

The Maryland Bulletin

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Maryland School for the Deaf

April-May 1992



THE MARYLAND BULLETIN

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USPS No. 331-660

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DEDICATION

This year we celebrate the 20th anniversary of the Columbia Campus of the Maryland School for the Deaf. Although we pause to look back over a rich history, we look ahead to the future, not only for the Columbia Campus, but also for our graduating seniors. This issue is dedicated, therefore, to the accomplishments of our past and our faith in the future.

ON THE COVER

Then and Now — rolling farm land at Pfeiffer's Corner has been transformed into the modern campus of the Maryland School for the Deaf in Columbia, Maryland.

Columbia Campus Celebrates 20 Years

An Historical Perspective On MSD-CC's Transitional Program

Twenty five years ago when plans were being developed for the establishment of the Columbia campus, plans were also being made to establish a unique program designed to service multi-handicapped hearing impaired (MHHI) students. At that time, such commitment was almost unheard of for Deaf students. Since then, other programs in other states have been developed; some have survived, but many have closed. Columbia's program has not only survived, it has become the standard by which such programs are compared.

The program started small and was in one building that housed both the school and dormitory. It was expected to modify the behavior of MHHI students so that by age 12 they would be fully intergrated into our regular elementary or middle school program. Because the students often proved to be more complex than thought, many were not ready to move into one of our other programs at age 12. To help this group a new program called "REACH" (Realistic Education Alternatives for

Children with Handicaps) was developed in 1979 at the Frederick campus.

The REACH program was to be an extension of Columbia's Transitional program for students over the age of 12. It filled up quickly — too quickly — and could not manage the demand very effectively. In 1981 the REACH program officially closed, but the need to serve this population continued.

In 1981, the construction of Columbia's Phase II (Main Building) began. This building would serve as a Junior and Senior High School for local deaf students and older MHHI students. It was designed to be handicapped accessible and offered plenty of room to expand immediately and in the future. As the building neared completion, a trial program in the Baker Building (then called the North Building) for intermediate-aged students began. This program proved quite successful and officially moved into the new Main Building in August, 1983. Since then Columbia has continued to serve MHHI students from age 4-16. Columbia's MHHI population has grown to nearly 50 students.

For a brief period in 1980 and 1981, MSD experimented with programming for severely to profoundly handicapped

deaf students. This program was intended to be a joint venture between the school and the Department of Health and Mental Hygiene. Unfortunately, the partnership never really materialized and, despite its apparent need and modest success, the program closed.

The school is now working with the state and several cooperating agencies to establish a state/regional program for severely emotionally disturbed deaf children. Planning for this program has been going on for nearly two years and has included some of the best-known professionals in the field of mental health and deafness. The mission of this program is to serve seriously emotionally disturbed deaf children ages four to sixteen (possibly up to age 21) in a seven-day-a-week, 12-month program. By providing comprehensive intensive mental health and educational services for the population, it is hoped that Deaf Maryland students will never have to leave the state again for treatment. It is expected that such programming will fill a void in mental health services that has never before existed in Maryland.

Besides changing in size and scope of programming, the Transitional Program has also changed in philosophy. In the beginning years, the Transitional Program was in its own building and had little or no contact with the rest of the school. Over the years this approach changed, much as it has in public school, to have classrooms and dormitory groups integrated throughout the school. Only for the need of concentrating resources in classrooms and to accomodate specific learning styles and rates of learning are MHHI students grouped together.

Besides being one of the longest-established programs in the country for educating MHHI students, it has many other unique features. Prior to a student's admission into the program, the school has a three to six month evalua-



tion program. This program allows for new MHHI students to be extensively evaluated for up to six months to determine the full extent of handicaps as well as to assess how well students will progress in our system. Even when a student is not admitted after this evaluation, the student receives the most complete evaluation offered anywhere in the country.

Another unique feature of our program is its mental health support team. This team consists of a psychologist, two parent counselors/student counselors, a behavior specialist, and a consulting psychologist and psychiatrist. This staff provides a full range of services for students, staff, and parents.

Perhaps less obvious but equally as important as any other special feature noted about Columbia's MHHI program is the positive attitude of all the staff toward this special population. Everyone from the teachers and aides in the other instructional departments to the maintenance, housekeeping, and dietary staffs are involved in working with this group of students. Despite challenges and problems, the MHHI student has a home at MSD Columbia.

—John Snavlin

Former Columbia Campus Student

As I stroll down the sidewalk from Steiner Building as an employee, vivid memories appear to mind which relate to MSD, Columbia Campus. They do indeed put a smile on my face and allow me to reminisce while observing the kids here on campus, thinking they will have fond memories just as well.

Running off the bright yellow school van early in the morning, I headed to Ms. Dianne Willford's (now Deanna Hoke) classroom. We started the day by talking and discussing about different things that applied to life. The class would then get ready to go to Waterloo Elementary School as we were mainstreamed with the students there. I can certainly say that it was an enriching experience as well socially frustrating. After spending the day at Waterloo Elementary School, we would head



back to Columbia Campus. We would end the day with a review of this and that. Finally, I would run down the sidewalk from the school with my friends, chatting on the way to the school vans that would take me home.

There are certain events I recall clearly. We had our Halloween party in the hallway between the cafeteria and the boys' dorm in Steiner Building. We performed our Christmas show in the Auditorium, which now we call the multi-purpose room. We ice-skated on the frozen pond out in the back during the winter. We had our spring event outside where I sat on a horse with an Indian standing by. Most of all, I remember playing on the fire truck that was parked out back during recess time. Not to forget, I proudly stood on the stage of the Auditorium and showed off my graduation certificate to parents and teachers, which acknowledged that my days as a student (1976-1978) at Columbia Campus were over.

As a member of the family now, I experience a warm sensation, knowing that I have grown and cherished those fond memories. You can understand why I wear a smile on my face as I walk around on campus and see the kids be kids because I know when they grow up, they will carry the same feeling I have now.

—Debbie Stokes Stout

The New MSD Campus

The Columbia Campus of the Maryland School for the Deaf is celebrating its twentieth anniversary. The school is located on 55 acres in Howard County at the intersection of Route 175 and Old

Montgomery Road near the city of Columbia.

The need for a second campus was kindled by two factors—to provide services for the large number of children whose deafness was attributed to the rubella epidemic in the 1960's, and the limitation of space on the Frederick campus. The administration, headed by Dr. David M. Denton, was interested in providing day school opportunities for a growing population in the Baltimore-Washington corridor.

With the help of influential members of the Maryland Legislature, especially Senator James Clark and House member Goodloe Byron, land was acquired in 1968. It had previously been used by the Agricultural Department of the University of Maryland.

The campus was built in three phases—(1) an elementary school for students, ages 4-12, completed in 1973; (2) a unit for multi-handicapped deaf students completed in 1975; and (3) an Intermediate Department building consisting of classrooms, gym, auditorium, dormitories and swimming pool in 1982. The goal of the multi-handicapped unit was to transfer students into regular programs later in their careers. By necessity, emphasis was placed on small student-teacher ratio so that maximum individual tutoring could be provided. Total Communication was used consistently throughout the school.

At the dedication of the Columbia Campus on November 15, 1973, it is interesting to note some of the participants: Reverend Louis Foxwell, a stalwart friend of the Deaf and the son of a graduate of MSD, gave the invocation.

Dedication ceremonies were performed by George R. Lewis, Secretary, Department of General Services of the State of Maryland; Honorable James Clark, Senator for Howard and Montgomery Counties; Honorable Louis L. Goldstein, Comptroller of the Treasury; and Dr. Boyce R. Williams, Director of the Office of Deafness and Communicative Disorders, U.S. Department of Health, Education and Welfare.

The doors of the Columbia Campus were opened in September, 1973 but with a minor problem. The classroom furniture had not arrived so that students sat on the carpeted floor or used furniture borrowed temporarily from the Frederick Campus.

The first principal of the Columbia Campus was Frank Bryan, originally from North Carolina and a former teacher at the Frederick campus. He was followed by Dr. Don Garner who served on an interim basis. Then Dr. Richard C. Steffan, Jr., came from Gallaudet University in 1980. He continues to serve with distinction.

The first assistant principal of the Elementary Department was Gertrude S. Galloway who was an excellent role model for the students. She served in this capacity from 1973 until 1990, when she became the first deaf woman super-

intendent at the Marie H. Katzenbach School for the Deaf in Trenton, New Jersey.

Besides the regular supportive services of audiology and psychology, two unique programs have been developed at Columbia. One deals with the adjustment of students on campus, and the other is a program reaching out into the community. The Psychosocial Department deals with behavior adjustment of students, some of whom are neurologically impaired. Brian Alles, school psychologist, heads this team which includes a psychiatric nurse, family services specialists and behavior specialist. The second program is the Family Education/Early Intervention Department with offices at Columbia and Frederick. This program "identifies deaf children at the earliest age providing assistance in seeking diagnostic evaluation, developing communication skills, understanding and support services for parents." The first director was Mrs. Aileen Hall, followed by the present director, Dr. Ruth Howell. Specially trained teachers visit homes throughout the state and informally help families learn about their child's deafness and educational options. Parent groups, nursery classes and sign classes designed for parents

are offered on a regular basis. The yearly roster has grown over the years from an average of 45 to the present enrollment of 88 children under the age of four and continues to grow.

