Homecoming Day at MSD

Volleyball game

Cross Country Meet

Football game

Assistant Superintendent Chad Baker and Donna Vogler help Flower Girl Kyle Gibb and Crown Bearer Michelle Daze.

Homecoming Queen Joann Gregg smiles.

Homecoming Queen and her Court: Donna Crowe, Lisa Ewan, Lori Cardamone, and Hope Kelley
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ON THE COVER

Students in Nancy Swail's reading classes were treated to a demonstration of modern-day jousting by the current Maryland State Champion, Mike Virts pictured here with the students on the jousting course located on his Petersville, Maryland farm. Students (left to right) Samuel Thualmai, Stephanie Gasco, Darla Konkol, Jesse Woosley, John Ernest, Billy Hopwood, Amanda Lilly, Franco Korpics and Tim Riker were studying about jousting as part of a thematic unit on the Middle Ages while reading the book King Arthur and his Knights.
The Search

In thinking back over the last 25 years, and in attempting to look ahead into the next century, I am drowned by a flood of thoughts and feelings, and memories, and wishes. In trying to decide how I wanted to break the news of my retirement to the Board, I felt compelled by the desire and the need to make sure that our School, the good ship MSD, is strong, well-staffed, and set certainly and securely on the proper course for its journey into the future. I am pleased now to share these words with you.

When we are tossed about by forces which seem out of control, bent a little by the strong winds of adversity, we look for something upon which we may fix our minds, something basic, something sound, something eternal. It has been said that, "Adversity is the trial of principle. — Without it a man hardly knows whether he is honest or not." These many months our School has sailed against bitter winds and strong cross-currents, searching for its compass, trying to stay its course. Even in the darkness, though, it is still at least . . . perhaps closer than before to its pre-determined purpose, its guiding principles intact. Perhaps it is not so much the destination that matters, but the quest, the search which endures. The eternal search, how central to the very life of a School! Adversity provided this brief illumination, so are we not a bit freer for all of that?

In thinking of adversity, especially during these weeks of terrible uncertainty, I have from time to time found comfort in these words: "Stars may be seen the bottom of a deep well, when they cannot be discerned from the top of a mountain . . . The darkness which has enveloped our spirit has been pushed back a bit and we can again lift our eyes upward and let them settle upon the stars. A few days ago I sat among the other Trustees of Western Maryland College celebrating the dedication of a new liberty . . . the centerpiece of that lovely campus occupying the highest point on the Hill, and attracting all within its influence to come to the quest, the eternal search for truth. For knowledge . . . like a lamp or perhaps a star. As I savored the moment, I thought about this School, our School and its deep ties to Western Maryland College, the kinship of a shared burden and a common vision. And then, something remarkable happened . . . a lesson unexpected, but not unaccepted. The College Choir presented Robert Frost's 'Choose Something Like A Star' in a beautiful musical score arranged by Randall Thompson. Let me share with you.

Choose Something Like A Star

O Star (the fairest one in sight),
We grant your littleness the right
To see some shadow of that height
It will not do to say of night.
Since dark is what brings out your light,
Some mystery becomes the proud.
But to be wholly tactum
In your reserve is not allowed.
Say something to us we can learn.
By heart and when alone repeat.
Say something! And if it says, 'I burn,'
But say with what degree of heat.
Take Fahrenheit, take Centigrade.
Use language we can comprehend.
Tell us what elements you blend.
It gives us strangely little aid.
But does tell something in the end.
And steadfast as Keats' Eremita,
Not even stooping from itsaine,
It seeks us as if by chance,
So when at times the moon is suwept
'To carry praise or blame too far,
We may choose something like a star
To stay our minds on and be vast.
—Robert Frost

That we may choose something like a star suggests a certain freedom of the will, a liberated spirit, a mind unfettered . . . these the fruits of learning, like that pot of gold at the end of the rainbow always just beyond reach, the value of its treasure revealed by the search itself.

Our School and Western Maryland College share more, however, than the common missions of teaching institutions, each helps shape the destiny of the other. An awareness of deafness as a human condition has altered forever the conscience and the character of Western Maryland College. The College is more to Maryland School for the Deaf than the training ground for generations of professionals who will be there to fill the empty places in the ranks of our teaching force. Together we are both the laboratory and the proving ground for the discovery of new knowledge and its application. That the special tie between the two schools exists, and is so strong, is a source of pride for both and offers each a measure of security for the future.

