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**ON THE COVER**

On July 10, 2006, Governor Robert L. Ehrlich, Jr and Secretary of the Maryland Department of Disability Kristen Cox visited the Frederick Campus of the Maryland School for the Deaf. (L-R) Secretary Cox, Karen Sheffer-Tucker, Governor Ehrlich, MSD student Zachary Ennis, Superintendent James E. Tucker, and MSD student Darrius Doe.

*Cover design/photo — Larry Newman*
Students in today’s classrooms have never known life without computers. They play sophisticated video games on the computer, use text messaging, pagers, and webcams to communicate with family and friends, and research information for school reports on the Internet. With the many forms of technology used for communication, for entertainment, and for education, teaching techniques in the classroom has adapted to the advancement of technology with a more visual and experiential means of instruction. The implementation of the interactive SMART Board in the classroom is the perfect mode of instructional technology used to enhance visual instruction, engaging students in the lesson and making instruction and the learning process more effective.

The Maryland School for the Deaf is very fortunate to have equipped each classroom with interactive SMART Board technology. Developing visually creative instructional materials and presentations is possibly the most common use of the interactive SMART Board. Teachers can download photos and curricular information from the Internet, project and view web sites on a large interactive whiteboard, instruct students in the proper use of the computer, develop instructional power-point presentation for the class, and create curricular games and educational activities. The interactive SMART Board is used to develop and project questions for the Geography Bee and the Math Bowl competitions for middle school students, and to prepare high school students for participation in the Academic Bowl. Teachers can perform calculations and can create graphics, diagrams, and figures, helping students to develop a more complete understanding of complex and abstract materials through visual models and animations. Students will often use the interactive SMART Board technology to create powerpoint presentations for the class, demonstrating to teachers and classmates knowledge of subject matter based on prior Internet research.

The implementation of the interactive SMART Board in lessons and activities provides an opportunity for teachers and students to be educationally and instructionally creative. The use of the interactive SMART Board engages students in the learning process, preparing the computer savvy students of today for life in the 21st century.

The Maryland Bulletin Makes a Leap to Full Color for the First Time in Its 127-Year History

This fall issue of The Maryland Bulletin celebrates another important milestone in its history which has seen many changes since the first publication in March 1881. The only picture the 1881 publication contained was a black and white woodcut of what was then the new Main Building. It was many years later until actual pictures began to appear, still in black and white. Through the years from time to time color of a sort or tinting was added to the covers.

The 1989 fall issue heralded a new larger size (8½” x 11”) for the Bulletin, but the features and photos remained black and white. It wasn’t until the fall 2000 issue featuring students at Harpers Ferry, West Virginia that the covers became consistently full color.

This fall MSD is pleased to present the very first entirely full color edition of The Maryland Bulletin for your reading enjoyment, another forward step in its long “colorful” history.

—Linda Stull, Administrative Assistant, FC, stullli@msd.edu
Early in July staff at the Maryland School for the Deaf learned they would soon have a very special visitor. Maryland Governor Robert L. Ehrlich, Jr visited the campus on Monday, July 10th, as part of a tour through the western portion of the state. Accompanying the Governor was Ms. Kristen Cox, Secretary of the Maryland Department of Disabilities, and also his running mate for Lieutenant Governor. State Senator David Brinkley and State Delegate Paul Stull also visited with Governor Ehrlich’s group as did State Superintendent of Schools, Dr. Nancy Grasmick, and Ms. Yvonne Dunkle, Director of the Office of the Deaf and Hard of Hearing.

Students, parents and staff turned out in force to greet Governor Ehrlich and hear his remarks as well as those of the other dignitaries. Of particular interest were the plans for the proposed new Elementary and Family Education building complex on the Frederick Campus of which the Governor has been very supportive.

Governor Robert Ehrlich’s visit was an exciting event and enjoyed by all who were able to meet him that day.

—Stanley C. Baker, Deputy Superintendent, bakerch@msd.edu

Parents, students, and employees await the arrival of Governor Robert L. Ehrlich, Jr.

Superintendent James E. Tucker welcomes Governor Ehrlich to MSD-Frederick Campus.

Governor Ehrlich (second from left) poses with MSD employees Kathryn Fostick, Marsha Flowers, Superintendent Tucker, John Snavlin, and Ann Hirsch.

MSD’s Chief Financial Officer Suzanne Schwertman (right foreground) observes as State Superintendent of Schools Dr. Nancy Grasmick explains the proposed Elementary/Family Education building complex at the Frederick Campus to Governor Ehrlich and Secretary Cox.

Jazob Monroe-Caldwell, an Elementary student at Frederick Campus, gets to meet the Governor.
Governor Ehrlich thanks State Senator David Brinkley and State Delegate Paul Stull for joining him for the visit to MSD.

Student Darrius Doe, 5th grader, gives a speech about MSD, while Superintendent Tucker holds his notes.

Senior Zachary Ennis, student body government president, shares his experiences at MSD with the audience.

Candidate for Lt. Governor, Kristi Cox, talks with Zachary Ennis.

Student Darrius Doe, 5th grader, gives a speech about MSD, while Superintendent Tucker holds his notes.

Governor Robert L. Ehrlich, Jr. addresses the visiting dignitaries, parents, students and employees of MSD.

Governor Ehrlich poses in front of the Ely Building with MSD students Eric Griswold, Zachary Ennis, Céline Dazé, and Frederick County Public School student, Keziah Padden.
When elementary school students and teachers arrived for the first day of school, they were surprised to find a SMART Board interactive whiteboard, document camera, and computer in almost every classroom. Over the summer, the Verizon Foundation approved MSD’s grant request for the elementary school Classroom Connections for Literacy project. With this grant, MSD and the Verizon Foundation partnered to equip elementary school classrooms on both campuses with technology that supports student literacy achievement.

The technology adds variety to the everyday classroom experience, providing color and an added visual dimension to daily lessons. But the important question is, will the technology really help MSD students learn to read, write, and communicate at higher levels? While it will take time and several achievement tests to know for sure, MSD students and teachers appear to be well on the way to showing that the answer will be “Yes!” In fact, just a few weeks into the new school year, teachers and students were already enthusiastic about the impact the technology is having on language learning.

Columbia Campus interim principal John Snavlin says “This technology was made for deaf education, especially for deaf special education. Many special education deaf students lack the grasp of language that enables them to bring up a mental visual image about a topic,” he says. “With technology, teachers can convey topics and level the playing field so learning can take place.”

MSD teachers agree. A key benefit of the technology, they say, is being able to quickly access and display images that convey complex topics, which allows learning to progress at a faster pace. Teachers are covering more material, more clearly and more in-depth, which is engaging students in focused language learning. The technology has the added benefit of reducing the children’s frustration level as they struggle to grasp language and learn communication skills.

Students know that learning is just plain more interesting and fun when it is colorful and visual. They like the interactive nature of the SMART Board, and they especially enjoy using the document camera to communicate with classmates “on TV.” Teachers use this as a tool to bridge ASL and printed English.

Frederick campus elementary school teacher Michelle Palmer is thrilled with the technology. “I use leveled reading software, part of the Elementary School’s Houghton Mifflin curriculum, to help students with language fluency,” she says. Science and social studies teacher Randee Bickford uses PowerPoint software in her teaching and agrees that visual learning is supporting literacy. “My students are remembering the facts better, and they are making connections with English.”

In Columbia, John Felix says his first grade students are doing more writing and picking up language faster than before. “The kids are fascinated by the SMART Board and the document camera.” Less use of printers, color instead of black and white projected images, more time teaching instead of lost time with your back to the students for blackboard writing—these are just a few of the benefits he has experienced.

MSD is grateful to the Verizon Foundation for this grant and for two previous grants. Verizon has made it possible for MSD to provide a truly visual learning environment that supports literacy achievement and bilingual education for all MSD students.
The Columbia Campus is Proactive in Preventing and Reducing Bullying Behavior

Chris Duck, M. Ed., Behavior Specialist, duckch@msd.edu
Karin Polzin, M.A., Mental Health Counselor, polzinka@msd.edu

The Maryland State Department of Education (MSDE) in its Maryland Student Records System Manual defines bullying as “intentional negative actions on the part of one or more students, repeatedly and over time, that interfere with a student’s ability to participate in or benefit from the school’s education programs.” MSDE also emphasizes that these behaviors “occur in a relationship in which there is an imbalance of power.”

Schools throughout the United States have become more and more concerned about the issue of bullying behaviors in schools and have taken action to do what can be done to prevent and reduce bullying. The Columbia Campus, too, has taken action so that the students know and understand what bullying behavior is. The Campus has also taken action to prevent bullying behavior.

The students have learned about different kinds of bullying. Bullying can happen verbally, physically, or socially. Now cyberbullying is prevalent in the community. It is important that our students understand what behaviors are appropriate and inappropriate. The students have learned about the roles that people play when bullying happens. They learn about the bully, the victim, and the bystander.