For the last twenty years the Columbia Campus has successfully met the education needs of a challenging population of deaf children. We look forward with confidence and assurance that the school will continue to rise to the challenge of varying educational needs of future deaf children of Maryland.

—Margaret S. Kent

As I Remember . . .

The Maryland School for the Deaf had been educating deaf children for over a hundred years. There had been a Rubella epidemic, however, and the children deafened as a result of it were approaching school age. School systems, MSD included, were concerned about how they were going to meet the educational needs of these young people. At a professional conference, the head of a teacher training program made the comment, "Only Jesus Christ will be able to be Superintendent of the Maryland School for the Deaf when those kids hit it." Dr. Powrie Doctor, an internationally known educator of the deaf, turned to Miss Kent, then Principal of MSD, and added, "And you can be St. Margaret."

Dr. Denton knew that the Maryland School for the Deaf could not accommodate all these deaf children as it was. Something would have to be done to meet the increasing need for educational services. He formulated the rationale for a branch campus and went to Annapolis to convince the governor and the legislature that these facilities were needed. Many people in Maryland agreed with Dr. Denton, but there was also some strong opposition to a branch campus.

Senate Bill #274 to establish a branch campus of MSD was introduced by Senators Lee and Byron. The bill passed the Senate. I remember that Dr. Denton and I went to Annapolis and sat in the House of Delegates chamber when the bill came up there. We patiently sat waiting while other bills came up. Some of the bills required lots



CHAPTER NO.

A BILL ENTITLED

AN ACT to add a new Section 34 to Article 30 of the Annotated Code of Maryland (1967 Replacement Volume and 1967 Supplement), title "Deaf, Mute or Blind," to follow immediately after Section 33 thereof and to be under the new subtitle "School for the Deaf," requiring the establishing of a branch school to serve as a part of the School for the Deaf and providing generally for its location, operation, and financing.

1 SECTION 1. *Be it enacted by the General Assembly of Maryland,*
2 That new Section 34 be and it is hereby added to Article 30 of the
3 Annotated Code of Maryland (1967 Replacement Volume and 1967
4 Supplement), title "Deaf, Mute or Blind," to follow immediately
5 after Section 33 thereof and to be under the new subtitle "School
6 for the Deaf," and to read as follows:

1 *School for the Deaf*

2 34.

3 *A branch of the present Maryland School for the Deaf is hereby*
4 *established. It shall be located near the population center of the*
5 *State, ~~either in northern Anne Arundel County or in southern or~~*
6 *~~western Baltimore County.~~ It shall be administered and operated*
7 *as part of and subject to the Maryland School for the Deaf.*

1 SEC. 2. *And be it further enacted,* That if capital funds for the
2 construction of this branch school have not previously been pro-
3 vided, the Governor shall include such amount as necessary for the
4 construction of the branch school, in the State's Capital Construc-
5 tion Bill to be submitted to the General Assembly of 1969. The
6 Governor shall include in the Budget Bill for fiscal year 1970 such
7 amount as necessary to assure the effective operation of the branch
8 school during that fiscal year.

1 SEC. 3. *And be it further enacted,* That this Act shall take effect
2 July 1, 1968.

EXPLANATION: *Italics indicate new matter added to existing law.*

[Brackets] indicate matter stricken from existing law.

CAPITALS indicate amendments to bill.

~~Strike out~~ indicates matter stricken out of bill.

of debate, and it became late and we knew that they would not act on MSD's bill that day. Before going back to Frederick, I remember we went to the Harbor House and had some crabcakes! The next morning, Saturday, March 23, 1968, I went back to Annapolis by myself and sat in the visitors' gallery. Finally Senate Bill #274 came up and was passed, 113-0!

Money was appropriated to fund construction of the new campus, but a site had to be selected. Dr. Denton invited me to go with him to look at several parcels of land the state already owned to consider possible sites. I remember going to look at three sites. The first was a broad field that sloped back to a body of water, I think it was a river. It was a beautiful site, but we were concerned about having a school so close to the water. The second site was near the intersection of the highways (Rt. 1 and Rt. 175) near the Waterloo Police Barracks. Dr. Denton was concerned that this area would become heavily industrialized and did not think it was wise to have a school in the center of it. Today that site is a center of industry and Dr. Denton was right. The third site is where the Columbia Campus is presently located. Dr. Denton and I both liked the rolling fields and the woods. At the time of our visit, there was an old shed and a broken down piece of farm equipment about where the Steiner Building is now located. We walked through the fields that were full of weeds with burrs, and on the way back to Frederick we picked burrs from our clothes.

And so, the bill to establish the Columbia Campus was passed, funds were allocated, a site was selected, buildings were erected to house the program, the staff was hired, equipment and supplies were purchased (or borrowed from Frederick), and in the fall of 1973 the Columbia Campus began to serve deaf children. A dedication ceremony was held on November 15, 1973. Dr. Denton was the Superintendent, I had become the Principal of the Frederick Campus, and Mr. Frank Bryan was the Principal of the Columbia Campus, and MSD continued to

meet its responsibility of educating deaf children, but on a broader base.

—Kenneth W. Kritz

Welcome to My World

Pfeiffer's Corner! The school bus stopped to pick up my girlfriend on the way to high school. My world was simple and carefree. I had no idea that small corner would be such an important part of my life.

In the fall of 1973, Maryland School for the Deaf, Columbia Campus, would open its elementary complex on that very corner. We started sign classes that summer to prepare for my son's enrollment at Columbia.

At the dedication of the complex in November of 1973, the children sang and signed a song called "Welcome to my World." We had entered a new world of Total Communication, TDD's, and closed captioning.

The location of Columbia Campus gave my son the opportunity of being a day student and gave me the chance to attend sign classes, meet other parents, and learn about our new world.

It was an exciting time for us. The Columbia Campus P.T.C.A. was organized, and we were involved in issues such as the introduction of Signed English, purchasing sign stamps

for use in the classroom, and many fund-raising events.

In 1974, the multihandicapped complex was added, and in 1982, Phase II was completed.

By now this "corner" of my world had become a main part of our lives. My son graduated from the Maryland School for the Deaf in 1989. Our worlds have become one.

This year we found ourselves in Annapolis, fighting for our world. Fighting for that "corner" of our world has become a way of life for us. Fighting to preserve and to be able to share this corner of our world with others.

—Sandy Resch

Interview with Elizabeth Kellison

Interviewed by Richard C. Steffan, Jr.

Mrs. Kellison lived on the farm, saw the development of the property into a school, and then worked for the School. She, probably more than anyone else, has the longest history of the property since 1963 to 1992, as she has thirty years of experience with this particular property.

Mrs. Kellison remembers when the Columbia Campus was pasture field. She said the house had a fence around it, and the pond was there, it has always been there. They had to get out of the car and open the gate when we came off of Old Montgomery, come up around the two buildings on the right, a corn crib and a shed, then came into the gate to the house. Therefore, if it was pouring rain, she had to get out open the gate, let her husband to go through, close the gate and get in the car. After they had lived here maybe six months, they put pipe gates in. A trench was dug and laid pipes in so the cows would not walk over the pipes.

Interviewer: How long have you been associated with Maryland School for the Deaf?

Mrs. Kellison: I came to work February 1974. That was about six months after the school opened. I quit August 1980.

Interviewer: Before that time, could

you tell us what your association was with the land.

Mrs. Kellison: We lived here. My husband was a maintenance mechanic for University of Maryland and worked on the farm where the School now stands which belonged to the University of Maryland, College Park. He never worked at MSD however. We moved to Sykesville in October, 1971 when the land was sold for the School to start.

Interviewer: How long had you lived on the land the School now occupies?

Mrs. Kellison: We moved from the Smith farm to this property on March 4, 1963, a little over eight years.

Interviewer: What was your house like here?

Mrs. Kellison: It was a very nice, three bedroom house with a full basement.

Interviewer: Where exactly was the house located?

Mrs. Kellison: It was about where the former teacher's lounge is in the Steiner Building (used to be called the South Building). When I was here they called it the Elementary Building.

Interviewer: Did you work here on the property before the School was built?

Mrs. Kellison: No. I just worked in the house just like any other housewife.

Interviewer: Can you tell us what this area was like even back before the School was built in the 1960s?

Mrs. Kellison: It was very rural, very nice and quiet without all the traffic.

Interviewer: What was the name of the farm?

Mrs. Kellison: This was the Otten Farm. The University of Maryland raised cattle here, afterwards they raised horses for research.

Interviewer: How big was the total farm?

Mrs. Kellison: It was 137 acres, a big farm.

Interviewer: What was the name of this particular area?

Mrs. Kellison: Pfeiffer's Corner, they still call this area Pfeiffer's Corner.

Interviewer: In what town did you live?

Mrs. Kellison: Our mailing address was Ellicott City.

Interviewer: How did you get your job here?



GERTRUDE GALLOWAY
Former Supervising Teacher

Mrs. Kellison: Dr. Denton came down and said they were going to build the School. He said, "Why don't you come up and fill out an application?" Later, Mr. Jerry Smith called me and said there was a job opening so I applied.

Interviewer: Did you see the house torn down?

Mrs. Kellison: No, we were in Sykesville, I didn't actually see it torn down but we would go past and see buildings going up.

Interviewer: Where do you live now?

Mrs. Kellison: Across the street, third house below the church.

Interviewer: Was the church there when you first lived here?

Mrs. Kellison: Yes, the church was there.