Similarly, the Frederick Alliance for Creative Education (F.A.C.E.) has brought new vitality to each of its members. And beyond that, the potential of F.A.C.E. for progressive educational leadership and reform is greater than the potential influence of the few agencies working independently. In terms of direct benefit which the Maryland School for the Deaf derives from the Alliance, the new program for Resi-

THE MARYLAND BULLETIN

1 Henry Fielding, 1700-54, English Novelist
2 Charles H. Spurgeon, 1834-93, English Clergyman
The second part of the Maryland School for the Deaf's initiative in developing career opportunities for residential care providers was a proposed new salary plan submitted to the Department of Personnel. The School and the Department of Personnel are now involved in negotiations, and expect a new salary plan to be approved by the Department of Personnel by mid-year. These efforts address one of the most critical needs facing residential schools for the deaf in America. Once the School is able to recruit, select, and offer professional preparation opportunities for persons who can see for themselves a life-time of satisfying and important service with a reasonable salary, the very foundation of the School will be strengthened.

The Maryland School for the Deaf's responses to the troubling events and circumstances of the past two years have brought the institution to a state of increased sensitivity, preparedness, and strength despite the dramatic impact of budget reductions, and even despite the uncertain economic picture ahead. The Special Audit of 1990 coupled with the fiscal crisis forced the School to study, thoughtfully and critically, every component of its various programs and services. This process required an understanding of and a recommitment to the School's basic mission, and a concentration of time and energy and resources upon the most crucial services which the Maryland School for the Deaf provides.

The auditors did not make a convincing case of their study and its recommendations before the General Assembly. Maryland School for the Deaf was stronger following the Legislative hearings than before. Not only was the Columbia Campus saved, but the members of the key Budget Committee in both Houses gained a fuller and deeper understanding of this special school and its program. The Legislative visit to Columbia further enhanced this understanding and appreciation.

The questions raised by the auditors about residency, legal guardianship, etc., are being addressed by a study committee representing this school, the Maryland State Department of Education, the Department of Budget and Fiscal Planning, and the Office of the Attorney General. This committee is also working to develop a tuition schedule which would make it possible for out-of-state students to attend the Maryland School for the Deaf. The Joint Budget Committee Narrative required the completion of a report which affirms the quality of the Maryland School for the Deaf. This report is to be done jointly by the Maryland State Department of Education and the Maryland School for the Deaf. In the months since the Legislative hearings, there has been a sharp increase in awareness of the Maryland School for the Deaf's programs by representatives of the State Department of Education.

The State Department of Education was directed by the Senate Budget and Taxation Committee and the House Appropriation Committee to make parents and local authorities aware of Maryland School for the Deaf's services. This directive was re-stated to Assistant State Superintendent - Richard Steinkie, at the Legislative visit to Columbia. The working relationship between this School and the State Department of Education seems warm and secure.

Next year our School will be celebrating its 125th Anniversary, and the year following Maryland School for the Deaf will be the host school for the joint meeting of the Conference of Educational Administrators Serving the Deaf and Convention of American Instructors of the Deaf at the Baltimore Omni Hotel. These landmark events will provide great opportunities for showcasing a small school which has made a big difference. Maybe we have been taught and toughened by adversity ... we have certainly not been broken.

The Maryland School for the Deaf is prepared for the transition into the 21st century. My colleagues on the Administrative staff are remarkable professionals, and together they have fashioned a school for today and for the future ... a school prepared not only to survive, but to thrive, and to point the way. This team of educators stands solidly and boldly upon the foundation of the humanitarian philosophy of Total Communication and all that is embraced. They have committed themselves to the goals of the institution and to each other, thereby ensuring their individual and collective success. This team is prepared to support and help ensure the success of the next Superintendent, whether that person is one of their number or someone out there somewhere.

To everything there is a season ... it is now time for the School to make a change. Change is inevitable ... change is good ... change is difficult! It is my desire and intention to retire as Superintendent of Maryland School for the Deaf on or about the first of July 1996. The months ahead represent an opportunity for the School's Administrative Team to work closely with the Board of Visitors in preparing for the transition. Speaking personally, I want very much for these months to be productive, positive, creative and forward looking, and in the interest of all of the people, children and adults who make up the Maryland School for the Deaf family, I would want these months to be happy.

