Ricky Perry learns to use a fire extinguisher appropriately under the watchful eye of Mr. John Hartman.
Calendar of Events

OCTOBER
2 — Football, Calvary Temple Christian, here (McCurdy Field), 7 p.m.
7 — Cross Country, Prospect Hall, here, 4 p.m.
11 — Cross Country, MSSD and MKSD (N.J.), here, 1 p.m.
Football Homecoming, Virginia School for the Deaf, here, 2 p.m.
15 — Cross Country, Mercersburg Academy, here, 4 p.m.
17 — Teachers' Institute
21 — Cross Country, Linganore, away, 4 p.m.
23 — Cross Country, St. James, away 4 p.m.
25 — Football, St. James, away, 2 p.m.
Frederick County Cross Country Championship at Middletown, 10 a.m.
30 — Football, West Nottingham, away, 3 p.m.
Cross Country, West Nottingham, away, 3 p.m.
31 — End of first quarter

NOVEMBER
1 — ESDAA Cross Country Championship at MKSD (N.J.), 10 a.m.
6 — Football, Hancock, here (McCurdy Field), 7 p.m.
7 — Parents' Day
27-28 — Thanksgiving Holidays

DECEMBER
1 — Classes resume
2 — Girls' Basketball (varsity only), Montgomery County Covenant, here, 4 p.m.
Boys' Basketball (varsity only), Montgomery County Covenant, here, 5:30 p.m.
3 — Wrestling, Landon, away, 4 p.m.
4 — Girls' Basketball, MSSD, away, 3:30 p.m.
Boys' Basketball, MSSD, away, 5:30 p.m.
8 — Girls' Basketball, Hancock, away, 6 p.m.
Wrestling, Thomas Johnson and Linganore, here, 6 p.m.
9 — Boys' Basketball, Carroll County Christian, here, 4:30 p.m.
10 — Wrestling, Calvert and Thomas Johnson, away, 4 p.m.
11 — Boys' Basketball, Old Town, away, 6 p.m.
12 — Mason-Dixon Wrestling Invitational at Spartanburg, S.C.
18 — Christmas Programs
19 — School closes on regular schedule for Christmas Holidays

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The Maryland Bulletin

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“More Than A School”

David M. Denton, Superintendent
Maryland School for the Deaf
August 20, 1986

Perhaps the biggest and most important change that has taken place in the education of the deaf in the past several years has been a change in the way decisions are made regarding the placement of deaf children in educational programs. In most cases today, placement decisions for children who are deaf are being made by persons who may be thought of as “generalists” in the area of special education. Typically, these persons are the directors of special education or local school boards, and typically, they are not trained in the area of education of the deaf. Since these people are making placement decisions not only for children who are deaf but for a variety of handicapped children, there seems to be a tendency on the part of these persons to treat all handicapped children as if they were similar with respect to educational needs. Supposedly, parents make the final decision, but only so far as the influence and authority of special education directors permit that to happen, and the influence of directors of special education is considerable when compared to that of parents. Placement decisions are governed today by our government’s commitment to the nebulous concept of the least restrictive environment. Least restrictive environment is purely a creature of the collective imagination of special educators because it clearly does not exist as an understandable, definable concept in the world of reality. Persons who lack critical knowledge of the broad educational, emotional, social and cultural needs of a diverse population of handicapped children are making placement decisions as if the whole of the learning process began and ended in the classroom. Placement of the handicapped child in a regular classroom in the local public school is perceived to be placement in the least restrictive environment regardless of the nature or severity of the handicap and regardless of the wishes of the parents. Our nation has bought the concept of least restrictive environment lock, stock and barrel, and all of this has happened without the critical and thoughtful examination that such a powerful concept deserves. For the U.S. Congress or for the Division of Special Education and Rehabilitation Services or for a thousand LEA’s across the country to assume that placement of a deaf child in a regular classroom with hearing children represents appropriate placement for that child is naive in the extreme. More than that it is dangerous. Has anyone determined or said what is expected to happen to a deaf child because that child is placed in a regular classroom in the local school alongside non-handicapped children? What is it about such an environment that makes it non-restrictive for the youngster who suffers from a profound hearing handicap? What is it about such an integrated mainstreaming experience that is beneficial to the social and emotional development of the deaf child? What magic things are supposed to happen in a public classroom that would help a deaf child develop a healthy sense of personal identity? I’m afraid that the emotional appeal of mainstreaming creates an illusion which promises far more than it can deliver. Education is a process, not a placement. It’s long-term and it’s cumulative. Learning involves the opportunity to interact as an equal with other persons with whom common experiences, common memories, and a common language are shared.