Interviewer: Was the Waterloo School here too?

Mrs. Kellison: They built the Waterloo School while we lived here, before the Columbia Campus was built.

Interviewer: There is a big house on the horse farm, what was it used for?

Mrs. Kellison: Someone lived there, many, many people have lived there because they worked for the University.

Interviewer: Did the Otten's live there originally?



FRANK BRYAN
Former Principal

Mrs. Kellison: I don't know, all I know is this was called the Otten Farm.

Interviewer: Did you have any interesting experiences that happened after you were employed here?

Mrs. Kellison: You know I never worked before as far as having a "job." I worked part-time for the Howard County School System as substitute in a couple of kitchens, but I never held down a full-time job. I worked here seven and one-half years in the House-keeping Department, bathrooms, and windows, and trash.

Interviewer: Do you have any sentiments about the area?

Mrs. Kellison: I wish it was like it used to be.

Interview with W. Paul Baker

Interviewed by Richard C. Steffan, Jr.

Paul Baker was Maintenance Supervisor at Columbia Campus from January 1973 until he retired July 1, 1987. He came on board when the Elementary School was being constructed.

Interviewer: Do you have any experiences you would like to tell us about?

Mr. Baker: While the building was under construction I was the only employee. I had to go and get the mail, take deliveries along with many jobs I had to do myself because there was no one else.

Interviewer: Could you describe the sentiment or feelings of the first staff members back in 1973.

Mr. Baker: I think there was general excitement about something new, like buying a new car you are excited, and I think they were all looking forward to making the school work. A few of my employees, Vernon Smith and Bob Detrick, had worked at previous jobs so they had a lot of work experience and they were very helpful. As far as security and housekeeping, I think they had the same sentiment as me, anxious to get started and see how things went. By and large, all the support staff were enthused about the new school.

Interviewer: Is there anything else you would like to tell us about your experiences at the Columbia Campus?

Mr. Baker: I enjoyed my job here. It was a wonderful experience being the first employee. I got a chance to greet all employees as they came onto campus. I was head honcho so to speak.

Mrs. Hall Remembers . . .

I went to Frederick to talk to Dr. Denton about future positions at Columbia in the fall of 1969. I was not applying for a position, but only wanted his advice about what courses I could take so that I would be eligible for a position when the new campus opened. He enthusiastically showed me floor plans of the developing campus, and maps showing the location of the site. He talked to me about the need for expansion to accommodate "Rubella Bulge" and the special needs of these children.

When I first made contact with MSD, the law had been enacted, the land had been acquired, and architectural plans were well underway. I started working at the Frederick Campus in the fall of 1970 as a second teacher in Preschool Parent Counseling at the beginning of its third year. The Columbia building plans included space for the preschool program, so I hoped to be moved to the new campus when it opened. Since it was a long commute from my home in Kensington, Maryland, to Frederick, I did not see the new Columbia Campus until the spring of the year it opened. Mr. Smith, then Director of Support Services, showed me and two or three other people around.

I was not involved in program planning at Columbia. My impression was that the regular classes would be a direct extension of classes at Frederick rather than a new program. My status was that of a teacher with the additional responsibility of supervising the preschool program. It was difficult to schedule home visits statewide with so few of us working. There were as many children in our program as there were in the classrooms at Columbia. Because of the heavy traveling schedule and parent/child sessions at the Frederick Campus, I spent little time in my office. I did attend regular administrative meet-

ings at Mr. Bryan's request, but I was not actively involved in program planning for the classrooms.

The multi-handicapped program was developed at Columbia with the help of outside consultants. We in preschool were taken off the road for a short time to attend workshops and lectures so that we would be able to carry information to families across the state and so we would understand new concepts of teaching multi-handicapped students including such methods as behavior modification.

—Aileen Boutilier Hall

(Mrs. Hall was in charge of the Preschool Parent Counseling program until her retirement in 1986)

My 11 years in Columbia

When I arrived on the Columbia Campus on December 1, 1980, one of my first duties was to supervise the construction of Phase II (now called Main Building). There was a huge hole on the east end of campus down by the Deep Run Creek which had been prepared for the new building.

In the Columbia Campus Program and Campus Development Plan developed by Perkins & Will, architects, there was a three-phase development plan for the 55 acre campus. A new city nearby—Columbia—and easy road access to Baltimore and Washington provided an ideal site for this "ground-up" futuristic campus.

As often happens, the ideal meets up with the real and plans are not achieved fully. Even for Phase II, the plans had to be modified to meet state budget requirements. A three-pod instructional complex of 15 classrooms and 24 dormitory rooms was reduced to a one-pod instructional complex with five classrooms and eight dormitory rooms for Columbia's Intermediate School. A large 400 seat auditorium, 400 seat gymnasium, library/media center, swimming pool, administrative offices and dining areas were included in the final plans.

Along with learning a new job and new faces, I had to decide on such mundane as things the keying system

Former New Teachers at Columbia Campus



Left to right: Michelle Herx, Suzanne Abel, Robinette Hoover, Nancy Wagner, Fran Hunt. Not in picture: Marilyn Nehls

we would use throughout the building along with a myriad of other decisions—the color scheme, carpeting, floor tile, and so on.

It's difficult to believe that we will be in the building 10 years in December 1992, but it's true. It took what seemed to be two long years to build the building since we experienced a wide range of construction problems, both during and after construction. These included a swimming pool that did not function properly until 1991, leaky roofs, crumbling steps and sidewalks, inadequate landscaping, water damage on the lower level dormitory area, and inadequate heating/cooling and ventilation, among others.

I remember sweltering during summers when the air conditioning did not work. We had to order many fans just to try to keep "cool" in 100°+ heat. The opposite is often true—just ask Chris Duck whose office reaches a high temperature of 55°+ during the winter.

Many of the problems stem from faulty construction and acceptance of the building before the architects felt it was ready. The building itself is very

beautiful architecturally, but it has not stood the test of time. Many modifications have been made to meet student and staff needs and repair faulty construction.

Along with the Phase II project, the Columbia Campus has experienced many other changes since 1980. Originally, the Elementary Building (now Steiner Building) and the Transitional Building (now Baker Building) housed separate educational and residential programs. By 1981, Elementary and Transitional (MH) programs were integrated into both buildings. The special Severe and Profound Program was closed in 1981 and the intermediate department (now Middle School) was established in 1982, prior to the opening of Phase II.

In order to accommodate all the many changes, the Baker Building particularly underwent several phases of development. The Baker Building classroom areas were redesigned into dormitory areas in order to make the whole building a dormitory (approximately 1983-84). In 1985-86 one dormitory area in Baker Building was

changed into a maintenance area and security station. In 1991 the multi-purpose room's stage was lopped off due to its being condemned by the Department of General Services. The stage area was pulling away from the rest of the room because of undersurface water damage. A new wall was constructed and the room was turned into a storage area.

The Steiner Building has remained relatively untouched during its 20 years. Classroom space has lent itself well to the rapidly changing student demographics. From an older student body we are now entering an era of much younger students enrolling at Columbia, along with more multi-handicapped children and an increasing day population.

The Columbia Campus adapts well to change and will be able to adapt once again to even more significant change in the next few years. A new special unit for severely emotionally disturbed Deaf children and youth will open in the Main Building sometime in 1993. This 12 month, seven day a week program will surely change the face of Columbia.

Columbia Campus has been faced with many crises in the past 10 years—threats of closure since 1990 have been the most disturbing due to Maryland's



Left to right: Marty Russell, Millie Russo, Joyce Leitch, Linda Ditman, Helen Eisenhardt

severe budget crisis and an unfair special legislative audit of 1990. Each day for two years Columbia administration, faculty, parents, and students have fought to keep Columbia open. The School remains intact, but the reality of budget deficits looms overhead con-

stantly. 1984/1985/1986 were difficult years for Columbia with one crisis after another. A major occurrence was a shooting incident in October 1986. A disgruntled employee who was terminated on probation left campus and returned soon after with a gun. He shot at two supervisors, hitting one in the head, narrowly missing killing him. Happily, the wound was not life-threatening and he had a rapid recovery.

During those years, accusations of child abuse frightened parents and staff alike. The media was continually at our door, trying to dig up dirt. School staff experienced a real life Perry Mason trial which ended in a hung jury. Much staff time was devoted during those years in preparing testimony and sitting in courtrooms.

Through all the crises, however, Columbia has remained intact and come out stronger than ever. The average length of years of service staff employed at MSD is 10-12 with some "original" employees still at Columbia. The Columbia dream is still alive and we hope will be alive for many years to come.

—Richard C. Steffan, Jr.

Former New Students at Columbia Campus



First row: Gary Resch, Matthew Anthony, Phillip Jobes, Robin Chester, Wenonah Scott, Wendy Hildebrand. Second row: Troy Richardson, Chris Frey, Doug Haught, David Hagemeyer, Eric Cladfelter, Mona Mayes, Renee Strickland, Tabby Miller. Third row: Kurt Wilcox, Joyce Byrd, Lisa Rose, Kenny Brennan, Sean Kerins, Chris vonGarrell, Norman Rogers.

Hazel McCanner

MSD History Contest

This is the second year for the Hazel McCanner—MSD History Contest, established in memory of her 47 years of service to the school and her abiding interest in its history. Students were encouraged either to interview people who know about the history of MSD or to do library research on a significant event or individual. The entries were judged by a panel of three staff members and Miss Margaret Kent, who is Miss McCanner's niece. The winners for 1992 are Melissa Herzig, first place, \$75; Mark Muir, second place, \$30; and Joann Gregor, third place, \$20.

