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ON THE COVER
Van Brewer and son Shane, age 19 months, share their love for children literature at the Frederick Campus Family Education Center.

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Questions regarding this policy in terms of employment may be directed to Eva Souza, Director of Personnel (301) 628-8233. Questions regarding the school program may be directed to Dr. Dinahah Clark, Director of Pupil Personnel Services (301) 628-8256. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705.
The Evolution of ASL

Lori J. Dunn

According to Webster's New World Dictionary, American Sign Language (ASL) is "a language, consisting of manual sign and gestures, used as by the deaf in North America." Baker and Cokely (1980) describe ASL as a "visual-gestural language created by Deaf people" (p.47). The notion of gestures being presented in a syntactic or rule-governed manner for the purpose of conveying meaning, thereby creating a language, has not always been universally accepted. During the late 1800s, Guglielmo Terrz, head of the Provincial School for the Poor in Milan, Italy said, "it is an absolute necessity to prohibit that language (gesture) and to replace it with living speech, the only instrument of human thought" (Lane, 1984, p. 391). What happened between the Milan Conference in 1880 and now to change people's perception and understanding of ASL? Where did ASL come from? Why is ASL important to deaf children? This article will address these questions.

When people immigrated to North America from Europe during the late 1700s and early 1800s, they naturally brought their native language with them. This was true for both hearing and deaf people. Therefore, a deaf person from Spain would have brought Spanish sign language; another from England would have brought British sign language, and so on. For a period of time, these people, like their hearing counterparts, retained their native language and used that language in their everyday lives. Deaf children born to hearing parents most likely created their own signs, home signs, in order to communicate with their families (Baker and Cokely, 1980). Because settlements were isolated and located far apart from one another, there was no "mingling" of the various languages used in the new states and territories because there was no way for the people to get together.

In 1817, the first school for the deaf was opened in Hartford, Connecticut. This school, originally named the Institution for Deaf-Mutes and later renamed the American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb, is now known as the American School for the Deaf. It was established by Thomas Gallaudet and Laurent Clerc, the first bilingual-bicultural team of professionals dedicated to the education and advancement of deaf children. Gallaudet, in search of an effective instructional

**Historical Sources of Modern ASL**


*Permission granted by Dennis Cokely to reprint for The Maryland Bulletin 5/17/94*

APRIL-MAY 1984
Method for teaching deaf children, went to Britain on behalf of Dr. Mason Cogswell and other townpeople in Hartford who wanted to be able to educate Alice Cogswell, the doctor's daughter, and an estimated 80 deaf people then residing in Connecticut.

Not wanting to share their secrets for free, the schools in Britain refused to train Gallaudet. While in England, Gallaudet met the Abbé Sicard who headed the National Institute for Deaf-Mutes in Paris, the world's first free public school for deaf children. Sicard agreed to teach Gallaudet French Sign Language and the methods the school used in their instruction. One of the other men who was training to become a teacher was an alumnus of the National Institute, Laurent Clerc. When Gallaudet was ready to return to the United States, he convinced Clerc that he needed his help as a native signer and educated deaf adult to establish a school. Clerc agreed, and together the two men returned to the U.S. to establish the school.

Together the two men taught their students using both French Sign Language (LSF - Langue Signe des Français) and printed English. New signs were also created during these beginning years at ASD. The combination of LSF and the signs that were used by deaf people prior to the establishment of ASD created what is called Old American Sign Language (Baker and Cokely, 1980). Linguists have been able to find a definite relationship between modern ASL and LSF through their research of similar and dissimilar signs of the two languages. Baker and Cokely (1980) cite research that approximately 60% of the signs used in LSF and ASL are similar. The other 40% of signs in ASL apparently evolved from the various signed languages used in American prior to 1817.

The opening of the American School for the Deaf (ASD), therefore, was the catalyst for a process that facilitated more deaf schools opening throughout the United States and spread American Sign Language and Deaf culture. As a result of the school, deaf people had a place to gather as a community—a place to share ideas, stories, and experiences. The community shared a common language; ASL, and used this language to express itself. Alumni of Clerc's forty plus years of teaching at ASD became teachers and administrators themselves and helped establish schools in New York, Pennsylvania, Kentucky, and Ohio. In order for members of the Deaf community to remain in contact and share information with one another, Deaf organizations and publications were established. Thus, Deaf culture and the language used within that culture thrived during the late 1800s.

Another product of this period was the establishment in 1884 of what is now known as Gallaudet University, the only liberal arts college in the world for Deaf people.

This evolution and surge of Deaf culture and ASL was not without its adversaries; the most noted of these was perhaps Alexander Graham Bell. Bell felt that the propagation of deafness was due to deaf people marrying each other and that this socialization was encouraged by the then current education system (residential schools). Therefore, Bell believed "intermarriages" should be forbidden. This idea created much debate during the 1890s. Combined with some educators' advocacy for a more oral approach to educating deaf children, a separation between the "oralists" and the "manualists" began.

This separation was intensified by a resolution made at the International Congress on Education of the Deaf held in September, 1880, in Milan, Italy. In this resolution, the majority of the members at the meeting voted to outlaw the use of sign language in deaf education.

### Significant Dates in the History of American Sign Language and Deaf Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tr>
<td>1817</td>
<td>American School for the Deaf established</td>
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<td>1864</td>
<td>Gallaudet University established</td>
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<td>1880</td>
<td>Milan Conference—Use of sign language outlawed in classrooms</td>
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<td>1876</td>
<td>Total Communication defined</td>
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<td>1993</td>
<td>Maryland School for the Deaf Adopts Bilingual Education Policy</td>
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tion. Instead, a pure oral approach was advocated. A total of 164 delegates attended this meeting; one delegate was deaf. The five American delegates, including Edward Miner Gallaudet (Thomas Gallaudet’s son), were the only delegates who voted against the resolution.

