CONTENTS

MSD Graduates Reminiscence! ................................. 2
Japan: Memoirs of a Unique Cultural Experience .......... 5
Nutritional Services at Frederick Campus .................. 9
MSD Policy Regarding Confidentiality of Student Records 10
Deaf Community: 2000 and Beyond .......................... 12
Around MSD ...................................................... 13
The Junior Bulletin ............................................... 19
Sportscope ......................................................... 23
Alumni & Community News .................................... 31
MSD Alumni Profile: Douglas Haig ......................... 36

ON THE COVER

Michael Chaconas and daughter Alyson enjoy their pumpkin picking at the Larriland Farms in Woodbine. Every October, Family Education/Early Intervention families from Columbia and Frederick campuses go on a farm field trip, where children experience hay rides, a petting zoo, and other farm delights.

Maryland School for the Deaf

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Questions regarding this policy in terms of employment may be directed to Eva Stanislav, Director of Personnel (301) 360-2088. Questions regarding the school program may be directed to Dr. Deborah Clark, Director of Pupil Personnel Services (301) 360-2025. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705.
MSD Graduates Reminiscence!

Editor's Note: Recent MSD graduates who are currently students at colleges and universities were invited to write how their MSD educational experiences have positively impacted their post-secondary studies.

Lisa DeLumeau, MSD Class of 1998
Gallaudet University, Sophomore

My primary reason for attending MSD was to get the best education I possibly could get and still get that full interaction of the Deaf Culture at the same time. That may sound corny or silly to some of you, but it is true. You see, I grew up among hearing people who were my family, relatives and friends. I actually felt like a dog; "Suppertime! Bad girl! Hungry? Thirsty? Fech! Let's play. Bedtime! Come here." Those words were pretty much how we communicated in simple signs and gestures while I was growing up. I was in "culture shock" when I first attended MSD. MSD had and still has a fully accessible communication environment where virtually everyone uses American Sign Language (ASL) as the main form of communication. I could talk about anything if I wanted to. I felt free, and complete when I didn't need an interpreter. That was wonderful. All the teachers there could sign, unlike other schools I've ever been a student at. I'm basically a very independent person, and I loved the idea of direct communication with the teachers and other staff/faculty at MSD. I wasn't the "deaf dog" anymore.

Where does MSD come in with education? The institution has strived over the years to promote a strong foundation in education for children who are deaf like you and me. For the high school department, MSD had adopted a curriculum which other public high schools in Maryland follow. With that, the students have to take four blocks composed of science, history, math, and English. They also have to pass the MD state functional tests which would give them an official high school diploma, not just the MSD diploma.

Imagine that, getting a general high school diploma just like every graduating senior in the state. I didn't even have to attend an hour in a public school nearby to earn that. All I did was just spend 4 years of high school at MSD. Like I said, MSD have such high standards. I do not see a lot of that in other schools in the U.S.A. I have seen students who have graduated from those schools for the deaf, who feel that they are absolutely not ready to go out there in the real world. In other words, like it or not MSD does its best to prepare students for their future. I have been introduced to Hamlet and other Shakespearean works, Dante's Inferno, Hugo's Les Miserables, and many more. I even learned how to write an essay properly, which helped me to get on the highest level of English at Gallaudet University. I also learned how to dissect a frog and identify the parts, also identify the elements from the periodic table, and lower the temperature by using beakers and ice. I learned about other countries, by flying over there and studying them from the classroom at MSD. I learned vital computer skills early on which would get me in by the real world which relies on technology heavily. I learned valuable work experience derived from those 75 hours of community service. I learned to be proud of my deaf heritage. And oh heck, I even learned how to fix a flat tire and put bricks on cement. The things I have learned at MSD were truly essential knowledge and skills which I very much needed after high school graduation. Most of all, I have gained self-confidence and the independence I needed. I learned that there are role models, of many which were mine. That is how MSD contributed to my education and life.

I am currently a sophomore at Gallaudet University with a declared major in graphic design. Then I'm hoping to go to graduate school to get a MA degree in teaching eventually. Without all the special people who were there to influence me when I was in MSD from the 7th grade until Graduation Day, I would not even be the person I am today. For a year at Gallaudet, I wrote for the Buff and Blue which is a student-run newspaper. I've had my artwork displayed in buildings, especially the Kellogg Conference Center, Washburn Building (on Gallaudet campus) and the Union Station in Washington DC. I plan to fulfill my potential to the fullest, and that is what MSD had expected for me. I hope MSD remains strong for many years to come, and continue being the great learning center for many deaf children.
Timothy Riker, MSD Class of 1998
Georgetown University, Sophomore

Although I now identify myself as a Georgetown University Hoyah and blue and gray during Homecoming week, my roots are firmly set with Maryland School for the Deaf, the alma mater I attended for 13 years. When I frequent the MSD web site, I feel bursts of pride when I learn that the MSD wrestling team defeated Georgetown Prep or some other private schools that my colleagues at Georgetown University have attended.

When I tell my colleagues at Georgetown University that I attended a high school with a small population of only 120 students, they are shocked. I am surprised at how many of my colleagues at Georgetown University have heard about MSD’s excellent athletic program, but never realized MSD was that small. Sometimes they are even embarrassed to admit that their school lost to some of our athletic teams. The pride I have of MSD’s successful athletic program is what keeps me going at Georgetown University. Although I have not participated in any sports at Georgetown, I have played intramural flag football with my colleagues. My participation in extracurricular activities since high school has not changed very much. I am currently involved in four extracurricular activities and still enthusiastically contribute to the community. Currently I am serving as an elected member on the Board of Directors as the Business Manager for The Hoyah, Georgetown University’s main college newspaper. The Hoyah distributes approximately 8,500 newspapers every Tuesday and Friday and maintains their own web site at www.thehoyah.com.

I also serve on the Executive Board for the Georgetown Players as the Chief Marketing Officer. The Georgetown Players is a theater organization that is devoted to providing community service theatre at local schools, homeless shelters, and retirement homes. The Georgetown Players also entertain the Georgetown community with several Improv comedy shows every semester.

Besides The Hoyah and the Georgetown Players, I am a general member of the College Democrats and also volunteer several hours per week as part of the Marketing staff with the Georgetown University Alumni and Student Federal Credit Union, a student-run bank on campus. My participation in extracurricular activities at MSD inspired me to continue such a high level of participation in college.

Extracurricular activities at MSD contributed a great deal to my ability to balance my time while being as productive as possible. When I tell my colleagues about what activities and sports MSD provided, they are impressed. If you count how many students at MSD are involved in two or more sports, this number will astonish anyone. My colleagues would agree. More than half of MSD’s high school population is involved in two or more sports a figure unheard of at most high schools. At MSD students are also involved in extracurricular activities such as the drama club, student body government, Jr. NAD, yearbook staff, and international club in addition to sports. When I tell my colleagues about this, they say, “Does your school require such intense participation in extracurricular activities because what you tell me seems so Utopian?” My response, of course, is that the students at MSD willfully participate in numerous extracurricular activities something that I am proud enough to call myself a MSD Oriole.

I am also astounded at the level of preparation that MSD have provided me for Georgetown University’s incredibly high standards of education. In fact, I am taking an English course with selective admission. In this course, I am reading a survey of Medieval to Renaissance literature, which includes texts such as Beowulf, The Canterbury Tales, Hamlet, and poems by distinguished poets such as John Donne. I vividly remember reading some of these texts in Mr. Kevin Strachan’s English courses during my sophomore and junior years at MSD. When I tell my colleague that I have read the unabridged English-translated version of Victor Hugo’s Les Miserables for Advanced Placement English from front to back, they do not just drool open. They frequently ask me with awe, “You have read all 1,500 pages of it in high school the whole thing?” I am thankful that MSD has started, while I was a student there, what will hopefully be a long tradition of providing challenging Advanced Placement courses. Without MSD’s challenging curriculum, I would probably not have been prepared for Georgetown University’s rigorous curriculum, much less a full-time student there.

When I hear that MSD is adding Advanced Placement History, Latin, and other challenging courses to their richly endowed curriculum, it makes me wonder what I would have done when I know that MSD is maintaining its status as one of the best schools for the deaf around the world. With MSD continuously finding ways to improve their curriculum and adding advanced courses, I would not be surprised if MSD starts offering a broader range of advanced, college-level courses in areas such as Calculus, Biology, Chemistry, Physics, Psychology, Economics, and foreign languages. As the curriculum at MSD is cultivated with such courses, I strongly believe that MSD graduates will make a mark in the world.

As a double major in International Business and Finance with a possible minor in Psychology or Economics, I hope to study abroad in Copenhagen, Denmark next fall. I look forward to either working as an international investor or going on to acquire a MBA degree after I graduate. Although I still have a long, rocky path ahead of me, I feel confident that MSD has made me a well-rounded person prepared for the future. With all of the guidance I received from the faculty and staff at MSD, I am forever grateful. I have no doubt that MSD will continue to serve as a model for both hearing and deaf schools around the world.

FALL 1999 3
Julie Bourne, MS Rochester Institute of Technology, Senior

When my parents and I drove up a lane at the Rochester Institute of Technology for the very first time, a chapter had been closed and a new chapter began. I grew up at MSD, attending its Family Education program and studied my way through the 12th grade. Many of my precious memories had been created there and most of my growing happened there.

Now, I am completing my senior year at NTID/RIT and earning my degree in a mainstreamed environment. I never pictured myself earning a bachelor’s degree using a steady stream of interpreters, trying to communicate with professors with constricted gestures, and explaining to the student support offices about the quality of notetakers. Yet, I am enjoying myself along every step.

“Best of all worlds,” stated in all NTID brochures, is very descriptive of what it is like here. There are 1,100 deaf students from all walks of life and there are classes taught by professors using ASL as well as professors using interpreters. There are clubs, organizations, events and resources offered here that can be exclusively for deaf students or for the whole RIT community. Everything here is accessible.

I see people coming from deaf schools taking advantage of the offerings, I, for one, participate enthusiastically in classrooms, wearing the interpreters thin. It is quite impossible to just sit there and be quiet, as I never was encouraged to do so at MSD.

MSD teachers forever goad their students in expanding the things they have studied through heated classroom discussions.

Organizations here are plentiful, and I could not pass up the opportunity of participating in things. Back in the middle and high school years, nearly all of us at MSD were involved in something: may it be Jr. NAD, SGB, play productions, yearbook staff, sports, so on. Here, I could not help but to continue what I have been doing at MSD. I was an academic affairs director for the NTID student government, an actress for a student produced and directed Shakespearean play, and a player in a rugby team that played against several colleges. The list goes on but this list would not be as long if I was not encouraged as much when I was at MSD.

During my senior year at MSD, I spent many sweat-filled nights in the Graphic Arts classroom in the basement of the Veditz Vocational Building with a ban of merry men (and women) frantically rushing to meet deadlines. We were working to create a 1995-1996 yearbook and the deadlines intimidated many of us. I remember Johnny Thahnaii held up in the darkroom just beyond the revolving doors exposing and developing negatives. Melissa Jarboe would go over her layout spreads (she worked on the senior class section), making impossible demands on Mr. Tom McKenna, our yearbook advisor. Erin McLaughlin, our copy editor, critically edited all of our written works and continued to edit the second, third and fourth drafts. All of us, from the Class of 1996, worked closely together to have our yearbook printed.

Now completing my senior year here, I once again accepted the Editor-in-Chief role, working with a group of students through impossible hours to turn out NTID’s student monthly newspaper. With the experiences of being an editor of the yearbook at MSD, I was able to take on the position and face the challenges.

Graduation, scheduled on May 20th this spring, holds plenty of excitement, for it will be when I will be moving on to the life beyond the academic environment. I know with certainty that whatever MSD had given me will continue to sustain me. MSD gave me a strong foundation with its host of teachers, administration and staff. Even its physical location gives me a feeling of returning to home whenever I come to visit. The strength of the foundation, I believe, is especially strong because my family is also very involved with the school. My older sister also graduated from MSD, my other sister had worked briefly as a middle school student life counselor and, now, my mother teaches in the elementary school. My parents were always very involved in its PTA organization.

