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COVER PICTURE

Rachel Speranza delights in face painting by Susan Luttrell at the 1995 ASL
FUNfest.
In March, 1994, the Maryland School for the Deaf was visited by the Middle States' Association Site Visit Team. The team, which consisted of educators from both public education and deaf education, reviewed the school's Self-Study and visited all programs at both campuses for three days. At the completion of the visit, a summary of the committee's recommendations and recommendations were announced to all staff. During the summer of 1994 Middle States forwarded to MSD a 76 page site visit report which outlined all the commendations and recommendations for MSD. This in-depth report is available for review in the library on either campus.

The Middle States Association of College and Schools, Committee on Institution-Wide Accreditation, notified MSD in November, 1994 that the Commission readers had completed their readings of our Self-Study and the Report of the Visiting Team. They were pleased to inform MSD that all standards had been met. As part of the requirements for accreditation, MSD required submission of an Action Plan by March 1, 1995.

Mr. James Tucker, Superintendent, asked Dr. Richard C. Steffan, Jr., Deputy Superintendent to chair an MSD Action Plan Committee to prepare the required document. Two representatives from each campus served on the committee: Judy Pannier and Karen Russell from Columbia and Andrea Feldman and Linda Coleman from Frederick. Weekly meetings were conducted to develop MSD's Action Plan which had to follow strict guidelines required by Middle States Association. Meetings were held on both campuses to explain the committee's work and the goal areas which were identified by the committee for MSD's Action Plan. All goals and strategies were posted throughout both campuses and comments were solicited from all staff. After extensive discussion and deliberation by the MSD Action Plan Committee and the Orioles Management Team, three major goal areas were identified for the Action Plan. Only three goals were identified as required by Middle States. They are:

- The Maryland School for the Deaf will continue implementing the MSD Essential Curriculum to ensure students' mastery of essential learner behaviors by their evidencing effective communication, problem solving, critical thinking, social cooperation, self-discipline, responsible citizenship in the community and environment, and lifelong learning by successfully completing school and state assessments (e.g. Criterion Referenced Evaluation System, functional testing, portfolios, etc.) by June, 2000.

- To enhance communication at all levels within the Maryland School for the Deaf community by June, 1996.

- To establish an aggressive, data-driven, proactive approach for procuring additional funding for staffing (teaching and support), equipment, materials, staff development and training by June, 1996.

Each goal area has critical events and collateral events which must be met to achieve the global goal. Additionally, timelines and resources are identified for each goal. Monitoring the progress on each goal is also identified for each goal.

By May, MSD should receive approval from Middle States regarding our Action Plan. Once we have received approval, Mr. Tucker will establish school-wide committees for the three goal areas. These committees will work on the goals and events within the specified timelines established by MSD.

It can be seen that self-study for improvement is an ongoing process which follows prescribed goals and strategies for achieving school improvement. Yes, the outside accrediting agency provides recommendations for change, but it is the school itself which must implement the goals and provide for change. The accreditation process is never-ending. It is invaluable in helping the school achieve the desired outcomes for student learning and achievement.

Richard C. Steffan, Jr.,
Deputy Superintendent/Principal
Columbia Campus

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**Flash News!**

MSD Receives Full Ten Year Accreditation From the Middle States Association

MSD received an official letter of accreditation from the Middle States Association (MSA) last April 20. The Middle States Association Committee on Institution-Wide Accreditation of Schools has granted institutional accreditation to all programs as MSD, and the accreditation extends ten years from the date of April 20, 1995.

This is a culmination of nearly three years of hard work by members of MSD Community, and members of MSD Accreditation Committee, chaired by Ms. Marcia Virts. Copies of certificates of accreditation are shown on the next page.
Middle States Association of Colleges and Schools
Certificate of Institutional Accreditation
For Elementary and Secondary Education

This is to affirm that

MARYLAND SCHOOLS FOR THE DEAF

has demonstrated to evaluators of the Middle States Association of Colleges and Schools that it is effectively advancing the quality of educational experiences it offers its students and meets its responsibilities to the public and profession of education, and

complies with standards for elementary and secondary education that are established by the Commission on Elementary Schools and the Commission on Secondary Schools and approved by the membership of the Association and is therefore

granted institution-wide accreditation, including all grades or levels, for a period of ten years from this date, subject to the terms of accreditation maintenance set by the Middle States Association.

APRIL 25, 1995

[Signature]
Commission on Elementary Schools

George A. Kellway
Commission on Secondary Schools

Middle States Association of Colleges and Schools
Commission on Elementary Schools

CERTIFICATE OF ACCREDITATION

This is to affirm that

MARYLAND SCHOOLS FOR THE DEAF

has demonstrated to evaluators of the Commission on Elementary Schools that it is effectively advancing the quality of educational experiences it offers its students and meets its responsibilities to the public and profession of education, and

complies with standards for accreditation that are established by the Commission on Elementary Schools and approved by the membership of the Association and is therefore

granted accreditation, for a period of ten years from this date, subject to the terms of accreditation maintenance set by the Commission on Elementary Schools.

APRIL 25, 1995

[Signature]
Chair of the Commission

[Signature]
Executive Director
MSD's Medical Services Staff: More Unsung Heroes

by Richard C. Steffen, Jr., Brian F. Alles, William A. Sherman, and Joseph Campbell

MSD has its own Florence Nightingales in its medical services staffs on the Frederick and Columbia campuses. Twenty-four hours a day, five days a week, the nursing staffs dispense love and care, along with medicinor as prescribed, to MSD students. Sometimes students only need a little assurance that they are "OK" while sometimes students need a stay in the student health center to feel better.

Beginning with the evening shift on Sunday and ending with the day shift on Friday, five nurses at Frederick and four nurses at Columbia provide round-the-clock care. A typical day may see several hundred entries for students who come to the health center for medications, temperature checks, or a hug.

In Frederick, Laurie Morrison-Cleveland is the director of medical services. She supervises four nurses: one on day shift (Jo Ann Hurting, two on evening shift (Joyce Rose and Elaina Barnett-Gravelle); and one on night shift (Nancy Angell). In Columbia, Pat Citro is the director of medical services who supervises three nurses: one on day shift (Kathy Millet), one on evening shift (Barbara Dato), and one on night shift (Pauline Yeager).

Nursing staff works closely with MSD's attending physicians and consultants from mental health, occupational therapy and physical therapy. They also provide valuable input to the HELP process for students who require related services. When students require special diets, they make recommendations to the dietary supervisor about the most appropriate nutrition plan for the student.

The State of Maryland requires that all nurses who work at MSD be registered nurses (RN), so that they may provide direct nursing care to the students. Their duties include providing counseling, guidance and education in the treatment of physical, mental and emotional health problems and developing plans for student care, among others.

The student health centers on both campuses do not provide critical care. When emergencies arise, 911 is called and students are transported to the nearest hospital. Although this is a rare occurrence, it does happen from time to time. That is why the medical staff must keep all student data current at all times. Parents are a great help in this when they keep medical staff informed of all changes of address and phone numbers, babysitter changes, etc.

MSD's nurses cannot prescribe medications or dispense medications without doctor's orders. All medical decisions are made by the school's attending physicians who make frequent visits to the health center.

There is no doubt that the nursing staff has an important job at MSD. Dedicated to the best patient care possible, they provide an essential service to MSD students. Let's meet our nursing staff now.

Frederick Campus

Laurie Morrison-Cleveland, R.N., is the supervisor of medical services at the Frederick Campus. Taking over the helm this year, she is focusing on preventative care, including health instruction, nutritional counseling, exercise, injury prevention, and stress management. The majority of her nursing experience is in the field of pediatrics, both in private practice and in school nursing. Laurie moved specifically from Philadelphia to Maryland in order to have her son attend MSD. In addition to being a highly competent health care professional, she is a veteran parent of a Deaf child. Laurie's major goal is to modernize the medical practices and policies of our student health center.

Jo Ann Hurting, R.N., has worked at MSD for the past six years. She has a special background in emergency medical care and pediatric nursing. In addition to this, she is a certified emergency nurse. Jo Ann is a strong advocate for changing the school's procedures to a healthy-promoting student health center.

