"Pride is with us"

The 56th Biennial Meeting of the Convention of American Instructors of the Deaf
and the Conference of Educational Administrators Serving the Deaf

June 26 - 30, 1993 ★ Baltimore, Maryland

Co-hosted by Maryland School for the Deaf and Pre-College Programs of Gallaudet University

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ON THE COVER

MSD ATHLETE AND COACH HONORED—Word has been received from the Silent News that Nancy Benton, Cross Country Coach here at the Maryland School for the Deaf, has been named the Cross Country Coach of the Year. Likewise, senior barrier Annette Burrell was named the National Deaf Cross Country Runner of the Year.

This is Annette’s second honor as Cross Country Runner of the Year. Also, this is Nancy Benton’s first honor in her nine years as Cross Country Coach,
MSD Hosts Second Mental Health Issues Conference

Brian F. Alles, School Psychologist, and Christopher M. Duck, Behavior Specialist
Columbia Campus Mental Health Team

"About 25 years ago, when I was a 're-tread' graduate student at the University of California, Berkeley, I ventured to the California School for the Deaf near the university campus, preparing to collect data for a dissertation. On my second visit, I met a psychiatrist doing a residency for training in community psychiatry at the University of California, San Francisco. When she heard that I was a sociologist, she demanded, 'Do say something sociological.' That was my introduction to Hilde Schlesinger, and the beginning of a long and productive association marked by deep friendship as well as professional collaboration. A major product of that collaboration was the book, Sound and Sign." With these remembrances, Dr. Kathryn Meadow-Orlans, Senior Research Scientist at the Gallaudet Research Institute, began her presentation at the second annual Mental Health Issues conference at the Maryland School for the Deaf (MSD). Dr. Meadow-Orlans reviewed some of the changes in educational and mental health services for deaf children over past 20 years. She imagined a Deaf Rip Van Winkle awakening after having fallen asleep in 1972. Dr. Meadow-Orlans predicted that he "would be amazed to find that in 20 short years, King Jordan had replaced Edward Merrill as president of Gallaudet; Robert Davila had replaced Mary Switzer as head of the government agency responsible for funding disability research and training; James Tucker had replaced David Denton as superintendent of the Maryland School for the Deaf." He would also be amazed to find his seven-year-old granddaughter attending public school with a sign language interpreter and watching Linda Rowe residing on Sesame Street; his seven-month-old granddaughter enrolled in a parent-infant program; his daughter having access to relay telephone services and to interpreters for medical and legal appointments. When our Deaf Rip turned on his TV set, a decoder displayed closed captions at the bottom of the screen and an interpreter signed the national election returns. When Deaf Rip went to sleep in 1972, professionals in deaf education were debating the use of TEE-CEE in the classroom. When he awoke, the debates were about Bi-Bi, which he had to be decoded for him as bicultural/bilingual.

The "Mental Health Issues with Deaf Children and Adolescents II" conference sponsored by the Maryland School for the Deaf and the MSD Foundation was held at the MSD Columbia Campus on Friday, November 6, 1992. The conference was one of a series of special events celebrating the 125th anniversary of MSD and the 20th anniversary of the Columbia Campus. The day featured morning keynote presentations recognizing the 20th birthday of Sound and Sign, afternoon concurrent workshops, and opportunities for participants to share ideas, information and to "network" with their colleagues. Two hundred twenty-eight individuals attended the conference including volunteers, presenters, interpreters, and guests. Those in attendance represented schools and other professional agencies from eleven states (Maryland, Connecticut, Delaware, Virginia, North Carolina, Indiana, Ohio, Pennsylvania, New Jersey, New York, and Massachusetts) and the District of Columbia.

MSD Superintendent James E. Tucker opened the conference by welcoming participants to MSD. He explained that Dr. Hilde Schlesinger, from the University of California Center on Deafness and co-author of Sound and Sign, was unable to participate due to illness. Mr. Tucker concluded his remarks by introducing Maryland State Senator Barbara Hoffman (D-Baltimore City). Senator Hoffman, a friend and supporter of the school, offered a welcome from the State of Maryland to conference participants. She described legislative involvement with MSD over the past...
years and some recent initiatives, including Senate Bill No. 568. Senate Bill No. 568 was reviewed in the October-November, 1992 issue of The Maryland Bulletin, Volume XIII, Number 1.) Next, Dr. Meadow-Olrams reviewed developments in the field of mental health and childhood deafness since the publication of Sound and Sign, in 1972. Dr. Meadow-Olrams cited her pilot research on parent-infant interaction. She viewed these findings as further evidence of the importance of early intervention/support services for families with deaf infants. She concluded her remarks by identifying the new conflicts created by change in the field of deaf education and the "need to decrease stress and conflict among professionals working with deaf children and adolescents" realizing that the conflict among the caregivers of deaf children can be detrimental to the children as well as to the adults who are responsible for them.

Dr. Anne G. Steinberg, Director of Deafness Services at Philadelphia Child Guidance Center and Director of Psychiatry at Children's Seashore House, agreed (with three days notice) to "pitch in" for Dr. Schlessinger and Dr. Meadows-Olrams and offered suggestions and observations from her experience as a psychiatrist and a pediatrician. She noted a gross underdiagnosis of mental health problems among deaf children and adolescents. Dr. Steinberg cited a lack of services, denial, and "pathologizing deafness or a fear of doing something" as possible reasons. As a result of the underdiagnosis, she felt that many who need services are not receiving them. She also observed that children and adolescents who receive services, often receive them too late. Dr. Steinberg's remarks were well received by the participants and were regarded by many as one of the "highlights" of the day.

The afternoon features five workshops. Participants could choose to attend two of the sessions. Two of the most popular and most highly rated workshops were by Dr. Jeff Lewis, Galaudet University-Mental Health Counseling Department, and by Dr. Linda Rissler Lytle, Licensed Psychologist in Washington, D.C. Dr. Lewis's presentation "Current Cultural Issues in Deaf Education: Implications for Mental Health Professionals" reviewed the emphasis on Bilingual and Bicultural issues and American Sign Language (ASL). He reflected on how this trend will affect and has affected the delivery of mental health services to deaf children and adolescents. He identified the significant role mental health professionals will and should have in the resolution of conflicts and in research. Dr. Linda Rissler Lytle presented "Family Therapy with Deaf Children and Adolescents". She reviewed techniques and pitfalls in counseling families with deaf children and adolescents. Dr. Lytle emphasized the importance of the therapist's role in working effectively to achieve positive change.

The workshop by Dr. Henry Reiff, Western Maryland College — Special Education Department, on "Deaf Children with Leaming Disabilities: Social Skills and Self-esteem" was informative and well attended. Dr. Reiff reviewed the complex issues surrounding deaf children with learning disabilities, their diagnosis, and their treatment.

Mr. Earl Elkins, Sign Language Associates, Washington, D.C. presented on "Interpreting in the Mental Health Setting". He explained the intricacies of interpreting for mental health and emphasized the importance of confidentiality and the Code of Ethics.

Dr. Meadow-Olrams and Dr. Steinberg were available in the afternoon to discuss and elaborate on the morning presentations. The session was informal and featured a question-answer format.

After each workshop, and at the end of the full conference, participants completed evaluation forms to measure their satisfaction with the presentations and to register their suggestions/comments. The overall rating for the workshops was very positive. Afternoon workshops received "Excellent" and "Good" ratings. The overall rating for the morning presentations was "Excel lent". Comments on the program were very supportive. Participants indentified the strongest features of the conference as the knowledgeable and enthusiastic presenters, the variety of topics with cultural sensitivity and a "practical approach", the conference organization, and the opportunity for networking and interaction. They offered positive suggestions for improvement although the most frequent responses recommended "no change". Many looked forward to future conferences and hoped that MSD would continue to provide leadership in the coordination and organization of these activities. The mental health conference provided an opportunity to highlight the excellent mental health and educational services available at MSD.

The conference planning committee, which included James Tucker, Brian Alles, Judith Pannier, Christopher Duck, Max een Brothers, William Sherman, Joseph Campbell, Ruth Taylor, and Karen Russell, greatly appreciated the support and encouragement offered by the MSD staff and the MSD Foundation.

DECEMBER 1992, JANUARY 1993
The educational system for Deaf and Hard of Hearing students has become fragmented since the passage of PL 94-142. In Maryland, like other states, many educational agencies and programs that serve Deaf and Hard of Hearing students lack a mechanism for a statewide exchange of ideas and resources. This has resulted in ridiculous duplicity of services and of course a waste in taxpayers' dollars.

One of MSD's top priorities is the establishment of partnerships with various state agencies to enhance our delivery of services to Deaf and Hard of Hearing children from birth to age 21. MSD must work with all agencies, and ultimately, counties, to assure that each Deaf and Hard of Hearing child has early acquisition of American Sign Language and English and has full access to high quality education. To date, I am very pleased that MSD has formed/formed partnerships with the Department of Health and Mental Hygiene, the Office for Children, Youth, and Families' Maryland Infants and Toddlers Program, and the Maryland State Department of Education.