Several weeks ago I returned to my home state of North Carolina for a family reunion. During this return home, I had an opportunity to visit twice with my father who is confined to a nursing home. Dad has always been a large man, weighing well over 200 pounds. Over the months, age and illness have taken their toll, and he is now quite thin, weighing somewhere around 140 to 150 pounds. Upon entering his room, I stood for a moment and looked at him while he slept. I was startled to see how much he resembled my grandfather. In all the years, I had never really thought that my dad looked that much like my grandfather because my grandfather was a much smaller man, but now as I studied the outlines of his face, whose features had been made more prominent by the passing of time and the loss of weight, I could clearly see the genetic tie and the characteristics of one generation clearly.
measurable in the next generation. It struck me too that, as I looked at my dad, I could see not only my grandfather, but I could also see a little bit of myself in that man. Then I thought about my son and my grandson only a few days old at that time. How much we have in common—a heritage comprised of a cluster of memories and attitudes and emotions, a collection of experiences shared by our kind through several generations, a definition of self in terms of a family name, and of course, that generic connection which gives this family or any other family uniqueness. My family reunion is always held in the same place, a beautiful mountain valley alongside a cold, clear stream. The place is called Little Snowbird. It has always been a part of the southern tradition that people define themselves in terms of places where they have lived in generations past. The characters of individual people and of families perhaps have been shaped in part by the power of the natural forces around them. Thus, the character of my people there in the mountains is molded and cast not only by family but by place. Even while we are being propelled into the uncertainty and startling change of the twenty-first century, we can go back there for a day and find that there are small pieces of the world that are yet the same, and that experience keeps us in touch with who we are regardless of the countless changes that have occurred in our lives, great or small. Regardless of the distance between that place and the places where we spend our lives, our personal and cultural identities are shaped forever by the places where we grew up.

For the deaf child, the process of growing up is altered substantially, although the need from which the deaf child draws a cultural identity, a sense of self in definition of self, remains unchanged. So many of those human contacts and interactions through which we establish long-term relationships with family and others are, for the deaf child, tenuous at best, even with members of the family. It is, of course, through these relationships with other people that we come to understand who we are. This is why schools for the deaf assume such great significance in the lives of the deaf pupils who attend them. The experiences offered the developing deaf child within a school for the deaf reach far beyond those experiences which are within the reach of the child in a typical mainstream situation. Let's consider for a moment the deaf child placed in a regular class in the local school. That child's tenuous human relationships and fragmented experiences of the world represent only a fraction of what is needed for the nourishment and development of a fully educated person. With an ever-increasing number of deaf children across our land being placed in local classes, we can readily see that this generation of deaf Americans is a generation at risk. It has been through the network of schools for the deaf, particularly the state residential schools, that the deaf culture has been transmitted from one generation to the next. A school for the deaf is so much more than a classroom. When schools for the deaf which are so vital to the development of deaf children are altered and weakened, irreparable damage is done to the deaf culture.

The situation involving education of the deaf in American today is chaotic, and this chaos results, in large part, from the scattering of thousands of deaf children into countless classes throughout the public school system. Unfortunately, the rich offerings and characteristics of a school for the deaf are little understood by either parents or decision-makers in the local school system. The great enemy of sound educational practice for children who are deaf is ignorance. By ignorance is meant the absence of information and knowledge which is critical to the intelligent placement of deaf children. We should be focusing upon the richness of the environment and the opportunities for lasting human relationships with others who share a common language and a common need. We should be calling attention to the permanence and stability of the institution itself, the lasting character of a place in which one can develop self-understanding and grow. A school for the deaf is a community, a multi-generational community of persons, deaf and hearing, of all ages offering opportunities for growth, for mutual support, for personal and cultural identity similar to what the extended family offers the child who hears. A parent enrolling a young deaf child in a local class has no knowledge of when or where or from which school that deaf child can be expected to graduate. This parent cannot even predict with certainty where the local class for the hearing impaired will be located next year. Typically, local classes for the deaf within the
public school system move from year to year depending upon population shifts, etc. The elementary hearing impaired program is usually located in one school while the secondary program for the deaf is offered on the other side of the county. The deaf child in such a situation has little opportunity to see himself as an important part of the school community and is far more apt to grow up with the feeling of differentness and of being handicapped. Mainstream placement may actually be compounding the child's social and cultural isolation and, in fact, driving him further out of the mainstream. The permanence and the multi-generational character of a school like the Maryland School for the Deaf contribute much to the development of healthy and happy and productive persons who are at peace with themselves and who take pride in their cultural identity. These things are the heart and soul of education.

