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ON THE COVER

The PTCA of Frederick Campus directed a successful fundraiser resulting in a new playground at the elementary play area bordering Carroll Street. Elementary students pose during a morning recess after the first snowfall of the season on December 9. Front row (l to r) Brittany Frank, Reina Bravo, Roy Barron, Back row (l to r) Shana Lehmann, Kathryn Tau, Antonio Bush. Additional pictures of the new playground are on page 28.

Maryland School for the Deaf

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The Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting program, activities, or employment practices.

Questions regarding this policy in terms of employment may be directed to Eva Stashuba, Director of Personnel (301) 620-8231. Questions regarding the school program may be directed to Dr. Deborah Clark, Director of Pupil Personnel Services (301) 620-8556. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705.
November 6, 1997—The Maryland School for the Deaf Foundation celebrated its tenth anniversary this week by announcing the receipt of its largest gift to date, creating a scholarship endowment with a bequest of more than $100,000.

Gloria Irene Smith, a lifelong Frederick resident, bequeathed the funds to the Foundation upon her death in October of 1996. In keeping with both her request and the Foundation’s normal operating procedures, the monies will be invested and the income earned on the fund bearing her name will be used to support a wide variety of scholarship opportunities benefiting MSD students.

“The establishment of this fund through Ms. Smith’s will is a strong testament to the power of both charitable gifts and our ability to leave a legacy when we plan ahead,” noted Alfred P. Shookley, president of the MSD Foundation Board of Directors. “We are indebted to Ms. Smith and are honored to be the recipient of such a generous gift. Generations of future MSD students will know her name and remember her belief in education.”

Gloria Irene Smith was born in 1925 and grew up on Trail Avenue. She was a member of the Frederick High School class of 1942 and went on to graduate from the University of Maryland in 1947 with a nursing degree. She joined the staff of Frederick Memorial Hospital and spent the majority of her career on the teaching staff of the hospital’s nurses training program until its closure in 1968. She then worked for the County Board of Education as a teacher’s aide until 1981.

An avid reader, Smith also applied her avocation to both work and community service. Joining the staff of the local bookstore Wonder Book & Video upon its opening in 1981, Smith became a mainstay at the store. Store owner Chuck Roberts remembers her as a “candid” and “well read” woman who enjoyed working with the young people at the business and gave her time to community work.

Smith’s love of books was a natural connection to community service through the Literacy Council of Frederick County, which she joined as a tutor in 1981 and served until 1994 when ill health forced her final retirement from teaching. Working mostly with adults, Smith was an excellent tutor, remembered by Literacy Council Past President Betty Seligmann as “very effective.” “She would develop improved teaching methods to better serve her students,” Seligmann noted. “Her students were close to her and appreciated her commitment.”

The Maryland School for the Deaf Foundation will award the first scholarships from the Gloria I. Smith Endowment Fund in 1998. For information about the Foundation and ways in which estate gifts may be planned for future benefit of MSD students and programs, contact the Foundation at (301) 662-5133.
The New Enhanced Program

By John Snaviy, Assistant Principal, Middle School and Transitional-CC

The Maryland School for the Deaf has a long history of serving deaf students. Approximately 25 years ago, with the opening of the Columbia Campus, the school expanded its services by beginning its formal program of educating deaf students with special needs (DSN). These students are described as having additional mild intellectual, emotional, or other disabilities. Today, as a result of the passage of House Bill 1023, the school opens yet another frontier by expanding its criteria of admission to include deaf or hard of hearing students with moderate to severe disabilities. This program will formally be known as the Enhanced Program (EP).

The proposed criteria for students eligible for placement are as follows:

— Ages 4-21
— Hearing loss of 70 dB or greater
— IQ no lower than 35 if admitted before age 14
— IQ no lower than 50 if admitted after age 14
— Orthopedically impaired who are ambulatory with or without mobility aid
— Other health impairments with supplemental aids and/or services

These students, in general, will require significantly increased intensive services such as: one-on-one classroom instruction and support, behavior management, direct psychological/social work support and/or family counseling, consultation in all areas of curriculum development and implementation, occupational and physical therapies, adaptive PE, assistive technology, pre-vocational/vocational training, job coaching, extensive training for the staff, and other services specific to a particular student.

The proposed criteria for students not eligible for placement are as follows:

— Hearing

— Those needing 24 hour medical care
— Those needing 24 hour psychiatric treatment including arson, psychotic, sociopathic, and substance abusers
— Students that are a danger to self or others
— Students with aggression control problems including severe acting out, sexual behaviors, assaultive behaviors, and behavior requiring contacts with law enforcement agencies
— Neurological impairments
— Those needing custodial program including severe to profound retardation, autism

The school has already begun a pilot program with three 15 year old girls. They are currently being served on the Columbia Campus. Through special monies allocated by the state and local school system (LSS), the school has already hired its lead teacher for these three students, Ms. Ann Hirsch. An evening student life counselor has also been hired, Ms. Cheryl Nichols. Yet to be hired are the classroom aide, the overnight counselor, and the coordinator/behavior specialist. There are tentative plans to expand the program later this year or at least by the beginning of next year. As new students are added, so will the resources needed to work with them.

Another unique aspect of this Enhanced Program is the working relationship being developed between the MSD and the Maryland State Department of Education (MSDE). Both parties have been developing the criteria for admission to the school. They are also developing an evaluation system for admission that functions collaboratively with the LSS, MSD, and MSDE. The Maryland School for the Deaf will continue to administer its other programs unencumbered by these new agreements.

The school is very excited about this new challenge and sees it as an expansion of the already extensive continuum of services that exist on both campuses. The program is expected to grow and strengthen over the coming months and years. New challenges and new staff will bring new ideas and new skills. All of us should benefit from this venture.

Ann Hirsch joins the Columbia Campus staff as the first teacher in the new Enhanced Program.

Cheryl Nichols is the Enhanced Program’s first Student Life Counselor at the Columbia Campus.

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Western Maryland Satellite Program Celebrates A Special Anniversary

By Dr. Ruth Howell, Director, Family Education/Early Intervention Department

In October of 1993, MSD, Allegany County Public Schools (ACPS), and Maryland State Department of Education (MSDE) signed a unique memorandum of understanding which established a satellite program for young deaf and hard of hearing children in Allegany County. The satellite program was established after much discussion and research by Mr. James Tucker, MSD Superintendent, Ms. Sherrie White, Supervisor of Special Education for Allegany County, and Mr. Jerry White, Maryland State Department of Education.

The program presently serves children ages three through eight years of age. Most of the children come from Allegany County; however, Garrett County pays tuition to have one student from their county to attend the program. Ms. Nancy Townsend was hired as the first teacher of this program. The program now includes two teachers, Ms. Townsend and Ms. Cara Diehl, as well as two classroom aides, Ms. Susan Simmons, and Ms. Kim Pannone. Ms. Janet Mickey provides audiological services and Ms. Catherine Keuner provides speech therapy services to the students.

To celebrate the beginning of the fifth year of the satellite, Allegany County hosted representatives of MSD, MSDE, Allegany and Garrett County for the fourth signing of the interagency agreement. This celebration took place at Cash Valley Elementary School on Wednesday, September 24, 1997, where the program is located. The students themselves served as hosts to all of the guests. The students proudly showed their class work displayed around the room. They also encouraged audience participation through a variety of activities. Most of the audience participants were able to answer geography questions successfully! The parents enjoyed watching their children show what they had learned. It was a positive experience to see the students support and encourage one another as they presented their activities.

Guests included the parents of the children; newly appointed Superintendent of Allegany County Schools, Dr. John O'Connell; Ms. Sheree Witt, Supervisor of Special Education, ACPS; Mr. Tim Miller, Assistant Supervisor of Special Education, ACPS; Ms. Wilda Massey, Garrett County Public Schools; Ms. Dee Truesdale, ACPS Board President; Mr. Jerry White, MSDE Representative; Ms. Diane MaeFarrlance, Cash Valley Elementary School Principal; and Allegany Public School personnel who provide services to the satellite. MSD representatives included Mr. James Tucker, Superintendent; Dr. Richard C. Steffan, Jr., Deputy Superintendent/Principal; Dr. Deborah Clark, Director of Pupil Personnel; and Dr. Ruth Howell, Director of the Family Education/Early Intervention Department. Dr. Howell serves as the MSD liaison to the Allegany/MSD satellite class.

MSD and ACPS will continue the implementation of the newly signed agreement by providing consultation, housing field trips at MSD and in Allegany County, and by providing professional and financial support. Upon completion of the signing of the renewed agreement, the children, their parents, and the guests shared a delicious lunch provided by ACPS. It was a special day for everyone who attended.

Teacher Aide Susan Simmons leads a paper construction activity.
New Home For Family Education Department

By Paula Ammons-Woodall, Supervising Teacher, Family Education Department

On August 29, 1997 the Family Education Department had its orientation with the parents and students in its "new home" at Faupel Hall. The Family Education Department has Infant, Toddler and Preschool classes at the first floor wing in the Faupel Hall. The Parent group is held in the basement every Friday morning for discussion of various topics.

The discussion of a potential move for the Family Education Department began one day in January 1997 with Mr. Baker mentioning that the department certainly was growing, and that he thought it could use more space. The growth of the department led to more days of discussion on various possibilities as to where it would be "home-steaded" for the next few years. Faupel Hall presented a window of possibility so planning was initiated with appropriate people to design the "floor plan".

The move to Faupel Hall has allowed the department to better serve the children and their families. Additional space for gross motor activities, learning centers and larger classrooms allow for provision of a quality education for all of Family Education students. The parents and students' response to the new place has been positive. The staff have worked hard to make it a great environment for the students as well everyone else. An incentive grant from the Maryland Infants and Toddlers Program allowed for the purchase of colorful, lovely playground equipment. This gives the corner of Clarke and Market Streets a more friendly-looking atmosphere.

The Maintenance Department gave Faupel Hall a face lift. Carpeting was installed, walls were painted bright white, new furniture for the Parent group and new classroom equipment were purchased. The teachers had much pleasure setting up their new classrooms.

The Family Education staff "commute" to and from Faupel Hall which is a full block away from the offices in the State House. The mainline of Family Education remains in Faupel Hall.