The effect of the Milan resolution was that oralism spread through Europe as the philosophy guiding instruction. In the United States, more and more oral programs began. Those educators who did not prefer either strict oralism or strict manualism used a combined method using both speech and signs. This combined method was the precursor to the total communication philosophy used in Deaf education. At the Maryland School for the Deaf (MSD), use of Total Communication became widespread beginning in the late 1960s. Total Communication was defined by Margaret Kent, a former principal at MSD, as including “the full spectrum of language modes: child-devised gestures, formal sign language, speech, speech-reading, fingerspelling, reading, and writing” (Gannon, 1981, p. 369). A meeting in 1976 of the Conference of Executives of American Schools for the Deaf (now Conference of Education Administrators Serving the Deaf) developed their definition of Total Communication: “a philosophy requiring the incorporation of appropriate aural, manual, and oral modes of communication in order to insure effective communication with and among hearing impaired persons” (ibid). The supporters of Total Communication allowed the use of ASL in the classroom—by students and teachers—while maintaining the speech-related aspects of a more oral approach (e.g., speechreading, speech therapy).

The key word used in both of the prior definitions of Total Communication is the word “philosophy.” Within the framework of this philosophy educators used a variety of teaching methods or strategies in order to communicate lessons to their students. Among these modes of communication were and still remain agent English systems and a pidgin of spoken English and American Sign Language called PSE (Pidgin Sign English). These methods are signed systems versus a language such as American Sign Language.

The controversy related to the question “What is the best way to teach English to a non-native English user?” is not only related to the education of Deaf children. Bilingual education laws were passed in the 1970s in order to insure that minority culture students who were non-English users received quality education in their native language (Lao v. San Francisco Board of Education). That language was, and still is, used to each English. Hence, the commencement of Teaching English as a Second Language programs. As stated in Education and Deafness (Paul, 1990) the case of ASL-English (English as a Second Language) can be argued from two general perspectives: (1) linguistic and cultural considerations and; (2) the effectiveness of current methods and programs” (p. 141). From the history of ASL, we know that it is indeed a language that is integral to Deaf culture. We also know that oral and total communication philosophies and associated methodologies have not been widely successful in their teaching of English literacy skills (Paul, 1990; Lane, 1993; Dolink, 1993). Because deaf students have specific strategies for learning and applying ASL, they should therefore be able to apply those same strategies to learning a second language (Paul, 1990). “Like members of other minority-language groups, these students should be considered linguistically different, not linguistically deficient” (p. 142).

Classrooms should be a place for learning and growing and sharing ideas. Children do this by sharing a common language in an accessible environment. Children need positive role models that reflect their culture. Just as minority culture hearing students need to see minority culture hearing adults as models, so too, do Deaf students need to see successful Deaf adults in order to enhance their feeling of inner pride and self-esteem. By using American Sign Language as the language of instruction children learn the history of a Bicultural philosophical, Deaf children are enabled to grow and flourish into healthy Deaf adults, members of both the Deaf community and the hearing community. They will have a choice as to the culture in which they want to participate and the times and situations attracting their participation.

As with any history lesson, it is important for all of us, Deaf and hearing, parents and professionals, to remind ourselves of the history of American Sign Language. Within that history is the history of Deaf culture and the history of Deaf education. History has proven that ASL is a natural language and that ASL is not a hindrance to a deaf child’s ability to learn spoken or printed English. Rather, ASL aids in the instruction of a second language. History has also shown that ASL is accessible to all Deaf children, regardless of their hearing loss. Thirty, history has shown the power and empowerment that can happen when hearing and Deaf people work together. It is when we study and reflect on our shared history that we can learn from our mistakes, glean the positive, effective experiences and applying them as we look toward the vision of the future.

Read More About It...

Interested in reading more about Deaf culture and American Sign Language? Suggested readings include Jack Gannon's Deaf Heritage and Harlan Lane’s When the Mind Heals.

REFERENCES


APRIL-MAY 1994 3
T’is 4:00 in the morning, the temperature is below 20 degrees, six inches of newly fallen snow is covering the ground and in the distance you can see and hear the rumbling of a backhoe and shovels. MSD’s grounds crew is feverishly clearing the sidewalks and parking lots to insure the students’ and staff safety as they report at 8:00 a.m.

Although the snow continues for 12 more hours, the skeleton crew never stops. They persevere through the excruciating cold to continue the snow removal through the worst winter in many years.

All traffic has come to a standstill and yet the dietary staff find a way to make it in to meet the needs of MSD’s students. Many times the Security Department takes a 4x4 vehicle to pick them up at home to make sure that service is provided.

Service is the department’s mission and that is exactly what you see with everyone in support services. Who are they? They are the Dietary, Security, Maintenance, Physical Plant, Grounds, Central Steakroom and Support Services Administration staff—close to 70 people on both Columbia and Frederick campuses.

With the many visitors that come and go to learn about the programs for students, never a day goes by when someone does not comment on the beautiful campuses, whether it is the stunning contemporary architecture of the Columbia campus or the fine traditional architecture and ornate grounds of the Frederick Campus. If visitors have an opportunity to dine with the students, they never fail to comment on the wide variety and satisfying foods available at both Columbia and Frederick.

The positive comments are the result of many dedicated support service staff with hundreds of years combined experience putting the students and staff first on a daily basis. While it would be impossible to highlight each person within the support services within limited space, taking a look at a few people will be helpful to better understanding. The support services and the people behind the scenes who make things happen.

It’s 4:30 a.m. in the morning and in comes Bob Handley, a Stationary Engineer in Frederick. He will make sure that when the students wake in the morning they will have heat and hot water and that the dietary department will have steam for cooking breakfast for the students. He then makes his rounds to each building on campus ensuring that all is running smoothly.

Shortly after this, Maurice Jackson, Food Service Supervisor at Frederick, reports for duty. Upon opening the dietary department, he immediately begins...
to prepare breakfast for more than 200 students. He goes about his work quietly and with the skill of more than 30 years in food service.

