NationsBank Donates Desktop Publishing Equipment to MSD's Graphic Arts Department
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ON THE COVER

The Maryland School for the Deaf has received a grant from NationsBank to enhance computer equipment in the School's graphic arts department. Reviewing the new equipment are (left to right): E. Thomas McKenna, publications instructor; Alfred Shockley, MSD Foundation board president; Lillie Ransom, MSD Board of Trustees president; Michael Brennan, senior vice president at NationsBank; Bob Benzfost, regional executive with NationsBank; Mary Jane Sanders, MSD Board of Trustees and a branch manager for NationsBank and Andrew Francis, MSD publications student.

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MSD Foundation Announces Corporate Gift

By Kay Sheiss, MSD Foundation

October 11, 1995 — The Maryland School for the Deaf Foundation has received a major grant from NationsBank to enhance the computer equipment used in the school’s graphics arts department.

The $10,000 grant underwrites the purchase of a large screen monitor for full page display, a color scanner for use with photos and artwork, and a printer that produces camera-ready copy for printing at the school or other printing companies.

“Maryland School for the Deaf has a long tradition of providing excellent career education,” noted MSD Foundation Board Chairman Alfred Shockley in announcing the gift.

“Thanks to NationsBank, we are able to expand an important area of computerization that will enhance not just the graphic arts department, but computer-learning opportunities for all of our students. According to Shockley, the graphic arts department also serves administrative needs of the school, producing The Maryland Bulletin, MSD’s quarterly magazine, and other internal documents.

MSD Superintendent James Tucker received the gift on behalf of the staff and students, expressing their delight at such an important addition to the school. “We are honored to have such strong support from one of the region’s leading banking institutions,” he said. “We are working very hard to provide MSD students with an educational environment that allows them to enter higher education and a wide variety of career fields on an equal footing with their hearing peers. Complete computerization of our labs and classrooms is essential to meeting that goal and this gift from NationsBank is a wonderful step forward for us.”

The MSD Foundation is a separate, not-for-profit, charitable organization dedicated to providing support for scholarships, equipment and long-term endowment support. Individuals or businesses interested in knowing more about the school or giving opportunities for the improvement of deaf education may contact the Foundation at (301) 662-5133 Voice / TTY.

Editor’s Note: This issue is completely produced by the new desktop publishing equipment donated by NationsBank.

Janelle Berry types an article for The Maryland Bulletin, while Julie Bourne downloads a picture using a color scanner.
An interview with Lillie S. Ransom
First African American Woman President of MSD Board of Trustees
By Denise Lamont, Member of MSD Board of Trustees

It has been said again and again that the Maryland School for the Deaf Board of Trustees is a Board of "First." This year we are pioneers anew. At our Annual Meeting in May 1995, the MSD Board of Trustees elected Lillie S. Ransom to the office of President. This marked the first time in MSD history that an African American has been elected to this position.

I have had the pleasure of working with this outstanding leader over the past few years; and was grateful for the opportunity to interview her. In this Trustee's opinion, she is a person of remarkable qualities, both in her capacity on the Board and in her contributions to society. She is extremely approachable and a delight to chat with.

What was your motivation to become President of the Board of Trustees?

Frankly, I felt like it was my turn. As you may know, I served on the Board of Visitors for a few years before I was reappointed to the Board of Trustees. On the Board of Visitors, I was one of the "new kids" on the block; on the current Board of Trustees, I am considered one of the "old timers." It's really interesting to wear both hats in such a short period of time. I have been actively involved in committee work on both boards, for example I have served on the Education Committee, the Executive Committee and the Superintendent Search Committee. These committee assignments have given me the opportunity to view the School and serve it from a variety of perspectives.

I had been asked to run for President before, and always listed many reasons why I couldn't do it. There were reasons this year too, but it occurred to me that it might be time to get out in front and accept some of the challenges of leading in the lightrole rather than staying in the backroom.

Is there any particular issue you have on your agenda to tackle during your term? What will be your main focus for MSD this year?

My priority, like the Board of Trustees' priority, and the Superintendent, faculty and staff of MSD, is to ensure that MSD remains financially stable and healthy enough to continue providing a quality education to Maryland's Deaf and Hard-of-Hearing children. We are all aware of the tough fiscal times, and realize we must manage more with less, but I, along with other Trustees, recognize that we must be vigilant and assertive about our educational mission.

In addition to this, I will do all I can to support MSD as it makes progress in bringing diversity to the faculty and staff at the School. There have been improvements in this area but there is still much to do to recruit and retain faculty and staff that reflect the diversity in our student population.

What is the greatest compliment you could give the MSD faculty and staff?

I believe that the MSD faculty and staff are among the most dedicated public employees in our state. I think most of them honestly care about education for all Deaf and Hard-of-

Hearing children, and in spite of reductions in resources over the years they remain readily and willing to do more than their share to keep the school functioning at such a high level.

What do you see as the most positive changes made in the last year, and Whence do you see a need for improvement?

I think the official change to the Bilingual Education Program and the addition of a mission statement is a positive change. This policy allows faculty, staff and student to actively affirm American Sign Language and Deaf culture while continuing to develop language and social skills that will enable students to interact in the larger hearing community. Another positive change was the move to have MSD students qualify for Maryland State Department of Education diplomas. Many of us knew we had graduates who were capable of competing academically with other public school graduates but now we have a mechanism for demonstrating this parity.

As far as improvements, I would like to see more MSD graduates, particularly more graduates of color, accepted into colleges and universities and return to MSD or other schools for the deaf as teachers, administrators, or go on to attain other types of vocational and professional success.

By the way, how did you become involved in Deaf Education?

When I was an undergraduate Communication Studies major at Oberlin College and graduate program in Deaf Education, I eventually participated in each. However, before I finished the M.A. in Deaf Education, I decided I preferred working with college age students rather than younger ones. So, I worked at Gallaudet University for several years in the Cooperative Education program. I see my involvement on the Board as an excellent way to utilize the knowledge I attained at Gallaudet, to indirectly influence education for Deaf children, and a way to remain informed about current trends in Deaf Education.

Describe your role as the President of the Board, and as an African American role model?

Well, I think my parents prepared me for this role model stuff pretty well. You see, I am the oldest of five, and they always told me that my younger siblings were watching every move I made. They warned me that they'd watch, analyze, and very likely copy many of the things I did and said. Whew, that was scary but it developed an awesome sense of responsibility for others. I learned very early that my choices and actions could affect others as much as they affected me. I have been the "first" in other instances, too, so I have gotten kind of used to breaking new ground. Yes, let that be a lesson to break through barriers and continue on whatever task is at hand. My early family life prepared me for other aspects of the presidential role, too. I was often "drafette" as the facilitator, mediator, representative on behalf of my siblings to my parents, and vice versa. There were even occasions when I was left in charge and had to negotiate squabbles between us. These experiences taught me how to articulate and see various sides to many issues. I think those abilities serve me well as the Board of Trustees President, as well as in other areas of my life.

What are your professional plans for the future?

I am completing Ph.D. studies in Mass Communications at the University of Maryland this year. I am making the transition from part time/adjunct teaching to tenure track position in the very near future. Baltimore/Washington has been home since 1979, and I'd like to stay in the area, but who knows?
“Student to Students” Project Campers at Wye Island

By Rita Sharpe

The sky was overcast. It looked like rain. Yet there was no gloom on the faces peeking from the windows of the five vans driven from MSD’s elementary parking lot on June 2, 1995. There were smiles and excited signs of farewell. The 41 campers were on their way to Sandy Point State Park and Wye Island in the Chesapeake Bay.

The following represented Maryland School for the Deaf at the first Student to Students “Annual Portage to our Bay”: Adam Baker, Brittany Branch-Smith, Kimberly and Larissa Clapp, Jason Coleman, Kevin Coyle, Donna Crowe, Jimmy Etheridge, Chase Harting, Darren and Conrad Hause, Carey Heisey, Sigrjur “Sigga” Johnson, Melissa Lamon, Laura Lohmeyer, Shannon and Katryn McDonald, Magdalene “Maggie” McLaughlin, Roberta Monroe, Dolisha Mundy, Tabitha Markel, Kami Padden, Ryan Shepard, Amanda Stone, Jeaca von Garrel, and Lacey Wilhelm

were the students who participated in the weekend program. Parent campers were Paul Baker, Harold Clapp, Linda Coyle, Lindsey Heisey, Rebecca and John Lohmeyer, Diane Hause, Lisa Holliday, Ross Lomont, Danny McDonald, Melinda Padden, Frank Smith. Teachers and Staff campers were Rebecca Lohmeyer, Laurie Morrison-Cleaveland, Jane Redding, and Marguerite “Rita” Sharpe.

At Sandy Point the students, parents and staff of Beall Elementary and Maryland School for the Deaf—Frederick Campus met for the first time. They enjoyed the refreshments provided by Maryland Relay Services as they viewed the Chesapeake Bay. The students had been learning about the bay and its eco-system since January. For some this was their very first time to see the Bay. They had their picture taken with the Bay Bridge in the background. A small water snake which was not part of the marine life exhibit provided a bit of excitement; some students and parents ran to see it while others hurried out of its way. Interpreters aided in the shared greetings, explanations at the wildlife exhibits and with instructions the two groups needed as they prepared to leave Sandy Point for Wye Island.

When the groups arrived at Wye Island they were greeted by Ranger Dave Davis. The students were paired and a pair from each school became tent-mates. The buddy system worked well. Although the Beall students had studied sign language, some felt that it was harder to communicate than they had thought it would be. One word all the Beall students wished they had learned was the sign for FRIEND.

Ranger George McNeil gave the Scales and Tales presentation. Ranger George explained that although the goal is to help injured wildlife return to the wild, sometimes a bird or animal is so badly injured or so dependent on people that it loses its ability to care for itself in the wild. He introduced the group to a duck, a black vulture, a great horned owl, a hawk, a box turtle and several snakes. Each one had a unique story about its habits and how it became a member of the Scales and Tales program. When Ranger George asked if people who throw the plastic rings that bind six-pack cans into the water are bad people, the children and adults responded with an emphatic YES. Ranger George smiled and said that the people were not bad, they just did not know any better.

Everyone was learning to be better stewards for our bay and its wildlife.

The evening campfire was a time for roasting smores and making new friends! Flashlights lighted the way back to the tents. Watching the fireflies rise into the evening air was a new sight for some. The insects seemed to fly as high as the tree tops beyond the tent grounds. The trees looked like leafy Christmas trees with miniature twinking lights.

One lesson everyone learned the first night of tent camping: When it rains, be sure your tent windows and door flaps are closed.

(Front row) Rita Sharpe, Larissa Clapp, (Back row) Lacey Wilhelm, and Shannon McDonald stay dry under the tent during Saturday night’s storm.

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After breakfast, the wet sleeping bags were hung across rope clotheslines to dry while the campers broke into groups—Eagles, Herons and Osprey. Each group had three major activities to do that day.

A visit to Pintail Point Plantation (Farm) was one of the activities. The campers learned about Aquaculture, raising crops in water. The crops were oysters, fish and eels. Mr. Joe Moore held up a test tube type of jar. Inside there were hundreds of baby oysters so small that they were hard to see. He showed the campers some troughs and eels. Some campers were able to catch the eels. It was not easy but it was fun to try to catch one! The campers were given handfuls of fish food to feed the penned fish. The fish chomped the food pellets. Then it was time to join Captain Bink Wilson at the dock.