There was a "Thank You" event on the morning of October 3rd for everyone who helped make this project possible and also an Open House in the afternoon for the MSD community. On behalf of the whole Family Education Department, the staff want to salute those who made this possible.

Sadie Griffith, Jake Grindstaff, and Johanne McCallough enjoy playing in their new Infant classroom.

Roberta Daniels and her son, Dakota give a thank you card to Gary Strakowski of the Maintenance Dept, while Derek Frank and Raquel Grindstaff look on.

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Click ➤➤ www.msd.edu

By Rick J. Schoenberg, Computer Support Specialist

Official MSD Homepage

Compared to the giants of the CyberCommunity like IBM, Microsoft, Harvard University, and Maryland State government, Maryland School for the Deaf is a small community, a tiny dot on the Internet map, but has a big impact on Deaf children, as well as parents and interested users.

MSD has its own home page (www.msd.edu). It can be best described as an “information kiosk” at a popular tourist place. You go to a kiosk to find what you need to know like lodgings, restaurants, events, and transportation. The msd.edu homepage offers information about MSD in general, events, resources, calendars, and students’ webs. Links or Web pages are shown inside the right frame of the homepage.

Each text bar on the left is a pathway to areas of information and opportunities to learn about school’s programs and links to other Web sites. “General Information” offers brochure-full of information about the programs. It covers Family Education, Elementary, Middle School, High School, After Hours, Alumni, School’s Mission and maps to show exact locations of campuses.

The next 2 bars are about each campus. School calendar, sport events, students’ webs, and activities are included. Maryland Bulletin bar takes you to your latest issue of The Maryland Bulletin. There will be up to three back issues. You can just click which issue you want to read.

Next on the content list is Alumni Association. Right now it is under construction, but it will be informative. Events, announcements, newsletters, and list of officials will be included.

“Resources” allows you to link to other web sites. It has three parts - Kids’ Hot Links, List of Deaf-related sites and Sites for Teachers. The Kids’ Hot Links is a good way to link to web sites that are appropriate for youngsters and teenagers. Children use this page to explore the vast online territory for information, homework help, discussion groups, and anything else they find interesting. If you need to learn more about deafness, Deaf culture, what’s happening in Deaf education and current events? Open List of Deaf-related WEB sites and click on them. The last part—Sites for Teachers—is ideal for teachers who need more information on subjects, projects, new ideas, and others. They are not limited to teachers but parents and college students.

The last bar is Job Openings which presents availability of employment at Maryland School for the Deaf. Whenever school posts a position vacancy notice, it will appear here. The msd.edu home page is not static but dynamic and flexible. Whenever you click www.msd.edu, you would most likely notice some changes. Some new pictures are added. New web sites, additional events, and new students’ webs are added too. Outdated sites and old pictures are removed. The homepage requires periodic updating and current information. In the near future, it will click on one of them. Also, short video clips of sports and school activities are in the planning.

You are encouraged to give your comments and feedback. Reader comments, and suggestions help us to continually improve our web page. You can e-mail the school’s Webmaster (schoenberg@msd.edu).

Moving on to PCs, MSD acquired 15 new Pentium 166 computers last summer and were added the Ely Lab. With new computers MSD is forced to remove a wall between two classrooms to make one big room for 28 computers and tables for students and teachers to do project work. There is more space for users to walk around, especially students in wheelchairs. Often the lab is full of users and some users have to wait for their turn! The Ely lab is open from 7 a.m. until 10 p.m. Come and Visit!
All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to stu-
dent files. Student files are kept in file cabinets and
rooms which have locks.
Professional staffing provides direct services to
students may have access to information in the
files by making a request to the appropriate de-
partment head. Professional personnel may gain
access to the main file (Principal's file), through
the following procedure:
(1) Fill out request form for information de-
   sired from the student file;
(2) Present request form to Principal's secre-
tary (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 pro-
   vided by the Principal's secretary except
   with written authorization by Principal;
(5) Information borrowed from the files is not
to be seen, used, or duplicated and is to be
returned on the day it is borrowed.
Professional personnel may gain access to the
departmental files (i.e., Family Education/Early
Intervention, Elementary, Transitional, Middle
School, High School) through the following pro-
cedure:
(1) Fill out a request form for information
desired from student's file;
(2) Present request form to the Assistant Prin-
cipal or principaldesignee (request form
becomes a documented record of who has
had access to the student's file);
(3) The Assistant Principal/designee will pro-
vide only the specific information re-
spected;
(4) Information borrowed from the files is not
to be seen, used, 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 student
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 (10¢) per page to cover dup-
licating cost, unless there is a demonstra-
ted 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' re-
quest:
(a) A parent who believes that information
   in education records collected, main-
tained or used by the school is inaccu-
rate or misleading or violates the pri-
vacy 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 infor-
   mation in accordance with the re-
   quest 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 infor-
   mation in accordance with the request,
   it shall inform the parent of the refusal
   and advise the parent of the right to a
   hearing;
(d) Destruction of information:
(1) The Maryland School for the Deaf shall
   inform parents when personally iden-
tifiable information collected, main-
tained or used, is no longer needed to
provide educational services to the
child;
(2) The following information must be
   retained for five (5) years to provide
   information required by State and fed-
   eral officials:
   (a) All Individualized Education Pro-
      grams (IEPs); and
   (b) Admission, Review, and Dismissal
      (ARD) Committee summary sheets
      and notes containing:
      (a) identification of assessments
         and evaluations performed but
         not the detailed assessments
         themselves; and
      (b) formal decisions of the ARD
         Committee documenting:
         i. the student's disability;
         ii. the multidisciplinary
         nature of the Commit-
         tee; and
         iii. parental involvement;
      (c) The following personally iden-
tifiable information collected,
      maintained or used by the
      school for medical assistance
      purposes must be retained for
      six (6) years to provide infor-
mation required by State and
      federal officials:
      (1) All Individualized Education
         Programs (IEPs) document-
         ing services which are eli-
         gible for medical assistance
         reimbursement;
      (2) Admission, Review and Dis-
         missal (ARD) Committee
         summary sheets and notes
         containing documentation of
         the need for services which
         are eligible for medical
         assistance reimburse-
         ment;
      (3) All documentation of ser-
         vices provided (logs, etc.);
      (4) on-going service coordina-
         tion notes demonstrating eli-
         gibility for medical assis-
         tance reimbursements; and
      (5) all applications for medical
         assistance reimbursement.
(5) The information must be de-
   stroyed at the written request of
   the parents. However, a perma-
tent record of the student's name,
address, phone number,
birthday, grades, attendance
record, classes attended, grade
level completed may be main-
ained 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
"directory information about students without
prior consent. "Directory Information" includes:
—name
—address
—name of parent(s) or guardian(s)
—telephone number
—local educational agency
—dates of attendance at MSD
—officially recognized activities and sports
—height and weight of members of athletic
—honors and awards received, and
—grade level
Any parent or eligible student who does not want
the school to release directory information
without their prior written consent must notify the Principal by September 30 and identify the category or categories of information which the school should not disclose. If the student enrolls after the beginning of the school year, the parent(s) or eligible student must submit this notifica-
tion within 30 days of enrollment. This not-
tification must be submitted annually.

Personally identifiable information may also be disclosed to another school system, school or postsecondary institution without parental con-
SENT.

However, as a matter of school policy, no information will be released without prior written consent from the par-
ent or eligible student.

In addition, Maryland School for the Deaf cooperates with the Maryland State Department of Education and the Office of Demographic Studies of Gallaudet University by transmitting to them personally identifiable information in

identifiable form.

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

Mr. Stacey C. Baker
Frederick Campus
or

Dr. Richard C. Steffan, Jr.
Columbia Campus

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

Federal Funds Benefit MSD Students

In past years the Maryland School for the Deaf on both the Frederick and Co-

lumbia 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 Depart-

ment of Education. For the 1997-98 school year funds in the amount of $1,689 were available to the Maryland School for the Deaf for Library

Media Improvement through Title VI of the Improving America’s Schools Act (IASA). From these funds each Campus Library will purchase additional CD-ROM computer programs which support the MSD curriculum, and obtain additional training for the campus librarians in the creative use of computers in the classroom, which they can then pass on to help others

become more effective computer users. This will broaden the effectiveness and usefulness of the Library computers and printers, purchased with Title VI money last year, in the areas of reference and re-

search.

Additional money is awarded to the school under the Individuals with Disabili-

ties Act (IDEA), Part B. In 1997-98, funds in the amount of $201,754 will be used to assist in the implementation of Early Educa-

tion/Early Intervention Program. This pro-
gram 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 individu-

als both in their homes throughout the state through visiting teachers and classes held on the two campuses of the school. Fam-

ily workshops and parent meetings involv-

ing extended family are also an important component of this program. Some funds are also used to purchase consultation and psychological services for MSD students and families with special needs.

The Family Education/Early Interven-

tion Department also received grant money in the amount of $25,000 for the 1997-98 school year from the Maryland Infants and Toddlers Program. This grant, as mandated by PL 102-119, provides funding for chil-

dren ages birth to 36 months. The grant has allowed the department to replace and upgrade teaching materials and equipment. It also provides the funding to send mail-

ings and newsletters to parents. In addi-

tion, the grant funds regional workshops for families, staff and additional management.

Interpreters (ASL and foreign lan-

guage interpreters) are provided at parent meetings on campus as well as regional parent meetings around the state of Mary-

land. Two contractual aides provide addi-

tional support for the classrooms on a weekly basis.

Two new sources of federal funding

through the State became available to MSD this year. MSD received a grant for $20,000 through IDEA, Part B, State Grant Supplemental Passthrough monies. This money is to be used for interpreters in state meetings and the newly established En-

hanced Program. In addition, MSD was

awarded $24,988 through a Part B, IDEA, State Discretionary Grant Award to begin training and preparation of staff and to fund services for the Enhanced Program, which began as a pilot program this school year. The Enhanced Program allows MSD to expand its admissions criteria to serve deaf school age students who have other moder-

tate to severe disabilities, and whose IEPs can be implemented at MSD. Major fund-

ing for this program is provided by the Maryland State Department of Education and applicable Local School Systems.

Over the years federal 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.

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

ested in them.

