The Maryland Bulletin
Fall, 1998

ND SCHOOL
25 Years
CONTENTS
Maryland School for the Deaf Celebrates 25 Years in Columbia ........ 1
The Beginning ................................................................................................. 3
Columbia Campus through the 1980's - 1990's ................................................ 5
Curriculum at MSD—Past And Present ............................................................ 10
Boy Scout Troop #258 Celebrates 75 Years of Scouting ...................... 11
MSD Policy Regarding Confidentiality of Student Records .................. 13
The Deaf World . . . ...................................................................................... 15
Around MSD ................................................................................................. 16
The Junior Bulletin ......................................................................................... 20
Sportscope ..................................................................................................... 24
Alumni & Community News ....................................................................... 28
MSD Alumni Profile: Cynthia Rae Lohr Peters .......................................... 31

ON THE COVER
MSD-CC students, administrators, faculty, and staff stand behind a truly
memorable banner celebrating Columbia Campus’ 25th Anniversary.

FREDERICK CAMPUS
101 Clarke Place, P.O. Box 250
Frederick, Maryland 21705-0250
(301) 360-2000 (V)
(301) 360-2001 (TTY)
FAX (301) 360-1400

COLUMBIA CAMPUS
Route 108 & Old Montgomery Rd., P.O. Box 892
Columbia, Maryland 21044-0894
Baltimore Metro Area (410) 480-4500 (V) & (410) 480-4501 (TTY)
Washington Metro Area (410) 596-3190 (V/TTY)
FAX (410) 480-4506

The Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting program, activities, or employment practices.
Questions regarding this policy in terms of employment may be directed to J. Saundus, Director of Personnel (301) 360-2000. Questions regarding the school program may be directed to Dr. Deborah Clark, Director of Pupil Personnel Services (301) 360-2022. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705.
dance. Everyone was given a commemorative program book and a logo poster of “25 Years...Dedicated to the Dream.”

First Year Students who attended were Kenny Brennan, Philip Joses, Sean Keris, Ricky Perry, Gary Resch, Troy Richardson, Lisa Rose, Chris von Garrel, and Sudhir Wallia.

First Year Staff who are still employed at Columbia Campus are Stella Bishop, Laraine Hardy, Dr. Ruth Howell, Dr. Allan Leffler, Joyce Leitch, Martha Russell, Millie Russo.

First Year Parents who still work at Columbia Campus are Evelyn Anthony, Doris Gepper, and Sandra Resch.

First Year Staff who worked at Columbia and who were here for the celebration were Dorothy Baker, Paul Baker, Frank Bryan, Dr. Gertrude Galloway, Aileen Hall, and Elizabeth Kehlson.

At the end of the program, current MSD students and former Columbia students performed that same song that was performed on the day of dedication of the campus in 1973, Welcome to My World.

Welcome to my world
Won’t your come on in.
Miracles happen now and then.

Step into my heart
Leave your cares behind.
Welcome to my world
Built with you in mind.

Knock and the door will open.
Seek and you will find.
Ask and you’ll be given.
The key to this world of mine.

I’ll be waiting here
With my arms unfurled
Waiting just for you
Welcome to my world.

Tours of the campus were conducted after the morning program.

In the afternoon, a Cornerstone Ceremony was held. Found in the cornerstone were pictures of the dedication ceremony in 1973 and a set of 1973 mint coins. Current students placed new items such as pins, programs and pictures in the cornerstone. It will be opened again in the year 2023.

In the evening, 151 staff, parents, former students, and friends of the school enjoyed a silky-smooth cruise on the Bay Lady on Baltimore’s Inner Harbor. A sumptuous buffet dinner added to the ambiance. Couples strolled the upper deck, enjoying the beautiful warm weather that danced the night away on the dance floor.

Day 5 - September 26: The ASL Expo, sponsored by MSD’s Bilingual/Bicultural Committee, was held in the afternoon so that the community could join in the birthday celebration. Approximately 200 people participated in various seminars and toured the exhibits. Children enjoyed the story-telling sessions. Food was provided by the Frederick Campus International Studies Club.

The week of celebration left joy in the hearts of everyone who attended. Congratulations abounded for a job well-done. Many comments were made about the obvious planning and preparation that went into the success of the event. Columbia Campus remains “Dedicated to the Dream” as it looks toward the next 25 years and its 50th birthday celebration.

Dr. Gertrude Galloway, first Assistant Principal of the Columbia Campus, shares her touching and humorous stories about her years at Columbia.

Columbia alumni look at the picture display looking back on 25 years at Columbia.
The Beginning

By Frank R. Bryan, Former Principal of MSD-Columbia Campus
Presented at Columbia Campus on September 25, 1998

Greetings! From the Virginia School for the Deaf and the Blind at Hampton.
It is indeed a pleasure to be here to help celebrate the 25th anniversary of the Maryland School for the Deaf - Columbia Campus. WOW! It’s hard to believe that 25 years ago we opened this school.

In the early ’70s, there was a real need to expand the Maryland School. The Frederick Campus was at or near capacity. A second campus was not included. The rubella epidemic of 1963-65 tripled the number of children born deaf. It also caused multiple disabilities. The concept of a second MSD campus located near the population center of the state seemed like an ideal solution to how MSD would deal with the number of deaf children it had previously seen.

I was not a part of the Maryland School when the idea of a second campus was born. Suffice it to say that a lot of effort was expended to get the state legislature to pass the law including the funds to establish this marvelous campus. An architect was selected and these buildings were designed and built. The Elementary Building, now known as the Steiner Building, was completed in 1973.

I came on the scene in the middle of July 1973 as Principal. An exceptionally able staff had already been hired. Later, I came to realize that an outstanding staff had been assembled to open the Columbia Campus. As a first-year Principal, I was truly blessed.

I soon learned that while we had a wonderful new building, furniture had not yet been ordered. School was scheduled to open in five or six weeks. Those of you who are familiar with school procurement procedures know there was no way we were going to have furniture by the time school opened. In fact, if my memory is right, it was about November when the furniture began arriving.

In the meantime, we had this great new building with lots of open spaces and windows. I was told that the architects designed the building so that wherever you were you could see outside. Well, the floor was carpeted. There was even some kind of heating elements in floor so it would not be cold. So we started school on the floor. The kids loved it! It seems we borrowed some furniture from the Frederick Campus, but it was minimal.

As I recall, we started that first year with about 23 students, five teachers, a Sign Language coordinator, a speech pathologist, and the best Assistant Principal a new Principal could ever hope for. I remember our first faculty meeting in the multi-purpose room. We put the chairs in a tiny circle. I had come from the Kendall School where we had a faculty of about 35 and a circle arrangement would never have worked. It was nice having a small faculty. We could get to know everyone.

I think it is important to get a sense of the times into which this school was born. Total Communication had started in the late 60's. By the early 70's, the philosophy of Total Communication was sweeping the country. MSD was the first state school to adopt Total Communication. I remember when I began my career at MSD in 1961, the Primary Department was all oral. There were some oral classes in the Intermediate Department, too. Just a little more than a decade later, Total Communication became the bandwagon everyone jumped on. It was a significant departure from the traditional teaching approaches used in schools for the deaf across the country.

In addition, there were four or five different Signed English systems that had been developed. The Signed English naturally fell in line with Total Communication. We had a rule at MSD-CC, that everything you said orally, you signed.

It was into this environment of change that the Maryland School for the Deaf - Columbia Campus began. It was a time of excitement and experimentation. It was as if, suddenly it was okay to try something different, something new. Signing was accepted as the norm. There was a young staff eager to try their wings and a new principal willing to let them. There was a sense of breakthrough that opened new vistas. There was a commitment to success. A bulletin board proudly proclaimed, "We’ve got it together!" An article in the Central Maryland News by Kent Porter described the bulletin board and the school.

"It’s hard to miss the floor-to-ceiling sign, ‘Total Communication,’” it proclaims. Everybody’s idea of the kid points to his ear, his mouth, his eye, and
One of the consequences of the rubella epidemic was an increase in the number of deaf children with other disabilities. MSD-CC was founded with the understanding it would be serving this very special population. A building was under construction to house the Multihandicapped Program even as we opened the Elementary Department. The architects followed the same style of building as the Elementary School. They obviously designed the building for children with physical disabilities. When the Transitional Department opened in 1974, I don’t recall that we had any children with physical disabilities, certainly not any wheelchair users. We did have mentally challenged children and some with emotional problems. We called it the Transitional Department because we envisioned these children developing the skills to move into the regular classes for deaf children. We were very idealistic.

This beautiful building for these children with multiple disabilities had a thousand windows. There was glass everywhere you turned. The architects were clever. They designed a sloping roof without gutters. The rain would run off the roof into a bed of river stones. Esthetically, it was very pleasing to look at. But it was tough on the glass windows. All that glass and all those stones next to the windows. The temptation was too great for many of the students with emotional problems. We were quickly into the thousands of dollars in window replacements. It was killing our budget. We had to do something or we were going to go broke. Somehow we found a company that had developed a process of pouring an epoxy mixture over stones that supposedly glued them down. However, we found there were some loose stones or I should say that the students found some of the stones that were not glued down. Window breakage was reduced, but we were still having to replace too many windows. Then we began replacing the glass panes with lexan.

I remember that I was over in the Transitional Department one day when they went outside for recess. One of the boys became bored and decided to make some excitement. By this time window breakage was some point between teachers and administrators. We were into behavior modification. One aspect of behavior modification was to ignore unwanted behavior and it would be extinguished. Well, the boy picked up a loose stone and heaved it at a window that had recently been replaced with lexan. The stone bounced off the lexan. I have always wished I had a camera to take a picture of the look on his face when the stone bounced off that window. He couldn’t believe it didn’t shatter into a million pieces. He picked up another stone and threw it with the same result. He shook his head as if to say, “It’s supposed to break.” About that time the teacher was successful in redirecting him into another activity.

That building was supposedly designed for children with multi-disabilities. However, it was designed for deaf children with physical disabilities not emotional disabilities. We learned how to modify the building to some extent, e.g., replacing glass with lexan. We also learned how to better assess children for admission into the program.

As we worked with those multi-disabled children with emotional problems, it became evident that we needed to deal with those problems before we were going to be able to educate them. A mental health team came into being. We began to add specialized staff. We hired mental health counselors, a psychiatric nurse, an art therapist, a family counselor. We also had consultants—a clinical psychologist, a behavioral psychologist, and a psychiatrist. I was surprised to learn that all three of them are still providing counseling services today. Several families participated in family therapy through another consulting agency. I consider the Mental Health Team a major achievement and legacy that I left to my successor, Dr. Richard Steffen.

I was particularly fortunate to have an exceptional staff and great cooperation from Annapolis while I was Principal. This school has a rich heritage and I am proud to have been a part of it.
Columbia Campus through the 1980's - 1990's
By Dr. Richard C. Steffan, Jr., Deputy Superintendent/Principal of Columbia Campus
Presented at Columbia Campus on September 25, 1998

It is with great pride that I stand before you this morning as we celebrate this momentous silver anniversary of the Columbia Campus. I find it very difficult to believe that I have been a part of the school for 18 years. Way back in the early 1970's when Columbia was just a fledgling community and the Mall was new, my wife and I would pack up our babies and trek to the Mall from our home in southern Maryland. One of the ways to the Mall from I-95 was on Waterloo Road which was then Rt. 175 and is now Rt. 108. We would pass the beautiful Columbia Campus and I would always remark that I wished I could work there someday. When Mr. Bryan decided to leave in 1980 for North Carolina, I took the opportunity to apply for the job of principal here and that's how I came to be here for the past 18 years.

When I arrived here in December, 1980, I was given the enormous task of opening Phase II, the Intermediate School. The hole had been dug and the trucks were lining up to begin construction of this gorgeous edifice in which we are now meeting. The vision of the Columbia Campus as the dazzling gem in the ring of schools for the deaf was to be realized with the completion of what we now call the Main Building in December, 1982.

Believe me, my first year here was overwhelming. The school faced many challenges and changes, some more serious than others. The Assistant Principal of the Transitional Department left within my first two months here and I had to assume the duties of running that department as well as those of running the school.

The REACH Program at the Frederick Campus, which served those students transitioning from the Columbia Transitional Department to the Frederick Campus, was led by Chris Duck. With the realization of the Behavior Specialist at Columbia and the closing of the REACH Program in the summer of 1981, Chris was hired as Columbia's Behavior Specialist.

The Severe and Profoundly Handicapped Program faced closure (which ultimately occurred in 1981) due to lack of funding. Of course, parents were upset and the summer of 1981 was one of local and state level hearings. John Snivlin arrived in July of 1981, just in time for those hearings.

The budget was tight in those days, also. Positions had been frozen. I made a successful plea to unfreeze the Librarian position which led to the hiring of our current Librarian, Karen Russell.

