Convention of American Instructors of the Deaf

and

Conference of Educational Administrators Serving the Deaf

announce

Strength through Diversity

a five-day conference for teachers, administrators, special service personnel, and parents to gather for presentations, discussions, business meetings, and exhibits on issues in deafness and the education of the deaf.

June 26 - 30, 1993

Omni Inner Harbor Hotel

Baltimore, Maryland

Hosted by the Maryland School for the Deaf
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DEDICATION

This issue of The Maryland Bulletin is devoted to the rally. On Wednesday, February 12 Dr. Richard C. Steflan, Jr.; Mr. Richard Mullinix, President of MSD’s Board of Visitors; Mr. Ronald C. Sisk; and Mrs. Suzanne Abel testified during the School’s budget hearing before the Senate Budget and Taxation Committee and were joined by Dr. Harvey Corson, Provost of Gallaudet University. The School’s budget hearing before the House Appropriations Committee was held on Friday, February 14. Dr. Steflan, Mr. Mullinix, Mr. Sisk, Mrs. Abel again testified and were joined by Dr. Jack Gannon of Gallaudet University.

ON THE COVER

Students, faculty, staff, parents, Board of Visitors members and friends rallied in Annapolis on Wednesday, February 12, 1992 to celebrate the Maryland School for the Deaf.

OPPOSITE PAGE

The Maryland School for the Deaf announces its hosting of the joint CAID/CEASD Convention in Baltimore. A special mailing will be sent out within the next few weeks to programs, schools, families, and organizations across the United States.
Keep Investing in Deaf Schools

The Parent, Teacher, Counselor Associations of both the Frederick Campus and Columbia Campus of the Maryland School for the Deaf have joined with the support of many other groups and individuals to work for the full funding of the Maryland School for the Deaf in the FY '93 budget and beyond.

OUR POSITION

1. Save Our Schools. There must be a commitment to save both the Frederick and Columbia Campuses of the Maryland School for the Deaf. This school has a rich history of 124 years and is national and internal reputation for excellence. The present staff, students and their families, as well as alumni and members of the deaf community will not stand by and allow the closing of our school.

2. No More Cuts to MSD. MSD has suffered much in the recent downsizing of government. The school has experienced a 19% cut in personnel. The school has accepted these cuts as its share of the burden of the economic downturn. These cuts have more than eliminated fat. They are cutting into the lifeblood of the school, seriously endangering the quality of services the school provides. Additional cuts mean inadequate services to students. We will not stand by and allow this to happen.

3. Maryland Cannot Afford to Lose or Cut MSD. The impact of cutting MSD's budget or closing all or part of the school in many ways cannot be measured. However, it is certain that the economic impact on the people of Maryland will be great, and not to their benefit! The initial impact will be on the local boards of education who are already dealing with a severe budget shortage. Our experience also tells us that most of these students would not be successful in their local schools and will not receive the services they so desperately need. In the end, students who would have become taxpayers will be tax burdens who turn to government for their assistance. We must invest now, instead of paying a bigger price later. $12 million is very little in terms of the entire budget of the state of Maryland. Revenue sources can be found. We all know this. If it is necessary, raise taxes. It will be worth it in the long run.

Student Testimony

My name is Jonathan Ricks. I am ten years old. I am a student of the Maryland School for the Deaf. I became deaf when I was three years old. I had spinal meningitis. When my parents found out I was deaf, they contacted Maryland School for the Deaf in Columbia. I came to MSD when I was three and one-half. MSD helped my parents a lot. They met deaf adults and learned about deafness and deaf culture. I have been a student at Columbia for seven years. I love my school. I have a lot of deaf friends. I like after-school activities every week at school. I like my teachers. I understand them, and they teach me new things everyday. I plan to go to Frederick School when I become older. I also plan to go Gallaudet University. I want the best education for me. I want to be successful.

Please keep MSD open. Please don't take my dreams away.

My name is Allison Tyler. I am ten years old. I have been a student at Maryland School for the Deaf in Columbia for the past four years. Some of you might remember me. I was here last year. I appreciated you listening to me and supporting us last year, and I need your help again. I was in a mainstream program for four years until I was eight years old. I wasn't very happy there because I had few deaf friends. I stayed in one class all day. I didn't like having an interpreter. It was boring. I had a hard time understanding the hearing children and they had a hard time, too. I was required to go to music. I did not enjoy music because I could not hear.

Now I am a lot happier being a student at MSD. I have many deaf friends. All of my teachers sign. I learn a lot and enjoy coming to school everyday. I want to go to Frederick and join many activities. I also want to go to Gallaudet University. I have a lot of potential. I want to learn as much as possible. Please don't close our school. Please don't destroy my dreams. I know that MSD is a special school and the best for the deaf in Maryland. There is no other school like this one. Please keep this school open. Let all deaf children have a chance like me.

Darla Konkel, age 11

I'm honored to get to stand here and express my feelings about why MSD is important to us. MSD is important to us because it has very well trained teachers for the deaf while other public schools do not.
So that means we'll need more interpreters. Interpreters will have to talk for us. Also, that means taxpayers will have to spend money on interpreters, which cost lot of money.

Let's look at classrooms, too. If MSD campuses in Frederick and Columbia close then that means we have to join other schools. The other schools will have to expand. Then the teacher probably will not have time to focus on each student's academic needs. Therefore, the students get less education. We wouldn't want that to happen, would we?

So please support us and keep MSD open.

Thanks.

Hello! I'm Julie Ann Perry. I am a student at MSD. In my opinion it is wrong for you to close MSD. Specifically we are really concerned about where we will be going to school. We don't want to go to a mainstream school because we know it is not the right school for deaf kids.

The deaf kids are special. We have our own deaf culture which makes us feel proud of ourselves. My school has a 125-year tradition. MSD is one of the best deaf schools in the nation. I'm proud of MSD.

If we go to a mainstream school, of course, deaf students are required to have interpreters by Maryland State Law. It is very expensive to pay for interpreters not only for classes but for support services. In addition, the public school systems in Maryland are now facing budget problems. Why add more budget to these schools?

It does not make sense. Therefore, it is cheaper to keep MSD. Please don't ever let MSD close. If you decide to close MSD, I have two choices. I will have to go to a mainstream school and become very unhappy, or I will drop out, knowing I will never become a productive member of society. I would rather drop out than face the daily humiliation of dependency on an interpreter.

For today's presentation an interpreter is a necessary. Imagine using an interpreter to meet a new boy, or in the locker room after a volleyball game, or just eating lunch with other kids. These everyday things that you take for granted would never happen for me. Will I have high school memories or nightmares? The choice is yours.

Hello, my name is Mary Morgan and I am a student at Maryland School for the Deaf. I have several reasons why you should not close Maryland School for the Deaf. First, why would you take us from this home we have? We all are like a family here. We are like sisters and brothers. We do not want to part with sad memories that this government has split us apart.

Second, where will you put us? I was formerly in a mainstream program. I felt so inferior. It was really hard to communicate with the hearing students, and we deaf students never had role models. Very few deaf teachers are employed in public schools. I would never have the role models I have now. Please don't take them from me.