MSD anticipates that funding will also be available for the 1998-99 school year and the school welcomes written suggestions for the use of future funding which might become available. Parents, guardi-

ans, staff, and other interested parties should submit these suggestions in writ-

ing to Mr. Stacey C. Baker, Assistant Su-
pervisor of the Frederick Campus or Dr. Richard C. Steffan, Jr., Deputy Super-

intendent at the Columbia Campus.

Free, Appropriate Public Education

The Maryland School for the Deaf ("MSD") is committed to providing free, appropriate, educational programs and re-

lated services for Deaf and Hard of Hear-

ing children residing in the State of Mary-

land, from birth to twenty-one years of age. Admission to MSD is governed by the pro-
cedures specified in the school's Parent/ Student Handbook. The Maryland School for the Deaf does not discriminate on the basis of national origin, race, sex, linguis-

tic, religious, or cultural background when placing students into its educational pro-

grams or services.
"Quality of Life"

James E. Tucker, Superintendent

When one attempts to define "Life Quality", or "Quality of Life", he or she is walking precariously through a mine field. This term is culturally explosive, more so in this age of increased awareness and sensitivity to diverse world societies.

The first time I witnessed the discussion of "Quality of Life" relating to Deaf people was at the 1995 International Congress of Education of the Deaf (ICED) in Berlin, Israel. Leaders in genetics, education, and religion discussed the science of identifying "deaf-genes", and how this knowledge can be used to counsel couples who wish to marry and have children. The panelists were more or less "tipped" throughout their initial lengthy presentations, but when the floor was finally open to the audience for questions, the scene quickly became ugly. Our panelist expanded on how knowledge of "deaf-genes" could help couples opt for an abortion if the fetus was found to carry a "deaf-gene". Before this panelist could finish, a young Deaf graduate student from University of Alberta waved his hands and went to the front of the room. He tersely signed, "Who are we to determine what defines 'quality of life' for Deaf people? I am currently a doctoral student and I believe I have a wonderful and fulfilling life!"

I was stunned at the "abortion" statement, and before I could react to the University of Alberta student's counterpoint, a loud applause broke out. I was sitting in the front row with this student as we apparently were the only two people in a room of 150 using an interpreter. I turned around and saw an overwhelming majority of people of different races and colors clapping vigorously, and immediately felt relieved. I later asked the panel to comment on the very fact that Deaf people have thrived throughout the history of peoples, and that they have contributed so much to their societies through many aspects of community life. I also added that my Deaf parents were exemplary citizens and raised their children well.

After the program, I went to talk with the moderator of the panel and asked her how could this "selective abortion" discussion surface in an international conference. She explained that in certain world cultures, children with disabilities are not at all embraced, and then introduced to me a mother of a six-year old deaf daughter.

We had a spirited discussion about the panel and how I felt it was unthinkable that Deaf fetuses would not be allowed to live because of a "deaf-gene". She responded that although her daughter has age-appropriate cognitive and language skills, she would opt for an abortion if she had known that her daughter was deaf. I was stunned again, the second time in one morning. I did not pursue this point with the mother, and then walked back to the moderator and told her of our discussion. The moderator believed that the selective abortion issue is definitely an important issue and needs to be brought out into the open.

This experience stayed with me for a long time. I have often asked myself, "What is Quality of Life?" Perhaps, a more important question is, "Who determines the definition of Quality of Life?" At ICED, I saw many presentations given by individuals from many different countries. They brought with them their cultural and historical perspectives and biases, which of course were sometimes different from mine. The overriding theme of most presentations was the belief that deaf children, youth, and adults have the ability to learn to think, read, write, and speak, and these skills will hopefully pave the way for productive lives in their societies. But, the level of academic and employment expectations for Deaf people greatly varied from one presentation to another. The workshop on genetics stood out in my mind because one of the panelists suggested that termination of life due to deafness was a theoretical medical option.

It was not until last October I once again saw the term "Quality of Life" discussed in the context of deafness. I was invited to speak to the Lexington School for the Deaf (New York) Board of Trustees on the subject of Deaf children and cochlear implants. The Lexington Board is currently investigating the question whether or not Lexington should establish programs specifically to serve students with implants. As one of the four panelists, I spoke about the need to welcome students with implants to schools and programs for Deaf students because students with implants remain visual learners and need American Sign Language and printed English for instruction in academic subjects. I also spoke about the need to forge partnerships with the medical community regarding the development of research parameters and educational benchmarks in Deaf children with implants, with hearing aids, and without any amplification. The other three panelists were an ENT doctor, an audiologist, and a director of a teacher training program.

The ENT doctor during his presentation and in his answers to questions from the members of the Lexington Board remarked that the betterment of hearing leads to increased academic achievement which leads to enhanced employment opportunities and finally better quality of life. I sat there thinking of this University of Alberta student. Since he wasn't around, I raised my hand. I explained that I did not wish to offend anyone, but we need to be extremely careful when we discuss "Quality of Life". I talked about implants as an amplification device. Like hearing aids, implants help some deaf individuals "hear more". I continued that "better hearing" does not guarantee "better life". I then talked about the American deaf community contributions to the rich history of our country and of course talked about my parents who lived as productive citizens in spite of blatant discrimination of Deaf people during the 1940's, 1950's, and 1960's.

I imagine I will encounter the "Quality of Life" issue many more times in my lifetime. The Deaf Community and the Deaf Education Community cherish all of our children and youth. We see them as remarkable individuals with unlimited capacity to learn and grow into contributing members of our society. By and large, the medical community thinks otherwise. The rise of implant industry is a manifestation of their collective assumptions that Deaf people have "poor quality of life. My Deaf parents and my Hearing and Deaf teachers have taught me that the road to "good life" is through hard work, fair play, and compliance of laws. They did not tell me that "good life" was obtained solely by amplification.

With the advent of genetic engineering and neonatal care technology, our society in the next century will face very difficult ethical questions regarding what is "Quality of Life". Throughout history we have seen that when one life is considered useless or not worth living, then lives everywhere become endangered.
Summer 1997 Essential Curriculum Workshops at Frederick Campus

At Frederick Campus this past summer, there were two different Summer ‘97 MSD Essential Curriculum workshops that were geared to the High School department. The first week of July found a group of high school teachers participating in the first workshop, “Refining Writing in High School Classrooms.” The participants were Mary Eidukевич, Kathy Meagher, High School English teachers; Rita Spencer, High School Science teacher; Gerry Whitt, High School Social Studies teacher; Bette Hicks, High School Assistant Principal; Marsha Flowers, Middle School Assistant Principal; and Andrea Feldman as facilitator. The Frederick High School English Department Chairperson, Linda Neff came in the afternoon to demonstrate writing strategies to the group while in the mornings, the group developed checklists on proofreading and writing tips. During the workshop, the Science and Social Studies teachers agreed that they did a lot more of writing than they thought in their classes and found the opportunities to network with the English teachers enriching. The English teachers agreed and looked forward to sharing their experiences with the High School department which they did at a department meeting in September. At the same time during the first week, Columbia Campus teachers from the DSN (Deaf Students with Special Needs) program worked on reorganizing Kendall Demonstration Elementary School’s Special Opportunities Curriculum into the DSN Essential Curriculum along with curriculum resources from teachers and several programs. During the second week of July, Frederick Campus DSN teachers along with Applied Academics teachers: Jenny Sue Bourne, Kerri Lawler-Davis, Marsha Payne, and Bonnie VanBuskirk participated in this workshop, “DSN Essential Curriculum: Reorganization (Frederick Campus).” Andrea Feldman and Bonnie Ward, Frederick County Public Schools’ Secondary Math Curriculum Specialist and also MSD’s part-time curriculum consultant served as facilitators while Evelyn Hill Johnson, Columbia Campus Curriculum Coordinator provided the connection between Columbia Campus and Frederick Campus. As a result, the group added to Columbia Campus’ development of the DSN Essential Curriculum and completed it. Another result of writing the DSN Essential Curriculum strengthened the connection between Columbia and Frederick Campuses. Both groups are meeting on a regular basis to communicate about their progress with the DSN Essential Curriculum as well as about their program needs.

The Summer ’97 MSD Essential Curriculum Workshop was the fifth in a continuing series of summer workshops. We are already working on plans for our sixth Summer MSD Essential Curriculum Workshop next year!

— Andrea Feldman, Director of Curriculum and Instruction

MSD-Frederick Campus’ Continuity in Staff Development

As MSD entered its fifth year of using the MSD Essential Curriculum this fall, teachers and administrators found themselves continuing to enhance their skills in instruction and assessment through a continuing series of staff development sessions. Staff development sessions varied from hiring Frederick County Public Schools (FCPS) staff to provide workshops to conducting in-house working sessions and curriculum meetings. Workshops were based on teachers’ requests from their departmental action plans which they developed last May.

Here are examples of workshops held at the Frederick Campus this fall:


October 7, 1997: “Creating High School English Formative Assessments” with Ms. Linda Neff, FCPS High School English Teacher


October 22, 1997: “Overview of MSDE’s High School Core Learning Goals and Preview of Assessments” with Dr. Bonnie Ward, FCPS Secondary Curriculum Specialist

October 22, 1997: “Discussion on
"Setting High Expectations: Lessons Based on a Public School Curriculum"

At the end of June this year, two high school teachers, Kathleen Setzer (Mathematics) and Geraldine Whitt (Social Studies) and Andrea Feldman, Director of Curriculum and Instruction, attended the CAID convention in Hartford, Connecticut with thanks to financial support from PTCA-MSD and MSD. They found themselves networking with administrators and teachers from all over the United States. They also presented a workshop on the MSD Essential Curriculum at the convention. People asked them questions about implementing a public school curriculum. It was a valuable experience for them to attend the convention and share MSD's success stories with others in the profession.

Ms. Feldman gave a brief overview of MSD's process of adopting a public school curriculum, Frederick County Public Schools' Essential Curriculum. She also illustrated examples of how adopting the Essential Curriculum made an impact on the quality of education at the Maryland School for the Deaf (MSD). Once MSD teachers used the Frederick County Public Schools' Essential Curriculum in 1993, they and their supervisors could see an increase in the quality of education as a result of the increased continuity of expectations resulting from the Essential Curriculum. Ms. Feldman emphasized at the presentation that MSD teachers used the Essential Curriculum to provide them with the high expectations for their students. As a result of the high expectations through following the Essential Curriculum, MSD students learned like their hearing peers in Frederick County and the rest of Maryland. Ms. Feldman also gave a real-life example of using an Elementary Language Arts assessment activity with a literature selection.

