The rain didn’t stop these students from having a great time at the Frederick County Fair. From left to right are Jennifer Wood, Jermaine Brown, Jason Wells, and Jonathan Ricks.
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The Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting programs, activities, or employment practices.
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In the 127 year history of the Maryland School for the Deaf, never has the word "curriculum" been said as many times as it has during the past two years. With the adoption of the Frederick County Public School's Essential Curriculum, subsequently called the MSD Essential Curriculum, in 1992, the school's primary focus has been on all aspects of curriculum implementation. Teaching staff spend innumerable hours in curriculum workshops, seminars, roundtables, meetings, etc. Administrators devote a great deal of time to discussing the implementation of the Essential Curriculum and the curriculum for Deaf students with Special Needs (DSN) which is adopted from the Kendall Demonstration Elementary School's Special Opportunities (SOP) Curriculum.

The Curriculum Core Committee (CCC), which meets monthly throughout the school year, was formed specifically for the purpose of providing school level leadership to the curriculum implementation. Led by Curriculum Coordinator Andrea Feldman, the committee includes teacher representatives: Mary Ann Swann from Family Education/Early Intervention; Mark Rust, Frederick Campus; Nancy Downey, Columbia Campus. Representatives of the administration's Instructional Leadership Team (ILT) are also members of the CCC. Dr. Richard Stefkan, Deputy Superintendent; John Snively, Acting Assistant Superintendent; Columbia Campus; and Stanley C. Baker, Assistant Superintendent, Frederick Campus. Rounding out the committee membership is Dr. Ronnie Ward, consultant to MSD from the Frederick County Public Schools. James Tucker, Superintendent of MSD, sits as an ex-officio member of the committee, lending direction and support to this enormous curricular effort.

A unique result of the curriculum implementation has been the networking of staffs which have developed both among and within MSD teachers and administrators. The efforts of the MSD County Public Schools (FCPS) teachers and administrators. During the summer workshops in 1993 and 1994, FCPS teacher mentors were identified by Dr. Ward. Both through direct instruction of MSD staff and informal interactions, close relationships have developed that are proving mutually beneficial. One example is the development of MSD's secondary social studies requirements which occurred this past summer between MSD teachers and administrators, Muriel Roberts, Kerri Lawler-Davis, Geraldine Whitt, Bette Hicks and FCPS teacher, Norma Brode. Additionally, MSD staff have been visiting FCPS classrooms to see the curriculum in action. FCPS mentors regularly visit MSD to assist teachers, answer questions and form partnerships.

Students are identified from within MSD's ranks. They are teachers who have attended the summer workshops. Their duties include assisting teachers with the required year plans for each subject area and all grade levels. They also assist the curriculum coordinators in presenting workshops, modeling the curriculum, and in various other ways.

Deputy Superintendent Stefkan was invited by the Maryland State Department of Education's Assistant Superintendent for Curriculum and Instruction to join the state-wide Local Area Assistant Superintendent for Instruction at their monthly meetings. This is another way for partnerships to be forged not only at the state level, but also with local education agencies across the state. As a part of this partnership, Dr. Stefkan attended the tenth annual conference of the Maryland Assessment Group in November.

As important as the curriculum implementation is, an equally important focus is the MSD Bilingual Education Policy. All instruction, as well as all interactions at MSD, must be in ASL. Staff development for curriculum have also focused on methods of instruction in ASL. In addition, a committee was formed, chaired by Columbia's ASL teacher, Robin Massey, to develop an ASL curriculum. Members of the committee include: Natalie Grindstaff, Frederick Campus ASL teacher; Jolene Whaley Luttrell and Mary Ann Richmond, Family Education's ASL teachers; Robert Dorelli and Paulette Stalling, Communication Department supervisors, Frederick and Columbia; and Paula Ammons Woodall, Family Education Supervising Teacher. Andrea Feldman and Richard Stefkan serve as support to the efforts of the committee.

Key to the successful implementation of curriculum is the leadership provided by the principals and assistant principals on both campuses. This year, school administrators are serving as curriculum mentors in a variety ways such as teaching classes, modeling the curriculum in the classroom and providing support to teachers whenever necessary. They also assist teachers in the development of year plans, unit plans, and lesson plans.

A major component of the Maryland Essential Curriculum is the Criticized-Referenced Evaluation System (CRS). Closely linked with subject matter is the assessment of the child's acquisition of that subject matter. In order to determine what the child has learned, Frederick County Public Schools has developed the CRS system. During the first year of implementation of the Essential Curriculum, focus is on learning how to implement the curriculum. During the second year of implementation, teachers begin to learn how to use the CRS system. For this school year, teachers are beginning to use the CRS in language arts and mathematics. Next year, teachers will begin to use social studies and science CRS materials.

Additionally, MSD students are participating in the Maryland functional tests: writing, reading, mathematics, and citizenship. Along with any new curriculum effort comes the need for new materials, books, instructional materials.
The "Colts" Peter Feldman, Tim Karman, John Snauvin, Bette Hicks, Myke Roberts, and Deanna Willford developed several action plans including investigating the possibility of interdepartmental communication in each content area. This goal was implemented at the opening of school with a joint meeting of Columbia and Frederick teachers.

Aids, and other classroom materials. For science, MSD will be utilizing the SCIS-3 in elementary grades. This is a hands-on, interactive method of teaching science which utilizes kits and other materials to assist the student's learning of science. The school has started to purchase the SCIS-3 kits as well as many new textbooks and accompanying print and non-print materials.

With the support of the MSD Board of Trustees and Mr. Tucker's charge to "provide the highest quality education possible for deaf children," MSD is moving ahead in the adoption of its new curriculum. MSD expects its students to achieve success in a curriculum that is exactly the same as that in a public school system.

Contributing to this article are various members of the Curriculum Core Committee who discuss specific aspects of the curriculum implementation at MSD. First, Andrea Feldman discusses the Summer Workshop. The results of the teacher survey, compiled by Dr. Bonnie Ward, show the extent of the training required to implement the curriculum. John Snauvin describes the special needs of the DSN students at MSD. MaryAnn Swann and Andrea Feldman describe the specialized training in high scope which was given to Family Educators, pre-kindergarten, and kindergarten teachers this summer.

As can be seen, MSD is in the midst of a vast five year curriculum implementation effort. The key outcome is successful student achievement in a curriculum which prepares the student not only for the world of work, but also for post-secondary education. MSD believes it is well on the way to achieving such student success through its curricular efforts.

—Richard C. Steffan, Jr., Ed.D.

Essential Curriculum Workshop, Summer 1994

As MSD entered its second year in the implementation of the Essential Curriculum, twenty MSD teachers and administrators found themselves in the Summer 1994 Essential Curriculum Workshop at Walkersville High School. The focus was on orientation and utilization of the science and social studies Essential Curriculum. Dr. Bonnie Ward, the Frederick County Public Schools Curriculum Specialist for Secondary Mathematics continued to work for MSD as a curriculum consultant. She worked closely with Marcia Virts, former Accreditation Chairperson/Curriculum Coordinator and current elementary teacher, and Andrea Feldman, Curriculum Coordinator on making plans for the workshop. The first few days saw participants listening to Frederick County Public Schools curriculum specialists giving overviews of the Essential Curriculum in science and social studies. Then participants proceeded to work on projects with Frederick County Public Schools teachers serving as mentors.

Summer 1994 MSD Essential Curriculum Mentor Projects included the following:

- Family Education & Elementary Teachers: MaryAnn Swann: "Science Fun for Young Deaf Children: Parent-Child Activities" (take-it-home packets for parents with letters for parents; suggested book lists; and suggestions for family activities and booklets for staff with cover letters; book lists; and articles related to "teaching" science to young children.
- Conque McArt: "Timeline for Social Studies & Science" for Grade 1 (year plans; materials)
- Marcis Virts & Peter Feldman: "Year Plans & Overviews for Parents on the Science Essential Curriculum"—Grades 2-5
- Melinda Padder & Mark Rust: Social Studies: Information on Places to Visit, Letters to Parents, & Social Studies Family Bags
- Nancy Dowsey & Tim Karman: "Cross-Curricular Activities for Multi-cultural Education—Grades 1-5" Su Burdette & Deanna Willford: "In-Service on Social Studies Unit Plans (Grades Kindergarten & 1) with Connections to Math, Science, Language Arts...

- Secondary Social Studies:
  Group: Bette Hicks, Kerri Lawler-Davis, Myke Roberts, Gerry Whitt, Richard Steffan

Projects: Year & unit plans for Citizenship; American Studies I with citizenship; American Studies; World History; Sample Lesson Plans for Monors, Directed and Merit classes; Transition Between Middle and High School; Overview and Year Plans for Grades 6-8

- Secondary Science:
  Ed Schabed: "Overview of the Middle School Science Essential Curriculum and Year Plans"
  Rita Sprenger: "The High School Science Essential Curriculum"

The mentor projects were productive and challenging for the participants. The mentor projects were put together in Summer 1994 Essential Curriculum workshop notebooks with notes on the presentations. These notebooks were placed in all departments for teachers to view.
use. Teachers requested personal copies of certain mentor projects as soon as they saw the notebooks!

**Action Plans:** The last part of the workshop saw the participants reviewing MSD Essential Curriculum action plans for 1992-93 and developing new 1994-95 Essential Curriculum action plans in small groups. The purpose of these action plans was to guide MSD in assisting teachers and administrators work on the Essential Curriculum. One of the goals from the action plans was to continue staff development on language arts and math. Another goal was to focus more on consistent networking and collaborating between Columbia and Frederick campuses. The Curriculum Core Committee which is chaired by Andrea Feldman will have two teacher representatives, one from each campus this year plus a teacher representative from Family Education Department. They are: Nancy Downey, Columbia Campus, Mark Rust, Frederick Campus, Mary Ann Swann, Family Education. The Committee already has a goal from the action plan that is to review the action plans quarterly and ensure the implementation process of the Essential Curriculum.

**List of Participants:**
- Stanley C. Baker, Assistant Superintendent, Principal, Frederick Campus
- Suzanne Burdette, Transitional Teacher (Columbia); Dr. Deborah Clark, Director of Pupil Personnel; Nancy Downey, Transitional Teacher (Columbia); Andrea Feldman, Curriculum Coordinator (Columbia & Frederick); Peter Feldman, Elementary Teacher (Frederick); Marsha Flowers, Middle School Assistant Principal (Frederick); Bette Hicks, Acting High School Assistant Principal (Frederick); Dr. Ruth Howell, Director of Family Education (Columbia & Frederick); Tim Karman, Middle School Teacher (Columbia); Kerri Lwiler-Davis, Junior Leadership Training Program Teacher, High School (Frederick); Connie Mace, Elementary Teacher (Columbia); Melinda Padden, Elementary Assistant Principal (Frederick); Robert Padden, Applied Academics Assistant Principal (Frederick); Muriel Roberts, Middle School Social Studies Teacher (Frederick); Mark Rust, Former Elementary and current High School Social Studies Teacher (Frederick); Ed Schafter, Middle School Science Teacher (Frederick); Robert Scrinher, Elementary Assistant Principal (Columbia); John Snalvin, Acting Assistant Superintendent/Principal, Columbia Campus; Rita Spencer, High School Science Teacher (Frederick); Dr. Richard C. Stefan, Deputy Superintendent; Mary Ann Swann, Family Education Teacher/Curriculum liaison (Columbia); James Tucker, Superintendent; Marcia Virts, former Curriculum Coordinator and current Elementary Teacher (Frederick); Deanna Williford, Elementary Teacher (Columbia); and Geraldine Whitt, High School Social Studies Teacher (High School).