—David M. Denton
The Crisis Continues

While our country continues to experience a fairly serious economic recession, the meaning of the words "fiscal crisis" have really come home to the Maryland School for the Deaf. The budget crisis, of course, affects all departments and agencies of state government; but, the cuts which we, at MSD, have experienced have been difficult to accept.

Effective November 1, 1991 the School was forced to terminate 28 positions from the two campuses. These positions represented all major departments of the School, from administration to maintenance, to housekeeping, to food service, to instruction, to fiscal services, to data processing, and so on. Although the School administration was conscientious in attempting to identify positions for termination which would have the least direct impact upon the school’s basic services, each termination represented a person, a household, a family, someone we knew and cared about. This was probably the most difficult single task the School administration has ever been requested to undertake.

Despite the loss of positions, the School family has pulled together and responded in a warm and positive way. People are doubting up and helping each other, and life goes on.

A Silver Lining

Even when the skies seem covered with dark storm clouds, it is yet possible from time to time to catch a glimpse of that silver lining as the sunshine makes its presence known in a most stirring and beautiful way. Because of the budgetary problems facing our State, we have had to fight during recent months to keep both campuses of our School open and prepared for the future. Even while experiencing the most painful cuts of all, the loss of some of our personnel, we can still look around and see evidence of a bright and promising future. For example, just a few months ago we were fighting determinedly to keep Columbia Campus open, and today, almost as if it were a statement from somewhere on high that all was well, we witness the construction of a multi-use play court for our children on the Columbia Campus. This has the effect of a transfusion upon sense of vitality.

Meanwhile on the Frederick Campus we see similar evidence of someone’s confidence that our School has a future in the installation of lights for our football field and track, and the installation of lights on the multi-use play court outside the gym. This means that for homecoming during our 125th year of celebration in the fall of 1992, we can all enjoy a night football game. Some persons have seemed confused that construction projects were going on during a fiscal crisis until it is pointed out that the funding for these projects does not come out of the Operating Budget, and that these projects have been in the planning stages since the early 1970s. Funds for these capital projects could not be used to offset operating budget cuts, and not to use them for their intended purpose would be to lose them altogether.

—David M. Denton
Boy Scout Troop #258

We are #1

On Friday October 18, 1991 Boy Scout Troop #258 departed the school to participate in the Francis Scott Key District Fall Camporee. The Camporee was held at the Thurmont Hunting and Conservation Club and had a Medieval Theme. The Dragon patrol competed and was represented by a flag designed and handmade by Tim and Donna Vogelh. Saturday's schedule was a busy one. There were over 500 boys organized into 54 patrols from the different troops. They competed against each other in a round robin event schedule. In other words, the scouts went from station to station completing different skill areas. This included archery, compass, surviving, Jacob's ladder, Harold's journey, the melee and a ring joust. The afternoon had everyone racing against the clock and each other. First, the patrol would race, through a maze over a hay bale wall, through a tunnel across a log to arrive at the castle door. They used their lashing skill to assemble a quad pod with a battering ram. The battering ram was used to knock down the door. Then the scouts disassembled the quad pod, carried all materials back to the starting point and were finished.

Saturday evening, Merlin the magician led us to the camporee bonfire where each patrol performed Medieval skits. Our scouts performed a joust in slow motion. Then the awards for the competition were announced and our dragon patrol placed FIRST for the day's events. Congratulations to the boys of Troop #258's Dragon Patrol.

--Jani Redding, Advancement Chairperson
--Mark Sewell, Assistant Scoutmaster

Booster Club Raffle
Ticket Winners

The 1991 Booster Club raffle drawing, which was held on October 19, Homecoming weekend, produced the following winners:

First Place — $200
Otto Selby, Baltimore

Second Place — $100
Eriel Ginom, Baltimore

Third Place — $50
Sharon Hamblin, Monrovia

Fourth Place — $50
Mary Sue Bowers, MSD

Fifth Place — $25
Rashida Hines, University Park

Sixth Place — $25
Kenneth Zivic, Mt. Airy

Seventh Place — $25
Vern DeWitney, Frederick

Eighth Place — $25
Edward Sulpit, Frederick

The Booster Club thanks those who supported the raffle ticket project.