Kathleen Setzer spoke about her Mathematics classroom and explained about the Secondary Mathematics Essential Curriculum as well as assessment packets. She gave a sample lesson of doing surveys as a class. She explained that they were expected to follow the problem-solving process called S.O.A.R. Students were expected to: Study the problem (reading and writing about the problem); Organize the information needed to do the survey (gather resources, plan, estimate, hypothesize); Attack the problem (collect data and solve the problem); and Review their work (communicate the results and write a report about the surveys).

Throughout this math lesson, Ms. Setzer illustrated how she provided high expectations by expecting students to work together and solve problems and at the same time, read and write in math classes. She also provided high expectations by using the same curriculum, textbooks and assessment materials as public school teachers.

Geraldine Whitt explained about how she followed the High School Social Studies Essential Curriculum: American Studies I, American Studies II, and Modern World History in the High School Social Studies classrooms. She discussed about the integration of reading and writing into her Social Studies classes. Ms. Whitt demonstrated the use of various materials such as newspapers such as Washington Post, magazines like Newsweek, Deaf History resources, political cartoons.

Andrea Feldman, Director of Curriculum and Instruction
and interactive computer software. She also explained about the trips to Italy and Greece last spring with MSD students, a high school English teacher and a high school Social Studies teacher. This December, another group of students will go to Egypt for two weeks. She also talked about MSD students’ work on the designing of the Deaf History Calendar. Students researched and interviewed some of the Deaf people featured on the calendar. She also shared warm-up activities such as political cartoons, games (Jeopardy, Bingo) and reading-writing connections (newspapers, literature).

The whole presentation attempted to illustrate high expectations: applying communication skills (reading, writing, talking, listening) and critical thinking skills (applying information learned from classes to their communication through classwork and discussions). Kathleen Setzer, Geraldine Whitt and Andrea Feldman’s goal for the presentation was to emphasize that MSD’s adoption of a public school curriculum has succeeded in raising expectations at MSD. Using the MSD Essential Curriculum helped set consistently higher expectations throughout the school community; faculty, staff, students and parents.

Kathleen Setzer, Geraldine Whitt and Andrea Feldman would like to thank PTC-MSD (Frederick Campus) and MSD for sponsoring their trip to Hartford, Connecticut! They also expressed their hope that MSD teachers would be able to have future opportunities to attend future education-related conferences!!!

—Andrea Feldman, Director of Curriculum and Instruction; Kathleen Setzer, High School Mathematics Teacher; and Geraldine Whitt, High School Social Studies Teacher

Insights/Perspectives on Project ACHIEVE presented at the Convention of the American Instructors of the Deaf

Superintendent James E. Tucker and I were among five panelists to present their perspectives and insights on this school-university partnership in teacher preparation, which is known as the Project ACHIEVE, at the recent convention of the American Instructors of the Deaf at Hartford, Connecticut during the week of June 28 - July 2, 1997.

Dr. Marilyn Sass-Lehner, a professor in the Department of Education at Gallaudet University and the Project Director for the Family-Centered Early Education specialization, gave the audience the overview of this project. She explained the great need to have an infusion of qualified teachers who are deaf or from underrepresented groups to work in the field of deaf education to be role models for diverse deaf student population. Thus, this project resulted in the need for recruiting and preparing potential highly talented teachers who are deaf or from underrepresented groups currently working within educational programs for deaf and hard of hearing students but lack the necessary teacher certification, Most of them, the ones with potential to be teachers, have family to take care of and need a flexible schedule in order to pursue a Master’s Degree in Education and to be certified teachers. So, this project makes it possible for them to get into a teacher preparation program which offers courses on weekends, on week nights, or during the summer to make it possible for them to attend the classes.

As of now there are five partner schools working with Gallaudet University in this school-university partnership in teacher preparation program. These five participating schools are: the Maryland School for the Deaf, the Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, the Pennsylvania School for the Deaf, and the Fairfax County Mainstreaming Program for Deaf and Hard of Hearing Students. Currently, there are ten students in this project. Some of them are teacher aides, specialists, and a few teachers. Seven out of ten project ACHIEVE students are Deaf. Three are members of minority groups. Besides the goal to provide a teacher preparation program for school employees, this project will bring opportunities to have the university and partner schools involved in planning curriculum, research or professional development for experienced regular staff within the partner schools and to become a two-way street to exchange information on current trends in education.

I shared my perspective as a student, and how this project has been very rewarding experience for me. This school-university partnership in teacher preparation program has made it possible for me to pursue a Master’s Degree in Family-Centered Early Education. It is my fifth year working for the Family Education Department. I could relate to lessons taught at the University and the information in the textbooks because of my work experiences have brought me the wealth of hands on learning experiences. It is much easier for me and for those who are working with Deaf and Hard of Hearing students and their families to comprehend the issues discussed in class on educational management and working with families for we have worked with Deaf and Hard of Hearing students and their families.
I wish all of the teacher preparation programs would adopt this model and have graduate students work in an educational setting with mentors to help and train them along the way while they are taking classes, so they can carry over their learning from work to school and vice versa.

—Mary Ann Richmond, Family Education Teacher

Support Services Department Takes Part In Developing Present/Future Projects

Within the Support Services Area, the Plant Operations and Maintenance staff at both the Frederick and Columbia Campuses have been extremely busy this past summer. There have been numerous projects completed that create a more pleasant environment for all the staff and students. During this past summer, MSD’s hard-working and dedicated staff have completed the following projects:

Frederick Campus

New Playground Equipment for Elementary
Renovations of Ely Computer Lab
Fuel Oil Tank Replacement - Veditz Building & Benson Gym
Regrouting tile in Gym
Locker Room restoration in Benson Gym
Oil Separator Tank Replacement - Veditz Building
Electric Front Doors, Ely Building
Adjust Football Field Lights
Creating New Family Education Center in Faupel Hall
Family Education Ramp, Faupel Hall
Gym Floor Repair and Reseal
Interior/Exterior Painting Various Areas
New Carpet Installation, Elementary Classrooms
Steam Line Repairs

Columbia Campus

Tile various classrooms in Steiner
Concrete walkways, Main Building Area
Remove wallpaper and paint in Steiner Lobby Area
New electrical service for Main Building Kitchen
Exterior Campus Lighting
Interior Painting Various Areas
Repair Underground Pipes in Cafeteria

The total cost to complete these projects was over $500,000. It was a very successful summer.

Currently, the Maintenance Staff are either working on or planning the following projects to be completed before the start of the next school year:

Both Campuses

Energy Performance Project including new cooling systems

Frederick Campus

New Orleans Nest, Klipp-Redmond Hall
New Bathroom Floor in State House
New Track
New Tile in Cafeteria
Refinish gym floor in Elementary Exterior Painting
Roof Repairs for Hessian Barracks
Sidewalk Widening

Columbia Campus

Regrouting Pool, Main Building
Repave Part of Road to Maint. Building
New Classroom Lighting
New Roof Main Building
Roof Painting
Interior Painting
The total estimated cost to complete these projects is over $2,206,000. During the past year will have put more than $2,700,000 of improvements to the School. Each improvement that is made creates a safer, more pleasant environment for the students and staff.

This enables the success of the School’s many programs to continue into the next century. If you have an occasion to see any of the Support Services Staff, please congratulate them for a job well done.

—Mark S. Sewell, MSA, Director of Support Services

Albert J. Couthen Selected To Lead National Black Deaf Advocates (NBDA)

In keeping with MSD’s long tradition of providing leadership at the national level, Mr. Albert J. Couthen, Assistant Principal of the Elementary Department at the Columbia Campus, was elected President of the National Black Deaf Advocates (NBDA) at its conference in Washington, D.C. in August, 1997. Mr. Couthen’s term of office is for two years, with the possibility of being re-elected for one additional two year term in 1999 at the next annual conference in Indianapolis.

The National Black Deaf Advocates has more than 800 members from 26
chapters across the United States. Mr. Couthen has been an active member of NBDA for the 15 years. Running on the theme of “Visibility”, Mr. Couthen’s goals for his presidency are to increase the number of chapters, to work closely with each chapter and to reorganize the Board of Directors to reduce the number of members from the current 31.

Since becoming a member of NBDA, Mr. Couthen has been involved with the Youth Leadership Committee. Two MSD students, Patrick Holness and Edward Lowe, attended the NBDA Youth Empowerment Summit at Gallaudet University for one week during the same week as the NBDA conference last summer.

As president, Mr. Couthen will preside over the general membership meeting of the conference, serve as an ex-officio member of all standing committees, manage the general membership, support youth leadership, and chair the 1999 convention.

Two years of hard work are ahead for Mr. Couthen, but he is enthusiastic in his role as president and looking forward to a productive and rewarding tenure.

—Dr. Richard C. Steffan Jr., Deputy Superintendent/Principal-CC

Guest Artist Visits Columbia Campus

On October 6th, ten 5th grade students enjoyed a field trip with Sue Burdette and Joyce Leitch. They went to the Howard County Center for the Arts to see a showing of large colorful paintings by Baltimore artist Chevelle Moore.

Then, on November 11th, Chevelle Moore came to MSD-CC to meet these students. She showed her children’s book illustrations, and slides of her large paintings. The students asked many questions and were able to discuss the art work with the artist.

It was a pleasure to see the art work in a gallery and a real treat to meet the artist herself. Extra thanks to Ms. Moore for donating a set of her children’s books to the art teacher for use as an inspiration to MSD students.

Suzanne Burdette, Art Teacher-CC

First “Annual Walk to Cure Diabetes” Fund Raising Activity

In Columbia, MD

The Columbia Campus staff members participate in the Juvenile Diabetes Foundation’s Walk for the Cure this fall. Librarian Karen Russell is a participant along with the Orioles bird.

A group of MSD Columbia Campus staff, friends, and parents participated in the fundraising activity “Walk to Cure Diabetes.” 439 walkers raised $87,000.00. They walked 5 miles around the lake in the morning, then ate a delicious lunch of hot dogs and drinks. There was musical entertainment performed by school bands.

The goal for MSD-CC for next year is to get a larger group of staff, friends and parents to raise more money for this worthwhile cause.