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**Curriculum Survey**

The implementation process of a new and challenging curriculum that began during the 1992/93 school year continues this year. Students and teachers in grades pre-K through 12 at the Frederick and Columbia campuses of the Maryland School for the Deaf are using new curriculum, teaching and learning strategies, and instructional materials in language arts/English, mathematics, science, and social studies. The staged implementation of the essential curriculum that was adopted from the Frederick County Public School system includes the following:

1993/94—language arts and math—begin implementation process
1994/95—language arts and math—continue working on implementation; science and social studies—begin implementation process
1995/96—language arts and math—continue working on implementation; science and social studies—continue working on implementation; applied academics—begin implementation process
1996/97—All areas—continue working on implementation

A recent survey of all teachers and administrators at the Maryland School for the Deaf (MSD) assessed the implementation process of the Essential Curriculum at MSD during the 1993/94 school year. The responses on the survey indicated that approximately 80% of the teachers were satisfied with effectiveness of MSD's Essential Curriculum and the quality of the curriculum training they received last year. The responses also indicated that while the majority of teachers (59%) received from 5—15 hours of curriculum training, 74% of the teachers felt they needed more time for training. Furthermore, 69% of the staff felt that more time was needed to plan and collaborate with other teachers. The Instructional Leadership Team (ILT) and curriculum staff are using these survey results and teachers' input to develop future curriculum plans and priorities.

—Dr. Bonnie Ward
Curriculum Consultant
MSD Staff—Administrators
Meet to Plan for Deaf
Students with Special Needs

The Maryland School for the Deaf has a long and proud history of educating deaf students. To help with this task, MSD's Board of Trustees approved the Frederick County Essential Curriculum. Less published, but equally important to the overall quality of education at the school, has been the trial adoption of Kendall Demonstration Elementary School's Special Opportunities Program (SOP) curriculum for some of MSD's special needs students. The SOP curriculum was tried in select classes in transitional and middle school programs on the Columbia Campus and with a special class in the high school department on the Frederick Campus.

There appears to be potential in the application of the SOP curriculum for MSD students. MSD intends to use the SOP curriculum only with students of middle school age and above, although it has all the same basic elementary academic goals as the Essential Curriculum. This decision was made because students of elementary age may transfer back and forth between departments and utilizing the same curriculum better allows for such crossover. The SOP curriculum (known at MSD as DSN—Deaf Students with Special Needs) is more functional in its approach and leads into the areas of life skills and vocational training, which are needed more at the middle school level.

This summer, one teacher and one administrator from each campus worked together for a week to better adapt the DSN curriculum to MSD's needs. The week started with a visit to Target, a program designed to meet the residential and employment needs of developmentally-delayed adults. The rest of the week was committed to modifying the design, and to some degree, the content of the DSN curriculum. The criteria and resources needed to best implement the program were also developed.

The content areas that were modified or added to the curriculum are as follows: life skills, health, career education, functional math, and current events. The area of language arts will be adopted and modified from MSD's Essential Curriculum.

The criteria for placing students in the DSN curriculum has been drafted. Basically, the criteria looks at IQ; academic skills that are several years below grade level; delays in the student's communication and social skills; the need for structure in both school and residential life; and, ages 11 or older. These areas need further discussion and refinement prior to final approval.

The need for additional resources, including more personnel, was discussed. The close teamwork and central management for DSN programming and resources will lead to a better curriculum for MSD's DSN students on both campuses.

—John Snovil

"Early Childhood Educators at MSD Receive High/Scope Training"

The Family Education/Early Intervention Department started the implementation of the Frederick County Public Schools' pre-kindergarten (pre-K) Curriculum in fall 1993. The department utilized the curriculum and modified it to meet the needs of students ranging in ages from birth to five years. The department used seven major discipline goals to help the individual teachers plan lessons for home visits and classes. The elementary department also implemented the pre-K curriculum with two pre-K classes.

During staff development training from one of Frederick County Public School's pre-K teachers, Ms. Marilyn Matthews, encouragement was given to consider the High/Scope Educational Research Foundation's workshops because the pre-K curriculum was based on High/Scope's work principles. She recommended High/Scope because there was no early childhood curriculum for ages birth to four years. Ms. Matthews said that High/Scope training would help the Family Education Department develop the MSD Essential Curriculum for Family Education which would include components of the Essential Curriculum. She also recommended that the pre-K teachers from the elementary departments participate in the training because of the connec-

Dan Timlen and Mary Ann Richmond present the exciting learning environment their group designed at the High/Scope workshop.
tions between the departments. As stated in the introduction to the pre-K curriculum guide, "the work of the High/Scope Foundation is represented in this guide... After careful review of this program and inservice training from the High/Scope Foundation, it is firmly believed that this approach is a fundamental part of an early childhood program." That started the path to offering the High/Scope training at MSD. It was felt that High/Scope training would help MSD's early childhood staff connect the MSD Essential Curriculum with the High Scope curriculum. High/Scope training would also offer the early childhood staff opportunities to have up-to-date information concerning early childhood education and be leaders in implementation of the MSD Essential Curriculum with students in the formation years (ages birth to five years).

During Spring 1994, Mary Ann Swann and Andrea Feldman wrote a proposal on providing High/Scope training to MSD teachers. They got support from the Family Education director, Dr. Ruth Howell, and the Deputy Superintendent, Dr. Richard Steffan. The Instructional Leadership Team (Mr. Tucker, Dr. Steffan, and the two Assistant Superintendents of Instruction, Mr. Snvlin and Mr. Baker) approved the proposal. Preparations for the workshop got underway. Participants would include teachers and assistant principals/supervising teachers from the family education and elementary (pre-kindergarten and kindergarten) departments on both campuses, Columbia and Frederick.

On August 25-26, 1994, Jackie Post from the High/Scope Foundation led a two-day workshop at Columbia with 34 faculty participants. Participants engaged in a variety of activities, lectures, small group activities and videotaped presentations focusing on active learning. High quality programming for preschoolers, key experiences for preschoolers, assessment, daily lesson plan, design of a learning environment, and concepts supporting team teaching were also presented.

High/Scope's educational approach is that "children construct their own understanding of the world through active involvement with materials, people and ideas." The participants worked in small groups to develop skills that would facilitate their ability to create opportunities for the youngest students at MSD to undertake self-planned activities. These self-planned activities need to be supported by teachers providing appropriate materials, planned spaces and a consistent daily routine.

Active learning as a principal element of the High/Scope educational approach was demonstrated to the teachers through activities such as "Exploring an Apple." Teachers were guided to explore real apples, plastic apples and pictures of apples. Summary conclusions were made that indicated the participants learned the most about apples from exploring a real apple. Important elements of active learning include:

- a variety of materials that the children are free to handle, explore and work with
- that children have opportunities to choose their own materials and activities
- that children communicate about what they are doing and what they have done
- that children's efforts are encouraged by the adults in the environment. Adults join to become problem solvers.

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Active learning is a “big” part of High/Scope’s objectives as shown by Family Education teachers, Marjorie Sonnemstrahl and Deb Marquez.

High/Scope presenter, Jackie Post, shares a moment of encouragement with Deb Marquez and her group.

Teachers also made things with newspaper to illustrate how to motivate and become engaged in activities. Small group work focused on strategies to use when interacting with young children. These strategies were developed by the teachers working in teams and role playing “student” and “teacher”. Several videotapes were viewed to depict the design of a learning environment, daily routine and strategies for team teaching. Teachers worked in groups to share ideas on team building and to design of an environment.

The participants, both administra
tors and teachers, truly engaged in an active learning environment and were inspired to begin the school year with the support of these new resources and ideas.

The Family Education/Early Intervention Department is already working on developing the Family Education Essential Curriculum based on the High/Scope and pre-kindergarten Essential Curriculum. The elementary teachers are using the key components of active learning in their classrooms. It is exciting to see the effects of the High/Scope training in action!

Staff development on the Essential Curriculum does not stop with these summer workshops. The fall staff development workshops proceeded with a major focus on language arts and math assessment. Staff development at MSD will continue as a major component of the Essential Curriculum implementation process for the next ten years or so.

—Mary Ann Swann & Andrea Feldman

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An Interview with Carolyn Woolsey

The First Deaf Woman President of a School Board of Trustees

By Nancy E. Kensicki

Carolyn Mitchell Woolsey

At a Board of Trustees meeting of the Maryland School for the Deaf on May 20, 1998, Carolyn Mitchell Woolsey was elected president. This is an achievement unparalleled in this country for a Deaf woman to have attained this particular leadership. To allow our readers an insight of Ms. Woolsey's thoughts and goals for the School, an interview with her was conducted last summer.

Q: Congratulations on your becoming president of the MSD Board! You are also the first Deaf woman in this country to be elected to this position. What was your reaction to all this?

CW: I was surprised to be the first Deaf woman elected as the president of the Board of Trustees. It had never occurred to me because I’ve seen many Deaf women in leadership positions and didn’t feel I could be like them. However, as much as I am pleased to be serving in a role model for other Deaf women, I will do all I can to serve the best interests of the Maryland School for the Deaf.

Q: As president of the Board of Trustees, what are your priorities for the school?

CW: My priorities will be the same as those of everyone at MSD—to keep the school open and allow equal access to education in all areas.

Q: What difficulties do you think you will encounter?

CW: Wearing different hats as a parent of a MSD student, a friend of the MSD community, and a policy-maker of the school.

Q: What are your thoughts of the bi-bi movement?

CW: I believe the bi-bi movement provides a good opportunity for learning more about ourselves as Deaf people, past and present. There’s also so much to learn about how this movement may affect all of us in the future. I’m very happy to see people more open to discussing and talking about the Deaf culture, American Sign Language, Deaf heritage, the laws and rights of Deaf people and all other related areas. These issues had never been discussed for years, except for pathological views which overpowered the real issues in Deaf education.

Q: Our readers will want to know about your childhood. What school(s) did you go to and what?

CW: My education during all of my childhood took place at the South Carroll School for the Deaf which, at that time, was a strong advocate of oralism. I entered Gallaudet University in 1966 and graduated with a B.S. degree in 1973. I was employed as a teacher aide at MSD the first year and as a dormitory counselor the following three years. I received my M.A. in Deaf Education at Western Maryland and, for two years, was a substitute teacher. I taught various subjects before I became a homemaker to raise my two sons.

Q: Which school do you think gave you an excellent education and why?

CW: I believe of the three schools I went to, Gallaudet University was the best place for my actual learning. It allowed a totally accessible and multi-cultural environment where teachers used sign language. Gallaudet provided me with an opportunity to meet Deaf students from different backgrounds and cultures.

Q: How did you become deaf?

CW: The cause of my deafness was unknown, but it is possible that it is due to heredity because my parents are Deaf. I also have a Deaf brother.

Q: What is your husband's name and what does he do?

CW: He is John T. Woolsey, he is a property management manager at the Claggett Bishop Center.

Q: What are the names of your children and what grades are they in?

CW: Client is 16 years old and a junior in high school. Jesee is 13 years old and an eighth-grade student.

Q: In addition to being elected to the presidency of the Board, you also had another remarkable achievement when you were chairperson of the committee for Support, Unity, Progress, and Trust (S.U.P.T.). How did you become involved in the effort to select a Deaf president?

CW: I was being courted by a concerned citizen with a desire to see that the rights of Deaf people to have equal access to higher jobs be countered by the involvement of Deaf people in the interview and screening process. MSD had a history of not involving enough deaf people to carry equal weight in the decision-making process. Also, widespread knowledge of Deaf culture, American Sign Language, the Deaf President Nomination movement, and Americans with Disabilities Act have empowered many Deaf people that the time was ripe to take action for our rights. I was fortunate to have a network with a commitment of Deaf people who were firmly committed to the goals of S.U.P.T. I would like to emphasize that it was truly a team effort and I played a very small part in it.

Q: As chairperson of the S.U.P.T. Committee, you must have encountered some amazing moments. Can you give some examples?

CW: Yes, I had many amazing moments. There were many diverse conversations among the alumni, parents, educators, students, and supporters in the MSD community. It was a challenge getting them to share their different experiences and views and at the same time keeping them united on a common ground. I was careful, working as the chairperson and keeping neutral, as I communicated with various groups of people such as Board members, news reporters, and school administrators. I received calls from many states outside Maryland asking for information or guidance on forming a similar committee. There were good letters to write and phone calls to make. Also, the committee’s efforts were a long process because we met weekly for almost a year, and it was a challenge to keep the group interested and stay committed to the end.

Q: Back to your being elected Board president, how does your family feel about this?