The Family Education/Early Intervention Department was called Parent/PreSchool and was only a home-based program. Mrs. Aileen Hall served as its director until her retirement. Dr. Ruth Howell was then selected as the director, after having served as a teacher in the department for many years. Since 1980, we have gone from being solely home-based to including school-based programming, also. The Family Education Department is a nationally-recognized program which has been highlighted in a videotape made by the National Technical Institute for the Deaf in Rochester, New York.

The 1980's were interesting for the Columbia Campus and for me personally, to say the least.

Due to the budget constraints I mentioned earlier, it was decided that the new Intermediate Department would serve only Deaf Students with Special Needs (at that time, called Deaf Multihandicapped Students). There were several meetings with parents who were upset because they thought that the program should serve intermediate-aged day students. In the end, the school's decision stood and the Intermediate Department opened in 1982. Later in the 1980's, the name was changed to Middle School.

From 1980 to 1984, we fought for the completion of this building. Again, due to budget cuts, we had received an uncompleted building. Some of it has never been completed, such as the 2 pods of classrooms that were never built. Some of it, we were successful in completing, such as the parking lot, swimming pool, and indoor features such as the cabinetry in the classrooms and other areas.

In 1985, I was elected President-elect of the Convention of American Instructors of the Deaf. This election meant that I would be President-elect for 2 years, then president for 2 years, and finally, past president for 2 years. I told my wife that when I finished those duties that I would be closer to 50 years old than 40 and that both our children would be in college. Little did I know that more than that would happen. CAID felt on very difficult times during my first year as president-elect. The
office was moved to the Columbia Campus. During those 3 years, I felt as though I had 2 full-time jobs. CAID survived its trials and tribulations during those turbulent times and, today, Dr. Howell serves as its secretary. Part of the reason CAID was able to survive was the support received from MSD. We did have some interesting moments when CAID was here such as the time one of our emotionally disturbed students dropped a rock on the executive director's head. Luckily, no real damage was done as he had a hard head.

That leads me to the programs that we have provided down through the years - strong academics melded with consistent behavior programming for students who need it to learn. Since I came here, we have served every kind of Deaf student imaginable from developmentally disabled, autistic, medically fragile, partially sighted, orthopedically disabled, and on and on. We have seen helicopters take off with our students who are ill, have attended funerals of students who have died, and have held hands with parents of those children through serious emotional distress.

We have also had "fun" times in the blizzards of the 1980s, at Holiday Programs, PCTA events, playground activities, student-staff basketball games, and a multitude of other activities down through the years.

One February, we had three huge snowstorms in succession and we ended up staying here for a couple of nights. We would celebrate students' birthdays with make-shift gifts from the Infirmary. We would shovel snow and cook meals. Remember the wonderful donuts of that time? Staff would arrive to work greeted by hot chocolate and the exquisite smell of donuts being cooked by our kitchen crew. At the realization that snowstorms were inevitable, we began packing suitcases in preparation for being stranded here in the snow. One Christmas, Gerrie gave me a hilarious gift box filled with "necessities" for snow days. When the snow ended, staff would pack the students in the vans and drive them to all points in the state to get them home for the weekend - and we still do that as this day from time to time. Everyone made the best of a difficult situation even with snowball fights (when students were not around, of course).

Our press coverage in the mid- to late-1980s was considerable. Although most coverage was positive, we did have to respond to some serious issues which were indicative of the times. As always, we came through these crises better and stronger for the experience. Two of my favorite media quotes that were made were:

"This too, shall pass.

"Out of every negative, there is a positive.""

As in all adversity, we banded together and forged a more stronger union. Our staff stood firm in its belief in Deaf children. Those difficult years prepared us for even more difficult times in the early 1990's, of a different nature.

Ah yes, the 1990's.

In the early 90's and late 90's, the state went into a deep recession and we had to face ever deeper budget cuts. My staff will vividly remember when I had to stand before them at every meeting and plead poverty for the school. At one point, it was so bad, that the husband of one of our teachers donated reams and reams of paper to the school. We cut staff in one day - one of the bleakest days of my tenure here. From that day on, we dumped our own trash, cleaned our own rooms, and made do with bare essentials. We all stood tall, however, and survived the worst. Today, we are better for it. Some of us still remember those days and are shocked when we see the Housekeepers cleaning our trash cans.

In the fall of 1990, the New Jersey Department of Education, recruited our beloved Gertie Galloway away from us to head the Marie Katzenbach School for the Deaf. We honored Gerrie in two ways that year; one on her 60th birthday and one on the day she left us after 17 years of devoted service to Columbia and 20 years of service to MSD.

Who could ever forget the Holiday Program of 1990 when Mr. and Mrs. Claus (aka Gerrie and me) sat on stage during the whole production? I thought I would pass out from the heat from the lights and the heavy Santa costume. I'm sure Gerrie felt the same way, too. Our Holiday Programs of the 1980's were huge productions which were memorable in every way. The joke around school was that we stopped teaching for the month of December just to put on those magnificent productions.

Upon Dr. Galloway's departure, the Elementary Department lost the Assistant Principal's position due to budget cuts. John Shatin, who so admirably ran the Transitional Departments and Middle School since 1981 was "recruited" to run the Elementary Department. After much begging and pleading on John's part. I was able to convince the school administration to restore the position. Since that time, we have had two outstanding Assistant Principals - Bob Schumber and Al Coughen.

Bob had a long history of administrative and teaching work at MSD, Frederick and Columbia. Al came to us, 3 years ago from an extensive background in Deaf Education, most recently as Principal of the Mississippi School for the Deaf.

In 1990, the State legislature decided to conduct a space utilization audit of MSD. As a result of the yearlong study, the recommendation of the Auditors was to close the Columbia Campus to save the state $1.2 million. Everyone was shocked at this recommendation. Students, the Board of Visitors, parents, staff, the Deaf community and many other interested persons banded together to rally-Annapolis on a bitter cold in February, 1992. Buses were rented to transport participants from Columbia and Frederick. Due to the cold weather, I wore a bulky, ugly sweater to the rally. Little did I expect what would happen next.

I was approached by two members of the Board who informed me that the superintendent had resigned that morning. I was asked to speak on behalf of the school, both at the rally and at the Senate hearing that afternoon. I felt uncomfortable for a variety of reasons, one of which was my current appearance that day. Unbeknownst to me, the man who would later become my boss was a participant at the rally, Mr. James E. Tucker.

During those next few months, I served as Team Leader (Acting Superintendent).
The months were spent running back and forth to Annapolis to work with legislators on a bill that would re- enact MSD. Senate Bill 568 will be seen as a watershed in the history of MSD. The Board of Visitors which had been in existence for 125 years was abolished and replaced by a Board of Trustees. Local School Systems were ordered to notify parents of deaf children about educational programs at MSD. MSD was allowed to charge tuition for out of state students. The "Columbia Campus was "saved". The law restated the existing law of 1967 that established the Columbia Campus. - "There is a branch of the Maryland School for the Deaf." All of our efforts had paid off.

In July, 1992, our first Deaf superintendent arrived. I am pleased that Mr. James Tucker took over the helm. He has done a great deal for the school, accomplishing much in his 6 years here. He has worked hard toward the completion of several goals which had been started before his arrival - the adoption of a public school curriculum and the implementation of a bilingual policy, among others.

Thanks to him, today, we have a protected budget enacted into law in House Bill 1023. I told my staff at the opening of school this year that, for the first time, in many years, I can now say we have money to spend. Not alot, of course, but more than we had in the past.

The adoption of the Frederick County Public Schools' curriculum was another significant point in the history of the school, not only putting us ahead of the new Individuals with Disabilities Education Act of 1997 which requires children with disabilities access to a public school curriculum, but also establishing our pre- eminence among schools for the deaf in the United States. We are the first school for the deaf to adopt and not adapt a public school essential curriculum. Our colleagues were shocked and told us it couldn't be done, but it has been done and very successfully. During the past 5 years, our staff has received intensive and extensive training in curriculum, making them curriculum experts. This effort has been greatly enhanced by the creation of the Curriculum Coordinators position at Columbia, now being held by Evelyn Hill Johnson, who moved into this position after having served as a teacher here for almost 20 years.

I represent the school at monthly Maryland State Department of Education's statewide meetings of the Assistant Superintendents for Instruction. Our students graduate with not only the MSD diploma, but also the MSDE diploma. Success in School for All Students is our number one goal!

Another outcome of House Bill 1023 was the establishment of the Enhanced Program of Services for Deaf Children with Other Moderate to Severe Disabilities.

I always say that if you stand long enough in one place that you will see everything go around again. This is true of the Enhanced Program, which is a newer version of the SPHI Program I described earlier in this talk.

The main difference with the EP, however, is that it is fully funded by the state. This funding will allow MSD to provide quality educational programming for a mainly unserved population of deaf children. We have been fortunate to find staff who are truly interested in working with this population of students. Persons such as Dane Cobert, who came to us last year as the Coordinator of the EP and Ann Hirsch, the first teacher in the EP.

Down through the years, we have provided statewide diagnostic services to deaf children. Our school psychologist, Brian Allies, and audiologist, Paulette Stalling, have assessed thousands of children over their many years here. Recently, we have started arena testing with the Local School Systems for students being considered for the Enhanced Program.

Columbia has always served students with additional needs. We have always served students without additional needs. Our students learn, play, and grow in an environment that is nurturing and caring. We provide the best possible academic, socio-emotional student life and behavioral programs we can. From all this, we have students who go on to Frederick Campus, graduate from Gallaudet and NTID and become productive members of society. We also hire back our graduates, such as Debbie Stokes Doe, Mary Ann Snyder Richmond, and Michelle Smith Aitstock, among others. Ann Smith is a leader in the Black Deaf Advocates and a future teacher, hopefully at MSD. Shawn Richardson is an outstanding professional cartoonist.

I do hope that this brief snapshot of the past 18 years will give you some insight into the accomplishments and concerns of the Columbia Campus. I must say, however, that throughout it all, our staff has been the "best." This year, when we opened school, I initiated approximately half the staff into the 50's Club. The members have achieved or will achieve this year the age of 50. To my astonishment, there were more people on stage than in the audience, when I finished. The majority of those on stage are staff members who have been here more than 5, 10, 15, 20, and even 25 years. That says it all about MSD - CC. Devoted, caring staff who love the kids and who believe that we are the best educational program for Deaf children, bar none. I always remind my staff that we are here for one purpose - and one purpose only - to educate deaf children. We are not here because we need jobs. Keeping that thought above all in our minds makes us work harder and stronger every minute of the day for our kids at Columbia.

I would be remiss today if I did not recognize my wife, Jeanne, who is here and who has stood beside me in all through it all.

Today we not only celebrate Columbia's birthday, but Jeanne's also. Please join me in thanking my wife for her support for me and the Columbia Campus and in wishing her the happiest birthday ever.

I believe that we have the best of all worlds here at Columbia - a beautiful campus with gorgeous grounds and buildings, a warm and caring staff, involved and interested parents, and, most of all, truly wonderful, sweet, charming, beautiful, handsome, enduring, and, of course, mischievous children. Thank you.

PALL 1997 7
MSD-Columbia Campus Celebrating 25 Years of Excellence

Superintendent James E. Tucker proclaims the next 25 years for Columbia Campus.

Dr. Jeffrey Lewis, President of MSD Board of Trustees, brings greetings from the Board to the Columbia Campus on its 25th anniversary.

Senator Edward Kuehne presents a special citation to the Columbia Campus in recognition of its 25 years in the community.

Dr. Richard C. Steffan, Jr. accepts the citation from Senator Kuehne.

Dr. Richard C. Steffan, Jr., Mr. James E. Tucker, Mr. John Snawlin, and Mr. Albert Cuthbert congratulate Gary Resch as he is honored for being one of the first students enrolled at the Columbia Campus.

Students who arrived at the opening of the Columbia Campus in 1975 return as adults. From left to right: Chris VanGarrel, Kenny Brown, Philip Jones, Sean Kerins, Ricky Perry, Gary Resch, and Sudhir Walla.
Ms. Martha Russell, Family Education Teacher, is congratulated by the school administration for being one of Columbia's first employees.

Three of Columbia's first parents who are still currently employed at the Columbia Campus are Ms. Evelyn Anthony, Ms. Doris Geppert, and Ms. Sandra Rosch.

First year employees who are currently employed at the Columbia Campus are Ms. Lorraine Hardy, Dr. Ruth Howell, Dr. Allan Leffler, Ms. Joyce Zeitch, Ms. Martha Russell, and Ms. Millie Russo.

First staff members who have left Columbia either through retirement or other employment are honored at the ceremony. From left to right are Mr. Paul Baker, Ms. Evanik Bryan, Dr. Gertrude Galloway, Ms. Aileen Hall, Ms. Elizabeth Kellison, and Ms. Dorothy Baker.

Ms. Sandra Rosch and Ms. Karen Russell receive bouquets of thanks from Dr. Richard C. Steffen, Jr., for the outstanding work they did co-chairing the 25th anniversary celebration.