The charter boat ride back to Wye Island was exciting. The campers had freedom to explore the boat. There were two heads (that’s boat talk for bathrooms), a kitchen and eating area, a place to sleep and the cockpit on the upper deck where Captain Wilson sat as he “drove” the boat. The campers enjoyed a snack during the boat ride. Some of the campers followed the boat’s progress on a nautical map, and others kept a sharp lookout for osprey nests atop channel markers and once were rewarded by seeing an osprey return to its nest with a fish in its beak.

Dave Wilson and Mitch Kyler helped the campers learn about the importance of planting marsh grass along the shoreline. The grasses help to stop soil erosion from the island. The campers learned about the cost of planting shore grass and how to divide the grass clumps to get them ready for planting. The group then walked to another part of the island to plant marsh grass. It was fun! Everyone worked as a team: One person got the grass clump, another dug the hole, another dumped in fertilizer while the last team member put the plant in the hole and put the soil back. Here the campers waded in the water and could feel the muddy water ooze between their toes inside their old tennis shoes.

Ranger Steve McCoy led the Junior Ranger activities. The campers learned to work together as a team, learned which plants and insects to avoid on the island, and participated in a scavenger hunt.

There were soft, hard, fuzzy, prickly, green, brown, wet, pretty and man-made objects to be found on the ground around the lodge. No one was allowed to pick living flowers or leaves. The campers shared the “treasures” each had found on the island. There was time for the campers to write in their camp journals.

The evening activities of touring Captain Edward Farley’s Skipjack as well as the Show and Tell Campfire were canceled. During supper it started to rain. Soon there were gray walls of water surrounding the picknickers. When the rain slackened, Captain Farley ran to his skipjack and gathered some items to share with the campers. He explained and demonstrated several ways oysters are harvested from the bay. The group agreed that skipjack harvesting was the best way to protect the oyster industry and the bay.

It was soon raining very hard again. Then came the thunder, lightning and the strong winds. It was awesome and exciting but terrifying to some when the electric power failed. Everyone was invited to wait out the storm in the lodge. All other evening activities were ruined out. Ranger George brought a couple more animals during the storm. They did not seem to be afraid so the campers’ fears vanished, too. There was time to celebrate a camper’s birthday with singing and a huge sheet cake.

When the rain stopped the campers used flashlights to find their way back to their
Chase Harting, Amanda Stone, Kami Padden and Katelyn McDonald enjoy their Chesapeake Bay boat ride.

tests. Everyone felt they had been very lucky as the strong winds had only blown down one tent. Campers in nearby tents invited those whose tent was down to spend the night with them.

The campers gathered together one last time to receive their Junior Ranger Awards and gifts before departing for home. During the closing ceremony each camper received a Junior Ranger baseball cap, a State of Maryland Forest Parks badge, a State of Maryland Department of Natural Resources pin, a Maryland State Park pin, a packet of information from the National Aquarium (Baltimore, MD), a packet of information from Maryland Relay Services which contained a ruler, notepad and pencil and information about the relay services. There was either a water bottle or a stuffed Relay Rabbit bunny from Sprint.

Many campers expressed feelings of not wanting to leave Wye Island. Some of the young children still wanted to share what they had prepared to show at the rained-out campfire. Others felt they could stay one more day since school did not start until Monday.

There was one special stop for the group returning to MSD. They made a side-trip to see their state tree, the Wye Oak. It was huge!! The little oak seedling planted in the spring will need to live a long time before it becomes as large as its parent tree.

The weekend at Wye Island was the last scheduled activity of the year-long MRS Project "Student to Students". All involved felt that it was a worthwhile program which allowed hearing and deaf students to communicate and work on projects together. The communication barriers were lowered by the Maryland Relay Operators. Telecommunications Access of Maryland and Sprint invested wisely in the lives of students at Beall Elementary School and Maryland Schools for the Deaf when they decided to support the project. The Chesapeake Bay Trust and Cornell Maritime Press, Inc. also contributed to the successful weekend venture.

Photos Credit by Melinda Padden, Jane Redding, and Rob Sharpe
Applied Academics teachers were thrilled to get their long-awaited opportunity to learn about the Applied Academics Essential Curriculum. They waited for this opportunity to attend this summer workshop since 1993! Here is a list of the Applied Academics participants:

Charlene Anderson — Health (Frederick)
Dean Buck — Physical Education (Columbia)
Janice Daze — Life Skills (Frederick)
Don Hahn — Trades (Frederick)
Linda Kunz — Art (Columbia)
Tom McKenna — Graphic Arts/Career Education/Techn. (Frederick)
Dwight Newbold — Career Education/Techn. (Frederick)
Robert Padden — Assistant Principal of Applied Academics Department (Frederick)
Marshia Payne — Work Study (Frederick)
Jane Redding — Home Economics (Frederick)
Karen Russell — Computer Tech./Media (Columbia)
Dottie Rust — Simulated Sheltered Workshop (Frederick)
Lorraine Stoltz — Art (Frederick)
Tim Vogeler — Physical Education (Frederick)

Administrators from other departments also attended:
Paula Ammons Woodall, — Supervising Teacher of Family Education (Frederick)
Stanley C. Baker — Assistant Superintendent/Principal (Frederick)
Al Cuthen, Jr. — Elementary Assistant Principal (Columbia)

Andrea Feldman, — Director of Curriculum & Instruction
Marshia Flowers — Middle School Assistant Principal (Frederick)
Bette Higgs — High School Assistant Principal (Frederick)
Dr. Ruth Howell — Director of Family Education
Melinda Padden — Elementary Assistant Principal (Frederick)
John Snellin — Middle School & Transition Assistant Principal (Columbia)
Dr. Richard C. Steffen, Jr. — Deputy Superintendent/Principal (Columbia)

Curriculum Core Committee (CCC) teacher representatives: Maryann Swann (Family Education); Nancy Downey (Columbia) and Gerry Whitt (Frederick)

Marcia Virts — Elementary Teacher (Frederick). She worked with Applied Academics teachers for two days in the second week of the workshop.

For the first three days of the workshop, MSD teachers and administrators watched Frederick County Public Schools (FCPS) teachers and curriculum specialists present overviews of the Essential Curriculum in the area of Applied Academics: Art, Business Education, Career & Technology Education, Computers, Health, Home Economics & Life Skills (now being called “Family & Consumer Science”), Physical Education, Simulated Sheltered Workshop and Work Study.

FCPS teachers worked as mentors with Applied Academics teachers. The major goal during the two-day mentoring sessions (July 10 & 12) was networking. Some Applied Academics teachers gath-
ered resources and developed year plans. Others got invitations to participate in FCPS meetings during the year and visit their classes as well. Robert Padden, the Applied Academics Assistant Principal along with a few Applied Academics teachers participated in a five-day session with the Career & Technology Education teachers from FCPS. They worked on assessment tools.

Administrators along with CCC teacher representatives participated in an intensive training session on the observation/evaluation process of instructional staff and connections between instruction and assessment for those first two days of the second week. The three principals who served as mentors to the administrators were from FCPS Elementary, Middle and High Schools. MSD administrators were pleased with the networking connections established with FCPS principals who were very receptive to the partnerships between MSD and FCPS.

On July 12-13, Applied Academics teachers worked with Marcia Virts on developing a vision for MSD's Applied Academics program and a list of course offerings (Elementary through High School) as well as the 1995-96 Essential Curriculum Action Plans for their department. At the same time, administrators and CCC teacher representatives worked together to clarify and explain CCC's role at MSD. They reviewed the Middle States Accreditation (MSA) Action Plan that MSD developed earlier and incorporated it into the writing of the 1995-96 Essential Curriculum Action Plan (schoolwide).

The last day of the workshop culminated in sharing of the Applied Academics and administrators' mentoring projects and action plans.

Dr. Bonnie Ward, MSD's Curriculum Consultant (FCPS's Math Curriculum Specialist) brought in a cake to celebrate MSD's second birthday in the implementation and utilization of the Essential Curriculum.

Plans for 1995-96

- Full implementation of the MSD Essential Curriculum: Language Arts, Math,
- Science, Social Studies (Assessment & Instruction)
- Start of Applied Academics Essential Curriculum Implementation (Assessment & Instruction)
- Pilot of the MSD Essential Curriculum for Early Learning (Family Education)
- Exploration on Infusion of Multicultural/Deaf Studies in Social Studies (Establishment of CCC sub-committee)

Information—Sharing on the Curriculum Core Committee (CCC)

- Monitor the Middle States Accreditation (MSA) action plans as well as schoolwide and departmental action plans;
- Focus and facilitate the implementation of the Essential Curriculum; serve as a liaison for the MSD community on common issues related to the Essential Curriculum (and gather feedback from teachers and others);
- Gather information—sharing reports; makes recommendations; and gives direction to its subcommittees: Family Education (MSD Essential Curriculum for Early Learning); ASL Curriculum: Multicultural & Deaf Studies; Spoken English Essential Curriculum (to be formed); DSN Essential Curriculum;
- Conduct needs assessment surveys;
- Recommend budget for curriculum-related goals; and
- Identify needs/gaps that the Essential Curriculum does not cover and ensure provision.

The chair of the CCC is the Director of Curriculum and Instruction, Andrea Feldman. CCC members are: Assistant Superintendent/Principal, Stanley C. Baker; Deputy Superintendent/Principal, Dr. Richard C. Shefflin, Jr.; teacher representatives: Nancy Downey (Columbia), Maryann Swann (Family Education) and Gery Whitt (Frederick) and MSD's Curriculum Consultant, Dr. Bonnie Ward (FCPS's Secondary Math Curriculum Specialist).

A Brief Look at the MSD Essential Curriculum Action Plans

1995-96 MSD Essential Curriculum Action Plans (schoolwide) were based on the MSA Action Plans and the 1994-95 MSD Essential Curriculum Action Plans. The new action plans were developed by the administrators and CCC teacher representatives.

Here is a brief look at the goals for administrators and teachers:

Instructional Leaders (Frederick Campus and Columbia Administrative Teams; Instructional Leadership Team) will: participate in curriculum leadership training, receive upline evaluations, participate in staff development with teachers, conduct regular curriculum meetings, establish
timelines for observations and evaluations, set collaborative goals on supervision and evaluation, providing modeling and feedback on the Essential Curriculum to instructional staff, develop and implement departmental staff development plans, develop and provide staff development based on lists of instructional and assessment strategies, work on a 5-year action plan with CCC, evaluate the progress of the action plans and review the action plans on a regular basis.

 Teachers will utilize curriculum goals in year plans, unit and lesson plans, utilize Criterion-Referenced Evaluation System (CRES) assessment tools, develop portfolios and participate in staff development. New teachers will be oriented and provided with support on the utilization of the Essential Curriculum. Teachers will develop action plans with their assistant principals for their respective departments.

CCC will do yearly needs assessment surveys, review and monitor the progress of action plans monthly, develop a list of instructional and assessment strategies and provide staff development on them in collaboration with instructional leaders, develop 5-year action plans on staff development with instructional leaders, develop strategies for collaboration between staff and administrators, explore alternative instructional plans for students functioning between Deaf Students with Special Needs (DSN) and Essential Curriculum levels, write guidelines for proposed curriculum additions and changes, identify additional curricular areas and form subcommittees, survey to evaluate timelines and master plans for additional curriculum, survey on the feasibility of the age-grade/instructional level policy and implement additional goals as needed.