Below is an outline of partnerships:

Age 0 (birth): Governor Schaefer and I met last December 1 and we agreed that MSD is to be a Lead Agency for Deaf and Hard of Hearing infants, children and youth in the state of Maryland. We also agreed that the highest priority is the early language acquisition for all Deaf and Hard of Hearing children. This led us to the discussion of Department of Health and Mental Hygiene's (DHMH) current system of referring Deaf and Hard of Hearing infants to counties. We explored the "simultaneous referral" concept. That is, hospital officials would immediately call MSD and counties when they identify a Deaf of Hard of Hearing infant. A winter meeting is planned with the Governor, State Superintendent Nancy Grasmick, Secretary of DHMH, Nelson Sabatini, Secretary of Department of Budget and Fiscal Planning (DBFP), Charles Benton, Assistant Secretary (DBFP) Eloise Foster and myself to intergrate MSD into the DHMH system. Also, the Governor and I agreed to explore the possibility of establishing MSD satellite programs at county public school facilities at a future meeting.

Age 0-3: Currently, MSD is working on an interagency agreement with the Maryland Infant and Toddlers Program (ITP), a program of the Office for Children, Youth and Families. This serves a crucial group of children that often "slipped through the cracks". These children were often born "hearing" but later became deaf due to illness or accident before they reach pre-kinder-garten age. Or, sometimes these children's deafness went undiagnosed at birth. The cornerstone of this agreement is when MSD becomes the "first contact" MSD will share this information with the counties. And, when counties are the first contact, they will call MSD. March 1993 is the targeted date for completion of this interagency agreement.

Age 3-21: State Superintendent (of Maryland State Department of Education) Nancy Grasmick has written a directive to county superintendents. This is a revisit of a directive written by former State Superintendent Dr. David W. Hornbeck. MSD has always invited a county representative to our Admission, Review and Dismissal (ARD) meetings at MSD. Starting last December 7, local educational agencies will invite an MSD representative to their ARD meetings. Since there are approximately 1,000 Deaf and Hard of Hearing students enrolled at Maryland public schools, we will attend approximately 1,000 ARD meetings all over Maryland each year.

New partnerships are timely as special educators now recognize the uniqueness of Deaf Education. MSD must always remind our special education colleagues that Special Education is not Deaf Education, and Deaf Education is not Special Education. Former Secretary of Education Lamar Alexander's Policy Guidance (see page 5) is also a turning point in our PL 94-142 era. For the first time, we have a federal document that highlights Deaf and Hard of Hearing children and youth's communications, social, and cultural needs.

MSD being "in the loop" will bring greater services to Deaf and Hard of Hearing infants, children, and youth since MSD, agencies, and counties' resources will be pooled together and our delivery of services will be enhanced. Greater cooperation between MSD, agencies, and counties will result in early identification and early American Sign Language and English instruction for all Deaf children. Greater access to MSD programs will ensure that MSD as a state agency be fully utilized and fully available to every citizen to Maryland.
The COED's report and its primary finding reflect a fundamental concern with much of the deaf community that students who are deaf have significant obstacles to overcome in order to have access to a free appropriate public education that meets their unique educational needs, particularly their communication and related needs.

The disability of deafness often results in significant and unique educational needs for the individual child. The major barriers to learning associated with deafness relate to language and communication, which, in turn, profoundly affect most aspects of the educational process. For example, acquiring basic English-language skills is a tremendous challenge for most students who are deaf. While the Department and others are supporting research activities in the area of language acquisition for students who are deaf, effective methods of instruction that can be implemented in a variety of educational settings are still not available. The reading skills of deaf children reflect perhaps the most momentous and thematic effects of the disability and of the education system's struggle to effectively teach deaf children. Hearing impaired students "level off" in their reading comprehension achievement at about the third grade level.

Compounding the manifest educational considerations, the communication nature of the disability is inherently isolating, with consequences of isolation in interaction with other children and teachers that make up the educational process. This interaction, for the purpose of transmitting knowledge and developing the child's self-esteem and identity, is dependent upon direct communication. Yet, communication is the area most hampered between a deaf child and his or her hearing peers and teachers. Even the availability of interpreter services in the educational setting may not address deaf children's needs for both direct and meaningful communication with peers and teachers.

Because deafness is a low incidence disability, there is no widespread understanding of its educational implications, even among special educators. This lack of knowledge and skill in deaf education system contributes to the already rigid barriers to admission and services in requiring appropriate educational services.

In light of all these factors, the Secretary believes that it is important to provide additional guidance to State and local educational agencies to ensure that the rights of students who are deaf are protected, and that appropriate education is provided to deaf children. This is the purpose of this document to (1) clarify the free appropriate public education provisions of IDEA for children who are deaf, including important factors in the determination of appropriate education for such children and the requirement that education be provided in the least restrictive environment, and (2) clarify the applicability of the procedural safeguards in placement decisions.

Nothing in this notice alters a public agency's obligation to place a student with a disability in a regular classroom if FAPE can be provided in that setting.

Free Appropriate Public Education

The provision of a free appropriate public education based on the unique needs of the child at the heart of the IDEA. Similarly, the section 504 regulations require that "34 CFR 104.33--104.36 contains free appropriate public education requirements, which are also applicable to local educational agencies serving children who are deaf. A child is receiving an appropriate education when all of the requirements in the statute and the regulations are met. The Secretary believes that full consideration of the unique needs of a child who is deaf will help to ensure the provision of an appropriate education. For children who are eligible under Part B of the IDEA, this is accomplished through the IEP process. For children, determined to be handicapped under section 504, implementation of an individualized education program developed in accordance with Part B of the IDEA is in means of meeting the free appropriate public education requirements of the section 504 regulations.

As part of the process of developing an individualized education program (IEP) for a child with disabilities under the IDEA, State and local educational agencies must comply with the evaluation and placement requirements at 34 CFR 300.330--300.334. In meeting the individual education needs of children who are deaf under section 504, LEAs must comply with the evaluation and placement requirements of 34 CFR 104.35 of the Section 504 regulations, which contain requirements similar to those of the IDEA. However, the Secretary believes that the unique communication and related needs of many children who are deaf have not been adequately considered in the development of their IEPs. To assist public agencies in carrying out their responsibilities for children who are deaf, the Department provides the following guidance.

The Secretary believes it is important that State and local educational agencies, in developing an IEP for a child who is deaf, take into consideration such factors as:

1. Communication needs and the child's family's preferred mode of communication;
2. Linguistic needs;
3. Severity of hearing loss and potential for using residual hearing;
4. Academic level; and
5. Social, emotional, and cultural needs, including opportunities for peer interactions and communication.

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In addition, the particular needs of an individual child may require the consideration of additional factors. For example, the nature and severity of some children's needs will require the consideration of curriculum content and method of curriculum delivery, in determining how these needs can be met. Including evaluators who are knowledgeable about these specific factors as part of the multidisciplinary team evaluating the student will help ensure that the student's needs are considered.

Under the least restrictive environment (LRE) provision of IDEA, public agencies must establish procedures to ensure that "to the maximum extent appropriate, children with disabilities, including children with public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schools, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classrooms with the use of supplementary aids and services cannot be achieved satisfactorily." The section 504 regulation at 34 CFR §104.34 contains a similar provision.

The Secretary is concerned that the least restrictive environment provisions of the IDEA and Section 504 are being interpreted, incorrectly, to require the placement of some children in regular classrooms who do not meet the individual student's educational needs. Meeting the unique communication and related needs of a student who is deaf and expressing these needs to the child, for example, is a fundamental part of providing a free appropriate public education to the child. Placement decisions are based on the child's needs, regardless of the child's disability, and must meet the individual needs of the child.

Procedural Safeguards

One important purpose of the procedural safeguards required under part B and the section 504 regulations is to ensure that parents are knowledgeable about their rights and about important decisions that public agencies make concerning their children's education. Under the section 504 regulations at 34 CFR 104.36, a public agency must establish a system of procedural safeguards that includes, among other requirements, notice to parents with respect to placement decisions. Compliance with the part B procedural safeguards is one means of meeting the requirements of the section 504 regulations. Under part B, below a child is initially placed in special education; the child's parents must be given written notice and most consent to the placement. The part B regulations at 34 CFR 300.500(a) provides that consent means that parents have been fully informed of all information relevant to the placement decision. The obligation to fully inform parents includes informing the parents that the public agency is required to have a full continuum of placement options available to meet the needs of children with disabilities, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

The part B regulations at 34 CFR 300.504—300.506 also require that parents must be given written notice a reasonable time before a public agency proposes to initiate or change the identification, evaluation, educational placement or provision of a free appropriate public education to the child. This notice to parents must include a description of the action proposed or refused by the agency, an explanation of why the agency proposes to refuse to take the action, and a description of any other procedures the agency considered and the reasons why those procedures were rejected. The requirement to provide a description of any option considered includes a description of the types of placements that were actually considered, e.g., special school or regular classes, as well as any special schools that were actually considered and the reasons why those placement options were rejected. Providing this kind of information to parents will enable them to play a more knowledgeable and informed role in the education of their children.


Lamar Alexander, Secretaries.

[39 FR 50239 (Fed. Reg. 10-29-90, 8:45 am) and BILINGUE 4000-410]...

