The Maryland Bulletin

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Spring 1998

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ON THE COVER

Members of the 1998 Mid-Atlantic Academic Bowl championship team and the National Academic Super Bowl 2nd place team (l to r: Coach Kevin Strachan, Coach Peggy Ann St. John-White, Joshua Walker, Keith Nolan, Timothy Riker, and Allison Polk) and members of the 7th Biennial Northeast Math Bowl championship team (l to r: AllisOn Polk, Lisa Delameau, Samuel ThuHaNn, Daniel Maliszewski, Coach Kathleen Setzer, and Coach Julius Vold) pose in front of Bjorlie Library. Displaying her intellectual prowess, Allison Polk, (in the front) is a member on both teams! See related articles on page 16.

Maryland School for the Deaf

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To entertain new my subscription for the 1998-1999 school year, Please send $8.00 in check or money order (Payable to The Maryland Bulletin) and your mailing address to the following address:
Office of the Superintendent
Maryland School for the Deaf
Post Office Box 259
Frederick, MD 21705-0259
Valedictory Address

"Our Journey"

By Timothy Brian Riker

The sunshine fills our day with warmth as we, the graduating class, look out of the car windows. We all look at the signs telling us how many more miles we have left to get to Orlando, Florida. The longer the number goes, the more we imagine what rides we will go on at Disney World. There will be roller coasters, water rides, and much more. Which ride will we go on first? Will we try the delicious food, stop to see a show, or explore the new Animal Kingdom?

"When will we get there? How many more miles do we have left? How much longer until we get there?" Those will be the questions we ask our parents until we finally arrive. Sometimes we will fight each other over small things. Other times we will tell jokes and play games to pass the time. It is not until the sun goes down when we all realize that the adventure will not end until tomorrow. Our parents stop by a motel outside Disney World and prepare for the new day. They turn on the television and watch the weather channel. We all hope that the weather will be pretty. Bad weather means no rides. To our relief, the forecast seems positive. We scramble to bed, but name of us cannot sleep at all. The rest of us have sweet dreams of a world of fantasy.

When we wake up the next morning, we dress as quickly as possible. We don't want to waste a minute of our new day. Our parents, however, are grumpy. They know that they will have to let their kids cut out on their own. A meeting time and emergency directions are given to us. Our parents are wondering if we will all be right on our own.

We all go on different rides. Some of us become sick and dizzy from the rides. The rest of us have fun. Some of us play games and win prizes. Others tell tales to each other about how fun a ride was or how sick they became. In the end, everyone meets to discuss and share the events of the day.

Today, we have finally arrived at our destination. The only difference is that it is not Disney World in Orlando, Florida, but Graduation Day. Our journey to this day has been as many smooth and other times pretty rough. We became involved in sports and sports to keep ourselves busy on our trip.

We have also argued about different things and learned from our mistakes. Now, we are here and we can finally stretch our legs and start a new day.

The tickets our parents bought for admission into Disney World are like our diplomas. We must use them to our fullest. Before we can go on the rides, we need to plan our day carefully. In order to make the most use of our tickets, we need to plan a route that will ensure that we maximize our time. In life we also have to plan ahead. The biggest decision that we have all made this year was where to go to college or where we will work. Some of us feel very confident on the route of our choice, while others are unsure. It is important to be flexible and change routes later in life to experience more of your favorite rides.

When we enter the park, our parents will feel awkward about letting us go on our own. Our parents might set up meeting times and emergency directions for us to follow in case we get lost. They really care about us and want us to enjoy life as much as possible, but they are also afraid that we will not make the right choices. There is nothing we can do except try to make our parents proud of who we are. Today there are some parents heart stricken with tears in their eyes. Our smile with pride. Look at them. They are proud on this day, but they are also nervous about letting us go. Members of the Class of 1998, be sure to keep in touch with your family for guidance and support throughout your adventure. They need you and you need them.

When our family finally lets us go, we will have to make many decisions on our own. Some of them will be good and from others we will learn a lesson. The most important thing is that you try to make the best decision possible. If you feel unsure about a decision that may cause some ill consequences, it is better to decide against it. If you just are a hot dog, will you be able to handle the violent rides? Be sure before you go forward.

During the year, everyone will have their ups and downs like a roller coaster. Good things may happen to you such as graduate-

Timothy Riker

ing from college, being promoted in a job, or getting married. The bad things are inevitable, they will come to you when you least expect them. The key to happiness is the ability to face the bad and go on with your life. As long as you hope and believe that the positive things will come, you will quickly pass by the bad times. Remember that a roller coaster is never completely downhill.

Sometimes in life, when you least expect it, there will be rain. Will you let the rain make you miserable or will you find some other things to do to fill your day with fun? In life, when a door closes, remember, another one always opens, so do not feel discouraged when everything seems lost because there is another path you can follow that you formerly overlooked.

When the day is nearing its end, we will all meet again. From wherever we are, near or far, we will all meet again ten years from now and share each of our unique adventures. Will you tell how you became sick on the rides or tell inspiring stories? Will you show off your prizes or introduce the new people you brought with you? It is all up to you how you want your life to go. There is one thing to do after this special day. Wake up tomorrow morning with a smile on your face and boldly go out on your adventure. Fellow graduates, I wish you the best of luck on your journey.

SPRING 1998
Hello everyone! It's an honor to be here, at this moment, watching everyone's gleaming eyes and bright proud smiles. Class of 1998, look around you. Here are your proud parents, grandparents, sisters, brothers, teachers, staff, and friends. They all are proud of you because of the accomplishments that you've made in your life. Your accomplishments in academics, sports, clubs, and the community make you a better person, today, tomorrow and in the future. All the achievements that you've made have awed people in many ways.

There are four keys necessary to achieve: frustration, determination, patience, and finally success. When reaching for a goal, you may feel frustrated at first. As you struggle, people will see your stubborn persistence to break all the obstacles and fight with determination. People will admire you as you practice and correct your mistakes and continue working to reach your goal. Take your time, don't give up and everyone will see your patience. And then at the end, people will see you succeed with pride. You will set a good example for other people because they will see that you, each of you, can achieve in something you believe in. We will show the world that the Class of 1998 can reach our goals with determination and pride.

I would like to share with all of you what I learned about achievement. Last winter we, the cheerleading team, were very frustrated as we struggled to teach and learn from one another. I have had to admit working together as a team and being cooperative with each other is very hard. Each one of us had different ideas about this and that. We changed our dance routine every day; we modified our cheers; you name it, we changed it. People thought the four of us would never achieve. We couldn't win the championship. However, the positive attitudes that we had, the determination that was burning inside of us, the words of encouragement from others were pushing us further. Our patience and persistence kept us going. We proved people wrong by bringing home our beautiful, golden, polished trophy. That's right, we won the ESDAA championship. It's all because we took a small step with pride from the beginning and followed through overcoming the good and bad obstacles that crossed our path. Eventually we reached the top of the hill with a big, bright, golden sign, our trophy, that says ACHIEVEMENT.

As you see, the size of your achievement, big or small, doesn't matter. People will respect you and praise you for working hard to get something that you really want. Show others that you can do it and be proud of your accomplishment. Be proud just like the people that are sitting behind you. They smile with encouragement for each of you because you have succeeded today. You can become a great successful person in the future.

Members of the Class of 1998, you should recognize your accomplishment of being here on this graduation day! You have traveled a long road to get here. You have proved to everyone that you have worked hard to wear your cap and gown and receive your diploma. You all should feel a sense of achievement inside of you and carry it with you as a torch, as a trophy, because your achievement is commendable—something you should never forget. So I congratulate you, the Class of 1998. Good luck to all of you!
1998 Commencement Address
By Dr. Ykerer Andersson

1998 Graduates, parents, teachers, administrators and supporters!

At a new Frederick resident. I am happy to know that our workbooks combining the 238th anni-
versary of Frederick City and Frederick County
was acknowledged Maryland School for the
Deaf as a part of their heritage. With pride I have
donated copies of these books to university
libraries in Australia, in England and in Sweden where
I have had lecture tours. The name of your school
will certainly be known over the world. Indeed, it is as
honored for its in the address at Maryland
School for the Deaf.

The Gratitude Day is a big event for you.
You have good reasons to be proud of this im-
portant milestone in your life. You may in the
near future ask yourselves what education has
actually meant to you when you are entering the
world outside school. Here I would like share
some of that feelings about education which deaf
adults in Africa, Latin America, Europe and the
United States have for more than 50 years
shared with me. Despite the differences in their
cultural, social, religious, ethnic, and linguistic
backgrounds, deaf adults in the world share the
same opinion about education. Let me discuss
some of their opinions here.

1. Education occurs both inside and outside
the classroom.

People often think that learning takes place
only within a classroom. It is not true. Research
has repeatedly confirmed that there are many dif-
ferent ways to learn. Within classroom we learn
from teachers and through discussions. Outside
we learn from each other, even while playing or
eating. The first, and the most important, part of
basketball or volleyball helps us to focus on the
improvement of our skills. Examining or evalu-
ing our meals helps us to understand the im-
portance of ingredients. We can also learn when
being alone, especially while reading books,
newspapers, magazines or computer programs. We
can also dream and then wake up to wonder why we
have had such a dream. In these ways we learn and
think.

At a school for the deaf where I worked as a
mental health counselor, a young deaf adult once
asked me whether reading comics could be a
bad habit. He stated that his teachers said that
he should read books instead but he could not
read books simply because the books were so
boring. After discussion, he agreed to read the
comics more carefully and more critically. Some
time later, he told me that he expanded his va-
ocabulary so successfully that he became inter-
ested in newspapers and books for further read-
ing. He also realized that reading could occur both
directly and indirectly.

Many deaf adults in different countries have
repeatedly told me that playing different sports,
either within or outside school, helped deaf teen-
ages to interact with each other. This kind of
interaction became an educational experience. In
fact, many of these teenagers later became out-
standing leaders. For example, my Swedish
brother was outstanding in many sports and later
served as a sports leader and basketball
owner for many years. Although he retired and
no longer served any organization, he still
reads books and tries to improve his skills.

2. Education is a life-long process.

People learn at every age. Their first learn-
ing is hugging. Hugging is very important be-
cause it helps the babies to learn how to respond
to the feelings expressed by their parents. This
initial step helps them to establish a life-long
learning process. As they grow up, the babies
learn many simple things such as how to drink
milk from a glass, how to say or sign names and
numbers, how to play with toys, how to obey and disobe-
y the commands by their parents and so on. Their
learning rate, however, increases very rapidly at
school where they experience a much greater di-
versity in the ages and backgrounds of people.
They begin to realize that their learning never
stops until at death.

The use of TTY and e-mail or internet has
also helped you to learn many things very quickly.
You have built a strong network within the U.S.
and across countries borders. This exciting things
has broadened your world view. Many deaf se-
rvice men are now learning how to use internet.
Even though the use of TTY and internet is still
un-available in the majority of countries around the
world, deaf adults in both developing and indus-
trialized countries still welcome learning oppor-
tunities by reading, discussing, playing etc.

A 80-years old deaf person in Venezuela
profoundly showed us one of facts that no one
had himself built. He participated and won se-
veral sailing boat championships during the 1990’s.
Today he still learn about new developments in
boat building although he no longer drives his
boat. A deaf person who is deaf, but is a
Catholic priest in South Africa and now is a
missionary in China is aiming to master Chinese
despite his age. A 65-years old grandmother
of six children was ready to work after having taken
a bachelor degree at Gladiol University.
In short, education does not just at birth and ends
at death.

3. Education is a wonderful empowering tool.

Those who have acquired university educa-
tion, who have become fluent in more than one
language, older spoken or signed, who have
shown their skills in woodworking, auto repair-
ment, house building etc., and who have demon-
strated their technical skills always feel more free
and independent those who must seek and
have abilities that are not others. “The more you
learn, the more freedom and independence you
gain” is an axiom with which all deaf people
around the world have for a long time been
familiar.
Let me give a simple example to illus-
trate this rule. If you know both how to read
the instructions for lawn mower repairs and how to

Dr. Ykerer Andersson
Ex lawn mower problems, you become far more
free and independent than those who do not have
such skills.

Deaf adults often discovered that classroom
education had helped them to gain access to li-
braries, lectures at deaf clubs, museums, and
sports events — and now to computers. With
interpreting services, they could also enjoy
shows, guided tours, and lectures outside the
deaf club. Of course, these educational ways gave
the adults much more empowerment than they
had imagined.

People often ask me why about 65 percent of
deaf people in Sweden, Norway, Denmark and
Finland join clubs while the membership rates
in the United States and many other countries range
from 5 to 15 percent. The clubs in these coun-
tries offer lectures, adult education courses, and
recreational programs every month. It is my be-
lieve that the lectures, adult education courses
and recreational programs have helped to empower
deaf individuals — not only leaders but also fol-
lowers. — to assume the responsibility for the
preservation of their own culture and language.
If you want freedom and independence, you have
not only to expand your learning opportunities
but also to share with your younger generation.
Of course, your parents, teachers, alumni, and
older friends are ready to work with you on your
future.

In conclusion, what I want to say is that you
cannot stop learning after this important mile-
stone in your careers. You now have wonderful
opportunities to expand your learning in the world
of adults. As an art historian once told that the most
thrilling thing was not to find truth but to be able
to seek new ways to learn! Good luck to all of you!

Thank you.
Graduate Allison Polk has the honor to introduce Dr. Yker Andersson as the 1998 Commencement Speaker.

Graduate Carly Eichberger receives her diploma and a well-wishing hug from her father, Mr. Donald Eichberger who is the treasurer of the Board of Trustees.

Graduates (l to r), Steven Jackson, Timothy Hike, Juan Pablo Borrero, and Daniel Malikowski show their “thumbs up” during the Commencement program.

Graduate Petro Cibotarescu receives warm congratulations from (l to r) Ms. Jenny Sue Bourns, Senior Class Sponsor; Dr. Yker Andersson, Commencement Speaker; Dr. Jeffrey W. Lewis, President of the Board of Trustees; Mr. lens E. Taekel, NSF Superintendent; Dr. Richard C. Steffen, Jr., NSF Deputy Superintendent; Principal CC; and Ms. Kerri lawye-Davis, Senior Class Sponsor.
After receiving his diploma, Graduate Keith Illambie is all smiles.

Ms. Betty Hicks, Assistant Principal of High School Department presents Graduate Clifton Johnson a diploma and a congratulatory handshake.

Graduates (l to r): Shitson Hare, Carly Eichelberger, Elizabeth Delamaze, Tracey Cho, and Brandy Ward stand in "the receiving line" at the end of the graduation ceremony.