The Applied Academics department's action plan called for: coordination and development of materials and equipment to support the Essential Curriculum; adoption of the FCPS Applied Academics philosophy of incorporating technology, problem-solving methods and skills through staff development; review of Applied Academics course offerings to be consistent with the Essential Curriculum; provide students in Applied Academics classes with experiences in the community; support of strong connection and consistency in Applied Academics offerings between Columbia and Frederick campuses; support of a program preparing students for careers and economic competence after graduation; placement of students in Applied Academics areas that support their interests and strengths as identified through teacher observations, teacher-student conferences, parent-student requests and career interest inventories; extension of students' experiences and knowledge from Applied Academics classrooms to the Student Life program; and development and implementation of a departmental comprehensive staff development plan.

Family Education's goals in their second-year action plan for 1995-96 are to: begin the implementation of the MSD Essential Curriculum for Early Learning; provide staff development to support the curriculum; establish a rich assessment program that supports both teaching and learning; and develop appropriate parent resources.

Elementary, Middle School and High School as well as Communications Departments will develop their departmental action plans for 1995-96. They will find that the action plans will assist them in visualizing their plans for a successful year.

MSD Implements Student Service-Learning Requirement

by Marsha Payne

Three graduates in the class of 1995 made history by becoming the first students at the Maryland School for the Deaf to receive a diploma from the Maryland State Department of Education. They completed the required courses for graduation and passed the Maryland functional reading, writing, math, and citizenship tests. Some MSD students in the class of 1996 are expected to receive MSD diploma when they graduate in June. However, students in the class of 1997 will have an additional graduation requirement if they want to receive a MSD diploma. They will have to complete 75 hours of service-learning.

The Maryland Student Service Alliance defines service-learning as "Making a difference through actions of caring by personal contact, either in the school or the community, with preparation and reflection." The first executive director of this alliance was Maryland's current Lt. Governor Kathleen Kennedy Townsend. The Maryland Student Service Alliance is a public-private partnership which Mrs. Townsend founded in 1988. The goal of this organization is to inspire young people to serve their communities.

Under Mrs. Townsend's leadership, Maryland became the first state in the United States to require all high school students to complete 75 hours of service-learning activities prior to receiving a Maryland State Department of Education diploma beginning with the class of 1997. Forty-nine of the fifty states have some service-learning in at least one of their school systems.

Dr. Nancy Gaznick, Maryland State Superintendent of Schools, says "We believe it is important for our students not to only understand the concept of citizenship but also to be good citizens by providing needed service to their communities. Students can make a tremendous difference in their schools and communities if they are given the opportunity to use their enthusiasm, energy, and ideas."

Most of the county school systems in Maryland infuse service-learning activities into their curriculum. For example, students attending public schools in Frederick County will satisfy the state mandate because service-learning activities are infused into the Essential Curriculum for required and elective courses. Students in Frederick County are encouraged to participate in meritocratic service-learning through projects that help others during the school year, after school, and on weekends. MSD students fulfill this graduation requirement by enrolling in a service-learning class.

Any student-service-learning project must meet the following criteria:
1. A sustained commitment to service on one or a series of projects
2. A demonstrated benefit to the community
3. Evidence of advanced planning and goal setting
4. Evidence of individual initiative and action
5. Evidence of individual reflection on benefits to self and others

MSD staff members were surveyed to determine who needed help in their classroom or office. Then students selected the place where they wanted to perform their service-learning project. The MSD staff member trains, supervises, and evaluates each student in this program. The students keep a daily time sheet of the minutes they serve. At the end of the semester, the student's service-learning hours are calculated and printed on their report card. They will not receive a grade nor be paid for their service. Students provide ongoing assistance because they help the MSD staff for 45 minutes a day for an entire semester. At the end of the service-learning experience, students will reflect upon their project by writing about their service to others and what it meant to them. When 75 hours of service-learning has been completed, they have satisfied their service-learning requirements for graduation.

Eight MSD students are currently working on their service-learning requirement. These students volunteer their time in the MSD library, serve as office aides, or work directly with students and teachers as classroom aides. Also, two MSD students volunteered their services last summer at the Frederick County YMCA. The executive director of the YMCA completed a certificate stating the number of hours they donated last summer. Students desiring to meet this graduation requirement at a non-profit agency in their home community should discuss their plans with Mrs. Marsha Payne, MSD's Student Service-Learning Coordinator.

The three essential steps of service-learning are preparation, action, and reflection. Students identify areas in which they could be of service to others in their school or community. Then they devise solutions and implement their service-learning project. The students will be asked to evaluate and reflect upon their service to others when their project is completed. This is a structured learning experience which differs from merely volunteering their time and energy to a worthwhile activity.

The theme of the 1996 statewide service-learning conference is "Service-Learning: a small step for students, a giant leap for Maryland!" This means the individual service-learning projects completed by students across the state of Maryland show a great deal of both service and learning for everyone involved. Students benefit from service-learning by increasing their skills in teamwork, problem solving, leadership, initiative, and communication. These projects should make them better citizens as well as feeling good about helping others.

Ultimately, the student is responsible for meeting the service-learning requirement for graduation. MSD will help by providing a variety of opportunities for service-learning activities within the school, accepting service hours performed at non-profit agencies in the student's home community, and keeping a cumulative record of each student's service-learning hours.
MSD Staff Participates in CAID/CEASD Convention in Minnesota

By Ruth F. Howell, Ed.D., Director of Family Education/Early Intervention Department

The Convention of American Instructors of the Deaf (CAID) and the Conference of Educational Administrators Serving the Deaf (CEASD) held their 37th biennial meeting in Minneapolis, Minnesota from June 24 - 27, 1995. The convention was hosted by programs serving deaf individuals in Minnesota including the Minnesota State Academy for the Deaf, St. Paul Technical College, the Minnesota Resource Center: Deaf/Hard of Hearing, as well as nearby school districts and universities in Minnesota, Iowa, and Wisconsin.

The convention theme, "Coming Together in Minnesota", focused on the Commission of Education of the Deaf Report which was made to the President and the Congress of the United States in 1988. All of the presentations as well as the addresses by the keynote speakers focused on issues directly related to the education of deaf children. Keynote speakers included Dr. Frank Bowe, Chairperson of the Commission on Education of the Deaf, Dr. Gertrude Galloway, former MSD Assistant Principal, Columbia Campus, and Jay Annes, MSD Board of Trustees member and Chair of the Education Committee for the National Association of the Deaf. These speakers provided comments and their perspectives on the impact of the Individuals with Disabilities Education Act (IDEA) and the emergence of the full inclusion movement.

Judith Heumann, Assistant Secretary of Special Education and Rehabilitative Services, U.S. Department of Education discussed the COED Report and how it is interpreted by the federal government at this time. This was done via phone hookup since she was unable to attend the meeting. Her comments gave the convention participants more understanding about the legislative process and how it affects education in general and how it affects education of deaf children specifically.

More than fifty presentations on a variety of topics were available for the presenters. The topics focused on language acquisition (both English and American Sign Language), reading with your child, writing, computer literacy, curriculum, deaf students with special needs, mathematics, mainstreaming, deaf adults, speech, and appropriate services for deaf students. The presenters represented public school, private schools, and residential programs from throughout the United States and Canada.

In addition to the formal presentations, one day of the convention was devoted to meetings of special interest groups (SIGS) which allow participants with similar interests to share what they are doing in their states and to collaborate with one another about services they offer. These SIGS focused on topics such as English and language arts, vocational educational and transitional personnel, parent educators, mainstream/resource room and educational interpreters, and curriculum developers.

Parent Educator SIG Chair, Dr. Ruth Howell, Director of MSD's Family Education and Early Intervention Department, coordinated an all-day meeting which included several presentations and opportunities for parent educators from around the country. They talked with one another about what they were doing with regard to services for families of newly-identified deaf and hard of hearing children. Dr. Howell gave a presentation entitled "Interagency Collaboration Between Residential Schools for the Deaf and Infant and Toddler Programs." Dr. Richard C. Steffan, Jr., MSD Deputy Superintendent also gave a presentation which was entitled "How One State Ensures That Parents are Informed: Discussion regarding assessment of deaf infants and toddlers also occurred; information was shared regarding appropriate assessment tools and ideas on ways to measure how young deaf and hard of hearing children acquire language and develop concepts.

The MSD presentation on the implementation of the Essential Curriculum also received a great deal of attention from other programs. Andrea Feldman, MSD Director of Curriculum and Instruction, provided an overview of the MSD curriculum and explained the collaboration that MSD has with Frederick County Public Schools for workshops and training. The presentation also included a panel discussion which was moderated by Karin Polzin, MSD Family Educator and MSD alumnus. Participants on the panel included James E. Tucker, Superintendent, Dr. Richard C. Steffan, Jr., Deputy Superintendent, Marilyn Scribben, High School Teacher, and Dr. Ruth Howell, Director of the Family Education/Early Intervention Department.

The convention offered many opportunities for deaf and hearing professionals around the country to interact and to discuss education of deaf and hard of hearing students. These opportunities took place at the convention and through special activities such as a visit to the Minnesota State Academy for the Deaf (MSAD) in Faribault. Faribault boasts fifty properties on the National Register of Historic Places. A highlight of the tour was the opportunity to see three homes designed by Olaf Hansen, first Deaf Architect and a visit to the MSAD campus and museum. Documents in the MSAD museum state that George Washington once stayed in the Russian使役 on Mississippi's Richard campus. MSAD history buffs are researching this information to see if it can be verified.

Other highlights of the convention included a tour of the Twin Cities and a tour of the Minnesota History Center in St. Paul. The Deaf Community of Minnesota developed a "Deaf Culture" exhibit which was on display for all to view.

The next convention of CAID/CEASD will take place in June, 1997 in Hartford, Connecticut, home of the American School for the Deaf, which is the first school for the deaf in the United States. The CAID Board of Directors will be developing a theme of "Learn, Enjoy, Explore and Come Together".
MSD's Security Officers:

Unsung Heroes

by Mark S. Sewell, Director of Support Services

There is a torrential rain as you are driving back to campus, you realize that you are going to be late and you need to call the School. You pull up to a nearby phone booth and call the School's Security Department on their cellular phone. Immediately a warm, friendly voice answers "MSD Security. Can I help you?"

At that moment, you realize that our Security Department is always there to help.

The Security Department on both campuses has been providing services to the students and the staff for decades. They provide close to around the clock service and on weekends and holidays there is someone on campus 24 hours a day.

The police officers, (who must meet the same certification as any state or city police officer), and building guards provide a critical role as part of the MSD team. Mr. Richard Hovis, the police officer supervisor for both MSD and Columbia has made an effort to ensure that security is provided in the utmost professional manner.

There have been many people through the years providing security to our School, but there are a few that stand out above the rest.

Earl Palmer

Earl Palmer has been a Police Officer at the Frederick Campus since 1977 and has seen many changes at the School and in the community. When Earl reported as a Police Officer, the Department was located in the Barry Hall first floor apartment. He then recalls watching the current security/maintenance building constructed and taking up residence in the new building.