Less than 20 percent of the sounds in English are visible on the lips. Depending on my hearing aid and speechreading skills will not help me understand people's words and emotions at a normal level. That is where the frustrations begin. I want to understand other students, but there is always a barrier, nor can interpreters be with us 24 hours a day.

Finally, this school is one of the best schools for the deaf in the United States. You can be proud of that. Our school has a rich history. Our campus has served as a fort, a hospital, and a prison. You tell us that the Maryland School for the Deaf may not survive. Deaf people, by nature, have to be survivors to overcome our daily frustrations. If my school is to be at war again I ask you to please be my ally. As in the past we will fight together for a better Maryland and a better life for all.

Thank you for taking the time to listen to this.
**Family Corner**

MSD owes a debt of gratitude to the PTCA's on both campuses for helping the students set up the Rally in Annapolis on February 12. It took much cooperation and time to prepare for the rally. Mrs. Candace Tricher, president of the Columbia Campus PTCA had to take time away from work to make a special trip to Annapolis to get the permit for the rally from the city of Annapolis. Peggy Bartenstein made a multitude of phone calls to the media including all the Washington and Baltimore television stations as well as Gerald, Inside Edition, Hard Copy, and many more. Denise Lamont developed a flyer for the rally for the Columbia Campus parents.

On the Frederick Campus, a faculty and staff committee was formed to support the students' efforts to defend their school. Guided by the Student Council, the students made flyers and buttons, arranged transportation, raised money, planned activities for the rally, wrote letters, and contacted legislators in person.

We believe that the student articles you read in this volume of The Maryland Bulletin are evidence of the high caliber of the ISD leaders of tomorrow!

**Notes Regarding the Rally**

The high school students under the leadership of the Student Council got together and voted to have a rally to protest Governor Schaefer's Doomsday budget. With this bold decision by the students, the employees of MSD, the parents, board members, of MSD, and other friends offered their hands to help. The students had a bake sale every day to raise funds to help offset the cost staging this rally. The Columbia Campus PTCA paid for all the busses that were rented to transport the students to Annapolis. MDAP paid for the rental of the speakers' platform, the sound system, and the canopy, as well as for the printing of 2,500 cards asking the legislature to support the education of our deaf children by continuing to support and fund the Maryland School for the Deaf.

It was agreed to adopt the logo, K.I.D.S., which means Keep Investing In Deaf Schools. Also a position paper was developed and adopted.

Wednesday morning finally arrived after only two weeks of much preparation with two chartered busses and vans transporting Frederick students dressed in orange and black, the school colors. Numerous cars driven by parents and teachers followed to meet with the state lawmakers. Many of the students made posters to convey their feelings about the doomsday budget and to keep MSD open.

The rally started in Annapolis at ten thirty with Heather Herzog as the Mistress of Ceremonies. The Lawyers' Court was packed with people waving their hands and waving their posters to indicate their support of MSD. There were over 900 strong MSD advocates present.

The rally started with a song "Love in Any Language" signed by Julie Bourne and Erin Laughlin. The speakers at the rally were Nancy Underhill, Chairperson of the Executive Committee of the MSD Board of Visitors, Betty Williams, Sum Fara, and David Ennis, parents of deaf children, Patrick Holmes, Tabitha Markel, Jene Kester, and Darla Konkel, students of MSD; John Mason, MSD Alumnus; Harvey Goedstein, President of MDAD; Bette Hicks, teacher; Harvey Corson, representative for I. King Jordan, President of Gallaudet University; Jack Gannon, author of "The Week that the World Heard Galaudet"; Charles Estes, President of NAD; Michael Bierimotik, Convention of American Insititute for the Deaf (CAID), and Doin Hicks, Conference of Educational Administrators Serving the Deaf (CEASD).

Belinda Monigian, the reigning Miss Deaf Maryland, sang the "Greatest Love of All." "Corner of the Sky" was sung by Nicole Sticke, Suzanne Poole, and Eddie Lowe, young elementary students of the Columbia Campus. Then skit "Budget of Doom," a parody of "The Temple of Doom" was presented by Lori Cardamone, Donna Crowe, Kim Curry, Bonnie Fishum, Joanne Greesor, Melissa Herzog, Stanley Juchno, Mary Morgan, and Julie Perry. The rally ended with the Cheerleaders chanting "Unique and Cool, Save our School!"

After the rally, students, relatives, and friends went to visit their Senators and Delegates. The students had made Valentine cards to give to their state representatives. Many of them had also written letters expressing their concern for the future of MSD. All in all it was a day when the State heard MSD!
Rally Program . . .
The K.I.D.S. had a rally just outside of the state capitol building in Annapolis. About 750 people showed up with one thing or their minds, and that was to keep MSD open! Each speaker spoke loud and clear that they thought MSD was one of the best schools in America. Some people signed a song to the audience. A group from MSD gave a skit.

A lot of people at the rally wore signs. Some of the message on the signs were: "Save Our School!" "MSD is our HOME, Don't make us HOMELESS!", and "Don't Close Our School!"

Listed below are the speakers at the rally:

Mistress of Ceremonies: Heather Herzig, the President of Student Council at MSD

Speaker: Nancy Underhill, Chairperson of the Executive Committee of MSD Board of Visitors

Song: "Love in Any Language" MSD Frederick Middle School students—Julie Bourne and Erin McLaughlin

Speakers: Betsy Williams and Mary Montoya, Mothers of MSD students

Speaker: Harvey Goodstein, President of Maryland Association of the Deaf (MDAD)

Speakers: Jonathan Ricks and Tabitha Markell, MSD Columbia students and Jene Kesler and Darla Konkel, MSD Frederick students

Speaker: John Mason, MSD Alumnus

Song: "The Greatest Love of All"—Miss Deaf Maryland Belinda Monigan

Speaker: Harvey Corson, Gallaudet University representative of I. King Jordan

Speaker: Bette Hicks, Teacher—MSD Frederick

Speakers: David Ernis and Sam Fara, Fathers of MSD preschool

Speaker: Don Hicks, Conference of Educational Administrations Serving the Deaf (CEASD) representative

Skit: "The Budget of Doom" MSD Frederick High School students—Lori Cardamone, Kim Curry, Bonnie

Finnicum, Joann Gregor, Melissa Herzig, Stanley Juchno, and Carrie Murphy

Speaker: Charles Estes, National Association of the Deaf (NAD) representative

Speaker: Michael Bienenstock, Convention of American Instructors Serving the Deaf (CAID) representative

Song: "Corner of the Sky" MSD Columbia Elementary students—Nicole Sichette, Suzanne Poole, and Eddie Lowe

Cheer: "Save Our School!" MSD Frederick High School Cheerleaders—Staci Rensh, Cathy Boswell, Donna Crowe, Joann Gregor, Gerina Barkley, and Kim Jones

Rally at Annapolis

The students, staff, faculty, parents, leaders, important persons, and multi-handicapped children went to Annapolis for a students' movement rally. That's what we did on purpose. The students rode in the buses and vans. We go there. We had a rally; the students, staff, and some important adults gave addresses to us. More deaf people were there—former students, MSSDers,

MSSDers, outside people like Galaudet University people, some deaf families, some hearing families and students who graduated from MSD.

