, Bill Pond, K.C. Russell, Nancy Benton, Dwight Newbold, Barbara Wigg and family, Bob Phelps, and Mike Pauline. We also thank Dr. Denton, Ken Kritz, Chad Baker, and Wayne Sinclair for their support of the tournament.

—Jim Schartner

Wrestling Wrap-Up

Several MSD wrestlers have continued to excel during the spring freestyle and Greco-Roman wrestling season. Joey Gregoor, Jimmy Gaskin, and DeJuan Hamilton have participated in the Frederick Olympic Wrestling Club. This is a USA wrestling sponsored club that includes wrestling from the entire Frederick County. The club meets twice a week at MSD and is coached by Jim Schartner.

Joey Gregoor has won or placed in numerous wrestling tournaments. He placed 1st in the Maryland State Junior Greco-Roman Championships, May 19th at the Friends School, Baltimore, MD. He placed 10th in both freestyle and Greco-Roman wrestling in the Cadets Northeast Regional Tournament at Niagara Falls, NY, May 10-12, 1991. This was a 16 state tournament with 14 mid-Atlantic and New England states along with Ohio and Michigan.

Joey wrestled well, losing only to the eventual tournament champion. Joey has an excellent chance at qualifying for the USA Cadet Nationals Tournament this July in Warrensburg, Missouri. This is his second consecutive year to qualify for this prestigious event.

Jimmy Gaskin placed 2nd in the Maryland State Juniors Greco-Roman Championships at 154 lbs., at the Friends School, Baltimore, MD. Jimmy also placed 3rd in both freestyle and Greco-Roman wrestling in the Salisbury Wrestling Tournament April 28, 1991, at Salisbury State College. He has an excellent chance to qualify for the Maryland Juniors National team competing in Warrensburg, Missouri, in the last week of July.

Additionally, Coach Jim Schartner will coach the Maryland State Greco-Roman Junior Nationals team in War-
rensburg, Missouri. Coach Schartner will also be serving as team leader for the US Freestyle and Greco-Roman teams in the Cadet World Championship in Alma, Canada, July 2-7, 1991.

—Jim Schartner

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ESDAA Track and Field Championship

The MSD Girls Team won the ESDAA Track and Field Championship at Rome, New York, on May 18th. There were eight teams from various deaf schools. The team scored 118½ points to St. Mary's (Buffalo, N.Y.) which scored 103½ points. American (Hartford, Conn.) was third with 90 points, NYSSD (Rome, N.Y.) 71½ points, Lexington (Queens, N.Y.) 70 points, Rhode Island 16½ points, Mill Neck (Long Island, N.Y.) 9 points and Miksd (New Jersey) scored no points. Annette Burrell was a triple winner in the 800m, 1600m, and 3200m. Aurelia Harris won a gold medal for the high jump.

The meet was close, competitive and tied going into the 4 by 100m relay with St. Mary's 3200m runners. Annette Burrell and Heather Herzig worked hard to stay ahead of the other teams and gained extra points. Each member on our team contributed to the MSD Team Championship.

It is our eighth straight ESDAA Championship! The girls this season were underclassmen, but a good young group for the future! -- Coach Nancy Benton

1990 DAFUS National Champions

Annette Burrel, Heather Herzig, Melissa Jarboe

1991 ESDAA Track and Field Champions

Front row—Heather Herzig, Melissa Jarboe, Christina Lidble, Sarah Himmeleman, Kimberly Jones. Back row—Annette Burrell, Melissa Herzig, Tanisha Lightfoot, Aurelia Harris, Coach Nancy Benton, Gerina Barkley, Mary Morgan, Melape Korto

1991 Sports Awards Winners

Front row (left to right)—Bonnie Finicum, Spencer Basketball Award; Kristine Cantrell, Stolte-Lemmann Volleyball Award; Michael Jobes, Barr Track Award; James Gaskin, Cross Country Award and Schartman Wrestling Award; Annette Burrell, White Track Award; second row—Kimberly Jones, Most Improved Cheerleader Award; Melissa Herzig, Best All Around Athlete; Melissa McClain, Dodge-Hicks Cheerleading Award; Heather Herzig, Cross Country Award and Most Inspirational and Leader Award; George Harris III, Moynan Football Award and Most Inspirational and Leader Award; third row—Tanisha Lightfoot, Most Improved Athlete; Michael Brevington, Benson Basketball Award; Joey Greczgor, Most Improved Athlete; and Joey Cordero, David Harris Takedown Award. Other winners not pictured are Ray Lehmman, Foxwell Memorial Award and Mark Wait, Booster Club Service Award.

MAY-JUNE '91
The Board of Visitors, Faculty and Senior Class of the Maryland School for the Deaf announce the Commencement Exercises Sunday, June second, nineteen hundred and ninety-one at one-thirty o'clock