Earl feels that it is important to put one hundred percent into the job and that has certainly not changed over the past couple decades. While responsible for rounds, there is a great enjoyment in the unexpected and being "early when anything comes his way. Through the years, Earl has seen many changes with staff and grounds and how the security responsibilities are performed at the School. However, more than any of those details, is how truly impressed Earl is by special events such as Homecoming, proms or graduation. Earl has found enjoyment in seeing the joy and excitement on students' faces during prom night. He greatly enjoys graduation and being able to recall the many students he has seen grow up at the School and being able to talk about his fond memories with the parents of the children through the years.

Earl has truly provided a stable, reassuring presence to all the students and the staff, but will be moving on to greener pastures when he retires in May of 1996.

Jim McKenen

Also at our Frederick Campus, Jim McKenen has been a Police Officer since 1977. However, Jim provided a unique perspective as he began his tour at the Columbia Campus in 1981. He then moved to the Frederick Campus in August of 1985.

Springing into action, Jim McKenen receives a call from the Health Center asking for help to transport a student.
While Jim found the Columbia Campus to be a quieter and peaceful campus, he finds the Frederick Campus, with its varied activities, as more of a small college campus atmosphere. Another unique and enjoyable experience for Jim is watching the children that he knew at Columbia come to the Frederick Campus and graduate.

You will never find Jim in the office, as one of the more enjoyable aspects of his work is that he can be outside making observations and talking with students and staff.

Pat Wilderson

As our Columbia Campus, we are fortunate to have Pat Wilderson as a Police Officer who started at the School before it opened up in July of 1973. Pat fondly remembers the opening of the first day of School when there were only 20 students and the only building on campus was Steiner A and B.

During those days, all the staff — including Security — were much more involved with the students before “houseparents” were hired. During those days, there were hay rides, many large gatherings and dinners and all the staff would assist and work as a family.

Pat has enjoyed being part of the Columbia MSD family and has enjoyed watching the program grow into what it is today. She has also enjoyed watching the abundance of wildlife from the campus.

Pat Wilderson enjoys talking with students at MSD. She explains how students can take care of themselves in certain emergencies.

Bonnie Thompson

Bonnie Thompson has been a Building Guard at the Columbia Campus since May of 1988. She brings a unique perspective to the campus because she has worked in the security field for 15 years with various firms from airport security to retirement homes. Bonnie truly loves the very friendly people and the beautiful campus. She feels that it is very important to work closely with the staff and the students. While talking about her duties at the School, she often refers to MSD as “kind of like home.”

One of the more memorable experiences for Bonnie is during the snow storms of the 1994 winter. While it was very arduous weather conditions, the people pulled together and helped each other through the entire winter. Those kinds of experiences make working at Columbia very rewarding.

As you can see, our Security Staff are a group of highly dedicated special individuals. They are not only concerned for everyone’s safety and welfare, but enjoy getting to know the students and the staff and watching the MSD students grow up at our fine School.

...so, while it may be raining hard, you can always count on Security being there with a helping hand.
1893, 1993, and "MSD has come full circle"

James E. Tucker, Superintendent

It was at the recent Conference of Educational Administrators Serving the Deaf (CEASD)/Convention of American Instructors of the Deaf (CAID) Convention, held near Minneapolis, Minnesota, where I had the privilege of visiting the Minnesota State Academy of the Deaf (MSAD) campus (formerly known as the Minnesota School for the Deaf) in Faribault, one hour south of Minneapolis.

After five hours of walking around MSAD campus, marveling at the architectural beauty of MSAD buildings, and listening to Michael Cashman’s (MSAD alumnus and a college friend) historical rendition of MSAD, little did I know I would also stumble into the Maryland School for the Deaf history. The grand finale of the tour was a stop at the new MSAD museum, established by the MSAD Alumni Association. A former superintendent residence in a majestic administration building was converted to a library of historical books and a series of exhibit rooms, where achievements of successful alumni/almae were showcased, classrooms and residence hall rooms (at different periods of MSAD history) illustrated, and school athletics celebrated.

It was in the library where a dusty and worn-out book caught my eye, “Histories of American Schools for the Deaf 1817–1893, Volume II, Public Schools Established 1854–1893,” published by the Volta Bureau. Since it was already past midnight, I immediately went to the section on MSAD school history written by MSD’s second superintendent (then principal), Charles Wright Els. After several pages which detailed the General Assembly of Maryland’s role in the establishment of MSD and the funding of the “Old Main” building, listed the members of the Board of Visitors and MSD faculty, and noted that Major George Washington made a lengthened stay at Hessian Barracks during the Revolutionary War, Mr. Els explained MSD’s language policy in 1893. I slowly breathed in each word and was amazed and had goose bumps when I came to realize that “MSD has come full circle” when the MSD Board of Trustees adopted the MSD Bilingual Education Policy Statement and Frederick County Public Schools Curriculum in 1993, exactly 100 years after Mr. Els wrote this:

“The method of instruction followed is the combined or eclectic method, which prevails in most American schools for the deaf.

In this method the natural language of signs is largely used to awaken the dormant mind, to stimulate mental activity and prepare the way for the acquisition of written and spoken language. In the latter processes of education the sign language is still used for purposes of explanation to clear away obscurities and make more vivid impressions of what is presented in written language. The finger alphabet is also used freely. Every effort is made to develop speech and the ability to understand the movement of the lips. In this direction a high degree of success has been attained, not only by some who had once been able to hear but after becoming deaf had lost the power of speech, but with others who were deaf from birth.

The course of study corresponds with that pursued in the public schools. Beginning with kindergarten exercises and advancing from letters to words and complete sentences, the pupil is led along till at the end of the third or fourth year the text books of the public schools are introduced. During this period the attention has been given almost entirely to the acquisition of language, in which objects, pictures and actions have been very prominent helps. Incidentally and continuously much instruction has been given in manners and morals by precept and example, Arithmetic, geography, and the history of our country follow. Advanced pupils study book keeping, physiology, physics, history of the world, rhetoric, English literature and sometimes algebra.”

Reading the MSD Bilingual Education Policy, it is eerily similar to MSD’s “Language Policy” of 1893. The MSD’s “Language Policy” of 1993 states . . . (“Deaf”) infants like all infants have innate ability to learn languages . . . and will acquire a natural language if that language [American Sign Language (ASL)] is made visually accessible to them during the critical years for language acquisition . . . that infants learn English as a second language, parallel to the acquisition of ASL . . . that infants’ emerging cognitive abilities and development of ASL have a direct correlation to their ability to learn English . . . that students learn English through its written form . . . that readers’ broad knowledge of the world is necessary to bring “meaning to the printed word” . . . that students become mature readers and writers when they have extensive and meaningful interaction with printed English . . . and that students of all ages have an opportunity to receive Spoken English sessions, as appropriate for the student.”

MSD’s educational philosophy and goals today are similar to MSD’s philosophy in 1893. MSD today like in 1893 offers a public school education to MSD students, utilizing Frederick County Public Schools Curriculum, and public school textbooks and materials. The emphasis is students acquiring linguistic, cognitive, and social skills necessary for productive lives in our complex society. In his concluding paragraph regarding school academics, Mr. Els wrote, “The record of the pupils after graduation has been such as to reflect great credit upon the school. Almost without exception they prove to be good citizens, and contribute their share toward the general prosperity.”

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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 administrative department head. Professional personnel may gain access to the main file (Principal’s file) through the following procedure:

1. Fill out a request form for information desired from the student file.
2. Present request form to Principal’s secretary; Request form becomes documented record of who had access to student’s file.
3. Principal’s secretary will provide only the specific information requested — not the entire file.
4. Certain information, designated “sensitive information” by Principal, will not be provided by the Principal’s secretary except with written authorization by Principal.
5. Information borrowed from the files is not to be 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/Initial Intervention, Elementary, Transitional, 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 his/her designee; request form becomes a 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. A written request to review the school records must be made to the Principal.
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 costs, 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, at the parents’ request:
(a) A parent believes that information in education records collected, maintained or used by the School 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) school days of the receipt of the request.
(c) If the Maryland School for the Deaf decides to refuse to amend the information, the parent may request 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 personally identifiable educational information must be retained for five (5) years to provide information required by state and federal officials:
1. All Individualized Education Programs (IEPs); and
2. Administration, 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 following personally identifiable information collected, maintained or used by the School for medical assistance purposes must be retained for six (6) years to provide information required by State and federal officials:
1. All Individualized Education Programs (IEPs) documenting services which are eligible for medical assistance reimbursement;
2. Admission, Review and Dismissal (ARD) Committee summary sheets and notes containing documentation of the need for services which are eligible for medical assistance reimbursement;
3. All documentation of services provided (logs, etc.);
4. On-going service coordination notes demonstrating eligibility for medical assistance reimbursement;
5. All application for medical assistance reimbursement;
6. 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, 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).

As permitted by law, the School may release...
Federal Funds

Benefit MSD Students

In the 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 1994-95 school year, ECLA, Chapter 2, (Block Grant) funds in the amount of $7,250 were made available to the school. These funds have been combined with 1992-93 funds of $7,540 and 1993-94 funds of $6,498 to purchase IBM CPU computers to establish a student computer lab for use during school and dorm time. The computers feature 1.2 and 1.44 drives as well as Ethernet cards which connect the units in a small LAN. Some funds have also been used to purchase a 24 pin LQ printer. This equipment is being used to better prepare our students to use equipment they will find upon graduation.

With the September, 1994 reafforestation of the Elementary and Secondary Education Act (ESEA) as the Improving America's Schools Act (IASA), Chapter 2 was revised and became Title VI. The application for these funds now ties school and system level improvement plans to the State Education Goals, which in turn support the National Education Goals. For the 1995-96 school year funds in the amount of $5,517 are available to the school for Library Media Improvement. Each Campus Library will receive an IBM compatible, 486 DX, CD-ROM computer with a 17" color monitor and $500 worth of software.

Additional money is awarded to the school under Chapter 1. For the 1994-95 school year, these funds amounted to $170,580. When the Elementary and Secondary Education Act (ESEA) was reauthorized as the Improving America's Schools Act (IASA), Subpart D of Chapter 1 of Title I was not reauthorized. This necessitated the merger of existing Chapter I, Handicapped funds into the Individuals with Disabilities Act (IDEA), Part B, with the stipulation that no State agency may receive less than did it for Chapter I in fiscal year 1994. Through Part B, funds in the amount of $169,953 are available for the 1995-96 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 head start. Services are provided for these individuals both in their homes throughout the state through visiting teachers and through the two campuses of the school. Family workshops and parent meetings involving extended families are also an important component of this program. Some funds are used to purchase consultation and psychological services for students and families with special needs. Over the years this funding has had an important impact on the program that the Maryland School for the Deaf has been able to offer, and 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 $15,000 for the 1994-95 school year from the Maryland Infants and Toddlers Program. For the 1995-96 school year this figure is also anticipated to be $15,000. This grant, as mandated by PL 102-119, provides funding for children ages birth to 3 years. The grant has allowed the department to replace and upgrade teaching materials and equipment, and made possible the purchase of a new TTY and answering machine which 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 other services for families and staff. During the 1995-96 school year, it will also provide additional interpreters for parent meetings, and a contract aide for the classroom.