CW: They were delighted as they know I’m happiest when I’m doing a community service. My family likes the Deaf community not only on the Deaf community as a whole but their own lives as well. My older son, Clint thinks that I’m paying for a “7 United nation of Deaf people”.

Q: What is the most important advice you would give to the students at MSD?

CW: Learn all you can about your Deaf heritage and your rights as Deaf citizens of the United States, and use what you learn as tools for guidance to a better, more productive and more responsible Deaf adult.

Q: As the MSD Board President do you have any comments for the School and the Deaf community at large?

CW: I’ve just read the July issue of Reader’s Digest and saw this in “Questions and Answers” section. It was relevant to what happened today. Marianne Williamson, author of A Return to Love, writes: "In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it." I would like for all of us — with a good heart— to stand united in support of MSD’s pursuit as a pioneer in Deaf Education.
More Unsung Heroes—Secretaries

by Mark Sewell

There are many people at the school who are seen every day working on the front lines directly with the students and the parents. However, in order to insure that services are provided, there are many people who go unseen, but whose services are extremely important. These “people behind the scenes” insure that the necessary support is given through a variety of administrative functions, classroom support and office management. While not working directly with the students all the time, the effect of their high quality work is felt throughout the school, in the classroom and in a variety of office areas. Let’s now take a journey to meet just a few of those people who provide the behind the scenes support.

Frederick Campus Profiles:

Kathy Calabrese

Joan Brown
There are not many people on campus who have worked at the same desk, in the same office, in the same building for 22 years. When she started working at MSD in September of 1971, it was in the old Main Building. Joan took up residency in the fall of 1972 in the Psychology Department. She has seen many changes and many faces during this period of time. When talking with Ms. Brown, the history of the school opens up and comes alive. Not only is she responsible for booking all the student evaluations for both campuses, but she also provides critical support to the psychologists, mental health counselors and social workers at the school. She has helped with announcing the football games and has helped teach a jazz dance therapy class during a time when there was a student population of over 400. Ms. Brown had the pleasure of watching the students grow and become mature adults, and she has seen those same students marry and their children attend MSD.

Joyce Nickoles
Early in the morning through late into the evening hours, you will find Joyce Nickoles working in her office assisting Superintendent Tucker. She provides unparalleled services to the school. She routinely serves as a spokesperson for Mr. Tucker and often deals not only with parents, government agencies and local education agencies, but also with the governor’s office or state superintendent of schools. She is the first point of contact to the public for MSD. Each and every day she functions at a blistering rate of speed through meetings, deadlines and handling requests. Often she takes work home with her to do on her own computer.

Not only does Ms. Nickoles provide the necessary support to Mr. Tucker, she also provides services to the Board of Trustees, MSD’s governing body. While the pace of a day is remarkable, her 27 years of State experience, including seven years at MSD, enable her to smoothly handle all the needs. At any given time of day she may be found simultaneously on the phone to the governor’s office while working on a document with Mr. Tucker, and providing “customer service” to the Board of Trustees.

Kathy Calabrese is cheerfully working at maintaining student files and has been providing almost continuous support to the Principal’s Office since January, 1988.

FALL 1994
Barbara Lowman

Barbara Lowman has been providing support to the School since July, 1993 and to the Deputy Superintendent since November, 1993.

Linda Stull

Linda Stull has been providing administrative support to educational staff since July 1972. Her interest in the school began well before that since she grew up across the street. She has many fond memories, starting at age five, of playing on the school grounds, being chased away by the security officers and often gathering leaves on campus to take back home to build forts. She began working at the school as a teenager and has grown up with the school working with individuals such as Wayne Sinclair when he was a supervising teacher, Ken Kritz, retired principal and, most recently, Stanley C. Baker. Throughout the years, she has enjoyed many contacts working with people from across the state, especially when she was an integral part of managing the students’ transportation system and coordinating the needs of all the students on a weekly basis.

Not only does Ms. Stull enjoy providing for the administrative needs for all the Frederick Campus students, she is also the historian for the School. She has been involved, for many years, in setting up a school museum in the Ely Building. The idea of establishing a museum was not new. As she points out, Dr. Ely, in 1880, solicited funds to start the museum. Interestingly enough, the school has roots which are closely connected with the City of Frederick. On the day the cornerstone was laid for the Frederick Campus in 1867, the entire city shut down all the stores and there was a major parade to celebrate MSD’s beginnings.

Ms. Stull feels that it is impossible to separate the community from the school and the school from the community and that throughout many hard times and good times, the school has survived and has become a viable part of Deaf culture and the community at large.

Mary Ann Kraft

The phone calls start coming in early in the morning. There’s a teacher who is going to be out all day in the Veditz Building, another in the Ely Building and yet another in the gym. Mary Ann Kraft quickly springs into action to coordinate the entire day’s schedule and to insure that all classes are covered. She is a 17 year veteran at the school and is responsible for keeping the communication lines open and functioning throughout the career technologies education (CTE) and the physical education departments.

She is uniquely qualified to provide such a needed service since she has served in the high school department, elementary department and now CTE. Coincidentally, Ms. Kraft was an aide with Robert Padden, CTE’s assistant principal, when he was a math teacher in the former advanced department. She has thoroughly enjoyed watching the students grow up at MSD over the past 17 years. She not only enjoyed watching her son graduate from MSD in 1985, but also enjoyed watching the students take great pride in their work. Her work in CTE has been an extremely rewarding time for her.

Debbie Edmonds

Debbie Edmonds (seated) is providing assistance to Delanne Woodall in her usual exemplary manner. She has been providing assistance to the School’s students and staff since 1974.

THE MARYLAND BULLETIN
Columbia Campus Profiles:

Evelyn Anthony

Evelyn Anthony's heart belongs to MSD's students and parents and her greatest hope is that she has inspired parents of deaf children. She feels hearing parents of deaf children have a difficult adjustment to make—and a new language to learn. She speaks from experience as she has a 25-year old deaf son who attended MSD. She hopes that when she meets other parents of deaf children, she can give them hope, strength and encouragement.

Ms. Anthony not only assists in the classroom everyday, but coordinates the entire volunteer staff. With the remaining time, she insures that the student transportation process is as smooth as possible while juggling the Steiner receptionist job. She is truly a multi-faceted, multi-talented individual.

Laraine Hardy

Ms. Anthony's interaction with students and parents gives her the most satisfaction. Last year she went on a visit with family education to the home of a Spanish-speaking family. She interpreted in spoken Spanish to the family and signed in ASL to the Family Education staff. Her philosophy is that even when you think there's absolutely no way to do something, just do it!

Ianthia (Anne) Dean

It's 6:30 in the morning. As Anne Dean steps from her car, she hears a phone ringing in the security area of the Baker Building. She darts for the door, making it to the phone just in time to assist a parent worried about her child. Her day then continues to providing support to the maintenance and dietary staff. At any given moment, she can be seen receiving educational shipments, signing out vans for a group of students to go to the zoo, or handling phone calls requiring immediate attention from staff members.

During the past winter, Ms. Dean recalls "skating" to the road while she waited for a co-worker to pick her up during the frequent snow storms. What is true for our postal service, is also true for Anne Dean—that neither snow, nor rain, nor cold of night can keep her from providing her necessary services to the students and staff of MSD.

It becomes apparent when talking with these individuals behind the scenes, that there is an incredible amount of dedication, not only to the people and the programs they support, but to the school. Their desire to provide the highest quality services to insure that the programs are managed and run properly are truly an example for others to emulate.

FALL 1994
When Heather Whitestone was newly crowned as Miss America, her remarkable achievement was applauded by many members of the Deaf Community, including members of the MSD Community. Broadway had embraced deafness when they presented a Tony Award to Phyllis Frelich. Hollywood did the same when they bestowed on Oscar on Marlee Matlin. And, now we have Atlantic City judges recognizing that deafness is not a "flaw" when it comes to selecting a Miss America.

Then, sadly, the media took over. Newspaper and magazines quickly wrote that battles have raged once again between the advocates of the Deaf World and advocates of the Hearing World. I am shaking my head in dismay for the media has once again distorted how Deaf people actually live their lives. The media has once again divided Deaf people into two imaginary groups. In the first group, reporters write that Deaf people do not want to learn English and do not want to interact with Hearing people. In the latter group, Deaf people do not want to learn ASL (American Sign Language), and do not want to interact with other Deaf people. This journalistic angle is at best ignorant and borderline bigoted. Of course, this warped view of the American Deaf Community is reckless and dangerous. Thousands of families of young Deaf children will have read these articles and have become needlessly alarmed by this media fabrication that there are two warring armies of Deaf people.

Deaf people who live in this country are Americans first. They are born fide citizens who have jobs, pay taxes, raise families, travel all around the world, have hobbies, read stock market news, and watch television with closed captions. All functions above involve interacting with Hearing people, and using the English language. Advocates of the Deaf World? What does that mean? Perhaps the media knows of a remote Pacific island where only primitive Deaf people inhabit and where the use of the English language is punishable by death.

As a member of the Deaf Community since birth, I have met thousands of Deaf people in my lifetime. Regardless of their educational or language backgrounds, Deaf people are basically bilingual. That is, they sign ASL with various degrees of fluency, and read and write English also with various degrees of fluency. Many speak English with various degrees of ability.

As a native of Massachusetts, the basis of "oral only" education philosophy, my parents' education and my early elementary education were at "oral only" schools. This of course did not stop us from signing ASL in our everyday lives. Most of my parents' friends also went to "oral only" schools. Perhaps they are the closest to being called the advocates of the Hearing World. But, they have Deaf spouses from "oral only" schools or "combined method" (simultaneous communication) schools, belong to Deaf Clubs, Deaf Churches, Deaf bowling leagues, the Massachusetts State Association of the Deaf, the National Association of the Deaf, the American Athletic Association of the Deaf, and countless other civic and social groups.

Reporters need to observe my parents and their friends as well as thousands of Deaf Americans at work and at play. ASL is used by Deaf people as their everyday conversational language. Printed English is used by Deaf people when they refer to a rule book during a softball game, to Robert's Rules of Order during a meeting, or travel brochures when planning a trip to the White Mountains in New Hampshire. Written English is of course used only on TTYs, and in correspondences. English text is most enjoyed by Deaf people in books, newspapers, and magazines; and on television in the form of closed captions. Spoken English is sometimes used by Deaf people at banks, restaurants, grocery stores, shopping malls, and car dealerships. I have fond memories of my father raising written and spoken English language to high art when haggling with car dealers. In sum, Deaf people regardless of their diverse educational backgrounds, are basically bilingual.

As a superintendent, I have been interviewed by the local, national, and international press. The first part of our interviews are often spent on "Deafness." That is, I offer a semester's worth of information on issues facing the Deaf community in fifteen minutes or so. This is crucial to dispel, if any, their subliminal beliefs that there are warring Deaf armies. I also ask that their articles be reviewed by me before they go to press. Some agree to my request, but others say it is impossible according to some vague company policy. Fortunately, most articles are well-written, albeit minor misquotations may be present. But, a few times, I have been victimized by authors who have attributed quotes to me (that were not at all mine) to fit their story promoting Deaf World vs. Hearing World myths.

Ms. Whitestone will travel widely in the next ten months. Articles after articles will be written about her and her Miss America title. It is my hope that reporters will understand that Ms. Whitestone won a beauty pageant, nothing more or less. Basing Ms. Whitestone with difficult questions relating to issues of language acquisition or educational approaches and then using her quotes to fit their "already written" stories is unfair to her, and downright unethical. It is my hope that reporters will come to understand that Ms. Whitestone's achievement is about personal drama and personal courage, not about Deaf World vs. Hearing World.

THE MARYLAND BULLETIN
SHARING PROFESSIONAL EXPERIENCES...

"ASL & English: A Winning Team" - A Conference in North Carolina"

Based on an interview with Paula Ammons Woodall and conference handouts...