Each class in school, as well as the students in the dormitory at the Columbia Campus, has had several sessions with Karin Polzin, our Mental Health Counselor, where these issues are explained, discussed, and role played. Because students function at different levels socially and cognitively, the material is adjusted to be most effective with each group. This work provides a framework for the staff when bullying and pre-bullying behaviors occur. In addition, Ms. Polzin works with the students to develop appropriate social skills and encourages the older students to become positive role models for the younger students. Some individual students receive counseling, and in that context, their behaviors are reviewed in light of appropriate social skills.

The staff, too, has had training regarding bullying and preventing and reducing the bullying behavior. On May 12, Jack Gilbert, an anti-bullying consultant, presented a workshop for staff specifically on these topics.

The Columbia Campus has always had a strong emphasis on the students developing positive and pro-social behaviors. Many of the students are on positive reinforcement programs for appropriate behavior. These programs may be classroom behavior plans that reinforce appropriate behaviors, or they may be individual behavior plans that are tailored to the specific strengths and needs of that student. Some behavior plans, such as the ones used for lunch and recess, are used by larger groups such as the lower or upper elementary groups or the middle school. Inappropriate social behaviors are addressed immediately and consistently through the use of these behavior plans.

Several years ago, the Columbia Campus began the process of all staff recording insult behavior when observed or reported. Although all insults are not necessarily bully behavior, they certainly often lead to bullying behavior if left unchecked. Students can report the insulting behavior of others to any staff member. The staff member records the name of the person who did the insulting as well as the name of the victim of the insult. This data yields valuable information that assists the staff members in addressing this inappropriate behavior before it becomes a pattern that becomes full-blown bullying behavior. It was found that the process of recording the insult behavior of the students actually reduces the number of insults and prevents insult behavior from escalating into bullying behavior.

Another process that is in place is the use of incident reports. When a student engages in behaviors that could be dangerous to him/her or others, could cause property destruction, could significantly impoverish the learning environment of others, or interfere with the ability of a student to learn, an incident report is filled out. Copies of these reports are sent to the appropriate school personnel for review, including the assistant principal, the dean of students (if applicable), the behavior specialist, and the family service specialist. Thus, many staff become aware of the problem behaviors and are able to better monitor the problem behavior and be sure that the behaviors are being addressed.

Plans are in the works for a presentation of several short skits by the middle school students for all of the students in the school. Ms. Polzin together with Stella Antonio-Conley, the drama teacher, is working with the students on these skits that will demonstrate the inappropriate behavior of bullying and appropriate pro-social behaviors to be used as alternatives. These skits will be presented at the end of November, as part of a Bully Awareness Event. Finally, the Columbia Campus Anti-Bullying Task Force continues to meet to review the school’s effort to prevent and reduce/eliminate bullying behavior. Training will continue to be provided to students and staff to further reduce bullying and pre-bullying behaviors.
MSD and State of Maryland
Service Awards

35-YEAR RECOGNITION
Mary Lynn Lally and Wanda Naylor

30-YEAR RECOGNITION
(L-R) Dean Buck, Van Brewer, Judy Pannier, Hazel Rinas, Kay Spriggs, and Patricia Timm

25-YEAR RECOGNITION
Back row (L-R) Jody College, Julius Vold, Mary Eidukevicius, James McKenen, Jane Redding, Cameron Overs, Dorothy Rust, and John Snavlin
Front row Evelyn Anthony, Helen Berke, Marsha Flowers, Bonnie VanBuskirk, and Lorraine Stoltz

20-YEAR RECOGNITION
Back row (L-R) David Jones, Trude Buck, Joanne Hardesty, and Joyce Cohen-Scher
Front row Terri Boyer, Linda Kunz, and Cathleen Kettler
Not pictured JoAnn Kaufuss and Judy Bostian

15-YEAR RECOGNITION
(L-R) Pat Citro, Richard Herzog, and Jennifer Miller-Barron
Not pictured Karen Hallaran

10-YEAR RECOGNITION
Back row (L-R) Brian Brizendine, Leesa King, David Hirsch, Gary Milburn, and Kay Spriggs
Front row Sherry Bradley, Debra A. Brinker, Trude Morita, and Christopher vonGarrel

Arsenic and Old Lace
by Joseph Kesselring
Directed by Rita Corey
Come and see this black comedy performance!

March 14 through 16
March 21 through 23, 2007
at 7:30 p.m.

Before March 1st: $8 adult and $6 student
On or after March 1st: $10 adult and $8 student

Please send check payable to:
Faupel Performing Arts Club
Attn: Jane Nowalski
101 Clarke Place, PO Box 250
Frederick, MD 21705-0250

Please include on your check the date of the performance and the number of adults and students.

All performances are signed with vocal interpretation.

Arsenic and Old Lace
by Joseph Kesselring
Directed by Rita Corey
The No Child Left Behind legislation has set a goal that is historical for this nation’s students. The law demands that schools achieve “universal proficiency,” that is 100% of students on grade level in reading and math by the year 2014. How schools are to do this, the federal government does not say; that is left in the hands of the states to determine how they will assure that their young people are receiving a quality education.

The state of Maryland has decided to use a test called the MSA (Maryland School Assessment) for students in grades 3 – 8 to measure students’ knowledge and skills and to gauge which schools are and are not making adequate progress toward the ultimate goal of universal proficiency. High school students are measured not in every grade, but by four end-of-course exams called the HSAs (High School Assessments). These are given in Algebra, Biology, English (given at the end of a student’s sophomore year), and Government.

Maryland School for the Deaf, like all other public schools in Maryland and all other public schools in the country, is striving to assess what it is doing well, what it needs to improve, and whether it is making the changes necessary to comply with the law to better serve all of MSD students. Without a doubt, No Child Left Behind has changed how MSD approaches the business of education.

Students’ lives are changed dramatically as well. In addition to the state graduation requirements that MSD has always had—mostly number of credits earned in various content areas to reflect a comprehensive education—graduation with a state diploma now depends on passing the four High School Assessments. So MSD’s students, starting with the graduating class of 2009 and then every class after them, must learn and achieve at this new high level or graduate from school without a Maryland High School Diploma.

The four HSAs students must pass are rigorous indeed, all of them having select response (SR) and essay questions. Here are samples of questions taken from past HSA exams:

### Algebra

**Sample 1**

(SR) A company manufactures DVD players. The quality control department checks 600 DVD players and discovers that 12 of them are defective. What is the probability that a DVD player is not defective?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.12</td>
</tr>
<tr>
<td>B</td>
<td>0.50</td>
</tr>
<tr>
<td>C</td>
<td>0.72</td>
</tr>
<tr>
<td>D</td>
<td>0.98</td>
</tr>
</tbody>
</table>

**Sample 2**

(Essay) Sue has $75 to spend on shirts and shorts. The shirts are on sale for $10 each, including tax, and the shorts are on sale for $15 each, including tax.

Complete the following in the Answer Book

- Write an inequality that represents the situation above, where $x$ represents the number of shirts and $y$ represents the number of shorts.
- What is the maximum number of shorts Sue can buy if she buys 2 shirts? Use mathematics to explain how you determined your answer. Use words, symbols, or both in your explanation. (If you need to draw a graph for your solution, use the grid provided in the Answer Book.)
- List all the number combinations of shirts and shorts Sue can buy to spend exactly $75. Use mathematics to justify your answer.

### Biology

**Sample 1**

(SR) Deep sea bacteria live at ocean depths too great for light to reach. These bacteria make their own food. Which of these is the source of energy for the bacteria?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>nucleic acids</td>
</tr>
<tr>
<td>B</td>
<td>binary fission</td>
</tr>
<tr>
<td>C</td>
<td>inorganic compounds</td>
</tr>
<tr>
<td>D</td>
<td>DNA replication</td>
</tr>
</tbody>
</table>
The table below lists enzymes that function in different locations in the human body, and the normal pH range and temperature ranges of these locations.

<table>
<thead>
<tr>
<th>Location of enzyme</th>
<th>Enzyme</th>
<th>pH ranges of location</th>
<th>Temperature (°C) ranges of location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouth</td>
<td>Salivary amylase</td>
<td>6.0 – 7.0</td>
<td>36.7 – 37.0</td>
</tr>
<tr>
<td>Stomach</td>
<td>Pepsin</td>
<td>2.0 – 3.0</td>
<td>37.3 – 37.6</td>
</tr>
<tr>
<td>Small intestine</td>
<td>pancreatic amylase,</td>
<td>7.5 – 9.0</td>
<td>37.3 – 37.6</td>
</tr>
<tr>
<td></td>
<td>trypsin, lipase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use your understanding of the structure and function of enzymes to

- predict how the activity of pepsin will change after it moves from the stomach to the small intestine
- explain your prediction using data from the table
- describe how changes in pH and temperature affect activity
- predict how a fever of 40°C would affect enzyme activity

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**Sample 1**

I, Too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I’ll be at the table
When company comes.
Nobody’ll dare
Say to me,
“Eat in the kitchen,”
Then.