MSD had given me so much, and I am forever grateful. They gave me courage to do many new things and help me know that there are people back home that continue to cheer me on. Thank you.
As a recent recipient of a Fulbright Me-

morial Scholarship, I was fortunate to have

been provided a unique opportunity to ex-

perience the history, the culture, and the

people of Japan for a three week period of
time this past October. The Fulbright Me-

morial Fund Teacher Program was devel-

oped to meet several principal objectives:
to increase understanding between the
people of Japan and the United States; to

enrich curricula by presenting teachers with
the opportunity to integrate international
perspectives and educational methodologies:
to relate and to integrate actual experiences
from the program into classroom instruction;
to encourage more Americans to appreciate
the people, culture, and educational system
of Japan; and to expand professional devel-

opment opportunities for American educa-
tors. Participants of the Fulbright Memo-

rial Fund Teacher Program first traveled to
San Francisco for a one night orientation
stay.

In San Francisco, myself, along with 200

teachers and administrators from across the
United States assembled for a series of ori-

entation meetings facilitated by the director
of the program, Samuel Sheppard. These
meetings consisted of information sharing
regarding the culture of Japan, the customs
of Japan, and the general logistics of the trip.
The following day, after an 11 hour flight,
three movies, and three dinners, 200 very

weary yet eager Fulbright participants ar-

rived in Tokyo for a five day intensive ori-

entation program.

Our five days in Tokyo were filled with

meetings, seminars, performances, sightseeing,
and shopping, while becom-
ing accustomed to the culture of Japan. We
attended lectures on Japanese Educa-

tion, Japan’s Economy, and the Japanese
Government; attended seminars on Special
Education, Mathematics Education, Peace
Education, and Changes in the Japanese
Educational System; and attended a Kyogen
and a Bunraku. A Kyogen, which is a 600
year old art form, is a humorous short play
consisting of songs, dance, and exaggerated
dialogue depicting stories about basic ev-
day human situations. There are only 30

full-time Kyogen actors in all of Japan. A

Bunraku is a traditional Japanese puppet
performance in which the puppeteers train
for up to thirty years, taking three people to
operate one puppet.

While in Tokyo, sufficient time was also

provided for self-guided sightseeing. The
most efficient way of moving about the city
of Tokyo was by use of the train and sub-
way system. The subway system in Japan
is convenient, safe, and quite punctual, how-

ever, during rush hours, the subways become
so crowded that oniyas are hired. An

oniyah is a person who forces people onto
the train so the doors will close. The train
system provided easy access to the many

interesting sights of Tokyo. Particular places
of interest in Tokyo was the Imperial Pal-

ace, the Imperial Gardens, the National Mu-

seum, Ueno Park, the Ginza, the Oriental

Bazaar, the Asakusa Kannon Temple, and
the Meiji Shrine. I also made a one day ex-
cursion trip to the island beach resort of
Enoshima, and to Kamakura to capture the
magnifcence of the Great Buddha.

Since most people in Japan are Buddhist
and follow a blend of the religions of Bud-

dhism and Shintoism, throughout Japan you
will see many Buddhist Temples and Shinto
shrines. Shinto shrines are easily identi-

fied by the torii or gate which signifies that
the laird beyond the gate is sacred. When
visiting a Shinto Shrine it is customary prac-
tice to write a prayer or a wish on a wooden
tablet and then hang the wooden tablet on
tree outside the shrine. It is also common
practice to purchase a fortune at a Shinto
Shrine. After reading the fortune, if you con-
sider it to be a bad fortune, tie the for-
tune to a nearby tree branch. By following
this practice it is believed that the bad for-
tune will become a good fortune. It was in-

teresting to see the number of trees that were
covered with bad fortunes. There are also
large incense burners in the front of each

shrine. People first step at the incense burner
to breath in the smoke, then step at the puri-
fication fountain to wash and to drink the
water. Washing and then drinking the water
symbolizes the cleansing of sins. In front of
the shrine is a special box where coins are
tossed. It is common practice to toss in two
coins, to clap your hands twice, and to
say a prayer. Many Japanese enjoy the peace-
fulness of a visit to a Shinto Shrine.

Visiting Tokyo also provided me with
exposure to local activities and customs:

witnessing a tuna auction at the fish market
at 5:00 A.M., attending a private tea cer-

emony at the Meiji Shrine, and watching
sumo wrestlers train at a sumo wrestling
school, an activity not normally open to the
general public. Of particular challenge for me
was learning how to eat comfortably

using chopsticks, as well as acquiring the
skill of slurping noodles. It is a customary
habit of the Japanese people to slurp noodles
while eating soup at the many inexpensive
noodle shops.

Since I was in Tokyo also provided me
with time to become acquainted with the
masters of the country: always remove your
shoes before entering a home, a school, or a

A visit to the Matsumoto Castle made for an
excellent photo opportunity.
Takayuki Hoshina, Vice-Principal of the Tachikawa School for the Deaf in Tokyo and English teacher Masako Usbha display a Maryland School for the Deaf T-shirt which was presented to them after a tour of the school.

temple, placing your shoes in the foyer of the building with the toes pointing in the direction of outside; always wear slippers in a house or a school; always wear toilet slippers in the bathroom; always bow when you greet someone, when you thank someone, when you leave someone, and when you apologize - respect is indicated by how deep one bows; always wait for the red light when crossing the street, never jaywalk; it is considered bad manners to blow your nose in public; it is also considered bad manners to chew gum in public; never leave a tip in a restaurant; always exchange business cards with someone you meet for the first time; and always take a shower before entering a bathtub.

After several busy, exciting, and educational days in Tokyo and becoming acquainted with the customs and culture of Japan, all participants were divided into groups of 20 and assigned a city outside of Tokyo. I was assigned the city of Takayama, a several hour Bullet Train ride from Tokyo in the prefecture of Gifu. A prefecture is Japan's equivalent of a state. Takayama, a city of 60,000 people, is beautifully situated within the Japanese Alps. A busy agenda was planned for the next 12 days while visiting Takayama.

During our stay in Takayama, we met with the Assistant Mayor of the city who provided the group with a welcome address, we met with the Superintendent of the Takayama City Board of Education who provided us with an overview of the educational system in Takayama, and we met with the PTA who provided us with information regarding the role of parents in the educational system. While in Takayama, visits to local schools were arranged, affording us the opportunity to visit a local Kindergarten, to tour Gifu University, and to visit IWATANI Elementary School, Kita Elementary School, Hiei Junior High School, Nakayama Junior High School, and Takayama-Nishi High School. While visiting the schools, we were provided time to meet with the Principals and the Assistant Principals, to meet with teachers, to observe classes, and to meet with students. An interesting aspect of the Japanese educational system is that the school curriculum and the time frame of instruction is the same for all schools throughout Japan. Both the curriculum and time frame of instruction, which is determined by the Minister of Education, must be strictly adhered to by all schools in order to make teaching uniform throughout all of Japan. The academic school day for students begins at 8:00 A.M. and concludes at approximately 4:00 P.M. with another two hours of sport or club activities tacked onto the end of the day. Students also attend classes every other Saturday.

During the school day, Japanese students take regular classes, including Japanese Language, Math, Science, Social Studies, Physical Education, Art, Music, and English Grammar. Students refer to their teachers as "sensei" which is the Japanese word for teacher. Use of this word denotes utmost respect. No school has a cafeteria, so all students eat lunch in the classroom taking turns serving the provided meal and cleaning up afterwards. No student is allowed to bring their own lunch from home. All students take responsibility for cleaning and maintaining the school buildings and grounds, therefore eliminating the need for a maintenance staff. As Tokuichi Kaniyama, Principal of IWATANI Elementary School stated: "Cleaning is a part of learning. It shows we appreciate the building and its surroundings." There are no school buses in Japan. All students must walk or ride their bikes to school. Parents are not allowed to provide personal transportation for their children. Absenteeism is extremely low within Japanese schools. The only reason a student is absent from school is for an illness or for a death in the family. Students are never absent for a doctor's appointment or for family vacations.

Japanese schools implement many traditional and customary behaviors which are intrinsically expected of the students. No student in Japan is allowed makeup, jewelry, pierced ears, short skirts, or dyed hair. All
students in Japan wear uniforms to school. The purpose of school uniforms is to instill in young people a sense of tradition and to teach young people how to relate to a group. At a young age students are taught acceptance, respect, and responsibility in schools throughout Japan by promoting a thematic commonality of goals. To have harmony between the heart, the body, and knowledge to develop a child who cares about others; to be healthy and to have a caring heart; to be strong and to be rich in heart; to have an active heart and to stay cheerful - are but a few examples of the common educational goals set within the schools throughout Japan. Japanese schools have little to no discipline problems.

After a full day of classes, many students participate in club or sport activities and then attend a juku or cram school in the evenings. The purpose of the juku is to provide the student with supplemental instruction in order to eventually pass the exam to gain entrance into a top university. Although education in Japan is free, parents must pay if they wish for their child to attend a juku in the evening.

A high point of my stay in Takayama was the weekend I spent with a Japanese host. My host for the weekend, Ippeli Shimizu, attended both Michigan State University and Colorado State University, making him quite proficient in his command of the English language. The weekend spent with my Japanese host provided me with a flavor of everyday Japanese life. The weekend was filled with many local activities: a visit to the Festival Museum in Takayama; a visit to the Festival Museum in nearby Furtokawa, a tour of the Jinya, a traditional government house; shopping at the local market; attending a local carnival; feeding Japanese Koi; meeting with local friends for conversation over coffee; eating dinner at a local Sushi Restaurant; and sampling the local cuisine. The Japanese cuisine consists mainly of rice, soba and udon noodles, vegetables, pickles, and an array of seafood. Although rice is eaten at every meal including breakfast, noodles are eaten almost as often as rice, and are normally served in soup or topped with seaweed and some variety of fish. Other popular Japanese dishes are sashimi, in which pieces of raw fish are served with a green Japanese mustard; sushi, which is rice patties topped with a variety of raw fish; and sukiyaki which are one-pot meals cooked at the dinner table. And of course all meals are served with green tea. Miso soup, octopus, eel, and fish eggs also are common items found on a menu in a traditional Japanese restaurant. Sampling the array of Japanese cuisine proved to be a most memorable cultural experience. After twelve days of living in Takayama, visiting schools and businesses, and socializing with the local people, leaving Takayama was a difficult task.

Curious third grade students come to the door to meet the visitors from America at the Tachikawa School for the Deaf in Tokyo.

Our group then proceeded back to Tokyo with an overnight stay at a ryokan, a traditional Japanese Inn. This particular ryokan was situated in a hot springs resort within the Japanese Alps. Our night in the ryokan included wearing Kimonos, sleeping on a tatami mat floor on futons, and eating a traditional Japanese dinner and breakfast consisting of rice, miso soup, and a variety of raw fish. Spending the night in a ryokan was an excellent opportunity to experience traditional Japanese customs. After leaving the ryokan we visited Kamikochi National Park for a breathtaking view of the Japanese

Visiting a Language class at the Tachikawa School for the Deaf. The teacher was teaching American Sign Language to her class at the time of our visit. It was a perfect opportunity for her students to practice their ASL skills.
Meeting deaf people at a local festival in the city of Takayama, Japan

Fulbright Program in Japan, a visit to the Tachikawa School for the Deaf was arranged for myself and another Fulbright participant from South Carolina, Linda Pizer, who is also a teacher of the deaf. The Tachikawa School for the Deaf, which is one of nine deaf schools in Tokyo, is a part residential, part day school K-12 program for the deaf with a student population of 223. Takayuki Hoshiba, the Vice-Principal of the school, and Masako Usuka, a teacher at the school who acted as the English interpreter, provided us with both a general overview of their educational program and a tour of the campus and facilities. An interesting aspect of the school programming in the area of deaf education throughout Japan is that the method of instruction for students in grades K-9 is cued speech, while the method of instruction for students in grades 10-12 is Japanese Sign Language. Particularly impressive was both the amount of computer training provided to the students, and the amount of high technology equipment used in vocational training classes.