JoAnn works the day shift at Hurting with Laurie, but throughout her career at MSD she has covered all three shifts. Joyce Rose, R.N., has a broad spectrum of experience in all phases of hospital nursing. She served as a nurse in the U.S. Navy and has worked in emergency rooms, surgical settings, burn units, labor and delivery, and pediatrics. Joyce worked as a nurse at MSD for five years, left to work in the mental health field, returned to MSD last year, and is now working the evening shift.
During her absence from MSD, she maintained contact with the school by working as a substitute/contract nurse. Elaina B. Barnhart-Garvelle, R.N., also served as a nurse at MSD for four years and left to work in occupational mental health, and emergency nursing. She returned to us this year and is working the 3:00 pm-11:00 pm shift. Elaina is enthusiastic in applying her wide variety of experiences in nursing to the staff’s revitalization of medical services at the Frederick Campus.

Nancy Angell, R.N., is the newest addition to the Frederick nursing staff. She has taken on the overnight shift. Her background is in extended care/geri-atric nursing. Nancy has a family connection to MSD, being related to James Angell of our Student Life staff. As a recent newcomer to MSD, she looks forward to working with the staff and students.

Columbia Campus

The Columbia Campus medical services staff includes four dedicated nurses: Pat Citro, Director of Medical Services; Kathy Milne, daytime RN; Barbara Ditto, evening RN; and Pauline Yeargain, overnight RN.

Let’s begin our story with Barbara Ditto who has been working as the evening nurse on the Columbia Campus for more than 20 years. Barbara hails from Wisconsin originally, but she has made her home with husband, John, in Elliott City for many years. Barbara is hard working, caring, and dedicated nurse who loves the children at MSD.

Pat Citro came to MSD as director in September, 1991 from Lorien Nursing and Rehabilitation Center in Columbia. Pat has had a wide range of nursing experiences in her native Baltimore area. A resident of Columbia, she resides there with her husband, Jim. Pat enjoys working at MSD since it’s such a warm, caring environment. Watching the students grow and mature is especially rewarding for Pat.

Originally from Massachusetts, Kathy Milne joined MSD five years ago. With a specialty in pediatrics, she has brought a wealth of experience working with children to MSD. Kathy says she “absolutely loves it here”; it’s not really work, but an interesting part of her life.

Our newest staff member is Pauline Yeargain of Severna, Maryland who joined MSD in 1994 as overnight nurse. She came to us from D.C. Village and Forest Haven in Laurel. She has a wealth of experience working with children in a variety of settings, Pauline is very pleased to be a part of the MSD family.

MSD-Columbia, to quote them, has a “bunch” of happy nurses.
Project TFA: Telecommunications for All, is a special project supported by the Technology Assessment Program at Gallaudet University through funding from the U.S. Department of Education, Office of Special Education Programs. The project runs from September, 1993 to August 1996. It is under the direction of Dr. Judith E. Harkins, the director of the Technology Assessment Program, Gallaudet Research Institute. MSD is fortunate to be selected as one of the five schools on the East Coast.

The project involves research and demonstration that focus in the area of telecommunications for the Deaf and Hard-of-Hearing students. Telecommunications include TTYs, relay service, voice carry-over (VCO), electronic mail access, FAX, and bulletin board service (America Online: AOL). It provides an opportunity to enrich communications technology and enhance their skills in using the current visual telecommunications technology. The goals of this project for the students are to improve independence, improve functional skills in reading and writing, enhance self-esteem, and use better thinking skills.

The first year of the project was to assess schools' needs, select and test equipment, develop curriculum materials, and create software for teachers and students.

The second year, 1994-1995, was to provide equipment, software, training, and other resources to the selected schools. The school personnel received approximately 12 hours of training workshops from the researchers from the Technology Assessment Program. The workshops included both instruction and hands-on experience with the equipment.

In the third year of the project, telecommunications will be fully accessible and used. The evaluations will occur at the end of the program.

MSD received computers, TTYs, FAX machines, data and TTY modems, simulators, rolling carts, phone flashers, computer projector, software, and resource materials. Software includes TTY, FAX, America Online (AOL) and typing programs. Resource materials include teaching materials, reference materials, and videotapes about communication technology.

The typing programs help the students by refining their typing skills. It is aimed to help the students improve typing skills in order to save money with low-timed long distance calls.

The instruction of FAX services and America Online (AOL) services are offered to the students. They have an access for use. The Internet is also being used for electronic mail such as "chat" services, news updates, and participation in discussions.

The staff of Project TFA had developed some videotapes. One tape, "Independence through Telecommunications: A guide for Parents of Deaf and Hard-of-Hearing Children", was produced for the parents of Deaf and Hard-of-Hearing students. It focused on how the students use telecommunications technology. It is open-captioned and voice-narrated. There are testimonials from parents and adults of how beneficial telecommunications are to Deaf people. It also covers segments on TTYs, relay services, FAX machines, and online services. This particular videotape was produced and developed by Richard Hall, a 1990 graduate of MSD and a 1994 Gallaudet University graduate. He also made three shorter videotapes used for instructional purposes for Project TFA.

Parents can purchase the videotape for $2.50 each. They can contact Mary Sue Boxer at MSD, Frederick Campus.

The middle school and high school students are taking instruction in telecommunications technology this year through the Communication Department under the direction of Robert Dorrell. This program will be expanded to include the Elementary Department students during the school year, 1995-1996.

Shah Pollydore is ready to send a message on the FAX machine.

Shah and Cedric are discussing their TTY conversation.

Ms. Boxer, teacher, shows Shah the interface of America on line and explains the categories.
“Student to Students” Project Going Full Blast

By Rita Sharpe

Is it possible for students living great distances to work together? Of course, it is! Ask any of the students involved in the Maryland Relay Service's Project: “Student to Students.”

The elementary students are the “Student to Students” program are participating in projects preparing them for their “1st Annual Portage to our Bay.” (On the Maryland School for the Deaf Frederick Campus, it is known as “Forward to Our Bay”.) A weekend trip to Sandy Point and Wye Island on June 2, 3, and 4, 1995 will involve students from Beall Elementary School (Frostburg) and Maryland School for the Deaf (Frederick). The trip will allow the students from both schools to come together and share a unique learning experience in their shared study of the Chesapeake Bay.

The students enjoyed gathering facts dealing with the bay and reading the Chadwick the Crab series of books published by Cornell Maritime Press, Inc. The trip will allow parents and students, who have never seen the bay, an opportunity to share environmental information in a unique setting and to learn first-hand what they can do to protect our bay. Even students who have seen the bay are excited about the trip.

This trip has several goals. Parents and students will become aware of how to protect the Chesapeake Bay by changing attitudes and actions, the role of the Department of Natural Resources in preserving the bay, and to learn more about the Maryland Relay Service.

Some of the activities include planting and understanding why shore grass is needed. Special Ranger presentations about the island and the wildlife in the area also are part of this weekend. The students from both schools will have the opportunity to meet and work together.

The “Student to Students” program was the idea of Mr. James A. Stevenson, librarian at Beall Elementary School, who wished to remove the communication barriers for both deaf and hearing students. As a member of the Board of Directors for the Maryland Relay Service, he shared his idea, “Student to Students,” with his fellow Board members and with two agencies which could make a difference: Sprint and the Maryland State Department of General Services-Telecommunications Access of Maryland (DGS/TAM)

Mr. Stevenson was able to receive a grant to sponsor the “Student to Students” project which kicked off in October with a study of the book, Cranberry Halloween by Wendy and Harry Devlin. While reading the book, the students were required to accomplish various tasks which included using a FAX machine to send information to each other and using the Maryland Relay to discuss projects and share ideas.

In November, the students focused on letter writing and responding to surveys as the projects of that month.

Amanda Stowe and William Bowers team to gather information about their Wye Island project, the horseshoe crab. Focused on “Getting to Know You,” during the month students from the MSD-Frederick Campus visited the Maryland Relay Service (MRS) facilities and shared their experiences with students at Beall Elementary School. The students at Beall were excited when they received a phone call from a group of Frederick students during their visit to MRS. Mike Baer, Account Manager for MRS and a graduate of MSD, guided the students around the facility and made the phone call to Beall possible. The students were impressed with the Maryland Relay. They enjoyed being able to communicate with each other.

In December, a small group of Frederick students traveled to Beall Elementary School. What a long trip! The students from the eastern part of the state were amazed by the mountains of western Maryland. Although it was a cold windy day in Frostburg, the Frederick students were greeted warmly. Each student in Frostburg had been looking out his school's windows hoping to be the first to see his new friends from MSD arrive. The day went quickly with a warm welcome by a city official, a nice lunch followed by recess, a tour of the Beall School, and a special snack served by some of the school staff. It was then time to head back to Frederick. As a special treat, a father of one of the Beall students, a baker from Italy, made Baj-
ian Christmas cookies for each visitor. The students added an activity to the December project themselves. They created and faxed holiday cards to each other.