MSD's History: Recognizing People, Not Only Time

The word "history" doesn't necessarily always relate to a period in time. It relates to people, events, and lifestyles, not just dates alone. An important part of MSD's history is the people that gave so much to the school. MSD's former superintendents were some of the well-known people that shaped MSD's history. I have chosen to give recognition to one of our longest-serving superintendents, Dr. Ignatius Bjorlee. A brief biographical history of Dr. Ignatius Bjorlee follows:

He was born on a farm in Freeborn County in southern Minnesota on December 9, 1885. He was the son of Elias and Karen Tostenson Bjorlee. His father emigrated from Norway in 1868, while his mother was born in Wisconsin, of Norwegian parentage, too. Bjorlee's family moved to Northwood, Iowa, where Ignatius attended elementary and high school. One year after graduation, he taught 32 pupils in 11 different grades in the one-room county school. He then became a student at St. Olaf College. During his junior year, his college sponsored classes for the deaf to receive additional high school training and preparation for college. Bjorlee became an assistant instructor of Eng-

lish and Algebra for those deaf students because he had two older deaf half-brothers.

Bjorlee first wanted to study law but became interested in his work with the deaf. He decided to apply to Gallaudet, and he received a scholarship to be a graduate student in 1909-1910.

After his graduate training, Bjorlee then became a teacher at New York School for the Deaf at White Plains for eight years. Afterwards, Bjorlee got an invitation to become the head of Maryland School for the Deaf. At that time, his position was "principal," while today his position would be known as "superintendent." He got the invitation because Thomas C. Forrester, the previous principal of the Maryland School for the Deaf, resigned to take a position similar to that Bjorlee was about to

receive, at New York School for the Deaf at Rochester.

The Maryland School for the Deaf expanded a lot under the reign of Dr. Ignatius Bjorlee, who served as our fifth superintendent from 1918 to 1955. He put in 37 years of distinguished service. Some of the expansions are listed below in chronological order: In 1925, MSD bought four acres of land for the northern campus and where the present elementary building is located. In 1926, the foundation of the vocational building and gymnasium was built. Both of the buildings are gone now. In 1928, an academic building was built to give more room in the Old Main Building. In 1953, the modern library was built with study hall accommodations. In 1954, a modern heating plant and laundry was built. Also, Maryland School for the



Hazel McCanner Award winners posed with Hazel's niece, Margaret Kent, are Joann Gregor, Mark Muir and Melissa Herzig.

Deaf was one of the last schools for the deaf to discontinue military training, which happened in 1956.

After Dr. Ignatius Bjorlee's retirement in 1955, when he reached the state's maximum age for retirement, he and his wife, Mrs. Cornelia Bjorlee, went back to their home in Glenville, Minnesota. Dr. Bjorlee came back to Maryland only once in October, 1960. Later, he had several bouts of sickness which forced him to spend a lot of time at home. He passed away in his home in Glenville on February 3, 1968.

Dr. Ignatius Bjorlee played a big part in shaping MSD's history. The people of MSD past and present need to recognize those that made our history. It is not just the dates that are important but the people who made those dates notable. MSD history would be nothing without dedicated people like Dr. Bjorlee. To him and others, I say thanks!

—Mark Muir

Back to 1960 at Maryland School for the Deaf

Seventeen-year-old Kay McGreg awoke, puzzled that she was not in her bed in the dorm at Maryland School for the Deaf. Instead of lying in her bed, she was lying on the grass. She shot up, looking around frantically. *Where in the world am I?* thought Kay. However, the surroundings looked vaguely familiar.

Kay glimpsed a huge building that looked like a mammoth mansion with thousands of "U" shaped windows and three identical cupolas on top of the building. *The Old Main Building!* thought Kay. *I thought it was removed in early September, 1967.* She looked around, confused. *Where is the water fountain and the Bjorlee Library?* She recognized the old Hessian Barracks.

Kay immediately realized that where she was sitting was supposed to be where the high school girls' dorm, Barry Hall, should be. She looked across and gasped because there was no high school boys' dorm, either! She craned her neck around to see if there was a cafeteria with an elementary building, but no sign of it!

Kay finally got up and walked around uncertainly. She saw three girls walk across the grass. Kay realized there were no sidewalks. Her eyes were as big as saucers as the three girls greeted Lloyd A. Ambrosen, the MSD Superintendent. *Lloyd A. Ambrosen!* Kay was bewildered. I thought he left MSD on July 1, 1967.

Kay ran to the girls, noticing that they were wearing hippie type clothes. She signed to them, "Where am I?"

The three girls looked puzzled, and one girl with big, round, pink plastic glasses replied, "You are on the Maryland School for the Deaf campus."

Blood drained from Kay's pale face as she was told that today was September 9, 1960! Kay realized that she had somehow gone back to the 1960's from 1990's! She was supposed to graduate May 31, 1992!

Kay told the three girls that in her time, 1992, there was no old Main Building, but a new Administration Building called the Ambrosen Administration Building. It was named after the MSD superintendent Lloyd A. Ambrosen. It was completed in February 10, 1967.

Kay looked around, puzzled, "Where are the girls' and boys' dormitories?"

The three girls thought she was crazy as one of them replied, "Boys and girls sleep in the Old Main Building."

Kay told them that an elementary school building including a cafeteria was built and opened in September, 1961.

The three girls gasped because it would happen that next year!

Kay went on telling the three girls that new dormitories for middle school and high school students were built and opened in May of 1964.

"Elementary, middle school, and high school?" stammered a confused red-haired girl.

Kay suddenly realized that the names for each department were changed in the Fall of 1991. She explained to the three girls that the Primary Department changed to Elementary School, and the Intermediate Department is now called the Middle School. The name of the Advanced Department changed to the High School."

Kay also told the shocked girls that a library, the Bjorlee Library, was built in 1963. It was named after the fifth MSD superintendent. He retired in 1955. In addition, a water fountain was established in 1973.

The three girls' eyes widened each time Kay told them of the changes in MSD that would happen in the future. One of them shyly asked, "What else will change here?"

POOF!!!

Kay awoke suddenly in her bed in the dorm. She instantly realized that it was only a dream!

Kay had studied enough for the MSD history exam. Now she was dreaming about the old MSD. Her brain definitely needed a rest! She lay down on her bed and went to sleep with a smile on her face. She was ready for the exam tomorrow afternoon.

—Joann Gregor

The News that Rocked MSD

On January 30, the students of MSD were just sitting in the class during ninth period doing typical things when an announcement came over the P.A. system. The announcement informed the students to go to the auditorium for an assembly after ninth period class. The students were guessing, as usual, about what the assembly was about. Several kids assumed that it was about who would be selected for the honor group, a new group formed by the Student Council for certain students to get more privileges. Some others thought it was about honor roll. However, the teachers looked grim. They said it might be bad news, but they didn't know what was up.

The students walked anxiously into the auditorium. Dr. Denton, who usually looks cheerful, looked solemn. The students immediately knew the teachers were right. This might be bad news.

When Dr. Denton began to speak, his signs were strong and clear. He announced that the governor had offered two tax packages for the legislature to vote on. One would require the people of Maryland to pay increased state taxes which would keep several

state agencies such as MSD open and running next year.

The second tax package plan, which was called the "Doomsday" budget, would cut out those state agencies not required by law including MSD to make for a constitutionally balanced budget. The State government would no longer pay for those agencies that aren't required by the law. That means the State wouldn't support Maryland School for the Deaf any more—both campuses!

Everybody was speechless. At first, that piece of information didn't really sink into the students' minds. They were thinking, "No way! It will never happen to us!" The next day, January 31st, everyone slowly came to the realization that this school, their "home," could close if the legislature didn't vote in favor of increasing taxes.

The students had a meeting in the seminar room. It was the moment that MSD took the state by storm! The students felt a strong bond between them. The students established a name for themselves with the help of a teacher, K.I.D.S. It stands for Keep Investing in Deaf Schools. They formed committees. Committees were divided into six groups: flyers, rally, letters, media, financial, and the steering committee.

The flyers were used to explain that the K.I.D.S. wanted to keep the school from closing. The rally committee organized a rally that was set for February 12, 1992. The letter committee wrote letters to each of the 150 legislatures to pressure them into voting for a tax increase. The media committee contacted newspapers and TV stations to publicize the rally and encourage the people to support keeping both MSD campuses open. The financial committee's duties were to raise enough money by selling baked goods, and getting donations from staff, students, and parents. Finally, the steering committee's responsibility was to make sure every committee got its job done smoothly.

The staff and middle school students rolled up their sleeves, too, and helped the high school kids with their committees. Both the middle school kids and

the high school kids sold lots of baked goods to raise money to pay for papers for the flyers, letters, stamps, and transportation to Annapolis for the rally. Teachers and counselors helped the students too by donating lots of baked goods.

The students felt like the school had frozen in time after they heard about the possibility of closing. The people who were against the closure of MSD just pitched in and helped one other. Maryland Association of the Deaf and Gallaudet University fully supported the K.I.D.S. in keeping MSD open.