Students at the Tachikawa School for the Deaf were naturally eager to meet visitors from America. High School students were anxious to practice their ASL skills with us, and the staff was gracious and accommodating. Vice-Principal Hoshiba, had many questions about MSD, and comparisons were made between both programs. In anticipation, I presented Mr. Hoshiba with an MSD T-shirt which he mentioned would proudly be placed on display.

Along with the visit to Tachikawa School for the Deaf, the last few days in Tokyo was spent attending meetings, seminars, and sessions to draw closure to our experiences. A heart warming farewell banquet was held for all of the Fulbright participants before departing for destinations across the United States.

The people of Japan were polite, respectful, generous, and friendly, willing to go out of their way to provide help to a lost tourist. I close this article with a few words of wisdom from Japan: respect people, the environment, and your surroundings, have a kind heart and be healthy, stay cheerful, and remember that the end is nothing but the road to the end is everything. My three weeks in Japan was nothing less than a living dream for which I feel fortunate to have had the opportunity to experience, memories which will be cherished for a lifetime.

If you are interested in applying for the year 2000 Fulbright Memorial Fund Teacher Program, please check the following web site for information at http://www.ief.org/pgms/finf/ or you may contact The Institute of International Education, 1400 K Street, NW, Washington, D.C. 20005-2405 at 202-326-7826.

With Japanese host Ippel Shima at the Festival Museum in Furukawa, Japan

With a sumo wrestler while visiting a sumo wrestling school in Tokyo

8 THE MARYLAND BULLETIN
Nutritional Services at Frederick Campus

Roberta Ariosa, Administrator

Can you imagine preparing 74,000 meals? The dietary staff at MSD-Frederick was asked to prepare that amount of meals last year. The biggest problem with preparing meals for that many people is trying to satisfy everyone’s preferences and making sure the food is nutritious and has eye appeal. Children who eat healthy meals concentrate better in class, have higher energy levels, and feel better about learning. Research has shown that there is a crucial relationship between nutrition and health as well as learning. Medical experts agree that what people eat as children and adults affect them in very significant ways. There is evidence that diet-related diseases don’t necessarily wait until their later years to get their start.

The menus planned for MSD students offer a variety of foods and meet the Recommended Dietary Allowances (RDA) as established by the United States Department of Agriculture (USDA). The challenge MSD dietary staff encounters every day is asking the children to sample the foods they offer, foods that may be different from what their family members eat at home. Each day MSD dietary staff is asked to encourage the students to make healthy choices. Even a spoonful of a new food may open up a whole new food group never before tasted. Simple changes, taken one at a time, can add up to a lifetime of better eating habits. The key is to make changes that are right for the students. MSD dietary staff could serve the same foods day after day and the students would continue to eat, but as professionals in the food service industry their goal is promoting many healthy food choices.

Robin Ariosa, she director of nutritional services, is responsible for planning and directing the department in a sound financial manner and serving good, nutritious food as a part of the educational system. She sets standards, develops goals and objectives, develops the policies, and communicates with the staff members, parents, and school administration. Robin believes in a team approach of management assuring goals are that developed with the staff, giving them an opportunity for personal development and growth. Her office is located in the Kurt-McCannner Building in the cafeteria but she spends a great deal of her time with the students during meal times and in the kitchen assuring the food is prepared accurately. Robin has over twenty years experience in the food service industry. She has been employed at MSD for one year, but she has close ties with the school. Her sister Teresa Ariosa was a 1973 graduate of MSD.

In the kitchen Maurice Jackson and Judy Bostian (Food Service Supervisors) are responsible for the preparation of the meals, insuring portion control, and correct temperatures. They are responsible for supervising the employees working in the kitchen. Maurice has been employed at MSD for over forty years, starting here at the age of eighteen. Judy also has many years of experience, starting here in 1986. Judy especially enjoys baking and is responsible for preparing many of the dessert items MSD dietary staff serve.

Loretta Ambush (Food Service Supervisor) is responsible for the trayline service, assuring the food is served accurately and in correct portion sizes. She allows students time for interaction. Loretta takes pride in her work and knows most of the students by name. She has twenty-seven years of experience working at MSD.

The staff of ten employees altogether have over one hundred and sixty-eight years of service to MSD.

Other staff members are:

- Charles Gromes
- Lilly Goodsell
- Judy Bostian
- Fraua Reed
- Maurice Jackson
- Carol Payne

Each employee is a valued team member of the dietary department and the school and if the reader sees anyone pictured below on campus please say hello and thank them for their dedication.

Concentration is the key for Charles Gromes.

The Columbia campus’ Dietary Department will be featured in the next issue of The Maryland Bulletin.

FALL 1999 9

Front row (l to r): Charles Gromes, Lilly Goodsell, Judy Bostian, Fraua Reed, Maurice Jackson, and Carol Payne. Back row: Loretta Ambush, Jackie Miller, and Robin Ariosa.
MSD Policy Regarding Confidentiality of Student Records

All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to stu-
dent files. Student files are kept in file cabinets and rooms which have locks. Professional staff providing direct services to students may have access to information in the files by making a request to the appropriate de-
partment head. Professional personnel may gain access to the main file (Principal’s file), through the following procedure:

(1) Fill out request form for information de-
sired from the student file;

(2) Present request form to Principal’s secre-
tary (request form becomes documented
record of who had access to student’s file);

(3) Principal’s secretary will provide only the
specific information requested, not the entire
file;

(4) Certain information, designated “sensitive infor-
mation” by Principal, will not be
provided by the Principal’s secretary ex-
cept with written authorization by Prin-
cipal;

(5) Information borrowed from the files is not to
be stored 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, Enhanced Program) through the following procedure:

(1) Fill out a request form for information
desired from student file;

(2) Present request form to Assistant Prin-
cipal or his/her designee (request form
becomes a documented record of who has
had access to the student’s file);

(3) The Assistant Principal/Designee will pro-
vide only the specific information re-
quested;

(4) Information borrowed from the files is not to
be stored or duplicated and is to be
returned on the day it is borrowed.

Parents and/or 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 during regular busi-
ness hours and no later than 45 days from
the date of the request;

(3) The parents and/or eligible student shall
review the student’s school records with an
appropriate qualified staff member present;

(4) Copies of records will be made for a fee
of ten cents (10c) per page to cover dup-
licating cost, unless there is a demo-

strated 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 informa-
tion in education records collected,
maintained or used by the school is inac-
curate or misleading or violates
the privacy of other rights of the
child, may request the Maryland
School for the Deaf to amend the in-
formation;

(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 in-
formation in accordance with the re-
quest, 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
defined 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:

(i) Individualized Education Program
(IEP) summary sheets and
notes containing:

- identification of assessments
and evaluations performed
(but not the detailed assess-
ments themselves); and

- formal decisions of the IEP
Committee, including:

- the student’s disability;
- the multi-disciplinary nature of the Commit-
tee; and

- parental involvement.

(c) The following personally identifiable infor-
mation collected or maintained by the school
for medical assistance purposes must be retained
for six (6) years to provide information
required by State and federal of-
ficials:

(i) All Individualized Education Pro-
grams and other services
which are eligible for
medical assistance reinforce-
ment;

(ii) Individual Education Plan (IEP)
Committee summary sheets
and notes containing docu-
mentation of the need for ser-
vice which are eligible for
medical assistance reimburse-
ment;

(iii) all documentation of services
provided (logs, etc.);

(iv) on-going service coordination
notes demonstrating eligibility
for medical assistance reim-
bursements; and

(v) all applications for medical as-
sistance reimbursement.

(d) The information must be destroyed at
the written request of the parents.
However, a permanent record of the
student’s name, address, and phone
number, his/her grades, attendance
record, classes attended, grade level
completed may be maintained
without time limitation.

For all other people, data in files will only be
released upon receipt of a signed release
from the parents and/or eligible student (18
years old and older).

As permitted by law, the School may release
‘directory information’ about students without
prior consent. ‘Directory Information’ in-
cludes:

- name
- address
- name of parent(s) or guardian(s)
- telephone number
- date and place of birth
- grade level
- majors of study
- most recent previous school system or
educational institution attended by the
student
- grades of attendance at MSD
- major fields of study
- participation in officially recognized ac-
tivities 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 school’s release directory informa-
tion without their prior written consent must
notify the Principal by September 30 and iden-
tify the category or categories of information
which the school should not disclose. If the stu-
dent enroll after the beginning of the school
year, the parent(s) or eligible student must sub-
mit this notification within 30 days of enroll-
ment. This notification must be submitted an-
nually.

Personally identifiable information may also be
disclosed to another school system, school or
postsecondary institution without parental
consent. HOWEVER, AS A MATTER OF
SCHOOL POLICY, NO INFORMATION

10 THE MARYLAND BULLETIN
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 cooperation of the Maryland State Department of Education.

For the 1999-2000 school year funds in the amount of $2,294 are available to the Maryland School for the Deaf for Library Media Improvement through Title VI of the Improving America's Schools Act (IASA). From these funds the Frederick Campus Library will be able to add one additional Pentium CD-ROM computer system, and the Columbia Campus will be able to purchase upgrade components, and two additional printers for the systems currently in use in the Library. This will broaden the effectiveness and usefulness of the Library computers and printers, purchased with Title VI money in past years.

Additional money is awarded to the school under the Individuals with Disabilities Act (IDEA), Part B. In 1999-2000, funds in the amount of $255,727 will be used primarily to assist in the support of the Family Education/Early Intervention Program. This program provides education to very young deaf children and their families in order to help these families with early management and guidance of their children, and to help the children get an educational head start. Services are provided for these individuals both in their homes throughout the state through visiting teachers and classes held on the two campuses of the school. Fam ily workshops and parent meetings involving extended family are also an important component of this program.

The Family Education/Early Intervention Department also received grant money in the amount of $28,000 for the 1999-2000 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 department to replace and upgrade teaching materials and equipment, and to establish a lending library of videotapes and informational material for parents on such topics as Sign Language, deaf culture and language development. In addition, the grant funds regional workshops for families, and additional training for staff. Interpreters (ASL and foreign language inter preters) are provided at parent meetings on campus as well as regional parent meetings around the state of Maryland. Four part time contractual interpreters provide additional support for the classrooms on a weekly basis.

In addition, MSD received a grant for $15,000 through IDEA, Part B, State Grant Supplemental Pass-through monies. This money is to be used for interpreters in state meetings ($5,000) and support of the PARTNERS FOR SUCCESS: resource center for parents ($10,000) established last year through Part B discretionary funding. PART NERS FOR SUCCESS Resource Centers aim to serve families of all children with disabilities, birth to twenty-one, professionals and service agencies within each jurisdiction, by providing skills, knowledge, networking and support to enable parents and professionals to function as equal partners 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 Pupil Personnel Services on the Frederick Campus of the Maryland School for the Deaf. These are available for review to anyone who might be interested in them.

MSD anticipates that funding will also be available for the 2000-2001 school year and the school welcomes 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 Frederick 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, appropriate, educational programs and related services for Deaf and Hard of Hearing children residing in the State of Maryland, from birth to twenty-one years of age. Admission to MSD is governed by the procedures specified in the school's Parent/Student Handbook. The Maryland School for the Deaf does not discriminate on the basis of national origin, race, sex, linguistic, religious, or cultural background when placing students into its educational programs or services.
Although Year 2000 is an arbitrary number indicating a New Year, many of us are wondering what a new decade, a new century, and a new millennium will bring to our planet, our humanity, and the Deaf Community.

What will our worlds look like in Year 2010, 2100, and 3000? The last one hundred years even the last 10 years brought a staggering number of technological innovations and sweeping social changes to our lives. Although our collective human nature is probably not ever going to change, technology has greatly impacted how we, including Deaf individuals, live, socialize, and organize among ourselves; and in how they work and play.

Deaf people have been around since the advent of communities and civilizations, and probably will be around for many years to come. Deaf individuals and their Deaf communities throughout world history have both endured and thrived under government policies as well as societal attitudes that were repressive, benevolent, misguided, or a bit of each. Today, many governments provide Deaf children and youth basic schooling, allow Deaf individuals to work, to own property, and to marry and to raise children; although these rights are not yet universal for some Deaf people as well as hearing people living under certain governments.