Graduate Juan Pablos Borrero (right) poses for the camera with his younger brother, Juan Carlos.
The following students have met the Maryland School for the Deaf Graduation Requirements:

Keith Eugene Blamble, Jr.  
Chadwick Rayburn Beland  
Juan Pablo Borrero  
Tracey Elizabeth Chu  
Petro Ciubotarescu  
Kelly Ann Corrigan  
Elizabeth Larissa Delaunay

Carly Ruth Eichelberger  
Dustin Michele Ferry  
Kathryn Rose Guerra  
Shannon Edward Hare  
Steven Walter Jackson, Jr.  
Clifford Antonio Johnson  
Quinada Durcas Mackey

Daniel Scott Maliszewski  
Julie Ann Marshall  
Allison Michael Polk  
Yasima Lashun Pritchett  
Timothy Brian Riker  
Gerald Anthony Stallard  
Brandy Kaye Ward

MSD GRADUATION REQUIREMENTS

I. Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<td>English</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>7 or 10</td>
</tr>
</tbody>
</table>

Total Required Credits: 26-29 credits; a minimum of four credits must be taken after completion of the eleventh grade.

II. Four-year High School attendance, including the Senior year at MSD, is required.

The following students have met the Maryland High School (Maryland State Department of Education) Graduation Requirements:

Keith Eugene Blamble, Jr.  
Juan Pablo Borrero  
Tracey Elizabeth Chu  
Petro Ciubotarescu  
Kelly Ann Corrigan  
Elizabeth Larissa Delaunay  
Sarah Elizabeth Duran  
Carly Ruth Eichelberger  
Dustin Michele Ferry  
Eric Moore Hayes

Daniel Scott Maliszewski  
Allison Michael Polk  
Timothy Brian Riker  
Gerald Anthony Stallard

MARYLAND HIGH SCHOOL GRADUATION REQUIREMENTS

In order to graduate from a Maryland secondary school, a student must earn a minimum of 21 credits; beyond the eighth grade and pass functional tests required by the Maryland State Board of Education. Specific credit distribution is shown below.

1. Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
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<td>Mathematics</td>
<td>3</td>
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<tr>
<td>Physical Education</td>
<td>1/2</td>
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<tr>
<td>Health</td>
<td>1/2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Advanced Technology      2 credits
Foreign Language          2 credits
or
State Approved Career and Tech Program 4 credits
Electives 3 credits

Student Service Learning 75 hours

The elective units may be chosen from offerings in any curricular area. Questions regarding High School graduation requirements should be directed to the High School Assistant Principal.
1997-1998
HONOR AWARDS

The annual honor awards night held on June 3 is always a positive influence on MSD students. Award recipients demonstrate highest level commitment and competency in their work. They set high standards for themselves and their peers, setting example of leadership to the community at large. Honorees are as follows:

Dedication of 1998 Cornerstone (MSD Yearbook):
Barbara Kinzie

Optimist Club Middle School Awards:
(eight $50.00 awards)
Adam Baker, Jessica Baldi, Fallon Bozicodine, Jason Coleman, Kevin Coyle, James Eatheridge, Laura Lohmeyer, and Tabitha Markel

Frederick Optimist Club Award:
($50.00 award)
Het Jan Woodward

Maryland Association of the Deaf Award:
($100.00 Award)
Allison Polk

MSD Foundation Outstanding High School Student:
(two $50.00 cash prizes)
Kimberly Clapp and Timothy Riker

MSD Foundation Outstanding Middle School Student:
(two $30.00 cash prizes)
Laure Lohmeyer and Gracey Tomita

MSF Foundation Outstanding Career and Technology Student:
(two $50.00 cash prizes)
Elizabeth DeLamae and Clifton Johnson

Hazel McLean MSD History Award:
(1st place-$75.00, 2nd place-$30.00, and 3rd place-$20.00)
Timothy Riker (1st), Franco Korpics (2nd), and Elizabeth DeLamae (3rd)

MSD Foundation Middle School Reading Award:
(two $25.00 cash prizes)
Kevin Coyle and Jessica Varfjared

High School Faculty Pride In Self Award:
(two $25.00 cash prizes)
Gary Demark and Jennifer Riddell

Yvete Benton Memorial Award:
(Middle School - $50.00 cash prize)
Kathlyn Fernandez

Harry Benson Alumni Association Award for Athletics:
(two $25.00 cash awards)
Kimberly Bruggeman and Robert Steele

George Faupel Alumni Association Award for Drama:
(two $25.00 cash awards)
Allison Polk, Best Performer
Kelly Corrigan, Best Supporting Actress

Drana Club Award:
(two $25.00 cash awards)
Kimberly Clapp, Most Promising
Tiffany Thomas, Best Actress in a Minor Role

May Frances Vance Alumni Association Award:
(2 plaques)
Tracey Chu and Clifton Johnson

James H. Behrens Alumni Association Leadership Award:
(plaque)
Timothy Riker

PTCA Golden HandsAward:
(six plaques)
Brittany Branch-Smith and Sigridor Johnson (ES)
Lacey Wilhelm and James Eatheridge (MS)
Andrew Kucharski and John Jones (HS)

PTCA Reverend Louis W. Foxwell Award:
(plaque)
Barbara Kinzie

Division No. 163 of National Fraternal Society of the Deaf Award:
Timothy Riker and Clifton Johnson

Free State Chapter, Gallaudet University Alumni Association Scholarship Award:
($200.00 Award)
Allison Polk

The Laura J. Struthers Memorial Scholarship:
(two $400.00 scholarships)
Elizabeth DeLamae and Allison Polk

Optimist Club “Help Them Hear Foundation” Scholarships:
(two $300.00 scholarships)
Keith Blambie and Tracey Chu

Optimist Club Special Presentation:
($300.00 award)
Timothy Riker

The Margaret Kent Scholarship:
($500.00 awarded upon completion of first semester)
Timothy Riker

The Bernice Shockley Scholarship:
($400.00 award)
Kelly Ann Corrigan

Gallaudet University Presidential Awards:
(Three $1,000.00 Scholarships)
Kelly Ann Corrigan, Elizabeth DeLamae, and Allison Polk

SPRING 1998 7
Elizabeth DeLumex and Clifton Johnson are the proud recipients of MSD Foundation Outstanding Career and Technology Student Awards. Standing beside them at right is Mr. Robert Padden, Assistant Principal of Applied Academic Department.

Ms. Barbara Riggs, Middle School Teacher, presents the Yvette Benton Memorial Award to Kathryn Fernandez.

(I to r) Mr. Mark Rust, High School Teacher; Ms. Beth Hicks, Assistant Principal of High School Department; and Ms. Michelle Kelley, President of MSD Alumni Association present George Faupel Alumni Association Awards for Drama to Allison Polk (Best Performer) and Kelly Coventry (Best Supporting Actress).

Mr. Richard Rosensteel, maintenance worker, receives the PTCA Reverend Louis W. Foxwell Award. Standing beside him at left is Ms. Gaye Helvey, Co-President of MSD Frederick-PTCA and at right is Ms. Audrey Frank, Co-President of MSD Frederick-PTCA.

Ms. Barbara Kinzie, Middle School Teacher, receives the PTCA Reverend Foxwell Award from Ms. Audrey Frank and Ms. Gaye Helvey, Co-Presidents of MSD Frederick-PTCA.

Mr. Stanley C. Baker, Assistant Superintendent/Principal-FC (right) presents the Margaret Kent Scholarship to Timoehy Riker.
All You Wanted to Know About High School
(...and were afraid to ask?)

Part II

Compiled by Bette Hicks, Assistant Principal of High School; Robert Dorrell, Director of Communication Services; Jerry Bush, Athletic Director; and Linda Coleman, Dean of Students

...DID YOU KNOW?

MSD offers students a wide array of academic extracurricular activities.

Student Body Government (SBG)
The SBG is open to students of the High School Department. Students are represented by a class representative whose responsibility is to report back to the class. The Student Body elects executive officers. The President and Vice President of the SBG must be upperclass students. Other executive offices of the SBG include Secretary, Secretary of Academic Affairs and Student Welfare, Secretary of Extracurricular Activities; and Treasurer. Also, each class elects a representative to participate in executive decisions and becomes a vital link of the democratic process.

Close Up Washington: A Week-long Look at Democracy in Action
To experience how the real government works, Close Up Washington is an exciting, week-long study of the nation's capital, where students have the opportunity to experience the government and political process firsthand. While most visitors to the city just see Washington's monuments and museums, Close Up Washington participants get an insider's view of the people and the places that make Washington unique. This seven-day program prepares young citizens to meet the challenges of governing themselves and their nation.

The Hugh O'Brian Youth Leadership Seminar (HOBY)
Every year, one qualified sophomore travels to the Hugh O'Brian Youth Leadership Seminar, a national program designed specifically for high school sophomores. The 3 1/2 day program teaches students about the American Incentive System. Students learn leadership skills and gain many opportunities to use those skills during the course of the seminar. Many distinguished leaders from the state of Maryland give their time to this program and speak to students on: Business, Education, Volunteering, Computer Technology, Sports, Media, Medical Technology, Entrepreneurism, and many other topics.

The International Orioles Club
Now, if a student really wants to travel, MSD expands the borders of the traditional classroom by bringing students to exciting international locations. Students, who meet the criteria, meet regularly after school to learn about the culture, customs, language, food, currency, etc., of the destination country. Then, after months of study and preparation, they spend 10 days to two weeks in that country visiting the sites, learning the history, and meeting the people. Upon returning, students have the responsibility of sharing what they have learned with their teachers, classmates and peers. The first year, the International Orioles Club visited Italy and Greece. The following year, Russia and Sweden. What will next year's destination be? England? China? France? MSD is limited only by the globe.

Young Astronauts (Commanders)
MSD can't travel to the stars, but its students still explore the galaxy... Interested high school students meet twice a month to continue their interests in the universe and space programs. Current events and activities keep the students updated on the advancements of technology under NASA. The high point of being a member of Young Astronauts is the opportunity of going to Space Camp in Huntsville, Alabama, each year, where they play the role of real astronauts.

Ely Literary Society
MSD students also play the role of vampires, detectives, nuns, heroes, and heroines in various dramatic venues. The Ely Literary Society, the drama group on campus, holds open auditions annually for the Spring Production. Students have an opportunity to experience a play production from scene rehearsals, and also to be involved in the technical aspect of the production, such as lights and set constructions. This is an excellent opportunity to enhance self-confidence. In the past, MSD students have done "The King and I," "Beauty and the Beast," "The Taming of the Shrew," and most recently, "Sherlock Holmes.

Academic Bowl Team
MSD is also on the stage for academic! The goal for students on MSD's Academic Bowl Team is to compete against other high school students in the annual Mid-Atlantic Regional Academic Bowl and then in the National Academic Super Bowl Competition at Gallaudet University. The Academic Bowl Team is responsible for mastering a wide range of subjects including English, Math, History, Science, Geography, Fine Arts, Deaf-Stud...
ies, Current Events, and Popular Culture. Team members meet regularly after school, study independently in their areas of expertise, participate in in-house competitions, and travel to and compete in the annual competitions.

Math Bowl Team

The Math Bowl is a biennial event hosted by the American School for the Deaf in West Hartford, Connecticut. The team consists of three to five students answering questions and problems drawn from all areas of mathematics including Algebra, Geometry and Trigonometry. There are three timed rounds of math questions, a 5 minute presentation, and a problem-solving round.

National Honor Society: The Orioles Chapter

This chapter recognizes eleven or twelfth grade students who have shown excellence in scholarship, leadership, service, and character. Faculty members evaluate and nominate students by evaluating their levels of service, character, and leadership, and who have a minimum of 3.0 grade point average in all subjects and 10.0 average or better in achievement tests. It is the highest measure of both a student’s academic excellence and excellence of character.

...DID YOU KNOW?

MSD’s Department of Communications offers students a variety of language training and audiological services.

American Sign Language (ASL) is acknowledged as the natural language of the Deaf community. ASL is offered to community members desiring or benefitting from command of the language. This serves as a springboard for continued growth of the language, which itself is always changing, adding new structure and vocabulary.

At Maryland School for the Deaf’s Frederick campus, students are provided with complete diagnostic and supportive services, including technology for daily living.

Practical application of communication is also an important segment, particularly for MSD middle and high school students. A variety of course work is offered in this area focusing on functional communication or how to follow the rules of the road to effect better communication, and hence learning. Telecommunications and communications through electronic media involves MSD students from elementary through high school. Public Speaking courses encourage the development of material organization and presentation for communication and leadership development.

The development of auditory skills and spoken expression are highly complex and individualistic. These are often unrelated to hearing levels and evolve to different levels for a variety of reasons. Because of their complex nature, students are provided an opportunity to set reasonable individual goals for success in a variety of areas such as voice control, speech pronunciation, speechreading, and subtleties of spoken and written expression including idiomatic language. Courses are offered in both individual and group settings, as appropriate.

...DID YOU KNOW?

MSD’s High School Athletics are Tops!!!

For the 5th straight year, the MSD Wrestling Team won the ESDAA (Eastern Schools for the Deaf Athletic Association) Championship. For the 4th straight year, MSD Wres-

MSD cheerleaders (l to r), Nicole Stichette, Allison Polk, Kimberly Clapp, and Kelly Corrigan cheer their way to the first ESDAA Cheerleading Championship in 9 years.
tiers were named the National Deaf Prep Champs.

"Deaf Nation" Magazine selected MSD as the Wrestling Team of the Year. For the first time MSD wrestlers won the St. James Invitational Tournament. Wrestling Coach Jeff White was selected as Frederick County Wrestling Coach of the Year.

MSD Cheerleading team won the ESDDA Cheerleading Tournament. MSD Girls’ Volleyball team won the Cardinals’ Volleyball Classic. MSD Varsity Boys Basketball team placed second at the ESDDA Tournament. MSD plays against many other schools for the deaf and travels a lot. Among the state schools MSD has played are: American School for the Deaf in West Hartford, Connecticut, Delaware, Florida, Indiana, Kentucky, MSSD in Washington, DC, North Carolina, West Virginia, Western Pennsylvania, and Tennessee.

MSD offers a great variety of sports for high school students. For boys MSD offers football, wrestling, basketball, and track. And MSD girls can participate in volleyball, basketball, track, and cheerleading.

**...DID YOU KNOW?**

**MSD Residential Halls also offer a Student Life Program.**

When school is done and sports practices are over, MSD Student Life Counselors (SLC) and their Supervisors (SLCS) are responsible for MSD high school students. Night Counselors work overnight in each Residential Hall, and at all times there is a school nurse on duty in the Student Health Center. The Dean of Students, SLCSs, SLCs, Night Counselors, Residential Staff, and School Nurses in the Student Health Center are always there on hand to meet the students’ needs. If they need to call home, they may do so; if they need to talk, someone is always there to talk with. All of these individuals provide MSD students with a safe, rich environment in which to live, study, and grow. All students, both day and residential, have an assigned room in the dorms. Each room has 3 to 4 beds, desks, and closets (that can be locked). There is a TV/lounge room on each floor - students have access to a microwave oven in the main lobby as well as a variety of reading materials, i.e. newspapers, magazines, and board games.