I had a lot of work to do. I helped give the House of Delegates and Senators the letters and KIDS buttons. I was friendly to the senators and heard their side at the hearing. The legislators were very curious. They asked the administrators a lot of questions about MSD—things like vacant rooms, if Frederick school can hold about 900 students, if both of MSD kids can be together and close Columbia; MSD and about deaf education. They asked the Board of Visitors president Mr. Mullinix about the Superintendent and their plans for the future for MSD. Their responses were very questioning and the legislators really listened. Some of them did not pay attention to some people's lectures. They whispered in each other's ears. They are like politicians. The legislators are working on budget and find a way to keep MSD to stay open. One of the legislators said they will reduce some on bills and budget to figure it out somehow.

—Trina Baylor

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The Rally in Annapolis on February 12

We kids from MSD came to our rally. Columbia and Frederick kids were very cooperative on that day. Some outsiders, like parents, friends, and some M.S.S.D kids, came too. We gave a show. Some special guest speakers like Harvey Goodstein gave a speech about how important MSD is to the kids. Some kids did a skit about a miracle that would raise money to save MSD. There were some songs, too. After that, we kids went to Legislative offices and gave them Valentine cards and letters. There were a lot of cards and letters to give! At 12:30 p.m., half the kids went back to school and others stayed to watch the hearing. There were lots of people in the hearing, Julie Perry, Bette Hicks, Belinda Monigan, and I gave speeches there. Some senators were there to listen. I hope we did make an impact on these people! After a while, we took a stroll around Annapolis, then came back at 7:30 p.m. We will hear the results on April 6.

In my talk, I stressed the following points: We, the kids, are very important to MSD. 1 play in lots of sports and I am in the all-star tournament at E.S.D.A.A., and it probably wouldn’t happen if I am in public school. Also, I will not do great in public school like in my school. The kids in our school feel that we are all the same, not different than each other.

—Taneshia Lightfoot

Letters to the Delegates and Senators

Dear Delegate,

February 5, 1992

I love M.S.D. Please don’t close M.S.D. I like to be with other deaf kids. I have a good school and friends. I like the activities we do. I have best friends. I love this school. I am seven years old. If you close this school, I will have to move to a public school. I am a girl.

Laura, One of the Students of M.S.D.

February 5, 1992

Dear Senator,

I love M.S.D. I sleep in the dorm. My family can sign. They want me to go to M.S.D. They like M.S.D. I live in Lonaconing. I am seven years old.

Your friend,

Laegy

Dear Delegate,

February 5, 1992

I have a good school and friends. I love M.S.D. Please don’t close M.S.D. because it is a good school. In three years I will play football. I want to be a quarterback. If you close the school, then I will not play football. My Dad says if M.S.D. closes then my family must move to another state. Please, please don’t close the school. I am seven years old. I am boy. I love this school very much. please don’t close this school.

Jason, One of the Students of M.S.D.

February 5, 1992

Dear Delegate,

My name is Roger. I am deaf. My Dad, Mom, and brother are deaf. My Dad and Mom quit their jobs in New York. We moved to Maryland. They wanted me and Douglas to go to M.S.D. M.S.D. is the best school. I am seven years old.

Your friend,

Roger

Dear Senator,

February 5, 1992

I like school. I live very far away in Kennethville. I sleep in the dorm. I like sleeping here. Yesterday we made pizza. I like to talk and play with deaf children. All the children where I live can’t sign to me.

Your friend,

Tanya

P.S. I am seven years old.
Save MSD
Dear M.S.D.,
Enclosed is a letter Stephanie Stokes and I sent to The Frederick News-Post. We are trying to help your school stay open. We do not care how many votes we have to get, but we are going to get them! We are going to get in there and fight! We are writing this note to all the students in MSD to tell them that it is not over until it is over! We have got a petition going, and in just one day we got close to 100 signatures! Well I hope everyone sees this letter, and wishes us good luck. We wish you good luck in your part of trying to keep your school open. Thank you for reading this letter.

In the article in The Frederick Post on February 13, you read that some of the staff and students from MSD (Maryland School for the Deaf) went to Annapolis for the demonstration to save their school. About 750 people attended the rally. At the 1 p.m. hearing, students told the Health, Education and Human Resources that they would feel lost and handicapped in a mainstream school, and they would lose their role models.

When I went to Greenbriar, I met some of these MSD students. They were nice, kind, funny and now they are my friends. I would not like to see them hurt by their school closing down. MSD staff and students are like family, and if the school closes down, the family falls apart. That school has been open for 125 years. So if you want to help MSD, then write to MSD. Remember this school is like family, and if the school closes, the family falls apart. Thank you very much.

Richelle Anderson and Stephanie Stokes
Brunswick Middle School

I am just a normal low-income parent trying to see that like all parents my child gets the best education offered to him as possible. But I have come across so many obstacles for the handicapped to endure in education which is even hard to believe of the system, for in these times even the normal public school system is in trouble, and I believe that neither should be. If you close Maryland School for the Deaf, Columbia and Frederick Campuses, I'll have no choice but to hire a tutor and charge it to the local government agencies who caused this situation in the first place. So please don't close the Maryland School for the Deaf for it helps a lot of the handicapped all over the state.

I have written about this situation before to Govener Schaefer.

Bertha S. Williams
Queen Anne, Maryland

MDAD Supports MSD

February 19, 1992
Honorable William Donald Schaefer
Governor of Maryland
State House, Room 216
Annapolis, MD 21401

Dear Governor Schaefer:

On behalf of the Maryland Association of the Deaf (MDAD), I am writing this letter regarding the Maryland School for the Deaf (MSD). By way of this letter, we are taking the initiative in communicating with you the fact that it is more appropriate and cost effective to place the typical deaf child in MSD than in a "mainstreamed" setting. Also, we wish to point out the legal necessity for running a special school such as MSD.

In Maryland, we certainly would not allow a family doctor or veterinarian to perform a surgery or heart transplant on human beings, even though they are doctors of medicine. By the same token, specialized training in deafness-related areas is needed to certify school psychologists, social workers, audiologists, sign language specialists, speech therapists, and teachers, among others, to work and communicate with deaf and hard of hearing (deaf/hh) students, including those with additional disabilities.

In a "mainstreamed" setting, the typical deaf/hh student would need an interpreter. Interpreters can either make or break the communication process. It would simply be an injustice—and a waste of money—to employ a non-qualified interpreter. The going rate for a certified sign language or oral interpreter is at least $200 per day. Thus, for a 180-day school year, the total cost for one interpreter would be at least $36,000. Because of the strenuous requirements for interpreting, interpreters typically work in pairs for full-day assignments. Hence, the total annual cost for two interpreters becomes $72,000. On top of this, there also would be a need for academic tutors as well as the qualified professionals mentioned above, which also adds to educational expenses.

Studies done on "mainstreamed" public school programs "serving" deaf/hh students nationally have shown that the large majority of such programs have only one deaf/hh student attending in isolation. Thus, in most cases, in order to appropriately place a deaf/hh student with a qualified interpreting support services, the total per student cost would be at least $72,000, on top of about $5,000 it would normally cost to provide education in a public school setting.