Darika Williams shows her CC's 25th anniversary button in a special way.

FALL 1997 9
The year was 1973. Maryland School for the Deaf and the State of Maryland were about to embark upon a new adventure. A long awaited dream had become a reality—a second campus for MSD designed to service deaf children in the central part of the State as commuter students.

On opening day 25 years ago, all connected with this grand opening held their own private hopes, fears, and dreams as they walked through the doors of the new MSD campus in Columbia, Maryland. The students were excited about going to school and wondered who would be their teacher; the parents harbored anxious concerns about their child’s academic success and mastery of the 3R’s as well as an overwhelming desire to communicate with their deaf youngsters; and the education envisioned by the students equipped with knowledge to become positive productive citizens of the State of Maryland.

But on that day 25 years ago, no one talked about essential curriculum, core learning goals, learning outcomes, nor the many other complicated issues surrounding the topic of curriculum. The postcard of the day was teachers teach and students learn.

Tales from the Hill have revealed that an academic program must embrace a philosophy and a vision of learning to ensure that its students are equipped with the knowledge necessary to become literate adults.

The years were 1978 and 1979. During the summer of 1978 and 1979, both Frederick and Columbia Campuses designed and wrote a spiral curriculum. The Maryland School for the Deaf Curriculum contained goals and objectives for the elementary level through high school. The creators and writers of this curriculum believed that the spiraling concept and design of the Curriculum reflected the fact that learning and the information to be learned are continuous and constantly changing. This Curriculum provided goals and objectives for the academic subject areas as well as a complete section on thinking skills and problem solving. The creators of this Curriculum enthusiastically presented and vigorously defended their masterpiece to the MSD Community. Although progressive in thinking and in design, the bulkiness of the Curriculum made it difficult to use and to understand.

The decade was the 80’s. As MSD struggled to use the Maryland School for the Deaf Curriculum, the search for a better tool never ceased. We explored the possibility of using other existing curricula such as the Riverside Curriculum, designing another Maryland School for the Deaf curriculum or continuing to use MSD’s current curriculum. However, one fact always remained constant—MSD needed a curriculum of goals and objectives that would be consistently used throughout MSD. This curriculum must reflect the skills that our students would need and use throughout their adult lives.

The decade is the 90’s. The desire for a Schoolwide MSD curriculum that would outline specific behavioral goals and objectives would bring a sense of consistency and a continuum of skills could be heard from administrators, teachers and parents. Multi-cultural/Deaf Studies Essential Curriculum infused in the Social Studies Essential Curriculum, A.S.I., Essential Curriculum, LBE Essential Curriculum, Enhanced Program Essential Curriculum, Drivers Education Essential Curriculum, Telecommunication Essential Curriculum, and High School Elective courses. With a rejuvenated spirit that the MSD Essential Curriculum has sparked, in the year 996, administrators and teachers discuss curriculum terminology, such as, essential curriculum, learning outcomes, core learning goals, CRIS (Criterion Referenced Evaluation System), and Formative and Summative Assessments.

MSD has embraced an Essential Curriculum that is consistently used throughout the Community. It is a Curriculum that requires MSD educators to keep abreast with current and future trends in education. It is a Curriculum that expects teachers and administrators to receiving regular training through in-service training and curriculum workshops. It is a Curriculum that meets the challenges of the Federal mandate that requires students with disabilities to have equal access to a public school curriculum. It is a Curriculum that provides the students with a structurally sound educational foundation that will enable them to enter the future with confidence knowing that they have received the best any academic program can offer.
Boy Scout Troop #258 Celebrates 75 Years of Scouting

By Jane M. Redding, Scoutmaster

On Sunday, September 13th, 1998, Boy Scout Troop #258 held a Court of Honor to celebrate seventy-five years of scouting at MSD. After the opening ceremony, Assistant Scoutmaster Timothy Vogeler presented merit badges to Adam Baker, David Broadwater, Kevin Coyle, Kurt Emmerich, Chase Harting, Christopher Morrison, and Andrew Weidig. Next, Scoutmaster Jane Redding handed out rank advancement patches to Chase Harting (Second Class), Andrew Weidig (First Class), and to Adam Baker and Kevin Coyle (Star). Following these presentations, Unit Commissioner Laurie Morrison bestowed MSD Superintendent James Tucker with the 1998 Unit Charter for another year of scouting to continue here. Congratulatory letters were sent to the troop by MD Governor Parris Glendenning, Boy Scout Chief Executive Jere Ratcliffe, and the National Capital Area Council Executive, Ron Carroll. To celebrate seventy-five years of scouting, the troop invited all of the Eagle Scouts from the past to come to the Court of Honor. Out of the twenty-two Eagle Scouts in MSD history, six were able to come. Each of the Eagles was introduced by Kevin Coyle and given a certificate of recognition that included the picture of themselves when they earned the Eagle rank.

Maryland School for the Deaf received its first Boy Scout Troop Charter on April 6, 1923. It was to function as Troop #8 from the 18th day of April 1923 to April 1924. The Scoutmaster was August A. Wriede and the troop committee consisted of Horace Catsail, Harry Benson, and Ignatius Björle. The troop became so large that on November 20, 1926 a second troop, designated as Troop #16, was installed at the school. Troop #16’s Scoutmaster was James McVernon, and the Senior Patrol Leader was student John Ross. He was responsible for three patrols (teams of eight boys). Troop #16’s Scoutmaster was William McCrannless and his Assistant Scoutmaster was Ira Teeter. Its Senior Patrol Leader was student Melvin Kelly, in charge of two patrols. Troop #16’s committee was composed of George Faulp, Edward P. Gale, and James McVernon. The two troops participated in many county wide activities such as parades, scout craft contests, game nights, and anniversary tournaments. Many Frederick Council Dinners were held here at the school and they participated in Courts of Honors at various churches across the Frederick County Council. Troop #8 and Troop #16 individually often hiked up to Braddock Heights to stay at Camp Baker. On Saturday morning the troop would assemble on campus and proceed to hike up the mountain to stay overnight at this camp on top of Braddock Mountain. Sunday they would break camp and hike back. Today they still camp there in the log cabin their troop initiated back on February 10, 1928. Unfortunately, it is too dangerous to even think of hiking to Camp Baker today; there is too much traffic and business along that route that was once encompassed by farmland.

The 1930’s were prosperous. In 1934 two boys earned the highest award a Boy Scout can achieve, that of Eagle. The Boy Scouts of America Troop #258 held a Court of Honor on September 13th, 1998, celebrating their 75 years of Scouting and in honor of past Eagle Scouts. Front row (left to right): Otto Seiby, Eagle Scout 1934; Lewis Longfellow, Eagle Scout 1934; Sheldon Blumenthal, Eagle Scout 1935; Robert Baylor, III, Eagle Scout 1945; Joyce Leitch representing her late husband, Donald Leitch, Eagle Scout 1950; and Nathan Ramburn, Eagle Scout 1941. Standing from left are current Troop #258 members: Aaron Bowman, Christopher Morrison, Chase Harting, Adam Baker, Bruce Persson, Andrew Weidig, David Broadwater, and Kevin Coyle.
Scout: Otto Selby and Lewis Longfellow received their awards at the Court of Honor held on April 24th. In 1935 Sheldon Blumenthal received his award. By 1938 MSD had ten boys who had earned Eagle rank. For a brief time, between 1934 and 1936 we had three Boy Scout/Troops here: Troop #8, #16, and #24! They all had functioning committees and several patrols. June 30 to July 9, 1937, three representatives attended the International Boy Scout Jamboree in Washington, D.C. The Bjarlde Library still has the scrapbook that Robert Muckey made documenting MSD's group's time spent at the event. Included are photographs he took and maps of the campsite around the Washington Monument. On January 23,1939 Dr. Bjarlde received the very honorable Silver Beaver award for all his work with the scouting program in the Frederick County Council.

By 1940 Lewis Longfellow was the Scoutmaster of Troop #8. On January 20, 1941 the scouts and several members of the staff attended the Presidential inauguration ceremonies in Washington, D.C. On this date MSD's first Eagle scout William McCannless passed away at his home in Canton, GA. By 1942 they lost Troop #16 and gained our 13th Eagle Scout, Herman Schwartz. On November 16, 1945 the rank of Eagle Scout was presented to Robert S. Baylor III. The 15th Eagle Scout award was given out to Robert Dudley on April 20, 1947. In May of 1947, Scoutmaster Stevenson accompanied four scouts attending the jamboree for deaf scouts of the eastern seaboard. This event was held at the Pennsylvania School for the Deaf near Philadelphia in 1947 and again in May of 1948. During the summer of 1948 thirteen scouts attended Camp Theodore Roosevelt on the Chesapeake Bay for a week also. They became Troop 258, of the Francis Scott Key District, that was part of the National Capital Area Council by the end of the 1940s. They continued to do various Boy Scout Troop, oldest continuous troop in Frederick County, celebrated 30th anniversary with dinner and received presentation of Troop Charter from the National Council by Chester H. Childs, local Scout Executive, the first such charter granted in the area bearing the name of the new Honorary President, Dwight D. Eisenhower.

They continued to produce Eagle scouts and go camping through the next decades. MSD continued to provide services to aide the environment and the needy. Now MSD is a typical troop of the nineties. MSD go camping no matter what the weather, including the temperature. There are several members in MSD Polar Bear Club (those who sleep outside when the temperature is below 32 degrees). Whatever event the FSK district is sponsoring, MSD participates. One year two leaders assisted a crew of their boys in the adventure of a lifetime at Philmont, New Mexico. In 1996 three members went to New Zealand with Skiing Explorer Scouts. In the 1980s, every odd year, deaf schools across the country started having a National Field Camporee. MSD hosted it in 1985 and they will host it again in 1999 to celebrate their 75th anniversary and the end of this century.

Timothy Vogeler, Assistant Scoutmaster presents a merit badge to Christopher Morrison, a current Troop #258 scout.

Scout activities during the 1950s: camp at Camp Baker, spend weeks at Camp Theodore Roosevelt on the Chesapeake Bay in the summer, assist the American Legion collecting toys for Christmas in the fall, host annual district awards dinners, and stage annual games and competition nights in the gym. More boys earned their Eagle rank: Donald Leitch received his on November 30, 1950, February 9, 1951 Charles Ager became the 17th boy at school to receive his Eagle, and Nathan Kambara received his in 1951 also. On March 5, 1953 it is recorded in Dr. Bjarlde's Biennial Report that "MD School Boy

James E. Tucker, MSD Superintendent stands before past Eagle Scouts, current Troop #258 members, and their families to mark the 75th year of MSD Scouting.
All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to student files. Student files are kept in file cabinets and rooms which have locks.

Professional staff providing direct services to students may have access to information in the files by making a request to the appropriate department head. Professional personnel may gain access to the main file (Principal’s file) through the following procedure:
(1) Fill out request form for information desired from the student’s file;
(2) Present request form to Principal’s secretary (request form becomes documented record of who had access to student’s file);
(3) Principal’s secretary will provide only the specific information requested unless the entire file;
(4) Certain information, designated “sensitive information” by Principal, will not be provided by the Principal’s secretary except with written authorization by Principal;
(5) Information borrowed from the files is not to be removed or duplicated and is to be returned on the day it is borrowed.

Professional personnel may gain access to the departmental files (i.e., Family Education/Early Intervention, Elementary, Transitional, Middle School, High School) through the following procedures:
(1) Fill out a request form for information desired from student’s file;
(2) Present request form to the Assistant Principal or designee (request form becomes a documented record of who has had access to the student’s file);
(3) The Assistant Principal/Designee will provide only the specific information requested;
(4) Information borrowed from the files is not to be removed or duplicated and is to be returned on the day it is borrowed.

Parents and eligible students (18 years old and older) may have access to data according to the following guidelines:
(1) A written request to review the school records must be made to the Principal;
(2) The Principal will arrange to make the records available without unnecessary delay, and no later than 45 days from the date of request;
(3) The parent and/or eligible student shall review the student’s school records with an appropriate qualified staff member present;
(4) Copies of records will be made for a fee of ten cents ($0.10) per page to cover duplicating costs, unless there is a demonstration of financial hardship or this would prevent a parent or eligible student from exercising the right to review and inspect records;
(5) Amendment of records, at the parents’ request:
(a) A parent who believes that information in education records collected, maintained or used by the school is inaccurate or misleading or violates the privacy of other rights of the child, may request the Maryland School for the Deaf to amend the information;
(b) The Maryland School for the Deaf shall decide whether to amend the information in accordance with the request within fifteen (15) school days of the receipt of the request;
(c) If the Maryland School for the Deaf decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

(6) Destruction of information:
(a) The Maryland School for the Deaf shall inform parents when personally identifiable information collected, maintained or used, is no longer needed to provide educational services to the child;
(b) The following information must be retained for five (5) years to provide information required by State and federal officials:
(1) All Individualized Education Programs (IEPs); and
(2) Admission, Review, and Dismissal (ARD) Committee summary sheets and notes containing:
(a) Identification of assessments and evaluations performed (but not the detailed assessments themselves); and
(b) Formal decisions of the ARD Committee documenting: i. the student’s disability; ii. the multidisciplinary nature of the Committee; and iii. parent involvement.
(c) The following personally identifiable information collected, maintained or used by the school for medical assistance purposes must be retained for six (6) years to provide information required by State and federal officials:
(1) All Individualized Education Programs (IEPs) documenting services which are eligible for medical assistance reimbursement;
(2) Admission, Review, and Dismissal (ARD) Committee summary sheets and notes containing documentation of the need for services which are eligible for medical assistance reimbursement;
(3) All documentation of services provided (logs, etc.);
(4) On-going service coordination notes demonstrating eligibility for medical assistance reimbursement; and
(5) All applications for medical assistance reimbursement.
(d) The information must be destroyed at the written request of the parent. However, a permanent record of the student’s name, address, and phone number, grade level at attendance record, classes attended, grade level completed may be maintained without time limitation.