In the future, Deaf people should continue to exist. Medical technologies such as gene therapy, cell regeneration, and cochlear organ transplant may dramatically reduce the world's Deaf population. Some governments may even mandate medical treatments for newborns with hearing losses. This may cause some families of Deaf people to segregate their children, send them to boarding schools, or even leave the world itself. However, this can also happen to long-term hearing people as well.

Deaf people in many communities all over the world, with help from their families and allies, have mustered enough political clout which has translated into many laws protecting their rights as Deaf individuals in many aspects of their lives. However, protection of individual rights may not translate into preservation of a culture. That is, a particular government may protect the rights of Deaf individuals, and at the same time not recognize the rights of disabled newborns. In every Deaf community in all corners of this planet, sign languages will continue to thrive as long as there are Deaf people. They do not sign to make a political statement. They sign because of this biological match: a visual-based-language system that is fully compatible with their visual system. Since the human eye cannot fully process spoken languages, most Deaf people prefer to use sign language as their natural language and to use spoken language in its written form. Deaf people, as human organisms, understand that their ears cannot naturally and comfortably process spoken language, so they use their eyes as well as their faces and hands to communicate with their families, friends, and colleagues. They will continue to advocate for the use of sign language interpreters in all aspects of community life.

In the next century or two, the Deaf population may decrease due to medical advances, but sign language will continue to exist as long as there are Deaf people on earth. For most of our recorded history of communications, the delivery of letters or messages was how people communicated over distances. Deaf people who wrote letters were on a level playing field with their hearing counterparts. There is no hearing required in producing written correspondence. Then, during the early part of the 1960's, telephones were mass produced, putting exchanges of information. However, this amazing technological wonder single-handedly devastated the Deaf community, putting Deaf individuals at a tremendous disadvantage at the workplace and community life.

It was not until 1966's that Deaf people finally gained access to telephones through teletypewriters (TTY's) and then gained full access only ten years ago through telephone relay services. Today, telephones are just one of the ever-expanding telecommunications options available to Deaf people. They now use facsimile machines, electronic mail, instant messaging, pagers, and even wireless TTY's. Video conferencing has been introduced to the market place and will be a common electronic equipment in our homes by 2010, integrated into one communications entertainment/work/information station. The employability of Deaf individuals in the United States today and at least for the next century will greatly depend on their ability to read and write English and a language of international commerce, their ability to think, and their ability to get along with co-workers. The Deaf community as a political group must continue to monitor future technologies and demand visual accommodations or text- equivalents of sound-based systems. Past political successes have resulted in TTY's at government offices and public places, closed-captioned decoder chips in television sets, state and national telephone relay systems, TTY accessible 911 numbers, and etc. However, there will be new and emerging technologies that may not be friendly to individuals who prefer or depend on visual systems. For example, will voice activated PCs in the future render key-boards obsolete?

The landscape of Deaf Education throughout history has changed so dramatically so many times. It will probably continue to change as educational choices for parents in the future will include school vouchers, charter schools, and home schooling. Language and communication controversies will continue to mirror the Deaf Community's desire for self-determination and the majority culture's inherent desire to segregate smaller linguistic communities. With the new decade, the new century, and the new millennium, a new chapter will be written. Optimism is prevalent, although there is always anxiety. New technologies will continue to shape our lives, consciously and unconsciously. If the Deaf Community continues to be politically active, they will harness the power of technology, and fight back the forces of human bigotry. If governments run rough shod over Deaf people, then Deaf people will go "underground" as they have done so many times in the past only to rise again under more favorable times.
MSD Receives DHR Licenses

MSD has received the Maryland Department of Human Resources (DHR) residential program licenses for Columbia and Frederick student life programs, as mandated by Senate Bill 289 of the 1999 Maryland General Assembly. Both licenses are effective for two years (December 1, 1999 through December 1, 2001).

The application process included a site visit of both campuses by DHR officials and a submission of application materials and required documents. By the end of the school year, the Dean of Students, Student Life Counselor, Supervisors (SLC’s) and Student Life Counselors (SLC) will have received a minimum of 40 hours of training in different aspects of child care. The next scheduled site visit by DHR officials will occur in May 2000.

Summers’ Farm

On October 26th Pre-Kindergarten students went to the pumpkin patch at Summers’ Farm in Frederick. There were various activities for children to do. Students loved the hayride, the straw maze, the hay loft, the petting zoo, the giant “pumpkin mountain slide” and the pumpkin patch. They all picked a pumpkin to bring home.

—Ms. Janice Daze and Mr. David Martin, Elementary School Teachers—

McCUTCHEON’S Apple Store

On October 21, 1999 Pre-Kindergarten students walked to McCutcheon’s apple store in downtown Frederick. They all tasted apple cider. The salesperson explained to the classes about using apples for cider, jelly, and other things. They all had a wonderful time.

—Ms. Janice Daze and Mr. David Martin, Elementary School Teachers—

Grandparent’s Day

The Frederick Campus Kindergarten team celebrated the end of their unit “All About Me” by inviting the student’s grandparents to a tea party. Students made their own invitations and invited their grandparents to come to their classes and have tea (apple juice) with them at snack time. They read their booklets, “All About Me” with their grandparents. Fourteen grandparents attended the tea party. Some grandparents...
They read their books, “All About Me” to their grandparents. They could not come because they lived too far away. The students showed on the map where their ‘Faraway’ grandparents lived. They all enjoyed sharing their booklets and sharing their grandparents, as well! —Ms. Jenny Sue Bourne, Ms. Beverly Hanyzewski, and Mary Lynn Lally, Elementary School Teachers-FC

The Haunted House Event

The Columbia Campus held its annual “Haunted House” event on Thursday, October 28th. Co-sponsored by the PTCA, the haunted house has grown in size and sophistication every year. This year it featured an “Eyes” room where the only visible things were eyes. It also had an area with closing walls; a grave yard complete with flying ghost and fog, and a 100 foot long “Tunnel of Terror.” Those who survived the ordeal usually came out laughing, and a little unsure about what they just saw or “thought” they saw.

In addition to the Haunted House, there were food, games, and arts and craft activities for the young children. Of course, no night would have been complete without a parade and several “Trick or Treat” stops throughout the building.

An estimated 30-35 families were able to attend along with all of the residential students. The faculty worked the evening so that parents were free to participate in the fun with their children. All that came admitted to having a “goulishly” good time.

—John Stanlin, Assistant Principal, Transitional-CC

5th Grade Social Studies Takes the World By Storm

There is plenty for parents to be proud of in the 5th grade. The students have mastered the globe and drawn relief maps of their dream homes. They have also done video presentations about the regions of their country.

They have debated the rights of minorities. Given real life scenarios, students found themselves quickly falling into the roles of either the oppressor or the oppressed. It was an eye-opening experience for them to see how quickly their place in the community can change.

They discussed the importance of the U.S. Constitution. While asking the boys and why of our political system, again through the use of scenarios they could relate to, students came to appreciate why their forefathers established a Republic with a system of checks and balances using the three branches of government. They also researched, wrote and presented reports on the amendments. To wrap up their studies, the 5th grade teachers were pleased and proud to have Ms. Bridgetta Bourne-Firl, a MDS graduate, share with them her work in politics and her experiences as a student leader during the Deaf President Now movement at Gallaudet University.

In preparation for their studies of the Civil War, they are enjoying the story Across Five Aprils by Irene Hunt, read to them by Ms. Tingler.

On a day-to-day basis students have kept up with and written about current events as they happen. Both in presentation and in essay form, the students have broadened their knowledge of the world around them. From the humorous to the tragic the 5th grade teachers are very pleased with the variety of articles the students have chosen to share with their classmates.

Parents have been working hard too. The 5th grade teachers have asked them to help with the current events articles as well as consent to being interviewed on their opinions about taxes. The reader can look for the results of those interviews in the next issue. As they all work together, great things are happening. The 5th grade teachers are very proud of the children’s hard work and great enthusiasm.

—Mr. Toby Daniels, Mr. Cameron Ovens, and Ms. Tina Tingler, Elementary Teachers-FC
**5th Grade Mathletes**

Fifth grade math students are spending time this year applying their math skills. Hands-on experiences are the key to long-term retention of information. MSD fifth graders are learning the need for careful reading, geometry, and measurement through experimentations. They have been solving puzzles, playing chess, and building water towers. Puzzles are an excellent tool for improving abstract reasoning. Students have been solving geometric puzzles. They are showing great creativity in their problem solving strategies.

Chess is a wonderful game for teaching and encouraging planning as well as cause and effect. Students who know the game are displaying these talents and are willing to teach their classmates. An inexpensive chessboard would make a great gift.

In their first attempts to build a water tower with 15 marshmallows and 20 pieces of spaghetti, students found that it takes several modifications before they can become successful. Their first towers collapsed, supporting very little weight. After some trial and error, the modified towers held as much as 50 times the weight of the first towers. Throughout the experimentation process, each group improved greatly and also discovered the strength of triangular construction.

Students look forward to a trip to the National Construction Museum where they will continue to put their knowledge into practice.

—Mr. Toby Daniels, Ms. Sara Odinetz, Ms. Kara Walpole (Student Teacher), and Mr. Cameron Overs, Elementary School Teachers—FC
Dreams Realized

The problem seemed complex. In addition to the Core Curriculum, how do we provide exciting academic electives to our college bound students? This student wants astronomy, that student wants creative writing; he prefers world religions, she, economics. Plus who will teach the class? Where do we find people trained in these specialized fields? What about this material? Standards? Scheduling?

See... complex. But the solution is something MSD is all proud of.

MSD did not start with what can’t be. Instead a small group of parents, Ms. Norma Clapp, Ms. Nina Clapper, and Ms. Krista Walker; teachers, Mr. Mark Rust, Mr. Kevin Strachan, and Ms. Geraldine Whitt; and Ms. Bette Hicks, Assistant Principal—High School started with what should be. What ideally should be offered to students at MSD? They brainstormed and dreamed, and asked their children to dream as well, which they did willingly. They soon had a long list of exciting classes, all of which they agreed would be wonderful for their children. The students and adults voted on their priorities, decided what we wanted, and then they went to work.

It was a long road with more than a few potholes to get in our way, but this semester we have students taking everything from Photography to Shakespeare to Philosophy. Their teachers offer their course from every corner of the country and even from abroad. The students are “attending” Virtual High School, a program offering a variety of classes on-line. The process of getting this at MSD was not an easy one, but it was so exciting and worthwhile, we did what we must to get it.

Next semester those same students will take a course in Latin. (This was the subject students named as their priority!) But how would they find someone willing to teach the course for a single period of a single semester? Here again the group was not deterred. And their solution to the problem is making history at MSD. In what is the school’s first teacher exchange, a teacher from MSD will teach a class of Frederick High School students American Sign Language and their teacher will teach MSD students Latin. It promises to be an exciting project for both schools.

A year ago, the idea of MSD kids going to college with Latin and Philosophy on their transcripts seemed impossible. No, not even that—the idea that they might have such classes hadn’t even occurred to them. But by pulling together a group of committed people and by facing difficult problems with creative solutions, they have impacted the education of their students. They are proud of this, and more than ever we are motivated to dream.

—Kevin Strachan, High School Teacher-FC

Where is My Class?

It is the first day of school and nervous energy is everywhere. How are Mr. Rust’s classes going to be this term? Will his students return with a yearning to learn? Are all ordered books in so that they can begin the year quickly? All goes well until his 8th/9th Period class arrives. Mr. Rust has no books; he has no schedule; he has no assignments to hand out. He does not even have a course syllabus to distribute. This is Virtual High School at its best.