At Columbia, Marnie Bryant, Cook, reports in before sunrise and busily begins to prepare the morning meal. A sleepy elementary student is greeted that morning not only a nice breakfast but with a big warm smile, to start his day off on a positive note.

A group of students on the Frederick Campus comes to the office to pick up three vans to go to Florida at 6:00 a.m. in the morning. Their sponsor asks if the vans are ready for the long trip. Bobby Spence, Senior Maintenance Mechanic, worked late that day before to make sure the vans were in topnotch working order, fueled and ready to go. The school’s vehicles receive much more care and attention than most privately owned vehicles to insure everyone’s safety.

Early on a Monday morning, Betty Goines, Laundry Supervisor, is greeted with an enormous pile of laundry from Columbia and Frederick. She immediately begins to put her knowledge and experience of almost 30 years to service. She knows exactly what it will take to make sure the students are not without the needed linens which are soon delivered as white as snow, with any mending done.

Peter Ridgley at Columbia Campus readsies a mower for the long mowing season.

It’s 8:00 a.m., Columbia time, and the call comes in that the Health Center needs to have an item delivered. Pete Ridgley, Maintenance Mechanic, swings into action. After returning to school, Pete then speedily completes the school’s mail run, finds time to tune-up a tractor for mowing, does an oil change for a van and helps out with some light housekeeping. All this is done in a routine manner with a smile and calm assurance that everything is under control. There is an ESDAA tournament at Frederick on Saturday but down the hallway you will find Ricky Roseneel, a 1977 graduate of MSD and a Service Worker Chief, steadily cleaning away, Ricky will routinely volunteer for weekend assignments or special events to ensure that cleanliness and MSD pride will be maintained throughout.

Early on a Monday morning, a call is received that the elementary building does not have any lights in one of the classrooms. Dave Jones, Electrician at Frederick, swings into action, with his tool pouch over his shoulder, he swiftly takes care of the problem and class can resume. After completing this task, his full day is focused on putting in new phone lines for staff to change the lighting pattern in the Osides Nest.

Frank Rolon, Maintenance Chief at Columbia Campus diligently makes repairs to the Baker Building.

Bob Berger, Senior Maintenance Mechanic with Columbia, can be seen anywhere on campus doing just about anything imaginable when it comes to repairs. He can be found on the roof repairing part of the air conditioning system due to the relentless winter, crawling around the crawl space in the ceiling looking for that new leak in the Main Building.

Larry Johnson, a 1972 graduate of MSD and a Maintenance Mechanic, starts his day driving around the Frederick Campus to gather linens before most people are even thinking about getting up for work. Soon after this, Larry can

Bertha Moore and Agnes Huffer at Frederick Campus are shown pressing sheets in the commercial laundry department.
be seen working on the many tractors for mowing to delivering the mail. One thing for sure is that you will always be greeted with a smile from Larry and he will consistently ask if there is anything he can do to help.

Late on a cold and rainy Saturday night, the Girl Scouts at Frederick return from their trip, thankfully being greeted by Earl Palmer, Police Officer II. Earl calmly bestows whatever assistance he can providing a calm confidence with more than 20 years experience that everything is secure and safe and the Girl Scouts and their leaders can relax. Obviously there are many other people within the support services and this only gives a flavor of the people and the many responsibilities that are met. The pride and genuine concern for others can be seen in many ways. When asked why a job is being done, the answer is that the students or staff need help. Clean hallways, beautiful grounds, good food and many other indications that people truly care. If there is one thing that can be transcended, it is a true sense of pride in knowing that what you are doing is essential to the overall success of the School. The support services staff is an integral part of the MSD team without whom there would be no school.
Recently, I traveled to Eastern Shore with two MSD Family Education teachers and visited several families of Deaf infants and toddlers enrolled in the MSD Family Education Intervention Program. In late afternoon of my trip, I visited a family of a two year old Deaf child, Ryan E. Thence, I visualized his Senior Year at MSD . . . and it would be Year 2010.

Fast Forward

In Year 2010, the School Year begins in early August. Summer vacations was phased out at MSD in year 2005 and year-round schedules have been implemented by State Boards of Education in 43 states. 520 students are enrolled at both MSD Frederick and Columbia Campuses. Of 520 students, 116 are non-deaf students who chose to learn academic subjects through American Sign Language (ASL) and English.

In September, MSD celebrates its 18th year of MSD Essential Curriculum. Core subjects are ASL, English, Mathematics, Computer Literacy, Science, Social Science, Diversity Studies, and Applied Academics.

In October, 3,000 fans attend MSD Homecoming festivities. MSD Volleyball, Varsity Football and Cross Country teams shine against teams representing the California School for the Deaf, Fremont. Ryan E, the football team's quarter back, is crowned as the Homecoming King; and then he passes for three touchdowns. The 17th Annual MSD Foundation Auction with auctioneer Michael Barr (Class of 1980 and MSD Foundation member) raises thousands of dollars to upgrade video, audio, and adaptive technologies at MSD.

In November, MSD presents the FY 2011 School Budget to Governor John Derr. Program enhancements are included in this budget. Two of the governor's non-deaf grandchildren are enrolled at MSD High School and are fluent in English, French, and ASL.

In December, MSD Science Club successfully connects with the International Space Lab via videoconferencing. Ms. Rita Specht and Mr. Edward Schabert and science club members communicate with astronauts through typed captioned messages and a few gestures. In January, college and religious groups take over the National Center on Genetic Engineering in Washington, D.C. The 17 day siege ends when U.S. President Thomas H. Hattery announces suspension of all government funds for genetic engineering until a clear and humane code of ethics is formulated.

In February, MSD community travels to Annapolis to support a bill sponsoring SB 475, "ASL in Public Schools", which would require ASL as a core course of study in all Maryland public schools. ASL is now the fourth most used language in American after English, Spanish and Chinese, moving ahead of German. This bill later becomes law.