...The present statute of reflection, the present statute is found in the United States country's educational system. 1975 was the 20th anniversary of the United States Congress of Parents and Teachers for American students. It was designed to provide a forum for the discussion of the educational needs of the nation's children. The National Education Association (NEA) has been a leader in the effort to improve the quality of education for all children. The NEA has been a strong advocate of the rights of children to an education that is equal to the education received by all other children.


2The provision of a free appropriate public education to the child in the least restrictive environment and otherwise consistent with the IDEA...
Frederick Campus

New Year

Happy New Year and welcome to 1993! MSD continues to change and grow as we move forward into 1993. Many challenges lie ahead for the staff, students, parents and members of the community as we look to the future. Working together we can accomplish our goals and build a better and stronger MSD.

Currently, re-accreditation ranks at the top of the list for MSD. Staff members are working hard as we move toward the end of the self-study phase of the re-accreditation process that involves parents, students and members of the MSD community. The self-study will allow MSD to identify both its strengths and weaknesses and will result in recommendations for changes that will assist us in providing a drug-free education. Although the tasks associated with re-accreditation are extremely demanding, the MSD staff does not stop dedicated MSD staff from the "business of educating our students".

The past few months have been filled with learning, fun and excitement. We have witnessed students graduate from the D.A.R.E. Program, produce fabulous holiday programs in the Elementary and secondary departments, participate in mock presidential elections and debates, and prepare for excellent programs such as Close Up and Space Camp while continuing their academic progress in the classroom. All of these events and activities plus many more help add to the total education and development of our students.

D.A.R.E. Program

Thirteen MS students participated in a three week Drug Abuse Resistance Education (D.A.R.E.) program in which students learned a great deal about drug and alcohol abuse and how to make informed decisions. Some of the lessons covered during the program were: resisting pressures to use drugs, building self-esteem, assertiveness, decision making and risk taking, alternatives to drug use and forming a support system. Officers from the Frederick City Police Department worked together with MSD staff to provide this worthwhile program. The program culminated with graduation ceremonies during which the students performed their role plays about what they had learned. After the graduation ceremonies on December 17, 1992, students attended a reception with the officers, parents and fellow graduates. We congratulate these students for their accomplishment and extend our sincere appreciation to the Frederick Police Department for their involvement at MSD.

D.A.R.E. Class of '92

Keith Blambie
Kyle Clark
Carly Eichberger
Stephanie Holmes
Daniel Naluszewski
Kelsie Quigley
J. Pablo Borrero
Lorenzo Crutcher
Leija Gregor
Clifton Johnson
Julie Marshall
Timothy Riker
Christopher VanGilder

Holiday Programs

MSD students in the Elementary and Secondary Departments at the Frederick Campus produced smashing holiday programs that entertained and delighted the audience of parents, students and staff. These programs were the perfect "send-off" for our winter break. The Elementary program consisted of various skits and songs performed by each of the classes. The middle school students presented, "A Magic Holiday" with high school students performing songs in American Sign Language between the acts of the play. The play was written and directed by Marsha Flowers with the assistance of Dawniela Halischak, Student Direc-
Close Up

Congratulations to the four students who have been selected to attend the Close Up Program in Washington, D.C. this spring with Advisor Muriel Roberts. The students will meet during the coming weeks to prepare for the visit to our nation's capital during which they will learn about our government while immersed in the political environment. Each year Close Up proves to be a very beneficial and positive experience for our students at MSD.

“Close Up” Participants

Kim Curry
Saher Manna-Ayesh
Staci Rensh
Melissa Herzig

Space Camp Ready For Blast Off

Middle School and High School students have been meeting in preparation for Space Camp during the month of May. Advisors Ed Schaberl and Rita Spencer have been busy meeting with students and making the necessary preparations for their trip to Alabama. Look for more information in the coming issues of The Maryland Bulletin, Here's to our Young Astronauts . . . Blast Off!!

Commanders Young Astronauts 1992-1993

Stephen Semler
Annette Burnell
Dinna Crowe
Kim Curry
Staci Rensh
Delanie Woodall
Hope Shelley
Hayley Evans
Daneill DeSchaids
Jason Whitmore
Melissa Herzig
Johnny Thabahai
Julie Bourne
Trina Backer
Reese Boles
Kimberly Jones
Tanessa Lightfoot
Kai Monby
Damon Sparrow
Jessica Davis

Graduates in their flight suits . . . Timothy Riker, Dawniela Halschak, Kimberly Curry, Tommy Wheeler (a deal aerospace engineer at Marshall Space Flight Center-NASA), Cathy Boswell, and Stephen Semler on Friday, May 1st.

Trainees with their shirts . . . Stephen Semler, Timothy Riker, Kimberly Curry, Dawniela Halschak, and Cathy Boswell on Sunday, April 26th.

Space Camp

The Sertoma Space Camp for the Hearing Impaired launched Mission I in May of 1988. Twenty-one students from three states attended Space Academy Level I. This mission was so successful that 72 students from eight states participated in Mission II. Ninety-six students from 17 states came for Mission III. Mission IV brought one hundred and five students from 22 programs in 18 states.

Mission V was held during the week of April 26-May 1, 1992. Forty-six students participated in Space Camp while 59 students went through Space Academy I. For the first time this year, five students went through an eight-day training in Space Academy II. These students came from 22 programs in sixteen states along with 46 professionals. Dawniela Halschak and Timothy Riker were trainees in the Space Camp while Catherine Boswell and Stephen Semler participated in the Space Academy. Kimberly Curry, a graduate of 1991 Space Academy, went along as a peer counselor. Edward J. Schaberl and Rita A. Spencer went along as chaperones after a long year of fundraising.

The MSD trainees were through various space simulators such as Multi-Axis, 5-DF, 1/6th chair, GMU,
National Geography Bee
Darla Konkel, a second year middle school student at the Frederick Campus, won the school-level competition of the National Geography Bee on January 15 and a chance at a $50,000 college scholarship. The school-level Bee, at which students answered oral questions on geography, was the first round in the fifth annual National Geography Bee, which is sponsored by the National Geography World, the Society’s magazine for children, and Amtrak.

The kick-off for this year’s Bee was the week of January 4, with thousands of schools around the United States, the District of Columbia, and five U.S. territories participating. The school winners, including Darla, will now take a written test: up to 100 of the top scorers in each state and territory will be eligible to compete in their state Bee April 2.

The National Geographic Society with its co-sponsors will provide an all-expenses-paid trip to Washington, D.C. for state champions and their teacher escorts to participate in the National Geography Bee national championship on May 25 and 26. The first-place national winner will receive a $25,000 college scholarship; the second-place winner, a $15,000 scholarship; and the third-place winner, a $10,000 scholarship.

Alex Trebek, host of “Jeopardy,” will moderate the national finals, which will air as a prime-time special on the Public Broadcasting Service at 8 p.m. May 26.

The National Geographic Society developed the National Geography Bee in response to a growing concern about the lack of geographic knowledge among young people in the United States. A 10-country Gallup survey conducted for the Society in 1988 and 1989 found that people in the U.S. aged 18 to 24—the youngest group surveyed—knew less about geography than young people in any of the other countries in the survey.

The National Geographic Society, with nearly 10 million members, has as its mission the “increase and diffusion of geographic knowledge.” In addition to the National Geography Bee, the Society sponsors a number of other geography education initiatives, including the Summer Geography Institute for teachers, the National Geographic Society Education Foundation, and the Geographic Alliance Network, which is currently working in almost every state and Puerto Rico.

—Muriel Roberts, M.S. Teacher

Space Camp Fund
Anyone wishing to make a donation to the 1993 Space Camp program (May 2-7) may do so by sending a check to either Ed Schaberl or Rita Spencer in care of MSD. Please make your check payable to “The Space Orioles.” Your support is greatly appreciated.

Assistive Living Devices Resource Center
In an attempt to better meet the daily living needs of students and their families, the Maryland School for the Deaf is now able to provide resources for purchasing assistive devices for daily living. These products enable and support independent living activities for which the ability to hear has been diminished. The scope of products available range from TTY machines for telephone communications, computer modems, IBM special needs resource center products, related computer hardware and software, signaling systems for smoke/fire detection, crying infants,
telephone, doorbell, closed caption decoders, light or braille alarm clocks, and telephone amplification devices. Information regarding AT&T long distance bill discounts is also available as is certification for the discount. In addition, information is available which can enable groups to borrow (free) contemporary open captioned educational and theatrical videos.

While the school is not directly marketing these devices, it will serve as a resource where families can gain access to information about various products and the companies that do market these products. Often, the same product is offered by more than one company providing the ability to comparison shop. Product orders and any after purchase issues will be the responsibility of the purchaser. The school can serve as an information resource having catalogs, order forms, and a limited number of products on hand for personal inspection.

For information or additional assistance regarding Assistive/Daily Living Aids, please contact:

Robert M. Dorrell, Frederick Campus Audiologist at (301) 662-4159. V/TDD or by mail.