The reader sees, his students are not taking a course from him. Instead, they are learning via the Internet. Their classmates are thousands of miles apart. Their textbooks are in the mailbox. Their syllabus and assignments are floating in some server waiting to be accessed. This is the first year of implementation of VHS (Virtual High School) which is in its fourth year of operation via a Federal grant from the Department of Education. Mr. Rust’s eight

Jason Yeh, VHS student, shares a humorous moment with Site Coordinator, Mark Rust, during his VHS session.
students are taking a variety of courses: Personal Finance, Photography as Visual History, Business in the 21st Century, Shakespeare in Films, Eastern - Western Thought: A Comparison, Malaria: A Case Study for Understanding Biology, Democracy in America?, and, Folklore and Myths. This is more than any one teacher could offer in a semester but it is all going on at the same time during my 8th/9th period.

The students begin each day by logging on to the Virtual High School site (http://vhs.concord.org) to review their work for the week. They have to check the schedule first to see if there is any new work to be completed. Also, they have to check out the due date of their assignments. Next, it is onto the CourseRoom to participate in class discussion via postings by teacher and classmates. It is so new to them but by the end of September, they are very savvy with the technology needed to be successful in their classes.

These students are enjoying the new learning opportunities and the new learning environment. They cannot wait until their next semester of VHS! If the reader wishes to see what this program has to offer just type in the address above and begin an exciting tour of VHS: Virtual High School.

—Mark Rust, High School Teacher-FC

**Walk to Cure Diabetes**

The MSD-CC staff participated in the Walk to Cure Diabetes at Lake Elkton in Columbia, MD on September 25, 1999. They were as follows: Mr. Al Couthen, Ms. Kimba Wagner, Ms. Sandra Resch, Ms. Sandy Resch, Ms. Michelle Aitstock, Mr. Dean Buck, Ms. Carol Snyder, Ms. Amy Raveling, Ms. Suzi Behun, Ms. Jeanine Zwick, Mr. George Ruhl and Ms. Stella Antonio Conley.

There were 650 walkers and MSD-CC contribution was $796.00 which was more than the $300.00 raised in 1997. Many thanks go to those who sponsored the walkers in helping to raise money for the Walk to Cure Diabetes! We look forward to participating in next year’s activity with more staff, parents, families, and friends in the Deaf community.

—Al Couthen, Assistant Principal, Elementary-CC

**Junior Girl Scout Troop #1350 in Downtown Parade**

The Junior Girl Scout Troop #1350 participated in “In The Street” parade in Frederick on October 2. All of the girls wore the same outfit, sporting their green-sprayed hair and green-polished nails. In the parade, they were in great spirit, dancing together, waving at and shaking hands with spectators, and shaking green and white pom-poms, which they made. The troop received a $200 check for their third-place finish in originality and creativity. The girls agreed to save it for a camping trip in the spring.

—Audrey Frank, Junior Scout Leader Troop #1350-FC

Troop #1350 members are definitely a magnificent troop, have a strong sisterhood, and are dedicated Girl Scouts!

Members of Troop #1350 proudly show their award-winning banner.
Alice in Wonderland

APRIL 7 (7:30 PM)  
APRIL 8 (1:30 PM)

MSD - Ely Auditorium, Frederick, MD

Tickets on sale now!

Before April 7:
$4.00/adult
$3.00/student

On and after April 7
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.

Directed by Rita Corey

Produced by PIONEER 
DRAMA SERVICE, INC.

Tear off the bottom and send your request to:

Ms. B. Kinzie
MSD
PO Box 250
Frederick, MD 21705

Friday, April 7 at 7:30 p.m.

#   Adult @ $4.00= $_____

#   Student @ $3.00= $_____

Total $_____

Make checks payable to MSD Drama Club!

Saturday, April 8 at 1:30 p.m.

#   Adult @ 4.00= $_____

#   Student @ 3.00= $_____

Total $_____

Make checks payable to MSD Drama Club!
Youth Leadership Camp

Youth Leadership Camp is a camp sponsored by the National Association of the Deaf (NAD). The camp has been in session every summer since 1969, turning normal deaf youth into leaders. The camp is at Camp Talooli in Oregon, about 30 minutes away from Salem. There were sixty-seven campers total, nearly all from the United States of America. A boy, Kent Lu, came from Taiwan. He didn't know any ASL at the beginning, but later he used gestures to communicate and then taught his peers sign language.

The camp itself was filled with adventures we had to face everyday, challenging ourselves and developing our teamwork skills as the days went by. The first day, we split into four groups: Ants, Supernovas, 17 Dalmations, and Sticks. Each group had its own activities to attend as time permitted. We had three classes every day. Also, we had our own newsletter, especially for the YLCers, The Daily Drum. The classes were Discovery, Outdoor Living Skills, and Deaf Studies.

Discovery class tend to be the class which helped us develop our leadership skills. The staff forced us to involve everybody, no matter what. Campers who were handicapped or who didn't believe in themselves often had a hard time with their team. For instance, Kent Lu, the Taiwanese boy, was in our group. He had hard time with us because of our limited communication. But we really turned him into a leader at the end.

In our Outdoor Living Skills class, we learned how to survive in the woods with limited supplies. Sometimes the staff taught us how to do basic First Aid. Also they taught us how to make a fire from scratch to keep ourselves warm in case we got lost. Deaf Studies class gave us the opportunity to learn about deaf history. Furthermore, the staff taught us how to speak in public or to develop drama skills.

The Daily Drum, the YLC newsletter, gave us the opportunity to complete different areas. We learned a lot from this! We learned how to manage time and delegate responsibilities to other individuals. Often, this was the most difficult task because the D.D. critic tend to find many errors in the newsletter though we believed that it was error-free.

There was also a Camp Director Award given to one camper everyday. I won the first C.D.A. I was very thrilled to be the first one! Also there were the All-Around Camper Award and the Mr. And Miss Congeniality Awards. I won both All Around Camper and the Mr. Congeniality Awards. When we left the camp, it was a very sad moment for us because we knew that we wouldn't be seeing each other again for a long time. However, we managed to say goodbye. Thanks to the Internet and e-mail, we still communicate with each other even though the camp ended officially last summer.

—Ryan Zarembka, 12th Grade

Faces of America! Ryan Zarembka and his fellow campers show their sunny smiles.

Ryan takes time out to pose for the camera.

FALL 1999 19
My Vacation in Jamaica

Our vacation began on Friday, August 6th, in the morning. My mom, my cousin, and I went to B.W.I. The airline we flew on was Air Jamaica. It was a small plane. We flew for six straight hours without stopping. We landed in Montego Bay, Jamaica. It was actually the first time that I had been there. It was hot there and very humid also. Montego Bay was beautiful although it was not the same as my hometown in the Virgin Islands. We rode a cab to a nice, expensive hotel called the Wyndell Hotel Resort. After we got our room, my cousin and I went out to swim at the beach. We enjoyed our little vacation. On Monday many black deaf people came to Jamaica for a National Black Deaf Advocates Convention. I was so surprised that some participants came from the Virgin Islands. I was in the youth group named Youth Empowerment Summit for youth (Y.E.S.). I was one of the members of the group. I enjoyed myself and I learned a lot of things. The most fascinating topic discussed were the "Y2K Bug", "The Investment", and "How to Set Up your Own Business". We, Y.E.S., members also had an activity. We went to Ocho Rico, Jamaica. At the river named Dunn's River, we climbed all the way up a steep hill. It was fun. On the way up some of the kids in my group almost slipped, even my sponsor. I was elected to be the president for Little B.D.A. It was an honor to be elected president. On the last day, on Saturday night, we had a Male Pageant. It was the first time for males to compete in a pageant. The King was Tim Albert who was the emceeperson for the Y.E.S. program. Then on Sunday, August 15th, many of my friends left Jamaica. Then on Tuesday we left Jamaica. I thought to myself that it was one of my greatest experiences, participating in the Y.E.S. program. If it hadn't been for Student Life Counselor Flo Pratt, I would've had no chance of going to Jamaica. Therefore, I want to thank Flo Pratt and my family for letting me go to Jamaica.

—James Etheridge, 10th Grade

PTS Junior: The Time of My Life

The two weeks from June 21st to July 3rd were some of the best weeks of my life. It was during those two weeks that I stayed in Chester, Connecticut, studying drama at the National Theatre of the Deaf's Professional Theatre School Junior.

Let me back up first and explain just what PTS Junior is. As you probably know, the National Theatre of the Deaf is a nationally renowned professional acting company made up of Deaf and hearing actors. Every summer, NTD hosts a month-long drama session for adults who are serious about acting. This camp is known as the Professional Theatre School. But what about high school students who want to become actors? Enter Professional Theatre School, Junior. It's a two-week long version of the adult PTS, but none the easier or less enriching. This is the camp Robin Shannon, another MSD student, and I went to last summer. Ms. Audrey Frank also came along as our mentor.

Since this would be the first time in a couple of decades NTD had provided PTS Junior, we didn't know what to expect. While we were driving to Connecticut, my mind kept coming up with reasons why I might not like PTS Junior. Happily, they all were wrong.

At PTS Junior, Robin and I worked with other seven Deaf students from all over America. We met and learned from some legends all over the world such as Dr. Bernard Bragg. Even Ms. Rita Corey, our drama teacher and director at MSD, was an instructor there! I experienced both in two weeks that to list everything here would take me ten pages. Not only did we learn acting techniques, we also had classes on dancing, writing, ASL translation, clowning, light and set design, and Visual Vernacular (a blend of mime, ASL, and gestures that anyone can understand regardless of their language—Robin's favorite). I didn't realize there was so much to be learned about the performing arts or how interesting it could be.

Our schedule started at eight in the morning and didn't let up until around seven in the evening or even beyond that but I had so much fun that I didn't mind. Our education wasn't limited to the headquarters of NTD either; several times we went out to other public performances. I made friends with everyone, including even adult students from PTS and...
the teachers themselves. On the last day of camp, I was actually sorry that it was over.

Robin and I, with the help of Ms. Audrey Frank and Ms. Rita Corey, plan to bring PTS Junior’s teachings to MSD drama. But I also hope that some of you will go to PTS Junior yourselves. It’s an experience you’ll never forget.

—Kimberly L. Clapp, 11th Grade

Jr. MDAD

Last summer, Maryland teenagers were given the opportunity to attend the first ever Junior MDAD convention in Baltimore. Approximately twenty youth attended the day-long event, which featured speakers Dr. Frank Turk, well-known DeafYouth advocate, Dr. Jeffrey Lewis, Gallaudet University professor, and Ms. Allison Polk, the current Miss Deaf Maryland and 1998 graduate of MSD. The speakers addressed topics involving Deaf Education, Leadership, and the future of Deaf youth. Those who attended the function expressed that they felt enriched and encouraged by the experience and believed it would be useful to other teenagers in the future.

—Joshua Walker, 11th Grade

Fall Festival

Dictated by the Kindergarten Students

Heather and Tyler’s moms painted our faces.

We had fun raking leaves and playing in the pile of leaves.

We enjoyed taping leaves on a tree.

We went for hayrides.

We bit marshmallows with our hands behind our backs.

Dakota and Raquel’s moms read us stories.

The story was about a ghost who cried.

The other story was about a squirrel that hid her nuts. She needed to save nuts for the winter.

We played a relay game with apples. We passed the apples with our necks.

We had a costume relay game. We used a big jacket, a big hat and a big boot. Derek’s mom helped us with the costume relay.

Andrew and Tarja’s moms helped us make crowns with leaves. We ate lots of good food.

Mr. David Martin as a farmer takes kids for a hayride around the Elementary playground.

MSD parents Ms. Alicia Notarianni and Ms. Ellen Mansfield help paint students’ faces.

At the Fall Festival, Pre-Kindergarten and Kindergarten students: Noelle Robinson, Ivana Gusevsky, Maria Guzman, Zack Barron, and Paige Brewer are proud of their face-painted faces and leafful hats!

FALL 1999 21
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A Dream Come True

It was an honor and a dream come true for MSD varsity girls' basketball head coach, Lorraine J. Stoltz, to coach the United States women's basketball team at the Pan American Games. In the 1970's, Ms. Stoltz had the chance to tryout for the U.S. Olympic women's basketball team. However, her chance was ill-fated, as there were not enough countries participating in the event so it was dropped. Then in the '80's, she traveled to Texas to tryout for the U.S. Olympic Women's Volleyball team, but this time she pulled muscles in both of her legs and was listed as an alternate.