In March, Jamie Clark (Class of 1981), Chief Executive Officer of ClarkNet, donates $1 million dollars to MSD Foundation, and Jamie Clark Entrepreneurs Fund is established.

In April, officials at John Hopkins Hospital announce the abandonment of their 20 year cochlear implant experimen
tal research project. Reasons are vague. A Baltimore Sun editorial speculates that implant technology is unable to compete against hearing aids' emerging superior technology, non-surgical approach, superior amplification applications and low cost. The National Association of the Deaf and the Maryland Association of the Deaf (two major consumer rights organizations) claim victory against fraudulent advertising.

In May, the Office of Special Education, Rehabilitation Services, and Individuals with Down's Syndrome announces that MSD is among 100 schools in this country selected as Magnet Schools for Advanced ASL/English Bilingual Programs. This enables MSD to qualify for funds to provide resources for Maryland public schools. This coincides with the passage of SB 475.

In June, MSD opens door to Deaf and Hard of Hearing children without families. Residential programs are extended to weekends. MSD Board of Trustee President Melissa Heitzig (Class of 1993) blames government policies that fragment and distortize families.

In July, MSD graduates 53 students. Ryan E. gives the valedictorian address. Maryland State Senator Bridgetta Brown-Frit (District 3B and Class of 1985) gives the commencement address. She exhorts the graduates to enter politics and represent the under-represented community of Deaf and Hard of Hearing individuals.

Rewind

Of course, Year 2010 is sixteen years away. Ryan E. is here, but his future remains unknown. Like the rest of the world, the Deaf community and the Deaf Education Community are seeing the end of a millennium and a beginning of a new one. What does the new millennium have in store for MSD students and future Deaf and Hard of Hearing babies yet to be born? The Deaf Community may become a powerful linguistic minority group with new constitutional rights. Or, they may remain as an ineffectual political group and continue to be deprived of free and appropriate public education and to experience underemployment/unemployment. Or, they may follow the path of extinction like the Arctics, the Incas, or the Mayans due to rapid advances in implant technology and genetic engineering. Ryan E. would surely like to know his future... But, he, in any event, will read future history books about the American Deaf community and its hearing allies constituting a vibrant and diverse community that has contributed so much in so many ways to the history and culture of our country.

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Fishing Club

The Columbia Campus Fishing Club is the most recent activity among the older boys. The main catch are small catfish (three to four inches) with the occasional big one (10 to 12 inches). Matt Welch, Resident Educator, is an avid fisherman and has a small but fanatical following. R.E. John Henderson serves as "ghillie"— baiting the hooks and releasing caught fish back into the school pond.

Andy Jett, Mike Myers and Matt Welch have caught the biggest fish to date.

David Brehm, John Sparrow, Stephen Bittner and Michael Burke have been most successful with the small fish.

—John Henderson and Daniel Rinas

Paddington Bear Club

The Paddington Bear Reading Club is an ongoing activity and continues to be popular. Karen Russell, Columbia Campus's librarian, has scheduled a big party focusing on Paddington Bear. Marmalade, P.B.'s favorite food, will be served.

In April R.E.'s Helen Berke and Millic Russo told the girls "A Christmas Carol" by Charles Dickens. They told the story using American Sign Language as well as acting it out. Many of the girls were excited and shared the story with other students and R.E.'s at supper that night.

It was delightful that this famous English classic was enjoyed by our students, in ASL, as it had been enjoyed by countless children in many different countries and in many different languages.

—John Henderson and Daniel Rinas

Career And Technology Awards Banquet

Frederick County's Annual Career and Technology Awards Banquet sponsored by the Frederick County Career and Technology Advisory Council was held on Tuesday, May 10, 1994 at the Cozy Restaurant in Thurmont, Maryland. Three MSD students—Mike Halschak, Stephen Semler and Jason Whitmore—were honored with plaques for their outstanding performance in the Applied Academics department. The students were chosen by a committee of teachers who considered such characteristics as attitude, attendance, grades, character and leadership, as well as involvement in school activities.

Enjoying the banquet with the students were family members—Ms. Jeannette Halschak, Mr. and Mrs. George A. Semler III, Mrs. Sammy Smith, Kim Semler, Mr. and Mrs. Scott Whitmore, and Mr. Raymond and Mrs. Susie Myers. Representing MSD's Applied Academics department were Ms. Robert Padden, Ms. Marshay Payne and guests—Ms. Judy Cline, Ms. Lorraine Stoltz and Ms. Mary Ann Kraft.

—Mary Ann Kraft, Secretarial Aide

Masonry Contest

Again this year to stimulate interest in manipulative skill practice the masonry students participated in a team competition. Each team with specific directions from a construction drawing erected a double bond, basket weave, roulock capped wall project. Winner of the competition was John Moore with Haran Wright and Brian Scott 2nd, Ricky Wilborn and Derrick Seimah 3rd, Darrius Brown and Jessica Nowlin 4th, and Matt Korpics and Jason Lutsky 5th.

John Moore displays his winning wall project.

Congratulations to all the students participating in what proved to be a very close, professional level competition involving a broad range of skills.

Many thanks to the judges Robert Padden, Barbara Kinzie, Rick Schoenberg, Sherman Tressler, Brad Cleveland, and Farley Warshaw.

—Donald Hahn, Masonry Instructor
A Week At Close Up

Four high school students from the Frederick Campus were selected to attend the Close Up program in Washington, D.C. from April 15-16, 1994. The students were Michael Halischak, Stephen Semler, Michael Bowen, and Ruscan Rene. Muriel Roberts, school coordinator for the Close Up program, accompanied the students.

Close Up is a week long government studies program that gives high school students from all across the country a "close up" look at our federal government through workshop, lectures, seminars, and tours/visits through various government buildings, museums, and monuments.