NEW RESIDENTIAL EDUCATORS—Front row: Shirley Dart, Susan Luttrell, Catherine Cooper, Laura Hover. Second row: Dean of Student Earle Warshaw, Holly Benedict-Davis, Jolene Whaley. Third row: Jesse Wade, Alvin Amburg, Keith Bronk. Absent: Peter Bailey, Linda Svarney, Jeff White

NEW TEACHERS—Rebecca DeLameter, Vicki Grossinger, Andrea Feldman


Receiving certificates for 15 years of service with the Maryland School for the Deaf are Vay Brewer, Larry Johnson and Marcia Millard. Photo missing from the last issue—our apologies.
Winter Holiday Program

This year the Winter Holiday Program at MSD-Columbia focused on the 125th anniversary of the Maryland School for the Deaf - Frederick which was founded in 1866. The program depicted children of the past and the present in the month of December.

The first part showed children discussing plans for their winter holidays. Two students went to a storage room and found a time machine. They accidentally turned it on and it took them back in time to 1866. They saw what children of the past did during their winter holiday.

There was a beautiful array of children in various costumes as snowflakes, forest animals, trees, and carolers. The program was a blend of all children including those in Pre-School.

The time machine eventually brought the two boys back to 1992. The scene showed children making preparations for their holidays.

The program, under the leadership of Mrs. Evelyn Hill Johnson, turned out to be a fun-filled and entertaining event. All teachers and aides did a remarkable job of synchronizing the program. Everyone deserves a pat on the back, especially the parents who came to see it.

Columbia staff enjoyed a holiday tea sponsored by the OMT on December 8 in the Library. Partaking of the homemade goodies are Matt Welch, Cindy Gilmore, Molly McWee, and Bob Berger.

Maryland Relay Service Trip

Ten students and five teachers and aides from Middle School and Upper Wing went to the Maryland Relay Service center in Baltimore on December 3rd to help celebrate MRS's first birthday. There were over 25 guests including Governor William Donald Schaefer. After speeches congratulating MRS on its success and thinking those people who helped get MRS started, the governor cut a birthday cake along with the students. After the ceremony, the governor talked with them through interpreters and he told them that he wished he could sign so he could communicate with them and other deaf people. He said sign language was hard for him to learn.

Refreshments were served afterwards and the students and staff had a chance to tour the building. In the communication center, they saw relay operators at their stations receiving and sending messages. It was amazing to watch the system which makes it possible for deaf people to communicate with hearing people through TDDs and telephones. The center has over 130 relay operators.

'--Robert Schriner, Assistant Principal

D.A.R.E.

The Middle School students learned about D.A.R.E. (Drug Abuse Resistance Education). Officer Sue Goldman from the Howard County Police Department came to our school every Wednesday afternoon. The program helped the students recognize and resist the many social pressures associated with drugs, alcohol and tobacco use. It also helped to build self-esteem and develop better communication skills. The students practiced decision-making skills, too. Lastly, the program focused on choosing positive alternatives to resist the pressures of drug abuse. The students really enjoyed this program and benefited by it. Each stu-
dent received a D.A.R.E. certificate and a hat for job well done.
—Joyce Cohen-Scher, Teacher

D.A.R.E Program Middle School Joyce Cohen-Scher (Interpreting)

Special Unit Update
For the past two years the school has been working with various professionals throughout the state and the Governor’s office to develop a special program for emotionally disturbed deaf students. The program will be housed on the Columbia Campus and will serve ages 4-15 roughly. We plan to start small but hope to expand the program to serve 20 students. The program will be co-managed by the school which will provide the academics and a private provider (yet to be determined), will manage the residences and treatment components of the program.

There have been a lot of setbacks primarily caused by budgetary concerns. With the improving economy though, we are ready to move forward again. A proposal for the program has been written. We are currently trying to identify the costs involved in having such a program and exactly who will pay for what.

By late spring or early summer we hope to begin the next phase of selecting the organization to run the residential treatment component. Once this is done, a second proposal is developed by the school and the chosen organization which will then become the working agreement for the program. From what we know, this type of cooperative arrangement has never been done before. If all goes as planned, we hope to open this new program in January, 1994. (It has been and continues to be an interesting learning process.)
—John Snoullin, Assistant Principal

Field Trips and Activities
Early in December, Barbara Herschman’s, Connie Mace’s and Joanne Geppert’s classes went to the Discovery Theatre in Washington, D.C. They watched the puppet show called, “Beauty and The Beast.” The children enjoyed the show very much. Then they went to the mall in Columbia for lunch. After lunch, they went to see Santa Claus. Each of the children had a chance to sit on his lap and tell Santa Claus what he/she wanted for Christmas. We had a very nice day.
—Joanne Geppert, Teacher

On December 8th, Columbia students were invited to the Blue Channel Inn Restaurant for a Christmas party. This is a restaurant that is owned by Mr. Mike and Mrs. Elaine Dow. They are the parents of a former student of MSD. Mr. and Mrs. Dow had many things for us to do. We made a gingerbread house with different candies and icing. We decorated cupcakes with icing and sprinkles. We ate the cupcakes for dessert. We made Christmas decorations for our parents to put on the Christmas tree. We made tons of cookies to bring back to school. One favorite activity was face painting. Boy! Was that fun!!!
After the activities, we ate lunch. There was a lot of food, like hot dogs, pizza, macaroni and cheese, curvy fries, fried chicken and soda to drink. We got presents from Santa Claus. The boys got Hess trucks and the girls got fashion holiday dolls. Santa Claus also gave us a stocking full of goodies.
(Submitted by: Fazimah Adul-Rahim, Andrew Kucharski, Kevin Luhouse, Chris Strobel. Edited by: Evelyn Hill Johnson)

On December 14, Julie Bartenstein had her 5th birthday party. All of the Columbia students in lower wing helped her celebrate with Nellie the Clown.
—Jodie Foster, Teacher’s Aide

Sue Maginis’ and Nancy Downey’s transitional classes have been studying animal habitats. The students began studying birds and made individual bird’s nests. Their next project was a diorama of a pond scene with toothpaste puppy frogs and salamanders. The students will be doing a visit on fish.
In late January, the two classes will be taking a field trip to the National Aquarium in Baltimore. At the aqua

Julie is with her mom next to Nellie the Clowns.
rrium, the children will focus on the birds and small animals in the rain forest and see the many fish on exhibit there.
—Nancy Downey, Teacher

The Upper Elementary Department students in Pierre Dazio’s, Evelyn Johnson’s, Deanna Hokel’s, and Joyce Leitch’s classes have been studying several social studies/science units: the Space Rocket, the Pioneer Life, and Nutrition. The field trips we went out to visit were as follows:

October 7th, NASA Goddard Visiting Center in Greenbelt, to see the movie about the astronauts manned the space rocket and to observe some aeronautic equipment;
November 3rd, the Smithsonian Institute, National Museum of American History in Washington, D.C., to see many antique collections;
December 1st, the Hassan Barracks as a School Museum on the campus of MSD in Frederick , to see some various pioneer items including the school desks, the spinning wheels, sawing machines, and some other interesting items;
January 5th, Seaway Supermarket in Columbia, to observe and identity familiar and unfamiliar foods, and to purchase some food items that we needed to prepare and make tacos for lunch in the classroom.

The students were really fascinated with some new things that they had never seen before. Therefore, those interesting and worthwhile field trips certainly brought positive results to every student’s learning.
—Joyce Leitch, Teacher

Dawn Sign Press Pledges $1000 to MSD Libraries

When was the last time you remember a teacher or school administrator saying they had more educational materials than needed? A request for additional materials is more than likely what you remember. To answer that request and to show its support of MSD, Dawn Sign Press in San Diego, California pledged $1,000 to MSD’s libraries toward the purchase of educational materials. Each campus was given $500 to order materials and the following were among their purchases:

The Book of Name Signs: by Sam Supalla, Ph.D. This book assists in the learning about the name sign system in the American Deaf Community. Dr. Supalla also shares a part of his deaf heritage with his readers.

Fingerspelling: by Joyce Linden Groode. A useful resource for students who want to improve their fingerspelling skills or an excellent supplement for teaching sign classes.

Signing Naturally: by Cheri Smith, Ella Mae Lentz and Ken Mikos. One of the most popular and widely used curriculum for teaching American Sign Language.

ASL Literature Series: by Ben Bahan and Sam Supalla. This addresses the increasing demand for ASL Literature—a necessary and vital element of any foreign language curriculum.

Sign for Me: by Ben Bahan and Joe Dannis. Basic vocabulary for parents, teachers, and children. It is helpful in assisting children to express emotions, to talk about family animals, and identify actions.

Cinderella and Rumpelstiltskin are two popular videos in the Once Upon A Time series featuring classic fairy tales retold by Ben Bahan and Nathie Marbury that both deaf and hearing children and adults enjoy. One teacher commented after her class watched these two favorites that, “the children were mesmerized by the storytellers... the signing is clear and presented at a pace and level easily understood by the children... the storytellers are lively and keep the interest of the children.”

Dawn Sign Press is among the leaders in the industry of publication and production of American Sign Language instructional textbooks and videos, and Deaf Culture videos, books and educational materials. The president, Joe Dennis, is a deaf individual and is committed to producing high quality products for Deaf and Hearing communities.

The materials are in the Frederick and Columbia Campus libraries and available for use by all staff and students.
—Joyce Nickoles, Administrative Assistant

Joe Dannis(left) presents a copy of The Book of Name Signs to James Tucker at his corporate headquarters in San Diego last December 21st.