On the other hand, it costs approximately $42,000 per student for all the quality comprehensive academic and non-academic programs and services specifically designed for deaf/hh students provided at MSD at its Frederick and Columbia campuses. Thus, a centralized special school like

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MSD is (as more cost effective than inadequate special services provided) in isolation within various locales.

As you know, P.L. 94-142, the federal legislation enacted in 1975, comes with a Department of Education regulation requiring each state to "ensure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services." This continuum must include the alternative placement of special schools that corresponds to a residential school such as the Maryland School for the Deaf. Because P.L. 94-142 Part B state grants are made to Maryland in the amounts of $34.66 million for school age children, and $5.68 million for pre-school children ages 3 to 5, full compliance with the law is required.

It is common knowledge there is a critical shortage of certified interpreters and qualified professionals in deafness-related areas, both within the state and nationally. This shortage must be taken into serious consideration during the process of educational placement of deaf/hh students. After an 18-month study on the quality of education of deaf/hh students in America, the U.S. Commission on Education of the Deaf released a report in 1988. A portion of the summary of the report reads as follows:

...of children thus "mainstreamed", only about half actually experience any true integration, even on a part-time basis. Due to a lack of understanding of the mixture and diversity of hearing impairment, the unique communicative, linguistic, and social needs of the deaf child have seldom been met appropriately, particularly in the mainstream setting, despite the Education of the Handicapped Act (P.L. 94-142).

The courts have already "defined" education to include not only the teaching of academic and vocational skills, but also such nonacademic skills as self-help, social, interpersonal, independent living, orientation and mobility training, and recreation. Nevertheless, in many states, the local educational agencies (LEA) commonly would do their darndest to (mis)interpret P.L. 94-142 in such a way so as not to appropriately place deaf/hh students in a local program within their local school districts—in order to keep a portion of educational tax dollars for other purposes. Such misplacements in public school programs without adequate support services invariably result in various forms of mental, physical, emotional and social abuses among the deaf/hh students. Unsurprisingly, in recent years there has been a wave of lawsuits brought up by parents and other concerned groups against the local and state educational agencies for inappropriate placements.

Many of us in the deaf community know that the Maryland School for the Deaf provides the least restrictive environment for most deaf/hh students including those with additional disabilities. However, we have continued to face the problematic fact that the uninitiated and misinformed general public tends to believe otherwise.

The MDAD is of the position that MSD is the place to provide total education to many deaf/hh kids. Thus, we will do everything we can to keep the doors of MSD open—today and tomorrow. After all, P.L. 94-142 requires the existence of MSD as a special school option.

The MDAD is anxious to learn whether a fair share of the P.L. 94-142 Part B state grants to Maryland have indeed been used to support the most appropriate placements (with complete support services) for deaf/hh students at MSD and "mainstreamed" programs. We are equally anxious to learn whether the deaf/hh students currently "mainstreamed" have in fact been so appropriately placed. Accordingly, we would appreciate a meeting with you or your representative to discuss this matter further.

We are not asking for a conciliatory response here; on the contrary, we are most concerned about the right of the deaf/hh children to free and appropriate public education. We have reason to believe your feeling is mutual. Above all, we both want to see our deaf/hh children eventually become productive members of the larger Maryland society.

As mentioned above, there have been lawsuits on inappropiate placements in other states. Given the choice, we would much rather have our tax dollars invested toward the education of the deaf/hh kids, than wasted on the legal battleground.

Governor Schaefer, balancing the state budget is certainly no easy feat, given limited revenues. Again, we ask that you give special consideration to the MSD budget, particularly since it has been cut to the bone in recent years.

Thank you for your consideration and support.

Sincerely,
Harvey Goodstein (s)
President

Dr. Harvey Goodstein has been actively involved in the S.U.P.T. committee and was an avid supporter of the K.I.D.S. Rally in Annapolis. Bob Weinstore, MDAD liaison with MSD, has kept everyone informed of the S.D.D. activities through Gaullud's E-Mail system, along with MSD faculty member Rick Schonfink and MSD alumnus David Martin, Class of '85.
AROUND MSD

MSD-PTCA Workshop
Recently, the MSD-Frederick PTCA offered an evening workshop about literacy development in elementary and middle school age children. This workshop, coordinated by PTCA president Metinda Padlen, was presented by Ed Schaberl, MSD Middle School Teacher, Marie Rust, MSD Elementary School Teacher, and Marcia Virts, MSD Language Arts Resource Teacher. Mrs. Virts presented information about what helps deaf children to develop literacy skills (reading, writing, signing/speaking, and thinking). Mr. Rust and Mr. Schaberl then presented information and pairs of sample lessons to demonstrate some current strategies being used at MSD to help students develop literacy skills. Information from the workshop is presented here. Literacy development must be a joint partnership between both families and school. Our children will benefit!

(If you are interested in future parent workshops, read the PTCA newsletter for information.)

What Will Help My Child To Develop Literacy Skills?
A. Complete Access to Experiences, Conversations, Family Life and Friends
This access needs to occur as early and often as possible. Deaf children need to be fully included during meals, daily errands, church services and church school, museum visits, summer activities, home life, and library visits. In addition, there needs to be a lot of print material such as books, newspapers, signs, cards, and letters in the child's home and bedroom. How can we provide this access? We can:
- use lists of language
- ask questions
- explain fully
- answer questions
- pair finger spelling and signs to help your child learn basic sight vocabulary and more specific names and words
- label and make word and sentence cards to put around the house
- read to and with your child
- write to and with your child
- provide access to a TDD and television decoder
- arrange for interpreters when possible (church, libraries, museums, etc.)

B. Positive Attitudes
Positive attitudes by people in the child's environment are very important and directly related to literacy development. If children feel that they CAN learn, they will usually try. In the same way, if they feel that they CAN'T learn, they often will have difficulty. It is important that we provide early and consistent use of a complete language system, through sign language and share print (reading and writing). These language systems will provide the "building blocks" for continued learning. By using languages systems that our children can understand, we are communicating a positive attitude toward them because we are telling them that we value our ability to communicate and share language together. Some other ways that we can show positive attitudes toward literacy are:
- Accept your child as unique individual with special strengths, needs, personality, interests, learning style, and stage in development
- Develop a "my child can" attitude. Try not to communicate an "I'm afraid he can't or won't succeed" attitude in literacy development
- Be accepting of "errors", remembering that we all make mistakes when we are learning something new. In fact, we can teach our children as making "creative errors" when they are learning languages. That's actually good because they are showing that they are working on trying to "figure out" language rules. When you see errors on school writing, try to think of the writing as "under construction" or "work in progress"
- Show children that literacy is important in your family. Parents and other family members need to be models of people who value reading, writing, and communicating.
- School and home need to be partners in literacy development.
- Remember to praise children for trying and progressing. Emphasize the positive, not the negative.
- In an accepting environment, children are more willing to try new and more difficult things. We want to encourage our children to become "risk-takers" when it comes to literacy.