For all other people, data in files will only be released upon receipt of a signed release from the parents and/or eligible student (18 years old and older).
As permitted by law, the School may release ‘directory information’ about students without prior consent. ‘Directory Information’ includes:
—name
—address
—name of parents or guardian(s)
—telephone number
—local educational agency
—dates of attendance at MSD
—officially recognized activities and sports
—height and weight of members of athletic teams
honors and awards received, and
grade level.
Any parent or eligible student who does not want the directory information without their prior written consent must notify the Principal by September 30 and identify the category or categories of information which the school should not disclose. If the student enrolls after the beginning of the school year, the parent(s) or eligible student must submit this noti-

ication within 30 days of enrollment. This not-

ification must be submitted annually.
Personally identifiable information may also be disclosed to another school system, school or postsecondary institution without parental consent. HOWEVER, AS A MAT-

TER OF SCHOOL POLICY, NO INFOR-

MATION WILL BE RELEASED WITH-

OUT PRIOR WRITTEN CONSENT

FROM THE PARENT OR ELIGIBLE

STUDENT.

In addition, Maryland School for the Deaf cooperates with the Maryland State Depart-

ment of Education and the Office of Demo-

graphic Studies of Gallaudet University by

transmitting to them personally identifiable information in undetectable form.

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

Campus Principal of the Columbia Campus or the Frederick Campus.

Ms. Stacey C. Baker
Frederick Campus

or

Dr. Richard C. Steffan, Jr.
Columbia Campus

Copies of this and other policies complying with State and federal laws are kept in the

Office of the Director of Personnel Services.

Federal Funds Benefit MSD

Students.

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

Campuses has been able to provide additional services and materials through the use of

Federal Funds. These funds are made available to the school through the cooper-

ation of the Maryland State Department of Education.

For the 1998-99 school year funds in the amount of $3,683 are available to the Mary-

land School for the Deaf for Library Media Improvement through Title VI of the Improv-

ing America’s Schools Act (IASA). From these funds both the Frederick and Colum-

bia Campus Libraries will be able to add one

additional Pentium CD-ROM computer sys-

tem as well as purchase upgrade components

for the current systems in use in each cam-

pus Library. This will broaden the effective-

ness and usefulness of the Library compet-

ers and printers, purchased with Title VI

money in past years.

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

ties Act (IDEA), Part B. In 1998-99, funds in the amount of $219,424 will be used to

assist in the support of the Family Educa-

tion/Early Intervention Program. This pro-

gram provides education to very young deaf

children and their families in order to help

these families with early management and

guidance of their children, and to help the

children get an educational head start. Ser-

vices are provided for these individuals both

in their homes throughout the state through

visiting teachers and classes held on the two

campuses of the school. Family workshops

and parent meetings involving extended fam-

ily are also an important component of this

program.

The Family Education/Early Intervention Department also received grant money in the

amount of $20,000 for the 1998-99 school year from the Maryland Infants and Toddlers

Program. This grant provides funds from Part C of the Individuals with Disabilities

Education Act for children ages birth to 36

months. The grant has allowed the depart-

ment to replace and upgrade teaching mate-

rials and equipment, and to establish a lend-

ing library of videotapes and informational

material for parents on such topics as Sign

Language, deaf culture and language devel-

opment. In addition, the grant funds regional workshops for families, and additional train-

ing for staff. Interpreters (ASL and foreign

language interpreters) are provided at parent

meetings on campus as well as regional

parent meetings around the state of Mary-

land. Three part time contractual aides pro-

vide additional support for the classrooms on a weekly basis.

In addition, MSD received a grant for $20,000 through IDEA, Part B, State Grant

Supplemental Passthrough monies. This money is to be used for interpreters in state

meetings and Enhanced Program, which be-

came a pilot program last school year. The

Enhanced Program allows MSD to expand its admissions criteria to serve deaf school-

age students who have other moderate to severe disabilities, and whose IEPs can be

implemented at MSD. Major funding for

this program is provided by the Maryland State Department of Education and appli-

cable Local School Systems.

A new source of federal funding through the State became available to MSD this year.

Discretionary funding totaling $26,000 was provided for the initiation of a PARTNERS

FOR SUCCESS: Resource Center for Suc-

cess, PARTNERS FOR SUCCESS Resource

Centers aim to serve families of all children with disabilities, birth to twenty-one, pro-

fessionals, and service agencies within each jurisdic-

tion, by providing skills, knowledge, net-

working, and support to enable parents

and professionals to function as equal part-

ners in the decision making process and to

assist parents in accessing services for their

children.

Over the years federal funding has had an important impact on the program that the

Maryland School for the Deaf has been able to offer, and some services which are now a

regular part of the MSD program came into being through initial use of these funds.

Copies of the application (for all of the above grants are on file in the Office of the

Director of Parent/Student Services on the Frederick Campus or the Maryland School

for the Deaf. These are available for review by anyone who might be interested in them.

MSD anticipates that funding will also be available for the 1999-2000 school year and the

school welcomes written suggestions for the use of future funding which might become

available. Parents, guardians, staff, and other interested parties should submit these

suggestions in writing to Mr. Stanley C. Baker, Assistant Superintendent at the Fre-

derick Campus or Dr. Richard C. Steffan, Jr., Deputy Superintendent at the Columbia

Campus.

Free, Appropriate

Public Education.

The Maryland School for the Deaf ("MSD") is committed to providing (free, ap-

propriate, educational programs and related services for Deaf and Hard of Hearing chil-

dren residing in the State of Maryland, from birth to twenty-one years of age. Admission

to MSD is governed by the procedures speci-

fied in the school's Parent/Student Hand-

book. The Maryland School for the Deaf does not discriminate on the basis of national

origin, race, sex, linguistic, religious, or cul-

tural background when placing students into its educational programs or services.
The Deaf World...

James E. Tucker, Superintendent

From time to time, the news media will seize an excellent feature on the Deaf Community, reporting Deaf people’s positive contributions to the American society and describing the Deaf Community as a dynamic and diverse community. However, the Deaf Community or “the Deaf World” is often described in newspapers and magazines as “a small world”, “isolated”, or “lonely.” This of course makes Deaf people cringe since this is far from the truth.

Perhaps one should start with Dr. Donnasa K. Ammons, member of MSD Class of 1970 and former member of MSD Board of Visitors and MSD Board of Trustees. As the Director of Center of Global Education at Gallaudet University and the General Secretary of Comité International des Sports des Sourds (CISS), an international sports federation, she travels overseas as often as I go to the grocery store. Her “world” is literally the world. Fluent in several written and signed languages, she crosses linguistic and cultural boundaries with ease, and she brings home wonderful stories, sharing them with her Maryland friends.

Samuel M Sonnenstrahl, member of MSD Class of 1975 and MSD Board of Trustees Secretary, is the United States of America Deaf Sports Federation (USASDF) Vice-President of International Affairs and a delegate to CISS. MSD Board of Trustees President Dr. Jeffrey W. Lewis is currently the USASDF’s Team Director of the US Team for the 1999 Winter World Games for the Deaf. He and his committee are now busy preparing Deaf Olympic athletes for the “Deaf Winter Olympics” at Davos, Switzerland on March 7-14, 1999. He was also the Team Director at 1995 Winter World Games at Villars, Finland. MSD Foundation Board of Directors member A. Dwight Benedict was the Team Director of the US Team at the Winter World Games for the Deaf at Oslo, Norway in 1987 and at Banff, Canada in 1991. He is currently the Ski Team Leader for the 1999 USA Team. Their “world” spans from local affairs (MND) to international affairs (CISS).

Dr. Harvey Goodstein, member of MSD Board of Trustees and MSD Foundation Board of Directors, was the past vice-president of the National Association of the Deaf and is currently the Chair of Gallaudet University’s Deaf Way 2, an international Deaf festival to be held in year 2002. There are many other members of MSD Community who are involved in national and local organizations.

MSD students also travel overseas! Student members of the International Orientics Club are now busy planning for their spring trip to British Isles. They went to Russia and Sweden last spring, and Italy and Crete in 1997. Students learn about the country’s history and culture, visit famous landmarks, and visit organizations of Deaf people and schools for Deaf students.

MSD’s Frederick and Columbia Campuses student populations are wonderfully diverse. Unlike a local public school serving a very small area, MSD students come from all 23 Maryland counties and Baltimore City. A tour of MSD gives one a total understanding of Maryland, for students come from different geographical and ethnic backgrounds and converge in classrooms to collaboratively learn academic subjects. On the weekends, students often visit friends’ homes in different parts of the state. For example a student living in Cumberland may visit a student friend in Baltimore City, or a student living in Ocean City may visit a classmate in Rockville, and so on. This expands MSD students’ horizons and appreciation of diverse communities in Maryland.

For many years, MSD athletic teams have traveled up and down the Eastern Seaboard competing against schools from Florida, Alabama, Georgia, North Carolina, Tennessee, Virginia, West Virginia, Kentucky, Indiana, Ohio, Pennsylvania, District of Columbia, Delaware, New Jersey, New York, Vermont, Connecticut, Massachusetts, and Rhode Island. These athletic contests allow MSD students meet their peers from other states, and learn first-hand about different states.

In Maryland alone, there are over 100 organizations of Deaf people, including the Maryland Association of the Deaf (a consumer organization), social clubs, athletic clubs, drama groups, church groups, investment clubs, bowling leagues, and support groups.

Often overlooked in newspaper articles is the legendary “Deaf Grapevine”. News travel across Deaf America quicker than a news wire. My fellow colleagues often warn me when they tell me for example that the California Deaf Community already knows about a news item in Maryland within a half day. A hearing friend of mine who has Deaf parents once remarked to me that she loves going to parties hosted by Deaf people because she would partake in news and updates about Deaf people from all corners of the United States.

Also unreported in the news media is the number of Deaf people living in the United States. Several demographic studies put the number at approximately 500,000 people. This number is in large as the population of the state of Vermont. The American Deaf population is of course spread out in all 50 states. It is not uncommon for Deaf people who attended Gallaudet University and the National Technical Institute of the Deaf (the two premier national post-secondary programs for Deaf and Hard of Hearing students) to be able to find a friend in every state when they travel across the United States.

National Deaf publications such as Silent News, New Deaf News, and Deaf World reveal a broad spectrum of lifestyle styles and achievements of Deaf individuals and Deaf organizations. Deaf people have made great strides in many aspects of the American society. Deaf individuals’ contributions to the betterment of our society have been recorded and need to be celebrated often in our schools and communities. Perhaps, the next frontier for Deaf people is the field of journalism. It is with hope that Deaf individuals will soon break down barriers in the world of television and print media, and then the coverage of Deaf individuals and Deaf Community will improve. One change hearty welcomed would be the very fact that the Deaf World is routinely described as a “large” community in population and achievement!
Summer 1998 MSD Essential Curriculum Workshops

Summer 1998 workshops were busy and productive at the Maryland School for the Deaf's Columbia and Frederick Campuses. Andrea Feldman, the Director of Curriculum and Instruction was the facilitator of summer workshops conducted at the Frederick Campus while Evelyn Hill Johnson, Columbia Campus' Curriculum Coordinator was the facilitator of summer workshops at Columbia Campus. Teachers and administrators were active participants in curriculum development and expansion projects during these summer workshops. Here is an outline of what these teachers and administrators achieved in their Summer 1998 Essential Curriculum Workshops:

Multicultural/Deaf Studies Infusion Curriculum - June 1998

Participants: Pierre Dane (Columbia Campus Elementary Teacher), Robin Miller (Frederick Campus Elementary Teacher), Karen B. Russell (Columbia Campus Librarian), Rita Sharpe (Frederick Campus Librarian), Mary Lynn Sinclair (Frederick Campus Elementary Teacher), Jeff White (Middle School Social Studies Teacher), and Gerry Whitt (High School Social Studies Teacher, Co-Chair of Multicultural/Deaf Studies Infusion Curriculum Committee) / A. Feldman, Facilitator

Topics: “Developing Teaching Resource Packets for Multicultural/Deaf Studies-Related Infusion Objectives in Social Studies Classes”

Accomplishments:
• Elementary, Middle and High School teachers identified and clarified the Essential Objectives for “Deaf Studies” to match the Multicultural units in the Social Studies Essential Curriculum.
• The Multicultural/Deaf Studies objectives were put in a separate curriculum titled, “Multicultural/Deaf Studies Essential Curriculum”. This curriculum is to be added to the Social Studies Essential Curriculum packet.
• Elementary and Middle School teachers also developed supplemental activities to support the implementation of the Multicultural/Deaf Studies Essential Curriculum Objectives. They reviewed the High School Deaf Studies Essential Curriculum with the High School Social Studies Teacher.
• Librarians worked together on identifying and developing lists of resources for the supplemental activities.