Public Law 94-142 reflects the generous and even noble character of the American people. Perhaps we could assume that it was Congress' intent in drafting and enacting this legislation to guarantee that every handicapped child in America was given a free and appropriate education. Somewhere along the way, however, good intentions have become diminished by certain aspects of the law and its regulations which are fundamentally faulty. Somehow we must make the U.S. Congress and the Division of Special Education and Rehabilitative Services understand that the concept of least restrictive environment is undefinable unless we have identified which individual child is being considered. We must help these people understand that we applaud the spirit of Public Law 94-142, but we abhor the damage the sweeping implementation of this law is creating in the lives of thousands of deaf children and their families. It must be explained and understood that the ordering or arrangement of a series of placements along a continuum would be different for every group of handicapped children. The two basic principles identified by Mrs. Madeleine Will as the Least Restrictive Environment Principles must be subjected to critical examination and their validity proved for children who are deaf. According to Mrs. Will, the first of these principles is "a presumption in favor of the regular educational environment—the regular classroom or the regular school setting", and the second principle is that "to the maximum extent appropriate, handicapped children must be educated with children who are not handicapped." It is our responsibility to ensure that Mrs. Will and the Division of Special Education and Rehabilitative Services and the U.S. Congress understand that the blind application of these two principles can be discriminatory against children who are deaf.

A major obstacle presented by early profound deafness is the isolation of the individual created by a rupture in the process through which people normally establish interaction, communication, language and socialization. Ironically, since this particular obstacle to normal development is not obvious, it may go unnoticed even by the deaf infant's parents while critically important time is slipping away, time during which the foundations for normal communication and language development would have been established. This characteristic of deafness is perhaps the least evident and possibly the most important one. It is frightening to realize that accepted practices today concerning the educational placement of children who are deaf are quite possibly increasing the deaf child's isolation and sense of being handicapped. It is painfully ironic that Public Law 94-142 came into being primarily because of a series of historic court decisions concerning the rights of mentally retarded persons. Somewhere along the way it was assumed that the de-institutionalization of the mentally retarded and the removal of deaf children from residential schools were synonymous. Institutions or hospitals for the mentally handicapped are perceived as being most restrictive placements. Thus, residential schools for the deaf are similarly perceived, even though the two bear no similarity whatsoever in reality.

Historically, we who represent schools for the deaf have failed to stress the benefits accruing to deaf children who have an opportunity to grow up among other children and adults with whom common needs, common characteristics and a common language are shared in an environment which has stability and a sense of unchanging permanence, an environment leading to a definition of self in terms of a place. The ancient Hessian Barracks in the center of our campus symbolizes more than the history of the institution. It is a symbol of the stability, the permanence, of the institution and the security that these unchanging
things provide. If we were able to go back and capture on video tape the memories and the reflections of the generations of deaf children who have attended the Maryland School for the Deaf, I am sure we would see the gray stone of the old Hessian Barracks, the three towers on the old Main Building, the row houses facing the campus across South Market Street, and yes, even the “leaping white stallions” described by someone sitting on a bench quietly enjoying our water fountain. Deaf children don’t become educated in whole simply because they can stay at home and go to school with children who hear. As stated earlier, education is a long-term process, and the experiences are cumulative, and they involve people—people who are here tomorrow and the next year, people who can be understood and who can understand, loving people, warm people, people with whom a frightened child can feel safe. During the years spent in a familiar environment in which one has a sense of belonging and being a part of, a deaf child can establish roots. A place like the Maryland School for the Deaf provides an anchor in the lives of those who come here. Perhaps it is time for another major court case. Perhaps it is time for a class action suit challenging the constitutionality of the least restrictive environment concept from a human rights point of view. Perhaps it is time for movement and change before a generation of deaf children is wasted.