C. At Both School and Home, Literacy Must be a Priority.
This summarizes what has already been said, but it's worth repeating. In school and at home we need to remember that:
- literacy development includes the process and the product, not the final, complete product. English grammar is taught as part of the process.
- reading and writing happen together and we read and write for different purposes.
- children who have early and frequent contact with print and access to language all around them will learn English faster and naturally.
- if your child doesn't know a word when he's reading, instead of immediately defining it or telling him the sign, encourage him to "see if you can keep reading and figure it out." Offer help if needed and then praise him for trying.
- Play games with words, sentences, spelling, and reading comprehension.
- test scores are only one measure of literacy performance. It's important to know what and how a particular test is testing and what information that test provides about our child. Literacy development is much more than a single test score.

—Marcia Virts

MARCH 1997
Press Release . . .

The Board of Visitors of the Maryland School for the Deaf decided that it was in the best interest of the School that Dr. David M. Denton, Superintendent step down from that position as of February 12, 1992. His plans to retire effective June 30, 1992 are proceeding as previously announced.

The outstanding programs of the Maryland School for the Deaf will continue under the direction of an Administrative Team led by Team Leader, Dr. Richard C. Steffan, Jr.

The Maryland School for the Deaf has truly been fortunate to have Dr. Denton as Superintendent for the past 25 years. The Board recognizes his outstanding leadership in the education of deaf children during his tenure. The following is just a short list of his many accomplishments:

- His commitment to “Total Communication”
- The program in Deaf Education in Western Maryland College
- The rebuilding of the Frederick Campus
- The establishment and design of the Maryland School for the Deaf at Columbia
- His insight into the unique design of the Columbia Campus is indeed beneficial to deaf children and is conducive to their learning environment
- The program in conjunction with the Frederick Alliance for Creative Education (F.A.C.E.)
- Involving Head College, Mount St. Mary’s, Frederick County Public Schools, Frederick Community College, and the Maryland School for the Deaf
- The Family Education for the Pre-schoolers

These programs are significant contributions to the training and education of teachers, students, and parents.

Numerous conferences, including:
(a) Eastern Regional Conference for Teachers of the Hearing Impaired
(b) The Least Restrictive Environment (LRE) Conference, “LIFE

AFTER LIFE: Reclaiming the Future” (1989)
(c) 1989 Fall Workshops
(d) Mental Health issues with deaf children and adolescents

The information exchanged during these conferences will serve as resources on deafness far into the future.

For further information please contact Mr. Richard C. Mullinix, President, Board of Visitors—telephone (410) 489-6975.

MSD Board Fills Temporary Vacancy

The President of the Board of Visitors Richard Mullinix announced on February 13 in both writing and at student/staff assemblies on both campuses that Dr. Denton had stepped down as Superintendent on February 12, 1992. On this very snowy day, it was also announced that a team under the direction of Dr. Richard C. Steffan, Jr., Assistant Superintendent of the Columbia Campus, would lead M.S.D. until a new superintendent is selected.

As Team Leader, Dr. Steffan was also named Chief Executive Officer of the School with all duties and powers of the office, and with full authority to make any changes needed for efficient operation of the School. The School Administrative Team consists of five professionals who have been working as a team for a number of years: Mr. Stanley C. Baker, Assistant Superintendent/Principal; Frederick Campus, Mr. Wayne Sinclair, Associate Principal, Frederick Campus; Mr. Ronald C. Sisk, Assistant Superintendent for Administration; and Mr. John K. Snaulin, Principal of Columbia Campus. The Team will ensure that MSD’s excellent programs will be maintained without interruption during this time.

The Superintendent’s Office has been temporarily moved to the Columbia Campus. Mrs. Joyce Nickoles, resource to the School Administration Team and Assistant to the Superintendent, will be located on the Columbia Campus at (410)465-9611 or (301)596-3190. Calls received in Frederick will be directed to Columbia by MSD staff so you may also continue to call the Superintendent’s office in Frederick at (301)662-4159.

Family Education/Early Intervention Department

The Family Education/Early Intervention Department is currently serving 81 families in 18 counties and Baltimore City as of February 1992. The youngest child in the department is two months old. Approximately 15 of these children will be eligible for Fall 1992 enrollment at MSD, having passed their fourth birthdays by that time.

The department continues to offer weekly parent meetings on Thursday mornings at Columbia and on Friday mornings at Frederick. All parents of MSD students are invited to join the parent meetings. Various guest speakers discuss topics related to deafness, child development, behavior management, family and sibling issues, parent and child rights under federal and state laws as well as all aspects of Total Communication.

FE/EI receives both state and federal funding under Public Law 100-296 (which was formerly known as Public Law 89-313). As part of our requirement to continue receiving these funds, we offer all the parents and staff the opportunity to make comments or suggestions to the school regarding the use of these federal funds to support services provided by the Family Education/Early Intervention Department. This funding supports other services in the school as well.

If you have comments or suggestions regarding the use of the federal funding, please contact Mr. Stanley Baker’s office by mail or phone. We would look forward to hearing from you.

—Ruth Houwell
AROUND MSD

MSD Policy Regarding Confidentiality of Student Records

All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to student files. Students files are kept in file cabinets and rooms which have locks.

Professional staff providing direct services to students may have access to information in the files by making a request to the appropriate department head. Professional personnel may gain access to the main file, (the Principal’s file), through the following procedure:

(1) Fill out request form for information desired from student’s file;
(2) Present request form to the Principal’s secretary; (Request form becomes documented record of who had access to student’s file.)
(3) Principal’s secretary will provide only the specific information requested—not the entire file;
(4) Certain information, designated “sensitive information” by Principal, will not be provided by the principal’s secretary except with written authorization by principal;
(5) Information borrowed from the files is not to be removed or duplicated and is to be returned on the day it is borrowed.

Professional personnel may gain access to the departmental files (i.e., preschool, primary, advanced, etc.) through the following procedure:

(1) Fill out a request form for information desired from student’s file;
(2) Present request form to the Assistant Principal or his/her designee; (Request form becomes documented record of who has had access to the student’s file.)
(3) The Assistant Principal/designee will provide only the specific information requested;
(4) Information borrowed from the files is not to be removed or duplicated and is to be returned on the day it is borrowed.

Parents and students (18 years and older) may have access to data according to the following guidelines:

(1) By making a request to the Principal to review the school records;
(2) The Principal will arrange to make the records available within ten (10) days;
(3) The parents and/or student shall review the student’s school records with an appropriate qualified staff member present;
(4) Copies of records will be made for a fee of five cents ($.05) per page to cover duplicating cost;
(5) Amendment of records, the parents request:
   (a) A parent who believes that information in education records collected, maintained or used inaccure at or misleading or violates the privacy of other rights of the child, may request the Maryland School for the Deaf to amend the information;
   (b) The Maryland School for the Deaf shall decide whether to amend the information in accordance with the request within fifteen (15) days of receipt of the request;
   (c) If the Maryland School for the Deaf decides to refuse to amend the information an accountant of the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

(6) Destruction of information: (a) The Maryland School for the Deaf shall inform parents when personally identifiable information collected, maintained, or used, is no longer needed to provide educational services to the child;
(b) The information must be destroyed at the written request of the parents. However, a permanent record of student’s name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation.

For all other people, data in files will only be released upon receipt of a signed release from the parent(s) and/or the student (18 years and older).