—Albert Couthen, Assistant Principal, Elementary-CC
Johnny Appleseed

A red delicious apple tree was planted by Johnny Appleseed (AKA Karen B. Russell) about seven years ago in May 1990. It is located outside of the Steiner Building at the Maryland School for the Deaf, Columbia Campus. It feared being alone and without fruit. It finally blossomed and bore much fruit to the surprise and delight of students and staff.

First graders decided to write letters asking Johnny Appleseed to come and see the tree he planted. Despite Johnny Appleseed's busy schedule, he came walking down from the hilltop and greeted students, teachers and other staff on Friday, September 26, his 223rd birthday! The students walked him to the tree and he was very pleased to see that the tree had produced much fruit for the whole MSD community to enjoy.

Johnny Appleseed told stories of his frontier life throughout the Eastern part of the country, planting seeds and explaining the importance of having apple trees on the frontier. He also told funny stories about the animals in the woods as he traveled.

Johnny Appleseed continues to live as he comes to MSD-CC often!
—Karen B. Russell, Librarian-CC

Spoken English Classes

The students in spoken English classes in middle school and high school have been having a delicious fall semester! As part of their classwork, the students have focused on communication at the restaurant. They have worked on improving their speech and speaking skills in order to communicate more confidently in a variety of situations such as: asking the host for a table in the non-smoking section of the restaurant; telling the waiters that they want their hamburger well-done, and informing the bus boy that yes, they are in fact finished with that plate of french fries. They have also increased their understanding of various idioms unique to spoken English such as “going Dutch,” “running up a tab” and receiving food that is “on the house”.

The students worked on these skills through different activities. To increase their knowledge of key restaurant vocabulary, they designed mouth-watering menus on the computer and wrote restaurant reviews. To strengthen speech and speaking skills, they played restaurant versions of “bingo”, “go-fish” and “concentration”, as well as other games constructed by the teachers. To practice TTY skills, they made lunch and dinner reservations. Finally, to improve their confidence at repairing breakdowns in communication, they participated in role-play situations. One day, for instance, the classroom was transformed into the “Chat and Chew” restaurant. Students practiced communicating with Spoken English teachers who were masquerading as very forgetful waitresses.

The final activity in this restaurant unit was a trip to two local restaurants: Pargo’s for the high school students and Applebee’s for middle school. The students were able to practice their skills in a real-life situation and the restaurants graciously provided them with a free lunch. Pargo’s even gave them a tour of the restaurant, allowing them to see how their order is brought to the kitchen and their food then prepared. The students unanimously gave these restaurants two thumbs up!
Recognizing Our 1997 Retirees:

Barbara Ditto

Barbara Ditto began working at MSD in Columbia in November, 1974. She worked as the evening nurse for 22 years until her retirement in May, 1997. She was originally from Wisconsin, but has made her home with her husband, John, in Ellicott City for many years. Barbara was a very hard working caring and dedicated nurse who loved the children at MSD. She is really missed by all of the students and staff.

Donald Hahn

Mr. Donald Hahn was employed with the Applied Academics Department from August, 1979 through June, 1997 as a masonry teacher. Mr. Hahn was always honest and straightforward in his approach to his work. He enjoyed his association with masonry students and never lost sight of their future needs. His masonry classes were instrumental in planning construction of sidewalks, ramps, toilet facilities, landscaping dividers, and athletic press building facilities.

Joyce A. Nickoles

Ms. Joyce A. Nickoles began state service in July 1967 as a secretary at the Springfield State Hospital. She transferred to MSD on September 1987 as an Executive Assistant in the Office of the Superintendent, and after ten years of exemplary service she retired on May 1, 1997. Always a consummate professional, she handled office business with superb efficiency and provided invaluable support to Dr. David M. Deaton (1987-1992), Dr. Richard C. Steffan, Jr. (1992), and Mr. James E. Tucker (1992-1997). Her retirement itinerary will include travels across the country, and perhaps a part-time job!

Gary Gillard

Gary Gillard came to Maryland School for the Deaf in the fall of 1971. Most of his years at MSD were in the high school department, teaching English. He helped write and edit the old MSD color brochures and edited the proceedings for the Least Restrictive Environment Conference MSD hosted in 1989. He taught advanced technology and technology education courses in the Applied Academics Department before he announced his retirement in January 1997.

John Henderson

John Henderson, the father of a deaf son, began working at the Maryland School for the Deaf in 1972. He retired last school year after 25 years of dedicated service. His service to the school began at the Frederick Campus where he was a dormitory counselor. Soon though, he became the school’s sign language instructor and moved to the Columbia Campus. Here, he made an invaluable contribution to the parents and families of the students by going into the homes and helping the families learn to sign to their children. Mr. Henderson also taught in the middle school and finished out his career as a Student Life Counselor on the Columbia Campus.

Mr. Henderson was born in Great Britain and is of Scottish descent. He currently live in Reisterstown with his wife. His passion is playing the Bag Pipes, and he eagerly teaches piping to all who are interested.
Tickets on sale now!

Before March 13:
$3.00/adult
$2.00/student

After March 14 or at the door:
$5.00/adult
$3.00/student

No tickets will be held at the door if payment is not made in advance.

Tear off the bottom and send your request to:
Ms. B. Kinzie
MSD
PO Box 250
Frederick, MD 21705

Friday, March 20 at 7:30
# _____ Adult @ $3.00= $_____
# _____ Student @ $2.00= $_____
Total $_____

Saturday, March 21 at 1:30
# _____ Adult @ 3.00= $_____
# _____ Student @ 2.00= $_____
Total $_____

Make checks payable to MSD Drama Club!

Produced by special arrangement with PIONIER DRAMA SERVICE, INC., Englewood, CO
National Black Deaf Association

On Saturday Aug. 9, 1997, I went to NBDA at Gallaudet University. About 33 high school students went to NBDA. When I arrived at Gallaudet, I met many new friends. Some of the kids were from other states like New York, Indiana, Arizona, Kentucky, Georgia, and Washington D.C. We stayed at Gallaudet for one week. My leader’s name was Marcus Sylvester. He was from Texas. He is an RT student.

We had a very busy week. On Saturday we introduced ourselves and everybody had a meeting. During the week, we went to Howard University near Gallaudet University. We went into Howard University’s big classroom and watched a student talk to us. She explained about Howard University.

We had a workshop every morning and Discovery after lunch. The workshop taught us many different things. Discovery gave us team building practice. On Saturday we went to Adventure World for fun. Then that night we went to a nice hotel for a big dinner.

Finally on Sunday morning my mother picked up Patrick and me. We went straight to Maryland School for the Deaf for football camp. Thank you for a wonderful opportunity.

--Eddie Lowe, 12th Grade

On August 9, 1997, I went to Gallaudet University to learn about NBDA (The National Black Deaf Association). I knew some of students from MSSD. I made new friends from different states including Georgia, Arizona, Indiana, Kentucky, and others. I learned a lot about NBDA. Everyday we chose our workshops and every afternoon we had Discovery. The workshops I liked best were about computers and experiences in the Deaf and Hearing Worlds. Discovery helped us learn.

was fun because the games made me struggle. We really had to cooperate during Discovery games.

We went to Howard University near Gallaudet University. That man from Howard University showed us around campus. This is a cool college.

On Friday we went to a hotel to watch the Miss Black Deaf America Pageant. One woman from New York won the Miss Black Deaf America Pageant. Many people were there from different states and countries.

On the last day, Saturday morning, we went to Adventure World for fun. When we came back from Adventure World, we went straight to the shower and got ready for a banquet. Eddie and I saw our superintendent, James Tucker at the banquet.

On Sunday Eddie and I left Gallaudet. Thank you for our wonderful opportunity.

—Patrick Holness, 11th Grade

The Impressive Washington National Cathedral

Recently my 8th grade Language Arts class and I had a tour of the very impressive Washington National Cathedral. Beginning outside, the tour guide explained to us about the massive structure of this beautiful cathedral with its highly detailed features such as the gargoyles, stained glass windows, pointed arches, numerous statues, and flying buttresses. Then the guide led us into this marvelous cathedral with light streaming through the brightly colored stained glass windows that lined both sides of the cathedral making beautiful reflections throughout the nave of the cathedral. Immediately we saw the numerous pointed Gothic style arches that lead our eyes up to the long curving ribbed vaults that supported the highly detailed bosses on the cathedral’s ceiling. From the balcony we stood breathless looking at the entire cathedral from this unique vantage point. We walked through the nave passing briefly at the pulpit where Dr. Martin Luther King gave his last sermon before he was assassinated. We walked through the choir area to the high altar with its impressive backdrop of white statues. We saw both the wooden and stone cathedrals where the bishops sit. It was so impressive to see the many pipes for the organ implanted into the walls. Next we visited the St. Mary’s chapel which has a most colorful altar and beautiful antique tapestries which show pictures telling Bible stories. Another chapel we visited was the Children’s
Laura Lohmeyer and Jason Coleman pose for a photo with their tour guide at the Washington National Cathedral. Chapel with its tiny chairs and small altar. We then went down a flight of stairs to the Crypt. In the first chapel in the crypt we learned that over 180 people are buried in this cathedral including Helen Keller, Annie Sullivan, and President Woodrow Wilson. Next we visited the Bethlehem Chapel which was the first section of the cathedral to be completed in 1912. 5 years after construction began in 1907. The entire cathedral was finished in 1990. I was so impressed by this very beautiful cathedral. I recommend that you go to the Washington National Cathedral. The guides there are very knowledgeable. If you love Gothic architecture and the Middle Ages, then you certainly would enjoy visiting the Washington National Cathedral.

—Kevin Coyle

Have Fun and Learn at the Washington National Cathedral

Our eighth grade Language Arts class read several books about the Middle Ages. Through our reading we learned that Gothic architecture was popular during the Middle Ages. Our teacher planned for us to visit the Washington National Cathedral so we could see first hand the elements of Gothic architecture. The trip was both fun and educational.

Our tour guide explained very clearly about the four main features of Gothic architecture. The stained glass windows, the ribbed vaults, the flying buttresses, and the pointed arches were very obvious important parts of this very awesome cathedral. Seeing all the stonework, carvings, huge pillars, the crypt, and nine smaller chapels helped us to understand why it took 83 years to build this cathedral. It was fun to look at all of the different gargoyles and grotesques that are on the outside of the cathedral.