Several MSD staff used their summer vacation to attend a three-day conference, "ASL & English: A Winning Team" in Greensboro, North Carolina last August 7-9, 1994. Central North Carolina School for the Deaf (CNCS&D) where former MSD Board of Trustees Dr. Kathy Janowski works as its Superintendent, sponsored this conference where approximately 200 people attended. The representatives were from various schools such as Indiana School for the Deaf, The Learning Center for Deaf Children, Ontario Schools for the Deaf (all Bi-Bi Schools), Margaret S. Sterck School for the Deaf (Dulles), and Kendall Demonstration Elementary School and Model Secondary School for the Deaf (Gallaudet University) attended. The purpose of the conference on ASL and English literacy was to show how ASL and English, together, help children understand print.

Ms. Paula Ammons Woodall, Family Education Supervising Teacher (Frederick Campus) gave a presentation, "From Sesame Street to Dr. Seuss: How Young Deaf Children Acquire Literacy?" (working title). Her presentation illustrated the importance of visual communication and its effect on deaf preschool children's emerging literacy. She emphasized the Deaf child's need for clear, direct, and full access to information through visual communication. That can be accomplished through ASL, which allows the Deaf child to acquire a strong language base visually.

Ms. Woodall stated, "Early visual acquisition of language gives the Deaf child a language and this is the foundation to the child's English literacy and mastery and understanding of different content areas. To enhance or support the reason behind visual environment for the Deaf child would be to explain the physics aspect of LIGHT versus SOUND. The light waves are what the Deaf child's eyes catch then the mind processes and stores the information. So it boils down to the importance of CLEAR, DIRECT, and FULL access to the information around the Deaf child's world..." Ms. Woodall's presentation also focused on the connections between effective communication and ASL/English literacy. She showed a videotape of a young preschool deaf child playing at home with her mother. The child had a "STOP" sign in the room. While Ms. Woodall videotaped her playing, the child communicated with her mother and attempted to fingerspell. At one point, the child stopped and...
examined the “STOP” sign. She looked at Ms. Woodall, pointed at the letter, “P” and pointed back to Ms. Woodall. She told Ms. Woodall, “SAME!” in ASL. (English: “The letter, 'P' is the same as your name.”)

Ms. Woodall and the mother were taken aback because Ms. Woodall’s name started with the letter, “A,” for her maiden name, Ammons. The point of this videotape portion was that in her presentation, Ms. Woodall explained, “In a hurried environment where there is effective communication between him/her and the people around, he/she will develop strong literacy skills. Applying any experience the child may have will help in relating to the stories or concepts covered.”

Ms. Woodall attended a presentation, “Supporting the Young Bilingual Child: Strategies for Hearing Professionals and Parents” given by Ms. Laurie Wischmeyer, a Family Education teacher (Columbia Campus). The presentation focused on how to encourage visual attention in young Deaf children. She encouraged hearing parents and professionals to look at how Deaf people utilize visual techniques in their communication. Looking directly at the young Deaf child was one way but using eye gaze could be another way because using eye gaze can be done in numerous ways. For example, eye gaze can be used to indicate characters in telling a story or relating an experience.

Young Deaf children depend on their own eyes as well as others’ eyes to acquire information. Ms. Wischmeyer illustrated some visual techniques that could be used in the communication process with the child:

- be close enough to touch
- allow the child to visually attend before commanding
- follow the child’s topic of interest
- sign within the child’s pre-existing focus of attention
- know and use any non-manual behaviors and facial expressions

Ms. Wischmeyer also discussed how strategies in storytelling could link ASL and English through the following list:

- Ask a deaf, skilled storyteller to model
- Incorporate any and all visual attention skills
- Choose good visual story books
- Be expressive
- Repeat readings again and again and...

Some of the workshop topics presented at the conference were:

- “ASL and Literacy Connection in School-Aged Deaf Children”

Dr. Michael Strong, Director of Research for the Center on Deafness at the University of California in San Francisco.

“ASL: Civil War or Evolution?”

Keith Cagle, President of American Sign Language Teachers Association (ASLTA) and Middle School Principal at the North Carolina School for the Deaf in Morganton, North Carolina

“Facilitating ASL and English Literacy Development in Preschool”

Lynne C. Erting, a Ph.D. candidate at the University of Maryland majoring in Literacy Development of Deaf Children and currently teaching at the University of Maryland.

“A Deaf Child’s Acquisition of Fingerspelling” Arlene Blumenthal-Kelly, a Research Associate in the Culture and Communication Studies Program for Gallaudet University.

“Attitudes toward ASL and English”

Dr. Barbara Kastenpoll, a sociologist from Gallaudet University

CNCSD may publish the conference proceedings in the near future. As soon as information comes in, The Veditz will publish information on how to acquire a copy.

“Linking Hands with Canada...”

An Interview with MSD-Columbia Librarian, Ms. Karen B. Russell

Veditz: “I heard” that you wanted to share your trip to Canada with our readers of The Veditz!

Ms. Russell: Yes! I must tell you about it! I visited the Ernest C. Druy (ECD) School, one of the Ontario Schools for the Deaf (OSD) in Milton, Ontario. Before I go ahead, let me tell you how I got to go on the trip. You see, Ms. Julian Gray, Library Technician and Mrs. Anne McKeecher, Young Children Teacher/Archivist from Ontario, Canada visited MSD here in Columbia this past May. They were impressed with the Deaf Culture section in our library. Ms. Gray wanted to set up
section on Deaf Culture in her library. She asked if I could help her design the section. That was how I ended up in Canada during my summer vacation in June.

**Veditz:** That must have been an enriching experience. What did you find at ECD that impressed you?

**Ms. Russell:** One of the things that I found impressive at ECD was their P.A. system that had TV with captions and fire alarm and door light signal systems in every classroom!

**Veditz:** Can you share something about the Bilingual-Bicultural (Bi-Bi) movement at OSD?

**Ms. Russell:** Yes. Ontario became the first province in Canada to pass a ASL/LSQ (Linguie des Signes Quebecois: Quebec Sign Language) bill in July 1993. This ASL/LSQ law (Bill 4 - Section 11) recognizes and authorizes the use of ASL and LSQ as languages of instruction for Deaf students. The differences between the ASL/LSQ law in Ontario and the ones in America is that some states in America accepted ASL as the Deaf people's first or natural language, but not as a language of instruction.

**Veditz:** Who helps maintain the Bi-Bi program in Ontario?

**Ms. Russell:** Dr. Cliff Carbin is the Ontario Ministry of Education and Training's first Deaf administrator and is in charge of Bilingual/Bicultural programs. He is the Director of the Bilingual/Bicultural Education for Deaf Children Program. He works with all OSD schools; Sir James Whitney School in Belleville; Ernest C. Drury in Milton; and Roberts School in London. Dr. Carbin also works with Dr. Anita Small, Literacies and Cross-Cultural Consultant. Dr. Small used to work with Marie Philp, a Language and Culture Specialist at the Learning Center for Deaf Children in Framingham, Massachusetts. Another person working with Dr. Carbin is Ms. Dorothy Smith, an Information Specialist in Deafness and editor of the Ontario Bi/Bi Deaf Education newsletter. OSD has an active Bi-Bi Committee, the Ontario Association for Bilingual/Bicultural Deaf Education (OABBDE).

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**Veditz:** What information and materials did you get from Dr. Carbin and others?

**Ms. Russell:** Dr. Carbin showed me a paper on a policy on Bi-Bi education of Deaf children in Ontario. The title was “Statement of Policy; Bilingual/Bicultural Education in Provincial Schools for Deaf Children.” It was published in 1993 by the Ontario Ministry of Education and Training. I was able to relate it to because of MSD’s Bilingual Education Policy. Here is Ontario’s philosophy of Bilingual/Bicultural Education for Deaf Children:

“A bilingual-bicultural educational environment for deaf children is one that facilitates the students’ language acquisition, learning, and expression of knowledge through both American Sign Language (ASL) and English. The most accessible forms of communication in such an environment are ASL and written English. Opportunities to develop auditory and speech potential are also provided, after consultation with individual students, their parents and school personnel. A bilingual-bicultural approach, therefore, provides the means whereby deaf students have the opportunity to establish their identities within the Deaf community and to develop the skills, attitudes, and self-esteem necessary to function effectively in both Deaf and hearing societies.”

There was a footnote to the philosophy which recognizes that some hard of hearing children belong in the category of Deaf children. This may be due to their being visually oriented as well as their rights to being provided with the same benefits and opportunities afforded to Deaf children.

The statement paper also outlined the key principles of a Bilingual/Bicultural Program for Deaf Students:
- child-centered
- development of literacy skills (ASL storytelling & conversations, English-print materials; computers)
- understanding and appreciation of Deaf culture
- appreciation of cultural diversity
- development of a positive self-image

As you can see, our MSD Bilingual Education policy is very similar to their statement!
Veditz: What did you share with Ms. Goure, the Library Technician, about Deaf culture in the library?

Karen: Ms. Goure, Ms. McKercher and I talked about integrating Deaf culture into books. For example, there was a part in a story where a girl called for her mother. She naturally shouted. I said I would use the “calling” part to demonstrate Deaf Culture. How? Tapping her shoulder would be how a Deaf (or hearing) girl would tap on her mother’s shoulder. When you read the story, you need to expand it through ASL to describe the story in English. I am not referring to “Total Communication.” I am referring to the use of ASL with more emphasis on descriptions through body movements and facial expressions. Storytelling means knowing the story, especially fairy tales. When it comes to reading from the book, then I actually show the book to the students and encourage students to read the print on that certain page. Then I would proceed to sign that passage and expand it with further elaborations. I also read at a slow pace to allow students to absorb the descriptions in order to form pictures in their heads and connect with the story.

Veditz: By the way, how did you help design the Deaf Culture section in your library?

Ms. Russell: First of all, I told them that it was essential to decide on an area in the library. I had an area that was reserved for reference materials. I cleared that area and made it the Deaf Culture section. We discussed their library areas. We agreed that they had to find a target area for people to come in and feel free to use the Deaf Culture section. The target area should be designed to meet the needs of Deaf students, parents, staff and the Deaf Community. I gave them tips on starting the Deaf Culture section:

- pick a target area in the library
- select materials on Deaf culture (books; posters; videos) 
- AVOID books with the medical-pathological perspective!
- encourage students to submit their recommendations for literature on Deaf culture (children’s books dealing with the Deaf experience; autobiographies of famous Deaf people and hearing alike...)
- ask the Deaf community for their suggestions
- make the Deaf Culture section visually accessible!

Veditz: Thank you for sharing your story with us!

(Nota: Karen has copies of Ontario Deaf Education newsletters in her library. She also has this great book, You and Your Deaf Child that is designed as a parent information kit and includes information from the Ontario Deaf Community for parents of Deaf and hard of hearing children. If you would like a copy, write to the Ontario Association of the Deaf at 271 Spadina Road, Toronto, Ontario M3A 2R3 or to the Ontario Cultural Society of the Deaf, Box 21100, Holiday Postal Outlet, Cambridge, Ontario N3C 4H3. Please send $3.00 Canadian for postage and handling.)

“Cultural Aspects of Teaching Deaf Children” with Dr. Barbara Kannapell
by Andrea A. Feldman

Prior to Gallaudet University’s “Inclusion” conference in October, I was able to participate in a two-day course, “Cultural Aspects of Teaching Deaf Children” with Dr. Barbara Kannapell, a sociolinguist and a Deaf Culture consultant. The course focused on the study of the sociocultural processes of Deaf children interacting with each other and with Deaf and hearing teachers/staff in the school environment. Dr. Kannapell took us through lectures, discussions and activities on definitions of culture and Deaf culture; Deaf children’s acquisition of Deaf culture; language and communication issues; Deaf children’s power and identity development.
and Deaf Literature, Folklore and Traditions.

"Paradigm shifts" were utilized to illustrate the way hearing and Deaf people viewed Deaf people. Dr. Kannapel defined paradigm shifts as models of people's internalized set of rules and regulations. She explained, "Sometimes we are conscious of these sets of rules, and sometimes we are not. They establish boundaries for us - tell us what the limits are - and tell us how to solve problems successfully within these boundaries..." She also emphasized that the paradigm had the power to "shape our perceptions of and practices in nearly unconscious...and thus unquestioned...ways..."