Mary Beth Miller, National Theatre of the Deaf, made a special presentation at the Maryland School for the Deaf where her clever performances captivated the audience. Mary Beth has many friends at the Maryland School for the Deaf and has done some work at the School in the past so her visit provided an opportunity for the School to welcome back an old friend.
Employees of the Year

Each year the entire staff of the Maryland School for the Deaf, both campuses, assists in the selection of Employee of the Year in four categories. These awards are especially meaningful since winners are decided on the basis of peer recommendations. The winners receive an attractive plaque and are also given special parking places on campus. Staff members receiving these awards at a special assembly in the spring are pictured below. We are very proud of these people and offer them congratulations on jobs well-done and honor well-earned.

(Photos by Richard J. Schoenberg)

Support Services Employees of the Year: Margaret Dell, Columbia Campus, and Preston Violet, Frederick Campus.

Direct Services Employees of the Year: Rita Sharpe, Frederick Campus, and Aileen Hall, Columbia Campus.

Dormitory Counselor of the Year: Deborah Hutchinson, Columbia Campus, and Carl Woodall, Frederick Campus.

Teacher of the Year: Barbara Wiggs, Frederick Campus and Connie Mace, Columbia Campus.
MSD Employees Honored

At a special assembly at the end of the school year last spring, staff members of both campuses of the Maryland School for the Deaf were honored for their years of service to the School and students enrolled here. The Maryland School for the Deaf is grateful to these people for their years of devoted service to deaf children. The recipients are as pictured. (Photos by Richard J. Schoenberg)

Twenty-five years of service: Maurice Jackson, Jerline Gates, Kenneth Kritz.

Twenty years of service: Mary Harris with Dr. David Denton.


Recent retirees of the Maryland School for the Deaf are (left to right) Carl Woodall, Viola Woodall, Aileen Hall, Anna Savage.

Carl and Viola Woodall retire after 17 years of service in the dormitories at MSD. Carl served as Head Counselor for the Intermediate Department while Viola served in a number of positions both in the Intermediate and Advanced Department.

Mrs. Aileen Hall retires after 16 years of service as Director of the Pre-School/Parent Counseling/Family Education Program. Under her guidance this program provided service to families of deaf students throughout the entire state of Maryland.

Mrs. Anna Savage retires after 28 years of state service. Mrs. Savage was Dietary Supervisor. Under her guidance and supervision well-balanced, nutritional meals were served to students on the Frederick Campus as well as specially planned food for athletic teams and numerous campus activities.

The Maryland School for the Deaf is grateful for the service provided by these individuals, for their commitment to the program, and for their loyalty to MSD and the students enrolled here. We wish them all many happy years of retirement.
New Faces on MSD-Columbia Campus

New staff members on the Columbia Campus are James Crace and Jack Mitchell, dormitory counselors; Dr. Ruth Howell, director of Family Education Center; Richard Fleig, maintenance chief, III; Tony Pasta, maintenance mechanic, and Dean Buck, physical education teacher. Missing are Virginia Dorsey, teacher aide, and Rosemarie Tucci, dormitory counselor.

New students on the Columbia Campus are: Front row, left to right: Emmerick, Jason Wells, Mary Annie Wilkinson, John Jones. Back row: Chadwick Boland, Richard Kouroupis, James Kinder.
New Staff on MSD—Frederick Campus

Staff members who are new to the Frederick Campus of MSD include (left to right): Lindsey Heisey, dormitory counselor; Diane Jevne, dormitory counselor; Anne Bartholomew, dormitory counselor; Linda Taylor-Weeks, teacher; Joanne Jackson, teacher; Frank Moran, dormitory counselor; and Vicki Grimes, teacher.

New Faces on MSD—Frederick Campus

New students in the Primary Department, Frederick Campus, MSD include (left to right) Roger Spidle, Juan Pablo Borrego, Juan Carlos Borrego, Angela Hopwood, John Poe.

Abrian Manning, Michelle Day, Kelly Cooper, Sherry Dove, Stephanie Chester, and Kurusy Humphrey are new students in the Advanced Department on the Frederick Campus of MSD.
Students Receive Fire Extinguisher Training

Chemistry students participated in their first laboratory exercise of the year. Focusing on safety is a continuing priority in every class. That is particularly true in the Chemistry Lab. Students of Miss Rita Spencer and Mr. Cameron Ovens participated in a fire safety training session conducted by Mr. John Hartman of Hartman Fire and Safety Equipment. His company has been maintaining fire extinguishers at the school for many years.