Social Studies Essential Curriculum - June 1998

Participants: High School Social Studies Teachers: Kerri Lawler-Davis, Matt Rust, and Gerry Whitt

Accomplishments:
• Developed the High School Deaf Studies Essential Curriculum for the High School elective course
• Wrote CRES Tasks for High School Students in Directed Social Studies Classes

High School English Essential Curriculum - June 1998

Participants: High School English Teachers: Jim Borggaard, Nary Eidekuvics, Hal Gamble, and Kathy Meagher

Accomplishments:
• Standardized writing lists
• Selected CRES tasks to be used during 1996-97
• Developed three year plans for each grade including all levels: Honors, Merit, Directed
• Developed CRES packets for each High School English teacher, High School Assistant Principal and Director of Curriculum and Instruction

Center of Global Education—Donation

MSD’s programs continue to gather attention literally from around the world. Shaver Hayes, International Program Specialist at the Center of Global Education at Gallaudet University, contacted MSD to request placement for one of their international interns from Italy. Giuseppe “Disy” DiNardo of Florence, Italy came to MSD in January 1998, and was placed with the Family Education/Early Intervention Department. Disy had the opportunity to work with all three FE/IE classes (infants, toddlers, and preschoolers) and to visit with the weekly parent group. She spent a large proportion of her time with the infant group. She enjoyed the opportunity to work with the teachers for the various age groups. She also gathered a great deal of information about
Preparing MSD Students For College

They are coming: New upper-level courses for MSD students. MSD’s High School Depart- ment is committed to giving its students an academically challenging education and to preparing them for college. And that commitment is evident in high school courses that are in progress.

Three years ago the high school department piloted an Advanced Placement (AP) English course, where students seek to achieve college level skills by their senior year in high school. Now up and rolling, AP English has been an excellent addition to MSD course offerings. So now the high school department is expanding the AP programs. MSD is in the process of training both a Math and a Social Studies teacher so that it may offer AP Math and AP History to students who excel in these areas.

With the MSD Applied Academics program in place, MSD is currently working toward of- fering a number of exciting academic electives to college-bound junior and senior students. A committee of parents and teachers is already meeting regularly and working hard to estab- lish the program. It is too soon to know ex- actly what the program will bring. But courses that are being considered are Latin, World Reli- gions, Anatomy, Folklore, Ethics, Astronomy, ASL, Linguistics, etc. Furthermore, the com- mittee is creatively looking at a variety of op- tions to offer these courses including hiring professionals from outside the MSD commu- nity and even providing some classes via a virtual high school — taking on-line classes. Members on the committee are very excited about the level of courses they are bringing to MSD’s college-bound students.

The high school department anticipates that both the Advanced Placement courses and the Academic Electives Program will be piloted at the start of next school year.

—Betty Hicks, Assistant Principal, High School Department-FC

White Oak Tree

On Thursday, September 24, a white oak tree was planted by MSD staff and students to commemorate the 25th birthday of MSD-CC. After opening remarks by Superintendent Tucker, Deputy Superintendent Stefani explained to the audience that the white oak is the state tree. He noted that the most famous white oak in Maryland is on the Eastern Shore - the Wye Oak, which is estimated to be over 400 years old. Dr. Steffen said that the tree was symbolic of the children at MSD and stressed the importance of nurturing and proper care for the tree to help it grow and develop. He reminded the group that the tree was the responsibility of the community with a hope that with proper care and nurturing it would grow tall and strong and be able to give back to the MSD community - providing shade on the walk between buildings, access for the next generation of white oaks, and oxygen to help them breathe. Dr. Steffen noted that the site for the planting was selected so that this tree would have contact with each of the buildings on campus - Steiner, Baker, and Main. He mentioned that the tree would connect the three buildings and over the possible growth-pansion of the Columbia Campus as the Main Building connects to Baker. Dr. Steffen ac- knowledged the efforts of Middle School stu- dents and staff in landscaping the campus and in preparing the tree for planting. Mr. Frank Bryan, first Principal of the Columbia Campus (representing the past), Mr. Tucker and Dr. Steffen (representing the present), MSD students, Sierra Smith and Joey Williams, (rep- resenting future graduates of Columbia), and 25th Birthday Committee members, Sandy Kesch and Karen Russell, completed the plant- ing by placing dirt around the tree. Middle School student, Bryan Oakley, read a plaque, which will be placed near the tree after it is fully prepared. "MSD-CC 25YEARS DEDICATED TO THE DREAM 1996".

—Brian Alles, Director of Support Services-CC

MSD-Columbia’s Cornerstone Ceremony

The Cornerstone Ceremony took place on September 25, 1998. The students, staff, par- ents, alumni, and guests anxiously awaited the opening of the time capsule. Sarah Nelson unveiled the cornerstone and opened the time capsule. Inside were old photographs of staff, students, and the school building from 1973. There were some coins from 1973. Sarah described what happened to the contents due to the elements of the weather. Other Columbia students who participated in filling the time capsule with memorabilia were: Seth Williams, Wendy Johnson, Ivy Beach, Michael Knight, David Doe, Brett Chen, Carie Nugent, and Davek Williams. 1998 memorbi- lia were magnets, pencils, a baggage tag, a key chain, buttons, pictures, the ASL Curricu- lum Statement, the Bilingual Education Policy and a recipe for ASL. At the conclusion of the ceremony, the students were given an oppor- tunity to view and touch the cornerstone and time capsule.

—Debbie Strueker, Spoken English Instruc- tor/Communications Dep.-CC

MSD-Columbia Student’s Art Work Recognized

Stephen Williams, middle school student at Columbia Campus, won the picture draw- ing contest for the Baltimore-Washington Conference of the United Methodist Church. His art work was enlarged to two banners which were part of the stage of the general assembly of the conference at the Renaissance Hotel on June 11, 1998. His mother and he were in- vited to the dinner prior to the opening cer- emony of the conference. Al Coughen, As-
Superintendent Tucker Teaches High School Spoken English Class

On Monday October 12, Mr. James E. Tucker was invited to come to a High School Spoken English (Speech) class to discuss the importance of idiomatic language for expressive and receptive communication. The three students, Joe Harper, Adam Baker, and Charles Sterling were instantly involved in the discussion when Mr. Tucker demonstrated the abundance of idiomatic language in the sports arena by giving examples after example. Since the three students are members of the MSD Orioles Football team and avid sports fans, this topic was “a definite hit!”

“Hail Mary”, “a sweep”, “getting sacked” and “rubber arm” are just a few of the examples of the figurative language discussed. To the delight of the students, Spoken English Teacher Lisa Gastelle found that many of the sports idioms were “over her head.” Adam Baker indicated that he “knew a few of them by heart” and was “right on target” when he was able to define some of the sports idioms. Charles Sterling was impressed by the fact that he uses more idioms in everyday conversation than he realized. Joe Harper responded by finding idioms in his communication book to share that he had already learned in class.

Nancy Benton Listed in Who’s Who Among America’s Teachers

Students honored in Who’s Who Among American High School students and the National Dean’s List have commended their former teachers who contribute in very real way to their educational success. Ms. Nancy Benton, a teacher in MSD Applied Academics Department is selected by one of her former students for her excellence, enthusiasm, and concern in the areas of photography and physical education. She has consistently demonstrated that “high expectations bring high performance”.

MSD sends Ms. Benton best wishes in all the years ahead.

—Robert Pudlen, Assistant Principal, Applied Academics-FC

Seventh Grade Surveyors

Seventh grade math students are learning that there’s more to math than numbers. Recently a group of students visited a construction site as the guest of Mr. Dan Lavellle of Lavellle and Associates, a surveying and civil engineering firm in Frederick. Students learned how to use a transit as well as the EDM, a laser measuring device. Mr. Lavellle explained that a strong background in trigonometry was needed to fully understand the work of a surveyor but in laymen’s terms he took the students through the steps of planning a neighborhood, then a street, then a lot and finally the location of a house on that lot.

The students each practiced what is called a “foundation check” which confirms the correct location of a new foundation on its lot. Mr. Lavellle complemented the class on the accuracy of their work. He further encouraged them to continue their studies and to consider a career in civil engineering.

—Cameron Overy, Middle School Teacher-FC

Math Projects Forgiving Future Engineers

Middle School math students are getting a good taste of creative engineering. In the first quarter of this school year they have built a church roof out of nano, a water tower out of pasta and marshmallows, a chain from straws and string and a swing out of toilet paper. All these projects are incorporated into MSD’s curriculum as a means of making math fun and fascinating. Students’ hands on experiences with planning and building will foster their
Carey Heisey and Darren Hause find a way to balance 37 nails on the head of a single nail. To hold a cup of pennies. The first design broke under the weight of just one penny. Through modification and experimentation the current record holds at 289 pennies by Priscilla Biskupik.

Students were asked to see who could build the longest chain using 6 straws, 120 cm of string, 7 rubber bands, and 5 pipe cleaners. Additionally, the chain had to hold the weight of 4 pulp locks. After several attempts and revisions Kristen Suiter and Andrew Weidig mastered both strength and length.

With nothing but toilet paper and a stick students were able to design a swing that would prove in an arc in access of 600. The sixth grade team of Craig Hauser, Ryan Shepard, Francis Steele, and Leah Katz-Hernandez successfully built the strongest swing which also supported over 5 pounds while moving.

MSD can expect to see more great things from all these Malthetians as they continue their quest for the ultimate creative design. If they can imagine it, they can build it.

Four Middle School math students, Chris Corrigan, Kristen Suiter, Robert Sims, and Andrew Weidig represented MSD in the State-wide Middle School Mathalon Saturday, October 31 at Fort Meade. Also accompanying them were their coaches, Cameron Overs and Toby Danesi.

The Mathalon is a three part math problem solving event sponsored annually by the Maryland Council of Teachers of Mathematics (MCTM) and the National Security Agency (NSA). Students participate in a 30 question individual round to be completed in 30 minutes, a 20 minute invention round and a 20 minute team problem solving round in which they are asked to solve 10 difficult problems. Below is the first in a series of questions MSD can expect its future mathematicians to be able to solve.

Mr. Tucker took a restful hike in the woods. He hiked into the forest at 4 km/hr. He hiked out at 3 km/hr. The entire hike took 3.5 hours. How far into the woods did Mr. Tucker hike?

(For the correct answer ask any student named above.)

—Cameron Overs, Middle School Teacher-FC

What’s Cooking In Math

Students continue to see that math is about a lot more than numbers. While studying fractions Middle School students practiced their cooking skills as well. Breakfast seems to be their favorite meal of the day. Sixth graders enjoyed blueberry pancakes while seventh graders preferred Spanish omelets.

Eight grade, Paul Tyler, has a mind of his own and felt that venison was the way to a math teacher’s heart. All three meals required measuring and cutting fractional portions of a recipe. With the holidays close by Mr. Overs is anxious to see what MSD future chefs can do. All the students are looking forward to being in the kitchen cooking and baking their family favorites.

—Cameron Overs, Middle School Teacher-FC
Our Trip To The Weinberg Center For The Arts

Ms. Swalko's sixth grade and eighth grade classes: Josh Feldman, Shana Lehmann, Leah Katz-Hernandez, Larissa Clapp, Jessica Frank, Diana Bertran, Gisella Tomita, Jenica Von Garnel, Josephine Audu, Kristen Suiter, and Andrew Weidig went to the Weinberg Center for the Arts, located in the heart of downtown Frederick to see the show, "A World of Whys".