Two paradigms of how professionals working with Deaf people viewed Deaf people were demonstrated: 
- dominant and alternative. The dominant (medical / pathological view) paradigm or the "Hearingization" paradigm includes terms such as "hearing impaired," "handicapped," "disabled," and Deaf people with "language problems" or "communication disorders." The alternative paradigm, "The Deaf Person" one, includes the view of Deaf people as a cultural and linguistic minority who use ASL as their language in addition to the English language in print. These two paradigms illustrates how Deaf education defined the meaning of being Deaf and how Deaf and hearing people need to examine and carefully shift their paradigms.

Dr. Kannapel encouraged the class to share ideas on developing paradigms of these three models: the Deaf Person model, the Deaf Teacher Model, the Deaf Parents Model. The Deaf Parents paradigm could be an examination of how Deaf parents were able to raise their Deaf children as fluent communicators in ASL and English in the same way as we see hearing parents raising their hearing children.

Dr. Kannapel also defined culture and gave examples of American and foreign culture before she proceeded to give examples of Deaf Culture (communication with use of eyes and hands; ASL; Deaf people's perspectives of the world; the Deaf community; and Deaf Folklore/History/Literature. She discussed how identity could affect Deaf children. She discussed three types of identity as language, personal, and social. Then Dr. Kannapel went on to give examples of Deaf Culture through Deaf Literature; Traditions and Folklore. She used video tapes and anecdotes to help make her examples visually clear.

Dr. Kannapel invited Dr. Clayton Valli, an ASL poet as well as a linguist from Gallaudet University, to present 'Empowering Children Through ASL Poetry.' He gave a brief overview of Deaf Poets from the 1840's to the present and how ASL poetry came into existence.

He showed the differences between "spoke, / printed" poetry and "ASL poetry." A typical poem in the English language (and other spoken / printed languages) had certain features such as rhyme, meter, and form. Historically, there were Deaf poets who generally wrote "English" poems about their experiences as Deaf person or experiences that might not deal with their experiences as a Deaf person. ASL poetry, as Dr. Valli described, is expressed entirely through ASL. For example, an ASL "poem" can be an A-B-C story or a personal "Deaf" experience. ASL poems can also be based on "Deaf experiences." He also showed videotapes of Deaf children and adults expressing themselves through ASL poetry and showed the class how to justify the expressions as ASL poetry with features that met the requirements of a poem. Then Dr. Valli entertained the class with a delightful ASL poem based on the rooster and the cow at a farm. He came up with that poem just before he met with a preschool class at The Learning Center for Deaf Children. Naturally, the children wanted him to do the poem again and again.

Dr. Kannapel also invited Ms. Patricia Yates from the Model Secondary School for the Deaf (MSSD) who presented "ASL: Effective Strategies in the Classroom." She demonstrated how teachers could effectively maintain control of their classes simply through effective communication and visual strategies as well as fluency in ASL & English and training in education. Ms. Yates described a "Deaf-Friendly Environment" in the classroom. For example, students should sit in a semi-circle and the classroom should be bright and well-lighted. She showed the importance of using yellow, pink, or blue transparencies to ease eye strain. She emphasized the need to display print, posters and photos of Deaf people and related Deaf Culture items in and out of the classroom. Ms. Yates also discussed strategies of getting and holding students' attention and encouraging them to get involved in group discussions or ask questions.

"Cultural Aspects of Teaching Deaf Children" is recommended for hearing and Deaf professionals aiming to work with Deaf students and staff because it strives to provide the professionals with information that can assist them in performing more effectively on the job. For example, the course can assist professionals in recognizing that culture, communication and language as essential components in the process of teaching and working with Deaf children. It can also help them accept the fact that it is essential for students and teachers to be fluent communicators in order to be able to be effective in and out of the classroom.
“A Vision for MSD’s Bi-Bi Committee”

Commentary by Vicki Grosginger, Bi-Bi Committee Chairperson

In 1993, the MSD Board of Trustees adopted the Bilingual Education Policy and gave staff time to absorb the policy. Last year, MSD hired four ASL teachers, one for the Frederick Campus, one for the Columbia campus and two for the Family Education Department.

This year we would hope to provide workshops for the MSD community -- parents, staff, students and the Deaf community.

Since copies of The Veditz have been in demand by the Deaf Community (parents, friends, colleagues, schools for the Deaf and programs for Deaf children), the Bi-Bi Committee agreed to include The Veditz as part of the Maryland Bulletin four times a year. Putting The Veditz in the Maryland Bulletin will ensure that each and every Deaf school in the United States and several countries receive a copy as well as the families of MSD students.

Last, but not least, the “ASL FUNyear” will take place on Saturday, May 13, 1995 from 10:00 AM to 5:00 PM at MSD - Columbia Campus. The purpose of the festival is to provide opportunities for the gathering of families, learning experiences, and, more importantly, FUN! Storytelling, children’s activities, arts & crafts, raffles and much more will be featured. The Bi-Bi Committee and I look forward to seeing you all there.

A Quote to Ponder:

“So, my goal...is in cooperation with Deaf people, to provide an environment where deaf children will have sufficient contact with fluent signers...and at the same time...provide support for their parents and siblings in learning the language and culture of the Deaf community.”

Patricia Saylor from “A Hearing Teacher’s Changing Role in Deaf Education” (Harvard Educational Review, 62 (4), 519-534)

From the Eyes and Hands of the Editor:

I would like to extend my deepest gratitude to Ms. Lori Dunn, Ms. Vicki Grosginger, Dr. Richard Steffan and Mr. James E. Tucker for their assistance via typing, editing and revising! I also would like to extend my deepest gratitude to them for keeping The Veditz in existence! However, The Veditz is in desperate need of WRITERS and INTERVIEWERS! We would like to have students, parents, staff and the Deaf Community contribute their literary pieces! Future issues will focus on ASL/English literacy at MSD.

Articles, information and letters can be sent to:
Ms. Andrea Feldman,
Editor of The Veditz Section
103 Clarke Place
PO Box 250
Frederick, MD 21705-0250
The MSD Bi-Bi Committee
Proudly announces the first

ASL FUNfest!

May 13, 1995
Columbia Campus

Deaf storytellers
Deaf artists
Deaf comedians
Arts & Crafts
Booths
Children's Activities
Raffles
Souvenirs
Fun fun fun!

If anyone is interested in helping with or sponsoring ASL FUNfest, please contact Vicki Grossinger!
TTY: 301-620-8534
Maryland Relay Service: 800-735-2258
All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to student files. Student files are kept in file cabinets and rooms which have locks.

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

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

Professional personnel may gain access to the departmental files i.e., Family Education/Early Intervention, Elementary, Middle School, High School) through the following procedure:

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

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

1. By making a request to the Principal to review the school records;
2. The Principal will arrange to make the records available without unnecessary delay and no later than 45 days from the date of the request;
3. The parents and/or eligible student shall review the student’s school records with an appropriate qualified staff member present;
4. Copies of records will be made for a fee of ten cents ($0.10) per page to cover duplicating cost, unless there is a demonstrated financial hardship or this would prevent a parent or eligible student from exercising the right to review and inspect records;
5. Amendment of records, the parents' request:
   a. A parent who believes that information in education records collected, maintained or used is inaccurate or misleading or violates the privacy of other rights of the child, may request the Maryland School for the Deaf to amend the information;
   b. The Maryland School for the Deaf shall decide whether to amend the information in accordance with the request within fifteen (15) days of the receipt of the request;
   c. If the Maryland School for the Deaf decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

6. Destruction of information:
   a. The Maryland School for the Deaf shall inform parents when personally identifiable information collected, maintained or used, is no longer needed to provide educational services to the child;
   b. The following information must be retained for five (5) years to provide information required by state and federal officials:
      i. All Individualized Education Programs (IEPs); and
      ii. Admission, Review, and Dismissal (ARD) Committee summary sheets and notes containing:
         a. Identification of assessments and evaluations performed (but not the detailed assessments themselves); and
         b. Formal decisions of the ARD Committee documenting:
            i. The student's disability;
            ii. The multidisciplinary nature of the Committee; and
            iii. Parental involvement.
   c. The information must be destroyed at the written request of the parents. However, a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

For all other people, data in files will only be released upon receipt of a signed release from the parents and/or eligible student (18 years old and older). Personally identifiable information may be disclosed to another school system, school or postsecondary institution without parental consent, but par-
ents will be notified that the Maryland School for the Deaf has been requested to forward education records to the agency or institution in which the student has enrolled or intends to enroll or from which the student receives services.

In addition, Maryland School for the Deaf cooperates with the Maryland State Department of Education by transmitting to them personally identifiable information in unidentifiable form.

Questions or requests regarding student records should be directed to the appropriate Campus Principal:

Mr. Stanley C. Baker
Frederick Campus
or
Mr. John K. Snavin
Columbia Campus

Copies of this and other policies complying with state and federal laws are kept in the Office of the Director of Pupil Personnel Services.

Federal Funds Benefit MSD Students

In past years the Maryland School for the Deaf on both the Frederick and Columbia Campuses has been able to provide additional services and materials through the use of federal funds. These funds are made available to the school through the cooperation of the Maryland State Department of Education.

During the 1993-94 school year, ECIA, Chapter 2 (Block Grant) funds in the amount of $6,498 were made available to the school. These funds will be used together with 1992-93 funds of $7,540 and 1994-95 funds of $7,330 to purchase IBM compatible computers to establish a student computer lab for use during school and dormitory time. The computers will feature 1.2 and 1.44 drives as well as Ethernet cards to eventually connect the units in a small Local Area Network (LAN). Cost permitting, some funds will also be used to purchase 24 pin LQ printers. The purchase of this equipment will better prepare students to use equipment they will find in the world of work after graduation. They will be of direct benefit to them.

Additional money is awarded to the school under Chapter I. For the 1993-94 school year, these funds amounted to $170,635. Funds in the amount of $170,580 are available for the 1994-95 school year. These funds are used to assist in the support of the Family Education/Early Intervention program. This program provides education to very young deaf children and their families in order to help these families with early management and guidance of their children, and to help the children get an educational headstart. Services are provided for these individuals both in their homes throughout the state through visiting teachers and classes held on the two campuses of the school.

Family workshops and parent meetings involving extended family are also an important component of this program. Some funds are used to purchase consultative and psychological services for students and families with special needs.

Through the years, this funding has had an important impact on the program that the Maryland School for the Deaf has been able to offer. Some services which are now a regular part of the MSD program came into being through initial use of these funds.

The Family Education/Early Intervention Department also received grant money in the amount of $8,330 for the 1993-94 school year from the Maryland Infants and Toddlers Program (MTP). For the 1994-95 school year this figure will be $15,000. This grant, as mandated by PL 102-119, provides funding for children ages birth to 36 months. The grant has allowed the department to upgrade and maintain teaching materials and equipment. It also made possible the purchase of a new TTY and answering machine. This has given parents the ability to make contact with the Family Education Department 24 hours a day.

It also provides the funding to send mailings and newsletters to parents. In addition, the grant funds workshops and inservices for families and staff. During the 1994-95 school year, it will also provide additional interpreters for parent meetings and a contractual aide for the classroom.

Copies of the application for all of the above grants are on file in the Office of the Director of Pupil Personnel Services on the Frederick Campus of the Maryland School for the Deaf. These are available for review to anyone who may be interested in them.

MSD anticipates that funding will also be available for the 1995-96 school year and the school welcomes written suggestions for the use of future funding which might become available. Parents, guardians, staff, and other interested parties should submit these suggestions in writing to Mr. Stanley C. Baker, Assistant Superintendent of the Frederick Campus or Mr. John K. Snavin, Acting Assistant Superintendent of the Columbia Campus.

Free, Appropriate Public Education

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

Project TFA:
Telecommunications for All

MSD is one of five schools for the Deaf selected to implement a special project supported by the Technology Assessment Program at Gallaudet University through the funding from the U.S. Department of Education, Office of Special Education Programs. The project is entitled “Project TFA: Telecommunications for All.”