We also increased our understanding of some of the crafts that were popular during the Middle Ages. Some of these crafts were stone carving, manuscript illumination, brass rubbings, blacksmith skills and making stained glass windows. We attended a special workshop and were able to try doing some of these crafts. Doing these crafts helped us to understand the skills and patience of Medieval people.

The highlights of this trip for us were waking through the huge and beautiful nave and visiting the observation deck on the seventh floor. From the observation deck you can see many of the Washington monuments and even parts of Maryland and Virginia. We agree that visiting the Washington National Cathedral is a good educational experience for students who are learning about the Middle Ages.

—Laura Lohmeyer, 8th Grade and Jessica Baldi, 8th Grade

Students See “The Prince and the Pauper” at The Kennedy Center

Our class went to the Kennedy Center to see the play “The Prince and the Pauper”. We went to see this play because we read the book, “The Prince and the Pauper” in our Language Arts Class. We were excited when our teacher, Nancy Swaiko, told us that we would see this play.

We rode the Metro to The Kennedy Center. The Kennedy Center is a huge building with three big theaters and two smaller theaters. Inside the main hall, we saw flags from all 50 states. We saw a huge carved leaf of John F. Kennedy. This building honors President
dent Kennedy because he loved the performing arts.

The play was really neat. The actors were very good. The play is about a Prince in London named Edward who switches clothes with a pauper named Tom. The play was almost exactly like the book we read in school. Our interpreter was very good, and she really helped us to understand what the actors said to each other. Our favorite scene was the sword fight scene between the characters Miles Hendon, Edward’s good friend, and John Canty, Tom’s mean father.

The background scenery and props were so colorful. The costumes looked like clothes from the Middle Ages. The actors were so good. We met the actors after the play. They gave us their autographs.

We really enjoyed our trip to The Kennedy Center. It was fun to read a book in school then go to see a play about the same story. We are excited because we will also see the play “The Prince and the Pauper” at Gallaudet University in April.

—Josephine Auda, 7th Grade
and Amy Jo Dwyer, 7th Grade

M.S.D.’s Top Investigators Solve WHODUNIT Case at the Maryland Science Center

My sixth grade classmates, our teacher, Nancy Swako, and I went to The Maryland Science Center to see the WHODUNIT exhibit. On this fieldtrip, we called ourselves “investigators” because we acted like detectives trying to solve two crimes. The investigators were Krystle Berrigan, Kami Padden, Derrick Williams, Chris Corrigan, Jade Sims, and me. Ms. Swako took us to the WHODUNIT exhibit because we were learning about mysteries in Language Arts class.

When we arrived at the Science Center, we went the second floor to the WHODUNIT exhibit. The first thing we did was to read about the two crimes: a robbery of the Memory Diner, and the murder of a man in the alley behind the diner. We read about the suspects on a fact sheet. The three suspects were: Bruce Benson, Cary Cannon, and Adam Aldrich.

Next we walked into a room that looked exactly like the inside of a diner.

We saw a scene of the cook telling a detective how the robbery happened. Then we watched a special news program that was reporting the two crimes. Then it was up to us to search for clues to solve these two cases. When we stepped outside the diner, we entered into a place that looked exactly like an alley. In the alley we found 18 clues. The clues were: a knit cap, white powder, a broken door hinge, a knife, broken glass, a mannequin of a dead body, tire tracks, a paper with a name and phone number on it, a piece of animal fur, some blood stains, a screw-driver, matches, a button, graffiti on the alley wall, a bitten apple, footprints, cloth stuck behind some window bars, and a receipt. Next we went into a large room that had different areas that showed the different kinds of work that detectives do. I watched how a special doctor does an autopsy on the body to find out what caused the person’s death. This doctor discovered that the man died from a gun shot wound. The second section was a machine where you tried to match the cook’s description of the robber. You had to match the hair, nose and eyes, and chin. If you put all these facial features together in the right way, a bell would ring. The third section was the fingerprint section which taught us how to carefully look at the different designs of fingerprints. The fourth section taught us about DNA (Deoxyribonucleic Acid) that is used to see if the
blood on the criminal matches the blood on the victim. The next section showed us information about guns and how detectives use the bullets to figure out which gun the bullet came from. The last section helped us put all the clues together to solve the two cases. We worked so hard to finally figure out that Bruce Benson was guilty of the robbery and Cary Cannon was guilty of the murder. We knew that these were not real people and the crimes were not real, but the exhibit made us feel like everything was real!

I really enjoyed going to the WHO-DUNIT exhibit with my classmates. I love mysteries. Now I understand how it requires many different detectives to solve cases. This was a good exhibit for kids who love to solve mysteries.

—Priscilla Biskupnik, 6th Grade

Stu Vetter's Basketball Camp

Stu Vetter hosted a great basketball camp last summer that was attended by several Middle School students. The camp was held at St. John's High School at Prospect Hall in Frederick, Maryland. The camp lasted for one week.

Stu Vetter invited several well-known high school and college basketball players to speak to us about how to improve our basketball skills. We were lucky to be able to meet with Jeff Capel, basketball player from Duke University, LaRan Profit, basketball player from University of Maryland, and Nikki Teasley, recent graduate of St. John's High School. Nikki Teasley is being called the best female high school basketball player in U.S. History. It was such an honor to meet these three players. It was neat because we taught Nikki Teasley how to sign. She told me that her goal is to compete her college years at the University of North Carolina, play basketball as a North Carolina Tar Heel, and then tryout for the Women's National Basketball Association. I told her that I too want to try out for the Women's National Basketball Association in the future.

Every day at this basketball camp, we did stretches, practiced lay-up shots, dribbling, foul line shooting, and we had scrimmage. The teams were mixed with hearing and deaf kids. From 9:00 - 3:00 every day for one week, we played basketball! Everyone I talked to felt this camp really helped us to develop our basketball skills. It was so challenging for me to do the shooting drills with one hand. We had scrimmage tournaments with both 3 and 5 member teams. My team did not win either tournament, but I did not care since I had so much fun just playing basketball everyday that week.

I really enjoyed my week at Stu Vetter's Basketball Camp. I met a lot of great basketball players and had so much fun improving my playing skills. I would encourage other kids to join this basketball camp if it is offered again next summer.

— Krystle Dawn Berrigan, 6th Grade

Student Body Government

Currently the Student Body Government (SBG) is working on a variety of issues; focused on students' concerns. Recently, we hosted a major "rap session" in the Benson Gym. Areas of improvement were discussed.

In groups of eight, the students gathered in the Benson Gym to write down many student concerns on a piece of paper. They were then asked to prioritize their concerns. The results of the first part of the "rap session" revealed the need for providing extracurricular activities and better dorm conditions as well as some changes in the quality of cafeteria services.

The second section of the "rap session" allowed the students to brainstorm solutions for their concerns. Five general categories of concern were: student motivation, cafeteria services, student life, education, and athletic programs. Each group received a category with about four to five concerns in which to brainstorm solutions. Students then discussed their ideas in a larger group.

This "rap session" aided SBG in obtaining concerns the students feel. Now, SBG will review each solution and prioritize the ones which we will work with. Progress should begin very soon. Our main focus this year will be on student motivation, cafeteria services, and residential hall conditions.

—Tim Riker, President of SBG
Reserve your copy of... 

The Frederick and Columbia Campuses' Yearbook!

112 PAGES

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Maryland School for the Deaf
101 Clarke Place, P.O. Box 250
Frederick, Maryland 21705-0250

Enclosed is a check or money order of $_____ for _____ copies of The Cornerstone. Add $3.00 per copy for mailing charge if you want the book sent to you.

Name______________________________

Address______________________________

City________________ State_________ Zip Code__________

(Check or money order must accompany order)
A 5-4 Winning Football Season

Maryland School for the Deaf lost its opener against Maret Academy 19-12 on September 4th. Junior running back, Franco Kopics, rushed for 129 yards with 18 carries for MSD while senior fullback Petru Ciubotarescu rushed for 65 yards with 10 carries and a touchdown.

MSD hosted Kentucky School for the Deaf on September 13. Franco Kopics carries 13 times for 65 yards and two touchdowns to help MSD beat KSD, 29-6. Petru Ciubotarescu had 11 carries for 43 yards and one touchdown. Senior Quarterback Juan Pablo Borrero added a touchdown.

On September 20, MSD beat Indiana School for the Deaf, 26-0. MSD totally dominated Indiana the entire game. Kopics ran for 111 yards and two touchdowns on 14 carries. MSD gained a total of 195 rushing yards while ISD had 23.

The Borrero brothers, Juan Pablo and Juan Carlos, led MSD to a win against Freedom Village from New York on September 25. Each Borrero scored two touchdowns to lead the Orioles to a 36-16 victory. Franco Kopics anchored MSD's backfield with 99 yards on 11 carries.

The homecoming game between Model Secondary School for the Deaf was the best game for the football team. They were fired up and beat MSSD, 39-0. Quarterback Juan Pablo Borrero, ran for 131 yards and two touchdowns on 18 carries; also completing 4 passes for 99 yards and three more touchdowns.

On October 11, MSD beat North Carolina School for the Deaf, 27-8. MSD rookie running back, Robert Steele, carried 12 times for 82 yards while Steve Jackson carried 7 times for 49 yards and a touchdown. Coach John Coleman was upset and frustrated following Maryland School for the Deaf's 35-6 loss to Hancock. MSD fumbled 10 times - losing three; threw a pair of interceptions and gave up five big plays, two of which resulted in touchdowns. For MSD, Franco Kopics rushed for 89 yards on 11 carries and Petru Ciubotarescu rushed for 88 yards on 17 carries. Kopics completed two of seven passes for 37 yards and a touchdown to replace injured quarterback, Juan Pablo Borrero.

Without 6 starters, MSD lost to Westminster High School 38-0 in October 22, Ciubotarescu carried 17 times for 79 yards.

On November 1, the Orioles traveled to Florida School for the Deaf at St. Augustine without Coach John Coleman due to a death in his family. In hot and humid weather, FSD beat MSD, 20-13. Junior Juan Carlos Borrero caught 3 times for 73 yards while Kopics rushed 52 yards in 12 carries.