DECEMBER 1992-JANUARY 1993 13
Recognition and Service Awards

PTCA Thank You to Faculty and Staff: Gisella Hoffman (PTCA) handing cup to Lewis Barnhardt (Staff). Back row: Susan Ennis (PTCA), Peggy Bartenstein (PTCA)

School Recognition to Faculty and Staff: Lillie Ransom (Board Member), Suzanne Burdette (Teacher)

Retiree Recognition: Richard C. Stefan, Jr. (Acting Superintendent), Cathy Snyder (Retiree), Lillie Ransom (Board Member), Sheldon Greenberg (Board Member)

Twenty Year Service Awards: Front row: John Henderson, Ruth Howell, Cathy Snyder. Back row: Richard C. Stefan, Jr. (Acting Superintendent), Lillie Ransom (Board Member), Sheldon Greenberg (Board Member)

THE MARYLAND BULLETIN
Five Year Service Awards: Front row: Susan Pochop, Susan Baldi-Fields, Connie Pierro, Richard C. Steffan, Jr. (Acting Superintendent), Joanne Jackson, Robert Berger. Back row: Lillie Ransom (Board Member), Sheldon Greenberg (Board Member)

Ten Year Service Awards: Front row: Elizabeth Rewolinski, Evelyn Anthony. Second row: Theresa Thaler, Joanne Geppert, Joan Miller, John Snedlin, Jody College, Helen Berke. Third row: Karen Russell, Richard C. Steffan, Jr. (Acting Superintendent), Vance Rewolinski, Lillie Ransom (Board Member), Sheldon Greenberg (Board Member)

Fifteen Year Service Awards: Front row: Dean Buck, Marjann Swann, Hazel Rinas, Deanna Hoke, Pat Timm, Judy Panner. Back row: Richard C. Steffan, Jr. (Acting Superintendent), Sheldon Greenberg (Board Member), Lillie Ransom (Board Member)
Laurent Clerc: A Profile

Written by Gilbert Eastman

Friday, March 26, 1993—7:30 p.m.
Saturday, March 27, 1993—(Matinee) 2:00 p.m.

Ely Auditorium

Directors: Bette Hicks and Mark Rust

Maryland School for the Deaf
Frederick, Maryland

Students—$2.00
Adults—$3.00

RESERVATION FORM

Name ____________________________________________
Address __________________________________________
Phone/TDD __________________________________________

TICKETS FOR PERFORMANCE

Friday, March 26 at 7:30 p.m. _______________________
Saturday, March 27 at 2:00 p.m. _______________________

Number of student tickets (under 12 years old): _______ @ $2.00 = $ _______
Number of adult tickets (12 years or older): _______ @ $3.00 = $ _______

Total number of tickets: _______ Total $ _______

1. Checks must accompany reservation.
2. Reservation tickets will be held at the box office.
3. Tickets may be picked up at the box office 30 minutes before the performance.
4. Checks should be made payable to MSD DRAMA CLUB.
5. Send order form and check to:

   MSD DRAMA CLUB
c/o Barbara Kinzie
Maryland School for the Deaf
P.O. Box 250
Frederick, Maryland 21705-0250

THE MARYLAND BULLETIN
The Junior Bulletin

Contributed by MSD students

Frederick Campus

A Trip to the White House

My class and Mrs. Feldman’s class drove to Gaithersburg. We got tickets for the Metro. We rode to Washington to visit the White House. The Metro stopped, we got out, and walked.

Miss Miller stopped and asked all the men at the gate where to go.

One man from the Secret Service told us to come in. He showed us twelve rooms. They were very beautiful. We saw the Library, the East Room, Red Room, Blue Room, Yellow Room, East Wing, Entrance Hall, North Portico, Cross Hall, Rose Garden, State Dining Room, South Portico, and Jacqueline Kennedy’s Garden.

We went to the Marriott Hotel’s Food Court for lunch. We ate sandwiches. I ordered a soda to drink and ice cream for dessert. We walked back to the Metro. We got on the Metro and arrived in Gaithersburg. We got our van and drove to McDonald’s for drinks. We went back to school. It was a great day!

—Marissa Clopper

Our Class Trip

I woke up early. My class and Mrs. Feldman’s class ate breakfast early.

We got the van and drove to Gaithersburg. We got a ticket for the Metro.

We walked to the White House. We went in many rooms. The man can sing to us. He was nice.

We then went to eat lunch in a big hotel. We ate subs and bought soda and ice cream.

We walked back to the train. We got our van in Gaithersburg.

We drove to McDonald’s for a soda, then we went back to MSD.

I had fun.

—Jessica vonGarrel

The White House

We left on December 2 at 7:15 am. to go to the White House. My class and Mrs. Feldman’s class drove to Gaithersburg. We took the train. The train cost $5.15. The train went very fast. We got off the train and walked three blocks to the White House. We saw many rooms, the Red Room, Blue Room and Green Rooms.

We were very hungry. We carried our lunch in our backpacks. We ate at a fancy hotel. We ate subs. We ordered drinks. Some kids bought candy or ice cream. We walked back to the Metro. It felt so good to sit on the train. It stopped a lot. We had good time and learned a lot. We were very tired. We arrived at MSD around 2:45 p.m.

—Jason Coleman

Andrea Feldman’s and Robin Miller’s classes went to the White House. No, they did not meet the former President, George Bush or the incoming William Clinton. Front row: Laura Lohmeyer, Angela Faye Hopwood and Jason Coleman. Back row: Heidi Woodward, Jessica vonGarrel, Kristin Shaulis, Marissa Clopper and Hayley Thayer.

The White House

Mrs. Feldman and my class left school on Wednesday at 7:15 a.m. We got in the van and drove to the Metro station. We got on the train. It took a long time because we had to stop allot!

When we got to Washington, we walked to the White House. When we went in, it was beautiful. We met Charles from the Secret Service. He showed us around the White House. We saw the Kennedy’s garden, it was nice. We saw many rooms. The Blue Room had pictures on the walls. The Red Room had many dishes. They were pretty. We couldn’t see President Bush.

Mrs. Feldman took pictures of us when we were outside. Then, we walked to the Marriott Hotel’s food court. We ate subs and bought sodas.
Our Trip to Ford's Theatre

My reading class read a story called A CHRISTMAS CAROL. We really love that story a lot. My teacher, Nancy Swallow, decided to take us to watch a play called A CHRISTMAS CAROL at Ford's Theatre in Washington, D.C. We went to the play on the evening of December 8th because there were two interpreters there to help deaf people enjoy the play.

I thought the play, A CHRISTMAS CAROL, was very FANTASTIC! It was very CREATIVE in the way the stage looked. The actors were SO GREAT! The interpreters did a GREAT job! They had WONDERFUL expressions and were very skilled in ASL.

I read the book called A CHRISTMAS CAROL in my class. I really liked the book a lot, but I have to admit that I liked the play a lot better. The play was better than the book because the director and the actors put the key scenes on the stage and the acting of the actors. But I was glad that I read the book first then watched the play so I could understand the story better. The play was definitely more exciting than the book.

My favorite part of the play was when Marley the ghost suddenly appeared in the fireplace. He looked so frightening, and there was some loud and scary music that really scared me!!! It was very AWESOME!!!

My favorite character in the play was Scrooge as a young man. The young actor who played that part was so handsome! Also I liked the older Scrooge too because he was such a good actor. He was so funny with his expressions especially during the last scene.

At Ford's Theatre we were also able to see the box seat where Abraham Lincoln was shot. The museum in the basement of Ford's Theatre has the real gun that John Wilkes Booth used to shoot Abraham Lincoln.

I really enjoyed going to Ford's Theatre. I hope I have the chance to go there again to see another interpreted play.

—Allison Tyler
Middle School and High School
Second Quarter Honor Rolls

First Honors Recipients

Second Honors Recipients

Citizenship Recipients

First Honors Recipients

Citizenship Recipients

Second Honors Recipients
Back in November the Kitten reading group in the Elementary Department read a story about Evon, a boy in a wheelchair. His older brother, Linton, helps him out a great deal but Evon does quite a bit of work himself without help. To help empathize with Evon our reading group, the Kittens, each took a turn spending the day in a wheelchair without assistance. Here are their responses to the situation:

My Experience in a Wheelchair

I sat in the wheelchair. I did not like it because my arms really hurt. I could not play outside. I sat alone and no other people played with me. The chair did not agree with me. I would not want it: I do not want to be physically handicapped. I hate it. I would not want it. The wheelchair made me work hard. I could walk. I must stay sitting. The ground was bumpy, too. I do not like it. Period.

—Hei Jin Woodward

When I was in a wheelchair I started to feel different. I pushed the wheelchair myself and it goes a little slow. When I was outside I told one of my friends to push the wheelchair. It was bumpy on the grass. I was watching the kids play but sometimes I played on the cement by myself. It was a little hard to go toward the desk or table because it hits the edge. When I turn around it goes average. It was pretty good but when I got up my arms were stiff. I would rather walk.