Project TFA provides an opportunity to enrich communications technology education to Deaf and hard of hearing children. Communications technology has evolved from the telephone in the early 1900’s to facsimile machines (FAX), Internet, TTYs, pagers, cellular phones, and E-mail. Due to the expansion in the use of text telecommunications and the Americans with Disabilities Act, more Deaf people than before have a direct access to hearing individuals and business through TTYs and computers. Special TTY software and modems can be installed on any PC and used just like any regular TTY, but with more features. Deaf people use computers to send and receive E-mail. Maryland Relay Service reports more calls are made between Deaf and hearing individuals than before. If trends continue, the traditional text-based communication used by Deaf people will be considered less “special.” They will use other means of communication like FAX and Internet.

The goals of TFA are: improve the accessibility and appropriateness of educational programs through better use of the telecommunications technologies that will assist Deaf students’ abilities to communicate and act independently throughout life; and, to improve the schools abilities to integrate telecommunications education into their programs. MSD students of varying ages will have access to visual telecommunications media, including TTY, relay service, voice carry-over, elec-
tronc mail access, FAC, bulletin board messages, and videophone.

MSD will receive equipment as follows: two computers, two 14.4 S/R FAX/data modems, one telephone-call simulator, one FAX machine, two carts, two TDHs, two TD7 software/modems. They will be placed in one of the communications classrooms and Mary Sue Boxer, communications teacher, will carry the responsibility of training and instructing MSD students.

The benefits of the Project TFA are the ability to act independently, improved skills in communications, improved literacy because of increased use of reading and writing, improved self-esteem, and reduction in helplessness.

—Richard Schoenberg

Teachers Participate in Staff Development

To implement MSD's goal of implementing language arts and math, elementary and middle school language arts teachers attended two workshops, "Implementing Language Arts Assessment" with a Frederick County Public Schools (FCPS) teacher, Helen Eworsky. She presented teachers with sample assessment tools from the FCPS Criterion-Reflected Evaluation System (CRES) for language arts. Currently, some teachers are in the process of utilizing CRES in their language arts classes with the curriculum coordinator, Andrea Feldman's assistance and modeling.

Elementary, middle school and high school teachers attended a workshop on the utilization of math manipulatives. The presenter was Judy Benedict, an FCPS teacher. She returned to MSD again for a series of two workshops on utilizing math assessment tools.

High school social studies teachers met with a secondary social studies curriculum specialist from FCPS, Mike Bunitsky, to discuss strategies in preparing for the Maryland Citizenship Test in January 1995. Mr. Bunitsky also visited middle school and high school classes to demonstrate social studies CRES assessment tools.

Middle school and high school language arts/English teachers met in November with a FCPS teacher to discuss CRES assessment tools. Gordie Thorpe from FCPS, who was a science mentor during the summer workshop, returned to MSD to visit middle school and high school classes and to work with teachers on science CRES assessment tools. Elementary teachers received training on the utilization of new SCIS 3 (Scientific Curriculum Inquiry System) hands-on kits.

Teachers at MSD are off to a productive start in integrating new knowledge into lessons along with the utilization of the Essential Curriculum.

—Andrea Feldman, Curriculum Coordinator

Maryland Functional Test Results

MSD is proud to announce the results of the Maryland Functional Tests. The criteria for being in the pilot group taking the Maryland Functional Reading Test (MFRT) and the Maryland Functional Writing Test (MFWT) was 1) twelve years old or older, 2) is a 7th, 8th, 9th, or 10th grade and 3) reads and writes on 5th grade level or better, based on results from the Gates-McGinitie Reading Test or the Stanford Achievement Test. Fifty students, from either middle school or high school, took the MFRT and 47 students (94% of the group) passed the test. 46 students, from middle school or high school, took the MFWT. Seventy-six percent of the group passed the test.

Criteria for taking the Maryland Functional Mathematics test (MFMT) was the same as the MFRT and MFWT except for #3. Instead, they had to make 50% or better on a practice test. Fifty-three percent of the group passed this test. What was discovered is that if the student had mastered 7th grade basic mathematical skills, there seemed to be no problems with taking the MFMT.

For 1994-95, the school plan to change criteria #3 for taking the tests. Students will need to read and write on 4th grade reading level to take the MFRT and the MFWT. For the MFMT, students will need to score 70% on the practice test in order to take the test. We will be giving the citizenship test for the first time this year. Criteria for taking the test will probably be 4th grade reading level and taking the American Studies: citizenship class. It will be interesting to see the results of the citizenship test since Frederick County Public Schools says this is the hardest test of the four Maryland Functional Tests.

Service to MSD

Last fall, the president of the Fredericktowne Sertoma Club, Ms. Lois Berin, inquired about how the organization could learn more about the Maryland School for the Deaf. The club wanted to become involved with MSD and was hoping that their fund raising efforts might be put to good use somewhere on the Frederick Campus.

Middle school assistant principal, Marsha Flowers and Transition Coordinator, KC Russell, attended a Frederic
towne Sertoma Club to give a brief overview of MSD’s program. The Serto
oma members were impressed by the diversity of the students, course offers
ing and extracurricular activities, and delighted by the comprehensiveness of the school. Ms. Flowers and Ms. Rus
tell enjoyed learning more about Serto
oma and being treated to a dinner at Ernie's Kitchen.

When talking about the residential life program, it was mentioned that there was a need for TTY answering machines in the residence halls. The students use TTY's for making phone calls, and par
ents use the answering machines to leave messages for their children while they are at school. Ms. Berlin and other members were excited by the prospect.

MSD accepts TTY answering machines from the Sertoma Club. Picture was: Prin
cipal Stanley C. Baker, Frederic
towne Serto
oma President Lois Berlin, Stephen Sembler and Donna Crowe.

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of raising enough funds to buy a
machine for each of the residence halls.
That they did, and then some!
The Fredericktown Sertoma Club
was able to raise roughly $1,500.00
which was increased an additional fifty
percent by the Sertoma International
Headquarters to roughly total
$2,200.00. This was enough to buy a
new TTY answering machine for each
of the five residence halls and one extra
to be used by the students elsewhere on
campus.

On Thursday, September 15, 1994
several Sertoma Club members
attended a ceremony to present the new
machines to MSD. Several students,
administrators and staff members
attended to express their appreciation
for Sertoma’s accomplishments.
Following the ceremony, Mr. Chad Baker
assistant superintendent of the Freder-
rick Campus treated Ms. Berlin and
other to a tour around the Frederick
Campus.

According to their mission statement,
“Sertoma exists for the high purpose of
SERVICE TO MANKIND by com-
munication of thoughts, ideas, and con-
cepts...” MSD appreciates the efforts
of the Fredericktown Sertoma for
achieving its mission at MSD with its
very generous donation.

— K.C. Russell

Space Academy

The Sertoma Space Camp for the
Hearing Impaired launched Mission I
in May of 1988. Twenty-one Deaf and
hard of hearing students from three
states attended Space Academy Level I.
This mission was so successful that 72
Deaf students from eight states partici-
pated in Mission II. Ninety-six students
from 17 states came for Mission III.
Mission IV brought 105 students. Mis-
sion V had 113 participants while Mis-
sion VI had 130 participants. During
the week of April 30-May 7, 1994, Mis-
sion VII had 55 trainees in Space Camp,
while 43 participated in Space Academy
Level I. Space Academy Level II had
seven trainees. Hei-Jen Woodward was
a trainee in the Space Camp while Hay-
ley Evans and Mike Hatlichuk partici-
pated in the Space Academy Level I. Donna Crowe participated in the Space
Academy Level II. This was the first
time that MSD had a student enrolled
at this level. After a long year of fund-
raising, the students and Edward J.
Scherbel and Rita A. Spencer, MSD
science teachers, went to the Space
Camp and Space Academy.

The MSD trainees went through var-
ious space simulators such as Molsy-
Axis, 5-DI, 1/6th chair, GMHU,
SSMT, and Mars Explorer. In Space
Academy Level II, the group is divided
into three areas: aerospace, engineering,
and technology. Donna participated in
technology while a former MSD stu-
dent, Marvin Cooper was in engineer-
ing. Lectures on several topics were
presented along with training in flight
simulators, scuba diving, and lab exper-
iments. IMAX movies were shown
evenings in the Space Dome Theater.
“The Dreams Is Alive”, and “The Blue
Planet” were favorites.

The highlights of the week, of course,
were the actual missions. After complet-
ing training, the students in Space
Camp and Space Academy were ready
for the launch. Mike was the pilot dur-
ing one mission and Booster/Prop Sys-
tems Officer during another mission.
Hayley was the Flight Director during
one mission and a Space Station spe-
cialist during another mission. Hei-Jin
was Mission Scientist during her mis-
sion. Donna had four missions during
her training as a Space Station special-
ist, Orbiter payload specialist, and Mis-
ion Control Science Officer.

During the graduation ceremonies,
several awards were presented. Mike’s
group, IBM Team, won the best mission
patch. Hei-Jin’s team won the Space
Bowl Contest for the entire Space Camp
Program. Donna was presented with
the highest individual honor, . . . the
“The Right Stuff” Award in the area of
Space Technology.

The MSD campers arrived very tired
at Dulles International Airport around
7:30 p.m., but they were anxious to tell
their experiences to their families.

MSD wants to thank these corpora-
tions, organizations, and individuals for
their generous donations in making the
trip to Huntsville, Alabama possible:

Pottedom Electric Power Company
Frederick Women Civics Club
V.F.W. Post 10076, Mt. Airy, MD
Dr. A. Magend
Dr. Ira W. Hansen
Tri-State Athletic Dept., Elk’s . . . Baltimore
RLD Fyshers, Plummton Enterprises, Inc.
Eastlake Aluminum Co.
Farmers & Mechanics National Bank
The Frederick Business Properties Co.
The Frederick News-Post
Win Markets, Inc.
Mr. Lawrence A. Donley, Jr.
Kriamo Club of Walkersville
Frederick County National Bank
Maryland School for the Deaf Foundation
The Sertoma Club of Frederick
Leigh Brownell-Currens
Jeffersonian Patriotic Club of Frederick

Frederick Students
Visit Columbia

After school on September 15, 48
elementary students and REs from
Frederick Campus visited the Columbia
Campus. The Frederick students were
joined by the Columbia dormitory stu-
dents and played games outside until a
delicious barbecued chicken supper,
prepared by Hazel Baldwin and her
staff, was ready.

After supper, all the students went for
a swim in the school pool. Everyone had
a good time. The Columbia students
were thrilled to see the Frederick stu-
dents, many of whom were their former
classmates. A return visit is planned in
the future.

Donna Crowe received the highest honor at
Space Camp, the “Right Stuff Award”.

THE MARYLAND BULLETIN
New Students


Columbia Campus younger class includes (front row) Vela Coryell, Kara Andrade, Marisa Andrade, Joshua Bailey, (back row) Tyler Diks, Brittany Comegna, Jenna Richmond.

Frederick Campus Middle School—Robin Shannon, Shawn Shannon, Terri Monroe, Ashley Gill, Jennifer Wood.

Columbia Campus welcomed new students (left to right) Nicholas Comegna, Ryan Curry, Joseph Williams.


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Columbia Campus Promotion Program

On June 10, 1994, thirteen Columbia Campus students received promotion certificates for completion of academic work in their respective departments. The purpose of the promotion program is to give the students special recognition for their good work and efforts. All of them were promoted from their departments to more advanced departments such as the Elementary and Transitional Departments to Middle School at either Columbia or Frederick. For those in the Middle School, they go to High School in Frederick.

What's Happening at Columbia Campus?

The 1994-95 school year at Columbia began with an increase in student population. Last year, there were around 95 students while this year there are currently 104 students. Much of this increase has been in the youngest students (ages 4, 5, and 6). They now compose about one-fourth of the school's population. Because of this increase, there has been modification of the former dorm area in Steiner "B" to another Pre-K, K classroom. There are now two full classes in this area serving over 20 four- and five-year old students. Additional materials and staff have also been added to meet the growing population of young special needs students.

This year is the second year of implementation of the Essential Curriculum. This summer, several staff attended a two-week extensive training program at an assessment. These teachers then became mentor teachers for the rest of the staff. They have already lead training sessions with the rest of the staff this fall.