The students participated in an activity-filled week that included a monument study visit of the major monuments in Washington, an activity related to the Constitution, a walking workshop of Capitol Hill, a seminar on national security at the Pentagon, workshops on domestic issues, the judiciary, and international relations, a visit to the South African embassy, and a private audience with Congressman Roscoe Bartlett of Maryland who allowed the students plenty of time to ask and answer questions. The students agreed that meeting the Congressman was the highlight of their week.

Some relaxing activities were included in the students' schedules, too, such as dinner at the Hard Rock Cafe and a visit to Ford's Theatre to see the comedy "The Foreigner". They also had free time to explore the museums and solidify new friendships.

Close Up is a valuable part of MSD's commitment in providing experiences that enhance what is taught in the classroom. The program adds much to students' knowledge of federal government and how it works. It also makes them aware of how precious freedom is in relation to other world countries.

The week in Washington was made possible through generous donations given by local businesses and individuals, the PTCA, and the MSD Foundation.

—Muriel Roberts
Middle School Department

Camp Greentop

During April 11-13, MSD was again fortunate to have been invited by Frederick County Public Schools to participate in the Outdoor School program located at Camp Greentop in the beautiful Catoctin Mountains.

Thirty-one (31) students made the trip this year. Four teachers (Martin O'Brien, Edward Schaberl, Nancy Swako and Carlsteen Viets) and a practice teacher (Beth Daigle) helped guide the students along with a very support-

tive outdoor school staff. Students and teachers from Thomas Jefferson Middle School were also in attendance.

The Outdoor School program includes studies of the forest ecosystem, stream ecosystem, local history, weather, astronomy, and a visit to a local hatchery. Because of clouds and rainy weather, the astronomy lesson and trout hatchery visit had to be cancelled. Instead, students visited a museum in Gettysburg.

The challenge offered to young people by this type of "learning by doing" program is a big step in the direction of quality learning for all children. This is accomplished through group living experiences and involvement in camp activities. This experience of working together to care for the camp and its program is a valuable training tool for responsible citizenship. This was especially true for our seven high school counselors who accompanied the group. They were Van Greene, Tim Lombardo, Ricky Wilburn, Dennis Dean, Elizabeth Juchno, Kin Jones and Lizette Ramos. Without them the program would not have run smoothly.

In conclusion, the Outdoor School provides an excellent opportunity for students to experience true "hands-on"
learning to enhance the MSD Essential Curriculum.

— Ed Schubert, Middle School Teacher

A group looks for different specimens.

**National Honor Society Recipient**

On Thursday, May 19, 1994, an induction ceremony was held for the Orioles Chapter of the National Honor Society. Donna Crowe, Class of ’95, was honored as a new member of this organization. Shown with Donna are her proud parents and sister.
European Visitors

On April 14 and 21, several groups from other countries came here to visit MSD. The basic reason for them to come here was to learn how to start deaf programs for younger kids, learn about MSD's Bilingual Education Program and learn more about deaf students. 

There was a group from Switzerland and France. They were given a tour by the Peer Advisors. There were about 27 people from Switzerland and about 17 people from France. Peer Advisors toured them through the Elementary, Middle School, and High School Departments. Most of them were very fascinated with the elementary kids.

After lunch Superintendent James E. Tucker gave them a good speech about Bilingual Education and the new curriculum. They also asked many different questions. It was so difficult to sign fast because they have an interpreter that will translate from English to their own language. For Switzerland, they have two groups, Germany and France. But we went on fine.

Many of our students were fascinated with their different sign languages. We learned some of their Swiss and French sign languages. We really enjoyed having foreign deaf people visit MSD.

—Joey Gregor

Our Trip to Williamsburg, Va.

Below is a composite article written by the following Middle School students, all of whom participated in a three day learning experience at Williamsburg, Virginia:

Fatimah Abdul-Rahim
Dana Brown
Manette Christoph
Terry Gardner
Nancy Hooper
Andrew Kucharski
Terra LaProute
Andrew McAlister
Kristy Nowak

Jennifer Lyn Oakley
Jonathan Ricks
Tiffanie Rueger
Krisbie Shaeve
Nicole Nitches
Laura Tarbox
Allison Tyler
Jason Wells
Hei Jin Woodyard

Fatimah Abdul-Rahim, Tiffany Royer, and Hei Jin Woodyard explore the Godspeed.

This past March, Ms. Swaiko, Ms. Roberts, Mr. O'Brien and Ms. Jackson took a group of students from the Middle School Department on a three day trip to Williamsburg, Virginia. An afternoon tour of Jamestown was also planned. Last November we were told about the trip. Since November we have studied and read stories about American History in both our Social Studies classes and our English classes. We even had a few bake sales to help us earn some extra spending money. When Tuesday, March 22 arrived, we were well prepared for the trip. Unfortunately, Jermaine Brown and Kevin Luhhouse got sick and could not go to Williamsburg. Everyone felt sorry for them.

We left MSD and drove to Jamestown, Virginia. The trip was about five hours. We stopped twice, one time for...
snacks, and another time for gas. When we arrived at Jamestown, we divided into two groups for our tour of Jamestown. At Jamestown we visited an Indian Village. We sat inside an Indian longhouse. A fireplace was inside the longhouse. A woman explained that fireplace was not used for cooking but was used to keep you warm in the winter and to keep away bugs in the summer. All cooking was done outside. An Indian man showed us how to make deer skin soft. This is called tanning. An Indian woman showed us how the Indians made rope. She also showed us how Indian men caught fish. It was interesting to learn how the Indians lived.

Then we went to tour Jamestown. Jamestown was the first permanent English town in America. It was built in 1607. We first went to the water to tour two ships: the Discovery and the Godspeed. The biggest ship, the Susan Constant, was not there. These were the ships that brought the first colonists to America. We were permitted to go on the Godspeed to look around.

Then we went to the Jamestown fort. We saw a church that was used for prayers and meetings. We saw the colonists’ homes, cannons, and we also saw different types of armor and guns that the colonists used. One group saw a man fire a gun. The man used extra gun power so some students could either hear it or feel it. We also went into the museum. We saw many real things that the Indians and the colonists used at Jamestown in 1607. Everything at Jamestown was very interesting.