Ms. Swalko took us to the Weinberg Center for the Arts because the Little Theatre of the Deaf was performing there, and they rarely stop in Frederick. Also, our class was learning about legends, and the Little Theatre of the Deaf was performing "A World of Whys" - which includes three skits about three different legends. On the day of our trip, we were required to wear nice, formal clothes which is appropriate attire for attending a play. As we headed to the theatre, we could see streams of Elementary students from Maryland School for the Deaf walking on the sidewalk towards school as they were coming back from the 10 o'clock performance. They were smiling. We all had that exciting tingling feeling in our stomachs because we felt that the play was going to be great! At last, we reached the theatre of the Weinberg Center for the Arts. The theatre is so beautiful! It even has a chandelier that looks like the one in the 1998 version of "Titanic"!!! The lobby of the theatre has four large uniquely painted pictures. They look like finger-painted pictures. They are very beautiful, colorful, and creative. The woman at the box office and Mr. Stewart Seal, the executive director for the Weinberg Center for the Arts, greeted us happily. Luckily, we were the first group to arrive so we got the best seats in the house!! The seats were very comfortable! A blur of swift hand movements could be seen during the performance of the Little Theatre of the Deaf's production of "A World of Whys". The series of three skits were based on legends for the students to learn how different cultures explained things in nature. The three different skits were: "Why the Sea is Salty" (a Norwegian legend), "Why There is Day and Night?" (Creek Indian legend), and "Why There is Day and Night" (Lithuanian legend). There were three hearing and two deaf actors in this group of performers.

We were impressed by the actors overall performances. They had such great expressions, movements, and we were impressed with how well they memorized their lines. Everyone in the audience was captivated with each skit that the actors performed.

The hearing actors voiced what the deaf actors signed. Meeting the actors after the show really impressed us, too. They were willing to meet us even though they were exhausted from giving two performances. We asked them many questions that we had prepared in class. We asked them about their educational backgrounds and how they prepared to be actors. It was so cool to actually meet these actors.

The educational value of this field trip was wonderful as we learned more about legends and folktales from the skits in "A World of Whys". We were so proud to see deaf actors on stage. The hearing kids in the audience really enjoyed the skits too. There were more than 900 kids at this show. Attending this show gave many of us the "acting bug" and some day in the next millennium you may see one of us performing with the Little Theatre of the Deaf.

—Josh Feldman, Shana Lehmann, and Leah Katz-Hernandez, 6th Grade
A Critique of “A World of Whys”  
Performance by The Little Theatre of the Draf

“World of Whys” consisted of three skits. The first skit was titled Why the Sea is Salty. This skit was based on a Norwegian legend and it gave a non-scientific explanation of why the sea is salty. The main characters in this skit were: a rich man, a poor man (the rich man’s brother), a sailor, and a lumberjack. The second skit was titled Why There is Day and Night. This skit was based upon a Greek Indian legend and explains why we have day and night. The main characters in this skit were: the sun, the moon, thunder, and the earth. The third skit was also titled Why There is Day and Night. This skit was based on a legend from Lithuania. The main characters in this skit were: a frog, a bear, the sun, and the audience.

The background set for all three skits was decorated in abstract jeweled letters on a gold background. There were fake diamonds which spelled out the word W. H-Y. We think that was very appropriate because it matched perfectly with the title of the show, “A World of Whys”. We also thought that the props such as the huge pillows were near since the actors used them to represent many things throughout the skits. The set was exactly the same for all three skits except that a star was added for Why There is Day and Night and an ocean background was added for Why the Sea is Salty. We feel this set was a multipurpose set since it was appropriate for each scene. The props were minimal and simple, but were also very appropriate for each skit.

The same original costumes were worn throughout the performance. Each actor wore solid button-down long sleeve shirts with matching color pants. Each actor wore a different color. Occasionally accessories were added as needed for a character in a skit. For example, the characters for the second skit each wore a symbol on their shirts to represent which character they were acting like. For example, the actor who was thunder wore a lightning bolt on his shirt. They all wore special shoes with shoe laces that were the same color as their costume. The costumes were simple, but very appropriate for each character for each skit.

We think that the actors: Reggie, Mimi, David, Alex, and Ronnie, were simply wonderful. They exhibited excellent acting skills that shined throughout each skit. It was obvious that they were really trying to prepare for this performance. We will remember Reggie for his great facial expressions. Mimi, was also very expressive and signed very clearly. She was the only actress in this group. David’s expressions, signing, and acting was so wonderful - “right on the money”! Alex did a fantastic job as the sailor. He also had a cool expression on his face throughout each skit. Ronnie was the cutest frog we have ever seen on stage and his signing was good. To be perfectly honest, all five actors were really great!

The message of the skits was that people often will invent stories to explain things they do not understand. Mimi explained that it takes creativity and imagination to create a legen. The other message of this production was that everyone should ask questions. We can learn lots of things by asking “Who? What? When? Where? How? and Why?” questions. The most important question the actors told us is WHY. Answers to why questions tell us the reasons things happen in our world. That is why The Little Theatre of the Draf called this show, “A World of Whys”. Each of the skits also had a moral message about how we should behave in our lives.

We highly recommend this show to any students who are studying legends or folktales. It is also great for hearing students to be exposed to a play performed by deaf and hearing actors with everyone signing in American Sign Language. Seeing this show was certainly both educational and entertaining for us.

—Diana Berrigan, Larissa Clapp, and Jessica Frank, 6th Grade
A Study of Gothic Architecture at Washington’s National Cathedral

Recently my eighth grade language arts class went to the Washington National Cathedral. My teacher, Nancy Swaiko, took me and my classmates, Josephine Auda, Gisella Tomita, Andrew Weidig, and Kristen Suiter to this cathedral because we had been studying about the Middle Ages and Gothic architecture. Barbara Cook also came with us on this trip.

We were very impressed when we first saw the cathedral. It is so huge. The Washington National Cathedral is the second largest cathedral in the United States. It is the sixth largest cathedral in the world. The architecture for this cathedral was copied from the kind of architecture used to build cathedrals in France during the Middle Ages. It took 83 years to build this cathedral. Building began in 1907 and was completed in 1990. The length of the cathedral is about 200 yards. That is equal to the size of two football fields. This cathedral has all the elements of Gothic architecture. It has stained glass windows, flying buttresses, pointed arches, and ribbed vaults. When we were visiting the cathedral, we saw all of these elements.

The stained glass windows are so beautiful. Most of them show pictures about Bible stories. Many people in the Middle Ages could not read. The stained glass windows helped to teach the people about the Bible stories. The Washington National Cathedral also has three beautiful, huge, round "rose" windows. We also saw the "space window". This stained glass window has a moon rock in the center of it. This moon rock was brought back from the Apollo mission that traveled to the moon. One of the astronauts that traveled on that mission had attended the Cathedral school when he was a boy. He donated the moon rock to the Cathedral. It was perfect for us to see the "space window" that day because the day of our field trip was the day that John Glenn was traveling into space again as the oldest astronaut.

The Cathedral has many little chapels. There are lots of statues and some tapestries in the Cathedral. When we walked through the arched-walkway, our guide told us that this arched-walkway is called an "arcade". We saw many neat things at the Cathedral. Some of the neat things we saw were: the tomb of President Wilson, the podium where Martin Luther King gave his last Sunday sermon before he was shot, gargoyles and grotesques. We even saw one grotesque that looks like Darth Vader from the Star Wars movie. We also saw the kinds of crafts that medieval people did. They did crafts like, stone carving, manuscript illumination, brass rubbings, and blacksmith work. We also saw the area where Helen Keller’s ashes are. Annie Sullivan, Helen Keller’s teacher, is also buried in the Washington National Cathedral. There are more than 180 persons buried at the Cathedral. Most of the bodies were cremated, which means just the ashes are at the Cathedral.

We really enjoyed our trip to the Cathedral. We learned so much about the history of the Cathedral and life in the Middle Ages. On the way back to school, Ms. Swaiko interpreted the countdown for the shuttle launch with John Glenn. Ms. Swaiko listened to the radio and interpreted for us. We did not miss this historical event.

—Jenica vonGarrel, 8th Grade
Youth Leadership Camp

Youth Leadership Camp is a well-known camp for helping develop deaf youth into leaders. The camp itself includes both educational and recreational activities and guest speakers who are role models to deaf community. The opportunity to attend YLC is an honor as I learned last summer.

Four students from Maryland School for the Deaf, including myself, were offered the opportunity to go to Youth Leadership Camp. To be honest, I first thought there was no point for me to go to Youth Leadership Camp because I already have leadership abilities. But I was thankful for those staff members who had attended Youth Leadership Camp in the past because they encouraged me to go there. Also, the MSD Foundation was very helpful by paying the camp’s fee.

The camp itself is located in Stayton, Oregon, a very beautiful site. My first day at camp was unforgettable as I met many deaf youth who have the potential to be leaders someday in the future. From day one to the end of the camp, I was busy with many different activities that are related to leadership skills. Listening skills was one of many skills that I learned from the activities.

In the years to come, I will treasure my memories of my experience at the Youth Leadership Camp.

—Francis Korpics, 12th Grade

The Jr. NAD Convention

"Leadership is inspiring others with a vision of what they can contribute."

This summer several MSD students had the opportunity to see leadership in action while attending and participating in the National Junior National Association of the Deaf (Jr. NAD) Convention in Fremont, California. Throughout the three-day program, convention attendees heard from powerful speakers and leaders in the deaf community. The convention itself took course through three days. The basic schedule was the same each morning we opened with a speech from a leader from across the country. Then we adjourned to workshops for the rest of the day. The populace was divided into three groups; each categorized into three colors, Blue, Green and Red, then each color-group was split and categorized by a letter such as A, B, C. For example, I was assigned to the Green A group.

The first day started off with a speech by Dr. Bobbie Beth Scoggins, executive director of the Kentucky Commission for the Deaf. Dr. Scoggins’ speech, "Lobbying: The Political Process" described the importance of lobbying with your local government to pass laws that can benefit your organization. The speech itself was very good and beneficial because it helped us realize how many cases I have heard before were actually passed as a result of organization and special interest lobbying. Luckily, that day my color group (Green) was going to attend the lobbying workshop, so we were able to use the fresh information given to us by Dr. Bobbie Beth Scoggins in our workshop. In that workshop, we were to found our own organization, and we were to support or be against a law on the floor of the senate. Green A was supposed to be in favor of a bill, which if passed, would cause more serious restrictions on guns, similar to "gun control." In the lobbying workshop there were five senators who would vote on the bill. We were to lobby these senators for votes and also to make a presentation to them at City Hall at the end of the day. This workshop was an exhilarating experience for me — I lobbied, helped with the paperwork, and made sure to take-in everything and "learn the ropes." At the end of the day, we went to City Hall to give our presentation to the Senate and to see their votes.

Unfortunately, my group was not successful in getting our bill passed. Our position was in favor of gun control. I think we didn’t get the bill passed because of sloppiness in our presentation.

The following day brought actor, writer, and director, Bob Daniels as the morning speaker. Mr. Daniels spoke on a show "a selfish lead can also be a good leader, it was a humorous speech and also with a lot of lessons mixed with humor in the speech. Through this speech we learned how to be selfish and yet help others.

My group was assigned to the Crisis Workshop that day. That workshop was the best of the week in my perspective, because of the hectic nature involved with the workshop. In that workshop we were supposed to establish our own country and set up a formal civilization and the teachers/coun- nelors were separated from the students. The real leaders in our group took over. I took the position of Co-Editor of our country’s newspaper company. I also helped in founding diplomatic relations to other countries. In this workshop, we were able to form alliances and declare war on our enemies. Time ran out before a winter could emerge amidst the four countries vying for global domination!

On the third day convention participants had the opportunity to tour San Francisco and take in various sights throughout the marvelous city, such as: Alcatraz Prison, Pier 54, and Fisherman’s Wharf.

The fourth and final day brought actor and comedian CJ Jones who gave a presentation about deaf films. Mr. Jones also spoke about the importance of getting our organization involved in public relations and media by influencing information in the news or through publicity. That day we were to attend the SODAS workshop. In that workshop, letter groups were given situations, then we had to look at the Options, and decide on the Disadvantages also the Advan- tages, and finally the Solution. Although the workshop was fun, I didn’t really like it as much as the others, because it did not have the fast pace or hectic nature which was present at the Crisis Workshop, the best one of the week. We also learned situations require closer looking.

That evening the JR. NAD was brought to a close. At the closing we had a party then awards were given out and every body left the next morning.

The opening quote ... through the Jr. NAD we attended many fun and educational workshops that provided us valuable information. But, perhaps most importantly, we were inspired and learned how we can contribute to our school and communities through our involvement and contributions. The Jr. NAD convention was certainly a memorable four days for all the MSD students and it will be something we will never forget.

—Joshua Walker, 10th Grade
Belynda Bailey—Then And Now

Belynda as a crown bearer in 1984

In 1984, a four year old Belynda Bailey was picked to be the crown bearer. Belynda would carry the crown during the Maryland School for the Deaf ’84 homecoming football game.

At that time it was relatively new that a girl and boy from the elementary department would be chosen to carry the homecoming queen’s crown and flowers. Before the football game started, MSD Superintendent would ask the little girl and boy to come forward and the superintendent would take the crown and put it on the homecoming queen. Parents of the little crown bearers would click their cameras constantly.