January was time for evaluating the program and making plans for the direction of the program. The MSD-Columbia students created a video tape, "Snow Colors." The students at Beall and MSD-Frederick Campus began working on a long term project related to the Chesapeake Bay.

February began a study of the Chesapeake Bay. The students selected topics and outlined their goals. The gathering of information began in earnest. During the middle of the month, a few of the Frederick Campus students surprised everyone involved—they created and faxed Valentine cards to their peers at Columbia Campus and Beall Elementary School. They also sent them as a "Thank You" to Mr. Gilbert Becker and the DGS staff and to Mr. Baer and the MRS operators. The students have really enjoyed the opportunities given to them. During March and April, most of the Frederick students completed compiling information, writing their reports, and typing them on the IBM Computer DGS has so generously loaned to Bjdore Library for this project. Now that the written reports are completed, the students are developing unique visual ways to share their written reports.

Ms. Debbie Heller, Department of Natural Resources Therapeutic Recreation Specialist/Access with Disabilities, visited the students at both schools in April and explained how all 43 state parks in Maryland are open for all people to enjoy. When describing her career to the students, the students shared their understanding of the idea to make the parks more accessible to all disabilities. Ms. Heller also expressed an interest in the Deaf children and their families having the same freedom as everyone else to enjoy all of Maryland's parks. WBAL-TV (Channel 11) personality Rob Robin did a feature on the project as a segment of his "Robin on the Road" series. The program aired Friday, April 27, 1995. The Frederick Campus students were thrilled when Mr. Robin and his cameraman came earlier in the month to tape for the show. A copy of the aired program can be found in the Bjdore Library. (Sorry, WBAL-TV did not close open caption the segment.)

Ms. Debbie Heller will make a return visit to MSD-Frederick Campus in May, and will be sharing some advice with students going to Wye Island. She will discuss what to bring, how to pack, and what to leave at home. The students at Frederick Campus will have the opportunity to practice making bedrolls and seeing what the tents that they will use on their overnight trip to Wye Island are like.

The second big event prior to the Wye Island trip is planting a Wye Oak seedling given to Frederick Campus by Sgt. David Davis, Manager of Wye Island Natural Resource Management Area, the Department of Natural Resources Maryland Forest Service. The seedling was grown in the Buckingham State Nursery. It will be planted at a special ceremony in May. The tree planting ceremony will emphasize the hope that the seedling will grow into a large tree, symbolizing the hope that each small effort made to help improve our environment today will make gigantic impact as the years go by.

Is it possible for students living great distances apart and from different cultures to have a great year studying and sharing together? Of course! Special thanks goes to people with vision and to those educators and leaders in business and government who are willing to work as a team to make the dreams come true.

Our heartfelt gratitude goes out to the librarians—James A. Stevenson from Beall, Karen Russell and Michelle Aistock from Columbia Campus, Marguerite "Rita" Sharpe from Frederick Campus, Gilbert Becker and his staff at DGS, Michael Baer and the Maryland Relay operators, Steve McCoy, Regional Naturalist with the Department of Natural Resources, Sgt. David Davis, Manager, Wye Island Natural Resource Management Area, Debbie Heller, Therapeutic Recreational Specialist/Access with Disabilities, and the Allegany County Board of Education: Karen Bundy, Science/Math Supervisor, John Festerman, 4-6 Staff Development, and G&T Supervisor, Gary Stein, Principal, and Donna Carter, Faculty of Beall Elementary School.
Jack Levenson, a leader of Deaf people, once said, “An idle moment is a step backwards.” The American Deaf Community as a minority group is totally misrepresented in the United States Congress and fifty state legislatures. Every idle moment is indeed a potentially disastrous moment for every Deaf person in this country because if the Deaf Community is not influencing our lawmakers who is?

Laws at federal, state and county levels protecting the rights of Deaf people have been successfully pushed forward by political activists. The Deaf Community and their hearing friends are forever proud of legislation and regulations providing the Deaf Community equal participation in our society. “Section 504” and the American with Disabilities Act (ADA) gave Deaf persons access to interpreters in courts, hospitals and doctors’ offices, public conferences, work places, and other public events. Legislation requiring built-in decoder chips in television sets (3 inches and larger) gave the Deaf Community greater access to television programming. Recognition of American Sign Language by several state legislatures has allowed college students to enter colleges and universities and public schools to offer ASL courses for credit. Adoption of Deaf Education Bill of Rights in a few states has sought to ensure each child’s right to quality education and communication mode (isc). Powerless organizations like lobbyists to promote and protect their political and financial interests. The American Medical Association, the National Rifle Association, the American Association of Retired Persons are among many successful organizations that employ full-time lobbyists to influence lawmakers. The Deaf Community without a Deaf elected official in U.S. Congress or in a state legislature, and without resources to hire a full-time lobbyist, has often opted for large scale demonstrations and mass mailings. Sometimes this has influenced lawmakers, and sometimes this has not.

Last March, House Joint Resolution 7 (Committee to Study the Education of Deaf children) was summarily defeated in the House Ways and Means Committee. Perhaps some of us wondered how could a bill be defeated in a state like Maryland where there are thousands of Deaf residents. After talking with several legislators, it was obvious to me that the supporters of this resolution were out-called and out-assisted by the opponents of the resolution.

Fiscal conservatism is the buzzword everywhere these days. Some may say this is an euphemism for government and corporate downsizing. Either way, there are fewer public dollars for programs that are funded by public dollars. Deregulation is also a rallying cry these days. Some say this relieves businesses from unnecessary rules that supplant “growth”. Unfunded federal mandates, including ADA are under review by many U.S. lawmakers. The American Deaf Community and their hearing friends must continue to be politically active if our voices shall be heard, our programs fully funded, and our rights protected.

Political activism is becoming involved with the political process. The most basic tool each American has in influencing policy is to vote. Then, there are telephoto calls, letters, fax, electronic mail, and meetings with legislators and legislative aides. Meetings with the news media, and organizing rallies and writing campaigns are also very effective lobbying tools. Perhaps the very first step in becoming politically active is to know our lawmakers. Below is a list of lawmakers who have Columbia and Frederick campuses in their districts.

At the state level:
For information on each Maryland State Senator and Delegate, call the Legislative Reference Office at Annapolis, 400-492-7122, or (301) 841-5910

District 3 (Frederick Campus):
Senator John Dyer
233 W. Market Street
Frederick, Maryland 21701-5334
(301) 695-5733
Delegate John Hugh's
2408 Bear Den Road
Frederick, Maryland 21701
(301) 698-0054
Delegate Louise V. Snodgrass
17 W. Main Street
Middletown, Maryland 21760
(301) 293-6464
Delegate J. Arista Snop
235 W. Patrick Street, Suite A
Frederick, Maryland 21701-5153
(301) 695-6075

District 12 (Columbia Campus):
Senator Edward J. Kipton
1330 Sipple Spring Road
Arbutus, Maryland 21227-294
(410) 242-5999
Delegate James E. Maloye, Jr.
4300 Spring Avenue
Arbutus, Maryland 21227
(410) 242-6775
Delegate Donald E. Murphy
36 Holmes Avenue
Baltimore, Maryland 21218
(410) 786-1603

At the federal level:
U.S. Senator
Barbara A. Mikulski
700 Senate Hart Office Building
Washington, D.C. 20510-3003
(202) 224-4654
(301) 497-4550 (Baltimore Office)
Senator Paul S. Sarbanes
309 Senate Hart Office Building
Washington, D.C. 20510-3002
(202) 224-4524
(301) 992-4266 (Baltimore Office)

House of Representatives
3rd District (Columbia Campus)
Benjamin L. Cardin
104 Cannon House Office Building
Washington, D.C. 20515-2003
(202) 225-4016
(301) 433-4096 (Baltimore number)

6th District (Frederick Campus)
Ronan G. Barier, Jr.
322 Commerce House Office Building
Washington, D.C. 20515-2006
(202) 225-2721
(301) 797-6043 (Hagerstown number)

Other Maryland Representation:
1st District - Wayne T. Gilchrest
2nd District - Rabby L. Ehrlich, Jr.
4th District - Albert L. Wynne
5th District - Stanly R. Hooper
7th District - Kwesi Mince
8th District - Constantia A. Metrella

The above individuals are the very people who debate and then vote on the very measures that influence every aspect of our lives. Budget decisions affect NNSI programs, and the future of MSD students. Legislative action on non-action either protect or endanger rights of Deaf people. These names and numbers above are always in my briefcase. After all, we are holding the strings to our future, and crafting legislation or opposing legislation that impact quality of our lives.
Promoting ASL & English Literacy

by Stacey Katz

One of MSD’s essential goals for Deaf and Hard-of-Hearing children is for them to be literate. MSD’s aim for them is to be fluent in communicating their needs, wants, feelings, and opinions through ASL and written English.