Left to right: Marvin Cooper, Brian Archambault, Andrew Francis, Derrick Siemah, Timothy Fabes, Nicky Hawkins, Khao-Ida Tep, Keith Blumle, Jacob Spidle (Senior patrol leader holding flag)
Florence Willetta Doub was the founder and first president of the Frederick Art Club. Since only a few of us knew her, it seems appropriate to try to acquaint you with this very remarkable Fredericetonian.

Florence, or "Sissy" as she was affectionately called, spent her entire life in art activities in Fredericksburg. She was born August 27, 1851, and died in 1932 at age 82. She was a descendant of the Kemp family, early settlers of German heritage. They landed in Philadelphia in 1733 and moved down into the fertile valley outside Fredericksburg. One of Miss Doub's ancestors was the Reverend Peter Kemp who organized the United Brethren Church in this Community. Today, that church is the Centennial Memorial United Methodist Church on West Second Street. On her mother's side, Miss Doub was related to the Stanley family, also of German origin, coming to this country after 1740. She was the fifth generation of the Stanley family to be born in Frederick County. So, Miss Doub was really an authentic descendant of "Old Frederick." As a child, Miss Doub moved to town from the farm outside the city to the house she was to live in the rest of her life — 344 North Market Street, on the southwest corner at Fourth Street. It is a typical red brick, two story house and is still standing.

Miss Doub tells a charming story about herself as a little girl:

"Coming from my music lesson one morning when I was about nine years old, I met my cousin, Fanny, several years older than myself. She was a strong Southerner, or Behel, as we called them. She informed me she had just heard that the wounded and sick Confederate soldiers in the Barracks Hospital had for the present School for the Dead camps did not get enough to eat, they were almost starved. We concluded that we would take them quite food. Fanny had a little money and I had a few pennies, so we put them together and went to a bakery. We bought two loaves of bread. The baker cut them into slices for us and put them in a basket and covered it with a white paper. Then we listened to the Barracks Hospital. At the gate stood a soldier on guard with a gun. He told us to halt. We said, "We have provisions for the sick soldiers." So he let us in the gate. The gate had a hood over it to keep the soldiers dry when it rained. The grounds were covered with large white tents. It was a sight. I was there with the Confederate lads and went into several of them, offering bread to the sick and wounded men who were in cot's, or beds all in rows. Some of them took the bread because we were only children, not because they were hungry. When our provisions (as we called them) were gone, we went home very proud of having visited the soldiers."

Miss Doub went to private schools and completed her education at the Fredericksburg Female Seminary, graduating on June 24, 1868. She wrote about the influence her art teacher had on her life: "The beautiful things about me were first brought to my attention by my excellent drawing teacher, Miss Kate De Gollier, a Canadian and most delightful person. Her pupils all loved her and we tried to work as we saw her, taking flowers, fruit and bit of scenery as our models."

Miss Doub studied piano under Mr. Van Patten and also learned to play the guitar. Her Seminary courses included mathematics, history, geography, philosophy, astronomy, botany, logic and Biblical instruction.

After graduation from the Female Seminary, Miss Doub conducted a school for the Gambrell children on the farm of J. H. Gambrell for about eight years. Time was always given to sketching. Miss Doub relates: "Then, I could be seen with a row of little Gambrells trailing behind me, wandering along Bush Creek, seeking bluestems, and anemone, or climbing a part of Linganore Hills in search of violets, hepaticas, and arbutus, always explaining to the eager children about wild flowers and where they grew. Later the children played whilst I sat for hours making small paint- ings of parts of the Monocacy."

In 1878, Miss Doub became a teacher of art at the Female Seminary, and in 1881 extended her teaching to include the students at the Maryland School for the Deaf. From the age of thirty, Miss Doub was bothered by a loss of hearing. In today's terms she would have been considered to be moderately hard of hearing. She used an aid which was a tortoise shell horn. She held it to her ear to concentrate the sound waves.

Miss Doub gave up teaching in the Seminary and opened a private studio in 1884. She said, "We began to have sketch excursions each spring. Then, we made pictures in any medium. It would be a whole day's outing — sketching in the morning, eating and rambling in the afternoons, and hunting for wild flowers. One delightful time on a frosty autumn morning we went to Thurmont for the glorious bright foliage. We sketched that time with colored crayons. Nothing else seemed quick and bright enough."