Maryland School for the Deaf Youth Football: 1 and 5 Record

It wasn't only the varsity level that enjoyed success on the football field. This year's youth football team had been very successful as well considering that it was 1 and 5. Despite its record, this team epitomized the qualities that great teams who stick together through thick and thin. They were able to accomplish many great things on both the offensive and defensive sides, but were unable to put enough points on the board to secure more than one win.

The highlight of the season was coming off the Lions loss, losing 25 to 18. Having been so close to victory, they were more than ready to get a taste of victory. They quickly went to work focusing on the Packers game and eventually came out on top with a 20 to 13. Adoes Baker and Jason Coleman both led a vicious ground attack gaining over 200 yards. Jason had two touchdowns while Adam contributed one touchdown and an extra point conversion.

Under the leadership of several seasoned veterans, there was much team

work among the players. With a year of playing experience under MSD's belt, one wonders how much they will contribute next season? Thumbs up to MSD players for a job well done this season!

The coaches would like to take this opportunity to thank each and every player for a great season. Best of luck to the 12th graders when they move up to varsity football next year. The coaches know they will do an excellent job as they did for the youth football team.

<table>
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<tr>
<th>Name</th>
<th>Jersey #</th>
<th>Grade</th>
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<tr>
<td>Tanner Ashley</td>
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<tr>
<td>William Bowers</td>
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<tr>
<td>Jared Kingsford*</td>
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*Denotes Captains

Coaches — Mark Burke, Matt Korpics, Delmas Woodall, and Eric Wood

WE      THEY
0       Eagles 25  
13      Giants 27  
6       Vikings 20  
18      Lions 25   
20      Packers 13  
12      Colts 39   

MSD Varsity Volleyball

The MSD volleyball season is over! The girls had a great year playing volleyball. Their volleyball team scored a great record: 12 wins and 15 losses. This is certainly an improvement over last year. Everyone remarked that the team continually improved during the volleyball season.

Coaches are very proud of the girls because they tried very hard during their practices and games. Their goal was to maintain their “PMA” (Positive Mental Attitude) throughout the season. This “PMA” is what expressed the coaches the most!

The team did well during several matches. The girls won 1st place at the Virginia Tournament and 6th place in ESDDA tournament. In fact, the girls showed a lot of effort at the ESDDA tournament. They will do even better next year if they continue to work on their “PMA’s”.

MSD will lose two seniors next year: Kelly Corrigan and Carly...
Eichelberger. However, all of MSD’s other “winners” will be back. MSD’s competition will have their hands full during the 1998 season.

Finally, Carly Eichelberger and Nicole Sichter were selected for the all-star team at the Virginia School for the Deaf Volleyball Classic. Also, Nicole Sichter was selected to the ESDDA all-star team. What an accomplishment for these young ladies!

1997 Middle School Volleyball Season

Has a winning tradition finally ar
ered in the Middle School Volleyball program? The girls completed their season at 5 and 1.

This year marked the first time MSD had its volleyball camp for the Middle School girls prior to school opening. This has allowed the girls to get to the groundwork of focusing on the fundamentals of the game. With much of the emphasis being done in camp, it has proven to be very important to their winning campaign.

During camp, the girls came together and developed a bond that carried over the season. The girls were able to have fun going to the mall and swimming between their practice sessions.

With the groundwork in place, MSD lost its first game against Marett, a traditional powerhouse. The girls identified their weakness and strengths and made some adjustments. After the needed adjustments, facing Covenant Life MSD fell behind 2 to 0 in a best of 5 series. The girls finally stepped up and stormed through winning the next three matches to clinch the series 2 to 1. Consequently, MSD never looked back, notching wins over St. Andrew’s twice, Stone Ridge, and again Covenant Life, finishing off the season at 5 and 1.

This team did a remarkable job improving from every game. With a mixture of several veterans and first year players, they have been successful in playing together as a unit. Some of the 8th graders will be departing from the team moving on to high school. The coaches would like to wish the best of luck to them. They will be sorely missed. This team deserves a pat on the back for their effort in making this a successful campaign.

The team and coaches would like to extend their thanks to Ray Lehmann for his advice and help when he was able to come to practice. Thanks Ray!

GIRLS’ BASKETBALL

Nov. 25 — Bethlehem Baptist
Dec. 2 — Frederick Christian
Dec. 4 — Highland View
Dec. 6 — Western Penna SD
Dec. 9 — Capital Christian
Dec. 10 — Virginia SD
Dec. 13 — Model Secondary SD
Jan. 3 — Covenant Life
Jan. 10 — Highpoint Classic @ Bevin SD
Jan. 13 — Newport Prep
Jan. 23 — General Lee
Feb. 3 — St. Andrew’s JV
Feb. 5 — Model Secondary SD
Feb. 7 — North Carolina SD
Feb. 10 — Newport Prep
Feb. 12 — Colonial Beach
Feb. 15 — Urbana H.S.
Feb. 17 — ESDDA @ BVPS
Feb. 22 — ESDDA @ EYSD

WRESTLING

Dec. 2—5 St. John’s
Dec. 5 — Western Penna SD
Dec. 8 — Rosewood/Our Lady
Dec. 10 — St. Andrew’s
Dec. 12 — Jamea Institutional
Dec. 15 — GeorgeTown Prep
Jan. 9 — St. Anselm’s
Jan. 13 — Model Secondary SD
Jan. 15 — Bowling Brook
Jan. 21–23 — James M/Maret
Jan. 23–31 — ESDDA @ American SD
Feb. 3 — Brooklands
Feb. 10 — Andrew’s @ Edmund Burke
Feb. 13–14 — St. Albans @ St. Albans
Feb. 16 — Georgetown Day
Feb. 27–28 — National Prep (PA)

Winter Sports Schedule

BOYS’ JV & V BASKETBALL

Nov. 25 — Bethlehem Baptist
Dec. 2 — Frederick Christian
Dec. 4 — Highland View
Dec. 6 — Western Penna SD
Dec. 9 — Capital Christian
Dec. 10 — Virginia SD
Dec. 13 — Model Secondary SD
Jan. 3 — Frederick Christian
Jan. 9–10 — Vikings Classic @ Bevin SD
Jan. 13 — Newport Prep
Jan. 15 — Quicksilver
Jan. 20 — Highland View
Jan. 22—Heritage
Jan. 27 — Capital Christian
Feb. 3 — St. Andrew’s
Feb. 5 — Model Secondary SD
Feb. 7 — North Carolina SD
Feb. 10 — Newport Prep
Feb. 12 — Colonial Beach
Feb. 15 — Urbana H.S.
Feb. 15 — ESDDA @ BVPS
* Varsity Only * JV Only

Youth Soccer Teams


26 THE MARYLAND BULLETIN
Emile Marie Dietz Feiffer ’24, passed away on May 24, 1997. She is survived by one son, Paul, one brother, Charles Dietz, eight grandchildren, and a host of great grandchildren, nieces, and nephews. She was preceded in death by her husband, Joseph Feiffer, one son, Joseph Feiffer, Jr., two sisters, Ida Bald, and Laura Wiegley, and one brother, Henry Dietz. The funeral service was conducted at the funeral home of John C. Miller Inc. with burial at Parkwood Cemetery. In lieu of flowers, memorial contributions may be made to St. Mark Lutheran Church of the Dead, 40 E. Burke Avenue, Towson, Maryland 21286.

William F. “Tottie” Nixon ’41, 78, of Cumberland, Maryland, passed away on June 9, 1997. He had heart attack in 1996. He was born on January 25, 1918. He is survived by his two older brothers, Frank and George Nixon. Funeral service for Mr. Nixon was conducted at Scarpelli Funeral Home with burial at Davis Memorial Cemetery in Cumberland.

Jane Angell Miers ’53 and her husband, Nicholas, of Derwood, MD, lost their son, Kevin Arnold Miers, to cancer on July 4, 1997. He was also a nephew of James A. Angell ’49. He is survived by his six siblings. Born on May 15, 1969, Kevin graduated from Gaithersburg High School in 1987 and was a graduate of Montgomery College. He was employed for the Smith Lithograph Corporation. Funeral services were conducted at the Stauffer Funeral Home with burial in Resthaven Memorial Gardens in Frederick, MD. Memorial contributions may be made to American Cancer Society, Frederick County Unit, 1011 E. Patrick St., Frederick, MD 21701.

Louis William Bowie ’65, passed away on April 15, 1997 at Potomac Hospital in Woodbridge, Virginia. He was 52 years old. He is survived by his sisters, Nora L. Bowley and Patricia A. Arroyo, both of Hilltop, Virginia.

Larry Reedy ’66, was honored at a surprise 50th birthday cookout party at the Black Hill Regional Park in Boyds, Maryland, on August 24, 1997. Approximately over fifty people were there to sing “Happy Birthday” for Larry. His wife, Nancy, made arrangements with the help of their friends. It was an enjoyable event.

Michael Baer ’80, and his wife, Marcie, became the parents of their third son, Chandler Miles Baer, born on August 14, 1997 at 8 pounds 1 ounce and 18 1/2 inches long. He joins his two brothers, Conrad who is 3 years old, and Cooper who is 18 months old. They reside in Denver, Colorado where Mike is employed by the Sprint - Colorado Relay Center.

Karin Scribner Polzin ’83, and her husband, Neal, welcomed their second child and first son, Everett David Polzin. He was born in Frederick, MD, on 9:09 p.m. on October 10, 1997. He weighed at 8 lbs. 6 oz. and was 22 inches long. He joins his 3 1/2 year old sister, Liv Karina Polzin. They reside in Frederick where Karin is employed at MDS as a family education teacher.

Sandra Kay Blazek ’85 of Denton, MD, became the bride of Christopher George vonGarrel ’84 of Mount Airy, MD, on June 28, 1997 at Saint Elizabeth Roman Catholic Church in Denton, MD. The wedding attendants were Melanie Eggers as maid of honor, Julie Swann and Brenda Breeding. sisters of the bride, and Missy Roper were the bridesmaids. Conrad vonGarrel ’82, served his brother as a best man. Ronald Overton, brother of the groom, was a groomsman. The ushers were Jimmy Riley ’82, Paul Rosado, and Jason Terrac. The newlyweds spent their honeymoon at the Sandals Resorts in Antigua and St. Lucia where they sailed, scuba-dived, and snorkled. The new Mr. and Mrs. Christopher vonGarrel are residing in Frederick and are employed at the Maryland School for the Deaf as Student Life Counselors.