The 1984 Homecoming Day was gorgeous. Maryland School for the Deaf was to play the Virginia School for the Deaf Cardinals. The Maryland School for the Deaf football team had just received brand new uniforms and it was the first time they would wear the new uniforms. Before the game started, the homecoming court was introduced.

The queen was Bridgettta Bourne (Fifth). Belynda did her part and brought the crown to Dr. David M. Denton who thanked her and proceeded to crown Bridgettta. Fourteen years later on Friday evening September 18, 1998 at the conclusion of the pep rally, Mr. James E. Tucker, MSD Superintendent opened an envelope and announced the 1998 Maryland School for the Deaf homecoming queen. It went to Belynda.

History was made. Only few people remember that 14 years ago Belynda was a little girl carrying the crown. It was the first time ever that a Senior Homecoming queen was a former crown bearer.

Today it is customary that younger Maryland School for the Deaf students become involved with big events like Homecoming Day and Prom.

Left top: Tahihka Markel, Lacey Wilhelms, Rose Portland, Head Coach of Penn State University’s Women Basketball team, and Tiffany Reedor language and planned a performance for everyone one evening.

The food at the camp was excellent! The girls woke up early every morning and worked hard all day. They learned different kinds of drills every morning and afternoon. They were always sweaty and thirsty after a hard day’s work out.

MSD Lady Orioles At Penn State University

During the week of June 21-25, 1998, Cosch Lorraine Steltz took three of her players, Tahihka Markel, Tiffany Reedor, and Lacey Wilhelms to the Penn State University basketball camp in State College, Pennsylvania. They stayed in the dorm with 200 other players and mingled in the cafeteria with them.

Since MSD girls were the only Deaf players at the camp, the university was excellent at providing interpreters every day. The girls made many new friends and were very popular! They taught a lot of other players sign language.

Left left: Tahihka Markel, Tiffany Reedor, and Lacey Wilhelms with Penn State University’s famous Nittany Lion.
Portland and her Assistant Coach, Annie Troya were there to run the camp. Her players were also there helping with the drills, demonstrating, and supporting the young players.

The girls enjoyed playing on teams that were named after famous college basketball teams and WIBA teams.

Coach Stoitz is very proud of them. They were outstanding role models and represented MSD very well!

The PSU staff selected Lucy Wilhelm as the "Camper of the Week" out of all the 75 girls in her age group. The girls also received T-shirts and other souvenirs. Coach Stoitz looks forward to bringing more players to PSU next summer! She said the camp was well planned and the girls definitely learned more skills and gained experience.

1998 Varsity Football

This year's varsity football team was very successful considering its 1-8 record. They accomplished many goals on both the offensive and defensive sides, but were unable to put enough points on the board to secure more than one win.

This team did a remarkable job improving from game to game. With a mixture of several veterans and rookies, they were successful in playing together.


Homecoming Day, September 19th, Indian School for the Deaf beat MSD, 45-6. ISD totally dominated the entire game. Shannon run for 126 yards and one touchdown on 11 carries. ISD gained a total of 381 rushing yards while MSD had 153.

Franco Kopics returned from a three-week layoff, but MSD still lost to Freedom Village from New York on September 26th. Kopics threw 151 yards with two touchdowns while Shawn Shannon caught twice for 131 yards. The final score was 36-20.

Fairfield High School, a 1A school, beat MSD, 45-12 on October 8th. MSD quarterback, Franco Kopics, carried 6 times for 39 yards while Shannon carried 2 times for 41 yards and a touchdown.

On October 15th, Hancock High School (1A) beat MSD by the score 33 to 6. MSD's defense did a great job to hold the Hancock running back, a state rushing record holder - 446 yards) to 140 yards against them. Shannon had


for 39 yards on 6 carries while Kiao Tep rushed 41 yards on 4 carries. Kopics completed 3 of 12 passes for 56 yards.

Coach John Coleman was proud of the big idea playing against Westmar High School, another 1A school. MSD worked very hard during the game although Westmar beat MSD, 38-18. Shannon carried 12 times for 83 yards and MSD fullback, Conrad Hause carried 7 times for 23 yards. Kopics completed 8 of 8 passes for 71 yards.


FALL 1998 25
1998 Girls Varsity Volleyball

The Girls' Varsity volleyball team finished the season with a winning record of 15-8. The sport was played by mostly newcomers and five veterans. The girls' skills improved remarkably and they all bonded in nicely by the end of the season. They showed a great amount of enthusiasm and desire in improving as a whole. Their positive attitude had great impact on the team. Unfortunately, MSD will lose three seniors namely Teri Moncore, Laura Tarbox and Mary Faulkner. MSD hopes to have all other players back next fall. MSD came in 5th place at ESAAA but in their hearts, they were the winners. The best part is that Jessica van Garrel and Lauren Tarbox were selected to the all-state team.

The outlook of the 1998-99 volleyball team is excellent because ten are coming back next year.

1998 Youth Football

During 1998 football season, MSD's youth football team was very dedicated. The coaches really enjoyed working with the young players from the camp through to the end of the season. The young players learned many different defensive and offensive skills. MSD 6th graders developed their skills. They learned how to follow the rules and play with their heads as well as their hearts. They did not win many games this year but they played very well. They showed up at all their practices and games. They were terrific.

There were 17 players. MSD will lose three players who will move up to high school next year.

The coaches are very proud of them and predict that they will have a good football season next year.

1998 Middle School Volleyball

The winning tradition finally arrived in the Middle School volleyball program! The girls completed their season with 5 wins and 2 losses. The Middle School took part in the Volleyball camp prior to school opening. This allowed focus on the groundwork of developing fundamentals of the game. During the camp, the girls came together and developed a bond that they carried over the entire season.

With its groundwork in place, MSD beat Macon, in the final game of the volleyball season. The volleyball players were so thrilled in their victory over Macon!

This volleyball team did a remarkable job in improving every game. With a mixture of several veterans and first year players, they were successful in playing together as a unit. Some of the high grades will be moving up to high school next fall.
Youth Soccer - Fall Season


FALL 1998
Please send news of marriages, births, deaths, anniversaries, awards, and special occasions to Mary Sue Boxer, Editor of Alumni and Community News, Maryland School for the Deaf, 101 Clarke Place, P. O. Box 250, Frederick, Maryland 21705.

Arleta DeGrace Jenkins '33 died on September 12, 1998. She was 86 years old. She was the wife of the late Thomas Jenkins. She is survived by two sons, Charles John Lovejoy and Edward Prescott Kirkham; three grandchildren; nieces and nephews. Relatives and friends were invited to a graveside service at Baltimore Cemetery in Baltimore, Maryland. Memorial contributions may be sent to the Valley View Nursing Center of Elwyn Institute, 111 Elwyn Road, Elwyn, Pennsylvania 19023.

Elsie B. Bealns '34 passed away on July 17, 1998. She was the daughter of the late Ernest and Beulah Bealns. Funeral services were conducted at the Hubbard Funeral Home in Baltimore. She was buried in Woodlawn Cemetery.

Newman Norford '35, 85, of Boonsboro, MD, died on May 18, 1998 at Washington County Hospital. Born on August 5, 1913, he was the son of the late Lloyd Cleveland and Essie May Murphy Norford. He graduated from MSD in 1933. He was a supporter of Boonsboro High School sports and had been honored for his dedication by the Boonsboro Athletic Boosters Association. He is survived by his cousins and was preceded in death by his brother, Francis E. Norford. Services were conducted at the chapel of Baptist Funeral Home in Boonsboro on August 21, 1998 with burial in Boonsboro Cemetery. Memorial donations may be made to the Boonsboro Athletic Association, c/o Boonsboro High School, 10 Campus Drive, Boonsboro, MD 21713.

Catherine Hill Leonard Stout '42, 74, of Indianapolis, Indiana, died on October 2, 1998 at Community Hospital-North Indiana. Twice married, she was the wife of the late Joseph P. Leonard who died in 1973 and is survived by her second husband, L. Gail Stout. Born on November 6, 1923 in Easton, MD, she was a daughter of the late I. Thomas Hill and Pearl Marion Hough. She graduated from MSD in 1942 and attended the Maryland Institute of Art. She was employed at the Price defense plant in Baltimore during the World War II. She and her first husband resided in Cambridge following their marriage in July 1949. She worked as a proofreader and layout artist at Western Publishing. In 1978, she married L. Gail Stout, Jr. and moved to Indianapolis. She worked for Captured Films for the Deaf Inc. and was the organizer for Peace Lutheran Church for the Deaf. Surviving in addition to her second husband are three sons, J. Howard Leonard of Trappe who is on the Board of Trustees at MSD, David H. and William H. Leonard, both of Cambridge; one daughter, M. Jane Leonard of Cambridge; two stepchildren, Lloyd and Kimberly Stout of Indianapolis; seven grandchildren, Stephanie, Justin, Daniel, Gregory, Amanda, Jacquesyn and Kellen; and one nephew, Thomas Hill. Mrs. Stout was preceded in death by two brothers, Howard and Walter Hill. Memorial service was conducted at St. Mary's Refuge of Sinners Church in Cambridge on October 10, 1998. Memorial donations may be made to the Maryland School for the Deaf Foundation, P. O. Box 636, Frederick, Maryland 21705 or to deaf Independent Living Association Inc., P. O. Box 4038, Salisbury, Maryland 21803.

Robert S. Baylor, III '46 of Waynesboro, PA, one of three honorable B. S. A. members, was in the parade with his Boy Scouts' Troop 97 and won a prize for the 200th Anniversary of Waynesboro in July 1997. He has been in the parades on Memorial Day and Christmas Day every year for more than 40 years. He has been a member of the B.S.A. of the Macon-Dixon Council representing Northern Maryland and Southern Pennsylvania stationed in Hagerstown, MD. In addition, Mr. Baylor was among the Eagles of MSD's Boy Scout Troop 258 and was invited to participate in the celebration of the 75th anniversary of the troop on September 13, 1998. He was there for the three anniversaries of Troop 258 in 1947, 1972, and 1998. He hopes to return again in 2023 for the 100th anniversary of Troop 258. He extends his congratulations to the MSD-Troop 258.

Norma Bishop Moreland '67 had a surprise party in honor of her 50th birthday on June 7, 1998 at the home of Linda Montgomery Downey in Baltimore, MD. The hostsesses were Christine Beverage Amberg, '70; Nancy Caddell; Linda Montgomery Downey, '62; Patricia Kalinowski Ganzmiller, '67; Joyce Liddle; Karen McKinstry; Susie Moreland; Nancy DeRaven Whigum, '73; and Genny Wolfe Zink, '68. Approximately seventy-five people attended the party.

Genevieve "Genny" Wolfe Zink '68 was honored at a surprise 50th birthday pool party on October 17, 1998. The party held at the United Methodist Deaf Ministries were hosted by her husband, Jim Zink; Wende BellAbbott, '68; Patricia Young Alford, '69; Christine Beverage Amberg, '70; Robert P. Nolte, '52; Nina Gilbert; Nancy Murray House, '69; Norma Bishop Moreland, '67; and Martha Whiten. There was a good crowd at the MSD-Troop 258.

Laurie Leonard, ex'83, and Marc Fairchild announce the birth of their son, Garrett James Fairchild, born on October 24, 1998 at 6:28 a.m. at Shady Grove Adventist Hospital in Rockville, Maryland. Garrett weighed at 8 lbs. 1/2 oz. and measured at 21 inches long. Michael Fairchild, '67, is the baby's grandfather. Laurie has a 10 1/2 year old daughter, Heather Marie Leonard. They reside in Germantown, Maryland.

Karm Price '84 of Baltimore, MD, became engaged to Jock Williams of Baltimore, MD. The future bride is the daughter of Mrs. Brenda Price-Moore and Mr. Gary Moore of Columbia, MD.
The future groom is the son of Mrs. Marlote Williams of Santa Monica, California. Ms. Price attended Gallaudet University for two years and is employed by the Social Security Administration as a benefit authorizer. Mr. Williams graduated from the California School for the Deaf, Riverside, in 1984. He received a diploma degree in Data Processing from NTID in 1987 and was awarded a Bachelor of Science degree in Computer Information Systems from Gallaudet University in 1995. He is currently working as a computer programmer/specialist at the Social Security Administration. The wedding will take place on September 4, 1999, in Baltimore, Maryland.


Bobbie Sue Renfrew '89 and her husband, Rocky Murray, became the proud parents of a baby boy, Ashton Renfrew Murray, born on October 26, 1999 at 5:58 p.m. at Frederick Memorial Hospital in Frederick, MD. Their son weighed 8 lbs. 3 oz. and measured at 21 1/2 inches long. Bobbie Sue has a three year old daughter, Ashley Sue Fitz, from her previous marriage. They reside in Frederick, MD, where Rocky is a high school teacher at MSD, Frederick Campus.