Day students can be picked up to go home daily in the evening so they can participate in educational programs (or personal and social growth). Day students are welcome to stay overnight when there are sports activities or activities that end late in the evening.

Students are closely supervised everywhere on campus, whether they are in study hour, working in MSD Computer Lab which is open until 10 p.m. daily, or involved in any number of activities planned by the Student Life Counselors such as roller skating, hiking, trips to local malls, Orioles and Keys baseball games, holiday parties, swimming parties and the popular Thursday movie/pizza night.

The SLCs also offer a number of clubs and organizations. They include:

- **Junior National Academy of Dissemination** is a youth leadership training program devoted to developing future leaders for tomorrow by working with the deaf youth of today.
- **Boy Scouts of America** offers growing young men experiences in teamwork, leadership, and survival. The Boy Scouts have a long tradition at MSD; in fact, Troop 258 is the oldest Boy Scout Troop in all of Maryland. Next year it celebrates its 75th anniversary, and MSD has the honor of hosting the 1999 Boy Scouts of America’s National Deaf Camporee next April.

Cooking Club provides students with the opportunity to broaden their experience and develop confidence in cooking. The club earns money for its activities by selling baked goods in the afternoon and evenings. Barry Hall, the High School girls dormitory, has an annual Holiday Open House in December. The students serve all kinds of homemade goodies to the visitors. As a reward for their hard work students treat themselves to dinner at a fancy restaurant.

Fishing Club gives students an opportunity to relax, enjoy, and appreciate nature. The students fish at different ponds and lakes in local areas.

LBE Club assists students in developing skills necessary for active participation in organizations. Members run their own meetings and elect their own officers. The purpose of this club is to improve self-identity and to develop a better understanding of how organizations work.
work.

The Office of Student Development (OSD) has a very active and important role in the life of MSD students after school hours. Its main purpose is to expose MSD students to the "real-world" outside of MSD, encourage "healthy" self-esteem, and prepare them for life after graduation. This is accomplished by bringing professionals, alumni, Olympic athletes, employees, employers, and many other role models to share their experience and offer wise advice to MSD students.

OSD serves the High School Department throughout the school year. Several of the activities are not only educational but entertaining as well. These may include a "petting zoo" on campus, dance groups, holiday parties, lectures given for Black History Month or in celebration of DPN (Deaf President Now), various training workshops, and the annual Class Bowl. One of the biggest responsibilities is to oversee and coordinate the Peer Advisor and Judicial Board programs for high school students.

Peer Advisor Program

Sometimes students may be having a hard time making friends, or run into personal conflicts with each other. They could see the Student Life Counselors but if they do not feel comfortable confiding in adults, they can then seek the assistance of Peer Advisors (PAs). These are high school students trained to help other students in the Residence Halls. They are mature youth adults who are capable of providing valuable services to the students. They are student leaders with good grades and positive attitudes.

PAs are assigned to each different floor and are available to all students. They serve the MSD community by helping with student workshops on OSD Mondays, planning parties for the Residence Halls, tutoring elementary and middle school students in the evenings, socializing with students in all departments, and acting/assuming roles models for the entire school.

Judicial Board

A Student Judicial System involves students, faculty, and staff, as part of Maryland School for the Deaf Code of Conduct. The Student Judiciary Board is given the responsibility of hearing complaints, and recommending appropriate disciplinary actions.

The purpose of a Judicial Board is to provide a vehicle for peer guidance. When a conflict occurs, the program uses peer influence in a very positive manner for positive results. The Dean of Students must approve the issue as appropriate for the Judicial Board and the Dean must also approve any decisions made by the Judicial Board before they are implemented. The Judicial Board does not handle any situation that would involve the school's Code of Conduct.

Student Life Honors Program

The student who has earned 3.0 or better average and has received 9 or more excellent marks from his/her Residence Hall report card is eligible to be in the Student Life Honors Program.

To qualify for additional privileges, the student must keep up his/her grades and high marks throughout the year. If the student's report card shows that the student has not maintained the grades, he/she will be removed from the program until the necessary criteria is met.

...DID YOU KNOW?

MSD has a newly renovated snack bar called "Checkers". "Checkers" is the name of MSD's snack bar, a place where students, faculty, and staff interact. It is a recreation center for all MSD students, located in the basement of Klipp/Redmond Hall (Middle School Boys' dorm). "Checkers" has three television sets, a stereo system, games, and a snack bar all in a 1950's motif. When the day is through, the homework is done, the game won (or lost), the meetings finished, students can dance, play games, or relax with a friend chatting over sodas.

...DID YOU KNOW?

MSD has a lot going on!!! For well over a century, MSD's High School Department has served its students well both in and out of the classroom. That is its legacy. And to this day it is still MSD's goal.

Mr. John Keenan of Student Life Department proudly removes the checkered veil from the attractively designed snack bar sign.
Columbia Campus Celebrates 25 Years Dedicated To The Dream

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

Columbia Campus will celebrate its twenty-fifth birthday this September. In 1973, 24 students attended the first year of school in one building. Today, the Campus has expanded to three buildings serving 120 full-time students and 50 part-time students in Family Education/Early Intervention. The establishment of the Columbia Campus was first authorized by the Maryland General Assembly in 1967. Several sites were offered by the Maryland School for the Deaf. At that time, the city of Columbia was a mere thought and the site chosen for the school was very rural. Today, the city of Columbia has grown to approximately 300,000 residents and the school is located in the rapidly-developing Baltimore-Washington Corridor, immediately adjacent to the new Maryland Route 100 superhighway. The University of Maryland Horse Farm, part of which was the site chosen for the Columbia Campus, no longer exists at this location. Traffic abounds on Route 108 and Old Montgomery Road, backing up for miles each way every morning and afternoon. A multitude of restaurants and stores are within throwing distance of the campus, which once was in the middle of "nowhere."

The Columbia Campus stands tall, having survived budget cuts, threats of closure, and many other problems. It is a proud part of the Maryland School for the Deaf system and will remain so well into the 21st century due to our dedicated staff, supportive parents, and outstanding students. Graduates and staff members have gone on to Gallaudet, NTID, and other successful endeavors. Leaders of the Deaf community come from our ranks. The Campus continues to offer strong academic and innovative programs to Deaf children, both in the Essential Curriculum and in the Life-Based Education Curriculum. In addition, the Campus opened a new State-funded Enhanced Program for Deaf Students with Other Moderate to Severe Disabilities this year.

The Core Planning Committee, headed by Karen Russell and Sandra Resch, has been hard at work all year preparing the big event. A week of festivities is planned for September 22-26. Spirit Week will culminate in an all-day celebration on Friday, September 25. The first Principal, Mr. Frank Beamer, and the first Assistant Principal, Dr. Gertrude Galloway, will look back at the history of the first days of the Columbia Campus. VIP's, including some of the people who were instrumental in establishing the Campus, will be invited. There will be tours of the campus, opening of the time capsule, and a chance to look at the archives collected down through the years. A festive Cruise on the Lady Baltimore in the Inner Harbor will end a truly wonderful week of festivities.

Planned for sale are a commemorative plate, an aerial photo poster of the campus, T-shirts, tote bag, and other sportswear. Cruise tickets will be sold on a first-come, first-served basis and are limited in number. The Cruise will include a lavish buffet and dancing. Alumni and former staff members are being sought to invite to the festivities on Friday, September 25. Perhaps you know the whereabouts of a long-lost alumni or staff member. If so, please contact Martha Russell at the Columbia Campus.

There are plans to recognize them in a special way. They are: Martha Russell, Joyce Leitch, Millie Russo, Stella Bishop, Dr. Ruth Howell, Laraine Hardy, Dr. William Sherman and Dr. Allan Leffler. Twenty-five years is a long time to work in one place. Their years of service show just how special a place MSD is— and, especially, the Columbia Campus.

Plan to be at the Columbia Campus on September 25th to celebrate "25 YEARS - DEDICATED TO THE DREAM."
25 Years...  

Dedicated to the Dream  

Maryland School for the Deaf – Columbia Campus  

Cordially invites you to attend  

The 25th Birthday Celebration  

to be held on Friday, September 25, 1998  

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**Schedule of Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Registration</td>
<td>8:00 a.m. - 9:00 a.m.</td>
</tr>
<tr>
<td>Continental Breakfast</td>
<td>8:00 a.m. - 9:00 a.m.</td>
</tr>
<tr>
<td>Program: Reliving the History of Columbia Campus</td>
<td>9:00 a.m. - 10:30 a.m.</td>
</tr>
<tr>
<td>Lunch - On your own</td>
<td>10:30 a.m. - 12:00 noon</td>
</tr>
<tr>
<td>Archives and Art Display</td>
<td>12:00 noon - 1:30 p.m.</td>
</tr>
<tr>
<td>Cornerstone Ceremony and Time Capsule Opening</td>
<td>12:00 noon - 3:00 p.m.</td>
</tr>
<tr>
<td>Cruise – Lady Baltimore, Inner Harbor ($45.00 per person)</td>
<td>1:30 p.m. - 3:00 p.m.</td>
</tr>
<tr>
<td>Check payable to: MSD-CC/PTCA</td>
<td>7:00 p.m. - 10:00 p.m.</td>
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</tbody>
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**Send this form to:** Ms. Laraine Hardy, Registration  
Maryland School for the Deaf  
P. O. Box 894, Columbia, MD 21044-0894  

**Questions**  
TTY/Voice 410-465-9611  
Fax 410-465-7710 • email: columbia@msd.edu  
**R.S.V.P. by Monday, August 10, 1998**  

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

James E. Tucker, Superintendent

In federal and state special education laws, schools or programs like the Maryland School for the Deaf (MSD) are often referred to as special schools, or specialized programs. For certain special education administrators, the connotation of the word "special schools" is negative. This often leads to the one-dimensional thinking that special schools do not offer a general curriculum or offer adequate academic and technical programs that prepare students for lives in the larger community. This is far from the truth.

MSD is very much like specialized colleges and universities. Single-gender colleges like Wellesley College, Hood College, Smith College and Bryn Mawr College and historically Black Colleges and Universities (HBCUs) like Howard University, Morehouse College, Morgan State University, and Tuskegee University have graduated thousands of productive members of our society. Families often enroll their (children) at MSD for the very same reasons families and students choose all women educational institutions, or HBCUs. The playing field is level for academic learning and extra-curricular activities, and there are successful role models in administrators, faculty members, and support staff.

Too often, I hear one-dimensional people shouting, "In order for the African American children to succeed in the White World, they all must be integrated." "If young women are to become successful as the Men's World, they must be educated in co-ed settings." "In order to function in the White World, a deaf child must be mainstreamed in a public school." However, research literature shows that an overwhelming majority of women in high-level executive positions in Fortune 500 companies are graduates from single-gender colleges and universities. Also, thousands of successful African American doctors, lawyers, business people, writers, scientists, and professors are HBCU graduates. When you look at leaders of Deaf America, they are graduates of "Schools of the Deaf", Gallaudet University, National Technical Institute for the Deaf (NTID), California State University at Northridge (CSUN), or at educational programs where there is a large community of Deaf students.

Here is a simple analogy for one-dimensional people to understand and appreciate: An inexperienced swimmer does not take his first swimming lesson at the Potomac River, where the currents are strong and often treacherous. He would be given swimming lessons under the supervision of a certified swimming instructor at a local pool. As the swimmer develops his strokes and gains stamina for endurance swimming, he may move on to independent swimming in the deep end of the swimming pool. It would take several years until he would be able to swim across the Potomac. Many students need a single-gender school, HBCU school, or MSD ("the swimming pool") before they acquire knowledge and skills necessary for the "real world" ("the Potomac"). Imagine if the swimmer took his first lesson in the Potomac, he would surely drown.

Students at MSD have opportunities to be whatever they want in all aspects of school life. They star in leading or supporting roles in our annual drama productions, or choose to be part of the stage crew. They are not relegated to roles without signing (speaking) lines. All positions in football including the quarterback position are open to MSD students. They are not limited to playing as defensive linemen. All staff positions in the Cornerstone Yearbook are open to MSD students, not just positions like the copy editor or the photographer. Most importantly, they learn academic subjects directly (without an interpreter) from their teachers. They are not subjected to fluctuating abilities of educational interpreters and "forever five seconds behind" in following a teachers' lecture or a classroom discussion.

At MSD, there are Deaf and Hard of Hearing individuals working as administrators, teachers, teacher aides, student life staff, and support staff. There are seven Deaf students on the Board of Trustees. Everyday, MSD students interact with successful Deaf individuals from all walks of life who hold satisfying jobs; have interesting hobbies, raise families, own property, and travel abroad. The aura of success at MSD, single-gender schools, and HBCUs offer students a very empowering experience that they carry with them throughout their lives. Success stories are internalized by students and then they set high expectations for themselves.

During my high school years at The Ashtrie School for the Deaf (VT) and my college years at Gallaudet University, I internalized success stories of Deaf people. I was so fortunate to have met and known so many Deaf individuals who have flown airplanes, received M.D.s, J.D.s, and Ph.D.s; climbed snow-capped mountains; traded stocks; published books; collected rare coins; ran businesses; joined the entire Appalachian Trail; ran a dairy farm; helicopter-skilled; performed in television and film; and traveled on the Siberian Express.

Also, at Auding and Gallaudet, I was fortunate to have been in various leadership roles. This enabled me to gain valuable experience and skills as an administrator. Through student organizations, I learned to manage complex organizations, develop vision and mission statements, motivate members, mediate conflicts, represent an organization as a spokesperson, speak before an audience, and appreciate the value of hard work and persistence. Today, on my position, I am reaping untold benefits from the very tools that I learned as a young man.

Skills, knowledge, tools, and talents are transferable. That is, when students acquire skills from a single-gender school, HBCU school, or MSD, they bring these skills with them when they participate in affairs of the larger community. A successful writer for a school newspaper will have confidence and experience to work for a commercial newspaper company. A successful fraternity president will have the drive to succeed as a manager of a corporate division. A successful actress will have the desire to audition for acting jobs. The list is endless.

Loss in the heir of federal and state special educational regulations and laws is the disABLED students' right to a level playing field. Many disABLED students including Deaf and Hard of Hearing students thrive in special schools and programs for Deaf students because all students have an opportunity to experience all possible roles. Also lost in the pile of due process hearing documents is the right to experience bona fide, not token challenges. Deaf and Hard of Hearing students at MSD gain confidence as they successfully challenge themselves to a higher standard. Confidence is too elusive to be a measurable objective for federal regulations, but it is a very marketable trait in our quest for career advancement and pursuit of happiness. The root of all confidence in this world is found on a level playing field.