—Marissa Clopper

I was in a wheelchair. It was fun, but it takes a lot of energy like having food on the tray. It is nice when someone wants to help you on the wheelchair. Well, it is not nice when people stare at you all the time. I asked my mother how she would feel if I was in a wheelchair. She said it would be the same, but she could change things to be easier if I was in the wheelchair. I asked my dad, he said it would not be funny if I was in a wheelchair. I think it would be alright in time.

—Jessica vonGarrel

I was in a wheelchair two weeks ago. I did not like it because it was broken and boring. It always goes crooked. When I went to get my lunch, I spilled it in the wheelchair, it was taco and milk. Then we went to the gym for recess. I could get up. Then the bell rang, and we went to the classroom. It was hard to get into my desk. Then I went to music class. I could get up to walk on the stairs. I went back to class, and did my job. It was dorm time, so I left the wheelchair in the teacher’s room. The next day I got in it again until reading time, then it was Angela’s turn.

—Laura Lohmeyer

I liked being in a wheelchair. The wheelchair makes me strong. It is fun to be in a wheelchair. I love to be in a wheelchair. I like to be in a wheelchair because it is fun, too. If I see people in a wheelchair I know how they feel. I liked learning about wheelchairs and it is lots of fun. It is neat to be in wheelchair. One thing I do not like about the wheelchair is that I can not play in the gym, outside, or on the grass.

—Angela Faye Hopwood

My best friend’s name is Angela. She was in the wheelchair so I always played with her. We enjoyed playing with each other in the wheelchair. We always laughed. She loves the wheelchair. I pushed her up and down on the side walk at the school on the playground. We enjoyed playing with each other in the wheelchair. We had fun. We always laughed all the time.

—Kristin Shaulis

Columbia Campus

Grab a Student and Read!

During the National Children’s Book Week, everyone was invited to come to the Library of MSD-Columbia Campus the afternoon of Wednesday, November 19 to "grab a student and read" the day away. Secretaries, principal, teacher aides, librarian, assistant principal, teachers, dorm counselors and even the P.E. teacher and P.E. Aide all took the opportunity to read.

—Karen Russell, School Librarian

Richard C. Steffan, Jr. tells the story.

Deanna Hoke explains a story from the book to the students.
Future Direction of Residential Life Program at MSD: Student Development Programs

For the past few months, the Residential Life Team has been gathering to assess the future direction of the Residential Life programs. We identified that the key goal for our students at MSD is to develop self-governance or self-ownership. We recognize that several major programs need to be implemented to achieve that goal. One of these goals is to establish an 'Office of Student Development' to be responsible for:

- Peer Advisor Program
- Peer Tutor Program
- Educational Programs
- Thematic Programs
- Training/Workshops/Seminars
- Master Calendar
- Providing Support to Student Organizations

Peer Advisor Program: The PA Program is designed to develop the leadership and advising skills of a select group of students with outstanding citizenship and leadership records. Every year selected students will receive systematic and formal professional training prior to the school opening. Although students receive no monetary compensation for their service to the school, they will have "hands on" leadership experience.

Peer Tutor Program: The PT Program is designed to assist students during study hour in relation to school subjects. The PT Program will not be limited to High School but will also include Middle and Elementary School students.

Educational Programs: Various educational programs will be offered by the Office of Student Development (OSD) to all levels of students in both academic and non-academic components. The OSD will be responsible for assessing the student needs for the development of programs.

Thematic Programs: The OSD will develop monthly thematic programs in support of a major topic that may be considered significant. For example, in the month of January, we will have 'Black History Month' where various programs such as debates, rap sessions, lectures, video presentations, and group discussions will happen during that month. Other examples of monthly thematic programs are: Deal Heritage Month, National Women's History Week, Drug and Alcohol Awareness Week, Career Development Month, Cultural Awareness Month, Holiday Spirit Month, Health and Fitness Month, and Building Good Relationships to name a few.

Training/Workshops/Seminars: The OSD will provide training, workshops, and seminars to any special interest group seeking to develop a specific area of skills. For example, this office can arrange a training program for several student organizations who want to develop knowledge in Parliamentary Procedure.

Master Calendar: A coordinated Master Calendar will be developed by this OSD. At the end of the school year, a Master Calendar will be published and distributed to parents and community. The Master Calendar will include information such as Code of Conduct and Inclement Weather procedures.

Provide Support to Student Organizations: The OSD will provide any support that the student organizations ask for. We will advise, train, mentor, etc., throughout the year.

Several other important programs that will be established are as follows:

Oriole's Nest: A recreation center with a hot and cold concession stand, wide-screen television, stereo system, video games, board games, and restaurant tables/chairs will be set up. A student-run management program will be set up, too. The revenues from the concession will support many programs within the school.

Tutorial Center: The tutorial center will be set up with graduate assistants working as tutors. The students can either walk in for assistance or be referred by the teachers.

Judicial Board: Students will serve as "judges" along with staff and administrators in a student court where the jury determines the developmental consequences of a student who violates the school rules.

Roommates Selection Procedures: Students will have an opportunity to select their own roommates and room in the dormitory where they live. The criteria will be developed to determine who picks first.

Student Organizations' Offices: Each student organization will have its own office where the officers can conduct their regular meetings and networking with each other more effectively.

The intention of these programs is to encourage students to exercise self-governance and to provide 24-hours of educational opportunities and experiential activities. The philosophy of "holistic development" in this environment will enable students to receive education on a continuous basis beyond class hours.

The Student Development concept is emerging as the approach for non-academic programs at schools for the deaf that also have residential life programs throughout the USA. More and
more, the schools include Student Development programs as part of the school's curriculum because of the evidence of its success by other schools. MSD certainly wants to max-

dimally serve our students and prepare them for the challenge of a rapidly changing society when they graduate from here.

Columbia Campus

We hated to see them go but we wish them good luck in their new surroundings. Many of the dorm students and staff went to Frederick Campus twice, on January 7th and January 28th to inte-

ract with Frederick students and to watch a basketball game between two deal schools. Frederick played against Ohio School for the Deal on January 7th and played against West Virginia School for the Deal on January 28th. Our dorm students were thrilled to see

our team, MSD win on those nights and were also glad to see many old friends there, especially those who used to be Columbia students. We are so proud to see so many basketball players who used to be Columbia students.

Decorations by Santa's elves

SANTA CLAUS AND HIS EIGHT ELVES

Kneeling: Susan Pochop, Millie Russo, Cindy Gilmore. Standing: Santa Danny Rinam, Matt Welch, Debbie Stout, Betty Rewalinski, Helen Berke, Molly McWee

Christmas Open House

The dorm staff held its second annual Christmas Open House on December 8th. It was a huge success because every dorm staff contributed a lot of their time and hard work in planning this event. Everyone seemed to have a good time. Christmas vacation couldn't come at a better time for all of us.

We have lost two dorm students since school opened in August. Tarn Hopkins was transferred to the Freder-

ick Campus in November. Tim Sample moved to Atlanta, Georgia in January.

Staff members having a good time.

THE MARYLAND BULLETIN
Cross Country
The Oriole Cross Country team had a very good year. The team worked very hard raising enough money to send nine runners to the DAFUS Cross Country Championships held at the California School for the Deaf in Fremont, California.

The three girls who made the trip were Annette Burrell, Julie Bourne, and Melissa Jarboe, placed first in the National Championship meet. The boys team made up of Damon Sparrow, Michael Halschak, Stephen Semler, Mark Muir, Haran Wright and Dennis Dean, placed third. It was a good effort put forth by all members of the team, as the Bay Area was hit with ninety degree temperatures. Needless to say our runners were not used to running in such high temperatures that late in the season.

Word has been received from the Silent News that Annette Burrell, Mark Muir and Julie Bourne were named First Team All-American Cross Country Runners. Damon Sparrow, Haran Wright and Dennis Dean were named as Second Team All-American runners. Annette Burrell was given additional honors by being named the Harrier of the Year. The girls Cross Country team was named National Champion.

MSD’s 1992 Football Season
This year appeared to be the year that the Orioles would have a good team. Having graduated only two seniors, the team was looking forward to having a good year. However, things never seemed to come together all year long. What appeared to be a 7-1 or a 6-2 season, ended with three wins, four losses and one tie.

Four of our games were played in the rain on very wet fields which took away a lot of our team speed. Several distractions during the season also hurt the teams concentration.

Looking forward to next season the Orioles are looking toward a rebuilding year. Likewise, the team will be very young.

On a positive note, Steve Brzozowski was named Deal All-American, while Devin Gibson was named as an Honorable Mention.

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<th>Team</th>
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(* Overtime)

The Wonderful Year
The MSD Girls’ Volleyball Team had a very wonderful year. We started out with a volleyball camp in the hot August summer days. All the hard work and drills really helped us improve extremely this year.

1993 E.S.D.A.A.
Volleyball Champs
Kneeling: Melissa Herzig, Taniesha Lightfoot, Julie Perry Back row: Assistant Coach Ray Lehmann, Nicole Jackson, Hope Skelley, Elizabeth Jachon, Hayley Evans, Coach Lorraine Stoltz
We played in four weekend tournaments and 21 games. We captured the ESDDA Championship and we won all the way defeating five schools. We surprised many people because we brought only seven players, "SEVEN ACES", to ESDDA due to low grades and illness. The team showed their desire and determination to play to win.