In 1893 Miss Doub was appointed head of the Art Department of Hood College and served for twenty-seven years. Her assistant was our own Helen Smith. Later Helen took over the department at Hood. When Miss Doub gave up her art studio and the many art activities with friends in the community, the idea of the Fredericksburg Art Club was born. This was in 1897. For the first few years, the records show that members actually had sketching sessions, working from casts and living models, rather than the study of art history. Sometimes elaborately reproductions were presented as art club programs. Gradually, programs emphasized a variety of topics related to art history.

Before World War I, there was a movement to make the Fourth of July celebration "safe and sane." Miss Doub and the members of the Art Club contributed a historic float to a parade celebrating the Fourth. It was called "Frederick's Court of Honor" depicting notable citizens including Patrick Dula-ney (on whose tract of land Fredericksburg was founded), Winfield Scott Schley (Civil War and Spanish American War naval hero), Francis Scott Key (author of our national anthem). Tedder McKin-
sey (who wrote under the name of "The Betontown Bard" for the Baltimore Sun), James McSherry (a well-known judge of Frederick), Roger Brook Taney (fifth Chief Justice of the United States Supreme Court), and Barbara Fritchie (heroine of Whittier's Civil War poem). Miss Doub directed the work and was assisted by Harriet Kolb, Ruth Delashmene, and Nelle Reich.

Miss Doub's association with the Maryland School for the Deaf extended from 1885 to January 1932, covering a span of almost half a century. In his report to the Board of Visitors in 1881, Dr. Charles Ely, superintendent of the school said, "The success of the teacher of drawing has thus far been gratifying. I feel very confident that we shall be able to show in time that this branch of study is of very great practical value to the deaf. I do not desire to teach drawing as an accomplishment, but to turn it in the direction of some industrial occupation. Occasionally one may discover that a student has the talent to become an artist and can find somewhere the means to carry on the study begun here. But there is no good reason why many of our pupils should not become good draftsmen, designers, engravers, lithographers. We shall work for this end."

The first exhibit of work accomplished in her drawing classes was given in June 1882, and was very impressive. The work covered many phases from simple drawing to drawing from still life and nature, clay modeling, designing and as time went on she added to the course some tinting and a little painting. Her pupils loved the drawing lessons and looked forward to their work in the art department.

For many years her interest in the advancement of the Art Department was expressed in the generous prizes of money, donated by Miss Doub at the June Commencement exercises to the boy and girl who had made the most progress during the year. This tradition was carried on for many years with prize money donated by the Art Club in her memory.

On the occasion of celebrating forty years of teaching the deaf, the Bjoeries (the superintendent of the school and his wife) gave a party in the huge parlor in the Old Main Building. Miss Doub was presented with a gold bar pin set with a single diamond, a gift of love and esteem from her friends and associates at the school. Then two young children dressed in white entered, drawing behind them a gaily bedecked toy wagon holding a birthday cake crowned with forty lighted candles, one for each year of her service. (Taken from school records.)

Among the many civic projects taken on by the Frederick Art Club during Miss Doub's tenure was Carroll Park on West Patrick Street beside Carroll Creek. Miss Doub and her committee persuaded Mrs. Georgiana Houck Simmons to give the land to the City of Frederick for a park. An oil spring called Riehl Spring on the property once supplied water to the neighborhood on West Patrick Street. Carroll Park will eventually become part of the linear park planned for Frederick in the future.

My earliest recollections of Miss Doub go back to seeing her in the United Brethren Church sitting in a forward pew with her hand cupped over her ear or using the tortoise shell horn to hear the sermon. When I first came to the school for the deaf as a teacher in training in 1925, I remember taking students to the art class in the large art room in the basement of the Old Main Building and her teaching them to draw from casts with charcoal, doing water colors from still life, such as wild flowers in a vase. Sometimes they would try doing profiles of a classmate. That was always fun. I often stayed with the students and participated in the lessons too. Dancing and painting did become a real outlet for a number of deaf students who went on to commercial work, often related to printing. Before electronic printing, this was a very reliable trade for the deaf. I remember the big art exhibits we had at Commencement and the art prizes which were awarded for exceptional work. In her later years, Miss Doub came to school always dressed in somber colors, usually black, attended by her companion and faithful friend, Miss Florence Eichenbrode, and little Bernard Fogle, Miss Florence's nephew, carrying her work bag.