After our three hour tour of Jamestown, we drove to Williamsburg. We checked into the hotel. The name of the hotel was The Woodlands. Each of us had three or four roommates. We ate dinner at the Woodlands Grill, which is like a cafeteria. We were a little late for dinner but luckily they were still open for us. After dinner, we drove into Colonial Williamsburg for a special lantern tour. A man guided us through the town and showed us four shops. He even let us go into some of the shops. We went into the Wig Shop, the Silversmith Shop, the Millinery, and the Tavern Kitchen. In the wig shop we learned that some colonial wigs were made of horse hair or hair from other animals. Good wigs were made from human hair. Young girls often sold their hair to make wigs. In the Silversmith Shop we saw many colonial spoons, forks, and cups made from silver. The Millinery Shop is a shop where colonial women bought hats and dresses. The last one, the Tavern Kitchen was a kitchen where food was cooked and served to the people in the tavern. Our guide also told us some stories about ghosts. It was a lot of fun to walk through Williamsburg with a colonial lantern at night time. After the lantern tour, we went back to the hotel to unpack and to get ready for bed. We first had to write in our journals about our experiences that day. Everyone was very tired after a long and busy day.

On Wednesday morning, we ate breakfast, and then we drove back to Williamsburg for an all day tour. We first met our tour guide. Her name was Bunny Rich. We first went to the James Geddy house. James Geddy was a Silversmith. In the shop, a woman explained the importance of silver and she showed us many things that were made from silver. We also learned how people paid for things and that some people paid for things with silver and some people paid for things with Spanish money. In the Geddy House we also saw a man and a woman writing with...
quill pens. They were very skilled writing with a quill pen. The man said he practiced for one year. We also went to the Foundry. This was the house where James Gaddys melted the silver to make spoons, forks, and cups. We all took turns pulling the bellows to make the fire hot. It was interesting to watch the man make spoons.

Next, we went to the kitchen of the Wythe Family Tavern. A man explained to us what people ate in colonial times. He also showed us how to cook meat in the fireplace. We saw pork cooking, and we saw samples of food from colonial times. The food looked delicious but we weren't permitted to taste any of it.

Then we walked to the Windmill. The Windmill was used to grind corn during colonial times. Some of us took turns pushing the Windmill around. The Windmill turned and ground the corn. We used some of the corn to feed the turkeys. Then we went to the top of the Windmill to take pictures. Near the Windmill, a man showed us how people cut wood in colonial times. They used a big saw with a bar on each side for two people to use it. Everyone took turns trying to cut the wood with the saw.

Next, we visited the Pharmacy. A woman showed us many plants and herbs that people used to make them feel better when they were sick. We asked the woman lots of questions about what people did if they had a headache or a cold. Part of the Pharmacy was also the doctor's office. We saw hundreds of different medicine bottles on the shelf.

Then we walked to the stocks. The stocks is where people were punished for different kinds of crime. We all took turns standing in the stocks. It was fun but not very comfortable. It was now time for lunch, and we were all very hungry.

After lunch, we saw four sheep. A woman explained that the sheep never got a bath. The people just cut the wool off the sheep then washed the wool before they made the clothes. The woman also explained that two weeks ago two baby lambs were born, but they were moved to another place. So we walked to the field where the mother sheep was with her twin lambs. They were so cute. We took pictures of them.

Then we went into a colonial house. We sat at a table, and everyone practiced how to write with a quill pen. Some kids thought it was easy, and some kids thought it was hard. Some kids made a mess and got ink on their hands. Some of us wrote a thank you note to the Williamsburg staff using a quill pen. It was a lot of fun. After we practiced writing with quill pens, we went upstairs to try on colonial clothes. We took pictures of each other. It was real neat. Many of us really did look like colonial Americans.

Then we walked past the Capitol Building to the Court House. In the Court House we had a mock trial. A mock trial is like a play to show us about courts in colonial times. Allison was accused of stealing a pig. Kristy, Kristin, Jennifer, and Fatimah were all witnesses. Ms. Swaika, Ms. Roberts, Ms. Jackson, and Mr. O'Brien were all judges. Some of the students were on the jury. After a long discussion, the jury went into a room to decide guilty or not guilty. The jury decided that Allison was guilty of stealing a pig. The judges decided that Allison must be in the stocks for one hour and she also must have one ear nailed to the stocks. The court was very interesting and it was a lot of fun too. At the end of the day we
were very tired, but we learned so many new things.

On Thursday morning we ate breakfast, packed our suitcases, went to the gift shop for a short time, and then drove back to Frederick. We want to thank MSD, our teachers, and our parents for giving us the opportunity to go to Williamsburg. It was a wonderful learning experience that we will never forget.

Hazel McCanner

MSD History Contest

This is the fourth year for the Hazel McCanner MSD History Contest, established in memory of her 47 years of service to MSD and her abiding interest in its history. This contest provides an invaluable opportunity for high school students enrolled in history to demonstrate their talent and creativity. They are encouraged either to interview people who know about the history of MSD or to do research work on a significant event or individual. MSD appreciates the time and expertise that the judges personally devoted to selecting these articles for special recognition. The winners for 1994 are as follows: Donna Crowe—first place $75.00, Stacy Nowak—second place $30.00, and Jacob Spidle—third place $20.00.

Ignatius Bjorle

From 1918 to 1955, MSD was lucky to have a wonderful superintendent in the person of Dr. Ignatius Bjorle. In 1918, Dr. Bjorle picked up the reins after the previous superintendent, Mr. T. C. Forrester, resigned. We were lucky to keep him until he retired and moved back to his boyhood home of Northwood, Iowa in 1955.