Each student extinguished chemical and combustible fires using CO₂, dry chemical, and pressurized water extinguishers. They also learned the priorities for safety which stressed:

FIRST — call for help
SECOND — get away from the fire
THIRD — evaluate the situation by answering two questions
1. Do I feel confident in what to do?
2. Can my extinguisher handle this fire?

If the answer to either question is:
NO — Stay Away!

The MSD Science Department would like to take this opportunity to express its appreciation to Mr. Hartman for his time and expertise in helping to keep our students safe.

United Charity Campaign of Maryland

Last year the Maryland School for the Deaf, Frederick Campus raised over $5,000, a 70% increase over the previous year's campaign. The employees responded overwhelmingly. Their commitment was vital to the success of the 1985 campaign.

The United Charity Campaign is one of the best ways we can meet the needs of local community agencies who count on our support. One reason you might decide to contribute through the United Charity Campaign is to be assured that services will be available when you need them. Another reason you might decide to contribute is because the act of giving represents a desire to help your fellow man. Employees can choose to direct their contributions to the agencies supported by the United Charity Campaign.

We at the Frederick Campus are planning an exciting kick-off campaign to begin during the month of October or November. We'll share news of our campaign with you to let you know how successful we were this year. We're proud of our employees and we just wanted to share this bit of information with you!

The Optimist Club of Braddock Heights recently sponsored four students from the Maryland School for the Deaf in the first statewide Optimist Oratorical Contest for the Hearing Impaired. The contest was held at the Optimist state convention at Venice Inn, Hagerstown. From the left are Mike Duffy, foundation chairman; George Barthel, club chairman for the hearing impaired contest; contestants Sara Lee Herzog, Charles Baumer, Pete Richey and Edna Johnston; Paul Silverman, club president, and MSD teachers, Martin O'Brien and Cynthia Gadarian.

Photograph by Richard T. Meagher, The Frederick News-Post
A Special Guest

My class had a very special guest, named Helga Braun. Ms. Braun is an author. She recently wrote her autobiography of her tragic childhood in Germany during World War II.

Our class had recently been reading The Diary of Anne Frank. Our teacher noticed Ms. Braun's book, The Survival of Helga Braun in a bookstore. Ms. Swaiiko bought the book for us as it was a story about the same time period in history as Anne Frank. When we learned that Helga Braun lived in Frederick, we invited her to come speak to our class. She had a father who abused her, her brother Helmut, and her mother. Ms. Braun told us that her father was very angry about the war and that his family was so poor. He was frustrated and that caused him to abuse his family. When Helga Braun recalled some of her experiences as a child, we could see that the memories are still painful for her. We know she must have a lot of courage to share her experiences with other people.

Helga Braun gave Ms. Swaiiko the first edition of her book. Ms. Braun's sister, Angela "Gela" also came to our class. As both women spoke about their lives, we realized how lucky we are to be Americans with a good life and good families. Since their mother died when all three children were young, Helga took care of Helmut and Gela like a mother. Helga and Gela told us many funny stories about their experiences when they first came to America. Ms. Braun had a very sad childhood. She is now very happily married to Angelo Guariglia and she has four children. Why did she write her book? She told us that a few years ago she thought she might die and she thought very hard about what she could leave to her children to remember her. Finally she decided to write her life's story. Now her story is read not only by her own children, but by many people!

We treated Helga Braun and her sister to lunch in our cafeteria. After lunch, we had a question and answer time with Helga and Gela. They showed us photos in an album. At the end of sixth period, we all had
refreshments of brownies, peanut-butter cookies, and punch. We presented Helga with an “I Love You” sign pin and “friendship” sign pin to remember us. She really liked them! It was a very enjoyable day and it was our very first time to meet a real live author!!

Ms. Braun is a very friendly person. It was very easy for us to talk with her. She made us feel comfortable. Helga Braun was once sad, but now she is a very happy and appreciative American. We are proud to have met her.

The book The Survival of Helga Braun is available in the MSD library. For those who are interested to read it, we promise you will love it! It is also available in any local public bookstore for only $11.95.