Besides,
They’ll see how beautiful I am
And be ashamed—

I, too, am America.

Langston Hughes

Which word best describes the tone of the poem, “I, Too”?

A apologetic
B confident
C playful
D respectful
And Maryland will not give a Maryland High School Diploma to students who are unable to pass this level of testing. As potentially distressing as these new standards are for some, there is plenty of reason to be optimistic.

1. These have for years been the standards. The knowledge and skills needed to answer the questions above are the kind MSD’s high school students work on daily.
2. Students who may struggle to achieve at this level more often than not have accommodations in their IEPs that will help them.
3. If a student fails a test, he or she can take it again and again, every semester and summers if necessary to pass the test.
4. Students are not alone. They have their parents, and they have their school, they have a host of people who cherish their lives, present and future, and who will do all they can to guide them toward success.

But there is no doubt about it. There are now great pressures on everyone, particularly the student, to achieve at his or her very best.

MSD’s high school faces this challenge with seriousness and excitement. In an effort to rise to the new challenges posed by the No Child Left Behind legislation, there will be numerous changes made to the high school program in the months and years to come such as the recently opened Homework Lab and the HSA review sessions offered after school. Maryland School for the Deaf has for 138 years lead the nation in educating deaf and hard of hearing students. The MSD family is proud of that history and is determined to continue to serve all students well. MSD faces this new era of high stakes testing with every intention of carrying on its proud legacy.

To learn more about Maryland’s High School Assessments, take a look at these websites:


And if the reader has any further questions about the HSA’s and what they mean for his/her child, please feel free to contact Kevin Strachan, High School Principal at strachke@msd.edu or call 301-630-2050 and make an appointment to see him.
The recent “Unity for Gallaudet” (UFG) protest began with the Gallaudet Board of Trustees’ selection of Dr. Jane Fernandes as the 9th president of the university on May 1, 2006, and ended with the Board of Trustees’ termination of Dr. Fernandes on October 29, 2006. Dr. Fernandes was to assume the office of presidency on January 2, 2007. The six month long protest which attracted the attention of the national and international media was unprecedented in the history of the deaf and hard of hearing community.

Although there were many reasons articulated as the basis of the protest, the most common reason expressed by the protestors was that they believed the presidential search process was flawed. Future historians will point to examples such as the omission of an African American deaf candidate from the final pool of candidates being one of the first sparks of the UFG protest.

The protest at the Washington, D.C. campus profoundly affected the Maryland School for the Deaf in many ways. Two MSD graduates were among the student protest leaders. Of the 134 students arrested for blocking a gate entrance to the campus on October 13, 2006 (now known as Black Friday), eight were MSD graduates. One MSD senior was also arrested but was not charged as he was a minor. Many parents of MSD students were employees at Gallaudet and were involved with the protest, and there were many MSD employees who have adult children as students at Gallaudet. Many MSD employees including myself who studied at and received undergraduate and/or graduate degrees from Gallaudet were distressed by the events at Gallaudet. And, the Gallaudet homecoming football game on October 21, 2006 was moved to MSD at Gallaudet’s request, which MSD accommodated.

Although the supporters of the protest outnumbered those who did not support the protest or had ambivalent feelings, the deaf and hard of hearing community was diverse in their opinions regarding the reasons for the protest and proposed solutions for its resolution. A few have remarked that it resembled a “small civil war” within the deaf community.

Looking back, we now need to ask ourselves what we have learned from this protest...

**Rule of Law**—Conference of Educational Administrators of Schools and Programs Serving the Deaf (CEASD), the oldest professional organization in the field of Deaf Education, monitored the protest very closely. As the president of CEASD Board of Directors, I along with members of the board wrote a letter on October 26, 2006 to the interim chair of the Gallaudet Board of Trustees Dr. Brenda Jo Brueggemann to express our grave concerns for the health and safety of Gallaudet students and members of the Gallaudet community and to encourage the Gallaudet board to resolve the escalating and deteriorating crisis at Gallaudet. As the author of the letter, it was a challenge trying to find appropriate words that would reflect the beliefs and sentiments of our diverse membership. Collectively, we steadfastly supported the “rule of law”. That is, we supported the Gallaudet Board of Trustees’ legal responsibility to govern the university including appointing a president.

**Gallaudet Board of Trustees**—The Board of Trustees’ appointment of a new university president in 1988 and again in 2006 resulted in the deaf community and Gallaudet students shutting down the university campus both times. The “rule of law” must be upheld; however the Trustees need to incorporate feedback from as many stakeholders as possible in their decision-making process.

**Deaf Identity**—The protest once again raised this incredibly complex issue. As the deaf and hard of hearing community continues to evolve, their individual definitions and parameters of “what it means to be deaf” will continue to evolve as well. The mainstream media was once again confounded and sometimes clueless in understanding and reporting this multi-faceted issue.

**Blogosphere**—A new communication medium exploded to the forefront of our consciousness. Bloggers and videobloggers (vloggers) often dominated the protest debate. Members of the news media went to these bloggers for breaking news and background information for their articles and had to procure sign language interpreters in order to listen to vloggers who signed in American Sign Language.

**Pagers**—Handheld pagers such as Sidekicks and Blackberries proved to be a very effective communication tool in protest planning and logistics. Thousands of members of the deaf community were “wired” to the latest developments.

**Hunger Strikers and Tent City**—The level of commitment to the protest for student protestors was intense as shown by a few students who went on a hunger strike lasting several weeks and the “Tent City” established by students on campus. Students camping outside on campus lawns became the focal point of the protest and sparked symbolic tent cities all over the world. There were 70 “Tent City” rallies in the United States, including one held in Frederick (at Baker Park) on October 14, 2006. Rallies were also held in Canada, Chile, Brazil, Ireland, United Kingdom, Belgium, Denmark, Germany, and Finland.

**ASL**—American Sign Language was the “language” of the protest and the video bloggers. ASL was once again introduced to the mainstream America as the language of the deaf community.

Future historians will sort out the UFG protest and will write books as well as produce documentaries. Some will attempt to draw parallels between the “Unity for Gallaudet” protest and the “Deaf President Now” protest in 1988. Some will point out to the tent cities all over the world as evidence for international solidarity in the deaf and hard of hearing community. Some simply may say it was a moment in the deaf community where the “rule of law” clashed with the community’s desire for self-determination.
Pathways to Parenting: A Statewide Conference for Families

On Saturday, September 9, 2006, families and professionals gathered at the Columbia Campus of the Maryland School for the Deaf for a day filled with an agenda comprising energetic presentations, stimulating discussions, and a variety of vendor exhibits.

MSD Superintendent James E. Tucker provided the opening remarks and general welcome to those attending. Mr. Tucker’s inspirational and poignant remarks set the genial tone for the day.

The keynote presentation was “Is This a Deaf Thing? – Unique Considerations for Parents”. The speakers were Leeanne Seaver, Executive Director, National Hands and Voices, and Janet DesGeorges, Outreach Director, Hands and Voices/Executive Director, Colorado Families for Hands and Voices. Ms. Seaver and Ms. DesGeorges provided information and resources to assist parents in the following areas: decision making in the transition from Part C services to Part B services; psychosocial development of a deaf or hard of hearing child; partnerships with professionals; and support for their choice in a communication modality.

Break out sessions allowed parents to access information related to cochlear implants, parent advocacy, ASL and Literacy, and planning for their child’s future.

Vendors (seventeen in all) and their exhibits offered families information across the broad spectrum of educational options, displaying products and services that lend support in raising a deaf or hard of hearing child. Through the generosity of these vendors, door prizes were awarded to five lucky attendees!

The conference, made possible via a Maryland State Department of Health and Mental Hygiene grant, proved a rousing success. Of 92 total participants, 94% rated the overall conference as excellent, and 92% rated the keynote speakers as excellent.

—Maryann C. Swann, Director, Family Education Early Intervention, CC, swannma@msd.edu

Glass America Demonstration

On Thursday, November 16, 2006, John Wright and Jerry Stine from Glass America gave a demonstration to the auto body class on how to install a new windshield. They covered all the step-by-step procedures necessary to install the windshield into the 1964 Rambler American the class has been working on. A new rubber seal was glued on with a glass sealer and mounted around the edge of the glass. Both Mr. Wright and Mr. Stine used a rope inside the channel to align the rubber seal on the clip. Van Brewer’s auto body students were amazed at how they slid the glass into place from both sides. They took great care not to break the glass as they worked together at a steady pace. MSD is very appreciative of the time both men devoted to this educational experience for the students. The auto body class looks forward to working with Glass America on its other projects in the near future.