SPRING 1998 15
AROUND MSD

MSD Wins the Math Bowl
This year, MSD participated in the 7th Biennial Math Bowl which was hosted by the American School for the Deaf (ASD) in West Hartford, Connecticut. The four participants were Lisa DeLemeuse, Daniel Maliszewski, Allison Polk, and Samuel Tkachuk. On April 28, after an eight-hour ride from the school van, MSD students and sponsors were glad to be invited to one of ASD’s monthly cultural activities. This month’s cultural theme was “Trip to the Caribbean.” The following morning, the contest started at 9 A.M. and ended at 5:30 P.M. It was well organized with a pleasant atmosphere. The competition consisted of five different rounds with strict time limits. The students competed in question and problem solving activities. They placed second in the presentation category discussing “The Orbital Speed of Our Solar System Planets.”

The contest results are as follows:
1. MSD 87.626
2. Lexington 79.375
3. ASD 72.75
4. NY, Rome 65.626
5. MESH 61.25
6. WFPS 52.75
7. Austin 52.0
8. Horace Mann 43.75
9. Governor Baxter 40.5
10. Learning Center 38.0
11. W.Ross 35.25

After the contest, Dr. Winfield McChord, ASD’s Executive Director, gave MSD students and sponsors a short tour in ASD’s museum. The museum exhibited Thomas Gallaudet and Laurent Clerc’s documents, birth certificates, clothing, and other artifacts. The most interesting piece was Thomas Gallaudet’s original flyer which led him to Laurent Clerc.

MSD wishes to congratulate Lisa DeLemeuse, Daniel Maliszewski, Allison Polk, and Samuel Tkachuk for bringing home a trophy and a traveling trophy. MSD thanks ASD for being an excellent host. Special thanks to MSD Superintendent, Proudly displaying their first place trophy, MSD Math Bowl participants and sponsors pose for the camera at America School for the Deaf. Front: Daniel Maliszewski, Back (left to right): Sponsor Julius Vold, Samuel Tkachuk, Elizabeth DeLemeuse, Allison Polk, and Sponsor Kathleen Setzer.

MSD Bowls

Proudly displaying their first place trophy, MSD Math Bowl participants and sponsors pose for the camera at America School for the Deaf. Front: Daniel Maliszewski, Back (left to right): Sponsor Julius Vold, Samuel Tkachuk, Elizabeth DeLemeuse, Allison Polk, and Sponsor Kathleen Setzer.

MSD Bowls

MSD Bowls

Over the Competition
MSD has always had a fine tradition of excellence in athletics: excellence on the court, on the mat, and on the field. This is MSD’s legacy.

Now meet two new teams that are proving that excellence at Maryland School for the Deaf is happening in the classroom as well. The Math Bowl Team (see preceding article) and the Academic Bowl Team. This year both rookie teams competed against the region’s and the nation’s top schools, and they made all of MSD students and staff very, very proud.

As reported in the Winter issue of The Maryland Bulletin, like the Math Bowl Team, MSD’s Academic Bowl team defeated six other schools to become the regional champs. This won the team the opportunity to compete for the national title at the Academic Super Bowl held at Gallaudet University in April. Throughout the day, the team was undefeated. In order, the Alabama School for the Deaf, the Missouri School for the Deaf; the California School for the Deaf; Freeman; and Newton North High School in Boston by answering difficult questions in the areas of History, Math, English, Science, Geography, Fine Arts, Deaf Studies, Current Events, and Popular Culture.

But MSD’s 1998 Academic Bowl Team of Keith Nolan, Allison Polk, Timothy Riker, and Joshua Walker performed with skill and dignity and came in 2nd place. Math Bowl coaches Kathleen Setzer and Julius Vold and Academic Bowl coaches Peggy Ann St. John-White and Kevin Strachan are proud of their teams. And, after performing so well in their first year of competition, they look forward to making this a tradition of excellence. They are also proud that their teams showed the nation what they already knew: in academics and in class, MSD is tops.

Kevin Strachan, High School Teacher-Coach Career and Technology Education Awards Banquet
The 1994 Frederick County Career and Technology Education Awards Banquet was held on May 5th at the Crazy Restaurant in Thurmont, Maryland. Teachers from high schools in Frederick County, Frederick Community College, and the Maryland School for the Deaf selected thirty-three outstanding Career and Technology Education students who were honored at this banquet.

Jean Smith, President of the Frederick County Board of Education, said the “hands-on” education students receive in their Career and Technology courses will prepare them for college and the workplace. She told the students, “It will make you successful in life.”

The Maryland State Department of Education was represented by Kathy Oliver.
States. In his woodworking class, he helped to build a new teen center on campus known as "Checkers." He displayed his artistic talent by helping to paint a mural of MSD on the wall of the community alley at the FSK Mall.

The mural shows the historic Hessian Barricks, the Daff Access Services farm house, the clustered spires of Frederick, the famous MSD cupola, and the letters "MSD" in fingerpainting.

He is involved in many activities outside of the classroom. Keith is the senior class representative to the Student Body Governor. He played on the varsity basketball team and had a part in the school play. He belongs to the Computer Club at school and spends many hours at home using the computer and the internet.

Keith will attend Gullaudet University in Washington, D.C. He plans to major in computer science and business. He wants to set up his own business in the future.

Lisa DeLameau
Lisa DeLameau is from Hagerstown, Maryland. This year she took Career and Technology courses in Computer Graphics, Publications, and Communication Technology. She worked on the MSD yearbook and other school publications. Last year she earned student service learning hours as a student aide in the Middle School office. She took the daily attendance then typed and distributed the daily bulletin for that department. Last summer she took a math class at Hagerstown Junior College. Lisa is involved in many school activities. She is the treasurer of the senior class and served as the homecoming chairperson. She had a part in the school play "Sherlock Holmes." Lisa was a member of the MSD Math Bowl team that competed against other schools for the state. The MSD team won first place at the Eastern Regional Math competition held at the American School for the Deaf in Hartford, Connecticut.

Lisa will attend Gullaudet University in Washington, D.C. and major in computer science. She plans a career involving computers and information processing.

Tim Riker
Tim Riker of Frederick is a senior at the Maryland School for the Deaf. He also took classes at Frederick High School in advanced placement Biology, advanced placement Calculus, and Statistics. He is one of 11 students in Frederick County to be awarded an internship at blood College for the second semester of this school year. He works in the office of Human Resources three afternoons a week using computer technology to update their Web Page. In return for this work, Tim is taking a three credit English course in the Writing Process at Hood College free of charge.

He is involved in many activities at MSD. He served two terms as President of the Student Body Government. He was a member of MSD's Academic Bowl team that competed against other schools for the deaf. MSD won first place in the Mid-Atlantic regional competition and second place in the national competition held at Gallaudet University.

Tim had the lead role of Sherlock Holmes in the school play "Sherlock Holmes." He was a member of the MSD varsity wrestling team. The Silent News selected him as a 2nd Team All-American wrestler. Tim will attend the Georgetown University School of Business majoring in Business Administration and Marketing. After college, he wants to be the CEO of his own business.

—Marsha Payne, Work-Study Coordinator FC

Art Mural
At FSK Mall
Deaf Access Services, Inc., representative, Ms. Jackie Kanakui asked Ms. Lorraine Stoltz if her High School Art class could paint the mural for DAS at the Fredrick Scott Key Mall. Her students: Keith Blamble, Robert Steele, and Carly Eichelberger, started their 18" x 22" paper draft. They then used a grid to make the picture bigger so that it would be the same on the 6x10' bulletin board at the mall. It took them approximately four days to finish the mural. The mural showed different buildings in Frederick that represented the Deaf Community. The buildings were as follows: MSD's cupola, the Hessian Barricks, the Lofts Farmhouse (DAS), the Frederick Spire, and the famous Market Street sign. Ms. Stoltz and her students had a rich experience completing the art mural for DAS. Upon completion of the mural, they were proud to display their artwork and give the community at large a better understanding of deafness-related issues. The
A Visit To Claude Monet’s Garden

The art teachers, Ms. Lorraine Stoltz and Mr. Bill Pond arranged a fascinating experience for their High School Art I classes. They went on a fieldtrip to the Walter Art Gallery in Baltimore last May. The students had been studying Impressionism Art this semester. The gallery hosted the exhibition of Claude Monet's Paintings of Giverny from the Musee Marmottan. It also provided an interpreter and a guide to follow up on what the students had learned in class. The students were very fascinated with Monet's artwork. Monet was a famous French Impressionist and one of the most celebrated and beloved artists of all time. He conceived his garden at Giverny among his finest artistic achievements. The exhibition at the Walter Gallery featured twenty-two of Monet’s later works from the Musee Marmottan in Paris, which houses the world’s most important collection of his masterpieces. The students returned and tried their own impressionism painting the next day. Samples of their work are on display in the Verdier building hallway. Claude Monet would have been proud of his fellow modern day artists! This was an unforgettable and “one of a kind” fieldtrip which helped MSD students appreciate art even more!

—Lorraine J. Stoltz, Art Teacher-FC

Three MSD Students Win Frederick County TransIT Poster Contest

The Middle School art classes participated in the Frederick County TransIT’s poster contest to celebrate the National Transportation week. Their pictures were seen by Lourdes Buentes, Frederick County Transportation Coordinator and her committee. Several Frederick County public school students also participated in the contest. There were three different categories: Ages 6-9, Ages 10-12, and Ages 13-16. The judges mentioned that the students were creative and talented. The three winners were: 1st place - Jade Sims, 2nd place - Chris Corrigan, and 3rd place - Kami Padden in the Ages 10-12 category. The winners received their prizes at the May meeting of the Board of County Commissioners at the Winchester Hall.

—Lorraine J. Stoltz, Art Teacher-FC

Take the Students to Work Day

High School students from the Maryland School for the Deaf were invited to participate in the “Take the Students to Work Day” at the Social Security Administration’s headquarters in Woodlawn, Maryland on April 23, 1998. The students selected to participate in this unique program were Keith Blumbl, Lisa DeLoose, Patrick Holness, Julie Marshall, Kimberly Ray, Shawn Shannon, Nicole Sichette, Khoa Tog, and Allison Tyler. Applied Academics teachers Mr. John Coleman and Ms. Martha Payne accompanied them.

The idea to include MSD in this program was conceived by Mr. William Bowman of the Social Security Administration’s Office of Communications. Mr. Bowman, a 1973 graduate of the Maryland School for the Deaf, created an environment that would foster a stimulating learning experience for MSD students outside of the classroom. He wanted the students to gain a better understanding of the role of Social Security, to experience a real job, and to see how the skills they learn in the classroom are applied in the workplace.

To accomplish these goals, the students learned about the services and benefits available through the Social Security Administration by visiting their Web site on the Internet. This is one of the most visited Web sites in the federal government. It is popular because people need information about the Social Security programs that enhance...
and protect the well-being of millions of Americans.

The next item on the agenda was a mock interview for each MSD student conducted by the personnel department. This was a very beneficial activity because the interviewers evaluated the interview skills of the students and gave them written feedback on their strengths and weaknesses. The students learned the importance of the following factors in a job interview: communication skills, body language, eye contact, enthusiasm, concise answers, appropriate dress, school activities, prior work experience, and future career goals. As a result of the mock interviews, the students are better prepared for future job interviews.

The next part of the "Take the Students to Work Day" involved each student job shadowing a deaf Social Security Administration employee for one hour. Two of those employees, Patti Young Alford and Craig Brewington, graduated from MSD. In this segment, students were exposed to a variety of career opportunities from general office work to computer programming. They learned about the job skills that were required to perform those jobs with competence. The students were encouraged to ask questions and to explore the workplace by working side by side with the SSA employee. Job shadowing allowed the students to experience the real world of work in a unique way. The employees suggested courses that the students should take in high school and college to better prepare themselves for the kinds of jobs that are available in large government agencies and private companies. This information was valuable to the students.

The students were given a tour of the Social Security Administration's studio where educational videotapes are produced. They learned about set design, sound levels, directing, taping, and editing. The staff explained how to use the technical equipment that is needed in a studio to produce quality videotapes. This tour exposed the students to career opportunities in video production.

The afternoon session concluded with a tour of the National Computer Center. This is where many computers store important information on the employment history of United States citizens. They use robotics to retrieve large discs containing this information. The students learned about the history of Social Security cards and saw the machines that print those cards. The National Computer Center is a very secure federal facility so everyone felt privileged to visit that agency and learn about its mission.

"Take the Students to Work Day" was an excellent program for MSD students. It was both educational and enjoyable. Mr. Bowman and the employees at the Social Security Administration who took time to work with our students are to be commended. Everyone learned a great deal of information about the SSA and the extent to which Social Security touches the lives of so many Americans. It is hopeful that this partnership between the Social Security Administration and the Maryland School for the Deaf will continue for many years so other students can benefit from this learning experience outside the classroom.

—Mazza Payne, Work-Study Coordinator-FC

The Optimist Club's Communication Contest

"My Commitment to the Future" was the theme of the Optimist Club's Communication Contest for Deaf and Hard of Hearing students hosted by the local chapters of the Optimist Club. The contest for high school students was held at Rockville Senior Center in Rockville, MD, on March 25, 1998. The middle school students participated in the contest at MSD on April 2, 1998. The contestants participating in the high school section were Allison Polk and Timothy Riker, both the members of the Class of 1998. Timothy Riker won the first place with a scholarship of $1,500 and a weekend trip to Ocean City, MD, where he presented his speech at the Optimist Club Convention during the weekend of April 18. Andrew Wagner representing Rockville High School won second place. The third place went to Allison Polk. Mr. Wagner and Ms. Polk received savings bonds. Dr. Jack R. Gunno was the MSD judge along with two other judges chosen by the Optimist Club and Rockville High School respectively.

The middle school contestants were Jessica Baldi, Fallon Brizendine, Kevin Cofye, James Etheridge, and Tabitha Markel. The first place went to Jessica Baldi with a $100 savings bond. Fallon Brizendine received the second place with a $75 savings bond. James Etheridge was chosen for the third place with a $50 savings bond. The people

High School Seniors Allison Polk and Timothy Riker place third and first, respectively, at the Optimist Club's Communication Contest in Rockville, MD.

Middle School Student Contestants proudly display their certificates at the contest. Pictured are: Front: Jessica Baldi. Back (left to right) Fallon Brizendine, Tabitha Markel, Kevin Cofye, and James Etheridge.

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judging the middle school contestants were Ms. Deborah Colos-Martin, Ms. Jackie Kanekuni, and Ms. Agnes Padden. Congratulations are extended to the contestants from the faculty, staff, parents, and friends of MSD.

—Mary Sue Boxer, Communications, Teacher-FC

Art News

In February all of the students participated in a contest to design a “button” for the 25th anniversary of Columbria fall celebration. A team of judges selected and awarded art prizes to the following students: Steiner B (Gr. 1 & 2)—Davonta Foreman, Steiner A (Gr. 3-5)—Crystal Arbaugh, Middle School (Gr. 6-8)—Markos Dobbins “Best of Show”—Ben Jones (Middle School)

took place inside the new ‘hot spot’ on campus, “Checkers.” It also marked the beginning of a new kind of mixer — American Sign Language students from three Frederick County Public Schools and MSD’s own student body participating in games, enjoying music and friendly conversation, and delighting in a bowl of ice cream.