On February 5th, the K.I.D.S.'s steering committee had a meeting with Columbia Campus's committees to fill them in as to what was going to happen. More people turned up than expected! Columbia Campus's PTCA (Parents, Teachers, and Counselors Association) was willing to pay for one of the buses to transport the kids from school to for the Rally.

—Melissa Herzig

Alumni & Others

Michael Baer ('80) has been named account manager for the Maryland Relay Service operations in Baltimore. Mike will serve as the primary customer representative for users of MRS, which provides telecommunication service to Maryland residents who are deaf, hard of hearing, or speech disabled and to those who want to communicate with them.

After graduating from MSD, Baer entered a bachelor's degree in sociology from Gallaudet University. He hopes to complete his master's degree in general administration from the University of Maryland in December 1992.

Sprint, an international telecommunication company, won the contract to provide MRS in September 1991, and had been processing calls through its Austin, Texas, relay center since December. On April 1, a separate center at 6000 Metro Drive in Baltimore opened to accommodate Maryland's relay traffic.

In addition to Maryland and Texas, Spring provides relay service to California, Colorado, Missouri, Nevada, New Hampshire, North Carolina, Oregon, and South Carolina.

Maryland Relay Service can be reached 24 hours a day toll-free at 1-800-735-2258 TDD/Voice.



Alan A. Miller

Big Al Receives Foxwell Award

The Foxwell Award is given in remembrance of Reverend Louis Foxwell, a life-long friend of MSD. Rev. Foxwell dedicated his life to serving others with no regard for personal gain. His life and unselfish service reflects qualities of human and spiritual leadership and continues to inspire all who knew him.

The Frederick Campus PTCA votes annually for a person who we feel keeps Rev. Foxwell's spirit alive. At the end of October, we had a special presentation to honor Alan A. Miller, also known as "Big Al." Big Al is an American Red Cross instructor. He has volunteered many hours to teach life-saving techniques to many of the staff members, students, and the Boy Scouts. Everyone deeply appreciates the hours he has sacrificed over several years to provide the type of service he does best. Big Al richly deserved this honor. Congratulations, Big Al!

—Melinda C. Padden
PTCA President, Frederick Campus

AROUND MSD



MSD Foundation

In 1992 the Maryland School for the Deaf will reflect on 125 years of service to the deaf community. Looking ahead, the Board of Directors of the Maryland School for the Deaf Foundation, Inc. is pleased to formally announce a fund raising campaign. The goal is to create an endowment to financially aid Deaf education far into the future.

As public understanding of deafness has increased in recent years, so has the demand for educational institutions to embrace greater responsibility. The State-supported Maryland School for the Deaf can no longer depend solely on public funds to meet these growing challenges. A private foundation provides a new source of much-needed financial support to secure the School's leadership in the next century.

The Foundation is a professionally managed, not-for-profit, tax-exempt organization, established by the MSD Board of Visitors. The Foundation functions as a separate entity and is administered by a Board of Directors which is responsible for attracting funds and investing and managing them to produce the best financial return for the Foundation and the donors. They are dedicated to applying those funds equitably to a full range of needs, both present and future.

Contributions to the Maryland School for the Deaf Foundation can be made in a number of ways, depending on the donors' wishes. Gifts of money are a direct means of support which can be given outright or pledged to be given over a period of time. Securities, real estate, life insurance, or bequests offer an excellent opportunity to make a con-

tribution at the least cost to the donor. Business or corporations may be interested in offering challenge or matching grants to encourage others to endow a particular area of endeavor.

The Foundation is able to match the philanthropic goals of many donors with specific or general educational and cultural needs. It combines gifts of all sizes to create a permanent, self-renewing resource for the perpetual benefit of the Deaf community.

The Foundation would be pleased to provide more information about the organization and can be reached through the mail at P.O. Box 636, Frederick, Maryland 21701 or V/TDD 301-662-5133.

S.U.P.T.

Last fall, parents, alumni, staff and MDAD representatives and other interested persons formed S.U.P.T. (Support, Unity, Progress, Trust) under the leadership of Carolyn Woosley, parent of two MSD students. The committee has met nearly every Saturday since its formation.

One of the primary goals of the committee is to ensure that the School hires the most qualified superintendent possible. Through the efforts of the committee, an open hearing was held on the Frederick Campus with the Superintendent Search Committee on January 16, 1992. Forty-one people testified on a variety of issues related to the Superintendent's Search. The committee also assisted in the KIDS Rally in Annapolis on February 12, 1992. On February 25, the committee submitted a job description for the superintendent at a special meeting on the superintendent's job description which was held to review a draft of that job description.

On February 19, Mrs. Woosley sent a letter to Mr. Richard Mullinix, President of Board of Visitors commending the Board's decision to "dismiss David M. Denton from his post" and to offer the S.U.P.T. committee's full support to

the MSD Board. Mrs. Woosley further added that "The committee for S.U.P.T. had expressed the desire to be actively involved in as the partners in the educational progress at MSD and will "continue to cooperate and support . . . in the endeavors of the deaf education progress at the Maryland School for the Deaf."

Julie Bourne Wins School Geography Bee

Julie Bourne, a fourth-year middle school student at the Frederick Campus, won the school-level competition of the National Geography Bee on December 3, 1991, and a chance at a \$25,000 college scholarship. The school-level Bee at which students answered oral questions on geography was the first round in the fourth annual National Geography Bee, which is sponsored by National Geographic World, the Society's magazine for children, and Amtrak.

The kick-off for this year's Bee was the week of December 2 to coincide with Geography Awareness Week. Thousands of schools around the United States, the District of Columbia, and five U.S. territories participated. The school winners, including Julie, took a written test. Up to 100 of the top scorers in each state and territory will be eligible to compete in their state Bee March 27, 1992.

The National Geographic Society with its co-sponsors will provide an all-expenses-paid trip to Washington, D.C., for state champions and their teacher escorts to participate in the National Geography Bee national championship on May 20 and 21. The first-place national winner will receive a \$25,000 college scholarship; the second-place winner, a \$15,000 scholarship; and the third-place winner, a \$10,000 scholarship.

Alex Trebek, host of "Jeopardy" will moderate the national finals.

Our congratulations to Julie!

AROUND MSD

A Special Visitor from a Different World

Through arrangements by the MSD Student Council, MSD's High School and Middle School were honored to have a special guest from Russia on Wednesday, February 26. We had the chance to meet a remarkable man named Igor Abramov, who is the vice-president of the All-Russian Federation of the Deaf and president of the Moscow Society of the Deaf. He holds a master's degree in engineering from Moscow State University of Technology. He has been staying in America for six months to do research in deaf history and deaf education. He plans to make a proposal to the Russian government to set up a special college for deaf Russians at Moscow State University. He is obviously a brilliant and exceptional man. Within only six months, he was able to learn ASL and English. He did not need an interpreter. He told us several fascinating stories about how the signs for Moscow and

Russia were created. He showed the Russian fingerspelling alphabet and some of the signs. The students were overwhelmed with curiosity. A lot of hands were raised in the auditorium. The students and teachers were eager to ask questions.

The Pee Wee NAD donated \$75 to buy food for needy deaf Russians. A T-shirt of Frederick and \$200 were given to him by MSD. We wish him the best of luck upon his return to Moscow, his family, and his new career.

If you are interested in having a deaf pen pal from Russia, Igor would be more than happy to translate your letter, and he will match you with someone.

—Heather Herzig

Send your letter to:

Igor Abramov
Seliverstov Per. 8
Moscow 103045 Russia



Igor is explaining about Rubles (Russian money) to Dawniela Halischak and Julie Bourne.



Heather Herzig, Student Council President, presented Igor a T-shirt of Frederick.

In the News . . .

Marguerite Sharpe, librarian at the Frederick Campus, is the 1991-1992 recipient of the Frederick Evening Sertoma Club's Service to Mankind Award. Rita has served MSD in various capacities since 1969 and has been librarian since 1981.

The Sertoma award was presented for service to mankind beyond the campus of MSD, as well. Rita has been involved with Christian education and has interpreted for worship services at Calvary Methodist Church. She has been a summer camp counselor. She has served meals at the Frederick County Soup Kitchen. She was secretary for the Board of Directors of Frederick County Services for the Hearing Impaired, as well as president of the



Igor and Stephanie Gasco are comparing their fingerspelling alphabet.

AROUND MSD

Frederick Sub-Chapter of the Potomac Chapter of the Registry of Interpreters of the Deaf/Frederick County Interpreters. In addition to traveling extensively world-wide, Rita serves on the board of directors for a local business. She is a member of Delta Kappa Gamma educational fraternity. Rita has also received several previous honors including the Louis W. Foxwell Memorial Award (1975-1976), the MSD Employee of the Year for Direct Services Award (1986), and the National Award for Service to the Deaf from the Convention of American Instructors of the Deaf (1989).

Staci Rensch, a junior at the Frederick Campus, has been selected by the People to People High School Student Ambassador Program to visit the former Soviet Union this summer. She will leave July 1 for Washington, D.C., and then continue on to Moscow, Minsk, Vitebsk, Smolensk, and St. Petersburg. The trip will last three weeks.

Last year, Staci responded to a letter that she received at home, thinking it would be interesting to travel, but she didn't think a deaf student would be selected. Applying proved to be a lengthy process requiring filling out an application, obtaining letters of recommendation, completing an eligibility form, and coping with an interview conducted by three delegation leaders. "Many letters went back and forth," she explained. "It was a lot of work!" Staci was astonished when she learned that she had been chosen. She hopes to receive credit toward high school graduation as well as college credit from Eastern Washington University.