—Van Brewer, Auto Body Teacher, FC, brewerva@msd.edu

AUTO GLASS DEMONSTRATION (L-R) Glass America employees Jerry Stine and John Wright; students Clayton McMillan, Flynn Rosko, Wade Lawson, Josiah Withrow, Robert Harris, Erica Oster, and teacher Van Brewer.
Ron Sisk recently announced that he would be leaving the Maryland School for the Deaf. The first time he left in January of 1995, he got as far as the Hessian Barracks!

Ron first came to MSD in March of 1972 having been recruited from Western Maryland College by then Superintendent Dr. David Denton to manage Support Services at MSD. While at the College, he had served as an instructor in Physical Education and as a coach. While teaching at Western Maryland College, he had Dr. Ruth Howell and Dr. Deborah Clark as students, both of whom also left MSD via retirement this past summer. Upon Ron’s arrival here he was responsible for supervising the medical, maintenance and student transportation services as well as being the school’s liaison to the Alumni Association.

Things could not have gotten off to a smoother start. His first Friday on the job the bus bringing students to and from Cecil County broke down on the way home which meant Ron had to work extremely late managing the telephone communications with irate parents until all the students safely arrived home. Shortly thereafter Ron had to make certain the Alumni Quadrennial Reunion was a successful event. He almost returned to Western Maryland College that summer, but decided to stay on in spite of his newness to both administration and to deafness.

Ron’s original domain was the Frederick Campus and in 1984 after the Columbia Campus had been open for about ten years; there was a reorganization so that the medical departments came under the Campus Principals. Other support services for both campuses then came under his control, responsibilities which he maintained until his retirement in 1995. As a result, Ron was promoted to Assistant Superintendent for Administration and attended all Board of Visitors meetings.

Ron’s devotion to the school and its well being was equalled only by his ability to get along with parents, students and colleagues alike. So respected was Ron by the Board of Visitors that he was asked to become the Acting Superintendent in a time of administrative and economic crisis during the spring of 1992. Characteristically Ron declined feeling that the school should be headed by an Instructional Department member.

Later that year Ron and his wife, Day, moved into the Hessian Barracks and became the official hosts for the maintenance and opening of this museum to the public which includes the well known Frederick Candlelight Tours.

Since his retirement from full time employment in 1995, Ron has worked contractually as part of the grounds keeping crew throughout the campus. One advantage of doing this is that it brought him into much more frequent contact with a wider variety of employees and particularly the students, and he considers it one of the best decisions he has ever made in order to get a better perspective of the entire school.

MSD’s bottom line to Ron is that the quality of instruction at the school has always been and continues to be extraordinarily high; that those expectations of former employees are exactly what has resulted in encouraging and training successful deaf adults so that they would become the leaders of our school and community that they are today.

MSD hosted a farewell reception for Ron this fall, shortly before his departure.

Ron’s friendliness and storytelling will be sorely missed here at MSD as he and his wife Day move to Phoenix to be closer to his daughter and grandchildren. However, the climate will do nothing but encourage his addiction to the game of golf! Best wishes, Ron!

—Stanley C. Baker,
Deputy Superintendent, FC, bakerch@msd.edu
A Field Trip to Larriland Farm

The Columbia Campus’ Family Education/Early Intervention Department families, their children, and staff had a fun and educational field trip to Larriland Farm in Lisbon, MD on October 30, 2006. The trip allowed families an opportunity to pick apples and pumpkins and to socialize with one another. Families enjoyed the hands-on experience in learning to communicate using a variety of strategies in order to expand their children’s learning and language development. Family Education teachers provided language models and coaching throughout the day. Everyone agreed, “Let’s do it again!”

—Deborah Marquez and Janell Bunn-Verdin, Teachers, CC, marquede@msd.edu, verdinja@msd.edu

Parents, children and teachers enjoy the hayride.

Jonathan Brathuhn Memorial Fund 1999—2004

Jonathan was a student in the Maryland School for the Deaf Family Education/Early Intervention Department until his untimely death in 2004. His love for life and learning along with his cheerful disposition will remain in the hearts of all who knew him. Jonathan’s family requested that all donations be made to the Family Education/Early Intervention program in his memory. Relatives and friends generously contributed approximately $5,000.00. The Brathuhn family asked that this fund be used to provide materials to help families communicate with their deaf children. The Family Education/Early Intervention Department purchased books, video tapes, DVDs and a variety of other sign language teaching tools. Families throughout Maryland are benefiting greatly from these materials purchased in loving memory of Jonathan Brathuhn. In this way Jonathan will continue to touch the lives of deaf children and their families.

—Patricia Timm and Diane Varidi-Alquist, Teachers, Family Education, CC, timmpa@msd.edu, varidi@msd.edu

Jonathan Brathuhn

Phi Kappa Zeta Donates Books to the Bjorlee Library

On November 2nd, Librarian Mary Margaret Kopcho was overwhelmed by the amount of books donated to the Bjorlee Library from sisters of the Alpha Gamma Chapter of the Phi Kappa Zeta Sorority. Top row (L-R) Kathleen Setzer, Michelle Palmer, Betty Rewolinski, and Lynn Ballard-Weiner Middle row Judy Pfau, Deeadra Morrison, Jennifer Thomas, Nancy Lewis, and Melinda Padden Front row Adora Lehmann, Paula Jean Ammons, Dana Sipek, and Lori Bonheyo
When the new Ely Academic Building at the Frederick Campus first opened its doors in 1972, the Science Lab was considered to be state of the art. After thirty-four years of use by High School and Middle School students, the Science Lab received a much needed face lift this past summer.

Work began right at the end of the school term by the old equipment and furniture being removed and a new floor installed. The entire Lab area was updated to meet all current ADA and safety standards. Seven computer stations were installed and all new furniture was acquired. The final phase of renovation will be next summer when a new ceiling will be installed.

This project is part of a long range facility improvement plan in the area of science instruction. Three years ago saw a state of the art Science Lab built for the Middle School Department. With the High School renovation now completed, the remaining Science Lab will be the Elementary one which will be part of the new Frederick Campus Elementary Building which is scheduled to open in the fall of 2008.

These are critical components to the Science Curriculum since state-wide mandated testing in the area of science is slated to begin this coming spring.

—Stanley C. Baker, Deputy Superintendent, bakerch@msd.edu

TOP PHOTO June 2006—Room is waiting for demolition. All portable furniture and cabinets have been removed. MIDDLE PHOTO July 2006—High School Lab stands completely empty ready for renovation to begin. BOTTOM PHOTO September 2006—The new Science Lab is completed. Students gather around new computer center at far end of room.
James E. Tucker Becomes CEASD President

The Maryland School for the Deaf’s Superintendent, James E. Tucker, became president of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) last July 1st. He will serve a two-year term.

CEASD, which was founded in 1868, is the oldest national educational organization in the United States. It is completely voluntary and is comprised of approximately 90 schools and programs for deaf and hard of hearing students and has 300 individual representative members from those schools and programs. CEASD is the publisher of the American Annals of the Deaf.

Mr. Tucker is succeeding the Superintendent of the Texas School for the Deaf, Claire Bugen. The term of service is a two-year commitment and follows two years of service as the president-elect which Mr. Tucker held from 2004-2006. As president-elect, he was program chair for the annual conferences in Atlanta, Georgia in 2005 and in Riverside, California in 2006. Prior to that Mr. Tucker served two years (2002-2004) as secretary to the organization, and as a member of the board of directors (1998-2002).

The mission of the Conference of Educational Administrators of Schools and Programs for the Deaf is to promote excellence within a continuum of equitable educational opportunities for all children and adults who are deaf or hard of hearing. Towards this mission Mr. Tucker’s goal over the next two years is to work towards making federal legislation such as IDEA 2004 and NCLB more appropriate to the field of deaf education. One of the first steps towards this goal will be the visit to MSD of Alexa Posny, Director of the Office of Special Education and Rehabilitative Services at the U.S. Department of Education. The second event on the schedule will be the annual CEASD conference (hosted by Gallaudet University) which will be held at the Turf Valley Resort in Ellicott City, Maryland on May 4th—7th, 2007.

Upon completion of his duties as president, Mr. Tucker will continue as a member of the board of directors for another two-year term as past president.

—Stanley C. Baker, Deputy Superintendent, bakerch@msd.edu

Shockley House Renovation

The Shockley House on the corner of South Carroll Street and Clarke Place reopened after undergoing expansion to the back part of the house. The addition focused on making the living quarters more accessible for Life Based Education Program students who use wheelchairs.

The additions on the first floor include a fifth bedroom with a full bathroom. The old half bathroom was renovated and expanded in size. An accessible laundry room has also been added off the new hallway that joins the old and the new parts of the house.