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

We anticipate that funding will also be available for the 1996-97 school year and the school welcomes written suggestions for the use of future funding which might become available to us.

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.
Family Education Summer Picnic

On the evening of July 26th, the Family Education Department sponsored a picnic for families in Cecil and Harford Counties. Eight families, friends and relatives met at the Havre de Grace Park. A picnic dinner was shared and games were provided for the children. A giant bubble maker and an obstacle course were a lot of fun! Adults had an opportunity to socialize while children played and communicated happily with new and old friends from MSD. MSD staff included Maureen Brothers, Kathleen Burke, and Pat Timm from the Columbia Campus.

Children are fascinated with the giant bubbles created by Pat Timm.

Piloting of the MSD Essential Curriculum for Early Learning

"Each child's growth and development is an ongoing process which is guided by the shared responsibility and support of the home, school and community."

The Family Education Early Intervention Department had an unique opportunity during the late spring of 1995 to develop an early learning curriculum. Under the leadership of Dr. Ruth Howell, Paula Ammons-Woodall and Andrea Feldman a five day curriculum workshop was planned to focus on MSD's youngest students: Infants, Toddlers and preschoolers.

Andrea Feldman and Paula Ammons-Woodall demonstrate ASL and English literacy story sharing techniques.

The staff participated in very active and motivating mini-workshops given by Shari Ostrow-Scher, Curriculum Specialist for Early Childhood Education, Frederick County Public Schools. "Avoiding Pitfalls When Writing Curriculum", Dr. Marilyn Sass-Lehrer, Professor of Education Gallaudet University. "Developmentally Appropriate Practice: Infants and Toddlers", Paula Ammons-Woodall, Supervising Teacher of Family Education and Andrea Feldman, Director of Curriculum and In-

A fun gathering for Cecil/Harford families & friends.
Ai Couthen Named Assistant Principal of Columbia Campus

On July 1, Mr. James Tucker, Superintendent, named Albert J. Couthen as Assistant Principal of the Elementary Department at the Columbia Campus.

Mr. Couthen brings a wide range and years of administrative experience to MSD. Most recently, he was Secondary Department Principal at the Mississippi School for the Deaf for the past four years. Prior to that position, Mr. Couthen was Assistant Principal, Acting Principal, After School Program Coordinator and Physical Education Teacher at the Kendall Demonstration Elementary School at Gallaudet University from 1987 to 1991. He also has experience as Director of Counseling Services at the Commission on the Deaf in Connecticut and as Director of Boys at the American School for the Deaf.

An avid sports fan and excellent athlete, Mr. Couthen was quarterback on the football team during his Gallaudet years. He has also served as football and track head coach and basketball assistant coach at the American School for the Deaf. He was named Gallaudet’s Athlete of the Year in 1964, Deaf Olympic Gold Medalist in 1965 and Football Coach of the Year in Connecticut in 1971. He has also been named to the Halls of Fame by the American Athletic Association of the Deaf and by the New England Association of the Deaf.

He is active in professional and civic organizations. Most recently, he was elected Vice President of the National Black Deaf Advocates. He has served on Boards including Convention of American Inspectors of the Deaf, president of Deaf Pride, Inc., and president of National Health Care Foundation for the Deaf.

Mr. Couthen is mainly interested in the development and education of young Deaf people to assist them in the achievement of their goals. MSD is truly honored to have Mr. Couthen as a member of our school team.

—Dr. Richard C. Steffan, Jr.

Project Achieve

The Maryland School for the Deaf is participating in Pennsylvania School for the Deaf, Fairfax County Virginia Schools, and Pre-College Programs in a unique partnership with Gallaudet University. These educational institutions have agreed to work together to provide better training and education programs for future educators of deaf students. Gallaudet University has been given a grant by the Knight Foundation to fund this project called Project Achieve. The purpose of the project is to provide opportunities for students from underrepresented communities to earn master’s degrees in deaf education.

Project Achieve has many special features. Students selected to participate in this project must have bachelors’ degrees and be working on their masters’ degrees. They are also fully employed at one of the schools for the deaf and will remain so throughout their schooling. Classes will be offered after work hours and during the summer so as not to conflict with their jobs. Students will be given opportunities to use their work experience and to do projects and independent studies to meet some of the requirements.
traditional coursework. Students will receive additional training and supervision while on their work site. They will have mentors at their work site to provide academic, professional and moral support as they combine full-time work and full-time school.

There are four students currently enrolled in Project Achieve. MSD is fortunate to have two of the four placements. Mary Ann Richmond, a teacher in the Family Education Department, is one of the students. Jenny Rask, a teacher in the Transitional Department at the Columbia Campus, has the other placement. The project expects to fund the training of twelve teachers by the end of three years.

It is hoped that this project will be a model for similar partnerships between schools for the deaf and university programs and will encourage the training of more individuals from underrepresented communities as teachers of deaf children/youth.

—Nancy Downey.

Technology Exposition—Building Bridges

One of the new CTE classes adopted from the Frederick County Curriculum is the Technology Exposition class. It is available to the 6th and 7th graders for a period of 9 weeks.

Technology Exposition is an activity-based, student-centered program that utilizes tools, materials and processes to foster students’ problem-solving skills as they produce a variety of interdisciplinary projects. The relevant application of computers and computer science will be integrated along with career exploration into student assignments.

One of the students’ projects in this class was to build a bridge with a cardboard as the “foundation” and toothpicks for the bridge.

According to the curriculum, building toothpick bridges offers a “hands-on” approach for students to learn and apply abstract concepts, such as stress, fulcrum, law of gravity, and strength of different geometrical shapes. The students learned to write checks, balance accounts, maintain a task schedule, and work with others to accomplish a common goal.

Each student was given only 125 toothpicks to start with. A list of rules was also given to them to follow. The bridges were judged at the end of the project by Mr. Robert Padden, Applied Academics Assistant Principal. The winner was based on the neatest job, strongest structure, and most creative design.

Jason Yeh — a winner of Bridge Builders Project

The teacher, Ms. Lorraine Stoltz was in charge of the “materials” and handling the money, fines, and supplies. Each student was allotted $1,550,000.00 to handle his purchases. Such costs for the “materials” were: Land (Cardboard) — $500,000.00 Lumber (toothpicks) — $10,000.00 per Apple Cable (string) — $300.00 per cm Welding material (glue) — $850.00 per day’s supply Building-plans paper (4 sheets graph paper; wax paper) — $40,000.00 Extra sheets of either paper — $10,000.00 per sheet Audit Service — $2,000.00

The students named “Bridge Construction Company,” then drew the bridge, purchased the materials, built it, and finally tested its strength with a can of nails. Jason Yeh’s bridge won first place for overall results. It was the neatest, had the most creative design, and good strength. Marissa Clopper’s bridge was the strongest. It could hold three pounds of nails.

The students felt that they finally understood why and how a bridge is built. They learned that bridges are not only built for beauty, but for strength and durability. This was a real hands-on experience. Maybe some day one of these students will be an engineer, an architect, or a real “bridge builder!”

(The class agreed if any one of them ever succeeds at “building” a bridge, we will all get together to witness its “ribbon cutting ceremony”.)

—Lorraine Stoltz

Hood Start Program

Hood Start is a program that Hood College offers to Frederick County High School students, making it possible for college-bound seniors to have first-hand experience of college education. The Maryland School for the Deaf has been sending seniors to Hood Start for the past few years. This year, there are two of us, Julie Bourne and Erin McLaughlin.

Julie’s Side
At first, I wasn’t very certain about applying for Hood Start until my mom sat down with me and helped me fill out the forms. She said, “When you actually become part of the program, you will thank me.” After a few weeks, I got a letter of acceptance. Elated, I called the Start advisor at Hood and selected a course to study. Erin also got a letter of acceptance. After our summer vacation, we went to the Start orientation. I certainly felt small when I saw students milling around looking like true natives. But I later felt sophisticated when I bought the books for the class and got my ID card. I was an official hood student!

I can remember my first class clearly. I entered the room only to find the interpreter who had not arrived yet. Feeling awkward, I was standing in the doorway when the professor came up to me. She said something to me, and I had to reply that I couldn’t hear. She clearly mouthed, “Oh!” She then went to the blackboard and greeted me by writing with chalk on the board. We had a brief conversation until the interpreter arrived. Soon after, the class began. My class was small by Hood standards—only 12 instead of 20 or more—but so me it was bigger than I normally am used to. The course, English 101, was interesting and completely different from my high school classes. Ever since, I have been silently thanking my mom for really encouraging me to take part in Hood Start.

Erin’s Side
I applied so the Hood Start program hoping to get a taste of what college is like before actually going full time. After being accepted,

Erin McLaughlin and Julie Bourne

I was overwhelmed with the choice of classes that Hood offers. In the end, I chose psychology 101 because I truly enjoyed the psychology course I took at Frederick High School. Also, since I’m considering majoring in psychology or medicine, I decided it was best to get a head start. With the full course schedule that I am taking at MSD, I had to take psychology one evening a week. I knew that this was only the beginning.

When I first entered, I was relieved to meet some students who could sign. I made friends immediately before the first class! I truly enjoyed my first class; however I was not used to signing in a class for three hours. I soon began forgetting the time, and my professor’s lecture was becoming more interesting. College is different from high school because a lot of the work is independent work. There is a quiz every week and an exam every three to four weeks. I have already signed up for another class at Hood for next semester, and to be honest, I am looking forward to it. I’m glad I took advantage of this opportunity because it provides me with better preparation for the college world.

The Hood Start program has been a beneficial experience for us. We hope that we will carry what we have learned with us to college and make it bear fruit. Hood Start is definitely an opportunity that should not be wasted.

—Julie Bourne (12th Grade) and Erin McLaughlin (12th Grade)

Youth Leadership Camp

Last summer, I went to the Youth Leadership Camp (YLC) in Stayton, Oregon. I was there for nearly a month. I left on June 27th and stayed there until July 25th.

In all there were 83 campers at the Youth Leadership Camp. One person came from Canada, and two from Germany. The rest of us came from all over the United States. I would love to tell you all about Youth Leadership, but YLC has a long tradition of keeping what we do there a secret. There is so much that would fascinate you there, but again I, like everyone else who has gone to YLC, mustn’t say too much. I can tell you that YLC’s purpose is to develop leadership in young people, and that through workshops and other activities, we have fun, and develop important attitudes and skills at the same time. (You who have been there know exactly what I’m talking about!)

How can you go to Youth Leadership Camp? Well, you have to fill out an application which includes an essay in which you explain why you want to go to YLC. Many apply, but only a lucky few get to go every year so if you do apply, I suggest you do your best.

I encourage you to go to Youth Leadership Camp. If you do, you will learn a lot, make new friends, and the memories will stay with you for the rest of your life. Maybe I’ll see you there. I plan to go back one day as a member of the staff!

—Tiffany Zink (12th Grade)

New Country...New School

My name is Sergei Taddeese. I am 18 years old and I come from Ethiopia. Africa. I have seven sisters and five brothers in my family. I have seven nieces and nephews. I came to Maryland last year in November. I now live in Hyattsville, but most of my family still lives in Africa. I came to America because of the school here. I want more education. In the future I’d like to work with sewing and teach elementary children.