Free, Appropriate Public Education

The Maryland School for the Deaf (“MSD”) is committed to providing free, appropriate educational programs and related services for severely to profoundly hearing-impaired children residing in the State of Maryland, from birth to twenty-one years of age. Admission to MSD is governed by the procedures specified in the school’s manual. The Maryland School for the Deaf does not discriminate on the basis of national origin, race, sex, linguistic, religious, or cultural background when placing students into its educational programs or services.

MARCH 1992

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A Great Day in Starlake County Court

On Thursday, December 19, 1991, Team A and B gave a play. The play was named “A Great Day in Starlake County Court”. The play was about Santa Claus. The people blamed Santa Claus for going into an old woman’s house. The lady was very scared. Santa parked his sleigh in the wrong place. Santa flew his sleigh too close to a plane. Santa stole milk and cookies. Santa gave free candy and the candy stores had no money.

Icay Dennis was the judge. James Gaskins was the man with the Bible. Joshua Kelman wrote what people said. Saher Manna-Ayash was Santa Claus, and Susan Lowe was an elf. Gerina Barkley was Santa Claus’ lawyer, and Michael Hart was the lawyer for the stale. The witnesses were: John Ulrich, Dawson Sparrow, Richard Montgomery, LaQuisha Scribner, and Ta Lumpkin. The jury members were: Carmen Bryant, Terry Nichols, Stephen Campisi, Jenny Robinson, Rosenda Herrada-Benitez, Erin McLaughlin, Letisha Oxzes, Jason Whitmore, Duane Parsons, Kai Mosby, Lamey Jenkins, and Leninwood McCain.

The jury said that Santa Claus was not guilty. Then the jury gave letters to Santa Claus. The play was finished! We felt tired and happy. Our parents were proud of us.

—Carmen Bryant, Terry Nichols, Kai Mosby, Duane Parsons, Jenny Robinson, and Jason Whitmore

HOLIDAY PROGRAMS DELIGHT PARENTS

The students on both campuses treated their friends, parents, and the staff to a Holiday Celebration. Long hours of practicing perfected the individual segments of the presentations that contained varied themes. The entire school community joins in celebrating the season of Christmas, Hanukkah, and Kwanzaa. The Columbia Campus emphasized keeping the Holidays Litter Free!

Michael Gardiner, Tiffany Boyer, Nancy Hoover, Stephen Bittner, Teresa LaProto, and Chris Wolfe celebrate a “Thongamajig Christmas”.

Amy Jo Dwyer and Brian Earl Oakley portray a traditional theme.

James Gaskins was very serious in swearing in of witnesses. “Do you solemnly swear to tell the whole truth?”
The entire Elementary Department joins in a finale of *O, Come Little Children*.

Middle School students provided a light-hearted rendition of a few traditional carols concluding with a moving finale, *Let There Be Peace On Earth*.

The prosecution and defense of Santa for prowling at night, flying beside airplanes, and damaging rooftops with his sleigh was conducted by Michael Hart, Icy Derani, Joshua Kelman, James Gaskins, Genvina Barley, Saber Manna-Ayash, and Susan Lowe.
Camp Greentop

This fall sixteen Middle School students were invited to attend Frederick County’s outdoor school called Camp Greentop. All public school students who are in the 6th grade participate in Camp Greentop. Each school goes to Camp Greentop for one week. We went to Greentop with about eighty students from Brunswick Middle School from October 21-25, 1991.

The MSD students selected to go to Camp Greentop were mostly second year students. Before we went to camp, we had to meet several times with Nancy Suyako and Marty O’Brien, the teachers who went to camp with us. At our meetings we prepared the Nature Program, songs, and skits we would present at Greentop.

The activities at Camp Greentop are both fun and educational. We did a forest study, canoeing, a visit to a trout hatchery, a stream study, hiking to Wolf Rock and Cunningham Falls, an outdoor cooking activity, a crawl through a pitch black cave, and a compass hike to find our way to Hog Rock on the all-day hike. We had class time before each activity. The Greentop

Saber Manna-Ayash (left) and Stephen Semler (right) converse with a Brunswick High School counselor while preparing s’mores for the younger campers during a lunch break on the all-day hike.

teachers explained to us about the activity. Each evening we would write in our journals about what we did and learned for each activity.

I wish everyone could go to Camp Greentop. It is so nice that Mr. Main, the Principal of Camp Greentop, invites MSD students to participate in this experience. It was fun to be mixed with the hearing kids from Brunswick. I am so glad I was chosen to go to Camp Greentop this year.

— Timothy Riker

MSD students hold up their banner which was on display at Camp Greentop during the week the students were there. On the left side of the banner the students are (counter-clockwise from far left): Chris Remsburg, Lorenzo Crutcher, Julie Marshall, Saber Manna-Ayash (counselor), Leela Gregor, Christina Liddle, Derrick Semiah, and Sharon Hare. On the right side of the banner the students are (clockwise from the top): Cathy Bowell (counselor), Erin Himmelmann, Tim Riker, Juan Pablo Borreto, Tony Johnson, Keith Blam-bie, and Stephanie Holmes.
Being a Camp Greentop Counselor

One day last October, I saw a paper on the High School bulletin board advertising for kids who might be interested in going to Camp Greentop as a counselor. I signed up. There was a meeting with Mr. Sinclair, and he explained what to do to become eligible to be selected as a counselor. The students who were interested in going had to write a one page summary of why they wanted to go. I wrote why I wanted to be a counselor and was fortunate to be chosen to go to Greentop. I was excited.

On Monday, October 21, 1991, the MSD Middle School students and three High School counselors rode the school van to Greentop. Saber Manna-Ayash, Stephen Semler, and I were anxious about being counselors for the Middle School students. We arrived at Greentop around 9:30 a.m. We were early, so we waited for the Brunswick Middle School students to come. Finally, they arrived, and all of the students and counselors were assigned to their cabins. I was in cabin D-1 with a hearing counselor from Brunswick High School. We had three dealers and two hearing students to supervise.

On Monday afternoon, our group, the Beavers, went on a stream study. We walked 1.5 miles down to a stream where the kids looked for stream animals. Then we hiked back to camp. On Tuesday morning, we went on a forest study. I helped the students find some animals and different kinds of leaves. In the afternoon, we went to the trout hatchery, to see different stages of trout. When we got back to camp, Mr. Zimmerman, a Greentop teacher, dissected a trout and explained about the parts of a trout. On Wednesday morning, we went canoeing. I hated the canoe rides because the kids were excited and rocked the canoes too much. In the afternoon, we hiked to Wolf Rock. We stopped and enjoyed the view of Thurmont Vista. On Thursday, we had the all-day hike. We split up into four groups and hiked in different directions. We had to follow a compass to hike to Hog Rock. My group got there first before the others. We then walked to Cunningham Falls picnic area to eat lunch. We made our own fires in the grills, and the counselors helped the kids cook their lunches. That night Mr. Zimmerman told us a story about Ken, the War Dog. Also, on Thursday evening, each cabin presented a skit. The counselors also presented a skit. The skits were fun, and we enjoyed ourselves. On Friday morning, all of the students ate breakfast, then they cleaned their cabins for one last time. We all said good-bye to each other.