The idea of an ice cream social was the brainstorm of the Social Committee for the SJC. It was an opportunity for Frederick County Public School students to have an opportunity to use their newly acquired sign skills in a very relaxing and safe environment. It also became an event where the students of MSD could cast their votes for the candidates of their choice.

The participating schools were Frederick HS (instructor: Wally Anderson), Linganore HS (instructor: Anton Strunz), and Middletown HS (instructor: Jim Schermer). Each school was contacted to see if interest was there. There was a great deal of interest and enthusiasm from the public school students. Each school was asked to bring top-pint for ice cream and to bring an icebreaker game. MSD would provide the ice cream, facility, and the music. Fifteen students from the three schools attended.

The evening began at 6:30 with the arrival of the FCPS students and the MSD students. Upon entrance to “Checkers” each MSD student cast their ballot for their candidates. Afterwards, the ice-breaking games began.

Middletown led the students in a game of ‘shoe detective’. Each student had to retrieve their own shoe and place it in the middle of the room. Next, each student had to grab any shoe from the pile in the middle of the floor and wear it. Then, walking around the room, each person had to find his/her missing shoe and form a line once the “lost” shoe was found.

Linganore High School lead the next game, Fruit Basket. Every student participating sat in a circle. Gabbby, a Linganore High School Sign Language student, gave each student a fruit name — orange, banana, or apple. Then, a person called out a fruit. All those with that name had to get up and move to another spot. Last person standing had to leave the circle. The game did get rather competitive but provided for many good laughs. The students were all hot after that game so they broke for ice cream.

The next hour was simply social time. Many students from MSD approached the visiting students and began several conversations. The ice-breaker games had done their job as the students socialized with each other. Hands were busy with conversation as eyes were intent on understanding each other.

Tracey Chu, MSD Senior, was pleasantly surprised with the evening. She stated that she was not sure this event would go over at all. She thought the MSD students would ignore the FCPS students and that the FCPS students would revert to talking instead of signing. She was surprised to find this not the case. Teri Monroe, MSD’s newly-elected President of the Student Body Government, responded to the idea of hosting this kind of event for next year by adamantly signing, “must.”

Many of the FCPS students stressed an interest in having an event like this again next year. Talking with students at MSD the next day, many agreed.

The Student Life Counselors on duty that night enjoyed the evening as well. They too, would like to see this event continue. The Ice Cream Social was a fun time where the youth of today were able to take down barriers and bridge gaps.

—Mark Rust, High School Teacher-FC

Away to the Woods, Waterfalls, and Welding Friendships!

Kara Andrade, Brittany Branch-Smith, Nicholas Cornega, Carey Heisey, Tabatha King, Melissa Lamont, Jonathan McMillan, Niki Nowakski, Ryan Shephard, Fredy Simms, and Francis Steele along with parents Carlos Andrade, Frank Smith, Ralph Cornegia, Brenda King, Ross Lamont, and Randy Shephard joined teacher Sherry Hulley and librarian Marguerite "Ra" Sharpe for the annual Maryland Relay’s Students to Students Grant Program weekend outing.

There were rangers, interpreters, and supporting staff at Herrington Manor and Swallow Falls State Parks in Western Maryland to host the annual outing. The students "camped out" in the cabins at Herrington Manor but enjoyed activities in both state parks. The students hiked along Muddy Creek to the water falls, toured a water filtration plant, were involved in a variety of water related experiments conducted by the Maryland Science Center, visited a fish hatchery, and enjoyed stories presented by members of Telephone Pioneers of America.

Left to right: Crystal Arbaugh, Davonta Foreman, Markos Dobbins, Darika Williams, and Ben Jones

Just An Ice Cream Social?

Thursday, May 21, 1998, was the beginning of a new experience for the Student Body Government at MSD. It marked the first time an election for the coming year
Muddy Creek Waterfalls is a place to pause on the hike along Muddy Creek. Standing nearer the falls are Kara Andrade, Ryan Shephard, Melissa Lamont, and Jonathan McMillan, while Nikki Nowalski, far left, sits with “new friends” on the log bench.

As weekend campers from the MD Relay Students to Students Program hiked in the mountains, they descended a cleared area and found a mountain valley. The pond appearing in the center of the picture is actually part of the “primitive” water treatment plant used for the park.

The students also had time to play as well as time to just sit and chat.

This year it was students in the fourth and fifth grade at the Frederick Campus who were invited to participate in the Maryland Relay’s program Students to Students. The program, sponsored by Telecommunications Access o’Maryland (TAM) and Sprint, encourages students of differing cultural backgrounds to use the Maryland Relay as their primary means of communication during the year-long program.

The program involves the students in a variety of activities which prepares them for a weekend related to their study. The first two years the program focused on the Chesapeake Bay itself. Last year and again this year, the focus has been on the Chesapeake Bay watershed.

The five schools participating in the Maryland Relay Grant Program this year were Beall Elementary School (Frostburg), Cash Valley Elementary School (LaVale), Maryland School for the Deaf-Colonial Campus, Maryland School for the Deaf-

Frederick Campus and Villa Cresta Elementary School (Baltimore).

—Rita Sharpe, Librarian-FC

MSD Students Continue To Shine At The International Creative Arts Festival

Twelve MSD students were the winners in the 22nd Annual International Creative Arts Festival in April. The following results in various categories are as follows:

Performing Arts

Brittany A. Frank: 1st place for her storytelling in 6-8 age group
Tyler Helsey: 2nd place for his storytelling in 6-8 age group
Ryan Shephard: 1st place group for his storytelling in 9-11 age group

Writing

Jessica Feldman: 1st place for her poem in 6-8 age group
Brittany A. Frank: 1st place for her short story and 2nd place for her poem in 6-8 age group
Michelle Lapides: 2nd place for her short story in 6-8 age group
Larissa Clapp: 2nd place for her poem in 9-11 age group
Jessica Frank: 2nd place for her short story in 9-11 age group
Jennifer Timmons: 3rd place for her poem in 9-11 age group
Kimberly Clapp: 1st place for her poem.


Photo Credit: Norma Clapp

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1st place for her short story in 12-14 age group and Junior Best of Show for her short story.

This is the third consecutive year that a student from MSD has won the Junior Best of Show in writing. Kimberly Clapp claimed this coveted honor two years ago and Jessica Frank was the recipient last year.

Visual Arts
Jessica Feldman: 3rd place for photography in 6-8 age group
Brandy A. Frank: 2nd place for drawing and photography in 6-8 age group
Justin Wiercak: 3rd place for painting in 6-8 age group
Jessica Frank: 2nd place for drawing and photography in 9-11 age group
Darren House: 1st place for photography in 9-11 age group
Carey Heisey: 3rd place for painting in 9-11 age group
Kimberly Clapp: 2nd place for photography and 3rd place for computer graphics in 12-14 age group

MSD is very proud of its continued winning tradition at the International Creative Arts Festival.
— Joette Paulone-Gresco, Sponsor and
Norma H. Clapp, Coordinator

**Milk Mustache**

Inspired by Frederick County State Del. Humm Paul Stull’s bill to make MILK the official drink of Maryland, 6th grade students in Ms. Nancy Swaino’s class sent a letter and their photo ideas for a Milk Mustache poster to the Milk Processor Education Program (MREP) in Washington, D.C. Their letter and photos were positively received and then forwarded on to the (MILKPEP) corporate offices in New York. From there, the students’ letter and photos ended up in the Public Relations Department of the Bozell International Advertising Agency in Chicago. This is the advertising agency for the National Fluid Milk Processor Promotion Board. A representative of the Bozell advertising agency recently told the 6th graders that they were selected as winners of the first “Friendly Mustaches” photo contest sponsored by Bozell.

— Nancy Swaino, MS Teacher-FC

**NBC Today Show**

On May 20th and 21st, the 8th grade Middle School students went on their annual class trip to New York City. This trip is an academic enrichment activity that reinforces topics of study in the 8th grade Language Arts and Social Studies CURricula. Planning for the trip was done by Marsha Flowers, Nancy Swaino, and Marty O’Brien. Financial support was in large part due to the generous support of the parents of the 8th graders. Accompanying the students on the trip as chaperones were: Susan Luttrell, Charlie Baumer, Nancy Swaino, and Marty O’Brien. Transportation was arranged by Pioneer Travel and Coach from Middletown, Maryland. Below are some photos of some of the highlights of the 8th grade trip to New York City.

— Nancy Swaino, MS Teacher-FC

Photo Credit by Nancy Swaino

8th grader Laura Lehmyer has the special opportunity of presenting NBC TODAY SHOW Weatherman, Al Roker, with an MSD T-shirt.

Photo Credit by Nancy Swaino


Photo Credit by Nancy Swaino

Photo Credit by Nancy Swaino

Photo Credit by Nancy Swaino

Pictured here are (l to r) Jimmy Etheridge, Chaperone Susan Luttrell, Teacher Nancy Swaino, and Jimmie Coleman in front of the NBC studio windows for the TODAY SHOW. Several of students were seen on the May 21st morning broadcast of the TODAY SHOW.

Photo Credit by Nancy Swaino
Ms. Whitte: Whew. There were millions and millions of people. You could hardly even walk from here to there because it was so crowded. It was scary... One Chinese girl was hit by a car, and there was no hospital around. Police, ambulances, nothing. She would be buried immediately, no funeral. It was sad. So many people... an incredible population. Now they have a rule: families are permitted to have only one child.

Honestly, it was hard to believe. For example, in a small city, like Fredericksburg, there's a lot of space, but out in China, you could hardly move. There were bicycles everywhere, cars everywhere, people everywhere. Like Fredericksburg. Foshan is a small city, but it has over 400,000 people living there. The homes were crammed with people.

Allison: How many people in one home?
Ms. Whitte: I have no idea. I'm sure there are a lot of extended family members, grandmas and grandpas. China had but a lot of beautiful parks around and families were very close and they'd go to parks... it seemed like everyday. They did exercise; like Ta Chi, daily. Interestingly, when I visited the deaf school, they made everyone exercise during recess.

Allison: If you became Empress of China for a day, what one thing would you change?
Ms. Whitte: First of all I would improve the education of the deaf boys and girls in China. Without a doubt, the would be my priority. Next... I’m laughing reduce the population. I would also change the government system. It’s communist over there now. Improve the living conditions. Right now, they're improving the business and the economy. They’re building a lot of skyscrapers as new homes for businesses and industries like computers and technology. I would love to shop the supermarkets. There were a lot of supermarkets. You could see them from the street: a lot of people crammed in one place sewing clothes.

Allison: What teaching method, custom, or cultural aspect did you bring back from China that you’d like to share in your classes here?
Ms. Whitte: Their morale... and their respect. Happy no matter what they have. Class room education? Nothing really. They drill in speech, yes, a heavy emphasis on speech. Wow.

But it was great, that the two deaf Gallaudet students, who were doing their student teaching internship, were both very successful. They taught math to Chinese students using both Chinese and American Sign Languages. The school was very proud of their accomplishments. They even had a reporter from the Chinese news and members of their Board of Education come and observe their teaching methods. It was a big event.

Allison: Wow, that’s great. I’m curious, what was the clothing like?
Ms. Whitte: Very different (smiling). They could identify us as Americans. They really loved to take pictures of us with them. Everyday they asked to take pictures of us. Even strangers, some people we didn’t know, they’d want pictures of us with them. Old people would dress like Mao times. While the young people, were more modern... not modern...(pause) not like us, same 80’s style.

Allison: Were they concerned about fashion like we are?
Ms. Whitte: Concerned... I’m not sure. But we were recognized as Americans... I think because of the way we dressed. The vendors tend to triple the price of their products to the Americans.

Allison: Why?
Ms. Whitte: Because we are rich. We were considered VERY RICH! We had to bargain them down ways, otherwise we wouldn’t buy their products. They would come running to us.

Allison: What about the weather?
Ms. Whitte: The northern part was COLD, dumpy, foggy. The southern part, like near the Yangtze River... that’s where the weather becomes BEAUTIFUL and SUNNY. That’s where I got my beautiful sunburn (cheekless). Cruising along the Yangtze... oh, the most inspiring moments. You see the weather everywhere. From poor huts at the start of the trip to spacious, beautiful homes by the end of the trip.

Allison: Oh my God, we forgot the GREAT WALL! How was it?
Ms. Whitte: WOWOWOWOW. I thought I could climb to the top of the tower, but the steps were so varied in size and level. Some low, and some high. Thousands of steps, steps, steps. I climbed for one hour and easily made it halfway. I gave up. That’s it, I gave up. Beautiful view... the feeling... amazing. It was really steep, not like regular steps. There were steps all the way. I thought it’d be like a flat surface, but there were so many steps. Climbing down - ooh, that was scary. Not just the Great Wall, but every temple we visited, we still had to climb like that.

Allison: Did you get to ride in one of those walking taxis?
Ms. Whitte: Yes, pedi-cab. It was fun! And cheap.

Allison: How much?
Ms. Whitte: Less than 50 cents. 8 yuan equals one dollar.

Allison: That was a welcome break from the steps you had to climb everywhere, right? Okay. Do you have anything you’d like to add?
Ms. Whitte: Oh - the plane... We never knew what airline we were flying in China. We flew everywhere, North China, South China, in that airline. They have a different system there. Because cities were growing to much, they were short of pilots, so a lot of the pilots were still in training. The airports were very small. When we got off we had to walk... the plane parked near the runway. You had to walk to the terminal. I was so terrified. And what’s more, Hong Kong airports were right in the city. You know all the skyscrapers new in New York? Well, Hong Kong has ten times MORE. When we landed, we walked down within walking distance of town.

SCARY!!

Allison: Wow, tell me, would you ever consider taking MSD students, I mean your group, the International Oriole Club, to China?
Ms. Whitte: (GEVIN) (hesitates) Right now, after two weeks of Russia and nearly three weeks of Chris, it is hard for me to say yes. You know what I mean? Normal travel can be exhausting, and China was not an easy trip. But I’m sure I’ll be soon over it and become excited about traveling again soon.

Allison: Think our kids will like it?
Ms. Whitte: Oh, yes. It is very primitive. A good experience for them. No doubt they would have a good time going and seeing it for themselves. And they would appreciate their homes and their school a lot more when they came back. They would aajdding) Yeah, they really would.

This is "I Love You" in Chinese language.
China

An interview with Geraldtine Whitt by Allison Paul, Grade 12

Allison: What was the purpose of your trip to China? Where in China did you go?

Ms. Whitt: Actually, the Gallaudet Department of Education asked me to join the group in their travels to China. In the past, I've always asked if I could do my student teaching in another country, but they always said, "No, it's too expensive to send a supervising teacher." Finally, this year they sent two student teachers, and they asked me to come. I was thrilled! But, I didn't know if I would be able to get permission from the school. I'd just missed a week of school traveling with the International Oratorio Club to Russia, and now I was asking for another three weeks! But luckily, Mr. Baker gave me the go-ahead at Christmas time!