My city’s name in Ethiopia is Addis Ababa. It is a large city. Addis Ababa has about 1.5 million people living there. Amharic is the Ethiopian language. Our money is different
from her. “Bllr” is our money. The clothing is the same as the United States. In Africa, deaf people can not drive. Deaf people are not allowed to work at many jobs. Addis Ababa has a deaf school called the Bole School. Students from countries all over Af- rica go to this school. Some students have to live with relatives because we do not live at school. I must not be a long way from school. I must pay for the bus everyday myself. I ride the bus for two and a half hours to go to school and the ride back home takes three to four hours. I do this everyday so I can go to school. We graduate after eighth grade. Then we go to public school and to learn more. There are no interpreters in the public school and it is hard to understand. The thing I miss most about Ethiopia is my family. I had many good times and many good memories with my family in Africa. But, I like being in school and learning. I would like to stay in America because there are many opportunities for deaf people. I do not know what the future holds for me.

—Sergot Tadeesse (11th Grade)

An Exchange Student from Denmark

I am Rikke Norum Juul. I am 18 years old and an exchange student from Denmark. Den- mark is north of Germany in Europe. It is a very small country, about the same size as Maryland. I have already graduated from “High School” in Denmark, but I am continu- ing my education here at MSD. I will spend the school year here and will return to Denmark in June of 1996.

I decided to come to America for many rea- sons: to learn more English, which will help me later in college, to see American culture and deaf culture, and to experience family life in America. My host family here in the U.S. is the Woodall family. My host father is Delmar, my host mother Paula and my host sister Delanne.

There are many, many differences between my culture and American culture. The biggest, of course, is language. My first two languages are Danish and Danish Sign Language. It has been very difficult for me to come here and sign ASL and read and write English. I have been here only three months so I still struggle everyday with my new language. but feel I am improving a lot, too. I still have about seven months to go, so I hope to leave here knowing a lot more of both languages.

There are a million other differences, too, it seems to me that in America everything is so BIG: stores, malls, houses. And there are

Rikke Juul and Sergot Tadeesse

Sportrock Climbing Gym

My Language Arts class studied climbing mountains. We read a book called To the Top by S.A. Krauer. It was about the first two men that arrived at the summit of Mount Everest in Nepal. Mr. Everest is the highest mountain in the world, standing 29,028 feet high which is about 5 and 1/2 miles. The two men were Tenzing Norgay and Edmund Hillary and they touched the summit on May 29, 1953.

While we were reading the book, we went rock climbing. We called a man who works at a local outfitters store, called “The Trail House”: Dave Turpin came to our class and explained to us about climb- ing mountains. He showed us a lot of equip- ment and clothing necessary for climbing mountains. We tried on the different kinds of clothes and tested some of the equipment that mountain climbers use.

When we finished reading the book, To the Top, we planned a trip to The Sportrock Climb- ing Gym in Rockville, Maryland. We went on Thursday, November 2, with $10.50 each, for equipment rental and the climbing fee. After we arrived at The Sportrock Climbing Gym, we rented three different kinds of equipment: helmets to protect our heads, soft shoes that can stick on the rock, and harness to protect us from falling. Dave explained the rules and Mr. Martin O’Brien interpreted.

We started at bouldering which means that you must climb no higher than 4 feet and you don’t need a rope. We learned how to spot for each other. I thought that bouldering was fun, but hard. Next we tried “top climbing”. That

many cars! Here at MSD, you have the daily schedule and the boys and girls have separate dorms. In Denmark, our daily schedule is dif- ferent day by day and the dorms are mixed with boys and girls. In Denmark Christmas Day is December 24th and Halloweeen is in February. In Denmark we don’t have football or cheeringleading or homecoming like you have here. So as you can see, America is a big change for me. But I am happy to be here, and I am looking forward to a good year.

I am the first foreign exchange student you have had here at MSD. If you want to know more or if you might want to be an exchange student yourself and visit another country, please feel free to contact me and I will help you. It would be an experience and a challenge that you would remember for the rest of your life.

—Rikke Juul (12th Grade)

Tour of Philadelphia

Philadelphia is a historic city. Our eighth and ninth period Social Studies classes toured Philadelphia. About forty kids from the French- man, Sophomore, and Junior classes and six staff members went. We went to Philadelphia for a historical tour. We looked at the Liberty Bell, Independence Hall, and Ben Franklin Museum.

When we arrived there in Philadelphia, we parked the vans under the garage. Then we got our lunch bags and ginger ale. We went to a park and ate. Then we crossed the road and saw the Liberty Bell. The Liberty Bell is very old from the 1700’s. The Liberty Bell is very heavy, about two thousand pounds, wow! It also has a crack on the Liberty Bell. This was the red bell road. It called people to meetings to make laws.
Jason Welch practices mountain climbing skills at the Sportrock Gym.

is climbing 30 feet and with a rope. It looked so easy but it was really hard. Dave showed us a lot of techniques like: lay back, heel hook, and heel pinch.

We stayed at The Sportrock Gym for 4 hours. We never became bored. We practiced and tried different techniques. We learned a lot of things about climbing and we felt how hard climbing is. Now we know how Tenzing and Edmund felt. We thank Dave Turpin for helping us and explaining us a lot of things about climbing.

—Jason Welch (8th Grade)

We Met Mike Virts, the 1995 Maryland State Jousting Champion

My teacher’s name is Nancy Swaiko. Nancy Swaiko’s friend’s name is Mike Virts. Mr. Virts is a jousting champion. He is the 1995 jousting champion for all of Maryland. My class went to visit Mr. Virts because we are learning about jousting in the Middle Ages. Ms. Swaiko wanted us to see how modern jousting is different from jousting in the Middle Ages.

We rode in the school van to Mike’s house. It was very rainy outside. We arrived at Mike’s house. He invited us into his kitchen. We sat on the floor. Mike explained to us many things about Middle Ages jousting. Mike showed us many books about knight’s armor. Mike had a chain mail helmet. He let us try it on. It was so smooth. It fit everyone perfectly! Mike showed us different kinds of lances. Mike’s lance weighs 11 pounds. Mike told us that his wife and sons also joust. Mike explained to us about the different size rings. Mike must ride his horse fast through three arches. Small rings hang from the middle of the arches. The rider must get the three rings on the lance. The smallest size ring is the size of a lifesaver candy! I could not believe it that Mike can get the smallest rings on his lance! Mike also showed us his many awards. Mike was state champion 15 times and national champion nine times. Mike’s best horse is Times.

When Mike was finished explaining to us about jousting, we went outside. We put Mike’s five horses named Times, Brandy, Buckey, Pete, and Apache. All the horses were so friendly. We fed them apples from our lunches. We all really loved Mike’s horses so much. Mike wanted us to try jousting. We could not try because the ground was too wet and it was still raining. We were disappointed. Mike told Nancy Swaiko maybe we can go back to his farm in the Spring.

I enjoyed this field trip. I had fun and I learned a lot about jousting. Now I know that jousting is Maryland’s state sport. I also know that modern jousting is very different from two knights jousting in the Middle Ages. We appreciate that Mike Virts taught us so much!

—Andrew Kucharzki (8th Grade)

Marina Clopper enjoys feeling Mike’s horse, Brandy.
A Fascinating Trip to The Washington National Cathedral

Recently Nancy Swaiko’s classes of 7th and 8th graders went to the Washington National Cathedral. Nancy Swaiko planned this trip for the students because they are studying about the Middle Ages as they read the story, King Arthur and His Knights. The National Cathedral is a wonderful example of Medieval Gothic architecture which was popular in Europe during the Middle Ages.

On the day of this field trip, we left MSD at 7:30 AM. Ms. Swaiko drove the van straight to the national Cathedral. After parking the van, we walked to the front of the cathedral and met our guides Ms. Tucci and Mrs. Price. Ms. Tucci gave us a brief introduction and then we went on a tour of the inside of the cathedral with Mrs. Price. We saw many neat things and learned a lot of fascinating information. We went into the crypt of the cathedral and saw the vault that holds the remains of Helen Keller. Later on we saw the tomb of ex-President Woodrow Wilson on the main floor of the cathedral.

In fact, 180 people are buried in the cathedral. Mrs. Price was so clear in pointing out to us the differences between Romanesque and Gothic architecture. We learned that the four features of Gothic architecture are: flying buttresses (that are the main support system for the tall cathedral walls), pointed arches, ribbed vaults, and stained glass windows. The stained glass windows were so impressive and beautiful, especially the beautiful round Rose window. We learned how important the stained glass windows were for people of the Middle Ages—most of whom could not read or write. The pictures in the stained glass windows helped the people to learn about and remember Bible stories and important events in their lives.

We saw a cool looking window that is called the “Space Window”. This window actually has a moon rock in the center of it that was brought back to Earth by the Apollo XI astronauts. Outside we saw many gargoyles and grotesques on the roof part of the cathedral. The gargoyles are very strange and ugly looking. The gargoyles “spit” out water from the gutters to keep from melting snow. Gargoyles help to keep the building from eroding. Mrs. Price also took us to a very high choir loft. We were able to look down into the nave in the main part of the cathedral. It was awesome. We also saw many small chapels that are throughout the cathedral. Our favorites were the children’s chapel and the St. Mary’s chapel with the 500 year old tapestries! We also saw the pulpit where Martin Luther King gave his last speech before being assassinated.

After our tour, we participated in the Medieval Workshop. There were seven hands-on activities for us to choose. The activities were: making gargoyles, manuscript illumination, black-smithing, stone carving, making a cobble stone wall, making Roman and Gothic arches. These activities helped us to understand the skills that people in the Middle Ages needed to build cathedrals.

After we finished the Medieval Workshop, we went to the seventh floor of the cathedral to the observation gallery. We could see many sites around Washington from the windows.

My classmates and I thought this was a great, awesome, and cool field trip. We really understated more about Gothic architecture now that we saw the National Cathedral with our own eyes. We would recommend this field trip to other students who are studying about the Middle Ages.

—Jessica vonGarrel (7th Grade)
Intramurals

Students on the Columbia Campus have been busy participating in intramural activities during the first quarter. R.E.’s have organized sessions in ball activities, exercise and fitness and cooking. Our new art teacher, Su Burlette, offered a session on arts and crafts.

All residential students and a number of sky students took advantage of the IM program this fall. Although it is difficult to say if we see fostering any Olympic hopefuls in the future, the students have surely enjoyed and benefited from these activities.

Athletes to Russia

Six MSD students had a rare opportunity this past summer. They were chosen to attend a track and field competition in Moscow, Russia. Nineteen athletes attended this sports exchange including MSD students Audris Harris, Natasha Brunson, LaToya Plummer, Joseph Davis, DeJuan Hamilton, and Dewayne McNeill. Athletes also come from Oregon, Ohio, Illinois, Louisiana, and Florida.

This track and field exchange was organized by Pangea, Inc. This group regularly has exchanges with hearing athletes and DAFUS (Deaf Athletic Federation of the United States). This was the first deaf athletic exchange through DAFUS. Marylanders were pioneers in what looks like an activity to be continued in the future.

MSD students had an opportunity to compete against their deaf Russian peers, experience sign language and cultural differences, and see a part of the world that many people do not have a chance to see. Gazing upon the golden domes of churches on the Kremlin grounds, standing in Red Square in front of Lenin’s tomb, and eating at McDonald’s were just a few of the exciting times enjoyed by the group. When you see them, ask them how the ride was in the subway and also how they felt “bartering” for gifts with “Black Market” traders. Lastly, the food in Russia (other than McDonald’s) is something they will miss much.