The staff have felt the impact of the training program on the educational process at MSD. The students are learning new skills in a sequential manner from Pre-K through 12th grade. Using ASL as the language of instruction ensures that children learn the same way their hearing counterparts do in school.

The students also have fun finger-spelling their names, colors, and new words they learn in class.
Two MSD Seniors Attend Hood College Classes

The reason I am attending Hood College for courses is to improve my weaknesses on problem solving. I like the math course at Hood College because it is challenging for me. Mathematics is the key to my future plans of enrolling into a technical college. I plan to be an engineer. I haven’t decided what kind of engineer I am going to be. The math course at Hood is called Math III - Practical Problem Solving. I attend Hood classes on Tuesdays and Thursdays. They provide an interpreter and notetaker. That helps me understand and participate in the class. Hood College is like any other college with college courses. I am getting the taste of college before I graduate. That is a good experience and knowledge for anyone to have. If anyone wants that experience and knowledge, then they have to work for it. Believe me, it’s worth it!

—Ryan Palmer

The Hood Start Program only accepts two students from every high school in Frederick County. After being accepted into the program, I decided to take Astronomy 113. I chose this course because I am considering it as my major in college. Class is held in Williams Observatory every Tuesday night from 6:20-9:10. My professor, David M. Hall, is a radio astronomer from the Naval Observatory in Annapolis.

Class consists of a two-hour lecture, with the rest of the time spent in observation of the heavens. This class has proven to be extremely enjoyable since I find astronomy quite fascinating.

I hope that more MSD seniors will become involved in the Hood Start program as it is a good way to ease into college.

—Donna Crowe

Jr. N.A.D Convention

The Jr. N.A.D Convention ’94, hosted by the Rochester School for the Deaf in Rochester, New York proved to be one of the most thrilling experiences for Julie Bourne and me. Accompanied by Rita Spencer and Belinda Monigan, we set off on our journey from Fanwood, where we were part of the team that won the ESADA Track Championship.

The convention went off beautifully. People came from every corner of the country. Old and new friends could be seen everywhere as the students participated in workshops, games and parties. Guest speakers were plentiful and extremely interesting. Some examples were Bernard Bragg, renowned Deaf actor, who gave a lecture/discussion on how to express feelings and Bummy Burstein, the one and only deaf parliamentarian in the United States, who gave a lecture on how to run meetings properly.

Everyone at the convention slept, ate and had the workshops at the Holiday Inn of Rochester. The food was delicious and served buffet-style. The rooms were for four people each, and nobody knew who their roommates were. It was just one of the ways to make new friends. Workshops were during the day, and during the evenings, there were different activities planned for us. Touring N.T.I.D., going to Niagara Falls, participating in the chocolate pudding wrestling event and going out for dinner with R.S.D. families were part of the activities.

Julie was one of the Jr. N.A.D pageant participants. The pageant, hosted at the N.T.I.D. theater was one of the highlights of the week. Fifteen girls and nine boys were part of the pageant and Julie sure made MSD proud by becoming the first runner-up.

Both Julie and I came back to Maryland with lots of memories and friendships to be treasured always. A Jr. N.A.D chapter is in progress of forming at MSD and the students hope to be able to compete to be allowed to go to the regional convention to be held in North Carolina in May.

The convention gave us ideas on how to be better leaders. During the whole course of the week, Julie and I were rarely together, almost always too busy with our groups and new friends. Traveling back home, we finally got the chance to talk and share our ideas and new theories. We only hope that we will be able to lend our new found leadership and ideas to MSD and make MSD even better!

—Stacy Nowak

Student Explores His Future

by Stephen Semler

About two years ago my goal was to attend the National Technical Institute for the Deaf in Rochester, New York. After talking to some of my teachers, I learned from Mrs. Nowak about the “Explore Your Future” program. She taught at the Lexington School for the Deaf. As she talked, I became more corre-
ious and interested in the program. So I mailed my application with the help of many teachers and I was accepted. I was so happy and excited to be a part of the program.

The first day when I arrived at NTID I was shocked at how big the college is. I was kind of shy to meet new people there. We had a break the ice game so we got to know each other better.

Our schedule was set up like a week at college. We went to classes such as computer science, photography, science lab, etc., to experience what the classes are like. My favorite class was computer science because it was so interesting.

We had different activities during the evening such as an Hawaiian party, canoeing, Student Life Center (Gym), movie theatre, and bowling. We had a wonderful time in different activities. It was fun having all of those activities because we could participate not only as a class but as friends. This also was a good time for us to exchange our views about our classes and to share experience. On the last day I wished that I could stay there longer.

I think the overall program is excellent because you learn more about yourself. You will make new friends from different states. It gives you a taste of college life. I would highly recommend to students who are college bound to apply to this program. It was a wonderful experience not only for me but for my family.

A Parent's Reaction
by Mrs. Judith Semler

About three years ago, Stephen started discussing with us about going to NTID which is one of the eight colleges at Rochester Institute of Technology in New York. During his junior year he wrote for information about the college. The more we read, the more apparent it was how interested he was in the college, so he applied for the summer program, "Explore Your Future". Before he was accepted into the week long program, we made an appointment with the Admissions Counselor. She had made appointments with several professors in the fields of Stephen's interests. It gave us opportunity to ask questions. We were also given a tour of the campus.

Stephen Semler at NTID gave Stephen a better understanding of what the school was like.

In several weeks, Stephen returned to NTID to stay as a student. He attended classes everyday from 8:30 to 4:00. He was given his schedule of classes along with a map. I think it was very advantageous for Stephen to have seen the campus before he attended the program. The staff and counselors were excellent. Each student was responsible for themselves all week. The students each had one roommate. In the evening a different activity was planned in order for the students to get an overall view of what was available to them in their free time. The last day of the program was Parents' Day. This included group discussions on many subjects from transition from high school, high cost of college and expectation of both students and parents.

When we met Stephen at the end of the day, he seemed even more secure and confident about attending NTID. The students were given many challenges. It was a wonderful experience — both for Stephen and for us as his parents.

Nicole Sichette asked her mom to bring crabs for Ms. Daze's Intro. to Food Prep, class. The class is: Peggy Faulkner, Belynda Bailey, Sharon Duke, Sam Thushnai, Timothy McAlvey, Stacy Zile, John Jones, Nicole Sichette, and Conrad Hause.

Then on Monday, October 17 Janice Daze's class went to the kitchen in Ely Building. There was a white foam box on the counter. There were galores of crabs in the box. Tim accused Janice that the crabs were alive. No, they weren't. Some of the class put on aprons. Then newspapers were spread out on the small table. Then we sat around the table. Then Janice gave out crabs to us. We dug in them, broke off pieces, and ate the meat. Some of us were grossed out by the parts in crabs. The meat was sensational to the senses of the body!!! The atmosphere in the kitchen was lovely and we had fun.

The table looked like a tornado had burst through it. Mountains of leftovers were strewn all over the table. Stacey Zile, John Jones, and Nicole Sichette cleaned the crab mess up.

We made a card to thank Nicole's mom. I hope other classes have an opportunity to do it, too. It'll be an experience to remember!
Volleyball
"Keep Moving! Be Stubborn! It's Not Over Yet!"

The volleyball program at MSD entered its fifth year with 16 games and three tournaments. A three-day camp in August with Gallaudet University Volleyball Head Coach, Peg Worthington, was one of few highlights here at MSD. The establishment of the volleyball JV program was another.

Winning the Homecoming match against Indiana School for the Deaf was thrilling. The five tough games were not saved. Another instance of the highlights for MSD volleyball team was playing against Kentucky School for the Deaf for the first time. MSD beat Kentucky three straight games.

In addition to these highlights, MSD was invited to MSSD Invitational Tournament and played with five schools. We lost to all schools and Julia Rae Eichelberger was selected one of All Tournament Players. MSD participated in the Tri-State Athletic Conference (TSAC) tournament for the first time this year. MSD lost to Riverside Baptist and Quaker, 0-2, and 1-2 respectively. Stacy Nowak was selected to the All Tournament Team.

The volleyball season ended with the Easterns Deaf Schools Athletic Association (ESDAA) Tournament on Saturday, November 3 at the New York School for the Deaf in White Plains. In the round robin bracket MSD defeated Lexington School for the Deaf, St. Mary’s of New York and Western Pennsylvania School for the Deaf. MSD lost to American School for the Deaf and New York for the Deaf. In the consolation game, MSD edged WPSPD. Stacy Nowak and Amy Wise were selected to the ESDAA All Tournament Team.

MSD's volleyball season ended with eight wins and 21 losses.

ESDAA Volleyball—Third Place

Front row: Laura Tarbox, Stacy Nowak, Joy Maisel, and Amy Wise. Second row: Coach Lorraine Stoltz, Manager Tiffany Duffy, Christina Liddle, Aiden Harris, Julia Rae Eichelberger, Roberta Monroe, and Danielle Woodall. Third row: Assistant Coach Ray Lehmann.

Midget Football

The season began on Tuesday, October 4 against the Eagles. Despite the losing game, 40 to 0, the MSD midget football team played well and gained experience. MSD's John Jones and Robert Steele had 8 carries for 18 yards and 12 carries for 15 yards, respectively. Conrad Hause from MSD had 6 tackles and 1 fumble recovery.

On October 11 MSD played a close game against the Giants. In the first quarter, Juan Carlos Borrores intercepted a passing ball and returned for a 48-yard touchdown run. At the half-time the score was 6-6. Late in the fourth quarter MSD was not able to stop the Giants' last minute touchdown drive. The Giants ended MSD 12-6.

MSD finally clicked, launching a ground attack with John Jones gaining 101 yards on 19 carries on October 18 against the Lions. With the vicious running attack, the turnovers prevented MSD from putting more points on the board. MSD lost to Lions, 36-6.

Playing against the Packers on October 25, MSD had a major shakeup change in positions that helped a great deal. Juan Carlos Borrores racked up 102 yards on 27 carries. With a 6-0 lead at half-time, MSD could not hold off the Packers' air attack in the fourth quarter. The Packers took the advantage by tying the game at 6-6. That led to overtime. The emotions from both teams were high. On MSD's first possession, they came up a yard short of a touchdown. In the next possession they turned over to the Packers. The Packers successfully were able to score on the second play that brought them to a victory over MSD, 12-6.

The game between MSD and the Vikings was cancelled due to rain. Hence, the season was over for the MSD.
midget football team. It was a learning experience for them all.

Youth Soccer

There was more exciting news for the elementary school athletics program. MSD established another new sport—soccer.

By collaborating with the YMCA of Frederick County in this endeavor, MSD has three age groups. In each division students play eight games. The 5 and 6 year old group plays on Tuesdays. The 7 and 8 year old group plays on Wednesdays, and the 9-11 year old group plays on Thursdays at MSD. The students have a lot of fun learning how to play soccer. Parents have come to the games to watch their child(ren) play. It is an enriching as well as positive experience for everyone.

Young Orioles Football Team

MSD opened the season against Maret. The Orioles led all the way with 21 to 0 until the third quarter. During that quarter Maret took control of the game by putting 16 points on the scoreboard. Maret beat MSD, 36 to 21. MSD traveled to Freedom Academy in New York. The fumbles and penalties cost MSD the game. The score was 40 to 14.

MSD finally snapped its three-game losing streak when they played Hancock. MSD beat Hancock, 25 to 0.

MSD traveled to Kentucky School for the Deaf. The key of winning the game over Kentucky was safety. MSD's Matthew Korpan tackled one of the best running backs in the country, Pat Harri of Kentucky, in the end zone. That gave MSD the victory. It was a close call.

Playing against Victor Cullen Academy was a big test for MSD. MSD could have given Victor Cullen a scare. MSD's John Moore returned a kickoff for a 95-yard touchdown. Also DeJuan Hamilton of MSD dashed about 85 yards down the field for a near touchdown. However, MSD lost to VCA, 40-19.

On Saturday, October 29 MSD outgained host Eastern North Carolina School for the Deaf of 294 yards to 35 yards. The score was 38 to 0. The victory over ENCS improved MSD's record to three wins and four losses.