—Adrienne L. Neal & Robin T. Rozga

Interview with Dr. Levy

We invited Dr. Harvey Levy to our class to speak about the Holocaust during World War II. Our class read the Diary of Young Girl, Anne Frank. We had also done reports on various topics related to World War II. We wanted to learn more about the Holocaust so we invited Dr. Levy.

While Ms. Swaiiko interpreted, we saw a movie called “Hangman.” The movie was about a poem of a man that one by one hangs people in a town. The people of the town were too afraid to stop the man. Dr. Levy spoke about the “Hangman,” and explained to us the similarity between the movie and Hitler’s persecution of the Jews during World War II. Also, he told us about his parents’ experiences in the concentration camps. His parents are Jewish and were held as prisoners for four years. They really suffered a lot.

We really learned a lot and listened about the Holocaust from Dr. Levy. It seems so awful that this really happened to people during World War II. We really felt so sorry for all the Jews and other people and we hope this kind of killing of innocent people will not happen again.

We treated Dr. Levy to lunch at our MSD cafeteria. We also gave him a friendship sign pin to remember us. We thanked him for giving up time to speak to our class.

—Eleanor Finnicum & Robert Kling
Maryland Athletes Run in Germany

During the summer, Anthony Epps and Cantree Simmons were picked to represent the United States in an International Sportfest in West Germany. The 14 nation track meet was held September 6, 1986 in Waser-Stadium in Bremen, West Germany. Charles Day, MSD track coach was also picked as assistant track coach.

The group of athletes and coaches assembled at Gallaudet College for the trip to JFK airport in New York. The ride up helped the athletes get to know each other and to renew old friendships. The group flew via Sebana Airline, the Belgium World Airline, to Brussels, the group rented a van and a car for the trip to Cologne, West Germany. The team stayed in the city of Aachen, which is outside of Cologne, and practiced in Cologne. During the practice sessions, the athletes met members of the German team.

On Friday, September 5, 1986, the team made the four-hour drive from Cologne to Bremen. Upon arriving in Bremen, the team was treated to dinner and social time so that the athletes could meet each other.

On Saturday, September 6, the athletes assembled at Waser-Stadium for opening ceremonies. The American team made up of eight athletes, won 14 medals and broke a would record in high jump.

Anthony Epps won a silver medal in the 100 meters and bronze medals in both the 200 meter and as a member of the 4x400 meter relay. Although Cantree Simmons did not win a medal, she did a very good job against older and more experienced competition. Saturday evening the athletes were treated to an all-nation banquet and entertainment. It was a nice way to say farewell to newly made friends.

Early Sunday morning the US team headed for the Netherlands for some sightseeing, and spent the day in the little town of Volendam, which is 15 kms north of Amsterdam. After spending the afternoon shopping and touring, the group headed for Amsterdam. After a hotel had been found, the team broke up into groups to explore the canals and the city of Amsterdam.

Basketball Camp

The first highlight of this summer was the trip to Mike Glenn Basketball Camp in Decatur, Georgia. Three girls of the MSD Varsity Basketball Team (Ratanda Finney, Sara Lee Herzig, and Edna Johnston) and three boys of the MSD Varsity Basketball Team (Albert Tharpe, James Gardiner, and Eric Roberts) attended the camp. Coach Lorriane Stoltz, who was asked by Mike Glenn himself to assist with the camp, also attended. MSD provided the van for the trip to Georgia.

The camp itself was a very rewarding experience for our players. They had workout exercises and station drills in the morning. They also had three to three teams and five to five teams for both boys and girls along with a free throw tournament.

Edna Johnston and Eric Roberts were selected on the All Star team from Decatur City. They received uniforms, a sport bag.
and Adidas sneakers. Sara Lee Herzig was selected as honorable mention player.

The most interesting part of the camp were the guests that showed up to entertain and demonstrate skills to the players. Among them was the Harlem Globetrotter, Harold Hubbard, who gave Ratanda a Harlem Globetrotter book. He also chose Ratanda and Sara Lee to do demonstrations. Other guests were: Glenn “Doc” Rivers of the Atlanta Hawks, and Danny Roundfield of the Washington Bullets.

Coach Stoltz felt that all the players received benefits from the camp. This should help our team this coming year. She wants the players that went to share their experience with the others throughout the school year and hopes students can return to the camp again next year.