All in all, everyone on this trip learned a lot about themselves and Russian culture. They know one thing for sure; don’t complain about what we have here in America.

The PTCA-Columbia Campus and MSD staff members made donations on behalf of our six athletes so they could attend this exciting event.

The parents also conducted fund-raising efforts to help make this trip a reality for their children.

An Improved Midget Football 2-3 Record

Last year the record was 0-5. With a year of playing experience under their belt, the midget football team greatly improved this year.

Starting off the season by winning the game against Giants 19 to 7 was exciting for the team. The top offensive performers of the game were: Jason Coleman with one for one passing of 30 yards and a touchdown; Conrad Hause with 22 carries for 148 yards and two touchdowns, and one P.A.T.; and Robin Shannon with one reception for 30 yards and one touchdown. The top defensive performers were Juan Carlos Berreto with eight tackles, Conrad Hause with seven tackles and Jonathan Ricks with three tackles and one fumble recovery.

 Stellar performances by both MSD and the Packers highlighted the second game. At the half-time it was 7 to 7, but Packers went on to beat MSD 21 to 7. MSD’s total offensive yards was 140 yards while giving up 144. Adam Baker had one reception for six yards. Jason Coleman had one for two passing for six yards. Conrad Hause had 34 carries for 134 yards, one touchdown, one P.A.T. and five tackles. Juan Carlos Berreto had eight tackles and one fumble recovery.

Although MSD lost to Colts 20 to 0, they played impressively in the next game. Jason Coleman had one for two passing with 28 yards. Robin Shannon had one reception for 28 yards, seven tackles, and two fumble recoveries. Conrad Hause made ten tackles and two fumble recoveries. Kevin Luhase...
and Jonathan Ricks had five and six tackles, respectively.

The best game of the year was against Vikings. MSD won 13 to 12. At the half-time, it was 6 to 4. Conrad Hauze returned a kickoff 77 yards for a touchdown to help MSD lead 13 to 6. Hauze had 30 carries for 150 yards, two touchdowns, one P.A.T., returned kickoff 77 yards for a touchdown, one for two passing for 15 yards. Jason Jones had eight tackles. Jonathan Ricks had three tackles and one fumble recovery.

MSD faced the strongest team, Lions and lost 36 to 14. MSD was able to make 145 rushing yards. The Lions' high-powered offense was able to rack up 252 yards, but was held to 80 yards in the second half. Conrad Hauze had 14 carries for 51 yards, one touchdown, one P.A.T., 15 tackles and one blocked kick. Jason Jones had 11 carries for 97 yards, 57-yard touchdown run, one touchdown, one P.A.T. and 13 tackles. Jonathan Ricks had three tackles and one fumble recovery. The Midget Orioles gave their parents orange flowers to thank them for their support and coming to the games.

Football 6-3 Record

The season-opener against Maret was a sweet victory for MSD. MSD stopped a 12-year losing streak to Maret by winning, 14 to 13. The Orioles outgained Maret with 189 yards rushing while Maret had a passing advantage in passing for 86 yards. However, MSD's total offense was 213 yards, compared to Maret's 175 yards. Kevin Dove, MSD's leading rusher, had 14 carries for 89 yards. Dejuan Hamilton had 18 carries for 72 yards. Rolling past the Kentucky School for the Deaf 54 to 32 was the second straight win of the season for MSD. The combination of Kevin Dove and DeJuan Hamilton's total offense was 340 yards. Hamilton had three touchdowns and Dove had one. The credit went to the offensive line who played very well.

MSD surprisingly beat Blue Ridge, Virginia's defending state Class 1A champions, 20 to 7. Blue Ridge took an early 7 to 0 lead in the first quarter. Then the rest of the game belonged to MSD. MSD led at the halftime, 8 to 7. Kevin Dove made a touchdown and Juan Pablo Borrello got a 2-point conversion. MSD defensive team held Blue Ridge to only 101 total yards.

Hancock of Washington County beat MSD 26 to 0. It was MSD's first loss of the season. MSD made a lot of mental mistakes. High winds caused a power failure in Frederick city and the game was called in the third quarter.

MSD lost to St. James, a highly rated private school near Hagerstown, Maryland by 42 to 14. St. James' best running back is being recruited by numerous colleges. Despite the loss to St. James, MSD felt good after the game as they improved in the second half.

On the Homecoming day MSD toppled Eastern North Carolina School for the Deaf by 37 to 0. Darrius Brown, MSD's quarterback, showed his versatility against ENCSD with three carries for 123 yards, two touchdowns, and one touchdown pass. Juan Pablo Borrello was the starting quarterback and did a good job. DeJuan Hamilton rushed for 61 yards on 11 carries and made a touchdown.

The 8th seeded Class 1A state playoff team, Weissner, defeated MSD 39 to 6. The Orioles dropped to 4-3. MSD traveled to North Carolina School for the Deaf and beat them 26 to 10. It lifted the Orioles' record to 5, 5 and 3.

The sweet victory over Model Secondary School for the Deaf ended the Orioles' season at 6 and 3. It marked the first time since 1978 MSD had defeated Messor. DeJuan Hamilton, the key halfback to MSD's dominance, rushed for 164 yards and a touchdown to lead MSD to a 12 to 6 victory. The loss had 93 yards total. Kevin Dove had 12 carries for 71 yards.

Volleyball Team Captured Orioles' Classic and ESDAA Crowns

The 1995 season was a learning experience for the Lady Orioles, since the team had both JV and Varsity level players. Despite a losing season, the Lady Orioles had opportunities to play against stronger and very competitive teams.

Kentucky School for the Deaf (KSD), Virginia School for the Deaf (VSD), and West Pennsylvania School for the Deaf (WPSS) participated in the Orioles' Classic at MSD on September 15-16. In the opening round roths, MSD defeated both KSD and VSD two games to none, and split two games with WPSS. MSD and WPSS advanced to the championship round with identical 5 wins and one loss record. KSD beat VSD in the consolation finals. In the championship match, the Lady Orioles captured the Classic by beating WPSS, 1-2, 15-12, 6-15, 15-10. MSD's Kyle Clark, Audris Harris, Laura Tarbox, and Amy Wise were selected to the All-Star Team.

Throughout the season, it was a learning experience for both JV and Varsity teams. MSD became stronger and stronger as the season went by. At the Tri-State Athletic Association (TSAC) tournament, MSD was toppled by Riverdale Baptist of Upper Marlboro.

The Eastern Schools for the Deaf Athletic Association (ESDAA) volleyball tournament was hosted by the American School for the Deaf (ASD) in West Hartford, Connecticut. New York School for the Deaf (NYSD), last year's ESDAA runner-up, was favored to win the tournament. The Lady Orioles won its pool division, by beating St. Mary's School for the Deaf of Buffalo, New York (2-0) and ASD (2-0), and splitting two games with NYSD. MSD beat WPSS in the semifinals and met NYSD again for the championship. The first game was a close battle. Both teams led several times, and the game was tied at 13 to 13. Then, NYSD took the first game by winning the next two points. The second game was tied few times before MSD finally broke away at 4 to 0, and then led all the way to win the game.

The third and deciding game was the most emotional game of the Lady Orioles' season. In the beginning MSD led, 3 to 1. Later NYSD took the lead, 6 to 4 and then widened it to 11-6. After MSD called time-out twice, MSD mustered a great rally. LaTroya Plummer made an excellent block to help MSD earn their 10th point. Nicole Sichette made a point to tie the game at 11-11. Then NYSD made the next two points. After Darla Konkel's nice receiving pass and Laura Tarbox's perfect set, Audris Harris' point on a "kill," and Amy Wise's service point, it was NYSD leading 13-12. After NYSD made a service mistake, Kyle Clark made a surprising service ace to tie the game at 13-13 which stunned NYSD. After a NYSD time-out, Kyle Clark made another service ace. After taking a deep breath, Kyle Clark made a service point to win the championship match. It was definitely the best-ever comeback victory of the season! MSD brought home the bacon—the championship trophy and ESDAA traveling trophy. Audris Harris and Amy Wise were selected to the All-Tournament Team.
## Maryland School for the Deaf
### Winter Sports Schedule

#### Wrestling

<table>
<thead>
<tr>
<th>Date</th>
<th>Match</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 29</td>
<td>at Annapolis Christian</td>
<td>5:00 P</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>at WPSD</td>
<td>10:00 A</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Walkersville</td>
<td>4:00 P</td>
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<tr>
<td>Dec. 7</td>
<td>at St. Andrews</td>
<td>4:30 P</td>
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<tr>
<td>Dec. 9</td>
<td>at St. Michael's Invitational</td>
<td>9:30 A</td>
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<tr>
<td>Dec. 12</td>
<td>Quaid’s meet at Merriweather</td>
<td>7:30 P</td>
</tr>
<tr>
<td></td>
<td>(Bowling Brook, Walkersville)</td>
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<tr>
<td>Dec. 19</td>
<td>at St. Anselm's</td>
<td>4:30 P</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>at Maret</td>
<td>4:00 P</td>
</tr>
<tr>
<td>Jan. 11</td>
<td>at Middletown</td>
<td>6:00 P</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Tri-meet at St. James (Bowling Brook)</td>
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<tr>
<td>Jan. 22</td>
<td>at St. Andrew's</td>
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<tr>
<td>Jan. 26-27</td>
<td>ESDAA at WPSD</td>
<td>TBA</td>
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<tr>
<td>Jan. 30</td>
<td>at Urbana</td>
<td>4:00 P</td>
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<tr>
<td>Feb. 6</td>
<td>at Bouwhoro</td>
<td>4:00 P</td>
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<tr>
<td>Feb. 8</td>
<td>at MSSD</td>
<td>5:00 P</td>
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<tr>
<td>Feb. 13</td>
<td>Tri-Meet at Georgetown Day (Edmund Burke)</td>
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<tr>
<td>Feb. 16-17</td>
<td>at St. Alban’s Tournament</td>
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**Head Coach:** Jeff White  
**Assistant Coach:** Chris vonGarrel

#### Girls’ Basketball

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<thead>
<tr>
<th>Date</th>
<th>Match</th>
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<tbody>
<tr>
<td>Nov. 28</td>
<td>at Heritage</td>
<td>V 5:30 P</td>
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<tr>
<td>Dec. 1</td>
<td>at WPSD</td>
<td>V 6:00 P</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>at St. John’s</td>
<td>JV 6:00 P</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>at Quantico*</td>
<td>V 6:00 P</td>
</tr>
<tr>
<td>Dec. 8-9</td>
<td>at 1-95 Classic at MSD</td>
<td>V 7:30 P</td>
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<tr>
<td>Dec. 12</td>
<td>at St. John’s</td>
<td>JV 6:00 P</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>at Heritage</td>
<td>V 4:30 P</td>
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<tr>
<td>Dec. 19</td>
<td>at Capitol</td>
<td>JV 4:30 P</td>
</tr>
<tr>
<td>Dec. 19</td>
<td>at Bethlehem*</td>
<td>V 6:00 P</td>
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<tr>
<td>Jan. 9</td>
<td>at WVSD</td>
<td>V 5:30 P</td>
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<tr>
<td>Jan. 15</td>
<td>at MSSD</td>
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<tr>
<td>Jan. 18</td>
<td>at Frederick Christian Academy</td>
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<tr>
<td>Jan. 20</td>
<td>at Austine School for the Deaf</td>
<td>JV 5:00 P</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>at Riverdale Baptist*</td>
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<tr>
<td>Jan. 25</td>
<td>at MSSD</td>
<td>JV 5:00 P</td>
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<tr>
<td>Jan. 25</td>
<td>at St. John’s</td>
<td>V 6:30 P</td>
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<tr>
<td>Jan. 30</td>
<td>at Capitol</td>
<td>JV 5:30 P</td>
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**Head Coach:** Buddy Meyeroff  
**Assistant Coaches:** Anita Harris, Darrin Brehmeen