Where did we go? We flew to Beijing and to Dalian. We were not able to get out of Dalian so we rented a bus and drove a long way, just making it to the next town so we could catch our next flight to Xi'an. Whew! The next city we visited was Chongqing. There we had a wonderful cruise on the Yangtze River. Then finally we ended up in Wuhu which was the last stop in mainland China; and our very last stop was Hong Kong.

Allison: Wow. Tell me a little bit about the people you were traveling with.

Ms. Whitt: I traveled with Dr. Richard Lytle, Chair of Department of Education, and 15 Gallaudet students, majoring in education, one of the students' parents, and a Chinese interpreter, who could sign. She graduated with me! Also, the photographer from Gallaudet, Chun Louie, who is also Chinese himself. He is from Hong Kong, but he'd never been to China before.

Allison: Were they a fun group?

Ms. Whitt: Of course! Yes, with the diversity of ages, experiences, and a good balance of personalities. And, most of the time, they were asking me lots of questions related to my teaching.

Allison: I guess you could say they were very eager to learn from you and China, weren't they?

Ms. Whitt: (Nods) I never had one dull moment!

Allison: How is the deaf education over there different from here?

Ms. Whitt: Wow - it's different. I appreciate working at MSD a lot more. The same was true when we went to Russia. I was happy to come back, and now China... every time I visit a country, I appreciate this place more... In China, the schools we saw didn't have heat. I don't know why, maybe they turn it off, but there's no bwa, many broken windows, and they don't have enough supplies, books and things like that. The buildings were really rundown. Even the principal kept saying, "I apologize for the conditions of the building you are visiting." Whoa.

At one of the schools, we had a presentation by Chinese and Americans on Deaf Education for the 21st Century in the school auditorium. Oh, very interesting. None of them were deaf teachers. Only deaf workers were aides... but our group was all deaf with only one hearing student. Most of their concerns were about Cochlear Implants and speech. We kept on saying we supposed teaching in Sign language at an early age. They were very impressed with us. I also explained our school program at this presentation, we had three interpreters - one to translate my signing into English, one to translate that into Chinese, and then another to translate that into CSL (Chinese Sign Language). Quite an experience.

Allison: Near the end, here, for discipline, we give our students detention or suspension. Did you use any discipline methods over there?

Ms. Whitt: No. The kids were well behaved, very polite, very thrilled to see us... There were so many friendly faces, we saw no frowns, we were very honored. They treated us like kings and queens. When we arrived, they literally lined up to salute us. One of the students grabbed my purse and backpack, and I never saw it again until the end of the day.

Allison: How was the food? Did they have any customs at the table that were very different?

Ms. Whitt: They served SO MUCH FOOD! We were all eating so much! They served such a variety, too... maybe the average was 15 plates... it was so much, most of the time, I didn't even know what it was, like pig brain, pig intestines, etc. Of course they served appetizers, but no egg rolls, no fortune cookies. There's so much thing.

Allison: An American invention?

Ms. Whitt: Yeah... we used chopsticks most of the time. That's not good for me because I can't eat these things in my hands and food was dropping everywhere I ate. That's how I lost ten pounds!

Allison: Was it good food?

Ms. Whitt: Ugh... Sometimes it was really good... Sometimes I don't know what it was. I could only taste it a little bit. I don't think I would want to eat Chinese food for a year! (Chuckles) Because we ate it 3 times a day... I don't serve cakes, desserts, only fruits. I missed my desserts SO MUCH! One time we stayed at a hotel where they served dessert: a bag of ice cream for five American dollars. I was SO THIRLED! I ordered chocolate ice cream, but when the waiter brought it, it was only two tablespoons. For five dollars?! I was SO upset! They kids kept calling me Descent Queen. I craved for sweets.

Allison: So now you know if you ever travel there with the International Oratorio Club you will bring your little stack of sweets along, right?

Ms. Whitt: DEFINITELY! I will bring chocolate bars, a box of cherries... what else... hhm... (grinning)... Cookies... Allison: Yeah I can see you're going into a little daydream here! Okay, back to China! How did the general population of China react to your presence?
The Junior Bulletin

Our Unforgettable Climbing and Rappelling Experiences on Sugarloaf Mountain

Our sixth grade language arts teacher, Nancy Swaiuko, recently took us on our last fieldtrip for the year and it was a fieldtrip we will never forget! Our classmates, Priscilla Biskupiak, Christopher Corrigan, Kami Padden, and Jude Sims agree that this was a very unique fieldtrip.

We went to Sugarloaf Mountain to experience first hand how to rappel down a mountain and how to climb a mountain. We went on this fieldtrip because we had recently been reading stories about people who faced the challenge of climbing mountains. We read about Tenzing Norgay and Edmund Hillary who were the first people to conquer Mt. Everest. We read about survival stories about people who had to climb dangerous cliffs to save their lives. We also read a recent news article about Tom Whitaker who is a disabled man who hopes to reach the top of Mt. Everest during his climb which is happening right now.

If he is successful, he will be the first disabled person with an amputated foot to conquer Mt. Everest. We are "rooting" for Tom and hope he makes it! Ms. Whitaker has a website so some of us have even been e-mailing messages to him wishing him good luck. We are also using the Internet to try and keep track of how Tom Whitaker is doing with this challenging climb.

Our teacher worked with Mr. Andy Nichols of TEAM LINKS Inc. to plan the trip to Sugarloaf Mountain. Mr. Andy Nichols is an experienced climber who taught us all about the equipment necessary to rappel and climb mountains. More importantly, Mr. Nichols taught us about how to be safe as we experienced rappelling and climbing.

We all shared in the responsibility to carry the helmets, ropes, harnesses, hardware, and special shoes to a high point on Sugarloaf Mountain. The hike was steep and tough but we made it. Our legs felt like rubber when we got to our destination and we were breathing hard. We suddenly realized how high up the mountain we were! Andy explained each piece of equipment that we would use. He showed us that the ropes and carabiners were strong enough to hold thousands of pounds. This made us feel a little more confident about getting ready to rappel. At first Andy demonstrated how to rappel down a 45 foot part of the mountain. Andy made it look easy, but each of us was still nervous! Derrick Williams was brave and volunteered to be first. We cheered when he reached the bottom. Andy "coached" each of us down the mountain as Nancy Swaiuko signed words of encouragement to us. Jessica, a college student from Shepherd College in West Virginia, was at the bottom to help us take off the rappelling gear. The beginning of rappelling down the mountain was the hardest part. We had to develop our confidence in how to work the ropes and how to move our feet. This is a scary thing to do when you are so high off the ground. We kept our eyes on both Andy Nichols and Nancy Swaiuko who explained to us what to do. We had to overcome our fears and think "I can" instead of "I can't". One by one, each of us made it down the 45 feet! We were very impressed with Kami Padden who went down the mountain fastest and most confident! Priscilla Biskupiak was so nervous that she giggled all the way down the mountain. Priscilla was relieved to reach the bottom and

Photo Credit by Nancy Swaiuko

Kami Padden surveys how much she has climbed at the easily scaled 45 foot wall of Sugarloaf Mountain.

Chris Corrigan attentively watches a classmate climb a section of Sugarloaf Mountain as her and instructor Andy Nichols share bearing responsibilities.

then she wanted to try rappelling again! Then we pressured our teacher, Nancy Swaiuko, to also try it. At first she did not want to rappel, but then she decided to go ahead and try it. Our teacher was just as nervous as we were, but we told her "you can do it" and she made it!

After rappelling, we took a break to eat lunch. During this time Andy got the anchor ropes ready for us to climb up the part of the mountain that we had rappelled down. Andy explained to us the different kinds of knots he uses to tie the anchor ropes strongly to the tree and boulder he used as the anchors. Andy then explained to us the responsibility of the belayer. The belayer is the person who controls the safety rope for the climber. The belayer has to have a lot of responsibility and must pay attention to the climber at all times. Really the climber has to trust the belayer with his/her life! Chris Corrigan, who could not climb because of a finger injury, was one of our belayers. Andy was the back-up belayer. Chris was very serious about his responsibility and Andy was impressed with him. Jessica, the college student, was also a belayer. We had to wear special climbing shoes that Andy brought for us. We all took turns climbing the mountain. It was so hard because the ledges and cracks were so small and it was hard to find places to put our fingers and feet. Several of us made it to the top and then rappelled down. Jude Sims and and Krystle Berrigan both thought climbing was very challenging. Both Krystle and Jude did not give up and both of them finally made it to the top. Everyone cheered! Everybody tried their best

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and that was the most important thing. After each climb, each of us thanked our belayer because we knew that the belayer was so important for us to have a safe climb.

All of us helped carry the equipment down the mountain. Before we said good-bye to Andy, we had a short meeting with him. We talked about our experiences climbing and belaying. One of the important things we learned was that it is important to have confidence in yourself. All of us were nervous when we first started to rappel or climb, but we all tried to have confidence that we could do it. That helped us to be successful in beating our fears. For most of us, once we got the hang of climbing and rappelling, we enjoyed the experience. Another important thing we learned is that we really had to trust each other—especially the person who was belaying for us. Our cooperation and trust helped us to have a safe and fun time on Sugarloaf Mountain.

We all agreed that we will always remember this experience with Andy, our teacher, and each other. Our opinion is that we feel this fieldtrip was wonderful because we learned so much and we really enjoyed ourselves. Andy is a tremendous instructor. He helped to give us all of this confidence, including our teacher, Nancy Swaino. He encouraged us to do things we thought we couldn’t do. He made us beat our fear of heights. We think he is the best rock climber and rappeller we know, but honestly he is the only rock climber and rappeller we know, but we still think he is the BEST! We would definitely recommend Andy to teach other kids our age because he seems to understand how we feel. This experience helped us to feel proud of ourselves and proud of each other.

We are very thankful to Andy Nichols for working with our teacher to plan this fieldtrip for us.

—Krystle Bertrang and Derrick Williams, 6th Grade

My Job
At DAS Day Care

I started my job last September 1997. I have worked for one year until June 4th. I love to work with children at DAS and sometimes I am involved playing with the kids. First I arrive at 11:15 a.m. and help the aide. Sometimes I help in the kitchen to help fix lunch. After lunch I help the kids to go to the bathroom and change their diapers. Then I help wash their hands and get the kids ready for a nap. I help prep the kids’ backs to get them to sleep. Then I help to do the paper work for the next day’s classes. I stay at work until 1:45 p.m. Then we leave to pick up other kids from work. We return to MSD campus at 3:30 p.m. During the first week of June I will bring cupcakes and little gifts for the staff and kids because it will be my last week to work there because I graduate this year.

After my graduation my goal is to work at DAS daycare because I love to work with the deaf children. I am thinking about working in Frederick. I will be writing a letter to keep in touch with young children. It was my idea to work at DAS. I love the children and I will miss them so much.

—Julie Ann Marshall, 12th Grade

HOBY Leadership Seminar

I was very honored to be selected to go to HOBY Leadership Seminar at Columbia Inn Hotel, Md. I was very grateful to get this wonderful opportunity and participate in this wonderful learning experience. The 3-day seminar included a lot of presentations by significant people. They taught us how to be leaders and how to lead students and community members. There were a lot of questions that we hadn’t considered before. I was impressed by these wonderful people who gave beautiful presentations. I kept wondering how I can start these actions.

Generally, this seminar taught us how to be responsible, how to use think time and pre-schedule planner, how to set up a business in the future, what a leader is, and why a leader is the most important member of this community. Many questions applied to us in daily life. There are always choices that we must make. They also taught us not to give up because some will think that we are quitters. We can always still try again and again. There will always be mistakes and that’s okay if you make all the mistakes because it is part of our life. We can’t expect to be perfect because it won’t help us to understand better about life.

What was my most favorite part of HOBY? My favorite was the entertainment (dance, dessert, games, etc.). My least favorite about HOBY: I went to the Bell Atlantic Company in Baltimore and had lunch with certain people. But the food was cold. My most wonderful memory was to learn something new. Everything was new to me. I learned a lot. I am glad that I went there. I would like to go there and become a staff member next year.

HOBY Leadership Seminar was established by a movie star named Hugh O’Brian who was in Western films. He set up HOBY after spending time with Albert Schweitzer in Africa. They talked about the importance of leadership in young people. He happened to think he would become a leader. We thanked this organization for giving us the opportunity to learn what a leader is. Leadership is important to us because we are role models. We can
show others what a lesser is.

Volunteers was a theme during the conference. Many speakers stressed the impor
tance of helping others. Right now, I am setting my new goal for the future; to estab
lish a Tutor Program at LSD. The High School students will be glad to help tutor the
Elementary School students. Some Elementa
ry School students struggle in English/Readi
ng. I am trying to accomplish this by Octo
ber 1, 1998.

—Hee Jin Woodyard, 10th Grade

Russian Rhapsody
April 3-14, 1998

Now students and adult fans went on a tour in Russia and Sweden during MSD’s Easter
Break. For twelve days they were immersed in new and different cultures, customs, lan
guages, currency, and cuisine. Here is day-by-day narrative of their unique and memorable experience.

Day 1 — Day one in Moscow after a long and exhausting flight over the Atlantic Ocean
and a layover in Copenhagen. Our tour direc
tor, Cornelius and our Moscow guide, Irene
helped us check into our hotel, called
Irizarlova Delta, and we rested or played around until dinner. A man, Vladimir Baroev,
the President of the Moscow Society of the
Deaf, came to see us, hoping we could go see a
deaf play. Unfortunately, we couldn’t, but plans were in the making to visit the deaf school
and association later on in the week.

Day 2 — Irene took us on a bus tour around
Moscow. We saw a nursery where the deaf’s
e.x-wives would be sent after the crats got tired of them. We also went to see the famed Red
Square, and an unexpected treat, we were admitted into Lenin’s tomb and be were able to
view the corpse, which looked suspiciously
like a department store mannequin. After our
tour, we went to see the Moscow Ballet per
The Nutcracker in the Kremlin, a real
 treat, but some of us kept falling asleep be
cause we were still tired from the 9-hour time
shift! In the evening, after an afternoon of rest and going off at the hotel, we were treated
to the Moscow circus - very different from the
American version, but very cool and enjoyed by all!

Day 3 — This morning, Irene took us for a
walking tour, and we saw many beautiful ca
thedrals with gold domes on the tops. Then
our group took a special trip to visit the Mos
cow School for the Deaf, which was simply
unforgettable. Our boys played a little game of
basketball with some of the Russian boys (we won 54 - 35, by the way!) and we had a
blast meeting the kids. That night, Kevin and
Allison went to see another ballet company
perform Swan Lake, while the rest of the group
went walking around Red Square. We were
finally able to get some echoes of home as we
visited McDonald’s!