Before MSD hosted the North Carolina School for the Deaf game, there was a lot of shuffling around of different players and positions, both offense and defense. Coach John Coleman was pleased with the team's performance. On Saturday, November 5, MSD took advantage of using strong defense to turn back NCSD and won the game, 24-7. Andrew Francis had a 31-yard touchdown reception to help MSD regain the lead. Late in the fourth quarter, Darrius Brown picked up the fumbled football and ran for a touchdown, diving across the goal line for MSD's victorious season ending over NCSD.

Homecoming Weekend

On Friday evening, September 30 MSD and Indiana School for the Deaf had a pep rally in the gymnasium. Then they had a bonfire for approximately an hour. Everyone danced and cheered. They had a good time. For the rest of the evening they spent time in the Orioles' Nest.

On the following day, winning the Homecoming match against ISD was thrilling. Five tough games see-sawed between wins and losses. In the last game of the five-game match everyone thought MSD would lose the match as ISD was way down 12-4. However, MSD fought back stubbornly and caught up to tie ISD, 12-12. Everyone sweated. Finally MSD was able to pull away victorious, 16-14.

On a special day, Homecoming, the Westminster Wildcats led MSD 16-6 at half-time. The Orioles struggled moving the ball as well as controlling the Wildcats' running game. In the second half, somehow the Orioles were fired-up and scored two touchdowns. MSD trailed Westminster, 24 to 16 with less than two minutes left. MSD drove closer to the touchdown area. However, the Wildcats sacked the MSD quarterback on a blind-side tackle. The football was knocked loose, and Westminster recovered the ball with 26 seconds remaining. MSD's rally fell short of a touchdown. This denied MSD's would-be Homecoming victory.

1994 Football Team

## Girls' Basketball

<table>
<thead>
<tr>
<th>DATE</th>
<th>OPPONENT</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Nov. 29</td>
<td>at Heritage</td>
<td>V 6:30p</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>East-West Classic at ENCSD</td>
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</tr>
<tr>
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<tr>
<td>Dec. 8</td>
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</tr>
<tr>
<td>Jan. 3</td>
<td>at Hancock</td>
<td>JV 6:00p V 7:00p</td>
</tr>
<tr>
<td>Jan. 5</td>
<td>at Quantico</td>
<td>V 6:00p</td>
</tr>
<tr>
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<td>V 5:00p</td>
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<tr>
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</tr>
<tr>
<td>Jan. 17</td>
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<tr>
<td>Jan. 19</td>
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<tr>
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<td>Feb. 7</td>
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</tr>
<tr>
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<td>at VSDB</td>
<td>V 3:00p</td>
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<td>Feb. 14</td>
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<tr>
<td>Feb. 16</td>
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## Wrestling

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<td>Walkersville</td>
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<tr>
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<td>at St. Michael's Invitational</td>
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<td>Jan. 5</td>
<td>at Edmund Burke</td>
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<td>St. Andrews</td>
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<td>Feb. 4</td>
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<td>at Boonsboro</td>
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<td>Feb. 10</td>
<td>Frederick Co. Tourney at Catonsin</td>
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<td>Feb. 15</td>
<td>St. James/St. Andrews</td>
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<td>Feb. 17</td>
<td>at St. Alban's Tourney</td>
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<td>TBA</td>
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## Boys' Basketball

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<tr>
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<td>at Sterck</td>
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<tr>
<td>Jan. 12</td>
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</tr>
<tr>
<td>Jan. 17</td>
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<td>at St. John's</td>
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<tr>
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<td>ESIDAA at MKSD</td>
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FALL 1994 29
Maryland School for the Deaf

proudly hosts

19th Annual
Eastern Schools for the Deaf Athletic Association
Wrestling Tournament

Saturday, January 28, 1995
Benson Gymnasium
Frederick Campus

For more information, contact:
Vicki Grossinger, Athletic Director
TTY: (301) 620-8534
Maryland Relay Service: (800) 735-2258
Hello Readers:
It is a great pleasure to continue the alumni section of the 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, we need to rely on you to share with us 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 or whatsoever.

Please feel free to send your news articles at the address below. We always try to find ways that will enhance the quality of this school magazine for all types of readers. Again, the staff of The Maryland Bulletin would like to extend its warmest thanks to you all. We look forward to hearing from you, and be on the lookout for another year of successful alumni section of The Maryland Bulletin.

Send articles to:
Deborah Stout
11-A Quenttree Court
Baltimore, MD 21244
Deborah Stout, Alumni Editor
M.S.D. Columbia Campus
P.O. Box 894
Columbia, MD 21044

Accomplishments . . .
Mrs. Zelephine (Jennings) Meadows ’74, first deaf black woman from Maryland School for the Deaf to receive her bachelor’s degree from Gallaudet University in 1979. She majored in home economics. Mrs. Meadows successfully completed her masters in May 1994, from Gallaudet University with a major in educational technology.

A long blue goose feeding in shallow water was selected as the winning artwork in the 1994-95 Delaware Duck Stamp contest held February 24, 1994. The painting, by wildlife artist Louis Frisino ’53 of Severn, was selected as the winner from a field of 63 paintings submitted by artists from 27 different states. The art will be used on Delaware duck stamps.

Roger Kraft, MSD Class of ’85, recently received his master’s degree in administration and supervision from Gallaudet University in Washington, D.C. Kraft took his last three courses at the University of Wisconsin—Whitewater. Roger has been employed with the Wisconsin Telecommunications Relay System in Madison since 1992 as Customer Service Manager. He also earned his bachelor of science in entrepreneurship studies from Gallaudet University in 1990.

Recently, Mrs. Kraft was voted president-elect of the Wisconsin Association of the Deaf. He will assume his duties as president in summer 1995, for a two-year term.

Births . . .
Mrs. Michelle (Smith) Ailstock ’81 and husband, Joe, proudly announce the birth of their son, Justin Edward, who was born on November 16, 1993 in Columbia. He weighed seven lbs., 1 oz., and measured 20½ inches long.

Mr. Joseph Obermiller ’82 and wife, Lauren, were two but now they are three with the addition of their first child, Maurita Kelly, who was born on January 27 in Laurel. The baby weighed 11 lbs. and measured 22 inches long.

Mrs. Karin (Scribner) Polzin ’83 and husband, Neal delightedly announce the birth of a precious jewel named Liv Kerina, who was born on March 22 in Laurel. The baby tipped the scale at six lbs., 2 oz. and measured 19 inches long.

Ms. Deborah (Stokes) Stout ’84 and Kike Doe ’81 are thrilled to welcome their daughter, Kailah Faith, who was born on May 2 in Baltimore. She weighed eight lbs., 10 oz. and measured 21 inches long.

Mr. David Martin ’85 and wife, Debbi, are proud to have a new addition, a baby boy, Isaac Moses, who was born on May 3 in Austin, Texas. Their son weighed eight lbs., six oz. and measured 20½ inches long.

Ms. Bridgetta Bourne-Fifi ’85 and husband, Leslie, joyously announce the birth of their son, Jared Bourne-Fifi, who was born on July 8 in Laurel. The baby weighed nine lbs., one oz. and measured 21 inches long.

Mr. Mike Baz ’90 and wife, Marci excitedly welcome their son, Conrad Michael, who was born on July 18. He weighed eight lbs., 11 oz. and measured 20 inches long.

Weddings . . .
Rhonda Lee Mellott and Kevin Scott Folk were married on March 19, 1994 at Blairs Valley First Church of God in Blairs Valley, Maryland. The bride is a 1989 graduate of MSD and is employed with Citicorp in Hagerstown. The groom is a 1985 graduate of MSD and is employed with U.S. Postal Service in Frederick.

FALL 1994 31
Obituaries . . .

Helen Marie Adams, born on June 13, 1928, passed away on Mother’s Day, May 8, 1994. Services were conducted at Ruck Towson Funeral Home, Inc. on May 12 by Rev. Peggy A. Johnson. She was a graduate of Maryland School for the Deaf.

Mr. Bernie Lit was 46 years old when he passed away on April 21 of renal failure at St. Mary’s Hospital in Paddington, England. Mr. Lit was a 1965 graduate of the Maryland School for the Deaf. He studied at Gallaudet University before leaving to go to work in the composing rooms of The News American and, later, The Baltimore Sun. Services were held in England in April and May. Plans for a memorial service in Baltimore are incomplete. Memorial donations may be made to Mildmay Mission Hospice, Hackney Road, London, England, E27NA; or the Hospice of the Chesapeake, 8424 Veterans Highway, Millersville 21108.

Mrs. Maude Lillian Drinks, sister of Mr. Sam Tippett, was born on December 29, 1914 and passed away on May 31, 1994. She attended Maryland School for the Deaf in 1924 and graduated in 1934. She married Julian Drinks in June 1940. Sympathy cards may be sent to Mr. Julian Drinks at 11540 Popes Creek Road, Newbury, MD 20664.

Dr. Cyrus Lloyd Blanchard, Ear Surgery Pioneer

By Fred Rasmussen
The Baltimore Sun Staff Writer

Dr. Cyrus Lloyd Blanchard, whose pioneering techniques in ear surgery offered hope to the deaf and sufferers from tinnitus, died Tuesday of cancer at the University of Maryland Medical Center. The Catonsville resident was 73.

Dr. Blanchard’s surgery, known as a stapedectomy, involves the removal of the stapes, a bone in the middle ear that becomes immobile because of otosclerosis, a medical condition.

“Thousands have benefited from this procedure,” said Dr. William Gray, an otolaryngologist at the University of Maryland Medical Center who studied under Dr. Blanchard.

He also began a program in the early 1970s aimed at detecting hearing loss in infants.

The procedure, called an audiometry, uses electrodes on the baby’s head and records brain waves as sounds are made.

“The sooner hearing loss can be identified by the physician, it gives him a much better opportunity of helping with the patient’s speech development,” said Dr. Gray.

Dr. Blanchard, who was the founder and former head of the Division of Otolaryngology — Head and Neck Surgery at the University of Maryland Medical Center, came to Baltimore in 1957 from the House Otologic Institute in Los Angeles, where he was an otolaryngologist. He retired in 1991.

He also established a research and treatment program for victims of tinnitus, a disease that causes patients to hear a continual buzzing, of ringing or humming sound.

Dr. Blanchard’s treatment centered on white noise devices that act as noise blockers, giving the patient relief. The clinic often has a six- to eight-month waiting list.

“His legacy would be the hundreds of residents and medical students that he trained in his specialty and the patients who benefited from his quality care,” Dr. Gray said.

Born and reared in Uxbridge, Mass., he earned his bachelor’s degree in 1943 from Clark University and was a 1964 graduate of the George Washington University School of Medicine.

He trained in otolaryngology at the University of Michigan and, in the late 1940s, was assistant director of the audiology and speech correction center at Walter Reed Army Medical Center in Washington, D.C.

He was a member of the American Academy of Otolaryngology-Head and Neck Surgery, the Society of University Otolaryngologists, the Baltimore City Medical Society and the Medical and Chirurgical Faculty of Maryland.

He enjoyed his annual summer fishing trips to Nova Scotia’s Miramichi River for Atlantic salmon with his long-time friend, Dr. Richard D. Richards, a retired professor of ophthalmology at the medical school.

He is survived by his wife of many years, the former Rose Gardner; a son, Cyrus Blanchard of Baltimore, two daughters, Suzanne Blanchard of Boston and Sarah Oppenheimer of New Hampshire; and two grandchildren.

Happy Holidays

THE MARYLAND BULLETIN 32
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>John Doe</td>
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<tr>
<td>Jane Smith</td>
<td>Vice President</td>
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<tr>
<td>Michael Brown</td>
<td>Treasurer</td>
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**Administrative Officer**

- Douglas Jackson, Executive Director
- Jennifer Smith, Vice President

**Family Education/Early Intervention**

- Thomas Lee, Director
- Susan Brown, Coordinator

**Columbia Campus**

- John Doe, President
- Jane Smith, Vice President

**Frederick Campus**

- John Doe, President
- Jane Smith, Vice President