#### Boys’ Basketball

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<td>V 7:30 P</td>
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<tr>
<td>Dec. 6</td>
<td>at Highland View Academy</td>
<td>JV 4:00 P</td>
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<tr>
<td>Dec. 6</td>
<td>at WVSD</td>
<td>V 5:30 P</td>
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<tr>
<td>Dec. 7</td>
<td>at Quantico*</td>
<td>JV 6:00 P</td>
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<tr>
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<td>at 1-95 Classic</td>
<td>V 7:30 P</td>
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<tr>
<td>Dec. 12</td>
<td>at Southern Maryland Christian Academy</td>
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<tr>
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<td>at Heritage</td>
<td>V 6:00 P</td>
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<td>Dec. 18</td>
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<td>V 5:00 P</td>
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<tr>
<td>Jan. 9</td>
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<td>Jan. 10</td>
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<tr>
<td>Jan. 16</td>
<td>at Highland View Academy</td>
<td>JV 6:30 P</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>at Austine School for the Deaf</td>
<td>JV 5:00 P</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>at Capitol</td>
<td>V 6:30 P</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>at Quantico*</td>
<td>JV 5:00 P</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>at Hancock</td>
<td>JV 5:45 P</td>
</tr>
<tr>
<td>Feb. 6</td>
<td>at Bethlehem Baptist*</td>
<td>V 7:15 P</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>at WVSD</td>
<td>V 5:30 P</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>at St. John’s</td>
<td>JV 7:00 P</td>
</tr>
<tr>
<td>Feb. 13-17</td>
<td>at TASC Tournament</td>
<td>V 7:30 P</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>at Old Town</td>
<td>V 6:00 P</td>
</tr>
<tr>
<td>Feb. 23-24</td>
<td>at ESDAA at American School for the Deaf</td>
<td>V 7:00 P</td>
</tr>
</tbody>
</table>

**Head Coach:** Rocky Murray III  
**Assistant Coaches:** David Martin, Darrin Brehmeen

* TASC: Tri-State Athletic Conference
Alumni & Community News
Mary Sue Boxer, Editor
Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, MD 21705

Editor's Note: Mary Sue (Hodges) Boxer '82 has agreed to replace Doris Des Does '64 as the editor of Alumni and Community News.

Ellen Virginia Swope, '24, of Williamsport, MD, died on August 28, 1995 at Frederick Memorial Hospital, Frederick, MD. She was born in West River, MD. She was the daughter of the late Howard William and Mary Chew Peake. Her husband, Walter Edmond Swope, died in 1982. She attended St. John's Episcopalian Church's Deaf Ministry in Hagerstown. She was a 1924 graduate of the Maryland School for the Deaf in Frederick and attended Gallaudet University in Washington, D.C. She was a member of the alumni associations of both schools. She is survived by one son, Allen E. Swope of Williamsport, four sisters, Elizabeth Havens, Sally O'Keefe and Martha Peake, all of Edgewater, MD and Mary Nutwell of Flagler Beach, FL; one brother, James Peake of FL; six grandchildren; and five great grandchildren. Services were held on August 31, 1995 at Osborne Funeral Home in Williamsport. Burial took place in Greenlaw Memorial Park in Williamsport. Memorial donations may be made to Williamsport Ambulance Service, 30 W. Salisbury St., Williamsport; or to Williamsport Volunteer Fire Co., 2 Brandy Drive, Williamsport, PA 21795. (The Morning Herald, Hagerstown, MD, August 29, 1995.)

Milton L. Friedman, '25, passed away on October 15, 1995 from complications following gall bladder surgery at Frederick Memorial Hospital, Frederick, MD. He was born deaf on April 27, 1910. Milton attended MSD from 1925 to 1929 where he graduated. He became the first deaf employee for the U.S. Government Printing Office after working for several commercial firms and a newspaper company from 1929 to 1943. He retired from the U.S. Government Printing Office in 1979 after working for 36 years. An avid bowler, he was the oldest member of the Nation's Capital Area Bowling Association which he organized in 1946. He also sponsored teams in the Great Lakes Deaf Bowling and was the general chairman of the 12th Annual Eastern Association for the Deaf Tournament in Virginia. In 1989, he moved to Frederick and discovered there was no deaf bowling league in Frederick. He was instrumental in forming an eight-team league with 32 bowlers. The league is up to 10 teams at Terrace Lanes. He is survived by his wife, Helen Marie Scanlon Friedman, whom he married on January 27, 1951, his four sons, and six grandchildren.

Charles Christenson, '73 died following fatal shooting incident in Baltimore on March 7, 1995. Charles was waiting for a bus several blocks from his apartment in northwest Baltimore when two youths approached him. According to the witnesses, they started picking on him and one of the youths pulled out a gun and shot him in his left leg, striking a major artery. Then they ran off. The ambulance came and took Charles to Sinai Hospital where he died. He was born on June 26, 1941 to Donald and Marie Christenson, Charles attended MSD from 1963 when he was nine years old to 1973 when he graduated from MSD. After his graduation, he went to a vocational rehabilitation center in Virginia to develop woodworking skills. At the time of his death, he was employed as a quality control inspector at Tables by Goldberg's, a Baltimore furniture-making company. In addition to his parents, Charles is survived by one brother, Donald Jr. and two sisters, Anna-Louise and Catherine Christenson.

Elwood C. Bennett, '75, died June 17, 1995 at his home. He was born in Seaford, DE. He was the son of Robert Gale Bennett of Laurel and Mary Kathryn Bennett of Cambridge. He was a 1975 graduate of the Maryland School for the Deaf in Frederick. He was a member of the Cambridge Yacht Club, and the Delmarra Silent Club, a member of Bladleaf and Silent Oriole Club, both in Baltimore, Shipmates of Baltimore and the Baltimore Eagles. He was a volunteer at the Holy Center in Salisbury and a volunteer sign language teacher for the hearing through Chesapeake Community College in Wye Mills. He received a certificate of appreciation for outstanding and dedicated service from the MLDA-RRI Conference Committee in 1988. As a chief, he had worked for a number of years at Phillips Crab House in Ocean City. He was a member of Christ United Methodist Church of the Deaf on Bechichfield Road in Baltimore. In addition to his parents, he is survived by his stepmother, Emma L. Bennett of Laurel; two brothers and two sisters-in-law, Charles R. Bennett, Sr. and Tammy Bennett of Cambridge and Ronald J. Bennett and Melody Bennett, also of Cambridge. He was a devoted friend, David Young of Greenwich, DE; aunts, uncles, nieces, nephews, and cousins; and devoted companion for the deaf, Gigi. He was preceded in death by his brother, William G. Bennett Sr. and two nephews, Eric Bennett and William G. Bennett Jr. Funeral services were conducted on June 19, 1995 at the Zeller Funeral Home in East New Market. Burial took place in the Galesville Cemetery. The Daily Banner, June 19, 1995.

Wesley Lyle Hilton, '77, died May 2, 1995 after being struck in a hit-and-run accident. His body was found on U.S. Route 301. According to the state police, Mr. Hilton, member of the MSD Class of 1977, was struck by a car and was pronounced dead at the scene. He was born
Daddy's Day

"Daddy's Day" on Oct. 7 was a perfect example of PTCA's strong belief in teamwork when a good mixture of over thirty parents and their deaf and hearing children teamed up with several MSD teachers/staff to paint two large maps of the U.S. and the world on the black top of the playground near the Elementary Department. Even the weatherman cooperated with a beautiful Indian summer day.

The participating daddies were so sweet to have expended their time on a Saturday for the school project. They would have been rewarded with Sugar Daddy candy. The children experienced the pleasure of alternating their work/play activities when they took a number of breaks from being their dad's assistant. Several MSD staff members showed their big heart for MSD children when they spent the sixth day of the week at school to join the project.

The painting effort was spearheaded by Mickey Fields, treasurer of the MSD Board of Trustees and an architect at Gallaudet University. Fizzas and drinks were served for lunch to fill up the calorie-consuming stomachs as well as reenergizing the bodies for the rest of the project, which lasted eight hours.

Daddy's Day was so successful, PTCA is already looking forward to using parents, staff and children as volunteers for future projects.

The following individuals took part in the "Daddy's Day" project:

- Kevin Berrigan
- Brian Brizendine
- Hal and Jonathan Clapp
- Dennis Coyle
- David and Zachary Ennis
- Sam and Daniel Fava
- Peter and Jessica Feldman
- Sue, Mickey and Justin Fields
- Audrey, Dave, Britanny and Jarrod Frank
- Johnson and Jarvis Grindstaff
- Joseph Kuhha
- Ross Lamong
- David Martin
- Robert and Maggie McLaughlin
- Melinda and Rob Padden
- Noreen, Todd, Derrick and Britanny Williams
- Janet, Wally and Justin Witzak — Audrey Frank

Maryland School for the Deaf Retiree Honored by Western Maryland College

On July 19, 1995, Dr. Gertrude Galloway was honored by the Deaf Education Program at Western Maryland College with the Joseph R. Baier Award given to an alumna at the graduate level in recognition for a distinguished career in the field of education. A testimonial dinner was held at the Comfort Inn in Westminster which was attended by a number of MSD staff, Mrs. Margaret Baier Sullivan, wife of the late Dean Baier for whom the award is named, presented the award to Dr. Galloway. Dr. McCay Vernon spoke about Dr. Galloway's accomplishments, both professionally and personally, during the past twenty-five years. Among these accomplishments were the completion of her Ph.D. at Gallaudet University and becoming the first deaf woman Superintendent of a school for the deaf, the first woman president of the National Association of the Deaf and the first deaf woman to become President-elect of the Conference of Educational Administrators Serving the Deaf (CEASD).

Dr. Galloway spoke of her studies at Western Maryland College, her work and colleagues at the Maryland School for the Deaf, and her views on Deaf Hearing partnerships. She thanked Mrs. Sullivan for the support her husband gave to the many students, Deaf and hearing, who have graduated from the Deaf Education department he started when he was Dean.

Dr. Galloway served MSD for twenty years before retiring to become the Superintendent of the Marie Katzenbach School for the Deaf in New Jersey. Dr. Galloway served as an Aide and Teacher on the Frederick Campus before becoming the Assistant Principal of the Elementary Department on the Columbia Campus from 1973 to 1991.

—Dr. Richard C. Steffan, Jr.
Title
To Be
Announced

Directed by
Bette Hicks and Mark Rust

For information contact:
Ms. B. Kinzie
MSD
PO Box 250
Frederick, MD
21705

MARCH 22 (7:30 PM)  MARCH 23 (2:00 PM)
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