Day 4 — We went to the office where Mos
cow Society of the Deaf is headquartered, met
our friend Vladimir who signed ASL and told
us of the story of the Association and its sur
vival from the KGB and the fall of Commu
nism. His office was beautiful, probably am
ong the nicest interiors we’ve seen since we arri
ved. He had several gorgeous paintings on
his wall, all done by deaf painters. We asked him if he could take a picture of him with us,
and he hesitated a moment then said, “No, oh no...a few years ago, we’d have had to ask the KGB for permission.” Vladimir is also the third president in the last 4 years -
the last two were murdered after they refused to cooperate with the Russian mafia. Vladimir
is very aware of his situation, but is being care
ful. He served us tea and cookies, and we wish him the best of luck in the future! After the
Association visit, we planned to go back to the
Moscow School for the Deaf and pick up
some students to spend the rest of the day with
us. Unfortunately, our bus was 2 hours late,
and we had to drop that plan.

Day 5 — Finally, a day of rest! We had plenty of rest of today. We went to the Russian
Ice Hockey Championships this evening...Pretty neat! But the real attraction of the
day was boarding the overnight train that would take us to St. Petersburg. Several students from the Moscow School for the Deaf car to see us off. The rooms were tiny -
about 10 feet by 10 feet, and four of us in one room! Some of us had to sleep with strangers.
Fortunately, none of us had mixed gender rooms, which is a European custom. Some of our boys
met a group of English students who were on
the train on a History Class Field Trip, and chatted with them through the night.

Day 6 — Early in the morning, people be
gan to wake and emerge from their rooms to
look out the window at the Russian country
side. We saw tiny ducks out in the middle of
a barren landscape, very disconcerting and dif
ferent, yet awesom. After getting off the
train, we met our new guide for St. Petersburg, who took us in our new hotel, Sovetskaya
Hotel. St. Petersburg looks different from Moscow - more western. Almost immediately after checking in our hotel and eating break
fast (the food was touch better than Moscow, mono thought!), we got on the bus and went on a
three-hour sightseeing tour of St. Petersburg.
After lunch, we went on an even more exten
sive tour: we saw the magnificent Winter Pal
ace (home of Catherine the Great), and the Her
mitage, a huge art museum. There were three
million works of art - so many that a person
couldn’t have time to see them all in his or her
lifetime! We also went and saw the Peter and
Paul Fortress, which contained a former po
litic pris on. The cells were very depressing
- none of us would want to be there! Now, the
colleterial of all the tars are buried there (except
Peter II), Lasty, we went and saw St. Isaac’s
chapel, which is the largest church in St.
Petersburg - inside, the walls were decorated
with beautiful paintings and precious stones.
Wow!

Day 7 — We took a walking tour with our
tour director, Cornelius, where we went shop
ping, saw the Cathedral of the Savior on Split
Blood. Many of us thought this cathedral was
the most beautiful cathedral in the trip! It was
built after one of the tars was murdered by a
terrorist bomb while driving around in his car
riage. After this, we went to fill our bellies -
luckily, we saw a sign for Pizza Hut! In Rus
sia, restaurants like Pizza Hut are very expen
sive, and people who don’t care are thought to
be privileged. Of course, we didn’t think about
this as we chowed down on our delicious piz
zas. On the way to Pizza Hut, we met two def
men, one from Holland and one, Nikolai
S. Sisov from St. Petersburg who was an Art
Teacher and Assistant Director of the Reha
bilitation Centre for the Deaf where deaf stu
dents studied art. We invited them to eat with
us and make arrangements to visit their school.

Day 8 — Today we took a long drive out of
the city, which was neat, because we hadn’t
really been able to see the suburbs of Russia
yet. It was amazing to see the vast apartment
buildings where most of St.
Petersburg’s population lived. After an hour’s
ride, we got off the bus and saw the Summer
Palace. We all had to wear felt slip
pers as we walked around the gherous gar
deas! As soon as we finished, we get back on
the bus and went on our way to the St. Peters
burg Rehabilitation Centre for the Deaf where
we saw many beautiful works of art by deaf
students. We were even able to buy some!

Day 9 — We all said goodbye to St.
Petersburg and Russia today - what an unbeli
vable experience! We were sad to leave, but
then, we were leaving for Sweden! After
checking into the youth hostel in Sweden, we
went on our tour. Stockholm was just visiting
the cultural capital of Europe this year, so we
were very impressed with the art, the culture,
the beautiful people, and especially the clean
liness! All the Swedes we met spoke English,
and were very friendly. We visited City Hall,
which was very beautiful and full of history.
Then we saw the Vasa Museum, which is the
Swedish version of the Titanic - it’s big, but
Kaeling: Robin Shannon, Sponsor Rick Schoenberg, and Eden Vitter. Standing: Juan Carlos Barrero, Sponsor Gerry White, Yuri Randall, Sponsor Kevin Strachan, Andrew Kochaski, Sponsor Bill Randall, Shaw Shannon, Allison Polk, Franco Korpiot, and Jason Sunderland. Background: Frozen Nova River, St. Petersburg, Russia (April 9, 1990) was sunk. Anyway, they pulled it up and built a museum around it. Very awesome!

Day 10 — Today is Easter Day... Which makes it hard for us to really see anything, but we’re still having a blast. We went and saw the changing of the guard near where the royal family lives (many of our boyfriends wished for a chance to meet the royal princesses Victoria and Madeleine... but didn’t get it!) Then we went and toured the Old Town, which was like an Alley with very tall buildings, where many stores and tourist shops were. As it happened, today it felt like a blizzard as we – freezing, snowing, and windy. Most of us missed the spring weather back home! Nevertheless, we all walked up and down the street, looking at shops, and ducking in the occasional 7-11 and coffee shop to take advantage of the heat!

Day 11 — Our last day before we go home tomorrow... boo-hoo! We were given the whole day to ourselves, so we went shopping at the outdoors mall. The weather was better today – cold, but no wind or snow. Some of us went to play laser tag and play at the arcade. The others just had the time of their lives walking around in the mall and hanging out. Then we were all tired, so in the late afternoon, we went back to the hotel to rest and chill and enjoy our final meal as a group. Later that night, some of us just decided to go roaming around the city with no aim – our last adventure in Stockholm! We went and walked and walked and walked. It was freezing cold, but we were having fun! Some of us climbed down a ladder in the wall of the harbor and touched the water just so they could say, “I touched the Baltic Sea!”

Day 12 — We packed our bags and headed to the airport. After saying goodbye to Cornelius, we were on our last flight back to home sweet home, the land of the free and the home of the brave!

— Allison Polk, 12th Grade

"Checkers" Open
As the ribbon supported by two chairs was cut, Maryland School for the Deaf staff and students cheered. "Checkers", a new snack bar/recreational center in Klipp/Redmond Hall basement was finally open after a long wait. Upon entering, a black and white tile floor shows vividly why the center is called "Checkers". To elaborate on the 1950's era motif, pictures of famous stars like Marilyn Monroe, Elvis Presley, James Dean, and many others are put on the walls. Pictures of old 57 Chevy cars and other vintage cars of the fifties are also revealed to bring a piece of history into "Checkers".

"Checkers" has five major areas. The first area is where students purchase refreshments and snacks, and the kitchen. In this area students can buy cold food such as ice cream and soda and hot food such as french fries and pizza. The second area is the dining area where students have the opportunity to sit down and eat or watch television. The tables and chairs have a unique design with steel and red fabric seen in some restaurants. The third area is the place where students sit down on couches and watch programs and movies on a giant screen television. Coffee tables make this area more like home for the students.

The fourth area consists of a pool table and a ping pong table. There the students can engage in entertaining activities to help clear their minds after a long day at school.

The fifth area is especially for parties. It consists of a giant dance floor and a DJ booth where students can dance the night away.

"I’ve always loved the 1950’s. So many of my memories come from that period. I love the vintage cars from the fifties the most. "Checkers" is a great place for me to bring back the memories that the adults have while showing the students the past," said John Kenellan, the designer and coordinator of "Checkers".

Timothy Riker as SBG President has the house to cut the ribbon at "Checkers".

"Starting about a year ago, students and I discussed about various issues. One of those issues was the possibility of moving the snack bar/recreational center closer to the residential halls. The students were very supportive of that idea and today we have "Checkers". Now, students don’t have to walk so far anymore," remarked Ms. Linda Coleman, SSD Dean of Students. "Checkers" will help bring the students together to socialize. Since about ninety percent of anyone’s learning comes from socializing with other people, this recreational center should help boost the students’ growth. Let’s give out three cheers to “Checkers”.

— Timothy Riker, 12th Grade
Fall 1997 Silent News
Deaf All-American Teams

For Varsity Football, MSD ranked 4th in the nation. MSD’s Juan Pablo Borrero and Franco Koupica were selected on the All-American team.

For Girls’ Volleyball, MSD’s Nicole Sicette was named on the All-American team.

Winter 1997-98 Silent News
Deaf All-American Teams

MSD received the Team of the Year honors in wrestling for the 4th year in a row. In 9 of 14 weight classes MSD wrestling team members were selected on the All-American team. They were as follows: Robert Steele (125), Xhaq Tep (130), Tony Stallard (135), Jason Jones (140), Conrad Haze (152), John Jones (160), Ed Lowe (171), Timothy Riker (189), and Patrick Holness (275).

For Boys’ Basketball, MSD ranked 6th in the nation. MSD’s Juan Pablo Borrero was selected on the All-American team.

For Girls’ Basketball, MSD’s Laura Tarbox was named on the All-American team.

1998 MSD Girls Track & Field Season

Girls’ Track had many challenges against strong teams at away meets. Each member worked hard to accomplish individual goals in both running and field events.

All Oriollettes realized they improved so much just in time for the ESDAA Track and Field Championships. There were twelve deaf school teams competing at Urbana High School. The MSD girls’ team is proud of winning third place.

ESDAA results are as follows:

100m Hurdles, 3rd—Ashley Gill (21.0)
100m Dash, 4th—Belynda Bailey (14.2)


400m Dash, 4th—Laura Lohmeyer (53.0)
Sprint Medley Relay, 3rd—Ashley Gill, Linette Christopher, Tabitha Markel, Eden Velez (2:31.6)
300m Hurdles, 2nd—Jessica vonGarrel (57.0)
200m Dash, 3rd—Belynda Bailey (24.1)
800m Run, 3rd—Laura Lohmeyer (2:56.5)
7th—Tabitha Markel (5:10.1)
4x100 Relay, 3rd—Belynda Bailey, Linette Christopher, Ashley Gill, Jessica vonGarrel (50.9)
3200m Run, 4th—Nancy Hoover (18:12.5)
4x400 Relay, 2nd—Ashley Gill, Tabitha Markel, Laura Lohmeyer, Jessica vonGarrel (5:12.2)
Discus, 3rd—LaCrystal Laughlin (71’7")
6th—Kim Bruggeman (82)
Shot Put, 5th—LaCrystal Laughlin (20’11 1/2")
7th—Kim Bruggeman (24)
High Jump, 4th—Laura Lohmeyer (4’4”)

Girls’ Final Results:
1. Western Penn School for the Deaf-177
2. St. Mary’s School for the Deaf-91
3. Maryland School for the Deaf-71
4. Rhode Island School for the Deaf-69
5. American School for the Deaf-54
6. Marie Katzenbach School for the Deaf-27

7. Lexington School for the Deaf-23
8. Austinine School for the Deaf-18
9. The Learning Center-14
10. New York School for the Deaf-2
11. Mill Neck Manor School for the Deaf-1

MSD Oriollettes look forward to coming back to "fly higher and better" next season.

—Coach Nancy Benton

The ESDAA Track & Field Championships

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1998 MSD Boys Track & Field Season

The first practice saw close to thirty boys come out for track. It was very exciting as this was the largest turn out the team had in several years. When practices took place, number dropped to the upper teens as students realized the effort required to participate in track.

The first two meets held a great deal of promise for the big meets that were to come at the end of the season. Based on the performance of the boys at those two meets it appeared that they would be a strong contender for the ESDAA Track and Field Championships that MSD was hosting in May.

Again the required dedication and discipline needed for a successful program waned as boys began to miss practice and several more felt that track was not for them. MSD then had to face the biggest meets of its season with only eleven boys to cover the sixteen different events. The core group worked very hard to develop the team spirit that would be needed to carry through to the ESDAA Championships.

With only eleven boys and not having enough to cover all events MSD knew that we could not challenge for the ESDAA Championships, as it focused on winning as many medals as possible to lay the groundwork for next season. The boys worked very hard and were able to finish in fifth place out of twelve teams. The core group had worked very hard all year and their high finish is something to be proud of. ESDAA results are as follows:

Pole Vaulter, 2nd—Robert Steele (5’13")
3rd—Kho Tep (5’10.5")

Shot Put, 4th—Franco Korpics (17’5")
110m Hurdles, 3rd—Tony Stalldard (19.6)
100m Dash, 2nd—Franco Korpics (12.2)
200m Dash, 5th—Tony Stalldard (25.8)
1600m Run, 4th—Adam Baker (5:12.1)
4x100 Relay, 3rd—Donald Street, Robert Steele, Petru Ciubotarescu, Tony Stalldard (50.8)

Sprint Medley Relay, 3rd—Franco Korpics, Robert Steele, Tony Stalldard, Adam Baker (4:13.2)
4x400 Relay, 3rd—Franco Korpics, Petru Ciubotarescu, Jason Jones, Robert Steele (4:10.1)

Boys’ Final Results:
1. New York School for the Deaf-120.5
2. Westmin Penna. School for the Deaf-103.5
3. St. Mary’s School for the Deaf-90
4. American School for the Deaf-76
5. Maryland School for the Deaf-54
6. Marie Katzenbach School for the Deaf-26
7. Avonlea School for the Deaf-20.5
8. New York State School for the Deaf-14
9. The Learning Center-9.5
10. Rhode Island School for the Deaf-9

11. Mill Neck Manor School for the Deaf-9
—Coach Charles A. Day

1997-98 Athletic Awards

Stoeltz-Lehmann Volleyball Award
Nicole Sichette
Most Improved Volleyball Award
Trinity Reeder
Charles G. Moylan Football Award
Juan P. Borrego
Best Offensive (Football) Award
Petru Ciubotarescu
Best Defensive (Football) Award
Franco Korpics
Most Improved Football Award
Robert Steele
Dodge/ Hicks Cheerleading Award (Football)
Nicole Sichette
St. John’s White Spirit Award (Football)
Allison Polk
Spencer Girls’ Basketball Award
Laura Tarbox
Most Improved Girls’ Basketball Award
Every Member of the Girls’ Basketball Team
Harry G. Benson Boys’ Basketball Award
Juan P. Borrego
Most Improved Boys’ Basketball Award
Danny Maliszewski
JV Coach’s JV Boys’ Basketball Award
Kurt Emmetich
Dodge/Hicks Cheering Award (Basketball)
Kelly Ann Corrigan
St. John’s White Spirit Award (Basketball)
Nicole Sichette
Shockley Most Improved Wrestler Award
Jesus Pocasangre
David Harris Takedown (Wrestling) Award
Robert Steele
Schacter Wrestling Award
John Jones
Wrestler of the Year Award
Tony Stalldard
White Track Award
Ashley Gill
Bat Track Award
Petru Ciubotarescu & Franco Korpics
Fowells Service Award
Barbara Kinzie
M.S.D. Booster Club Award
Barbara Kinzie
Inspiration & Leadership Athlete Award
Kelly Ann Corrigan & Petru Ciubotarescu
Most Improved Athlete Award
Tiffani Roeder & Robert Steele
All Round Athlete Award
Jessica vanGarrel & Franco Korpics


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Youth Soccer - Spring Season


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Deaf Baptist Church in Whiston, where he first for- merly served. She was also active in helping people in the community. She is survived by her son, the Rev. A. Marriott Highsmith of Poolesville, two broth- ers, Richard C. Morning of Boyds and Gerald E. Morning of Poolesville, four nieces and nephews. Funeral services were con- ducted by her was, the Rev. Brannwell Highsmith, at Hilton Funeral Home in Poolesville, MD. Interment took place in Moravia Cemetery in Hightsville, MD. Memorial donations in memory of Mrs. Highsmith, may be made to the Maryland School for the Deaf, 10 Clarke Place, P. O. Box 250, Frederick, Maryland 21705.