After two disappointing, Ms. Stoltz applied for the position of head coach of the United States Deaf women's basketball team for the Pan Am games. The day she was notified by e-mail that she had been selected for the position, she sat staring at her screen and read the congratulatory message over and over again. Her dream had finally come true!

The United States Pan Am officials chose eleven players to participate. They were: Janel Birrenkott (Arizona), Sherry Bradley (Maryland), Jessica Courtright (Utah), Jodie Dike (California), Kristen Feldman (Massachusetts — The Learning Center), Paula Hornblin (Chicago), Michelle Heise (Minnesota), Ronda Johnson (Gallaudet University), Ronda Jo Miller (Gallaudet University), Ida Dotson (Arizona) and Amy Mowli (Indiana School for the Deaf). Mr. Kevin Kovacs was chosen as Ms. Stoltz's assistant coach and Ms. Sandra McLenen as the team manager. Lorraine Stoltz noted that she had a great time "switching hats" and coaching her assistant coach at MSD, Sherry Bradley. They both adapted to their new roles with ease and enjoyed the venture.

Lorraine and the rest of the team left for Havana, Cuba via Baltimore and Jamaica on August 14. The games took place the week of August 15-22. Upon arrival in Havana, the team learned that they would play against three other countries: Venezuela, Mexico, and Cuba. The USA women's basketball players were older and more experienced than the other countries' players. They also had better quality shoes, uniforms, and services. Each of the USA women's players played in every game and they kept it simple and honest. The scores were: USA vs. Venezuela 83-33

USA vs. Mexico 69-19

USA vs. Cuba 68-23

The USA women's team played against Mexico for the gold. The game lasted only three minutes due to a bad storm that caused a blackout. The officials declared the game over and the U.S. as victors.

After receiving their gold medals, several of Lorraine Stoltz's players gave their shoes and other items to the hosting Cuban players. Lorraine gave them twelve new pairs of socks that had been provided for the USA team. The Cuban coaches and players were delighted. Lorraine said that it was a pleasure to watch.

It was an eye-opening experience for the USA team to play basketball in a country where the gym had no air conditioning, no "fine" services, and no water to drink from a fountain. At the games, there were very few fans because most Cubans had to work during the day and transportation was difficult. The players were soaked by the first quarter as if they had been running in the rain. The team had to bring ample water bottles and towels to every game. Lorraine was pleased with the maturity and sensitivity of the U.S. team in dealing with the conditions.

The Deaf Cuban people seemed to be in awe of the U.S. team. During the opening ceremony, when the U.S. team marched into the gym in their matching uniforms, the Cubans stared as if they were seeing movie stars. Lorraine said it was almost as if she could see the dreams in the Cuban people's eyes. She felt proud to be a part of the U.S. team but she also felt for the Deaf Cuban people. The experience made her appreciate being an American even more.

She told a story of meeting a Deaf Cuban couple who came to the basketball games daily. The wife of the couple showed Lorraine their food ration book, the same one they had used since 1959. The couple also mentioned to her that they had a small black and white television but that the bus...
The couple later asked Lorraine if she could pay for their family, including their two children, to come to America. After living in America, the family promised that they would repay her. The people were desperate to free Cuba.

Lorraine explained that the Defa's Cuba is not treated like the other Cuban citizens; they are treated like second class citizens. While their conditions are less than ideal, Lorraine called the Defa Cubans "true survivors".

Lorraine had the opportunity to explore Havana and see parts of the city. She reported that it would be very beautiful if it was properly maintained. Instead, its building and streets were shabby and run-down. The hot and humid weather and the absence of air conditioners only added to the haggard atmosphere. Lorraine found herself showering three times a day, only to get out of the shower and become immediately soaked with sweat again. The sewer system often ran into the ocean so the U.S. team had to be careful where they swam. Most houses and apartments seemed to have no running water. Lorraine observed people bringing buckets full of water from the water truck that stopped in front of their homes.

Cars were mainly 1950's models that had been passed down from generation to generation because most Cubans could not afford to buy a new imported car. It was also noticed that only men drove cars, while women drove mopeds or bicycles. Lorraine could not believe her eyes when she saw the local bus: it looked like an eighteen-wheeler trailer pulled by a big pink camel. Inside the bus, people were crowded body to body with all the windows open for air. Some people even had their heads hanging out of the windows to catch a breeze. Lorraine said she felt guilty riding around Havana with the U.S. team in an air-conditioned bus. Lorraine had a chance to play golf, one of her favorite activities, with three other Americans. She said the group could only tolerate playing two holes because it was so hot and humid, and the course did not come equipped with riding carts. On the first hole, the group saw a groundskeeper pick up a six-foot long black snake from the fairway and drop it off in the creek. On the second hole, Lorraine almost stepped on a big, brown, furry, live tarantula on the middle of another fairway. She began to wonder what else the group would have seen if they played the whole eighteen holes!

Lorraine is grateful to the United States Pan Am committee for granting her the opportunity to participate in the games in Cuba. She found the trip to be a rewarding dream come true as well as a tremendous learning experience. She hopes that one day America and Cuba will have improved political relations and that the United States will be able to share with Cubans the quality of life that they deserve.

—Lorraine Stoltz, Head Basketball Coach

MSD Assistant Coach Plays in the Pan American Deaf Games

Sherry Bradley began playing basketball with her father when she was a very young girl. During high school, she played on the varsity girls' basketball team. During college, she broke Gallaudet University's school record of 1,432 points. She went on to participate in the gold medal-winning United States women's basketball team at the World Games for the Deaf in 1993. Today she plays on a club team. Yet another rewarding experience with the sport came last June when the United States Association of the Deaf Sports Federation called to inform her that she was selected to play on the women's basketball team at the Pan American Deaf Games in Havana, Cuba. She reported to Gallaudet University for a few days of practice with the team before flying to Cuba.

The Defa Cubs were excited to greet the United States team along with teams from Venezuela and Mexico. During her visit, Ms. Bradley was able to spend time with old friends and make new ones. She was struck was the culture of the communist country. She enjoyed the opportunity to travel and noted that the buildings of Havana were architecturally magnificent but old and worn.

During the games, Sherry played guard in an effort that easily earned the U.S. team the gold medal. Mexico took second place while Venezuela followed with third. Ms. Bradley is the assistant coach for the varsity girls' basketball team at MSD. She reports that it was fun having Lorraine Stoltz, the head coach at MSD, as her coach for the Pan American games. However, she does look forward to returning to her regular role with the varsity girls' basketball team this school year and working with Ms. Stoltz as a player but as an assistant coach!

—Sherry Bradley

U.S. Deaf Track and Field at Cuba

The United States Deaf track and field team flew to Havana, Cuba to compete in the Pan American Games August 5-21, 1999. The athletes were: Calla Strange, Minnesota;
Michelle Hamilton, Missouri; Heather Lightfoot, Washington; Matt Kevans, Colorado; Thomas Whithrow, Maryland; Wayne Langbein, Illinois; Willie Meers, Colorado; Coach Michael Boyce, Missouri; and Coach Nancy Benton, Maryland.

The athletes needed to be in tune with themselves physically and mentally to successfully compete in conditions of extreme heat, humidity, and rain. The runners found it especially difficult as they were not accustomed to running in rainy weather on a wet track. The field athletes had a slightly less troublesome time, but all the U.S. representatives fared well as they were swept up in the excitement of the games. The proud athletes brought home seven gold medals, ten silver medals, and five bronze medals for a total of twenty-two medals.

The athletes had the chance to do some sightseeing around Havana. They found it interesting to be in a communist country with security officers all around the city. They observed some antiquated buildings and castles and people driving in automobiles from the 1950’s. The townspeople worked outside to clean up damaged buildings and run-down areas. They were impressed by some of the buildings, instead of using a clock, look at the sun to tell the time of day. They visited the famous author, Ernest Hemingway’s apartment and saw his original typewriter on his worktable.

The United States Deaf athletes truly enjoyed their experience with athletes from Cuba and other foreign countries. As they packed to leave Havana, they all spoke of the trip as an emotional and memorable event.

Now that the athletes have reached this level of competition, they will continue on to the U.S. Track and Field Trials to be held at Gallaudet University June 21-24, 2000.

—Nancy Benton, Head Track Coach

1999 Homecoming


Before the game began, two Pre-Kindergarten students—Alton J. Markel and Tarja Lewis carried the prospective queen’s crown and flower to Mr. James E. Tucker, MSD Superintendent. The 1999 Maryland School for the Deaf homecoming king and queen were announced. Mr. Tucker crowned the 1999 homecoming queen, Tiffany Regel, and homecoming king, Ryan Zarembka. The members of the court were introduced: Princesses—Linette Christopher (Senior), Ruth Farias (Junior), Fallon Brizendine (Sophomore), Giselle Tomita (Freshman), and Prince—Humberto Guzman (Senior), Enaio Comish (Junior), Fernando Guzman (Sophomore), and Vauh Comish (Freshman).

1999 Homecoming Queen Tiffany Reeder stands between prince Humberto Guzman (L) and king Ryan Zarembka (R). Standing in front are Tarja Lewis and Alton J. Markel.

During half-time, the players and coaches of 1969 MSD football team were recognized. Nearly half of the team of 1969 were present to be recognized. MSD’s first football coach, Mr. Gays, was present, along with assistant coaches Mr. Philips and Mr. Roebrig. Also recognized at the event were former homecoming queens and princesses.

—Jerry Bush, Athletic Director

Former players, coaches, homecoming queens, and princesses are all smiles for a "football reunion" picture.
MSD Football Team

The 1999 football season reflects MSD's 30th year in high school football. Below are the quick clips of MSD football games this fall.

MSD vs St. James—The defense made a big difference as MSD allowed its opponents 30 yards in rushing. The offense was struggling through first three quarters before MSD finally broke loose to score 14 points in the fourth quarter. Conrad Hause led his team with 30 tackles and 86 yards in rushing. The final score was 14-0.

MSD vs Mareet—Mareet surprised MSD with an opening kick-off return touchdown. MSD players worked hard to score 24 points before halftime. MSD's defensive unit did a great job controlling their opponent's offense. MSD earned its victory with a score of 24-13. Robert Steele led the team with 11 carries for 98 yards. Jason Yeh led the team with 11 tackles.

MSD vs Indiana School for the Deaf—Coming to ISD was a memorable moment for Mr. Rocky Murray because he once roamed the football field as a MSD player. MSD earned ISD's homecoming victory with a score of 20-6. Despite an injury, Shawn Shannon had a career high of 189 yards on 15 carries. Shawn received The Frederick News/Post Player of the Week honors for his performances.

MSD vs MSSD—MSSD controlled the ball and played excellent defense. The halftime score was 20-0. MSD played much better in the second half with Conrad Hause's 35 yard touchdown run. Two costly mistakes in the fourth quarter gave MSSD another 16 unanswered points. The final score was 36-6.

MSD vs Freedom Academy—In every category, Freedom Academy won the game plain and simple. MSD's only scoring came from Shawn Shannon's 90 yard kick-off return setting the record for longest kick-off run and career kick-off yards. Conrad Hause had a career high 17 tackles. The final score was 27-6.

MSD vs Tennessee School for the Deaf—MSD gained another homecoming victory at the Tennessee School for the Deaf. The Orioles' defensive unit held them to 23 yards rushing. Jason Coleman threw three touchdowns passes to Robin Shannon, Jason Yeh, and Jermaine Brown. Michael Gardner recovered the blocked punt from Jason Coleman in the end zone. Shawn Shannon scored another kick-off return with a 85 yard run. MSD led 33-0 at halftime, and the second unit played most of the second half. MSD had a cruise control win with the final score of 45-14.

MSD vs Fairfield High School—What a game to remember! MSD played so horribly in first half against Fairfield trailing them at halftime, 24-0. Coach Rocky Murray told his players that they were not his TEAM. MSD responded by stopping its opponents' running game. In the fourth quarter with 8 minutes remaining, MSD was trailing 30-6. All of a sudden MSD players scored three times with three successful extra points tying with Fairfield 30-30 with less than one and half minutes.