In the hallway, an elevator from the first floor to the basement recreation area has been installed. Two additional stairwells were also built. One stairwell is from the second floor to the first floor and the other is from the first floor to the basement. These additional stairwells provide the student residents additional fire escape routes.

During construction, the green chain link fence has been taken down. In the future, a more residential looking rod iron fence may be installed.

MSD is delighted with the new and beautiful changes. The Life Based Education students, teachers, and student life counselors are very pleased with the outcome of the addition which has made it possible for more students to participate in MSD’s independent living program.

—Ann Hirsch, Assistant Principal, Life Based Education/Enhanced Services, FC, hirschan@msd.edu
Last summer, seven kids; Todd Bonheyo, Claire Tucker, Dan Mabashov, Justin Wiener, Karla Wiener, Jonathan Clapp, and Todd Rewolinski went to the National Leadership and Literacy Camp (NLLC) in Madison, South Dakota at Camp Lakodia from July 2 to July 16. Before we started our unforgettable experience at NLLC, we missed the plane by only one minute! We ended up arriving Camp Lakodia at 9 p.m.

On the first day, the campers invented names for each team. The team names were: Electric Coyotes, Infinity, Flames, and Glow. Two MSD alumni, Kami Padden and Derrick Williams worked at NLLC last summer. We had many guest speakers including Dr. Frank R. Turk, Stefan Lefors and his brother Eric, etc. Dr. Turk is a well respected member of the deaf community. Stefan Lefors is CODA (Children of Deaf Adults) and used to play quarterback for the Carolina Panthers. There were several big events like Olympics Day and Wet ‘n’ Wild. We went to the CSD Headquarters and a water park afterwards. Every day, the four teams participated in activities such as Camp Bowl, Real Word, Discovery, Recreation, and Destination Imagination.

Every night, two campers were given the Camper of the Day Award. There was a banquet on the last day. Claire Tucker got the Mentor of the Year (MOY) Award and Todd Bonheyo got the Camper of the Year (COY) Award. We made a lot of new friends and our memories won’t ever be forgotten. GOOD NIGHT NLLC ’06!

—Todd Bonheyo and Claire Tucker, 8th graders
Edna Johnston’s American Sign Language Linguistics Class

The Importance of ASL Linguistics

As a hard of hearing person, I was raised with a mix of speech and signing. However, I wanted to learn more about ASL and my history. From Ms. Edna Johnston’s ASL Linguistics class I have learned so much about the origins hidden behind present day signs. I have learned how signs in the past changed due to our innate desire to sign smaller and in an easier way. We have learned more about how each sign has five parameters: hand shape, location, movement, palm orientation, and non-manual signals. And as I learned more about American Sign Language, the more I came to appreciate it.

The most valuable information that I learned was about the huge impact on deaf education of the Congress of Milan in 1880 when signed language was almost extinguished from this world. In just a short time in this class, I feel connected to ASL. I better understand the language and its history, and I feel responsible to preserve not only ASL but sign languages from all over the world.

—Carolyn Huddleston, Senior

“KISS-FIST”

Since at age of seven months when, with my pudgy fingers, I said my first word “tree,” American Sign Language (ASL) has always been the easiest and most natural form of communication for me. From day one on this planet, as a Deaf person of Deaf parents, I have been exposed to ASL as a primary language. ASL is as natural for me as like brushing my teeth.

I feel like I have been forever standing beside ASL, never once letting it out of my sight. Yet, I have never gotten the chance to step back from ASL and really look at it. When I discovered that there was to be a brand new course offering at MSD this year, ASL Linguistics, I immediately signed up for the class. I thought it would be an exciting opportunity to find answers for a couple of unanswered questions I had about ASL.

I am delighted to share that in only a quarter ASL Linguistics answered my questions, and to be honest, I have lost count of how much I learned in so short a time. I assumed I knew all of ASL’s rules by heart; boy, I was wrong. There were many more rules than I originally thought, rules that are so naturally a part of me. We, as members of Deaf community, shouldn’t take ASL for granted; ASL is a precious language. Before studying the language, I was already proud of ASL. After breaking down and analyzing ASL, I finally realized the profound importance of ASL in our lives. It is rich and complex and beautiful. Our language is one of a kind.

—Michelle Lapides, Senior

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The Magic of ASL Linguistics

Every day, upon entering our ASL Linguistics class, we are greeted by our charismatic teacher, Ms. Edna Johnston, who always makes each ninety-minute class feel like a mere thirty minutes. We usually begin each class with a discussion of Sign Origins, where each sign came from and how it was introduced to ASL. After our little warm up, we are introduced to a new lesson about the fundamentals and history of ASL. At the beginning of the year, we were taught the thirteen unique features that make ASL a language. After that, we went on a roll, picking up lesson after lesson, absorbing fresh information about the wonders of our beautiful language. I can say that I grew to embrace ASL after only a week of lessons, and my love for ASL has continued to grow, week after week.

Students in this school, me included, have been taking English classes their entire life, but nobody has thought of how much of an impact taking an ASL Linguistics class could be. It is, in fact, beneficial and a whole new learning experience. We have learned to analyze different methods of signing through watching the home videos that each student has brought to class, studying how we picked up ASL at a remarkably young age. Often now, I happen to find myself studying my friends’ and family members’ signing and comparing that to what I picked up in ASL Linguistics. I highly recommend students at MSD to take this class, for it is of high benefit to everybody.

—Meira Kirschbaum, Senior

In the Blink of an Eye at YLC

“Wow! YLC is an unforgettable camp! I wish it didn’t have to end!” These were the statements I had always heard from people who attended the Youth Leadership Camp. Every time I heard this kind of statement, my desire to attend the camp only increased.

Seven of us were selected to go to YLC in Portland, Oregon from July 19 to August 15: Daniel Fava (he was in the group called the Elastics), Emilia Nowalski and Noe Turcios (from Superglue), Meira Kirschbaum and Scott Lehmann (Magnets), Justin Witczak and myself (Zipper). Our exchange student from last year, Petra Örlegård, was also selected to go to the camp (she was in the Superglue group). From day one to the last day, it all was as fast as a blink of the eye.

The first day for each of us was a bit awkward as we did not really know anyone except a few friends whom we knew before YLC. Then the amazing and indescribable experiences we all shared brought us closer together. Every day there were many different kinds of activities such as Discovery, newsletter writing, swimming, game competitions, etc. We had a guest speaker who gave a different topic every day. We even had Miss Deaf America come and perform her talent show. We focused on developing our leadership skills, confidence, self-esteem, and rapport with a variety of people. Throughout the month, we all got to know the others we had never met before. We became one big YLC family as we all felt very comfortable with each other.

On our last day we were all very disappointed and felt as if we were leaving our own second family. The statements I heard from former YLC campers were definitely accurate. The camp was just a big WOW. Youth Leadership Camp was one of the most incredible experiences I have had in my life, and I wish it did not have to end.

—Brittany Frank, Junior, FC

<table>
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**High School Varsity Football**

**MSD Wins Fourth National Championship in a Row**

The Maryland School for the Deaf won the national deaf prep championship in football for the fourth straight year and fifth time in last six years. MSD was selected as the champion by The FRAT (a publication of the National Fraternal Society of the Deaf located in Springfield, Illinois).

MSD wrapped up its third undefeated season in the last four years with a season-ending 55-0 win over Central Virginia Home School. It was MSD’s 17th consecutive win and 44th out of last 45 games.

MSD had several quality wins this year. The first one was 14-6 over St. James. The next one was 37-0 over Westmar, a 1A MPSSAA school. It was the school’s first win over Westmar after five attempts. The 30-8 win over Alabama (5-4) on their own turf was a big one. MSD had an exciting victory over Potomac School, 28-20 as it was their homecoming game. The game at MSSD in Washington, D.C. (5-3) was for the national championship. It was a see-saw game and we led only 6-0 at halftime before pulling away with a 22-0 victory.

Scott Lehmann was the leading rusher on the team with 1,579 yards on 178 carries and 19 touchdowns. Scott finished his high school career with 3,832 yards which is a new school record for most rushing yards in career. Scott also broke several school records such as most carries in a game (29), most carries in a season (178), and most carries in career (414). He finished his career with 340 points scored which is second most in school history.

Junior Kevin Berrigan shattered school record for most interceptions in a season with 11. He also set a new school record for most interceptions in career with 20.

This year, MSD scored a total of 445 points (40.5 per game) and allowed only 41 points (3.7 per game). The 41 points allowed is a new school record for least points allowed in a season. MSD had 7 shutouts and allowed only one touchdown in other three games.