Ignatius Bjorle was born on December 9, 1885 to Elias J. and Karen Tostenson Bjorle. His father was a Norwegian immigrant, and his mother was a Wisconsorian of Norwegian descent. His mother, Karen, was his father’s second wife. Elias Bjorle had remarried to provide his five children, the two oldest of which were deaf boys, with a mother. After the two boys graduated from the Fairbault School for the Deaf in Minnesota, the family moved to Northwood, Iowa. There Bjorle’s father set up a cooper shop to provide the oldest boy with a job. The second son found employment in a print shop and was still working there at the time when Bjorle wrote his autobiography.

As a boy, Bjorle remembers working odd jobs in the cooper shop and acting as a clerk and errand boy to earn money. He remembers wanting to quit school and work full-time to earn more money, but his mother discouraged that idea since she “had visions of a professional career for her son.” Luckily for Bjorle, he found a way to have a job and go to high school as well. A well-developed young man at fourteen years of age, Bjorle took a job as a night operator at the town’s telephone company. This lasted all through his high school years, and every year his hours and duties increased, but he didn’t mind because the pay increased substantially, also. Bjorle did regret not having more opportunities to study at home, but he states in his autobiography, “... upon a certain evening of my senior year, the principal of the high school paid a visit to the telephone office to inform me that I had been chosen väledictoriant of the class, such vestige of regret as may have lingered was immediately dispelled.” Upon graduation from high school, Bjorle received a certificate enabling him to teach second grade, and he spent one year teaching at a one-room schoolhouse. At the year’s end he was offered the principalship of a four-room village school, but turned down the offer. Instead, Bjorle chose to attend St. Olaf College in Minnesota and to get his degree.

During the first two years at St. Olaf, Bjorle worked as caretaker of the library and he set tables in the students’ dining room. Early in his junior year the president of the college, who was also a family friend, knowing of Bjorle’s familiarity with the manual alphabet invited him to become assistant instructor of English and algebra classes for deaf students that had entered St. Olaf that year. During his senior year Bjorle was approached about becoming a teacher of the deaf by Dr. Tate of the Fairbault School for the Deaf. Dr. Tate suggested that Bjorle go to Gallaudet on a scholarship for that purpose. Bjorle had originally intended to study law, but the idea of a year in Washington was very tempting to him. The first time Bjorle wrote to Gallaudet his applica-

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... tion was turned down. The second time he wrote to Dr. Gallaudet, and he pointed out that the deaf department at St. Olaf would not last very long, and his application was reconsidered and accepted. Bjorle benefited very much from spending the year 1909-10 at Gal-

The boy scouts of America, the National Capitol Area Council, presented him with the Silver Beaver Award in 1939 and the Bronze

...
Two of M.S.D.'s Ladies

The Maryland School for the Deaf prides itself on its excellence in academics and sports. Many of the Maryland School for the Deaf students have gone to college and become successful people. Their roots lay in MSD. What made them become what they are today? The school would not be complete without two very important people. Ms. Hazel McCanner and Ms. Margaret Kent were very vital pieces of MSD's history.

In January of 1921, MSD was given one of the best gifts it could ever have gotten. Hazel McCanner was hired as a secretary to Ignatius Bjorle.

Born on February 15, 1898 in the Old Stone Tavern on the corner of Patrick and Jefferson Streets, Ms. McCanner was a true Frederick native. Ms. McCanner attended Elementary school and High School, but she did not graduate. Her family needed her to work so money could be brought in to support the family. In return, she was self-taught. Her first job was as a cashier at "Dutrow's," on North Market Street. "Dutrow's" had the first soda fountain in Frederick. Her second and last job was at MSD. Ms. Bjorle hired her to work at MSD because she had an excellent memory. A young lady with a keen mind and a cheerful personality, she was called a "knowledgeable and inventive person" by her family and close friends. When she got the job, she moved into a house on campus, called "Grow House." The house was really a small cottage. It was one of the most popular places for kids to play. She often brought out cookies or candy for the kids. Her disposition was one that was cheerful, pleasant, and kind. Even though she did not work with the kids, the kids all loved her. Ms. McCanner was the president of the Maryland Federation of Business & Professional Women's Clubs of Frederick. She was also the regular broadcaster for Frederick Radio, announcing things about MSD and deaf people. Ms. McCanner was heavily involved in the Red Cross of Frederick, and she often encouraged and took MSD students with her to the Frederick chapter of the Red Cross to help out. Dr. Bjorle depended on her heavily, and she often flew with him to attend conventions. When she first started working at MSD, she was the secretary to the superintendent, but after a couple of years, she became the Administrative Assistant. In 1933, she was hit very badly with pneumonia and was expected to die. An outpouring of support from MSD students and teachers came, and she recovered only to go back to work in a month. Ms. McCanner's niece, Ms. Kent, had started working at MSD by then, and in 1942, they moved to a house together in Braddock Heights. One of Ms. McCanner's passions was drawing and painting wildlife, and in Braddock Heights, Ms. McCanner was able to pursue that passion even more freely.

In June 1967, Mr. Lloyd Ambrosen resigned, and MSD was not able to find a superintendent in time so Ms. McCanner served as superintendent until Mr. David Denton was hired in August 1967. This shows how valued Ms. McCanner was to MSD. After her brief stint as superintendent, she served as the MSD historian. She researched the history of the school and the Hessian Barracks. She was the author of a book, "The Hessian Barracks: A Witness to History."

After forty-six wondrous years, retirement bloomed, and she was honored. The elementary building was named Kent-McCanner Building. Ms. McCanner knew more about the deaf in Maryland than anyone else alive. She was hearing, but she lived in a deaf world. MSD was her home.