Miss Florence Doub made an unique contribution to the cultural life of Frederick for the major part of her long life as a practicing artist form the early 1870's up until the 1930's, a span of more than sixty years. She shared her talents generously with the citizens of Frederick and students of the Female Seminary, Hood College, and the Maryland School for the Deaf. As founder of the Frederick Art Club, she established a precedent of an appreciation of the world of nature and beauty all around us and the obligation to carry this legacy forward. We are all deeply indebted to Miss Florence Doub.

—Margaret S. Kent, September 1987

Florence Doub (in the black dress) conducts an art class in the basement of the Old Main Building.
Aspects of Deaf Life

As part of Deaf Awareness week (September 22-28), four students in a Senior English class wrote informative articles about different aspects of Deaf life. We were pleased and proud that the editor of The New Paper, Jeff Goell, agreed to publish their work in the Vol. 3, No. 44, September 18, 1991 issue. The students learned a great deal from their work: the word of an editor is law, one must support one's points with evidence, and space is limited in a newspaper! The four articles, “A Day in the Life of a Deaf Family”, by Joanne Gregoor, “Emergency Communications”, by Kathy Herzeg, “Common Questions”, by Cathy Boswell, and “How It Feels to Be Deaf”, by Mary Morgan, are reprinted below.

A Day in the Life of a Deaf Family

Jenny, Ben, and their baby Peggy are deaf. How can they manage their lives in the hearing world? A bright light flashes several times. Jenny wakes, puzzled. She suddenly realizes that the light came from a baby cry alarm. When the baby cries, her voice makes the light flash. After calming the baby, Jenny hurries back to sleep. Precisely at 6:30 a.m., a vibration runs through Jenny and Ben’s bodies. They have a vibrating bed alarm. Some deaf people prefer light alarms. It is time to get up and get ready for work. Ben turns the TV on to see the news. He understands what the reporter is saying by reading the sentences on the bottom of the TV. These are called closed captions. A machine called a decoder that sits on top of the television picks up special signals from the TV and makes them into words. At her job as a language teacher at the Maryland School for the Deaf, Jenny feels her deeper vibrating. She panics because she knows the message is from Peggy’s babysitter, and drives home quickly. Peggy has a fever and a bad rash. Jenny immediately calls the Registry of Interpreters for the Deaf, to say that she needed an interpreter to meet her at the doctor’s office. The interpreter signs to Jenny what the doctor says and the interpreter speaks for Jenny.

When Jenny and Peggy arrive back home, the telephone light is flashing. Jenny puts the handset of the telephone onto the cup of tea. TDD, a Telecommunication Device for the Deaf, a typewriter-like machine that allows deaf people to communicate over phone wires. Jenny and her husband type to communicate. After hanging up, Jenny puts a roast beef in the oven.

Jenny turns the faucet on, but the water doesn’t run! What a day! She calls the plumbing company through a relay service, which is responsible for communicating between telephones and TDDs. When Jenny types to the relay service, the relay service talks on another line to the plumbing company, and vice versa. Jenny and the plumber act like the relay service between them doesn’t exist.

About thirty minutes later, the doorbell light flashes on several times. It’s the plumber and it takes him about 15 minutes to repair the faucet. Jenny gives Peggy her medicine and cuddles her. Then a very bright light blinks rapidly. Fire alarm! Jenny has forgotten the roast beef. The fire company arrives shortly thereafter, having been summoned through the use of a TDD.

Ben arrives home. His job involves travelling to different schools, universities and other places to give speeches about what deaf people can accomplish.

The family goes out to a restaurant. The parents discuss cochlear implants, which involve surgery inside the ear to implant a device later used with a processor so a deaf person can hear some- thing. Jenny and Ben prefer hearing aids to cochlear implants because they are cheaper and easier to repair. Peggy will also wear a phonic ear when she enters pre-school. A phonic ear is a powerful kind of hearing aid that uses radio technology. It is a receiver about the size of a deck of cards worn on the chest, with wires that connect to the ears. The teacher wears a transmitter.

Jenny, Ben, and Peggy live in the hearing world. They depend on their vision – a great deal because they can’t hear. They use their eyes and various assistive devices to keep in touch with their world.

—Joanne Gregoor

Emergency Communications

In life-threatening situations, seconds mean a lot. 911 enables us to call for help, to request an ambulance, the police or a fire truck. This situation, however, is more difficult for deaf people, who have to use TDDs (Telecommunication Devices for the Deaf) to summon help.