Jason Coleman intercepted a pass and ran for 43 yards. MSD gained the lead with a 3 yard pass to Shawn Shannon. The final score was 36-30. Jason Coleman had a career high of 196 yards passing and 4 touchdowns. Shawn Shannon had 6 receptions for 123 yards and 3 touchdowns.

MSD vs Eastern North Carolina School for the Deaf—MSD gained its third homecoming victory at ENCS. MSD moved the ball very well. Conrad Hause had 3 rushing touchdowns with 97 yards on 15 carries and led the team with 15 tackles. Shawn Shannon led the team with 131 yards rushing on 13 carries. Ryan Zarambka, James Etheridge, Jason Sunderland, and Humberto Guzman blocked very well and made holes for their running backs. It was an easy victory with the final score of 32-6.

MSD vs Florida School for the Deaf—Shawn Shannon had 156 yards on 14 carries. Ryan Zarambka had a career high with 14 tackles. When FSDB scored 14 points to gain the lead in third quarter, MSD replied with a 1 point rally to claim its seventh victory! The final score was 24-14.

Currently, MSD is ranked third in the nation behind national champion Texas School for the Deaf and ranked #1 Maryland Secondary School for the Deaf in The St. Louis News publication. Jason Coleman, Conrad Hause, Shawn Shannon, and Ryan Zarambka are selected to represent MSD.

1999 Varsity Football Cheerleading

All the while the MSD grizzled warrior warriors were rushing and passing their way to a successful season, they had the constant support of the varsity cheerleaders. Despite missing the first two games of the season, the squad of five cheered the MSD Orioles to one of its best seasons in the school’s history. As the season drew to a close, MSD cheerleaders popped it up and held a tremendously spirited pep rally.

—Michelle Fetterman, Coach

A Winning Volleyball Season

The volleyball season ended with MSD clinching the ESDAA Championship. The Lady Orioles beat Western Pennsylvania School for the Dead in the finals, 15-9 and 15-11. In the Round Robin Tournament, MSD beat all opponents, American School for the Dead, Lexington School for the Dead, New York School for the Dead, and Western Pennsylvania School for the Dead. Overcoming a slow start in the semi-finals with a 15-13 loss to ASD, the Lady Orioles rallied back and whipped the same team in the next two games, 15-5 and 15-1. Fallon Brizendine, Laura Lohmeyer, and Jessica vonGarrel were selected for the tournament All-Star Team. The highlight games of the season were those against Model Secondary School for the Dead and Walkersville High School. Although MSD lost to MESSD, the Lady Orioles played extremely well. The scores were 15-9, 15-10, and 15-9. The Lady Orioles swept Walkersville for the first time since 1990 with scores of 15-8, 6-15, 15-7, and 15-5.

MSD was invited to the Indiana School for the Deaf’s “Spit Out” tournament in early September. It was a rather rusty performance for the Lady Orioles as they arrived in Indiana with only two matches under their belt. They came home with no wins to mention.

However, as the season progressed, so did the Lady Orioles performance. MSD captured its annual Orioles Classic by winning all five matches against Virginia School for the Deaf, West Virginia School for the Deaf, and New Life Christian School. The Lady Orioles beat VSD in the semi-finals, and in the championship match, MSD defeated NLCS 15-13 and 15-3. Laura Lohmeyer and Jessica vonGarrel were selected for the All-Star Team.

This year’s team members are Josephine Aud (alternate, Sophomore), Krystle Berrigan (8th grade), Priscilla...

Front row: Giolla Tomita, Back row (1 to r): Rosetta Stevenson, Meghan Duttenhoffer, Kaye Fernander, Ruth Fertias, and Coach Michelle Fetterman.

Front row (1 to r): Lacey Wilhelm, Jessica vonGarrel, Krystle Berrigan, and Priscilla Biskupiak.


FALL 1999 27
Biskupiak (8th grade), Fallon Bricekendine (Sophomore), Jullisa Cordero (Sophomore), Amy Dwyer (Freshman), Laura Lohneyer (Sophomore), Tabitha Markel (Sophomore), Tiffany Reeder (Junior), Jenica vonGarrel (Freshman), Jessica vonGarrel (Junior), Lacey Wilhelm (Sophomore), Jennifer Wood (Junior), and Eden Vrieze, manager.

The season ended on a successful note with two titles, the Orioles Classic and the ESDDA Championship, and a winning record of 18 wins and 15 losses. The Lady Orioles look forward to returning to the pass-set-kill season in the next millennium when MSD Volleyball will celebrate its 10th year anniversary by hosting the annual ESDDA Volleyball Tournament!

—Vicki Kitsensel, Head Volleyball Coach

1999 Youth Football

During the 1999 football season, MSD’s youth football team was very dedicated. The coaches of Youth Football were Joe Frankowski, Gentry Shortes, Delmas Woodall and Jason Halo. The coaches really enjoyed working with the young players from the camp through to the end of the season.

Middle School boys developed their skills. They learned how to follow the rules and play with their heads as well as their hearts. Last year, they did not win many games, but this year, they completed their season with 3 wins and 3 losses. They showed up at all their practices and games.

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

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

—Joe Frankowski, Coach

1999 Middle School Volleyball

MSD’s winning tradition has hit the Middle School volleyball program. The team completed their season with eight wins and three losses. After three rocky openers, the middle school Lady Orioles warmed up and took off on an eight-game winning streak.

The middle school team participated in the volleyball camp prior to the opening of the school year. The camp, now in its third year at MSD, provides the team members with a solid groundwork for success by focusing on fundamental skills and knowledge of the game.

The middle school Ladies showed remarkable improvement from game to game. The team was a mixture of veterans and first-year players, and the players had excellent teamwork. The future looks bright as the 8th graders advance to join the varsity team.

The coaches of the middle school volleyball team are Wayne Monroe and Grace Stengieser. They would like to extend their thanks to Vicki Kitsensel, head coach of varsity volleyball and Ray Lehnmann, assistant coach of varsity volleyball for their advice and support.

—Wayne Monroe, Head Volleyball Coach
Youth Soccer-Fall Season


(9-10 years old) Front row (l to r): William McFayden, Brady Painter, Gloria Claussen, Emilia Nowalski, Sabrina Roulh, Alex Larson, Ryan Schwab, and Albert Tharpe III. Back row: Coach Alfred Traurig, Zachary Ennis, Jay Kowalski, Eric Gruwal, Rami Traurig, Justin Witeczak, Amy Norman, Andrew Donald, and Coach Wally Witeczak.
# Eastern School for the Deaf
## Athletic Association
### Boys Basketball - Girls Basketball - Cheerleading Tournament
#### Hosted by Maryland School for the Deaf at Frederick, Maryland
#### February 25 - 27, 2000

#### 68th ESDAA Division I Boys Basketball Tournament
- **Participating Schools**
  - American School for the Deaf
  - Lexington School for the Deaf
  - Marie Katzenbach School for the Deaf
  - Maryland School for the Deaf
  - New York School for the Deaf
  - Western Pennsylvania School for the Deaf

#### 24th ESDAA Division I Girls Basketball Tournament
- **Participating Schools**
  - American School for the Deaf
  - Lexington School for the Deaf
  - Marie Katzenbach School for the Deaf
  - Maryland School for the Deaf
  - New York School for the Deaf
  - Western Pennsylvania School for the Deaf

## Schedule
### Friday, February 25, 2000
- **1:00 - 8:00 PM**
  - 1st Round Games
  - MSD Benson Gym

### Saturday, February 26, 2000
- **9:00 - Noon**
  - 5th Place Games
  - MSD Benson Gym
- **12:30 - 2:45 PM**
  - Cheerleading Competition
  - MSD Benson Gym
- **3:00 - 10:30 PM**
  - Semi-final Games
  - MSD Benson Gym

### Sunday, February 27, 2000
- **9:00 - 12:45 PM**
  - 3rd Place Games
  - Knott Arena @ Mount St. Mary's College
- **1:00 PM**
  - Championship Game - Girls
  - Knott Arena @ Mount St. Mary's College
- **3:00 PM**
  - Championship Game - Boys
  - Knott Arena @ Mount St. Mary's College
- **5:00 PM**
  - Awards Ceremony
  - Knott Arena @ Mount St. Mary's College
Curry are deceased. James Flaharty was absent. They had a good time at the golden celebration.

Robert "Bobby" Padden '68 and his wife, Melinda, were given a surprise 25th wedding anniversary dinner party on August 27, 1999 at Jefferson Rutan Center in Jefferson, Maryland. The special guests of the couple were their children, Kami and Keziah, Melinda's sister and brother-in-law from Indiana, and Bobby's parents, Agnes and Donald Padden. The committee members were Paula Ammons '68, Mary Sue Hodges Boxer '68, Brian Brizendine '69, Linda and John Coleman; Marsha Flowers; and Lorraine Stoltz. Approximately seventy-five people attended the event.

Nancy Murray House '69 and James House '68 were honored at a surprise 50th birthday party on October 2, 1999 at the home of Patricia Young Alford '69 in Sykesville, Maryland. The hosts and hostesses were Wende Bell Abbott '68; Patricia Young Alford '69, James Angell '69, Darlene and Leonard Brazer; Nancy Caudell, William '68 and Ruth Ann Nally Frohn '69. Harry Herman Law '66; Ralph Lushy '73; Martha and Thomas Whitten '62, and James and Genny Wolfe Zink '68. Both Nancy and James celebrated their actual 50th birthdays in July of this year. Deborah Adams Morris '70 and Louis Michael "Mike" Swann '69 became Mr. and Mrs. Mike Swann on October 3, 1999 in Dale City, Virginia. They met again after 25 years and courted for 3½ years. They were both married previously. Deborah has four children, three sons and one daughter, from her first marriage. They are Bruce Brent Morris, Adam David Morris, Matthew Andrew Morris, and Holly Vermelle Morris. Bruce is stationed in the Army at Fort Benning, GA. Adam and Matthew also reside in Fort Benning. Holly lives in Alexandria, Indiana, with her two sons, Andrew (1½ years) and Dakota (8 mos.). Mike works as a laborer in Maryland. Both Deborah and Mike are volunteers with ASL Access (www.aslaccess.org). She is also active with several service organizations.

Danna Lee Conly Cunningham '71 has friends to know that she is living in Trenton, Georgia, with her husband, James, and their two children, Matthew and Amy Louise. She attended Tennessee Temple Bible School in Chattanooga, Tennessee from 1971 to 1977. She graduated with a major in theology in Christian Education in May, 1977. She married James on August 4, 1979. Matthew was born on July 7, 1980 who is now 19 years old. Amy Louise was born on March 4, 1992 and is now 7½ years old. She is currently a volunteer at Dale Primary School in Trenton.

Donna Bosley Vogeler '75 and her husband, Timothy, are proud to welcome their new daughter-in-law to their family. Their son, Lance, married Marigrace on September 7, 1999 in Frederick, Maryland. The new Mr. and Mrs. Lance Vogeler became the parents of a baby daughter, Kyle Robert Vogeler, on November 1, 1999 at 9:20 p.m. With a large staff totaling 22 people, today's celebration included a measure of strength and kindness, a sense of community, and a spirit of love and joy. A moment of silence was held in tribute to the victims of the tragic events in New York City. The family spent the day with their friends and family, celebrating the new arrival with a beautiful cake and a heartfelt toast. The event was a joyful and uplifting experience for all who were present.

Michael "Mike" Baer '80 and his wife, Marci, welcomed their fourth son, Cameron Stephen Baer, on September 7, 1999. He weighed 6 lbs. 6 oz. and measured 17 3/4 inches in
Miss Canyon '88 became a bride of Jack Wales, Jr. on Saturday, June 5, 1999, in Inwood, West Virginia. The bride is the daughter of Glottie Cain of Inwood. The bridegroom is the son of JoAnne and Jack Wales, Sr. of Tampa, Florida, and graduated from Florida School for the Deaf in 1987. He is employed as a welder. They reside in Martinsburg, West Virginia.

James Tavon Hopkins '97 was shot fatally on July 1, 1999 while walking home from church. His memorial service was conducted at the March Funeral Home in Baltimore, Maryland.