MSD had two 1,000 yard rushers for fourth straight year. This year, senior Scott Lehmann ran for 1,579 yards and sophomore Ryan Bonheyo had 1,063 yards on 109 carries and scored team leading 124 points. Junior quarterback, Brandon McMillan, completed 67.5% of his passes (27 out of 40) for 492 yards and threw for 7 touchdown passes and no interceptions. Senior Daniel Fava (13 catches for 178 yards and 2 touchdowns) and Kevin Berrigan (9 catches for 212 yards and 3 touchdowns) were the leading receivers.

MSD offense averaged 358.5 total yards per game and allowed only 105.5 yards per game. The team ran for a total of 3,423 yards (311.2 per game and 8.2 yards per carry).

Junior linebacker, Mark Korn, led the team with 97 tackles and senior defensive lineman, James Cornish, had 52 tackles along with 3 quarterback sacks.

MSD senior players will be sorely missed. They are as follows: James Cornish, Daniel Fava, Eric Griswold, Brian Grossinger, Scott Lehmann and Ahmed Khalil.
On October 21, 2006, due to the “Unity for Gallaudet” protest at the Gallaudet University campus in Washington, D.C. their homecoming football game against Walter Reed was moved to the Frederick Campus at the Maryland School for the Deaf. The game was truly an homecoming one for nine Gallaudet football players who were graduates of MSD. Gallaudet easily defeated Walter Reed 43-0. Back row Neal Thompson, Michael Daze, Flave Dupree, Jason Coleman, and Joseph Pfaff Front row Calvin Doudt, Joshua Doudt, Shawn Shannon, and Robin Shannon

The success of the MSD football season was led by a great coaching staff, Jeff White (defensive coordinator), Ronnie Taylor, Mathis Hediger, Mike Kent and Daniel Biskupiak.

—Andy Bonheyo, Head Football Coach, FC, bonheyan@msd.edu

The FRAT
Scott Lehmann—Player of the Year

First Team All-Americans
Scott Lehmann—Running Back
Brandon McMillan—Quarterback
Daniel Fava—Tight End
Kevin Berrigan—Defensive Back
James Cornish—Offensive Lineman
Mark Korn—Linebacker

Frederick News Post
All-Area First Team Offense
Scott Lehmann—Running Back

All-Area Second Team Defense
Kevin Berrigan—Defensive Back

All-Area Honorable Mention
Ryan Bonheyo
James Cornish
Daniel Fava
Mark Korn
Brandon McMillan

All-Gazette
Second Team Offense
Scott Lehmann—Running Back

Second Team Defense
Kevin Berrigan—Defensive Back

Washington Post
All-Met (Independents/Others)
Scott Lehmann—Running Back

Small School Division
All-State Honorable Mention
Scott Lehmann—Running Back

Nine MSD Graduates from Gallaudet University Play at MSD

Back row (L-R) Wade Lawson, Coach Danny Biskupiak, Coach Michael Kent, and Coach Mathis Hediger Third row Chris Shaw, Ty Heisey, Maxwell Latin, Brett Ches, Donte Thomas, and DeAngelo Jones Second row Joshua Bailey, Albert Tharpe, Wesley Francis, Michael Tota, Alex Larson, and Tyler Dilks Front row Kaeshaun Willis, Rami Traurig, and Michael Mabashov
High School Varsity Volleyball

Spike Out VIII, ESDAA, and National Deaf Prep Champions

The 2006 season ended with a record of 35 wins and 14 losses. The highlights of the season were numerous as the Lady Orioles placed 2nd at the New Life Fall Classic, won the Spike Out VIII Tournament, lost to Thomas Johnson in the quarterfinals at the TJ Invitational, lost to Maret School in the semi-finals at the Model Invitational, captured the Eastern Schools for the Deaf Athletic Association (ESDAA) Tournament, and lost to Good Counsel in the quarterfinals at the MD/DC Private Schools Volleyball tournament.

MSD topped the Texas School for the Deaf, 26-24 and 25-23 in the finals at the Spike Out VIII Tournament hosted by the Indiana School for the Deaf. MSD emerged from the round robin play as the top seed and downed the defending champ the Indiana School for the Deaf in the semifinals, 25-18 and 25-17. Malibu Barron and Lauren Benedict were selected on the all tournament team.

Other highlights for MSD included winning their 8th straight ESDAA championship, defeating the Western Pennsylvania School for the Deaf (WPSD) in the finals, 26-24 and 25-15. In the round robin play, MSD went undefeated through both round robin and bracket competition, beating all six ESDAA Division I opponents. In the semifinals MSD defeated the American School for the Deaf (CT), 25-7 and 25-10. Orioles’ team captain Malibu Barron was voted the most valuable player. She was also selected on the all tournament team at Thomas Johnson Invitational and Model Invitational. Rachel Benedict and Sabrina Roult made on the ESDAA Division I All Tournament Team.

MSD was invited to participate in the 8-team MD/DC Private Schools Volleyball Tournament. MSD opened against the number one seed, Good Counsel in the opening round, but lost to the defending champions. Good Counsel went on to win the championship.

The team motto, “Trade sweat for strength, trade doubt for belief, trade fear for courage, trade volleyball for nothing” was the main reason MSD has such an outstanding season. The members joining senior co-team captains Malibu Barron and Rachel Benedict are Andrea Amati (junior), Lauren Benedict (sophomore), Brittany A. Frank (junior), Brittany L. Frank (freshman), Jessica Israel (sophomore), Sabrina Roult (junior), and Amelia Unger (junior). Malibu Barron and Rachel Benedict will be greatly missed for their devotion, desire, motivation, and loyalty.

The final and most prestigious highlight of the season is being named the Deaf Prep National Champions by the FRAT. This is their fourth national title in the past six years!

The volleyball coaches would like to extend a heartfelt thanks to everyone for their help, support and encouragement throughout the season.

—Vicki Kitsembel, Volleyball Head Coach, FC, kitsemvi@msd.edu

The FRAT
Malibu Barron
Player of the Year

First Team All-American
Malibu Barron

Frederick News Post
All-Area Second Team
Malibu Barron
Rachel Benedict

Honorable Mention
Lauren Benedict
Sabrina Roult
The 2006 fall cheerleading season saw many returning faces on the Junior Varsity and Varsity squads. The Varsity squad consisted of seniors Tiffany Cassner, Carolyn Huddleston, and Misella Tomita; juniors Marisa Andrade, Céline Dazé, and Jenna Richmond; sophomores Chanel Gleicher and Rachella Shephard; and freshman Michelle Mansfield-Hom. The Junior Varsity squad consisted of sophomores Reina Bravo and Chenae Laldee, and freshman Karla Wiener.

The Junior Varsity squad was off to a shaky start as MSD was not sure if there would be a Junior Varsity football team to cheer for or not. Fortunately for the squad, there was, and they were able to cheer the players on at several games. The squad participated in MSD Foundation’s fundraiser—Dash for Education on November 11th. The race began with Superintendent James E. Tucker giving a few words and introducing the cheerleaders to lead the crowd in the National Anthem. As the race began, the cheerleaders cheered the runners and walkers on and were there waiting for them at the finish line. Everyone had a great time that day!

The Varsity squad had an exciting time cheering the Varsity boys on to an undefeated season. The squad traveled with the football team to different places.

Senior Night was a tough night for coaches Diane Kubey and Janice Randall. They had to say farewell to three seniors, Tiffany Cassner, Carolyn Huddleston, and Misella Tomita who were fundamental to the Varsity squad this year. Diane and Janice wish them the best of luck as they pursue their future endeavors. Their contribution and dedication to the squad will be sorely missed by all!

—Head Coach Diane Kubey, FC, kubeydi@msd.edu

Junior Varsity Cheerleaders
Sportscope—For complete win/loss records, go to www.msd.edu

Middle School Varsity Volleyball

Back row (L-R) Bethany Weiner Second row Coach Nancy Lewis, Tiffany Bridget, Christy Hediger, Telisha Cole, and Assistant Coach Cheryl Collier Front row Augusta Seremeth, Raquel Roult, Chelsea Morris, and Claire Tucker

Middle School Junior Varsity Volleyball

Fourth row (L-R) Assistant Coach Tammy Kerchner, Racquel Grindstaff, Paige Brewer, Corbin Register, and Coach Rosemary Latin Third row Lauren Goldberg, and Liv Polzin Second row Heather Mansfield-Hom, Nicole Gleicher, and Ivana Genievsky First row Tarja Lewis and Mia Goldberg

Middle School Varsity Football

Back row (L-R) Assistant Coach Lindsay Heisey, Coach Jeff Lewis, and Assistant Coach Robert Harrington Third row Tyler Lewis, James Steingieser, Kyle Tharpe, Roy Barron, Derek Frank, Asher Kirschbaum, Michaelson Liddle, and Jesse Steingieser Second row Gregg McConville, Jr, Zachary Israel, Myles Goldberg, Nick McCain, JD Wiener, Shane Brewer, and Jonathan Clapp Front row Jason Green, Michael Hagwood, Derek Cerasoli, Shawn Harrington, Todd Rewolinski, Todd Bonheyo, and Ethan Kramer

Youth Football

Back row (L-R) Coach Ray Brooks, Coach Ben Bahan, Coach Jimmy Gore, Coach Tim Taylor, and Coach Alex Simmons Middle row Jake Bortoletto, Carey Ballard, Davy Bahan, Billy Millios, Kratt Brown, Corey Rosko, James Brooks, and Maverick Obermiller Front row Jake Bonheyo, Jad Gore, Cody Simmons, Austin Cerasoli, Darrius Doe, Ethan Sonnenstrahl, Taran Taylor, and Brett Sonnenstrahl Not pictured Darren Tharpe and Sayre Huddleston
Last June saw the beginning of a new tradition at MSD with the initial implementation of summer camps. Superintendent James E. Tucker had long envisioned a day in which MSD would offer various types of camps, and this became reality under Scott Morrison, the Director of Summer Camps.