A TDD is a teletype-like keyboard and printer that deaf people use to make telephone calls. When a person types on a TDD, it makes beeping sounds at the receiving terminal. Deaf people have to tap the space bar at least five times to let the 911 operator know that we are using a TDD. In San Diego in April 1986, Jay Shufeldt tried to call 911 through a TDD. He needed an ambulance for his wife when he found her unconscious. He wasn’t able to get through to 911 and had to use a longer way. He called his hearing daughter because she could call an ambulance for him. Mary Schuldt;
however, was already dead by the time the ambulance arrived.

In Silver Spring, Md., in July 1991, Kathy Seymour found her beloved husband in the throes of a heart attack. She tried to call 911 but didn’t tap the space bar at first. The help came too late for William Seymour.

The deaths of Mary Schuldt and William Seymour could have been easily avoided. There should be more training for operators about TDDs. These incidents prove that the 911 system isn’t as effective as everyone thought. Some operators don’t recognize the beeping sounds, so they hang up. This threatens deaf people’s lives.

Some are more confident using relay service than 911. But, according to Jay Cherry, auditory training teacher at Maryland School for the Deaf, “The caller shall be aware (using a relay service to call 911), when the 911 center has an enhanced system, this would result in the relay service’s phone number and address being displayed on the 911 center’s computer terminal rather than the deaf caller’s phone number and address. Thus, the 911 operator would be momentarily confused regarding the location of the emergency.”

—Heather Herzog

Common Questions

Q. Can deaf people drive?
A. Yes, deaf people can drive. Research has shown that deaf people have less than one-third as many accidents and only one-half as many traffic tickets as non-deaf drivers.

Q. Can deaf people talk or speechread?
A. Yes, some deaf people exposed to talking or speechreading while they were young can talk and speechread well. Some deaf people who have had no exposure to talking or speechreading can’t really talk or speechread.

Q. Should deaf children be in the same class(es) with hearing children in public schools?
A. It really depends on the parents. Some want to keep their children at home instead of sending them to a residential or boarding school. It also depends on much the child can hear with a hearing aid on. With the help of a hearing aid and an interpreter, the child may be able to hear voices or sounds of the teacher or a student. Good speech-reading skills are another factor.

Q. Is sign language the same all over?
A. No. Each country has its own sign language system. Great Britain has British Sign Language, and in Montreal they have French Sign Language. In America, the “melting pot,” we have Signing Exact Language (representation of English on the hands), American Sign Language (a conceptual language including signs, body language and facial expressions, with its own grammar, syntax and vocabulary), and Pidgin Sign English (a combination of the above two).

Q. Can deaf people hear anything?
A. It depends on the degree of a person’s hearing loss. Some deaf people can hear loud noises like screams or echoes. Some who are profoundly deaf using hearing aids to amplify the sounds around them.

Q. Do all deaf people sign?
A. No. Some people who are born deaf usually sign. People who become deaf later in life usually don’t sign.

—Cathy Boswell

How It Feels to be Deaf

Did you ever wonder what it feels like to be deaf? As you pondered the question, did you say, “It’s a nightmare?”

I asked hearing people, “Would you rather be deaf or blind?” The majority response was that they would rather be blind. Helen Keller, who was deaf and blind as a result of an illness she suffered at the age of three months, once commented on this question. Helen said, “I would rather be blind than deaf. Blindness isolates one from things, but deafness isolates one with people.” I agree with Helen Keller.

My name is Mary Morgan and I am deaf. I was born in Pittsburgh, Pa., on September 21, 1973. As I was growing up, my mother noticed that I wasn’t really listening to her. She took me to the hospital to find out what was wrong with me. The doctors had always told her I was fine, that it was just a stage I was going through.

My mother took me to an audiologist, who told her I could not hear. I was five years old at the time, and my mother took me and my brothers down to Silver Spring, Md. My mother had heard there was a good deaf program there. I went through an oral school for the first three years of schooling. That frustrating time understanding my classmates because there were always communication breakdowns.

When I was about to enter third grade, someone told my mother that there was a good total communication program I could enter. A total communication program is one in which the deaf students communicate by using their voice and signing at the same time.

I went to Lucy Barnsley Elementary School, a total communication school. I was shocked to see my classmates moving their hands in the air. I couldn’t understand one word they were trying to tell me. I was frustrated because I couldn’t find any friends to play with, until I learned sign language six months later.