Stephen Senes ‘95 has recently been inducted into the Golden Key Club, an honor society which indicates that he is in the top 10% of his senior class at Rochester Institute of Technology in Rochester, New York.

Ms. Sylvia Renee Brooks, mother of Aleasha Harrington, Md.-Colombia student passed away at the age of 57 on May 7, 1998. She was a kind and loving mother, especially to her three children. She made numerous friends wherever she went and will be sorely missed by her parents, Richard & Lena Brooks and her fiancé, Joseph Harrington.

The 1998 MSD Hall of Fame Inductees

On March 3, 1998, there was a ceremony honor- ing the 1998 MSD Hall of Fame Inductees by the MSD Alumni Association. The MSD Hall of Fame was established by the Board of the Maryland School for the Deaf Alums Association in 1992. The purpose of the MSD Alumni Hall of Fame is to annually honor alumni who have made significant contributions. The honorees are:

Paul Alabot, Jr., ’83 — Track
Lenois Anderson, ’52 — Basketball and Basket- ball
James Behrens, Jr., ’18 — Leader in Sports
Frank Hatsness, ’48 — Baseball and Basketball
Coach
Tamez Lewis, ’81 — Track
Kade Naylor, ’78 — Football
Leonard Owens, ’20 — Baseball
Noah dissers, ’72 — Basketball
Amonstrong Eillot, ’57 — Track
David Harrington, ’70 — Football
Larry Johnson, ’72 — Track
Thaddeus Jackson, ’77 — Basketball
Stanley Phillips, ’79 — Basketball
Robert Procort, ’78 — Track
Scott Snyder, ’40 — Basketball
Edward Swift, ’33 — Basketball
*Deceased

PTCA NEWS
Third Annual Auction/Carnival
The annual Auction/Carnival turned out to be successful for the third consecutive year on Sat- urday, May 30. Simultaneous activities that took place on the football field included a silent auc- tion with a special section for children, a variety of games, art, crafts, and a petting farm, and a food-out.

Ms. Donna Frank and Ms. Gaye Hays, the Auction co-chairs, did a superb job of enlisting a wide variety of items for donation including: gift certificates from local restaurants, admission tickets to amusement parks, Frederick Key tickets, original paintings, memorabilia, subscriptions to publications, games, (Jeanie Babies, CD Rom, original oil paintings, and many more. Children and adults alike enjoyed making their own bids.

For the assistance from volunteers Ms. Carolyn Markel and Ms. Sonna Smith, PTCA co-chairs, played a key role in seeing that chil- dren enjoyed the following activities: games, Moon Bounce, Dunk Tank, basketball shooting contests, water, potato tosses, and many more. The children took advantage of the sunny weather by wearing ball caps and getting themselves wet.

Led by Ms. Jennifer Thomas and Ms. Janet Monte-Wizock and their volunteers, the children had a lot of fun with art and crafts such as painting pet rocks and making sand bottles and neck- laces. There was even a "beauty shop" finger and toe nail painting which was enjoyed by all.

The kids had a great deal of fun with ani- mals at the petting farm, which was arranged by Mr. James Remsburg. Baby goats, cows, rabbits, snakes and turtles greeted the children who fed and petted them. Many children were happy to hold the tame snakes on their own.

The cook-out, led by co-chairs Ms. Linda Biskupak and Ms. Stecia Franks, wound up the day with their volunteers, including bartenders, hot dogs, roast beef sandwiches (the roast beef was donated by Mr. James Remsburg), french fries, drinks, cotton candy, and different candy. Mr. Hal Clapp, Mr. Dave Frank, and Mr. Ray Lehman handled the finances all day.

The Third Annual Carnival is an enjoyable get-together for students, parents, siblings, ad- ministrators, and staff. PTCA wishes to extend their special thanks to all the above co-chairs and

their volunteers who worked hard to make this exciting event a reality.
—Audrey Frank, President, PTCA-FC

MSD-PTCA Golf Scramble Tournament

On May 2, 1998, the MSD-Frederick Campus PTCA hosted a golf tournament as a first-time fund raising project at the Glade Valley Golf Course in Walkersville, Maryland. A total of 23 golfers participated in six teams. They had a wonderful golf tournament and everyone went home as a “winner.” The workings were as follows: 1st place—David Cheary, Don Phelps, Scott Smith, Lorraine Stoltz 2nd place—Cheek Baumi, Tom Bullard, Billy Ennis, Jerry Hause 3rd place—Mark Alford, Ebbe Horsweth, Ed Downey, Jim Niemi 4th place—Cliff Geffen, Sam Lacney, Richard Pelletier 5th place—Darvin Brehmeh, Johnny Coleman, David Martin, Carl Frumak 6th place—Dwight Benedict, Sam Favas, Dave Frank, Roy Lehman

Ms. Gloria Condon of Associate Insurance Co. and Ms. Jan Starr West of Remax Relator donated $100.00 and $55.00 to the PTCA golf tournament, respectively. The National Geographic Society donated a beautiful World Atlas book. The Mountain Gate restaurant, the C&B's restaurant, and the Red Lobster restaurant donated gift certificates. All of these prizes were given to the golfers. The PTCA officers want to thank all the people who made the golf tournament a big success. PTCA is planning on having another golf tournament in the fall.
—Lorraine J. Stoltz, Chairperson

Gifts to Fund Computer Technology

Much needed improvements to campus computer technology has been made possible through the generosity of many MSD parents, alumni, staff and friends of the MSD Foundation. Last December a letter describing the Foundation's Annual Giving Campaign noted that much needed assistance to various MSD programs has been provided by the Foundation over the years. Board Member and Campaign Chair, Dwight Benedict, understands first hand the benefits of supporting MSD through the Foundation over the years. His children are elementary school students and his wife, Beth, is an alumna.

The monies raised during the 1997 campaign will provide updated equipment and software for MSD’s desktop publishing system. Originally purchased with a gift to the Foundation from NorconBank, this equipment, installed by Tom McRae in the graphic arts department, quickly became an indispensable teaching tool. Today, it is a necessity for all information published on the Columbia and Frederick campuses, including the Maryland Bulletin and MSD's yearbook. The ever increasing usage of the hardware and advances in available software are very good reasons to maintain this system.

The Foundation Board is very proud of the commitment so many people have made in support of the education of Maryland School for the Deaf students. The Board extends its deep appreciation to all friends of deaf education and a special thank you to the donors listed below who made the '97 Campaign a success. You are invited to contact the Foundation at (301) 662-5135 for more information about the needs of the school and how you can help.

1997 Annual Giving Campaign Donor List:

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Rudolph C. Hines

Rudolph C. Hines came to this world on September 16, 1923 at the Montgomery County General Hospital in Olney, Maryland. His family lived on a farm which had 460 acres in Brinklow, MD. His father was one of the first white people to own a tractor for his farm. He was attending a one-room public school house when he was stricken with German measles and mastoid infection at the age of seven years old. He became deaf as a result of the mastoid infection. He had three surgeries to drain out the pus in each ear. He then attended a private residential school called the Reinhardt Oral School in Kensington, Md. for two years. He went back to the one-room schoolhouse because his father could not afford to pay his tuition during the Depression. He walked a mile to school with his brother everyday. His brother would tell him to run faster to school after he heard the first bell and they both would arrive in time before the second bell rung. He remembered the environment of his schoolhouse as the walls were filled with the alphabet in cursive and manuscript styles. There were about fifteen students with two or three students in each grade from first to fifth grades. The teacher would ask for silence after she dropped a pin and she would repeat the procedure if the noises did not subside. When the schoolhouse was closed, Rudolph transferred to Sandy Springs Elementary School where he was in 5th grade. He would ride five to six miles on a school bus from his home. There were approximately twenty five students in his class. He did not learn anything in class. He would read books taken out from the bookcase in his classroom. His mother would help him with his arithmetic exercises.

One day Rudolph and his parents visited the home of Mary Alice Benson who was a good friend of his aunt. His aunt tried to persuade her brother and sister-in-law to allow Rudolph to attend MSD. They were hesitant until they met Mr. and Mrs. Harry Benson. His father was impressed after he learned that Harry Benson, father of Mary Alice Benson, was a printing instructor at MSD. At that moment, his parents decided to enroll Rudolph at MSD in the fall of 1936 when he was thirteen years old. His mother told him not to learn sign language. Rudolph as he was called had to write notes in order to communicate with other students. It was Scott Snyder who taught him to sign. He remembered the first day at MSD that he was asked to complete a letter to his parents on the blackboard. After it was done, the teacher would make corrections on the students’ letter compositions. She would not make any corrections on Rudy’s letter as there were no grammar errors. He then was promoted to the sixth grade where Rudolph would find James Barrack and Edwin Markel as his classmates.

Rudolph recalled his MSD days as a student who played on the soccer team, baseball team, and track team. He did participate in the Boy Scouts. He took algebra class instead of taking shop class. He remembered learning sign language with James Barrack who came to MSD at the same time he did. He also took part in the military activities. He graduated from MSD in 1941 but returned to MSD for his post graduation education and left MSD in 1942.

After passing Gallaudet examinations, Rudolph attended Gallaudet College in the fall of 1942. He took all courses in English and Mathematics because he felt that they were necessary for his future jobs. He became a member of the cross country and track teams and participated in the one-mile and two-mile relays. He joined the Kappa Gamma Fraternity where he would be forced to talk with the girls during the probation because he never dated girls. He decided to become a teacher during his senior year so he took psychology, methods of teaching, and teaching practicum at Kendall School. He recalled that one day before his graduation he was handed a paper to check out which degree he wanted to get so he checked the Bachelor of Science degree. He became a graduate of Gallaudet College in the spring of 1947.

As a MSD student in 1940, Rudolph raised the flag in front of the Old Main Building.
remembered one teacher asking him how he succeeded in teaching reading and his answer was common sense!

Following the advice of Mervin Garretson who was employed at the Montana School for the Deaf, Rudolph moved to Great Falls in the fall of 1952 and got his second job teaching at Monona School for the Deaf and also was a supervisor for high school boys. He taught rotating classes - arithmetic, reading, writing, and algebra. He met his future wife, Marlene Skogas, who was a waitress for the faculty and a student in his algebra class during her senior year.

In the fall of 1953, Rudolph was offered a job at Gallaudet College. He had three English classes and two Mathematics classes. Then the following year, 1954, to his retirement in 1993, he taught Mathematics and was the Chair of the Mathematics Department at the N.W. Campus of Gallaudet University. He returned to the Main Campus of Gallaudet University in the fall of 1993 until his retirement in the following December. He had to retire at the age of 70 as there were rules for compulsory retirement. During his teaching years at Gallaudet, he coached cross country, track, and indoor track for six years.

Rudolph received his Master of Education degree at University of Maryland in June 1953 during his second year of teaching at Gallaudet College. His oldest cousin also graduated from University of Maryland with Bachelor of Arts degree after teaching public school for many years. They would always remind each other and tease about that.

The marriage between Rudolph and Marlene took place in Glendive, Montana on August 12, 1956. Marlene graduated from Montana School for the Deaf in 1953 and attended the business college in Great Falls. She worked in the office at a clinic until her marriage. It was the first time she saw a city when she moved to Maryland as the bride of Rudolph. They set up their home in University Park, Maryland. They were both blessed with two daughters, Cindy and Lori, and two grandsons, David and Adam. Cindy lives with her husband who is an electrical engineer in Springfield, Illinois, with their two sons. Lori works at the New York City Library on 48th Street. She sets up the exhibitions with photographic collections.

Governor Theodore McKeldin appointed Rudolph to serve on the Board of Visitors of the Maryland School for the Deaf in October 1955. He became the first MSD alumnus to serve on the Board and the second alumnus to serve on the governing board of a residential school in the United States. He served on the board until the summer of 1992.

Serving on the board of the Maryland School for the Deaf Alumni Association from 1947 to 1957, Rudolph was the chair of the committee who wrote the Constitution and By-Laws of the present Maryland Association of the Deaf. He served as the President of the MSD Alumni Association for three terms from 1958 to 1964.

After his retirement from Gallaudet University, Rudolph and his wife are active in various organizations such as their church, St. Barnabas’ Mission of the Deaf, and the Maryland Senior Citizens Club. They also enjoy gardening and traveling.

Rudolph has advice for MSD students - 1. Always do your best. 2. Do a lot of reading. 3. If you go to the college, take English and Math courses as they both come in handy. 4. If you make friends, then make effort to remain friends with them.

In 1942, Rudolph participated in track & field event: High Jump.

Rudolph (second from right) posed for the camera with his graduating class and MSD Superintendent Dr. Ignatius Bjarles in 1942.

Rudolph (second from left) stood between Ms. Bjarles and Dr. Bjarles at Gallaudet College’s commencement in 1947.

The Hines Family (front row) grandsons Adam and David; (back row) Rudolph, wife Marlene, daughter Cindy, son-in-law Donald and daughter Lori.

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MSD’s Bilingual/Bicultural Committee Proudly Sponsors

ASL EXPO

In Celebration of MSD-Columbia’s 25th Birthday
Saturday, September 26, 1998
12:00 - 5:00 p.m.

ASL EXPO Workshop Topics

- International Signs
- Storytelling
- Bilingual Approach
- ASL/English Grammar
- Deaf History
- What is ASL?
- And more....

Tentative Program

1:00 - 3:00 p.m. - Workshops
3:15 - 4:15 p.m. - Panel Discussions

Admission:
$5.00 per person
Children under 14 years old FREE

There will be exhibit booths in the Gymnasium

Proceeds go to MSD’s Bilingual/Bicultural Committee

FOR MORE INFORMATION, CONTACT ROBIN MASSEY
TTY: 410-418-8660 MD Relay 800-735-2258 EMAIL: rmassey734@aol.com
Class of 1998