The summer camps of 2006 offered girls and boys basketball and cheerleading for grades 5 through 9. The campers were treated to a camp which was developed to make it fun for everyone while focusing on improving skills and teaching new techniques. The camp day began at 8:30 A.M. and ended at 2:30 P.M. each day. MSD swimming pool was open to campers at the end of each day, providing them a chance to “cool off” and relax while chatting with friends.

The Coordinator of girls’ basketball camp was Danny Biskupiak, assisted by Priscilla Biskupiak, Daniel Rinas, Michelle Vigliotti, and Karen Whittaker. Vance Rewolinski coordinated the boy’s basketball camp assisted by Eric Mansfield, Daniel Rinas, and student volunteer, Brandon McMillan. Diane Kubey coordinated the cheerleader camp assisted by Janice Randall and student volunteers: Amanda Amati and Céline Dazé.

For the summer of 2007, Camp Director Scott Morrison expects to expand and offer instruction involving other sports as well as literacy camps. Parents of MSD students in Frederick and Columbia can expect to receive a survey in the coming months to better gauge the interests of the community as to which camps they would like to see offered. The dates for the 2007 camps, tentatively, have been set for June 18-21 and June 25-28.

—Scott Morrison, Director of Summer Camps, morrisc@msd.edu

Girls’ Basketball Camp


Boys’ Basketball Camp


Cheerleaders’ Camp
Pan-American Games

A total of 33 individuals, including 15 boys and 18 girls, between ages of 10 and 15, represented the USA in Track & Field at the 4th Youth PANAMDES Championship at Gallaudet University in Washington, D.C. on July 30—August 6. Among those athletes were 21 (11 boys and 10 girls) from MSD. The other participating countries were Canada, Mexico and Venezuela.

The USA track team, coached by Dave Frank, MSD’s own Danny Frank, Tim Elstad (CO), and Heather Withrow (MD), won 104 out of a possible 189 medals (55%). This included 50 gold medals, 33 silver medals, and 15 bronze medals. MSD tracksters won 61 individual medals including 24 gold, 22 silver and 15 bronze. The USA team also won 10 gold medals and two silver medals for relays. The MSD tracksters, who competed for the United States, included the following:

Jake Bonheyo
Todd Bonheyo
Austin Cerasoli
Emily DeSimone
Michael DeVito
Clayton Grossinger
Jessica Israel
Dalton Kramer
Ethan Kramer
Chenae Laldee
Tandy Lewis
Tarja Lewis
Sierra McConville
Todd Rewolinski
Alexa Simmons
Cody Simmons
Jesse Steingieser
Trista Taylor
Claire Tucker
Chad Unger
Shayna Rose Unger

PANAMDES was not all about winning medals. It was a time for all involved to experience the cultural exchange and develop mutual respect for one another. It was also an opportune time for athletes to taste the flavor of international competition. It was a rich and rewarding experience for all, including parents, from whom MSD was well-represented. The USA team did a respectable job in representing its country with pride and patriotism.

—Dave Frank, USA Track and Field Coach, davebroker@aol.com

Woodworking Class Spruces up Behrens Building

The MSD Woodworking class was instrumental in painting the walls of the Behrens Building concessions room orange, white, and black. Class Instructor Brian Brizendine also supervised installation of the Oriole plywood mascot which greets everyone stopping by for a snack or soda during MSD’s middle school or high school football games.

—Scott Morrison, Director of Physical Education, Summer Camps, Facilities and Fields, morrissc@msd.edu

Ethan Kramer runs the anchor leg in the 4x400m relay in the 12-13 age group. His team, which also included Todd Bonheyo, Todd Rewolinski and Jesse Steingieser, captured gold in this event.
**Alumni News—By Mary Sue Boxer, Editor**

**1935 — Hugh Buffington** passed away in September 2006. He is survived by his daughter.

**1958 — Robert Hurlock Hambleton** died on September 27, 2006 from a heart attack. He was born in Rising Sun in Cecil County, Maryland. He was transferred from the Catholic School in Philadelphia, PA to the Maryland School for the Deaf in 1946. He enjoyed basketball, baseball, track, and ping pong while attending MSD. He is survived by his wife, Barbara.

**1967 — Donald Scott Seager** passed away on September 11, 2006. He was remembered during the memorial service on September 26, 2006 at the Foxwell Memorial Apartments.

**1985 — Debbie Anderson Myers**, her husband, Pastor Peter Myers, and their four children were recognized in June 2006 as “Homeschool Heroes” on the Homeschool website for Frederick County, Maryland. The Myers’ have completed their second year of home education with Savannah, 13; Seth, 11; Summer, 9; and Sam, 3. Sam who came from India in 2005 was adopted by the family. Both Deb and Peter agreed that Homeschooling has been challenging, rewarding, and relationship strengthening.

—From Dove Tales, October 2006

**2000 — Ryan Zarembka and his wife, Jeannette, proudly announce the arrival of their second baby and first son, Darius Matthew Zarembka.** He was born on October 5, 2006. He was welcomed by his older sister, Jada, who is almost two years old. The family resides in Frederick, Maryland where Ryan and Jeannette are teachers at the Maryland School for the Deaf.

**Hugh Buffington**

**Robert Hurlock Hambleton**

**Donald Scott Seager**

**Proud parents Ryan and Jeannette Zarembka pose with their new baby, Darius Matthew (bottom), joined by their daughter Jada.**

**1985 — Debbie Anderson Myers**
Maryvette Marie Noel died suddenly at her home in Hancock, MD. She was in State Service for the last four years. Most recently, she worked as the Procurement Officer for the Maryland School for the Deaf.

Maryvette had a great contagious joy for life, loved her family and adored her cats, (Tiger, Patches and Sadie). Even though she only worked at the school for a short time, she, especially her laughter, will be missed.

Dave Frank, a participant in the 1st Annual Dash for Deaf Education 5K Run/Walk, completes the 3.1-mile course in the MSD parking lot. Mr. Frank finished 33rd out of 270 participants. Held on November 18, 2006, the event raised over $12,000.00 in net profit to benefit the Maryland School for the Deaf Foundation. Major sponsors included Frederick Precast Concrete, Inc., Bray & Scarff, MD Relay, Best Buy, Invitrogen, Proffitt & Associates, and K. Hovnanian Homes. To sponsor or participate in the 2nd Annual 5K event, please contact Race Director, Kriste Kovarcik, at Kris4msdf@aol.com.

The 3rd Annual MSD Foundation’s Golf Tournament was held on September 29, 2006 at the Musket Ridge Golf Club. Over 100 golfers and volunteers participated in this year’s event to help support the MSD Foundation!

This year’s event generated a net profit exceeding $23,000.00! To date, the MSD Foundation golf tournaments have raised over $61,500.00 to help fund its projects: scholarships and performance awards to deserving students, leadership camp tuition, educational technologies and more!

The MSD Foundation wishes to acknowledge some of the tournament’s major sponsors and donors who have extended their contributions and their services to make the 3rd annual golf tournament a spectacular event. MD Relay has generously sponsored the golf tournament for the past two years and participated as Title Sponsor for this year’s event. The MSD Foundation is grateful for their commitment and continued support. Additional appreciation is given to MSD’s Benefactor Sponsor, Frederick Precast Concrete, Inc. and MSD’s Patron Sponsor, Shockley Honda. Further gratitude is expressed to MSD’s Platinum Sponsors: HOVRS, First United Bank & Trust and IBM. The tournament’s success was also possible due to the good will of MSD’s in-kind donors including Cactus Farm Graphics, FrederickDj.com, Airport View Signs, Staples on West 7th St., and Sign Language Associates.

Please visit www.MSD-Foundation.org for information regarding the 4th Annual Golf Tournament.

—Kriste Hartman Kovarcik, MSD Foundation Coordinator, kris4msdf@aol.com

Maryvette Marie Noel

Maryvette Marie Noel died suddenly at her home in Hancock, MD. She was in State Service for the last four years. Most recently, she worked as the Procurement Officer for the Maryland School for the Deaf.