Mike Glenn, who presently plays for the Milwaukee Bucks, grew up in Atlanta, Georgia, where his father worked for Georgia School for the Deaf. That is where he picked up the idea of a camp for young deaf players. He has good knowledge of and a good attitude toward the deaf world.

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USA Wrestling Camp

This summer two MSD students traveled to Penn State University to participate in a USA Wrestling Development Camp. Eric Woods and Dennis Gladhill were selected to train at the camp with 38 other elite wrestlers from the Eastern United States (Maine to Florida). They lived on campus—from June 28 to July 3. The wrestlers were sponsored by the A.A.A.D. and transportation was provided by the Maryland School for the Deaf. Coach James Schartner also attended the camp as a coach. Working at the Development Camp enabled Coach Schartner to complete his Silver Level Certification from the United States Wrestling Federation. He is one of only 58 coaches now certified at the Silver Level. This qualifies him to coach a National wrestling team.

The camp staff included head coaches from University of Pittsburgh, Massachusetts, and Penn State. Additionally, Coach Pavelo Kantzen, assistant coach for the 1984 Olympic Team, taught many of the sessions. A wide range of areas were covered including: Skills, techniques, nutrition, psychological training and goal setting. Only three deaf wrestlers attended the camp who were also members of the 1985 Deaf Olympic Team. They left an outstanding impression on the entire camp. It was a great learning experience for everyone involved!!!

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MSD Wrestler Travels to England


The wrestlers trained for a week at Gallaudet College with Coaches Marty Willigan and Mark Faller. The Freestyle Cup of Great Britain was an Open Division international tournament consisting of 25 countries. The Open Division is for wrestlers of any age, normally 18 and older. According to coach Willigan and Coach Faller, Eric did an outstanding job, while receiving firsthand experience from some very tough opponents. Eric wrestled three matches beating his Belgian opponent while losing to his British and Turkish opponents. His British opponent eventually placed third while his Turkish opponent placed first.

Eric felt that he gained valuable tournament experience. He also enjoyed Great Britain tremendously and would like to return next year. Good job Eric!!!
**Sports Injury Workshop**

On June 18 through June 27, MSD Athletic Director, Charles Day attended a Sport Injury Workshop at the University of Florida in Gainesville, Florida. Fifty coaches from the east coast and Canada attended the Cramer-sponsored workshop.

The classes were divided between lecture sessions and hands-on experience. The lecture series covered such topics as: Role of the Athletic Trainer, Injury Prevention, Physiology of Treatment, Initial Treatment of Injuries, General Treatment Rules, Specific Bodily Injuries (ankle, knee, hip, shoulder), Muscle Injuries, Injury Rehabilitation, Heat Related Injuries, Muscle Injuries, Nutrition and Conditioning to name a few of the topics covered.

In conjunction with the lecture series, there were laboratory sessions dealing with the lecture topics. The laboratory work reinforced the lectures and enabled the participants to experience hands-on work. Participants were able to evaluate and diagnose possible athletic injuries while working with several different people.

An important aspect of the lab work was the emphasis on taping. Each participant was required to do a great deal of taping in order to get as much practical experience as possible.

During the workshops each of the participants worked closely with the University of Florida athletic training staff.

This is the second such class for Coach Day. He took a previous Sports Medicine Course from Union Memorial Hospital in Baltimore, Maryland. According to Coach Day, the class in Florida was an excellent follow-up and refresher.

### Olympic Festival

Two Maryland girls were invited to participate in the Olympic Festival held at the University of Houston in Houston, Texas, July through August 3, 1986.

Former student, Paula Smith, class of 1985, and present student Cantreee Simmons were invited to run the 100 meter dash as deaf athletes were allowed to compete for the first time in the Olympic Festival. A total of eight deaf girls from all over the United States were invited to compete. The eight girls represented each of the areas: North, South, East and West. Our girls represented the East.

Jack Griffin, who was an Olympic Coach for the 1984 Olympic Games in Los Angeles, introduced the girls to Olympic Champions like Evelyn Ashford and Carl Lewis, and other outstanding athletes.