This has been an exciting year for Staci in addition to normally her busy schedule of cheerleading, serving as Junior Class President, and staying on the vocational and citizenship honor rolls. She was selected for Who's Who Among American High School Students, and on April 1 she received the

Governor's Citation from Governor William Donald Schaefer.

Maryland School for the Deaf Prepares for Re-accreditation

The initial steps towards re-accreditation from the Commission on Secondary Schools, Middle States Association of Colleges and Schools took place on February 27th when a team of five representatives from the school attended a regional workshop in Gaithersburg, Maryland. Representatives from the School were:

Mr. Charles Day, Athletic Director; Mr. Julius Vold, High School teacher; Mrs. Kathy Meagher, Supervising Teacher for the High School Department; Ms. Lisa DeLand, Family Services Specialist; and Mr. Stanley Baker, Principal of the Frederick Campus.

Accreditation of the High School Department involves a two-and-a-half-year effort. Between now and the end of the current school year, committee assignments will be selected with all the members of the staff who work with high school students being assigned to a wide variety of sub-committees. School year 1992-93 will involve what is known as a "Self Study Year." During the year, parents, students, and members of the MSD community as well as employees complete a wide variety of forms in which they evaluate the program here at school. During the 1993-94 school year, the self evaluation is formally put together and submitted to the Middle States Association. A team of educators from around the Mid-Atlantic region are assembled by Middle States and are sent to the school for a one-week period where they conduct on-site interviews and inspections. All members of the self evaluation study will be involved during the on-site visit. Within six months, the Middle States Association makes known to the school its evaluation of the program after thoroughly analyzing the self study and the on-site visit. Recommendations for

changes within the program also are part of their final report.

The Maryland School for the Deaf was among the first of the residential programs for deaf students to receive accreditation from the Commission on Secondary Schools in 1984. At that time concurrent accreditation was sought from the Conference of Educational Administrators Serving the Deaf (CEASD). Plans are now being developed to again have a dual on-site visit by this organization as well. From time to time, further articles will contain an update on progress towards accreditation over the next two years.

—Stanley C. Baker

Speech Department

Good things come in small packages! The Elementary Speech Department at Frederick received a Superprint TDD from the Catoctin Jim Beam Bottle Club. We appreciate the efforts of Dick Jackson, father of Joanne Emma Jackson, a speech teacher at Columbia Campus. All the children are enjoying learning how to make everyday telephone calls as well as emergency calls. The Superprint is certainly being put to good use. A big thanks to this generous group of people!

—Ellen Potter



Carey Heisey (left) and Ryan Shepherd with Ellen Potter see their names in lights!

AROUND MSD

Howard County Executive Visits Columbia Campus

On Valentine's Day, 1992, Dr. Charles Ecker, visited the Columbia Campus for more than two hours. The morning began with informal interaction over coffee and donuts with some Howard County parents, Rhonda Ricks, Marlene Jones, and Peggy Bartenstein. Howard County Cable Channel 15 remained throughout the tour filming classes and conducting interviews. This was the first time a Howard County Executive had taken such an extensive tour of the school—meeting with parents, visiting classes, and talking with staff. Columbia Visitors' Coordinator, Evelyn Anthony, reports that Dr. Ecker had favorable comments about the school and intends to go to Annapolis and get some key people to visit MSD. He also said it would be absurd to mainstream our students. Dr. Ecker is a friend of one of our bus drivers, Denton Twigg, from Frederick County who helped arrange the tour.

Local Frederick Business Provide Incentives for MSD Middle School Honor Roll Students

During a Middle School teacher's staff meeting, MaryEllen Dempsey, Supervising Teacher for the Middle School, emphasized the need to positively reinforce those students who



Paul Chrisman, manager of the FSK Hoyts Theatre, presents movie passes to first quarter Principal's List Honor Roll students Franco Korpics, Darla Konkel, and Julie Bourne.



Jay Maxfield, assistant manager for Pizza Hut, presented selected MSD Honor Roll students with coupons for personal pan pizzas. These students accepted the coupons on behalf of all Middle School students who made the Scholastic Honor Roll.

make the quarterly Honor Rolls. She challenged the teachers to think of ways to not only reward those students presently on the Honor Rolls, but to also think of incentives to motivate other students to attain Honor Roll status.

Having had success in getting Washington, D.C. area fast food restaurant chains to participate in a similar incentives program for the Gallaudet Summer Reading Clinic, I decided to contact some local Frederick businesses. I contacted five businesses, and I was really overwhelmed by the generosity and eagerness of each of the managers to participate in the MSD Middle School Honor Roll Incentives Program. The five participating managers/business are: George Coyle—7-Eleven, Rt. 85; Rob Rock—Waldenbooks, FSK Mall; Peter Plamondon—Roy Rogers, Rt. 40; Brad Boyer—Pizza Hut, near FSK Mall; and Paul Chrisman—Hoyts Theatres, FSK Mall.

Each of these businesses provides coupons to be awarded to students on



Mr. Peter Plamondon, President of Plamondon Enterprises, presents Middle School teacher Nancy Swaiko with coupons for ice cream sundaes from Roy Rogers. The coupons are used to reward Middle School Honor Roll students.

AROUND MSD



Honor Roll students Darla Konkell, Julie Bourne, Tim Riker, Franco Korpics and Jesse Woosley were all smiles when 7-Eleven manager George Coyle presented them with coupons for free Slurpees.

CAID/CEASD Convention Planned for Baltimore, June 26-30, 1993

CAID Board to meet on Columbia Campus April 9-11

At its November 1991 meeting, the MSD Board of Visitors enthusiastically endorsed MSD's hosting the joint 1993 biennial convention of the Convention of American Instructors of the Deaf (CAID) and Conference of Educational Administrators Serving the Deaf (CEASD) at the Omni Hotel in Baltimore from June 26-30, 1993.

In preparation for this convention, local arrangements will be handled by co-chairs, Karen Russell and Laraine Hardy of the Columbia Campus and Rick Schoenberg of the Frederick Campus. They have formed committees to assist in a wide variety of areas. The co-chairpersons will present an outline of planned convention activities at the CAID Board meeting at the Omni Hotel on June 12. Pre-College Programs at Gallaudet University has agreed to serve as co-host of the convention.

the Honor Rolls for each quarterly marking period. There are four Honor Rolls that Middle School students can make: Citizenship, Academic, Career Technology, and Principal's List. The honor of being on the Principal's List is given to any student who qualifies for the Citizenship, Academic, and Career Technology Honor Rolls. Each quarter, MaryEllen Dempsey and the Middle School teachers and aides determine which coupons students on the various Honor Rolls will receive. So far this program has been met with much enthusiasm by the students, parents, and teachers. Several students have written thank you letters to each of the managers. Five Honor Roll students were selected to meet the managers to accept the coupons on behalf of the Middle School. These students were Julie Bourne, Franco Korpics, Darla Konkell, Tim Riker, and Jesse Woosley.

Both the students and staff of the MSD Middle School are very appreciative of the generosity of the managers and their businesses in helping us to reward students for their good efforts in

school. The Middle School Honor Roll Incentives Program is a good example of how schools and businesses can work together to encourage students to perform better in school.

—Nancy Swaiko



Rob Rock (center), manager of *Waldenbooks*, shows students Tim Riker, Julie Bourne, Jesse Woosley, Franco Korpics, and Darla Konkell gift certificates to be award to Middle School students who make the Principal's List Honor Roll.

The Junior Bulletin

Written by the students

Trip to McDonald's

On March 10, 1992, we went to McDonald's. At 10:20 we met in Ms. Taylor's room. At 10:25 we walked to the bus stop. We waited for the bus. At 10:39, the bus came. We paid the driver 40 cents. We sat down. The bus went to McDonald's. We got out.

We walked to McDonald's. We were surprised. Todd talked. The boys went first. We saw the drive-through window. We saw the food move on the belt. We saw people making hamburgers. We saw the hot oil and the French fries. We saw the hot chicken. We saw the Coke in the back. We saw the time clock. We saw cold French fries in the freezer. We saw many tables and chairs.

We wrote on paper. We paid. We got our food. We sat down. We ate. Todd gave us frozen yogurt. We were surprised. We said "Thank you." We left. We brought our drinks and yogurt. We waited for the bus. We ate fast. We rode back to MSD. We arrived at MSD at 12:45. We enjoyed riding the bus to McDonald's.