Maryvette had a great contagious joy for life, loved her family and adored her cats, (Tiger, Patches and Sadie). Even though she only worked at the school for a short time, she, especially her laughter, will be missed.
Doris Faupel Knowles, daughter of George Henry Faupel, is a member of the Maryland School for the Deaf’s Class of 1939. Doris first enrolled at MSD in 1926, at the age of six. Her parents, George Faupel and Elise May Hobson, graduated from MSD in 1902 and 1918 respectively.

Doris only lived a couple of blocks away from MSD, but she was a residential student. She wasn’t allowed to be a day student because it was unfair for other students who lived far away. Doris admitted that she was glad she had the opportunity to stay at the dormitory because she has a vast collection of memories with other girls from the dorm. Doris grinned when she told the story of how she and her friends sometimes collected snow from the roof out of the window of their dorm room and added a splash of chocolate syrup to the snow. It was a chocolate flavored snow cone!

As a student at MSD, Doris’ favorite subject was geography. She used to dream of traveling around the world. Sure enough, Doris went on several trips across the oceans. Doris recognized Miss Margaret Kent, her geography teacher, as one of her most remarkable instructors. Doris remembered a time when Miss Kent taught her and other girls how to tap dance. Miss Kent made the girls feel the piano and practice their rhythm for the dance steps. The tap dance girls went to several different places around Frederick to give performances.

Doris married MSD alumnus, Charles Knowles Jr, who also graduated in 1939. They had one daughter, Merry Knowles. Charles worked as printer for the Baltimore Sun newspaper for 37 years. Both Doris and Charles were long time active members of the Deaf community, especially in the Baltimore area. Charles died in 1992.

Doris is currently living in Baltimore. For the interview, the 86-year-old Doris drove her Buick all the way to MSD with her childhood friend, Nettie Elliott, who graduated here in 1940. They have known each other since they were six years old.

Doris Knowles has a few words of wisdom for MSD students: “Live well, travel a lot, do your work, obey your teachers, and smile a lot.”

By Michelle Lapides, Senior

Doris Faupel Knowles, ‘39

Doris as a student at MSD, about 7 years old.

THE FAUPEL FAMILY Doris poses with her mother, Elsie; her brother, Murray; and her father, George in c. 1927. Her younger brother George, Jr was born afterwards.

Doris sits below the portrait of her father, George H. Faupel, who taught at MSD for 37 years. See following pages about his life and times.

CLASS OF 1939 — Back row Nancy Tannenbaum, Robert Haines, Georgia Green, Ethel May Huff, Edward Spath, Ruby Dilley, Lee Hudson, Sue Scheuerman, Anna Mazziott, Moreland Lawrence, and Doris Faupel Front row Anna Bartha, Charles Knowles Jr (later to become Doris’ husband), George Singer, and Annie Laurie Meredith
George Henry Faupel meant many things to many people at the Maryland School for the Deaf—former student, Gallaudet graduate, teacher and mentor, inspiration, and most of all, cherished friend.

Born August 1, 1884 in Lonaconing, Maryland in Allegany County, George came to the Maryland School in the fall of 1892, beginning a life long association with the program including thirty-seven years as a teacher. He graduated in June 1902 and entered Gallaudet College that fall. With high honors, he received his Bachelor of Arts degree in the spring of 1907. When in college, George was an athlete of note and was rated as a fancy gymnast, taking part in many public exhibitions. He continued an interest in sports throughout his long career.

Dr. Charles Wright Ely offered George a faculty position at the Maryland School for the Deaf the fall of 1907 teaching the older students. In the fall of 1908 he was appointed Managing or Associate Editor of the school’s publication, THE MARYLAND BULLETIN, a position he held under Superintendents Charles W. Ely, Charles R. Ely, Thomas Forrester, and Ignatius Bjorlee. George also had exclusive charge of the alumni section or feature which appeared in each issue. In addition to his classroom work and Bulletin responsibilities, he also volunteered by teaching two additional periods a week of sloyd instruction for the younger boys. (Hemsloyd is a Scandinavian term meaning “handicraft” and applies to tool-work or woodcraft.).

Shortly after beginning his tenure as an instructor, George founded the Ely Literary Society in 1908. He was its first President and was reelected each year thereafter until his death. The Society was a students’ group with faculty and staff members as well (Superintendent Bjorlee was, for example, a “Counselor” in the group). The Ely Literary Society met weekly, normally on Saturday evenings, and enjoyed such activities as plays, lectures, guest speakers, debates, discussions of books and in later years, movies. The vision for the Society begun by Faupel was to be “…instrumental in fostering more opportunities for students to participate in cultural affairs rather than just as observers.” He would become well known as an outstanding lecturer, story-teller, and reader of poetry. Some of the archival copies of THE MARYLAND BULLETIN still bear his signature on the inner cover as well as notes and comments in the margins. George’s Chapel addresses to students were most helpful and his benevolent influence was felt throughout the entire school.

In spite of his many duties and interests, another of which was gardening, George found time for travel, visiting thirty-eight states as well as Canada and Mexico.

A mere listing of George Faupel’s accomplishments does not entirely do justice to the man. In describing him, friends frequently used words such as “cheerful, faithful, loyal, active”, and terms such as “agreeableness, intelligence, usefulness.” One friend wrote, “Always a willingness to do a little more than he was asked to do; enthusiasm and interest characterized everything he did.”

George’s final written contribution to THE MARYLAND BULLETIN in the spring of 1944 indicates the high esteem in which his friends held him:

I Thank You -
So many deaf friends have generously contributed to my recent hospitalization fund it is impossible for me to thank each and every one personally so I am taking this means of extending my thanks.

George Faupel
after serving the school as an employee and friend for thirty-seven years. The Frederick News-Post carried a lengthy memorial piece. The largely attended funeral services were held at the family home and interment was at Mount Olivet Cemetery where members of the school’s Cadet Corps served as pallbearers. He was survived by his wife, Elsie Murray Faupel, also an MSD graduate, and three children—Murray Faupel, Doris Faupel, and George Faupel, Jr. At the time of their father’s death, Murray was a Sergeant serving in Europe in World War II. Doris was an MSD graduate working in Baltimore and George, Jr. was attending Frederick High School.

But George Faupel’s story doesn’t end there. During the 14th Quadrennial Reunion, June 1946, the Alumni Association decided to establish the George Henry Faupel Memorial Committee to raise funds in order to commission an oil portrait as a most appropriate tribute to him. After many private contributions and fund raising activities, the Alumni Association unveiled the painting on Saturday, May 10th, 1947, in the Maryland School for the Deaf’s Chapel. An elaborate program was planned with guest registration at 1:00 p.m. then Cadet drills and a baseball game between students and alumni. This was followed by a buffet supper, then the actual unveiling with many speakers, ending with refreshments at 9:00 p.m. George would have been very surprised and pleased. Today the portrait is part of the school’s archival collection.

A balance remained in the Memorial Fund, and the Committee and Alumni Executive Board determined to transfer the funds to Dr. Bjorlee in his capacity as Counselor of the Ely Literary Society to establish the Faupel Memorial Literary Culture Awards. These were to be presented annually during commencement exercises to a boy and a girl for “highest ratings attained in their literary achievements” and were intended to further honor George as the founder of the Society.

Today, the Maryland School for the Deaf Alumni Association carries on the tradition by awarding the George Faupel Alumni Association Award for Drama. One of the dormitory buildings on campus carries his name, Faupel Hall.

“In his passing the BULLETIN has lost an able worker, one who discharged his responsibilities not merely as a duty, but as a cherished trust. The Alumni have lost more: One of their best friends and ablest champions.”

—Linda Stull, Administrative Assistant to the Deputy Superintendent, stullli@msd.edu

MSD Faculty in 1918 Superintendent Ignatius Bjorlee, Teacher Edward Gale, Teacher George Faupel, and Teacher Harry Benson

Young George Faupel as a student at MSD, c. 1895 (above left). George Faupel with wife, Elsie Murray Faupel, circa 1930. Mrs. Faupel also graduated from MSD in c. 1918.
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- Mary Margaret Kopcho, GUIDANCE COUNSELOR
- Della B. Hager, SECRETARIES
The 2006 Homecoming King Scott Lehmann and Queen Carolyn Huddleston are flanked by the members of the Homecoming Court. Back row (L-R) Chanel Gleicher and Roy Barron, Sophomores; Michelle Lapides and Daniel Fava, Seniors; Carolyn Huddleston and Scott Lehmann, Seniors; Céline Daze and Colin Hill, Juniors; and Shayna Rose Unger and Micah Traurig, Freshmen. Front: Brigitta Luttrell and Rory Lewis, flower and crown bearers, respectively.