The question to ask about promoting ASL and English literacy is, “How have Deaf adults who have mastered English done so?” In asking Deaf adults, college age and up, there are some similarities in their responses to successful ASL and English literacy. Many of these responses focus on storytelling in both languages, ASL and written English.

I asked some Deaf adults about how they became literate in ASL and English. Here are various responses:

“ASL allowed me to express myself, feel good about myself and feel confident in tackling the complicated features of the English language.”

“Books. I was a book worm and it was by seeing English in print that I developed my vocabulary and internalized structures.”

“Reading a lot of books and having stories read to me in sign language.”

“Although others tell me I have very good written English skills, I don’t think I do. To this day, every time I write, I have a “block.” It is the result of much criticism of my skills from my childhood. However, I see my Deaf daughter whose skills far surpass me. I took time with her to read, share, and discuss the English language. She writes so freely and naturally. Her ideas flow. It is wonderful and beautiful to see.”

“READING! I read, read, read! My whole family loved to read growing up and it really influenced me. I also kept a diary. Writing every day really helped.”

It is with such ideas, opinions, and feelings in mind that MSD encourages students and their families to value printed English in their homes. It is important for families to read and with their children. Families are welcome to use book lists developed by MSD librarians. Families can visit their public libraries this summer and year-round.

The Bi-Bi Constituents hopes to promote ASL and English literacy through ASL Storytelling and English Writing contests in the near future. Below are suggestions of what you and your families can do to enrich your home with language models.
Suggestions for Families:
Promoting ASL and English Literacy at Home

- Show your child that books and magazines are to be valued. If you have some magazines on your coffee table, put some children's magazines there as well, or rotate some of your child's favorite books there.

- Post not only art work, but written work on your refrigerator. Talk about how proud you are of your child's accomplishments in writing.

- Show your child all the ways you are dependent on printed English...the shopping list on the refrigerator, the "To Do" list, post-it-note reminders, let your child read these things with you, or read them to your child.

- If you have a basket of magazines for yourself and other guests, make a new special basket of magazines and books for your child. If you don't have one, make one! Don't limit such a basket to the bathroom. Put it in an important, comfortable place...after all, books are important!

- When you are reading the newspaper, give your child the comics. Make reading the newspaper a special time. Explain any articles you find related to children, the Deaf Community or other topics of interest to your family.

- For busy working parents, keep a dialogue journal with your child to catch up on events at school. Have your child write before they go to bed, and you can write a response after he/she sleeps so he/she can read it in the morning.

- Have your children write notes to the tooth fairy. Easier bunny, Santa Claus, and such...not just cookies or a tooth under their pillow.

- Pack a note in your child's lunch. Discuss it with your child after school and check for comprehension.

- Go to the library together.

- Have fun with books any way you can! Acting out stories, watching videos, drawing pictures!

- SHARE what you do with your family and other families. We learn best from sharing with each other!!!

Professional Development

This section features MSD staff’s professional development this year at recent conferences, conventions and workshops in and out of MSD.

Identity in Deaf Culture

by Sue Maginnis

On March 24, 1995, at Western Maryland College, a conference entitled “Who Am I? - Development of a Child’s Identity” was held by the Maryland State Steering Committee for Deaf and Hard of Hearing Students.

At the conference, three speakers covered identity development in Deaf and Hard of Hearing students beginning in infancy and continuing through young adulthood. Although all the speakers were interesting, one in particular shared some ideas that could help our students in their quest for a healthy bicultural identity. In the case of the Deaf student, the child is usually dealing with more than one culture since the majority of Deaf students come from hearing parents and families. It can be difficult for Deaf students to accept who they are as they receive mixed messages from the two cultures.
Dr. Leigh shared the Defe Culture Identity Development Model (Glickman, 1993) as a framework that may help parents and teachers of Deaf children understand what their child is experiencing. The model illustrates four successive stages:

1) Culturally Assimilated/Hearing:
People with this orientation take the hearing world as their reference point for normality and health. They fit in well with the hearing world. The role of deafness in one’s identity is minimized.

2) Culturally Marginal:
Typical of people who perceive themselves as fitting between the Deaf and hearing worlds, comfortable in neither.

3) Culturally Separate/Immersion:
This relates to immersion in Deaf culture. There is positive, uncritical identification with Deaf people.

4) Bicultural:
Reflects people who have achieved some feeling of comfort in both Deaf and hearing settings and some skills in negotiating these cultural differences.

Although the goal here at MSD is to achieve a bicultural setting, Dr. Leigh emphasized the importance of accepting and supporting children where they currently are functioning. She stressed the parent and educator’s role as an “active listener.” She stressed that even if parents and educators do not agree with the child’s identity choices they should let the child know that they understand the choice he/she is making and they support his/her right to choose. As the child grows in a supportive atmosphere, both at home and in school, he or should naturally become more comfortable in a bicultural world.

"ASL/Deaf Culture: Principles for Effective Communication in the Classroom"

A Short Review by Stacey Katz

Do you keep your overhead projector on a desk or on the floor? If a fluorescent bulb is flickering, do you tolerate it or call for service right away? Should you immediately begin class with a lecture or chat a bit to get things warmed up? Should you save time at the end of the class, or lecture until the very end of the class?

Had you been at Ms. Patricia Yates’ workshop on March 28 or 29, you’d have the answers to these questions and others. In fact you may have had the opportunity to attempt to alter your storytelling style to match different student levels and ages, and discuss further issues in ASL and Deaf Culture in the classroom. With a variety of activities, Ms. Yates from the Model Secondary School for the Deaf (MSSD) at Gallaudet University provided MSD staff with opportunities to explore different aspects of Deaf Culture and to experiment with different ways of conveying the same concepts in ASL. The workshop was informative and a “refresher course” for many teachers.

Deaf Studies IV: Past, Present and Future Convention

by Andrea Feldman

Deaf Studies IV: Past, Present and Future was held during April 27-30 in Woburn, Massachusetts near Boston. Several MSD staff members from Columbia and Frederick attended the convention with support from MSD-PTCA. These staff members were: Suzanne Bono, Andrea Feldman, Shari Kido, Robin Massey and Gerril Whit. MSD parents, Barbara Matsuki and Raoul Mejorado also attended.

The convention hosted a variety of workshops that met everyone’s different interests and needs. The focus was on Deaf Art, Deaf Culture, Deaf History, Deaf Humor, Deaf Folklore as well as ASL and English as a first and second language in and out of the classroom.

MSD staff and parents commented that they enjoyed the convention tremendously due to the opportunities for information-gathering and networking. They also commented that MSD was on target in terms of bilingual education.

A Landmark Textbook on Bilingual Education of Deaf Children: Shawn Neal Mahshie’s Educating Deaf Children Bilingually

by Andrea Feldman

When Dr. Barbara Kassep writes a paper in 1974 on bilingual education (ASL and English) which was followed by hundreds of papers and workshops on
this subject, it is believed that there were no “textbooks” for professionals until this year on bilingual education of Deaf children. Gallaudet University recently published... perhaps the first textbook on bilingual education of Deaf children.

Educating Deaf Children Bilingually by Shawn Neal Mahshie, a researcher from Gallaudet University. Ms. Mahshie wrote the textbook to share her thoughts on her studies on Deaf children in bilingual education programs in Denmark and Sweden.

Educating Deaf Children Bilingually examines how Deaf children learn to read and write in a second language (i.e. Swedish, English) along with a sign language (i.e. Swedish Sign Language: American Sign Language).

Ms. Mahshie, early in her book, shared a clear insight on how Deaf children learned their first language through interaction, much like their hearing peers. Successful language acquisition occurs with the language user’s full participation at home (i.e. communicating with parents and siblings; seeing conversations and stories) and at school (i.e. communicating with teachers and peers; participating in classroom discussions).