—Carmen Bryant, Kai Mosby,
Terry Nichols, Duane Parsons,
and Jason Whitmore

Harlem Globetrotters

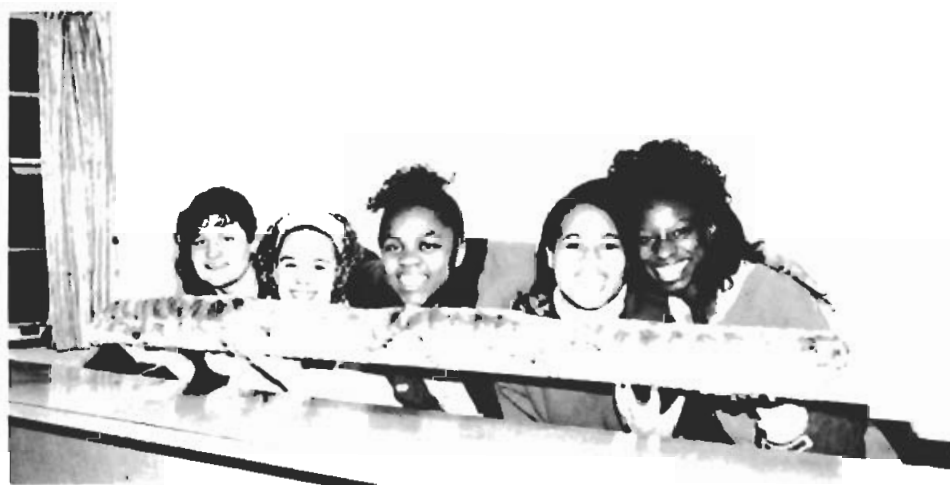
On March 9th, High School girls went to Mount St. Mary's College to watch the Harlem Globetrotters, a funny basketball team. The game was really very funny. It made the girls

laugh. We hoped they would beat the other team. Finally, the Harlem Globetrotters won. After the game, we stopped at Roy Rogers on the way to MSD. We had a good time.

—Amy Remick



Front row: J. Kesler, H. Skelley, T. Lightfoot, B. Finnicum, L. Cardamone. Second row: C. Boswell, T. Baylor, M. Morgan, K. Curry, C. Murphy, Dorm Counselor B. Monigan. Third row: N. Walker, N. Jackson, J. Gregor, S. Rensch. Fourth row: J. Robinson, T. Lumpkins, L. Ouzts, A. Remick, Dorm Counselor P. Braun, S. Madera.



Left to right: S. Rensch, J. Gregor, J. Kesler, T. Lightfoot, and A. Burrell holding up a six-foot sub which was chowed down by the girls at the Barry Hall on the night of Super Bowl—Redskins vs. Buffalo on Jan. 26, 1992.

Child Development

My child development class learned how to take care of babies. First of all, we watched a lot of movies about the stages of being pregnant. We realized that woman who are pregnant do not have an easy time. They become worried, overprotective, must eat right, exercise, get plenty of sleep, and must go to the doctor for check-ups often. Expectant mothers also, worry about their babies' health. The fun part of pregnancy is to feel the baby's feet kicking and moving around inside the womb.

In class, we made our own infants. We used 5-10 pound bags of flour for the body and an egg covered with poly-

fil for the brain. We used two different kinds of color stockings: dark tan for black infants and very light tan for white infants. The stocking was used to cover and hold the flour and head together. Furthermore, we brought our own clothes to dress up our babies. Everyone's baby looked like a real baby and many were cute! Our teacher, Melinda Padden, told us to take care of your babies for three weeks. All of us said, "OH NO!" We felt it was too much to carry a baby around for three weeks. All of us realized that taking care of a baby isn't an easy job. It's a very tough and a lot of responsibility. For example, we had to watch our babies all the time, change the diapers, and feed them. Every time we went somewhere we had to bring the baby along. Sometimes we could find someone who gladly took care of our baby for a while. We are telling you it was not fun at all. What's more, we disliked the part where the night counselor woke us up every four hours to feed our babies their bottles. We woke up at 12:00 a.m. and 4:00 a.m. Some of us really took good care of our babies, while others did not really care.

At the end of three weeks, we had some mixed feeling as we were excited to get over this project; however, we missed our babies. What we went through with our babies was considered similar to what we will face in real life. Therefore, we strongly discourage teenage pregnancy. Kids should not have babies! We all should think twice before having sex.

—Annette Burrell



Mrs. Padden's Child Development class with their darling babies.



Photo by James Barrack

At Maryland Relay Service Ceremonies Columbia students led the pledge to the flag.



Our visit to the Frederick Memorial Hospital Maternity Ward. Nancy Walker interprets.



The winners for best school spirit (best dressed) R. Montgomery and T. Mack each received \$10.00 from L. S. Coleman, head counselor. D. Edwards (left) was 2nd place. The money was donated by L. S. Coleman and F. Davis.

Sportscope

Wrestling

The wrestling team finished the season with a solid 6 wins and 11 losses, winning four out of their last five matches, while carrying only two seniors on the team. The team finished second in the ESDAA behind a strong team from the American School for the Deaf. First place winners for the Orioles School for the Deaf were Joey Gregor, James Gaskin, and DeJuan Hamilton. James Gaskin was named the Outstanding Wrestler of the tournament.

Three of our wrestlers, Joey Gregor, James Gaskin, and Stanley Juchno, are continuing to work out in order to try out for the United States Deaf Olympic Wrestling Team. The tryouts will be held during the The Deaf Sports Festival in Fremont, California from June 23rd through June 30th.

Boys' Basketball

The Boys' Varsity Basketball Team finished the season with 14 wins and 5 losses this season. It was one of the better records that the team has had over the past few years.

Our scores against other schools for the deaf are as follows:

MSD 83, Virginia 77 (OT)
MSD 64, Virginia 47
MSD 80, West Virginia 26
MSD 65, West Virginia 34
MSD 84, Sterck School (Delaware) 39
MSD 83, Sterck School (Delaware) 46

MSD JV 31, Hampton, Va. 48
MSD JV 69, Hampton, Va. 61

ESDAA TOURNAMENT

MSD 84, St. Mary's 60 (OT)
MSD 71, American 67
MSD 34, Marie H. Katzenbach 56

Clarence Taylor and Devon Gibson were named to the All-Tournament Team.

For the Cheerleaders, Joann Gregor and Cathy Boswell were named as All-Stars during the cheerleading competition.

This seems to be the year for second place finishes in the ESDAA for Maryland. First, the girls' volleyball team placed second. Then the girls' basketball team placed second, as did the boys' basketball team when they lost to tournament champions Marie H. Katzenbach. Finally, our boys' wrestling team took second.

Girls' Basketball

The Girls' Basketball Team played very well this season. They ended the year with a 4-1 record. Their scores against other schools for the deaf are as follows:

MSD 40, Virginia 13
MSD 48, Virginia 9
MSD 41, Hampton, Va. 13
MSD 56, Marie H. Katzenbach 55
MSD 26, Lexington 47

Members of the All-Tournament team were Jene Kesler and Amy Wise on the first team, and Nicole Jackson on the second team.

Devon Gibson and Jene Kesler were picked as Athletes of the Week by *The Frederick News-Post*, a local newspaper.

New President

Charles Day of the Maryland School for the Deaf was elected President of the Eastern Schools for the Deaf Athletic Association at their annual spring meeting. He will serve a two-year term. Charlie was also selected to the National Interscholastic Athletic Administrators Association (NIAAA) membership/services committee. This is a national organization for athletic directors. He will serve a six-year term.

Homecoming Football Game

MSD

vs.

East North Carolina School for the Deaf

October 3, 1992

With Our Apologies!

Candace Tucker's name was misspelled in the Family Corner of the last issue of *The Maryland Bulletin*.



The ladies of Barry Hall, full of spirit, all in favor of the Redskins.

“Seven Keys to Success”

By Dr. Harvey Goodstein
President, Maryland Association of the Deaf

First of all, congratulations to you the graduating seniors! MSD is 124 years old, only one year shy of the amazing 125, but rest assured that your class is not in the shadow—after all you made history by saving MSD. Today is a great moment to celebrate and to thank your proud parents and families, teachers and staff, for the total education—mentally, physically, emotionally, socially, and spiritually—you have received both at home and school over the past years.

While today marks the end of your days at MSD, it also gives you a new beginning in whatever you choose to do in the years to come. Some of you may want to go to college or any post-secondary program, and others may want to go into the workplace. Regardless of your choice, you are moving closer to the outside world which is not all that pleasant. Today, in most parts of the world, there is war, violence, oppression, discrimination and prejudice. It is very likely that you, as deaf and hard of hearing folks, will continue to see or encounter various forms of oppression, discrimination, and/or prejudice on account of the general public's limited understanding of our cultural and linguistic differences.

Nevertheless, do not lose hope. In fact, all of us have encountered temporary disappointments many times during our life. And most of us have learned how to cope with them, and more, to overcome them. I wish to challenge each one of you to become a productive member of the society at large, and particularly of the deaf community. Ultimately, your productivity will make this world a better place for all of us to live in. How can you do it? Let me now give you a few tips.

1. *Never stop learning.* By learning about ASL and Deaf Culture, we will not only gain power and unity, but

we will also be better able to educate the general public about our capabilities. Also, with continuing education by taking workshops or courses, or by reading newspapers, magazines, and fiction and non-fiction books, or even by traveling, we would obtain the knowledge and skills we need to better address the real-world problems locally and nationally. For example, with the knowledge that the Americans with Disabilities Act (ADA) is in place, we are able to argue for our right to equal and full access to the telecommunications network. That is, education empowers us to be resourceful and to effectively deal with the various obstacles thrown at us.

2. *Prepare to succeed.* Basketball star Michael Jordan has talent, yes, but for many years he was the first one on the court and the last one off the court, practicing, practicing, and practicing. The same principle applies to anyone who wants to be successful with any task on hand: many hours of preparation is needed.

3. *Don't be afraid of taking risks or being criticized.* For many years, signing was not allowed in classrooms in schools for the deaf across the country. It was not until 1968, when retiring Superintendent David Denton had the courage and vision to go against the crowd, and pushed for “Total Communication,” thereby allowing signing to occur in classrooms. We have come a long way with Denton's bold move which certainly has paved the way for the emerging bi/bi movement. Don't ever anyone tell you that you can't accomplish your goals. Believe in yourself, even when no one else does. In fact, it is better to aim high even if it means experiencing some failures along the way, than to aim low and accomplish little or nothing.