I went through elementary, junior high and part of high school with sign language interpreters. I did have some classmates who were deaf, but we wanted to have more time together.

After school I would always come home to an oral family. They never had a chance to learn sign language because I never felt comfortable signing to them. I would rather speak to my family because that is what I do with my hearing friends.

I never liked growing up in a hearing world because it made me feel so isolated. I thought it was depressing and too hard to feel comfortable speaking with hearing people. I think it is best for a deaf child to be raised in a deaf community instead of a hearing one because deaf people are understood more by people that are same as they are. That is one of the reasons why I moved to the Maryland School for the Deaf.

—Mary Morgan

November 1991 9
Jousting Demonstration

On Nov. 14, 1991, Ms. Swaiko’s 1st, 2nd, and 3rd period classes went to Mike Virts’ jousting practice field located on his farm. Mike Virts is the current Maryland State Jousting champ. We are learning about jousting because we are reading the book KING ARTHUR AND HIS KNIGHTS.

At first, we got on the van and drove for 20 minutes to Petersville, Maryland. We went to the wrong farm. Then Ms. Swaiko drove to the right place. Whew!

We met Mike Virts, who was dressed in English riding gear. He explained the history of jousting. He showed us pictures of knights and horses from the Middle Ages. He gave us pamphlets of more information of modern jousting.

We really learned a lot from Mr. Virts! Then Mike demonstrated for us what a joust does in modern competition. He got on his horse, Brandy. Brandy ran fast carrying Mike. Mike’s lance went through three rings for each run.

The kids and Ms. Swaiko cheered for him. He made his lance go through all the different sized rings except for the smallest one. He missed it once. But no wonder! Because the smallest one was only 1/4 inch in diameter!

Mike let us try jousting. Each kid had a turn. Brandy was led by Mike. Each kid tried to put the lance into the ring. Some failed. Some succeeded. When all of the kids finished riding on the horse, the kids begged Ms. Swaiko to ride on the horse, too. Ms. Swaiko gave in. Can you imagine Ms. Swaiko on a horse?!! But Ms. Swaiko was able to put the lance into the ring. We laughed.

We took pictures with Mike. Mike gave us balloons and his autograph on the pamphlets he gave us. We thanked Mike over and over for giving up his time to teach us so much about jousting. He is great at jousting, and he is also a great teacher! Then we left. In the van on the way back to MSD, we ate our lunch. We certainly had a good time. We owe it to Mike Virts!

—Darla Kunkel
MSD Girls Win
DAFUS Cross Country Championship

The MSD girls’ cross country team won the DAFUS Cross Country Championship. Annette Burrell was the leading runner for MSD with Julie Bourne and Melissa Jarboe finishing behind her. They ran well and approached the finish line smoothly. Trina Baylor finished 9th and Claudette Fitzhugh finished 11th. Competitors included teams from MSSD, Ohio, South Carolina, and Minnesota. South Carolina placed second.

The MSD boys’ cross country team placed 4th with MSSD, California, Louisiana, South Carolina, Ohio, and Indiana. California won the championship. The runners for MSD are Mark Muir, 14th place; Michael Halischak, 17th place; Stephen Slemmer, 23rd place; and Damon Sparrow, 24th place. The boys gave a spirited performance.

Michael Jokes placed 5th in the Open Mens Race. This was his first time competing in a 10K race whose other competitors included deal Olympians.

The weekend was an overall success for MSD. The teams are deservedly proud of themselves. Way to go Orioles!!!

—Nancy Benton, Coach

Cross Country Girls warming up before the meet

Cross Country teams at the starting line

Michael Halischak and Mark Muir competing near the finishing line
Spring Semester Courses
From Western Maryland College

Announcing

Learning Disabilities and Deaf Students:
Educational Considerations
(3 credit hours - $468)

Henry B. Reiff, Ph. D.
Coordinator, Graduate Program in Special Education

The class will meet from 9 a.m. to 4 p.m. on the following weekend dates. Please note the locations.

January 25 & 26
February 29 & March 1
April 4 & 5
Frederick Campus
Columbia Campus
Frederick Campus

Independent Study in Advanced Sign Language:
American Sign Language
(3 credit hours - $468)

Robert D. Padden, M. Ed.
Maryland School for the Deaf

The class will meet on the Frederick Campus on a weekly basis. Time and place are to be determined.

For more information on both courses, contact Suzanne Abel, Special Assistant to the Superintendent.