Literate in Denmark and Sweden is discussed in detail on how teachers encouraged emergent reading and writing skills with the understanding that their students were strong first-language users (i.e. sign language) and that they were able to read and write when they were ready with a full load of reading aloud, exposed-to-print, and life experiences.

Ms. Mahshie discussed in detail on how essential parents and teachers’ roles were to Deaf children in their bilingual education. She illustrated parents’ early acceptance of their children’s deafness and early involvement in providing visual communication as one of the keys to a child’s successful bilingual education (communicating in two languages: signing, reading, and writing). Ms. Mahshie also illustrated teamwork between Deaf and hearing teachers as another key.

I recommend this book to all MSD instructional staff: administrators, parents, and other members of the MSD community.

ASL FUNfest ’95

May 13, 1995 is now officially a historic date for MSD’s first ASL FUNfest. ASL FUNfest ’95, held at Columbia Campus on a beautiful summer-like day, saw approximately 900 people participating in the celebration.

Deaf storytellers like Bill Ennis with his “Deaf Tales” and Stephen Ryan with his “Deaf Humor” and “Deaflore” entertained the ASL FUNfest participants. Participants also visited numerous exhibits such as SMXL (Sign Media, Inc.), MRS (Maryland Relay Service - Sprint), SLA (Sign Language Associates, Inc.), MDAD (Maryland Association of the Deaf), DAS (Deaf Access Services, Inc.), Eastman’s Crafts; Hear More, Inc.; Junior Editions (a children’s bookstore at Columbia Mall); NFSS (Nationwide Flashing Signal Systems, Inc.); Potomac Technology, Inc.; Signirise Cultural Arts; Telecommunications for the Deaf, Inc. and others! They were also able to purchase last-minute gifts for Mother’s Day and early gifts for Father’s Day! Children participated enthusiastically in watching Janet Weinstock share her storybooks and enrichment activities. They also reveled in children’s activities such as swirl-painting, button-making; jumping on the moonbounce; flying around the gyro; running in relay races and watching adults play in Tag o’ War!

MSD would like to thank these sponsors of ASL FUNfest ’95: SME, MRS, SLA, and MDAD.

A big wave of thanks to all ASL FUNfest ’95 committee members, volunteers and participants!

Congratulations to Ms. Julie Bourne for winning the ASL FUNfest ’95 Art Contest for the logo featured on the purple and aqua T-shirts! Her artwork is featured below. Congratulations, Julie! And a big wave of thanks for her!!!
William Ennis and Bette Hicks give an impromptu skit.

The audience enjoys stories and anecdotes that reflect the humorous side of Deaf culture.

Adults and children enjoy participating in different field activities.

Adults and children admire a display of T-shirt designs.

MSD's Julia Bourne won the ASL Funfest logo competition. Behind her award winning logo are other entrants' art designs.

The ASL Funfest crew: Kneeling— from left are: Mary Ann Richmond, Vicki Grossinger (Chairperson), Natalie Grindstaff, Audrey Frank, Jolene Whaley-Lutrell, and Stille Russo. Standing — from left are: Karen Brickett-Russell, Robin Massey, Susan Ennis, Andrea Feldman, Peter Feldman, Robyn Lafferty, Daniel Timlen, and Paula Ammons-Woodall.
MSD Welcomes National Civilian Community Corps Members

The Maryland School for the Deaf is proud to be collaborating with the AmeriCorps National Civilian Community Corps (NCCC) program. MSD extends a warm welcome to Mandy Frederickson and Amy Hopkins, the two deaf NCCC corps members working with MSD’s Columbus Campus. They are the only two deaf NCCC corps members out of 1,000 serving in the entire United States. Mandy and Amy are serving on a project at MSD in the Family Education Early Intervention Department.

The NCCC is an 11-month residential service program for young women and men of all social, economic and educational backgrounds. NCCC encourages citizens to act on their responsibilities to themselves, their communities, and their country. Projects are diverse as the communities they serve. Members work to address communities’ most pressing needs, receive a modest living allowance, room and board, and an education award to help pay for college, graduate school, or training programs.

Mandy and Amy will be working with MSD until May 40, 1999. This fall, they have been an invaluable asset to MSD.

Mandy Frederickson

“Since I’ve joined the NCCC, I’ve gained tremendous and various working skills in almost all four areas of community service I have worked in. MCC has provided the opportunity to cover the variety of projects I’ve worked on in the past several months and the project with MSD’s Family Education/Early Intervention Department. As I work with FE/ET’s staff on home visits to parents who have deaf children and help them sort out many questions they have about deafness and about myself growing up deaf, I hadn’t realized until I joined this department the great need for parents to be exposed to Deaf role models. I am glad to be of service for MSD!” says Mandy Frederickson.

Mandy is from St. Paul, Minnesota. She graduated from Gallaudet University last May with majors in English and Secondary Education. She is saving up to study for a Master’s degree in Deaf Education. She joined NCCC after hearing about the program from a friend and because she needed a break from school after graduation. Mandy wanted to work before attending graduate school, and NCCC provided both working and financial opportunities.

Amy Hopkins

“Since I have joined MSD, my heart goes out to deaf children with hearing parents and I have decided from there to go into social work. I love going home on visits around the state of Maryland. NCCC has helped me to decide on my major from its variety of projects it offered to me this year,” says Amy Hopkins.

Amy is from Watertick, Rhode Island. She grew up in a deaf family who followed the oral approach. She does not use sign language so Amy didn’t learn signs until she was 13 years old. She attended Gallaudet and heard about NCCC through her friends and an English teacher who encouraged her to apply. She was considered for her major, she decided to take a break from Galay and join NCCC.

Mandy and Amy were both interviewed by Deaf Moon. They have also met NCCC graduates, President Bill Clinton.

Submitted by Diane Vasse-Appel, Family Education/Early Intervention Dept.

Summer 1995 MSD Essential Curriculum Workshops

As MSD enters its third year of implementing Frederick County Public Schools' (FCPS) Essential Curriculum this summer, teachers and administrators will participate in several Summer 1995 MSD Essential Curriculum Workshops.

The Family Education Department will participate in a five-day workshop at MSD during June 7-12, 1995. They will complete the working draft of the MSD Essential Curricula for Early Learning for children from ages birth to four years. They will also be implementing the curriculum and developing action plans for 1995-96. MSD’s Curriculum Liaison, Ms. Andrea Feldman, Family Education Coordinator, Mrs. Andrea Feldman, and Family Education Supervising Teacher, Ms. Paula Ammons Woodall are coordinating this workshop with support from Dr. Ruth Howell, Director of Education and Dr. Richard Shefflin, Jr., Deputy Superintendent.

Applied Academics teachers will participate in a two-day workshop during July 5-14 at Walkersville High School where FCPS teachers, administrators, and curriculum specialists will participate in summer curriculum workshops. Applied Academics teachers will focus on learning about the curricula, making their plans for various subjects such as Art, Computer Graphics, Literacy, Health, Home Economics, Physical Education; and Trades. Mr. Robert Padden, Applied Academics Assistant Principal, will coordinate this workshop with support from Ms. Andrea Feldman.

The Curriculum Core Committee will also participate in a five-day workshop during July 10-14 at Walkersville High School. They will participate in staff development sessions on curriculum implementation and assessment. They will also work closely with administrators on developing and writing a 1995-96 MSD Training & Curriculum Action Plan outlining goals for curriculum implementation and staff development.

Summer 1994 MSD Essential Curriculum Workshops at Central Elementary School, High School and Transition Science and Social Studies teachers will join the Summer 1995 participants (Applied Academics teachers, CCC members and administrators) in an one-day Spring Retreat on May 30. The purpose for this retreat is to review the 1994-95 MSD Essential Curriculum Action Plans, develop recommendations for the 1995-96 MSD Essential Curriculum Action Plans, and plans for the summer workshops.

Andrea Feldman, Curriculum Coordinator

FREDERICK CAMPUS

Elementary Department

Elementary students have been under-taking various projects this school year. Briefly is a list of the projects and field
trips that each class has taken since January. Meanwhile, Language Arts classes, Drama classes, and Homerooms have given many short productions which supplemented the units covered in class. To name a few, the following plays have been: "Strange Noise", "Snow White and the Seven Dwarfs", "Chin Chiang and the Dragon's Dance", "The Snowman", and "The Legend of the Blue Bonnet".

The fifth graders are participating in The Frederick Post Youth Program. They are writing various articles for the Youth Section. Once a month, the fifth graders are taught various science experiments by the Middletown Middle School students. The class has also taken field trips to the Mining Museum, Interior Museum and Gettysburg for their Social Studies projects.