The highlights of ESDDA were: four of our girls, Melissa Herzog, Tanesha Lightfoot, Nicole Jackson, and Hope Skelley were selected as ESDDA All Tournament Team. Hope Skelley made 43 service points during the whole ESDDA weekend, and the other schools were impressed with our team's skills and performances on the floor.

Our players' skills, plays, and quick movements were enjoyed by everyone throughout the season. The popular word afterwards was fans, parents, and visitors was: "WOW". We always had a full house at all of our home games. We played against several experienced and larger hearing schools and gained powerful experience by the challenge. Opponent coaches from several hearing schools admitted that we have really improved quickly and look forward to challenging us next year.

We will miss our Senior players: Melissa Herzog, Tanesha Lightfoot, and Julie Perry. They were with us for three years. Melissa Herzog and Tanesha Lightfoot were selected as 1992 Deal All-American volleyball player. Nicole Jackson was selected as Honorable Mention player. We look forward to another exciting season next year.

—Lorraine Stofitz, Coach

Volleyball Results & Records
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1991 — Won 13, Lost 17
1992 — Won 13, Lost 18

Regular Games 6-10
Thomas Johnson 0-3
St. Johns 3-0
Highland View Academy 1-3
Hancock 1-3
Neasport Prep 3-1
Virginia S.D. 3-0
Highland View Academy 0-3
Walkersville 3-1
East N.C.S.D. 3-2
Mercersburg Academy 2-3
St. Maria Goretti 0-3
Grace Academy 1-3
St. Maria Goretti 0-3
Midletown 1-3
Hancock 0-3
St. Johns 1-5

Tournament Games 7-8
St. Maria Goretti Invitational Tournament (4 Schools) — 1-2
MSSO Invitational Tournament (3 Pools) (3 Schools) — 1-4
Mercersburg Invitational Tournament (7 Schools) — 0-2
ESDDA (5 Schools) Champions — 5-0

Records & Scores vs. Schools for the Deal — 7-0
VSD — 15, 15, 17-15
St. Mary's — 15, 15-15, 15-15
Lexington — 15, 16, 15-7
NYSD — 15, 15, 15-15
American — 15, 17, 15-4
Championship Game vs. ASD — 15 — 10, 15-4

All-Tournament Players
Melissa Herzog (Sr) Third straight All Tournament Player for ESDDA, selected as Honorable Mention for Deal All American. Played all 31 matches, made 212 beautiful returns from opponents' serving lines or serves; 25 aces and 122 service points; made 148 blocks, 106 kills and 124 nice shots out of 365 attempts, 50 saves; great middle blocker and blocker and defense receiver; selected at first team All Star in Frederick County.

Tanesha Lightfoot (Sr) Second All Tournament Player for ESDDA; key player on the team with her setting skills; great contact with Melissa Herzog and Nicole Jackson for sets; made 27 assists to hitters for kills; made 136 service points; made 32 kills and 13 good ones out of 66 attempts, selected as Second Team All Star in Frederick County.

Nicole Jackson (Jr) One of All Tournament Players for ESDDA; Strengths in serves and serves, made 162 service attempts, 126 kills and 15 good ones out of 325 attempts; 25 saves; and 17 nice receives from opponents' serves and hits; selected as Honorable Mention All Star in Frederick County.

News from MD Relay Service
Michael Baer
Account Manager
Sprint

This is the first of a series of articles in The Maryland Bulletin in an attempt to keep you informed on the progress of your service. Various topics will include the roll volumes to date, community relations activities, service enhancements, technical related issues, and scope of service. Also, I probably would like to see the Q & A columns to be on a regular feature basis (monthly). I believe that the Q & A columns would bring a better understanding of your relay service since we serve a diversified population of relay users e.g. deal, hard of hearing, speech-impaired, senior citizen, and hearing which often have their idiosyncrasies on how the service should be designed. By sharing these views, it would be beneficial to other relay users to understand how or why any service policies or procedures are being established. Moreover, the service is still only two years old, and we do foresee any enhancements or changes would occur while the service continues to accelerate each month. Topics would be categorized in headers with several paragraphs.

Service Philosophy.
The basic philosophy of Sprint's Telecommunications Relay Service (TRS) product is TOTAL CUSTOMER CONTROL of their relay calls. During the training with near Communication Assistants (CAs), we emphasized the importance of their detachment and transparency of all relay calls. We also emphasized the core of ethics that CAs are not to be involved in or interfere any opinions during the calls. The CAs simply are here as your "ears" to type everything they hear, and to speak everything they read from your TT messages. We also look into the FCC's concept of "functionally equivalent" that TT relay services have every opportunity to be notified in the telephone conversation of background noises. Yes, we do set some service procedures such as
announcing the service, explaining the service, and answering some questions to ensure the smooth facilitation of relay calls for both parties. We believe that such procedures would be eliminated in near future once the awareness and understanding of relay service becomes widely known in the American population.

**Call Volumes**

<table>
<thead>
<tr>
<th>Inbound</th>
<th>Outbound</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1991</td>
<td>33,768</td>
</tr>
<tr>
<td>January 1992</td>
<td>47,069</td>
</tr>
<tr>
<td>February 1992</td>
<td>49,463</td>
</tr>
<tr>
<td>March 1992</td>
<td>58,443</td>
</tr>
<tr>
<td>April 1992</td>
<td>61,600</td>
</tr>
<tr>
<td>May 1992</td>
<td>62,200</td>
</tr>
<tr>
<td>June 1992</td>
<td>65,725</td>
</tr>
<tr>
<td>July 1992</td>
<td>66,150</td>
</tr>
<tr>
<td>Aug 1992</td>
<td>69,105</td>
</tr>
<tr>
<td>Sept 1992</td>
<td>69,352</td>
</tr>
<tr>
<td>Oct 1992</td>
<td>73,536</td>
</tr>
</tbody>
</table>

For the inbound calls, the average percentage that is initiated by TT users is 78%, 20% by voice users and 2% by ASCII (text-computer moderna) users.

**International Calls**

Beginning September 1, 1992, MD Relay Service will accept the incoming international calls from anywhere in the world. We served outgoing calls from April 1, 1992 to September 1, 1992. Since the toll-free 800 number can not be accessed to the MD Relay Center from a foreign destination, the MD Relay telephone number will be: 1 (410) 486-9063 TTY

Please call operator to receive a USA country code that is to be dialed before 1 toll calling options for both, incoming or outgoing calls. The additional options are: third-party, and 10 digit number.

Also, we would provide dial, EC card, MwTrumcard, or Sprint's FONcard. Collect calls will only be accepted for incoming calls to a Maryland number.

**MDRS to MD Relay**

Upon discretion of TAM Advisory Board, the service agreement was changed from MDRS to MD RELAY on July 24, 1992. It was a general feeling in the community the MD RELAY is more relevant term to the original Maryland Relay Service. The acronym, MRS or MDRS often is confusing to the new relay users or general public. Also, the term would be more consistent with the publicity materials, and such a convenience when signing or fingerprinting.

**New Voice Carry Over (VCO) Product Branding**

In order to reach our potential hard-of-hearing relay users who have little experience using TT, or who is not comfortable with typing, an enhanced VCO feature was released in the July 1992 version. This new feature now enables our ANI database to label these telephone numbers as the possible VCO callers. The system gives CAs advance notification, and gives the VCO caller option to speak or type their messages after the greeting. The greeting for VCO callers is:

```
HELLO. MD RELAY CA XXX. VCO TYPE OR VOICE GA
```

*As of 12/92*

This gives the VCO caller the option to speak or type their messages to CAs without option at all. It also means that VCO callers do not need to type "go ahead (GA)"**, but they just need to speak "go ahead" and place the headset back on the TT.

For VCO users, please remember these two important tips:

1. Do not pick up the headset until you read GA on your TT. CAs often tell me that VCO users pick up the headset too early and the CA did not have the opportunity to press the key for voice through to hearing party. CAs press the key after they typed "GA" to TT caller.
2. VCO call does not work in an ASCII mode. It is technical incompatibility due to the fact that ASCII produces a tone, called carrier, that is very sensitive to any other noises coming through on the line. Once the ASCII carrier recognises a strange noise e.g. human voice, it hangs up and resets. It is the industry standard issue that needed to resolved among TT and modern manufacturers.

**September Software Release**

On a quarterly basis, we release a newer software version that would include some minor changes in the phrases, or new procedural steps. For this September, the changes are:

**Gender Identification**

Marylanders would enjoy the benefit to know which CA gender would be handling the call. The greeting will be:

```
MD RELAY CA XXXX GA
```

And, as always, you have the privacy to inquire for the preferred gender to handle your call. Give us a few seconds or minutes for the CAs to switch positions.

**Relay Number Left in Answering Machines**

MD RELAY will no longer leave the relay number on voice or TT answering machines. This is to reduce the confusion of the person receiving the messages. It is at your discretion whether to have the relay number left on the answering machine.

As the service continues to grow with enhancements and call volumes, we intend to continue fine-tuning the service that would best meet the needs of customers—YOU. It is you who are the experts of this relay service, therefore we rely on the input from the TAM advisory Board, customer contact council, and YOU before we would implement such a procedural change or an enhancement to your relay service.