I enjoyed talking with the younger kids and finding out about their interests. I enjoyed going to the dining hall each evening after the kids went to bed to socialize with the other hearing High School counselors. At Greentop, I learned to be responsible and concerned for the kids’ safety, I have to admit, at first I felt a bit awkward. However, I consider being a Greentop counselor to have been a very exciting and valuable learning experience for me.

—Cathy Boswell

Chris Remsburg and Shannon Hare prepare to enter the cave at Wolf Rock.
Cookie Monster

"Cookie Monster" of Sesame Street visited MSD-Columbia Campus on September 17, 1991, to give hugs to all of the students, and of course, hugs for cookies! Julie Bartenstein was hugged by "Cookie Monster". Jody College, a teacher in the Elementary Department, interpreted a song for a sing-a-long with "Cookie Monster". Tony Pagnotto from Channel 2 (Baltimore) came along and talked to the students as Sue Magimus from Translational Department read a story about the "Cookie Monster".

50th Birthday

Curious George by H. A. Rey celebrated his 50th birthday with a party in the library of MSD-Columbia Campus on September 18, 1991, prepared by Librarian, Karen Russell and Library Aide, Helen Eisenhardt. Prior to the party Deanna Hoke’s class made Curious George masks. Cards were made by the students and cake and cupcakes made by the students and parents were enjoyed by all. Teacher Aide, Sue Baldi-Fields, whose birthday is the same day as Curious George, standing with yellow balloons is enjoying her birthday celebration, too. How does Curious George stay so young looking?

D.A.R.E. Program

Students from the Upper Wing at MSD-Columbia Campus are showing their certificates received in the D.A.R.E. Program this past Fall, 1991. With them are their teachers, Joyce Cohen-Scher and Anne Drechsler, and Officer Sue Goldman, from the Howard County Police Department who provided the instruction.

Signing Santa

On November 25, 1991, Signing Santa came to MSD-Columbia Campus. Guess who was Signing Santa? It was Tony Pagnotto from Channel 2 (Baltimore). Tony was taping for his Christmas special about various local schools. Librarian, Karen Russell taught Tony signs and in just one week he was amazingly able to sign, "Ho! Ho! Ho!, Merry Christmas, what do you want for Christmas? Airplane, house, train, toy, baby doll?" He was even able to sign as he left, "Merry Christmas to all and to all a Good Night!" What a tremendous job, Tony!

Santa (Tony Pagnotto) signing "house" with Jodie Foster (Teacher Aide) as his helper.

Lauren Munschaw sharing her visual wish list with Santa.
Handicapped Awareness Month
Miss Deaf America
Describes ‘tremendous progress’

By Ann Robinson

Tremendous progress has been made by the deaf community in the past few years, Miss Deaf America, Nancylynn Ward, told the audience during Fort Detrick’s Handicapped Awareness Month program October 18.

Many members of the audience, including students from the Maryland School for the Deaf, waved their approval after Ward’s talk on “Rehabilitation: Gaining Momentum.”

Appearing with Ward was Miss Deaf Maryland, Belinda Monigan, who signed the words to Whitney Houston’s “The Greatest Love of All.”

Through an interpreter, Ward said that even though much progress has been made by the deaf community the work is not done and probably will never be,” she added.

She outlined three areas to be dealt with including the need for better communication; the need to unify all work together and the need for leadership and support of leaders.

Issues must be identified before changes can be made, such as workplace and career planning programs, and alcohol abuse education for the deaf, she said.

Loberta Staley, chairwoman of the Handicapped Individuals Program Committee, said Fort Detrick will continue to improve working conditions for the handicapped. “Rehabilitation has never made greater contributions to society than now,” she said.

Post Commander Col. Larry Johnson presented Ward and Monigan with certificates of appreciation during the programs.

Sportscope . . .
Midget Football
Best Season

It was the best Midget Football season that the Middle School has ever had. At the beginning of the season in August no one expected this team to be the best in the Frederick County League. They surprised everyone by winning five of their six games.

All of the players demonstrated much improvement during the course of the season while gaining valuable experience along the way. Their teamwork and determination was outstanding. This was supported with tremendous school spirit from their fellow students and the staff members who contributed much to making the games successful.

Many of the players will move to the Varsity Team next fall. The varsity’s gain in talent and experience will be our loss.

Our congratulations to the mighty Midget Orioles.

—Danny Frank

Team members and coaches assemble at the end of a very successful 5-1 season.

MARCH 1992
Bicycling Across America

One goal we have had for a long time is to bicycle across America. At first we joked about it. We knew that it was a big venture that would require a lot of careful planning, and we wondered if our busy schedules would ever allow enough time to do this. We talked to people who had bicycling experience and learned a lot about the equipment we would need, how to pace ourselves, and began to talk more seriously about the opportunity that awaited us. Then we realized that with careful planning it just might be possible. Our adventure was about to begin.

There are several established bicycle routes across country known as the Bicentennial’s National Bicycle Trail Network. One route travels across the upper part of the United States and into Canada; another route goes straight through the middle of the country and ends up in Oregon, and there are routes on both the Atlantic and Pacific coasts. With the completion of the California to Florida route, and other routes under development, the Network will eventually include 20,000 miles of North America’s backroads. We contacted Bicentennial and got maps and other information we would need for our trip. We had to choose our equipment carefully since our space was limited to just what we could carry on our bicycles.

We left Charlottesville, Virginia, on June 17, 1990, on a trip that would take us 3,500 miles across the heart of America and end 59 days later on the Oregon coast. Starting out in the Blue Ridge Mountains was a challenge that set the pace for the remainder of the trip. The mountain roads were steep and often we had to walk our bicycles to the top where we would stop long enough to admire the breathtaking scenery before “coasting” down the other side of the mountain. We knew this would be the most difficult part of our journey. If we could survive, we felt we could accomplish our goal.

It was summer, and we had anticipated hot weather which would make it difficult to travel. The first part of our trip wasn’t bad, and lulled us into thinking that this wouldn’t be a difficult trip after all. But as we got closer to the midwestern states the temperature began to soar, and we wondered about our ability to complete the trip. Neither of us had much long-distance bicycling experience. Many days the temperature was over 100 degrees and it was too hot to travel during the day, so we would get up at 4:00 a.m. in the moonlight while it was still cool and travel until it became too hot. Then we would rest until late in the afternoon when we would want pedaling again until it was dark.

We left the Blue Ridge Mountains behind us and entered the state of Kentucky. We were impressed with the many beautiful estates and horses grazing in the beautiful green fields along the way. We saw many dogs on our trip, and once in awhile they would chase us. It was difficult to know if they were being friendly or whether they considered us a threat. Since we couldn’t hear them coming up behind us, we always had to be careful.

We were glad to take a break after our first two weeks on the road and spend some time with our cousins in Kentucky. Our parents drove up from Tennessee to meet us. Although they didn’t discourage us, they knew they were nervous about the trip. To ease their fears we took along a small portable TDD so we could keep in contact with both sets of parents in Tennessee and Maryland. We gave them copies of our maps and itinerary and called them often to let them know where we were. It was easy for them to track us across the country using the maps we had given them.