The fourth graders also participate in the Middletown Middle School science project. Their trip to Annapolis is related to their Social Studies unit.

The third graders have taken many trips around Frederick County, visiting the Schifferstadt, Barbara Frietchie Museum, Rose Hill Museum, the Episcopal Church, and the City Hall. They will visit Shab Row and a log cabin in May.

The second graders have been to the Maple Syrup Demonstration at Catoctin Mountain State Park. For their Social Studies unit, Ms. Savoy, mother of two former MSD students, gave them a lecture about her Indian Culture. They currently have frogs, tadpoles, and various bugs in their class for their science project.

The first graders, both Frederick and Columbus students, went out to eat at Benihana Restaurant and visited the Japanese Embassy. They joined the Pre-Kinder Garden and Kindergarten classes on their field trip to the Schroyer's Recycling Center.

The Pre-K and K classes went to the Smithsonian Museum. They collected trash around campus and sorted them for recycling. They will go to National Zoo in a few weeks.

There were a few department-wide events. Sunshine, Too from the National Technical Institute of the Deaf gave a performance and mini-workshop. Janet Weinstock of Kendall School came one day to tell students various stories. Art Roethig from Gaiulaudet talked about his life as a deaf and blind adult. Both students and teachers really enjoyed the visitors.

While the students have taken field trips, the teachers took some aso. Individual teachers or groups of them have visited various public school programs to see how they are implementing the curriculum and to talk with the teachers there to get some ideas and assistance. Visits have been made to Middletown Elementary, South Frederick Elementary, Waverly Elementary, Parkway Elementary, and Kendell School.

There will be a Science Fair on Sunday, May 7th, from 3 to 5 p.m. in the gym. Students are all busy with their projects so they will be ready for the big event. On Thursday, June 8th, students will go to Greenbriar State Park. They will leave after lunch and cook supper on grills there. On Thursday, June 15th, they will have annual Awards Program at 1 p.m.

MSD Students Creative Arts Festival Winners

During the weekend of April 28th, the Clapp sisters, Kimberly and Larissa, along with their family and their sponsor, Jortte Gauso, a teacher aide in the Elementary Department, were at the 19th Annual International Creative Arts Festival in Glenview, Illinois, north of Chicago.

This festival is sponsored by Center on Deafness, based in Northbrook, Illinois. It consists of the Performing Arts Contest; various workshops given by renowned deaf adults in the areas of arts, writing and the performing arts; Little Miss and Mister Personality Pageant; and the awards banquet.

Deaf people from the age of six through adult may enter in any of the following categories: Art (drawing, painting and Photography); Writing (poetry, short story and playwriting); Performing Arts (dance, mime, gymnastics, interpreted song, etc.) and Video Technology (music video, montage, documentary, short story).

Kimberly's 1995 poem: In Dee Oh K

The Big Star that Shine

Once long time ago there was really beautiful star that always shine the town. The town named Starland. There was few families—most poor. There was sad girl because she has no friends and no joy. One day the girl looked up and saw the wonderful star that always shine the town. That makes her happy and gives her joy. The girl has found a friend.

—Norma C. Gauso
COLUMBIA CAMPUS

Class Projects
It takes some creativity and imagination to teach children some things more graphic than pictures and words in the book. Several classes in the Elementary Department have made small scale models of a volcano, city, and Indian village with paper, clay, dried plants, milk cartons, corn, seeds, sand, stones, water paint plus many other things. They looked so real which helped the children to better understand what things actually look like.

Ms. Connie Mae's first grade class was studying a unit on volcanoes. They read books on volcanoes and wrote reports. They made a paper-mache volcano with a metal pipe in the center. They put baking soda and vinegar in the pipe. The mixture caused the "volcano to spew "hot lava" out and it poured down the volcano. The paint on the volcano showed where lava went. At the end of the unit the children were able to explain what a volcano is and what comes out of it when it spews something very hot.

Mrs. Joyce Leisch, second and third grade social studies teacher, taught a unit on cities. Her classes made a model of a city with different kinds of buildings and stores. Some students brought cars, trucks, and other things from home which made the model more complete. It took about two weeks to make the model. During the process, the students had to figure out what materials they needed for buildings, sign, etc. Art was one thing that they struggled with but they managed to make things look the way they were supposed to be.

Mr. Pierre Dev, a social studies teacher,
had his two classes make four sets of an Indian village characterizing the four seasons and how the Woodland Indians lived in each season. The classes made four longhouses with surroundings similar to the northern central United States where Woodland Indians lived.

These projects have demonstrated how much children have learned through "hands-on" experiences with the models. They used the models as a way to re-tell what they have learned in class.


In the story was beautiful to watch. Next came the volcano. We only had enough time for two eruptions but it obviously made a big impact on the students. Our last adventure was Nichi Bei Kai, a Japanese restaurant nearby. The staff were all set for the two classes to partake in an authentic Japanese meal. What a meal it was!

We received a paper folding demonstration, a guided lesson on how to use chopsticks (which the students had been practicing the week before), and a chance to see a skilled Japanese cook expertly split his knives to cut and dice in a matter of seconds. Everyone’s mouths were agape, especially when the flames shot up in the air when the cook placed his secret recipe into the fire and lit it on fire. WOW! We were all enthralled.

All in all, our unit on Japan came to life with these enriching experiences. Our volcano is off to one side now but whenever visitors come into the classroom, the students eagerly explain what country it belongs to and how the eruption occurred. It was definitely an unforgettable part of our Japan unit and our school year!
Students in Mr. Martin's kindergarten class told the story in ASL to Mr. Martin who printed it into English.

Monster
One day there was a girl and boy walking to the Haunted House. The monster ate the girl and boy. All the kids: Scott, David, Justin, Daniel, Tiffany and I entered the dark house. All of us slept. In the morning we ate a snack, then went to school. After school the kids went home.

—Amelia Lou Woodyard, Age 5

"Spider"
Last week we learned about spiders. We are now learning about castles. I learned more about spiders. Spiders have eight legs, eight eyes, some have six eyes. Spiders eat bugs by drinking the bug's blood. Spiders come in different colors. Spiders come in different sizes. Some spiders are poisonous; others are not.

—Scott Lehmann, Age 5

"Rabbit"
I am happy Scott Lehmann brought two rabbits. I petted his rabbit. There are two rabbits, one is white and other is black. Scott put the rabbits in a cage.

—Tiffany Cassner, Age 6

"Monster"
In a haunted house there are ghosts and poisonous snakes. It is dark inside. No one lives in the house. There are no clocks in the house. There is no oil for heat. There is a rabbit in the house. There is a trap upstairs. Upstairs door is broken. There is a sign that says "no people allowed in the house."

—Daniel Fava, Age 5

Rabbit
Rabbits like to hop. Rabbits like to eat carrots. Rabbits hide many Easter
eggs and candy. We look for them and find them and bring them home. I wish to have a fast rabbit for a pet. I could hop fast. I want the rabbit to sleep in my home.

—Daniel Nutter, Age 6

A Rabbit Story

Rabbit went to see his parents. The rabbit family went out to search for carrots. One day a car stopped at the red light so the rabbits could cross the street. Luckily the car did not hit the rabbits. When they arrived home and the baby rabbit was hungry so his parents gave him a carrot. One day the baby rabbit looked for a friend, he found a friend. He met a spider. The rabbit's new friend stayed overnight with him.

—Justin Wiatrak, Age 5

Our Trip to Rose Hill Manor

On Tuesday March 21, 1995 Ms. Miller's Language Arts class went to Rose Hill Manor. We went because we were learning about Native Americans. We met Mrs. Sweet and then went into the living room. We played with many old toys, like dolls, a dollhouse, hats, checkers, and a baby cradle. We dressed up and had a tea party.

Then we went upstairs and saw a folding bed and a fancy dollhouse a man made for a little girl.

We went into another room and saw many different things. We saw how to make rugs and blankets. We saw a big and small loom.

Miss Miller and her class went next into the kitchen. We watched Mrs. Sweet cook a pie and popcorn. We ate a snack, popcorn, hard bread, and drank sparrowmint tea. It tasted like gum.

Next was the log cabin. It was very small. It had a loft. Children had to sleep on the floor. Adults sleep on mattresses filled with straw. The only toy was a wooden rocking horse.

In Language Arts class we read the story, Annie and the Old One. It had a loom just like at Rose Hill Manor. That house was a real house from a long time ago.