And, I'd like to see if the Q & A session would be feasible for the upcoming issues. For now, I'll see if we receive ample questions in mail or telephone calls that would be worthy of a Q & A column in your Bulletin.

Call or write:

Sprint Maryland Relay Service
6000 Metro Drive
Baltimore, MD 21215
(410) 764-5800 (v) (410) 764-5899 (fax)
(410) 764-5862 (TTY)
1 800-377-1220 (TTY)
Hello Readers:

I am pleased to welcome you to the Alumni Section of The Maryland Bulletin. As you know, The Maryland School for the Deaf has been around for many years and its' family continues to expand. For those who were once a part of MSD's heritage, we often wonder what becomes of each student as they leave to be on their own. They are considered the Alumni of MSD. To make the Alumni Section a very interesting page, I will need to rely on you, as Alumni or friends to share us with news pertaining to the Alumni or the Community of MSD. You may want to announce any kind of achievements such as, marriage, births, educational status, sporting events, etc. We also would like to take the time to show our sympathy to the loss of one who was once a part of our heritage.

Please feel free to send your new articles to the address stated above at the right of my photo. We always try to find ways that will enhance the quality of this schoolwide magazine for all types of readers. Again, the staff of The Maryland Bulletin would like to send our warmest thanks to you and all. We look forward to hearing from you and you be on the lookout for a successful Alumni section of The Maryland Bulletin.

The Maryland School for the Deaf, Frederick and Columbia Campuses have hired several new employees to assist in special areas. These employees are currently MSD alumni:

Matthew Anthony — Ex-MSD student from 1974 to 1985, graduated from MUSD. Now is a special teacher aide, works one-on-one with a student at Columbia Campus.

Conrad vonGarrel — Graduated from MSD in 1982. He is the Coach for Boys Jr. Varsity Basketball and A's Coach for the Boys Varsity Basketball teams.

Chris vonGarrel — Graduated from MSD in 1984. He assists the Boys Wrestling team with the current coach. Chris is known to be an All-Star wrestler.

We are glad to have them back on campus to share us their knowledge and skills and to work with the students of MSD.

Sincerely yours,
Deborah F. Stout

New Officers and Highlights

Hello! Welcome to the Alumni section. I would like to welcome the time to introduce you to the 1992-1996 Maryland School for the Deaf, Alumni Association officers:

President: Wilbur Wright
Vice President: Michelle Kelley
Secretary: Deborah Stout
Treasurer: Donna Vogeler
Publicity Director: David Martin
1st Director: Zeaphene Meadows
2nd Director: Barry Jones
3rd Director: John Mason

We had our 25th Quadrennial Reunion last June at Frederick. The turnout was great. The oldest Alumni, Abe Stern, in his 90's came from Michigan to join the celebration.

In order to continue the celebration throughout the year, an event will take place every month at Frederick Campus.

Many alumni attended the football Homecoming last October. Despite of the defeat by Eastern North Carolina School for the Deaf, it certainly was a good gathering together, meeting old and new friends, students and staff.

On December 8, Tuesday, the Columbia Campus Dormitory staff and students put together a real heart-warming Second Annual Holiday Open House at the Baker Building from 2 p.m. - 4 p.m. This year's theme was "Holidays Around MSD". A part of this celebration was to reminisce the Holidays we've shared with MSD since it opened the doors in 1973. We still have some staff employed with us since day one. This Holiday Open House was be truly a spirited one.

The Bilingual-Bicultural Committee has been established and has its meetings twice monthly, alternating campuses. Our goal is to involve all four constituencies — parents, students, staff and Deaf Community in this process. We appreciate the alumni's participation. For more information, please contact either Marsha Flowers at Frederick Campus or Michelle Allstork at Columbia Campus.

Marriages . . .

Michael Baer and Marcia M. Wolfangle were united in marriage on June 27 at St. Joseph's Catholic Church in Golden, Colo. The wedding was held the Saturday preceding the NAD convention, and the couple was delighted to have their eastern and international friends in attendance. The newlyweds honeymooned in the Greek Islands for two weeks. Currently, Mike is the account manager for Sprint Maryland Relay Service, while Marcia continues her studies at Gallaudet and expects to receive her degree in May 1993.

—Gallaudet Alumni Newsletter

Roger Kraft ($5) recently moved to Wisconsin to begin work as Customer Service Manager with the Wisconsin
Telecommunications Relay System, operated jointly by MCI Telecommuni-
cations and Society's Assets, Inc., a non-profit organization.

Roger will be continuing his Master's coursework at the University of
Wisconsin-Whitewater and expects to
get an MS in Administration and
 Supervision from Gallaudet University
in August '93. He also got his Bachelor's
 in Business Administration from Gal-
laudet in 1990.

Kraft also got married on January 2,
1993 to Christine Mulra of Wheaton,
They spent their honeymoon skiing
the slopes of Whistler and Blackcomb
mountains, north of Vancouver, British
Columbia.

The couple will be residing some-
where between Madison and Milwau-
kee after their marriage.

In Memoriam . . .

We were saddened to learn of the
death of Frances C. Friend on
October 25, 1992. She was born in
Clearfield, Pennsylvania on August 18,
1913 and was a daughter of the late
John L. and Clara A. Carlson Johnson.
For many years she was a dormitory
counselor at the Maryland School for
the Deaf. We send our sympathy to her
three children, Carol J. Rosenmundo,
Russell D. Storof, Virginia and Rich-
ard C. Friend of Frederick, Mary-
land, also her eight grandchildren and
tree great grandchildren.

Sidney Rozelle McCullough, age 90 of
Ft. Lauderdale, Florida passed away on
Sunday, December 27, 1992 at a hospi-
tal in Ft. Lauderdale due to pneumonia
and congestive heart failure. He is sur-
ived by his wife, Carmen McCullough and
daughter, Maureen Lopez of Mount
Dora, Florida. The body was cremated
and buried slated for Little Rock, Arkan-
sas in his wife's family burial plot. He is
also survived by a nephew, Richard
Lloyd of Baltimore, Maryland.

S. Rozelle McCullough was born in Balti-
more on November 17, 1902. His grand
father, James Sullivan Wells of Brook-
lyn, N.Y., taught at the Texas School
for the Deaf and was also a Layman of the
All Angels Mission of the Deaf.
Rozelle graduated from the MSD in
Frederick in June of 1922. He attended
Gallaudet College/University for three
years as a member of the class of E-28.
He worked at the Baltimore News-
American as a floor man compositor for
45 years service there. He was a well-
known leader in the deaf community
in Baltimore, a devoted Episcopal Church
parishioner and also was an energetic
N.F.S.D. member of Division No. 47 in
Baltimore. He was a charter member of the
Kaufman Endowment Fund within the
Division #47, N.F.S.D. He was also the
national chairperson of a National
Association of the Deaf Convention
which was held in Washington, D.C.
That chairmanship was a distinct honor
for him with the great responsibility he

In 1954, Supr. Ignatiu Bjorlee invited
Rozelle as the first Alumni representa-
tive to sit-in on the Maryland School for
the Deaf's Board of Visitors meetings.
Rozelle gave valuable and dedi-
cated service to the Board of Visitors as
well as serving the Alumni Association
many years in various official capaci-
ties. The Alumni Association has grown
strong and viable due to Roz's dedi-
cated services and wise counsel. In
July 1989 when Gallaudet University had its
Centennial Reunion, Rozelle, even at the
age of 86, went and took part in its
parade. A picture of this event was pub-
lished in one of Gallaudet's Newslet-
ters. During his retirement years living
in Ft. Lauderdale, he was a devoted
member of St. Marks Episcopal Church
there. His memorial service was held
there on January 16, 1993 with a nice
sized crowd paying their respects to this
fine gentleman and his bereaved
family. His eulogy was presented by
Joseph F. Dyer and also his wife, Car-
men. It was a beautiful and moving
service.

We are sure that his large number of
friends nationwide will miss this ever-
so pleasant, smiling gentleman and
remember his many contributions to
the causes of the K.F.S.D. the N.A.D.

Adopt A Highway Sign The Free State Chapter of Gallaudet
University Alumni Association located in
Frederick recently formed a SWAT
(Stop Waste And Trash) team with the
state of Maryland in order to "adopt a
highway." The purpose of the adoption
is to keep a designated section of high-
way clear of litter which will be done
twice a year for a period of two years.
The "Adopt-A-Highway" sign with the chapter's name "Gallaudet
University Alumni/Frederick" is being
posted on the designated highway.
The first "pioneers" in the clean-up
program were Colette Hatfield, Marcia
Millard, Robert Padden, Janie Pearson,
Gasco, Rick Schoenberg, Martin
Teltzer and Marc Wait.

Mary Anne Pugin, executive secre-
ty of Guia at Gallaudet University,
mentioned that the Free State Chapter
might be the first GUAA chapter to
ever adopt a highway.

Contributed by
Mark A. Wait

DECEMBER 1992 JANUARY 1993

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1993

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Maryland School for the Deaf
101 Clarke Place, P.O. Box 250
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