"Bobbie Sue Renfrew '89 and her husband, Rocky Murray, became the proud parents of a baby boy, Ashton Renfrew Murray, born on October 26, 1999 at 5:58 p.m. at Frederick Memorial Hospital in Frederick, MD. Their son weighed 8 lbs. 3 oz. and measured at 21 1/2 inches long. Bobbie Sue has a three year old daughter, Ashley Sue Fitz, from her previous marriage. They reside in Frederick, MD, where Rocky is a high school teacher at MSD, Frederick Campus."

Julie C. Bourne '96 has been awarded a Nathaniel Rochester Society Scholar-ship at Rochester Institute of Technology in Rochester, New York for the school year, 1998 - 1999. She is a third-year professional and technical communications major at RIT's College of Liberal Arts. She is the daughter of Jenny Sue and Francis Bourne. Her mother, Jenny Sue, is an elementary school teacher at MSD, Frederick Campus.

Dawn Galloway, 42, of Austin, Texas, passed away on October 7, 1998. She was the daughter of Dr. Gertrude Scott Galloway who is the Superintendent of the Marie Katzenbach School for the Deaf in West Trenton, New Jersey since January 1, 1991 and was a former teacher at MSD, Frederick Campus from 1970 to 1973 and a former assistant principal at MSD, Columbia Campus from 1973 to her retirement in December, 1990 and Dr. Victor H. Galloway of Belleville, MD. She graduated from Gov. Thomas Johnson High School in Frederick, MD where she was president of the senior class. She continued her studies at West Virginia University and University of Maryland. She went to Toulouse and Paris in a foreign exchange program. Upon her return to the United States, she was employed as a teacher aide at MSD, Frederick Campus from September 1976 to August, 1980. She also was an interpreter for deaf and hard of hearing students in public high schools and Western Maryland College. She received her Bachelor of Arts degree from Hood College. At the time of her death, she was a free-lance interpreter in a variety of settings and other human service areas in Austin, Texas. In addition to her parents, she is survived by her stepmother, Marilyn Galloway, one brother, Vance Galloway, and one sister, Shane L. Galloway-Reeves and her husband, Dwayne Reeves, one uncle, Roger Scott, and his wife, Pauline, and their daughter, Denise Scott, '70, and four nieces and three nephews. Memorial service to celebrate her life was conducted at Cook-Walden/Forest Oaks Funeral Home in Austin on October 11, 1998. Memorial contributions may be made to the Breast Cancer Research Center of Austin or the Alzheimer's Association of Austin.

"Dawn Galloway, 42, of Austin, Texas, passed away on October 7, 1998. She was the daughter of Dr. Gertrude Scott Galloway who is the Superintendent of the Marie Katzenbach School for the Deaf in West Trenton, New Jersey since January 1, 1991 and was a former teacher at MSD, Frederick Campus from 1970 to 1973 and a former assistant principal at MSD, Columbia Campus from 1973 to her retirement in December, 1990 and Dr. Victor H. Galloway of Belleville, MD. She graduated from Gov. Thomas Johnson High School in Frederick, MD where she was president of the senior class. She continued her studies at West Virginia University and University of Maryland. She went to Toulouse and Paris in a foreign exchange program. Upon her return to the United States, she was employed as a teacher aide at MSD, Frederick Campus from September 1976 to August, 1980. She also was an interpreter for deaf and hard of hearing students in public high schools and Western Maryland College. She received her Bachelor of Arts degree from Hood College. At the time of her death, she was a free-lance interpreter in a variety of settings and other human service areas in Austin, Texas. In addition to her parents, she is survived by her stepmother, Marilyn Galloway, one brother, Vance Galloway, and one sister, Shane L. Galloway-Reeves and her husband, Dwayne Reeves, one uncle, Roger Scott, and his wife, Pauline, and their daughter, Denise Scott, '70, and four nieces and three nephews. Memorial service to celebrate her life was conducted at Cook-Walden/Forest Oaks Funeral Home in Austin on October 11, 1998. Memorial contributions may be made to the Breast Cancer Research Center of Austin or the Alzheimer's Association of Austin."

PTCA NEWS

News From Columbia Campus’ PTCA

Board members Donna Willford, president, Cathy Groswild, vice-president, Evelyn Weidig, secretary, and John Tota, treasurer, were all new officers this year. They have continued many of the old traditional activities and projects of the PTCA and added a few new ones.

The PTCA has several fall projects in the works. The Oktoberfest munchies, pumpkin smashing, a "photostudio" are supported by PTCA funds. The "Thanksgiving Baskets" which are given to approximately 25 of Columbia Campus’ students and their families are actually boxes which are decorated by the dorm staff and their students so they look mighty cute when the families receive them. Staff and families will help to fill these welcome boxes with foodstuffs for the holiday with the PTCA supplying the turkeys. At holiday time, PTCA’s gift to the families is a “Family Directory” which has photos of the students and their family members along with addresses and phone numbers. This is a very helpful tool for parents to stay in touch with each other and assist the students in seeing each other socially.

Many parents drive their children to each other’s homes for play days together or sleepovers.

Fund-raisers are off and running! Many people have bought sign language jewelry (pins, necklaces with fingerspelled names), ILY rubber stamps, and ILY notepads for family and friends. PTCA had 3 color bumper stickers made up to celebrate the 25th birthday of Columbia and even the bus drivers have enjoyed displaying them on their vehicles! Selling chocolate candy from the reknowned Sue’s Candy from California will help keep
the treasurer happy.

The General meeting in November will feature Mr. Greg Hibok as the guest speaker. He will address issues related to growing up deaf and how parents can help raise deaf children with high self esteem and that "I can do" kind of attitude that guarantees success in all realms of your life - socially and in business, too. Mr. Hibok’s wife, Charmaine, works at Columbia.

The 50’s dance in the planning for March is a new venture for PTCA. Staging it on a Saturday night, we hope all the staff and their children as well as students’ families will be able to participate in a sock hop atmosphere of fun.

—Deanna Williford, President

PTA News (MSD - Frederick Campus)

The PTA had set up secluded area for PTA reading materials such as newsletters and magazines in the Bjorlee Library.

The PTA will host a Halloween event on Oct. 24, 1998 at Summer’s farm.

On November 7, 1998 the PTA will set up a booth at Maryland Deaf Festival from 9 A.M. till 5 P.M. at Montgomery County Fairgrounds in Gaithersburg. The PTA will be selling some items so come and visit the officers at the booth.

PTA Hosts Brick Unveiling Ceremony

On August 31, 1998, the first day of school, parents, administrators, and alumni gathered together to witness the Brick Unveiling Ceremony beside the water fountain. Superintendent James E. Tucker said it best when he commented that personalized bricks reveal a wealth of history about MSD. Next, Principal Stanley C. Baker explained how much the school has been involved in this exciting accomplishment then commended the 1997-1998 PTCA officers and Brick Chairpersons, Beth Benedict and Karen Sheffer-Tucker for making this possible. After the introduction of new officers of the PTA, Beth and Karen unveiled the personalized bricks. The patrons were parents, alumni, teachers, organizations, and business vendors. Proceeds from the sales of personalized bricks go to computer technology. The PTA will continue with the brick fundraising. Order forms can be picked up from the Principal’s Office in Ely Building or the PTA can mail them to you upon request.

—Grace Steingieser, President
Cynthia Rae Lohr Peters

Dr. Cynthia "Cindy" Rae Lohr Peters came into this world on July 22, 1952 in Frostburg, Maryland. She was born hard of hearing, probably due to hereditary deafness as her fa¬ ther was deaf. In addition to her father, she also has a deaf cousin. Her family consisted of her hearing mother, her deaf father, and her hearing sister, Elaine. She attended the pub¬ lic schools in Frostburg until eighth grade. She transferred to MSD when she was thirteen years old. Her deafness was discovered through hearing screening test at school when she was in the first grade. Her parents were informed and they felt MSD was not an ap¬ propriate place for their daughter because MSD did not provide weekend travel. When she was in the public school system, she did not have any interpreters and she was self¬ taught by reading books. Then in 1965, her parents learned that MSD provided weekend travel to home and decided that it was an ap¬ propriate school setting.

In 1965, Cindy arrived at MSD and was placed in the older students class where she did not feel comfortable and did not know any sign language. She thought MSD was an oral/ speech school but she felt MSD was her life¬ saver because it opened her world with better communication. She immediately learned sign language and was involved with the New Era Club and the Pep Squad. She graduated from MSD at the age of fifteen in 1968 and attended Gallaudet College as a sixteen year old fresh¬ man.

At Gallaudet, Cindy participated in vari¬ ous activities such as copy editor for Gallaudet’s collegiate newspaper, The Buff and Blue, for one year, gymnastics club for two years, and the SIBG Food Committee for one year. She remembered fondly that she went with Robert Padden and his present wife, Melinda Chapel, to area college cafeterias to make evaluations on cafeteria and submitted reports to Gallaudet’s Student Body Govern¬ ment. She became a member of the Delta Ep¬ silon Sorority during her junior year. For her work experience, Cindy was a nurse aide for two years and study hall monitor for one year. In order to prepare for graduate school, she decided to apply and was accepted for the stu¬ dent exchange program at Oberlin College dur¬ ing the second semester of her senior year. She received her bachelor of arts degree in English with minors in Psychology and Sociology when she was 19 years old. Cindy was enrolled at the University of Maryland Graduate School on a graduate fel¬ lowship for two years in the fall of 1972 at the age of twenty. She used her monetary awards from Gallaudet for down payment on her first car for transportation needs while attending graduate school. She loved her classes as they were wonderful and challenging for her. How¬ ever, she failed the comprehensive examina¬ tions at the end of her graduate studies. She went to the West Virginia School for the Deaf in Romney, West Virginia as a dormitory su¬ pervision/recreation substitute with the elemen¬ tary students for a year. Then in the following spring of 1975, she returned to University of Maryland to retake her comprehensive examina¬ tions and passed them. She was awarded her Master of Arts in English from University of Maryland in the spring of 1975 when she was 22 years old.

Not able to find a teaching job, Cindy de¬ cided to go to Gallaudet College Graduate School for her second Master's degree. Even though she was 23 years old, she looked like a sixteen-year-old girl. She did her teaching practicum at MSD-Frederick and the Marie Katenbach School for the Deaf. She received her Master of Arts in Deaf Education in the spring of 1977. Gallaudet College offered Cindy a tempo¬ rary position as a teacher in the English Lan¬ guage Program (ELP) in the fall of 1977 for two years. In 1979, she found a teaching job at the West Virginia School for the Deaf. She taught English to the students with minimal language skills in middle school and high school. She also taught drama, reading, and research. She was involved as an assistant cheerleading sponsor and directed a play, Dracula. She left for the Southwest Colle¬ giate Institute for the Deaf (SWCID) in Big Spring, Texas in September, 1981 where she taught ESL (English as Second Language), World Literature, Introduction to Literature, and Freshman Composition.

In the fall of 1983, Cindy was employed by Gallaudet College to teach Preparatory En¬ glish. She received her tenure in 1986. She then transferred to the English Department at Maine Campus where she held a position in the English Language Program until 1996. Cindy decided to do her doctoral studies at George Washington University full time after going on a part time basis from 1988 to 1996. Her dissertation was related to the 20th Cen¬ tury American Literature. She was awarded her Ph.D degree in 20th Century American Lit¬ erature from George Washington University.

She is currently teaching American Litera¬ ture and English Language Program at the En¬ glish Department at Gallaudet University. She is busy with her work but she does have time for leisure such as collecting matches, stamps, and coins. She enjoys science fiction and mys¬ teries. She is trying to complete her book on Deaf American Literature during her free time which she hopes to have published in the near future. She wants to do more of traveling, writ¬ ing for NAD (National Association of the Deaf), and hopes to run for the town council in Chevy cly where she resides.

In conclusion, Dr. Peters offers her advice for the MSD students:
1. Stay attached to MSD.
2. Get all the skills you can get from MSD.
3. Keep MSD going!!
4. Cherish MSD after your graduation as MSD plays an important role in the Deaf com¬ munity.
Cinderella

MARCH 19 (7:30 PM)    MARCH 20 (1:30 PM)
MSD - Ely Auditorium, Frederick, MD

Directed by Rita Corey

Produced by PIONEER DRAMA SERVICE, INC.

Tickets on sale now!

Before March 8:
$4.00/adult
$3.00/student

After March 8 or at the door:
$5.00/adult
$4.00/student

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

Friday, March 19 at 7:30 p.m.

# Adult @ $4.00 = $____
# Student @ $3.00 = $____
Total $____

Saturday, March 20 at 1:30 p.m.

# Adult @ $4.00 = $____
# Student @ $3.00 = $____
Total $____

Make checks payable to MSD Drama Club!

Tear off the bottom and send your request to:

Ms. B. Kinzie
MSD
PO Box 250
Frederick, MD 21705
MSD-CC students designed several buttons to commemorate Columbia Campus' 25th Anniversary.