We learned a lot. It was a fun trip.

—Jessica Frank and Diana Berrigan

Our Trip to Rose Hill Manor

Ms. Miller's Language Arts class went to the Rose Hill Manor museum on Tuesday March 21.

When we arrived we met Mrs. Sweet. We played in the living room. The boys played checkers and the girls had a pretend tea party. We played with very old banks.

We went upstairs and saw a bed that could fold. We also saw a big doll house in glass that a man made for a little girl.

We went downstairs to another room. We saw how to clean wool. Mrs. Sweet taught us how to weave on a big loom. We practiced to weave on a little kids loom, same as Annie in the story we read, “Annie and the Old One.”

We went into the kitchen. Mrs. Sweet showed us how to cook in the fireplace. Mrs. Sweet made us popcorn, hard bread and sparrowmint tea.

Next we went into a log cabin. Mrs. Sweet told us a long time ago the kids slept on the floor and the adults slept on a hard bed. There was a loft inside. It had a fireplace. It was small.

We had a fun trip.

—Bruce Persons and Carey Heisey

Rose Hill Manor

On Tuesday March 21, 1995, Ms. Miller's Language Arts class went to Rose Hill Manor. The reason we went was in Language Arts class we read the book “Annie and the Old One”. Ms. Miller wanted us to see what a real loom looks like.

We first went into a play room. The girls put on old clothes and had a tea party. The boys put on hats and played checkers.

We went upstairs and saw bedrooms. We saw a big doll house.

We went downstairs and watched Mrs. Sweet talk about wool and how to weave. We had a turn to try the small loom.

Next, we went into the kitchen and saw a fire used for cooking. Mrs. Sweet explained how they used to make food. Mrs. Sweet gave us popcorn, a hard roll and sparrowmint tea that tasted like gum.

Mrs. Sweet showed us a log cabin. It had a loft and only two beds. The mattresses were made of straw. It was hard.

It was time to leave. We got back on the van and back to school.

—Larissa Clapp and Sigga Jonsson

Our Trip to Dutch Plant Farms

I am going to tell you about our trip. Ms. Miller's and Mrs. Flynn's classes are reading a story titled, Miss Rumphius. She was a lady who liked to make the world beautiful. She decided to plant a flower called Lupines.

So my class went to Dutch Plant Farms to buy the Lupine plant. We went on Wednesday May 3rd. We rode in the van to the flower shop. It was a big flower shop. I liked the Lupines the best. It comes in many different colors. We each picked the color we liked best.

Then, we went to Rick's fish store. Ms. Miller wanted to buy crickets for our toad. The crickets were very expensive. Later, we ate our snack outside the pet shop. Then, we went back to MSD.

—Diana Berrigan

Girl Scouts Camp at Misty Mount

On Friday, April 21st, the Brownies and Junior Girl Scouts went camping at Misty Mount near Cunningham Falls State Park. We met at MSD then left around four o'clock for the drive to the campsite.

When we arrived, we were surprised that the cabins were very clean and cozy. The trails to the three cabins were very rocky. We had to make many trips up and down the hill to unpack the vans.

We were very tired.

We cooked lots of hamburgers, hot dogs, macaroni and cheese for our supper. We washed our own dishes and hung them out to dry. Then went to a campfire with the hearing girls. They sang songs, gave a few skits and stories. We roasted marshmallows with the fire and made ourselves S'mores. We went back to our big cabin and had our own skits. It was time to go to bed.

Laura, Kimberly, Amanda, Krystle, and I shared a cabin. We were so excited and a little scared that we could not sleep. Also, the lights outside were very bright. We finally fell asleep around 11:00.

We woke up to a beautiful Saturday morning. We had breakfast of pan-
cakes, sausage, eggs and cereal. We washed our dishes and played for a little while. The clouds began to turn dark so we decided to pack the vans again.

We drove to the Nature Center to look at the displays there. It began to rain so we could not go hiking. We waited awhile then drove to Cunningham Falls. The sun came out again. We crossed over the creek and carefully climbed up the falls as the rocks were a little slippery. At the top, we took a hike around the park. We went back to the vans as it was turning cloudy again.

We arrived back at MSD around 1:30 in the afternoon. We unpacked the vans then ate the leftover hamburgers, hot dogs, macaroni and cheese. We played in the Elementary gym until it was time to go home. We all left MSD around 3:30 p.m.

We had a wonderful overnight camping trip. We wish we could stay all weekend. But other people had to use the cabins. We hope to go camping again next fall.

—Kami Padden

**MSD Remembers**

**Oklahoma Victims**

It was a warm and sunny day when our class planted a flowering pear tree on the grounds of MSD. We planted the tree to remember the people who died in the April 19th bombing in Oklahoma City. Our class was joined by Mr. Tucker, Mr. Baker, teachers and students. Everyone was given a white ribbon to wear to show our respect to all the people in Oklahoma City. Cities and schools all over the United States have planted trees to remember the people who died and were hurt.

Our class has been discussing what happened. We have read many newspapers and magazines. We have seen many pictures too. We made a large display of pictures and information. We will put it in the hall so other students can read it and learn too.

The students from our class who did this special project were Gary Denmark, Carrie Waldman, James Hopkins, Chris Barnes, Kathryn Guerra, Bobby Vincent, Marisol Norman, Tim Ehnhart, Brian Scott, and Owen Barrow. We used money we earned from a craft sale to buy the tree and send a donation to the American Red Cross in Oklahoma City. When people visit MSD, we want them to look at the tree and remember all the people who suffered because of this terrible bombing.

—Carrie Waldman, Gary Denmark, Christopher Barnes and James Hopkins

**The Gift**

by Stacy Nowak, grade 10

Maryland School for the Deaf

Frederick, Md.

Sounds are all around us.

Birds sing as they fly by.

Cars roar as they speed by.

People scream at each other.

But you gotta know, I can't hear.

That doesn't make me different.

I can hear all right with my glorious eyes.

My ears are ears.

I see the ocean crashing on the shore.

I see eagles fly by in the sky.

I see the seasons changing.

Does that make me different because I use my eyes at my ears?

I'm just as proud of my culture as any hearing person would be.

When others make fun of my culture, I get mad.

Don't I have the right?

Being deaf is a gift.

That I was presented the day I was born.

And the funny thing is—

Seeing with my eyes is much better than hearing with my ears!.

—Reprinted with permission from Kids’ ‘Byte’
MSD Boys and Girls Track Placed Third at ESDAA Championships

Under the leadership of the Boys' Head Track Coach, Charles Day and his assistant coach, Eric Roberts, the 1994-1995 track season started with the largest number of runners that the school has had in several years. Twenty-three boys showed up for the first meeting that gave the team much needed depth, something that has been lacking for the past few years.

The large number of runners was offset by the fact that most of them were freshmen or sophomores with no experience. In the true sense of the word this would be a rebuilding season with a chance to develop a good foundation for the future.

After finishing a disappointing sixth place in last year's ESDAA Track and Field Championships the boys were looking forward to the top spot. However, their inexperience and cold temperatures presented the extra push that we needed to win the championship. The boys did an outstanding job finishing third with 50 points. The younger runners are now looking forward to the ESDAA Championships for next year with eager anticipation. Dejuan Hamilton and Dewayne McNellis, Jr., were awarded the Butt Track Awards at the annual Athletic Banquet.

For the first time in a long time the MSD Girls' Track Head Coach, Nancy Benton and her assistant coaches, Peggy Brotun and Erica Hall, had many inexperienced runners. However, with enthusiasm and determination, the runners showed a lot of improvements at each meet.

At the ESDAA Championships in Rhode Island, the team did their best despite the cold and rainy weather. The competition was very close. The MSD team placed third. Although it was a disappointing moment for the girls, the team's performance indicated the best personal records for some of them. They definitely look forward to the next year's ESDAA Championships.

Natosha Brinson and Audris Harris received the White Field and White Track Awards at the annual Athletic Banquet, respectively.

To top off the year of our athletes were picked by the Dear Athletic Federation of the United States (DAFUS) and Pangora, Inc. to represent the United States in Russia this summer. The six students are: Natosha Brinson, Joseph Davis, DeJuan Hamilton, Audris Harris, LaToya Plummer, and Dewayne McNellis, Jr. The students were picked based on their performances this year in various track meets.