Bridgetta Bourne-Friel ’80, and her husband, Les, became the parents of their second son, Gideon Bourne Friel, on October 25, 1997 at 6:48 p.m. in Walnut Creek, California. Gideon weighed at 9 lbs. 6.8 oz. and was 21 1/4 inches long. He joins his three year old brother, Jared Bourne Friel. They live in Newark, California where Bridgetta is an ASL Instructor at Ohlone College in Fremont. She will return to California School for the Deaf, Fremont, next fall as an outreach coordinator after a year’s absence on maternity leave.

Belinda Monigan ’80, became engaged to Roger Carroll last spring. Belinda is employed as a teacher aide at the Wisconsin School for the Deaf. The wedding is scheduled to take place in the fall of 1998.

Bobbi Sue Kennew’s ’89 marriage to Rosiec (Rocky) Winfield Murray II was announced by Mr. and Mrs. Robert Kennew of Clarksburg, MD. Bobbi Sue and Rosiec were united in marriage on a sunny afternoon of August 30, 1997 at Baker Park Gazebo in Frederick, MD. Bobbi Sue is pursuing her B.A. degree in Early Childhood Development at Frederick Community College and hopes to continue her B.A. degree at Hood College. Rosiec is a middle school teacher at MSD - Frederick Campus. The
PTCA NEWS

New Playground For Elementary Students

After continued planning, revisions, fund raising, sweating, and just plain hard work, the playground located outside the elementary school is now complete. The PTCA and MSD worked together to complete this beautiful playground during the long, hot summer. Parents, students, administrators, and teachers worked very hard installing the playground and painting the old playground to match the colors of the new playground. Special thanks go to Natalie and Johnson Grindstaff, co-chairpersons, and their sons, Jarvis, Jeff Lewis, Chad Baker, Melinda Padden, David Martin, Nancy Fava and her son Daniel, Adora Lehmann and her two children, Shauna and Scott, Audrey Frank and her three children, Jessica, Brittany and Jarrod, Terry Berrigan and his four children, Kryscie, Diana, Kevin and Danielle, Norma Clapp and her three children, Kimberly, Larissa and Jonathan. Wally and Janet Winczak and their two children, Justin and Ashlyn, and Gaye Heisey.

Mr. and Mrs. Reason Murray

Elementary students Jarvis Grindstaff cuts the ribbon while (l to r) Coordinator of Elementary Student Life Ms. Elizabeth Marsh, PTCA President Ms. Audrey Frank, Assistant Principal-Elementary Department Ms. Melinda Padden, President of MSD Board of Trustees Dr. Jeffrey Lewis, Superintendent Mr. James E. Tucker, Co-Chairperson Ms. Natalie Grindstaff, Principal Mr. Stanley C. Baker, and Co-Chairperson Mr. Johnson Grindstaff look on.

FLASH...FLASH...FLASH...FLASH...
Change of date for ALUMNI DAY
Saturday, March 7, 1998
General Meeting of MSDAA
Announcement of MSD Hall of Fame
Basketball Games
Watch for details in the next newsletter of the HESSIAN POST
or check for MSD’s Home Page (http://www.isd.edu)
and click for alumni
Brian Brizendine, Chairperson
The Lewis Family Donates Playground Equipment

Jeffrey and Nancy Lewis, parents of MSD students, Tandy, Taylor, Taylor, and Tessa have donated playground equipment for the pre-kindergarten and kindergarten students. The wooden structure, which is completed with a fort, has "Jenny Kid's Castle" engraved on it. This will always serve as a gentle reminder of the Lewis family's generous contribution.

PTCA Hosts Third Annual Halloween Party

MSD-PTCA hosted the third annual Halloween party in the gym on Sat., Oct. 24 given by co-chairpersons, Gaye Heisey and Norma Clapp and their wonderful helpers, Stacia Frankowski, Donna Frank, Adora Lehmann, Janet Wilczak, and Audrey Frank. Approximately 200 people, including MSD students, ages 1-12 years, and their parents and siblings attended the party. Activities included costume contests, games, face painting, picture-taking, and frame making. Pizzas were served. The five judges, Lorraine Stoltz, Kathy White, Eileen Reisinger, Barbara Callier, and U Sung Chung had a very difficult time choosing final winners for the costume contests as the children and parents wore creative and fantastic costumes. The final winners in the children category received $15.00 gift certificates from Toys R Us and $20.00 gift certificates from The Olive Garden were given to parent winners. The child winners were:

Most Original - Sigga Jonson (Dice)
Most Scariest - Reina Krechter (Witch)
Prettiest - Shania Steingriner (Queen)
Cutest - Brittany and Danny Frank (Dalmatian dogs)
Ugliest - Cory Balzer (Frankenstein)
The parent winners were:
Most Original - Janet Wilczak (Ape)
Most Scariest - Tammy Krechter (Witch)
Prettiest - Trudy Mento (Devil)
Funniest - Audrey Frank (Funny woman face with green wig and thick glasses)
Ugliest - Ray Lehmann (Monster)

MSD Selected As A Major Recipient of Hecht's Annual Charitable Giving Program

September 5, 1997 — Frederick, MD — The associates of Hecht's Department Store, located in the FSK Mall in Frederick, have chosen The Maryland School for the Deaf Foundation, Inc., as a major recipient of the store's annual charitable giving program for 1997.

Hecht's general manager Carol Ann Hofner recently presented a check to MSD Foundation president Alfred Shockley and treasurer Joseph D. Baker for general support of the Foundation's programs. In accepting the gift, Mr. Shockley noted the importance of corporate support of area non-profit institutions like the MSD Foundation. "The Frederick community has always been very generous in supporting the services that in turn support the needs of our citizens. We are delighted to add Hecht's to our honor roll of donors, and applaud their concern for our children."

Hecht's is a division of The May Company and has 72 stores located in Maryland, four surrounding states and Washington, DC. A strong supporter of The United Way, Hecht's employs 204 people in its Frederick store.

The Maryland School for the Deaf Foundation, Inc., is a non-profit, educational foundation created to support and enhance the work of the Maryland School for the Deaf, which has campuses in Frederick and Columbia, MD. The Foundation provides scholarships for MSD students and makes grants to the school for programs and equipment. Gifts to the Foundation come from a wide range of individuals and businesses throughout Maryland.

Local businesses support Deaf Education: Hecht's of the FSK Mall has chosen The Maryland School for the Deaf Foundation, Inc., as the recipient of its major charitable gift for 1997. Shown at the check presentation are (l to r): Hecht's Colleen Ginsberg, executive secretary, William Kristofski, human resources manager; Carol Ann Hofner, general manager and MSD Foundation President Alfred Shockley and treasurer Joseph Baker.

Photo Credit by C. Kurt Holle
The National Technical Institute for the Deaf at the Rochester Institute of Technology in Rochester, New York. He received his A.A. Degree in the field of Applied Art in the winter of 1992. He came to Washington, D. C. where he currently works as a production assistant for the bimonthly color magazines published by the National Trust for Historic Preservation, a national nonprofit organization that helps preserve old and historic buildings. In addition to his current full time job, he is a self-employed part-time graphic designer who works on cartoons, illustrations, and graphic designs.

Shawn described his feelings when he saw his first cartoon published in Deaf Life for the first time when he was still a student at NTID. He felt kind of proud when he experienced for the first time. However, a few years later after his graduation from NTID, he was more proud when his cartoon work was published in the American Athletic Association of the Deaf's AAAD Bulletin. It was the highest point in his life when he realized that he was a serious cartoonist. His cartoon works are currently published regularly in Deaf Life, AAAD News and Deaf Sports Review, Silent News, World Around You, Deaf Nation, and Newswaves. To make illustrations in the cartoons, when he saw his first cartoon published in Deaf Life for the first time when he was still a student at NTID. He felt kind of proud when he experienced for the first time. However, a few years later after his graduation from NTID, he was more proud when his cartoon work was published in the American Athletic Association of the Deaf's AAAD Bulletin. It was the highest point in his life when he realized that he was a serious cartoonist. His cartoon works are currently published regularly in Deaf Life, AAAD News and Deaf Sports Review, Silent News, World Around You, Deaf Nation, and Newswaves. To make illustrations in the cartoons,
Our students want to attend the Nebraska School for the Deaf to help save it from being closed.

"Edna! Don't be silly. Wait until your broken arm heals!"

Shawn has to use his thinking, observations, and experience in helping him determine cartoons and captions. In addition, he does research on various cartoons and comic strips in magazines and newspapers in order to develop captions or writings.

Shawn's long range goals are to become a great illustrator and graphic artist. He would like to see his artwork and cartoons published in several national publications such as Saturday Evening Post, The New Yorker, and The National Enquirer.

Shawn enjoys going to the libraries to read and browse books like the old days at MSD. He likes to watch basketball games and play with his adorable cat, Snicker. He enjoys spending free time with his girlfriend, Beth Hortie.

Shawn has his special advice for the students at the Maryland School for the Deaf... do well in your studies and take advantage of your education at MSD.

"For Pete's sake, the boy can't hear a boo. We are at a deaf residential school, remember!"
Order the new 1998 MSD History Calendar developed by MSD's American Studies Classes. They make great gifts for family and friends!

Take pride in MSD History.

(Mailing Address Only)
Name: ____________________________
Address: __________________________
City: ________ State: _______ Zip: ______

I would like to order ___ 1998 MSD History Calendar(s) at only $7.50 each plus $1.50 for shipping/handling. I have enclosed the total of $____ for the calendars(s).

Please make all checks payable to Geraldine Whitt, MSD History Calendar.

Mail order to: Geraldine Whitt
MSD History Calendar
Maryland School for the Deaf
P.O. Box 250
Frederick, MD 21705
The Signing of House Bill 1023 (The Maryland School for the Deaf: Funding and Services) on May 8, 1997

Governor Parris N. Glendenning, Lieutenant Governor Kathleen Kennedy Townsend, President of the Senate Thomas V. Mike Miller, Speaker of the House Casper R. Taylor, Jr., Delegate Sue Hecht, Delegate Louise V. Snodgrass, state officials, and members of NSD Community are all smiles moments after the signing of House Bill 1023.