The Ozark Mountains of Missouri brought still another challenge. The hills we traveled on were just like a camel’s back—up and down. The high temperatures continued and we had to be careful not to become dehydrated. We met so many wonderful people along the way with many who were eager to show us their towns. One couple we met in Missouri took us to Blue Spring, a beautiful old mill in the hills. The water was cool and blue and made us forget for a moment the hot, and roads of the Ozarks.

We discovered that we weren’t the only couple bicycling across America. From time to time we would meet other bicyclists who would take time to write notes back and forth. We found that our common interest for bicycling made it easy for them to forget our deafness and communication wasn’t a problem. After we returned home, friends we had met along the way invited us to their home to share our experiences with other bicyclists who had made the same trip.

A strong, hot wind added to the hot summer days and made Kansas a real obstacle. This state was very different than the other states we had traveled through. The land was very flat, and there were very few trees for us to find refuge from the heat as we rode. One day something caught our eye, and as we turned we saw a herd of about 23 cows following us on the other side of the fence. They followed us for about three miles. We wished we could open the gate and free them, but the rancher would have been very upset. He probably wondered what had taken them so far away from their home.

The next day a dog followed us. We thought he would get tired and go back home, but he continued to follow us. We stopped to check for a tag or something that would hint him so we could contact his owner, but there was no tag. We gave him some food and told him to “stay” but he continued to follow us for almost nine miles. Then, suddenly, he was gone.

Bicycle problems added to our frustrations. In addition to several flat tires along the way, Daniel’s bicycle developed a serious problem with one of the pedals. After four days of nursing it along, we finally decided we would have to find a bicycle shop and have it repaired. We located a shop in Rawlins, Wyoming, which was about 166 miles from us, but it meant we would have to divert from our planned route and take a bus. This presented another prob-
lem—there was no direct bus to Rawlins. Instead, we had to travel east to Denver, north to Cheyenne, then west to Rawlins. This unplanned trip took us 936 miles to complete! We did, however, take advantage of the break to enjoy the breathtaking scenery and mountains along the way. The beautiful snow covered mountains of Colorado were worth the many days it had taken us to reach them. The frustrations and disappointments we had experienced up to that point were all but forgotten.

On our way again, we began to feel isolated from the world. In Wyoming, towns and houses were few and far between. A few times we found ourselves in “ghost towns” that had long been forgotten by the people who had once lived there. Once again we experienced the hot winds. This time we were traveling into the wind, which made it extremely difficult to pedal. One day it took almost six hours to travel just 18 miles.

One of this country’s most scenic landmarks is Yellowstone Park. We took time to enjoy some of its beauty before leaving Wyoming behind and crossing into Montana. By now, we felt confident enough to take a different route than the one that was shown on our map. We were concerned about the time it had taken us to travel and wondered if we would be able to make it to the west coast before returning home. Rather than staying on the “main” roads, we decided to pick direct routes that would save us some time. One of the roads we selected led us right through desert land. Everything was brown and dry and made us think of how the moon’s surface must have looked to the astronauts when they first landed.

We had to watch our water supply carefully, because dehydration can be very dangerous when you are bicycling. Each morning we would fill our water bottles, and sometimes we would buy bags of ice. The ice, we thought, would melt slowly and provide us with more of this precious liquid. But often the ice melted quickly. At one point we went from a location that was 2,500 feet above sea level to 4,625 feet. Although we tried to reserve some of our water, we were very thirsty and finally had to drink the last of it. There were no stores or towns nearby, so we had to keep moving. Our bodies quickly dehydrated, and our mouths were like cotton. It was difficult to pedal, and we got off our bikes and started walking. We finally came to a small area that had several houses, but no stores. Unable to go any further, we collapsed on a lawn under the trees. The people realized something was wrong and invited us into their home. They offered us water and ice and we rested until we were able to continue again.

Idaho is the only state that allowed us to travel on an interstate road. Traveling on an interstate road requires a great deal of caution because of speeding traffic. Once, we noticed the cars appeared to be moving very slowly. We were puzzled, because the road was clear, and there wasn’t much traffic. What a surprise to find out that we were the ones who were traveling fast! The wind had shifted to our backs, pushing us along at a fast speed. Instead of our daily average of 80 miles in 10 hours, we had traveled 79 miles in just five hours! If we could just keep the wind to our backs for the rest of the trip, we would make the Oregon coast quickly.

Oregon at last! Oregon has many lovely forests, and we enjoyed the cool, shady roads. But we resented the huge logging trucks that traveled those same roads. Often they would hog the road, leaving us little space to move for fear we would be hit or thrown into the ditch. We were tired, but we were so close to our goal. We had to keep going. Finally! The Pacific Ocean! We couldn’t believe we had achieved our goal! Had we really done this? Or was it a dream? We looked at our map again. Fifty-nine days before we had started our adventure in Charlottesville, Virginia, at the entrance to the Shenandoah Mountains. Here we were, splashing our tired feet in the Pacific Ocean.

We traveled through ten states. We gave up all the comforts of air conditioning and a nice soft bed to sleep in for picnic shelters, people’s front yards, fire halls, and church buildings. We traveled through small towns and large cities. We met many wonderful people and have enough memories to last us a lifetime. Looking back on our experiences, we are reminded of the pioneers who traveled west in covered wagons to seek their fortunes. Many started, but not all of them reached their goals. Some gave up along the way. Some settled for less. All of this taught us one thing. Never give up on your dreams. No matter how impossible they seem, if you have patience and a positive attitude you, too, can experience the adventure of a lifetime.

—Daniel and Donna Frank

The Colorado mountains form a backdrop for bicycling enthusiasts Daniel and Donna Frank on route on their tour of America. Daniel Frank is a dormitory counselor on the Frederick Campus.

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Position Announcement
Superintendent
Maryland School for the Deaf

The Board of Visitors of the Maryland School for the Deaf is accepting applications for the post of Superintendent, available July 1, 1992. The school is composed of two residential campuses, one in Frederick and the other in Columbia, which provide for the instruction, education, and care of approximately 330 children who are deaf. The Columbia campus provides for the education of deaf and multiple handi capped children.

The Superintendent, answerable to the Board of Visitors, is responsible for providing leadership, promoting the School, and serving as liaison to state and local agencies, elected officials, parents, the deaf community, and other community organizations. The Superintendent is charged with management of the finances of the institution, direction of the education of all students, direction of outreach services, and evaluation and improvement of the staff and educational programs.

Minimum requirements for the position shall include: an earned masters degree; knowledge, skill, and ability in the fields of education, supervision, and administration; five (5) years administrative and/or teaching experience in the education of the deaf; and fluent expressive and receptive skills in sign language. Certification by the Council on Education of the Deaf (CED) is preferred.

Salary is negotiable, based on qualifications and experience.

Applications should include a cover letter, a complete resume or curriculum vitae, the names, addresses and telephone numbers of four references, and be addressed to:

Mr. Roland C. Steiner, Chairman
MSD Superintendent Search Committee
P.O. Box 421
Olney, Maryland 20830-0421

Deadline for applications is April 15, 1992.

The Maryland School for the Deaf is an Equal Opportunity Employer and its facilities are accessible to the disabled.