Robert Monroe '97 and Nathan Caldwell are the proud parents of a Deaf baby boy born on October 22, 1999 at 10:24 p.m. in Frederick, Maryland. Their first child was named Jacob Einstein Monroe-Caldwell. He weighed 6 lbs. 1 oz. and was measured 21 inches in length.

Akrisha Raines '97 and John Ulrich, Sr. '92, became parents of a baby boy, Jarod, who was born on March 10, 1999. Jarod weighed 8 lbs. 9 oz. and was welcomed by his older brother, John, Jr. who was born on November 30, 1996. They are living in Baltimore where John Sr. works the night shift as a food assembler for the airlines at Baltimore-Washington International Airport.

Mrs. Ethel Eleanor Rice Davis, 85, died on August 23, 1999, at Frederick Memorial Hospital in Frederick, Maryland. She worked at the Maryland School for the Deaf as a Linen Room Supervisor from December 1967 to July 1977 when she retired from MSD. She was an active volunteer with the Frederick Memorial Hospital Auxiliary. She was a member of First Baptist Church. A daughter, three grandchildren, two great grandchildren, and one brother survive her. Her husband, Gilbert Davis, died in 1990. Funeral service was conducted at Kenney and Basford Funeral Home in Frederick and interment was in Mount Olivet Cemetery in Frederick.

PTA NEWS

The PTA officers for the 1999-2000 school year are Grace Steiniesier, president, Natalie Grindstaff, vice president for elementary, Linda Biskupiak, vice president for middle school, Dawn Seremeth, recording secretary, Debbie Doe, corresponding secretary, and Cameron Overs, treasurer.

This year the PTA's theme is "T.E.A.M." - Together Everyone Achieves More. There have already been several successful activities involving a "T.E.A.M." of parents and staff and more are in the works.

The PTA has decided to carry on many of the traditional activities and add some new ones. The 1999-2000 school year was kicked off with the PTA picnic at Black Hills Regional Park on August 22. Families and friends enjoyed the water balloon toss, relay races, water balloon volleyball, horseshoe competition and tug o' war. Each family brought dishes and dessert to share.

Thursday, August 26, was New Parent Orientation, an event suggested by administration to provide new parents with essential information about MSD. Tours were given to the parents to help acclimate them to their children's departments. Parental response was positive. They reported that the orientation was a beneficial experience, and that it gave them a "head start" in preparing their children for the school year.

The PTA had its traditional volleyball tournament on Sunday, October 3. Parent and staff had barrels of laughs participating in the event - including the running and jumping! There were hamburgers, hotdogs, candy, and drinks sold. The event was profitable and the proceeds will go to departmental funds. The 1st place winners won gift certificates to some fine restaurants.

After the MSD Homecoming football game on October 30, children walked excitedly over to old Orioles Nest for a grand Halloween party. The committee worked hard on the decorating a lively haunted nest. Children were in awe of the decor. All night long, they had a wonderful time at the fingernail polish, tattoo, and skeleton artwork tables, and were delighted with the games and the costume contest. The most original, comedic, glamorous, and scariest costume winners won $15.00 gift certificates to Toys R Us.

The second installation of the engraved bricks project has been completed and can be found next to the water fountain. The engraved bricks fundraising will continue. The next installment should take place by next fall. Order forms can be picked up from the Principal, Stanley C. Baker's office.

—Grace Steiniesier, President, PTA-Frederick
Alumni Events in 2000

Saturday February 5th
Rathskellar at the Weinberg Center
(Downtown Frederick)

February 25-27
ESDAA Boys and Girls Basketball
Tournament at MSD

Alumni Day Saturday March 4th (all day)
MSD Wrestling vs. Alumni Wrestling
MSD Boys Basketball vs. Alumni Basketball
MSD Girls Volleyball vs. Alumni Volleyball
MSDAA Athletic Hall of Fame

Saturday March 4th evening
Murder Mystery Dinner Theatre
(More information to come at shortly)

Reunion 2000 ~ June 23-25
Yesterday, Today, Tomorrow
Hampton Inn (Frederick) and MSD

For more information contact
Mary Sue Hodges Boswar '68, Reunion 2000 Chairperson MSBHSS88@AOL.COM
301-428-0216 TTY evenings, Fax 301-428-1517
David A. Martin '85, Reunion 2000 Asst. Chairperson DNDMARTIN@AOL.COM
301.663.1442 TTY evenings, Fax: 301.663.3556
Maryland School for the Deaf
Alumni Association

27th Quadrennial Reunion
June 23-25, 2000
Yesterday, Today, Tomorrow!

To participate in any reunion event, an individual needs to pay registration fee.

**Friday Night ~ 6/23**

<table>
<thead>
<tr>
<th>Events</th>
<th>Cost</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSD Sports History Presentation</td>
<td>$5 (100 limit)</td>
<td>Legends Ballroom</td>
</tr>
<tr>
<td>Alumni Trivia Bowl</td>
<td></td>
<td></td>
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</tbody>
</table>

**Saturday ~ 6/24**

<table>
<thead>
<tr>
<th>Events</th>
<th>Cost</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf Tournament (Morning)</td>
<td>$60 per golfer</td>
<td>Clustered Spires</td>
</tr>
<tr>
<td>Bowling Tournament (Morning)</td>
<td>$30 per bowler</td>
<td>Terrance Lanes</td>
</tr>
<tr>
<td>Day Field Trip (Morning)</td>
<td>$25 per tourist</td>
<td>TBA</td>
</tr>
<tr>
<td>Grand Banquet (Evening)</td>
<td>$35 per person (150 Limit)</td>
<td>Legends Ballroom</td>
</tr>
</tbody>
</table>

**Sunday ~ 6/25**

<table>
<thead>
<tr>
<th>Events</th>
<th>Cost</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interfaith/Memorial Service</td>
<td>Donation</td>
<td>Ely Auditorium (MSD)</td>
</tr>
<tr>
<td>Officers’ Election Meeting</td>
<td>None</td>
<td>Ely Auditorium (MSD)</td>
</tr>
<tr>
<td>Family Style Luncheon</td>
<td>$7 Per Person</td>
<td>MSD Cafeteria</td>
</tr>
<tr>
<td>Time Capsule Ceremony</td>
<td>None</td>
<td>MSD Water Fountain</td>
</tr>
<tr>
<td>Panoramic Group Pictures</td>
<td>Option to buy Color $15</td>
<td>MSD Water Fountain</td>
</tr>
<tr>
<td></td>
<td>B&amp;W $10</td>
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</table>

Our headquarters will be at the Hampton Inn (3377 Buckeystown Pike) on I-270 and Route 85.

To reserve a room will cost $82 per night plus taxes. Rooms available are two double beds or one king sized bed. Call 301-698-2500 or Fax 301-695-8735 for room reservations. When calling, mention MSD Alumni Reunion.

**BRING THE WHOLE FAMILY**

This Reunion 2000 is children friendly. Childcare will be available through Deaf Access Services Children’s Center (DASCC). Call us to get more information about schedule and prices.

Chairperson, Mary Sue Hodges Boxer MSBSSB@aol.com 301-428-0316
Asst. Chairperson, David A. Martin DNDMARTIN@aol.com 301-663-1442
### Registration Form

<table>
<thead>
<tr>
<th>Membership (Required)</th>
<th>Cost</th>
<th>How Many</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Current Lifetime Member</td>
<td>No Cost</td>
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</tr>
<tr>
<td>Lifetime Membership</td>
<td>$50($10/Couple)</td>
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<tr>
<td>4-Year Membership</td>
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<table>
<thead>
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<th>Registration (Required for everyone)</th>
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<tr>
<td>4-Year</td>
<td>$6</td>
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<table>
<thead>
<tr>
<th>Friday Night:</th>
<th>Cost</th>
<th>How Many</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSD Alumni Trivia Bowl</td>
<td>$5</td>
<td></td>
<td></td>
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<tr>
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<th>Total</th>
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<tr>
<td>Bowling Tournament</td>
<td>$30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Entrée Grand Banquet and Entertainment</td>
<td>$35</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sunday:</th>
<th>Cost</th>
<th>How Many</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Style Luncheon</td>
<td>$7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your Total Cost:***

**Discounts**

(Find the dates you are registering and subtract the amount from your total cost)

<table>
<thead>
<tr>
<th>Discount Details</th>
<th>Cost</th>
<th>How Many</th>
<th>Total</th>
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<tbody>
<tr>
<td>Lifetime Member Combo</td>
<td>10/30/99 to 1/31/00</td>
<td>-$20</td>
<td></td>
</tr>
<tr>
<td>(In order to get a combo discount you must buy Trivia Bowl, Grand Banquet, and Sunday Lunches.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year Member Combo</td>
<td>10/31/99 to 1/31/00</td>
<td>-$20</td>
<td></td>
</tr>
<tr>
<td>(In order to get a combo discount you must buy Trivia Bowl, Grand Banquet, and Sunday Lunches.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Total Amount Enclosed (Make the check payable to MSDAA)  

Name (include maiden name)  

Class Of:

Address:

E-Mail:

Phone Number:

Fax Number:

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*June 9, 2000 is the last day we will accept registration*

Mail Registration to Donna Vogeler, Treasurer MSDAA, P.O. Box 250 Frederick, MD 21701  
Fax to 301.663.5156
Douglas “Doug” Frank Haig was born in Washington, D.C. in 1963. His family lived in suburban Maryland. He lost his hearing at eight months due to influenza meningitis with a temperature of about 108 degrees.

When he was four years old, they sent him to the St. Joseph Institute for the Deaf in St. Louis, Missouri. He would come home frequently during the school year and for summer vacation. He stayed there for six years until 1973.

Then, for the next six years, Douglas attended mainstreaming programs in a public education system during his junior high and high school years. He then transferred to the Maryland School for the Deaf in 1979. He felt he gained many good experiences from attending different schools. He graduated from the Maryland School for the Deaf in 1982. He attended Gallaudet University for one semester before he began his career in construction.

At MSD, Douglas took masonry construction class under the direction of Mr. Donald Hahn. Mr. Hahn instilled an eagerness in Doug to learn the art of bricklaying that included blocks and stones. He also learned different building techniques that later would help him with his construction business. Because of Mr. Hahn’s help and teaching, Doug received several awards such as second place award for excellence in masonry construction in a contest held for high school groups throughout Frederick County in 1982. He was awarded the Best Vocational Molina Achievement.

After one semester at Gallaudet University, Doug was employed for five years as a bricklayer for several masonry contractors and gained invaluable experience. In 1987, he formed his construction company called Woodland Construction Company. At first, he encountered difficulties in communicating with hearing representatives of various companies. Communication eventually became easier as he gained experience and confidence. The kind of work ranged from housing to retail store redecorating to schools and municipal buildings. In addition, his company does commercial work such as large condo/apartment/hotel/motel developments and complexes. His company employs as many as thirty-six bricklayers and laborers. He enjoys what he is doing and will continue to expand his work hopefully into other related occupations such as real estate development.

Douglas met Collin Renee Carter at church in Silver Spring, Maryland when she was a student at Gallaudet University. She was from White House, Tennessee about forty-five miles north of Nashville. It was an interesting coincidence that her parents’ names are Jimmie and Rose Carter who are not related to the former President Jimmy Carter. They were married in Tennessee in 1992. They are the parents of two hearing sons, Albert, 4 and Brandon, 3. His wife, Renee does bookkeeping for Woodland Construction Co. and is a full-time mother to their sons.

During their leisure time, both Doug and Renee enjoy studying the Bible. They became involved in coordinating a one-week deaf missionary camp meeting every summer.

Doug’s advice for the MSD students is to look at their school experiences with pride. He values his great learning experiences at MSD as they helped him with his construction business.
Sophomore quarterback Jason Coleman watches senior halfback Shawn Shannon break loose once again during MSD's homecoming win over the Florida School for the Deaf and Blind, 24 - 14. Shannon compiled 284 all-purpose yards, 156 rushing yards, 36 receiving yards, 39 kickoff return yards, 45 puntreturn yards, and 8 interception return yards.