In 1925, MSD was blessed with another gift. Margaret Scott Kent was hired to work as a teacher. The daughter of Carrie McCanner and John S. Kent, she was born in Philadelphia, Pennsylvania, but she grew up in Frederick. A Frederick High School graduate, she started working in MSD after graduation. A very active lady, she led many field trips to Washington D.C. and Virginia. She organized the first Camp Fire Girls in 1937 and she traveled all over the county and Canada for MSD, attending conventions with Ms. McCanner. Ms. Kent was a writer, and she wrote numerous articles for The Maryland Bulletin. One of her best known works was a book, titled "Suggestions for Teaching Rhythm to the Deaf," written in 1934. In 1942, she received her B.S. at Columbia University in New York. That degree enabled her to become the head teacher in 1946. Again in the summer of 1949, she went back to Columbia University Teachers School for her Masters Degree. She then became the principal of MSD. She retired in 1973. Two of her passions include music and books. In the time of retirement, she is able to pursue those interests. Her legacy lives on forever at MSD. The elementary building is named after her and Ms. McCanner. Students who arrived after she retired even know her name. She lives on today, energetic and happy, still living in Frederick.

The two ladies were part of MSD. Without people like them, the question stands, would MSD be around today? Thank you, Ms. McCanner and Ms. Kent for your unyielding devotion and love for our beloved school, the Maryland School for the Deaf...

—Stacy Nowak

Hessian Barracks

There have been many different kinds of interesting histories at the Maryland School for the Deaf. It wasn't very hard for me to pick one kind of history to tell my readers about. I picked the history on the Hessian Barracks because this is the oldest building on the Maryland School for the Deaf campus. The Hessian Barracks has existed a long life and is still there.

The Hessian Barracks was built in the year of 1777 by British and Hessian prisoners of the Revolutionary War. In the years 1778 and 1779, the Hessian Barracks quarreled the Hessian prisoners captured at Bennington and Saratoga. Then in 1779, the Hessian Barracks quarreled the Hessian and Bayreuth Yager regiments following Cornwallis's surrender. The Hessian Barracks also served as a staging center for the Lewis and Clark expedition in the years between 1802 and 1803. A few years later, the Hessian Barracks quarreled United States troops during the war of 1812. General Lafayette visited the Hessian Barracks in 1824. From 1840 to 1842, the Hessian Barracks was used as a silkworm cocoonery. Frederick County used the Hessian Barracks from 1853 to 1860 for the Agricultural Society Fair. Between 1861 and 1865, during the Civil War years, the Hessian Barracks housed wounded Confederate and Union troops. Finally, in 1868, the Maryland School for the Deaf took control of the Hessian Barracks.

Today, Maryland School for the Deaf has one Hessian Barracks. We used to have two of them, but one of the Hessian Barracks was torn down. There is only one left on the Mayland School for the Deaf campus. The Hessian Barracks is a museum, and many visitors have come to see it. The Hessian Barracks had many old things inside and has been there since the late 1700's. The Hessian Barracks is a very nice place where one can visit and learn a little about historical times.

—Jacob Spidle
**Clipper City Rock Gym**

Recently, Elementary and Middle School students from the Columbia Campus had the opportunity to attend an indoor rock climbing facility. Mr. Regis Gilchrist, a graduate of Western Pennsylvania School for the Deaf, made the invitation possible. In preparation for the “big climb,” Regis volunteered to speak with the students and show them the equipment that would be used. He led the students in a brief demonstration so they could anticipate what was about to happen. The students were on the edge of their seats as Regis explained every detail.

Rock climbing, and especially indoor rock climbing was new to all of the students and staff. When all was said and done, everyone learned a great deal from this experience and they also learned something about themselves when it comes to tackling a difficult activity such as this one.

The challenge of rock climbing was something that none of the group had thought about before. There was much cheering for one another to make it to the top of the wall.

The strategies that each student was required to make in order to be successful on the wall proved that they have good reasoning powers and are capable of performing a physically challenging activity with little or no help from anyone.

The confidence boost that touching the top of the wall gave to each participant was well worth the time and effort required to do this activity.

**Track Team Spells Success**

Maryland School for the Deaf's Track Team began their season in a quad meet at Clear Springs with Williamsport and Frankfort on April 12. The Orioles were fourth. Darryl Watson won the 100-meter dash (11.6) and 200-meter dash (23.3) for MSD. MSD's Audris Harris won the high jump (6-4). On April 27 at the Tri-State Invitational in Hancock, Maryland, Darryl Watson improved his 100- and 200-meter dashes with respective times of 11.4 and 13.4. He placed second in the 400-meter dash. Because of those accomplishments, Darryl Watson won the most outstanding athlete honor. In the girls' meet, Audris Harris placed fifth in the 100-meter dash for the Orioles.

1994 ESDAA Track & Field Championships at NYSD in White Plains, N.Y.

MSD Girls' Track Team captured the ESDAA title for the 11th consecutive year. MSD beat American School for the Deaf, 124-120. It was a very close competition. Lexington School for the Deaf placed third with 68 points. MSD, Audris Harris won the high jump (48") and the 200-meter dash (29.2). Joy Maisel, MSD Track Team member, won the discus (77'3"). MSD Boys' Track Team placed fifth with 56 points. American School for the Deaf won the title with 139 points. ASD continues to be a strong team. Western Pennsylvania School for the Deaf placed second with 77 points. Dennis Dean from MSD won the pole vault event (10'6").

**MSD Coaches Selected as "Coach of the Year"**

The Silent News named four MSD coaches as Coach of the Year in their respective sports in the past two years. Nancy Benton was selected as Coach of the Year in cross country last year. For years, Ms. Benton has shown a lot of patience in developing her runners into competitive teams.

Jeff White, a former World Games for the Deaf USA Wrestling Team member, was selected as 1993 Coach of the Year. Mr. White led MSD Wrestling Team to believe in themselves and that they are winners.

MSD's Football head coach, Johnny Coleman, was named 1993 Coach of the Year. Mr. Coleman steered MSD to its first winning season since 1982 with a record of five wins and three losses.

Pete Bailey, MSD's girls' basketball head coach, was selected as 1994 Coach of the Year. Mr. Bailey turned the girls' basketball program around into a winner this past season with the record of 16-5.

Congratulations go to Mr. Bailey, Ms. Benton, Mr. Coleman, and Mr. White for being selected as Coach of the Year.