4. *Have integrity.* Unless you have a photographic memory, you will not be able to remember all your fabrications or lies. In the long run, it pays to be honest and sincere with the people you work with. Also, never work for money condoning moral corruption (like selling drugs), since money alone won't save your soul or build a decent family.

5. *Get involved.* Register to vote. Vote at each political election. Get involved with community service, by volunteering your time. Run for offices or board of your local or national consumer advocacy organization promoting the quality of life for deaf and hard of hearing citizens such as the MDAD, NAD, and others. And don't wait for others to come along to get things started; you just do it now, and you will make the difference.

6. *Remember your roots and history.* If you do not know who you are or where you came from, then you will not be able to find the guidance you need to move forward with confidence and high self-esteem. Know your family, and remember all the struggles and joys you had together, in making you the person you are now. Also, be proud of the fact that you are deaf or hard of hearing, knowing that there is a rich heritage of Deaf Culture and ASL. In short, be proud of yourself.

7. *Have fun.* All work and no play makes Jack a dull boy. Balance is the key. Show your sense of humor. Look at the bright side of life. Play golf, and be the last to leave the dance floor.

Again, believe me, with the tips I gave you, you can go as far as many of us deaf adults have. In fact, there's no stopping you from going much further.

Congratulations, good luck, and let's get started!

The 'Specialness' of the MSD

By Jack R. Gannon



What an honor to join you seniors and your families on this very special day. I know the pride, the excitement and the nervousness you feel. I know how proud your parents and teachers are. Thank you for inviting me to share this wonderful day with you.

I would like to talk with you about the "specialness" of MSD. I am a graduate of a school just like MSD and I feel a special bond to you and your school. I had some very wonderful teachers when I was growing up and I am thankful for the influence they had on my life. I know you will feel the same way about your teachers.

All of us know about the crises of MSD encountered last winter. When the Governor threatened to close the school with his proposed "doomsday budget" the school learned what kind of friends it really had. This threat brought together support from throughout the state. Students, parents, teachers, alumni, deaf, and hearing friends, board members, legislators, community leaders and many others all came to the school's support. What a proud moment that was.

This year also witnessed the end of an era with the departure of your 8th superintendent, David M. Denton.

While it saddened many of us to learn of his leaving, history will remember Denton for the national recognition he brought to this school. He will also be remembered as the leader of the Total Communication movement that enabled educators of deaf children to break away from the rigid oral method that restricted access to communication. As a result, many schools for deaf children followed the "Maryland example" and, in the process, Denton and MSD influenced the education of deaf children throughout the nation.

To put the year in proper perspective, it was a very rough one, indeed! Now, like the old teacher I am, I must ask: "Did you—did we—learn anything from that experience?" I think we did. I think we all learned some very valuable lessons.

The state budget crisis and the search for a new superintendent left an impact on all of us. It brought forth the "specialness" of this school and it showed what this school means to deaf children and their families, and what it means to deaf people, to this community and to this state.

I attended your Board of Visitors' Open Forum here in this auditorium when the question of who should be involved in the search for a new superintendent came up.

I was at the rally in Annapolis where many of you stood up and spoke your piece during the threat to close this school. I watched some of you students testify before state legislators and left feeling very proud of you. I read what many of you wrote in support of your school in the newspaper and in *The Maryland Bulletin*. How could we not learn from that experience?

That confrontation also taught us a lot about the world in which we live—about money and budgets and taxes and priorities and friends and tough opponents.

You seniors and your schoolmates can be very proud of how you stood up

for your school. You learned a valuable "hands-on" lesson other students will never have the opportunity to learn. You graduates will soon learn that life is a lot like that. Life is also like a roller coaster of "ups and downs."

The minute you seniors cross this stage and receive your diploma, your "title" changes . . . and your responsibility begin to grow. When you move that tassel across your mortar board you will no longer be a MSD student. You will have become a MSD alumnus. As an alumnus you will inherit many new responsibilities. You will become a "student of the world" where you will continue to learn and grow. I would not be the least surprised if one of you someday becomes the superintendent of this school. Neither would I be surprised to learn that some future school board members are sitting where you sit today.

Take all the lessons you have learned and your positive "can-do-it" fighting spirit with you when you leave today. Carry them with you wherever you go. Use your life to continue our struggle to educate the world about deafness and deaf people. Join the MSD Alumni Association and continue to support your school. Join the Maryland Association of the Deaf and help us make this a better world for all deaf people. Help us convince the world that while deafness is sometimes a nuisance, it will never be a barrier to success.

Congratulations on your graduation. I wish you courage and good judgement as you set out on your journey through life. I wish you happiness, good health and good fortune. Most of all, I wish you love.

Commencement address presented by Jack R. Gannon at the Maryland School for the Deaf, Frederick, May 31, 1992. Gannon is Special Assistant to the President for Advocacy, Gallaudet University, Washington, D.C. He is the author of *Deaf Heritage* and *The Week the World Heard Gallaudet*.



Salutatory Address

"Reflections"

by Catherine Michelle Boswell

Good morning, everyone, and welcome to the graduation ceremonies of the Maryland School for the Deaf's Class of 1992!

I would like to take a few minutes to look back to my beginning at MSD. I'm sure most of the students here today have had experiences similar to mine; so, in a way, I'm speaking for all of us.

I remember when I first came to MSD, walking behind my mother and holding her hand. I was only seven years old. I saw many young and older students signing. I was in awe when I saw counselors signing to the kids. My mother was introduced to Carolyn Snyder, who was to be my counselor. After they talked a while, my mother said goodbye to me and went out of the dorm room. I started to panic and ran after her crying. Carolyn came after me and explained to me that my mom had to go home and that I had to stay. Natasha and Gerina introduced themselves to me and started to talk and play with me. I felt better having found friends already.

The years since then have gone by so quickly and I have so many good memories such as graduation from elementary school and then middle school; entering high school, participating in the rally to save MSD, and all the events in between. After today, of course, I'll have the memory of graduating from MSD.

I was truly glad to be able to participate in the rally to keep MSD open. Students, staff, and parents from both

campuses were upset about Governor Schaefer's plan to close MSD if taxes were not raised. Almost everyone in the State heard about MSD's situation and wrote letters to their representatives and senators. Eventually, these letters of protest and suggestions were worthwhile. The legislature decided to keep MSD open! Everyone was relieved to hear of that.

And now, on this graduation day, I look forward to my future. I'll be entering Gallaudet University in the fall and I plan to major in education. I wanted to thank my family and every teacher, counselor, coach, roommate, friend, administrator, and staff person who has helped me along the way. Thank you so very much!

Again, welcome and let's enjoy this beautiful, memorable day!



Valedictory Address

"Vision of MSD"

by Heather Cindi Herzig

Maryland School for the Deaf has changed a lot since I first came here in 1983. It was like a baby tree with just a few branches. As I grew, this "tree" grew with me. More branches developed. More ideas were added to this school. The tree changes through the seasons, just like MSD changes year after year.

Back then, there were no such things like Student Council, elective class courses, honor group, grade point average, and existence of the names High School, Middle School, and Elementary School.

Today MSD students are fortunate to experience participation in the Stu-

dent Council. Through the Student Council, we can voice our opinions and objections about our school. The school is improving with our feedback.

When the class elective courses were unveiled during the 1990-91 school year, we were overjoyed that we could have some choice of what classes we wanted to take. It made school more exciting.

There have been a lot of new limbs of the tree to the school program, especially this year. The grade point average system was set up. It is great because we finally have the same system of grading like many public schools in the area.

The honor group was one of the branches of MSD. The students with good behavior and grades can have extra privileges by being in the honor group. The members of this group don't have a specific study hour. They can go to bed late. These are a few of the privileges provided to this group. High School students are motivated to study harder, and to respect people, in order to be part of the honor group.

Currently, we are searching for a new, qualified superintendent. With a new superintendent, there surely will be a bright future ahead of us. This new superintendent will bring new, fresh, and creative ideas to this school.

We also are searching for a Dean of Students. The Dean will make dorm life more enjoyable and give us more fun-filled times.

There is a committee working on bilingual and bicultural education right now. It might be effective in few years.

Hopefully, with better publicity of this school, the enrollment will rise. If we have more students at this school, there will be less chance that the State government will attempt to close down this great place.

I am genuinely proud to be a graduate of Maryland School for the Deaf. I've seen the tree at MSD grow and change with me. We're really fortunate to have been students in one of the finest schools for the deaf in the United States! I will miss these years at MSD. MSD will always be an important part of my life!

The Class of 1992



Front row: Damon Edwards, Terry Nichols, Katherine Lee, Heather Herzig, Jennifer Robinson, Joann Greigor, Stephanie Madera, Michael Jobes.

Second row: Richard Montgomery, Tia Lumpkins, Catherine Boswell, Carmen Bryant, Susan Lowe, Claudette Fitzhugh, Letesha Ouzts, Mary Morgan, John Ulrich.

Third row: Natasha Rozga, Stanley Juchno, Bonnie Finnicum, Lenwood McCain, Lori Cardamone, Kevin Beacham, Jene Kesler, Duane Parsons.

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