Jeff White—"Coaches Care" Honor Roll

Mr. Jeff White, MSD Wrestling Head Coach, was selected to the Coaches Care Honor Roll in recognition of his special brand of care and concern for student athletes. He received a Certificate of Distinction. In addition, his name is printed in this month's issue of Scholastic Coach magazine along with a select number of other high school coaches named to the Coaches Care Honor Roll.

Coaches Care was introduced in May 1990 by the Gatorade Company to recognize the often unthanked, but very important role that high school coaches play in the lives of student athletes. Coaches Care serves as a reminder to parents, school officials and the general public that high school coaches make a positive impact on young people's lives.

MSD takes great pride in having Mr. White as its Wrestling Head Coach. The students are assisting young people the value of hard work, importance of discipline and the true meaning of teamwork. His guidance and leadership qualities are a tribute to the coaching profession as well as the wrestling team at MSD.
Donald R. Leitch, a retired printer in the Washington area, passed away from cancer on December 31, 1994, at his home in Beltsville. Mr. Leitch, the twin brother of the late Dorothy Leitch Caswell, was born on October 5, 1933 in Nutwell on the family farm near the Chesapeake Bay. He was raised in Baltimore by his parents, Herbert and Gladys Leitch, alumni of M.S.D. in Frederick.

Mr. Leitch was a student at M.S.D and graduated in 1952. A message from the late Superintendent Ignatius Bjorle was printed in The Maryland Bulletin in June 1952. "Of Donald and Dorothy Leitch, of the College Preparatory group, well deserved credit has been given along all lines of student activity. They have won numerous honors and we trust there will be a continuance of this record as they enter upon their college careers." He was an Honor Roll student, Boy of the Month, Eagle Boy Scout, All American basketball player, and Co-editor of The Maryland Bulletin in 1952.

He was a 1957 graduate of Gallaudet University, majoring in Biology. He was a member of Kappa Gamma Fraternity, Co-editor of the Buffalo and Blue and Head Senior in 1957.

Donald married Joyce Jacobson Leitch in June 1960. They had three daughters,Kristina Leitch Walker of Seabrook, Erika Leitch Pace of Parkersburg, W. Va., Naja Leitch of Beltsville; four grandchildren: Joshua, Stephanie, and Mckean. Leitch Walker, and Donald C. Pace.

Don was active in Maryland Association for the Deaf. He served as a former board member and secretary of Metro-politan Washington Association of the Deaf (formerly D.C. Club for the Deaf) and as a member of the National Association of the Deaf.

Don was an avid fisherman and natur-ist; he was extremely well-read and well known for his keen knowledge of history and geography. He loved dachsh and was a talented storyteller, who used beautiful, native ASL.

Friends and relatives were received at Rapp Funeral Home in Silver Spring on Tuesday, January 7. A celebration of his life was held at St. Barnabas Mission for the Deaf at St. George's Episcopal Church in Glen Dale on Wednesday, January 4. The Reverend Jay Croft conducted the services. Carol Pace, Edward Johnson, Joseph Rose, Steven Walker and Joshua Walker delivered eulogies and Gilbert Femandz signed a poem. Interment was at Loudon Park Cemetery in Baltimore.

Reba Mowbray passed away last October 27, 1994. She was born in Hagerstown on November 17, 1919. Reba was a graduate in 1942 of Maryland School for the Deaf in Frederick.

Ms. Mowbray was married to Guy E. Lamm, Jr. for 37 years. His loving wife, Reba stayed at Colorado Springs Penrose Hospital from October 15 to 27. The service and burial were held at Memorial Gardens Cemetery in Colorado Springs.

Sympathy cards may be sent to Guy E. Lamm, Jr. at 110 Union Blvd., Colorado Springs, CO 80919-3464.

Submitted by George Groe

Mrs. Alice Ann Bartee, 51, of 280 Apple Tree Drive, Ranson, W. Va, died Tuesday, May 9, at Jefferson Memorial Hospital, Ranson. She was the wife of Clyde V. Bartee, Jr.

Born December 15, 1943, in Finksburg, she was the daughter of Naomi G. Caple Spencer of Finksburg and the late Irving S. Spencer.

Mrs. Bartee was a 1962 graduate of the Maryland School for the Deaf. Before her retirement, she was employed as a dietary assistant with Ashbury Methodist Village, Gaithersburg.

She attended the Johnstown Bible Church in Hedgesville, W. Va.

Besides her husband and mother, she is survived by two sisters, Patsy Kenney of Westminster and Fern Talley of Knoxville, Tenn.; two brothers, Robert Spencer of Baltimore and Jennings Spencer of Westminster; and a number of nieces and nephews.

She was preceded in death by one brother, Frank Spencer.

The family received friends from 7-9 p.m. Friday, May 12, at the Kenney and Basford Funeral Home, 106 E. Church St., Frederick. Funeral services were held on Saturday, May 13, at Etchison Memorial Chapel of the funeral home.

The Frederick Post, May 12, 1995

Miss Jerline Ruth (Jeryl) Gates, 57, of Frederick, died Tuesday, April 18, at Frederick Memorial Hospital.

Born October 6, 1937, in Indian Head, she was the daughter of the late Mitchell O. Gates and the late Mary Ruth Marlow Gates.

She was employed as a dietitian in schools and nursing homes.

Survivors include: a good friend.
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Anna Savage of Frederick; four sisters, Thelma Carlson of Largo, Fla., Julia Dewar of Kissam, Fla., Hazel Conway of Frederick, and May Lynch of Waldorf; and two brothers, Raymond Gates of Potomac Heights and Carroll Gates of Corpus Christi, Texas. She is also survived by many nieces and nephews.

She was predeceased by two brothers, Ivan Leroj and James Marlow Gates.

Funeral services were held at 10:00 a.m. Saturday, April 22, at the Huntt Funeral Home, Waldorf. Officiating clergyman was the Rev. Edward Baker.

— The Frederick News-Post, April 19, 1995

James Barrack, Sr., a retired Litho- type operator who served on commit- tees that organized the Deaf Olympics died Friday of cancer at his home in Loch Raven Village. He was 70.


Mr. Barrack, who lost his hearing after a bout with whooping cough when he was eight, graduated from the Mary- land School for the Deaf in 1941. In 1980, Gov. Harry R. Hughes appointed him to the Board of Visitors, the school's governing body.

"As a director of the school, he had a uniquely different point of view of the school, and the board's responsibility to it, and I think that was his real value to the school," said David M. Denton, superintendent of the Maryland School for the Deaf from 1967 to 1992. "He was a very effective and a very vocal advocate for the children.

"He was not only a member of the board. He was a deep personal friend of mine. I remember his graciousness, his kindness, and his devotion to the school. He absolutely loved the school," Den- ton added.

Mr. Barrack was secretary-treasurer of the American Athletic Association of the Deaf from 1960 to 1968, and was elected president of the organization in 1968 and 1969.

From 1960 to 1981, he served on the U.S. World Games for the Deaf Com- mittee. He also traveled throughout the United States and Europe as planner of the Summer and Winter Olympic Games for the Deaf.

"My father was a very organized man, (Serving on the committees) was a wonderful experience for him," said his daughter, Bonnie Ritz of Phoenix.

"People knew him all over the country," Mr. Barrack was a member of the National Fraternal Society of the Deaf and Silent Oriole Club. From 1944 to 1955 he was a member of the Youth Silent League, a basketball team for deaf youths. He has been a member of Christ United Methodist Church of the Deaf since 1943.

In his spare time, he enjoyed swimming, playing basketball and was inter- ested in photography.

In addition to his daughter, he is survived by his wife of 50 years, the former Cecelia Wolsky, a son, Jim Barrack of Brockton, Mass, and three grand- children.

— The Baltimore Sun
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Your gift to the Maryland School for the Deaf Foundation is a worthy expression of confidence in the strength of the Maryland School for the Deaf and its potential to provide visionary leadership in Deaf and Hard of Hearing education.

The Maryland School for the Deaf Foundation, Inc. is a not-for-profit, tax-exempt organization to which contributions of all sizes are attracted to create a permanent, self-sustaining resource for the perpetual benefit of the Deaf Community. A Board of Directors, chosen for their ability and, most of all, their commitment to the ideals fostered at the School, oversee the investment and management of the funds.

Contributions to the Foundation are tax-deductible and can be made in a variety of ways.

Gifts of money are the most direct means of support. Such gifts may be given in lump sum or for convenience in making a larger gift of greater charitable effect, as a pledge to be given over a period of years.

Gifts of other assets, such as securities, real estate or life insurance, offer an excellent opportunity to make a contribution at the least cost of the donor.

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