The experience was an outstanding one for the girls. They ran in front of approximately 17,000 people at the Olympic Festival and were able to meet some track and field outstanding athletes. Being the first deaf athletes to compete in the Olympic Festival, the girls were pioneers in the area of deaf athletics. The girls did an outstanding job representing the deaf athletic community in front of the nation.

Next year the deaf segment in the Olympic Festival will be expanded to include deaf wrestlers.

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*It’s fall and MSD athletes practice for cross country.*
TAC Certification Program

MSD track coaches, Richard Jones, Jay Cherry, Nancy Benton and Charles Day attended The Athletic Congress (TAC) Coaches Certification Program at the University of Houston in Houston, Texas. The program was held in conjunction with the Olympic Festival which was also hosted by the University of Houston.

Having the Olympic Festival at the same time as the Coaches Certification Program was an added benefit, as coaches were able to observe, during the track, some of the techniques discussed during the clinic.

The classes were well planned and covered all aspects of track and field. The program is intended to be general in nature, so that coaches receive a broad base of instruction. Another aim of the program is to standardize the vocabulary that track coaches use throughout the United States.

Classes were taught by some of the best track and field coaches in the United States. All were presently college coaches with several being either past Olympic coaches or future Olympic coaches.

The MSD staff felt that the program was an excellent one and are looking forward to the Level II program as soon as it is available.

***

MSD 1986-1987

Winter Sports Schedules

Boys Varsity & J.V. Basketball

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Location</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 4</td>
<td>MSSD</td>
<td>Away 6:30</td>
<td></td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Carroll Co. Christian</td>
<td>Home 4:30</td>
<td></td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Old Town</td>
<td>Away 6:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 5</td>
<td>VSD</td>
<td>*Home 5:30</td>
<td></td>
</tr>
<tr>
<td>Jan. 13</td>
<td>Prospect Hall</td>
<td>Home 6:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 15</td>
<td>St. James</td>
<td>Home 3:30</td>
<td></td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Old Town</td>
<td>Home 6:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Mercersburg Acad.</td>
<td>Away 4:15</td>
<td></td>
</tr>
<tr>
<td>Jan. 26</td>
<td>VSD</td>
<td>*Away 3:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Prospect Hall</td>
<td>Away 6:00</td>
<td></td>
</tr>
<tr>
<td>Feb. 3</td>
<td>WVSD</td>
<td>Away 4:00</td>
<td></td>
</tr>
<tr>
<td>Feb. 5</td>
<td>St. James</td>
<td>Away 3:15</td>
<td></td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Highland View</td>
<td>*Home 8:00</td>
<td></td>
</tr>
<tr>
<td>Feb. 12</td>
<td>MSSD</td>
<td>Home 6:00</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td>ESDAA Tournament at Lexington</td>
<td>Away 8:00</td>
<td></td>
</tr>
<tr>
<td>Mar. 8</td>
<td>Alumi Day</td>
<td>*Home 8:00</td>
<td></td>
</tr>
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</table>

(*) Varsity only

Girls Varsity & J.V. Basketball

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Location</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 2</td>
<td>Mont. Co. Cov.</td>
<td>*Home 4:00</td>
<td></td>
</tr>
<tr>
<td>Dec. 4</td>
<td>MSSD</td>
<td>Away 3:30</td>
<td></td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Hancock</td>
<td>Away 6:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 6</td>
<td>VSD</td>
<td>*Home 3:30</td>
<td></td>
</tr>
<tr>
<td>Jan. 8</td>
<td>Mont. Co. Cov.</td>
<td>*Home 4:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Mercersburg Acad.</td>
<td>Away 4:15</td>
<td></td>
</tr>
<tr>
<td>Jan. 15</td>
<td>VSD</td>
<td>*Away 3:30</td>
<td></td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Prospect Hall</td>
<td>Home 6:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Hancock</td>
<td>Home 6:00</td>
<td></td>
</tr>
<tr>
<td>Jan. 27</td>
<td>Prospect Hall</td>
<td>Away 6:00</td>
<td></td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Mercersburg Acad.</td>
<td>Home 4:00</td>
<td></td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Highland View</td>
<td>*Away 6:30</td>
<td></td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Highland View</td>
<td>*Home 6:30</td>
<td></td>
</tr>
<tr>
<td>Feb. 12</td>
<td>MSSD</td>
<td>Home 3:30</td>
<td></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>ESDAA Tournament at MSSD</td>
<td>Away 6:00</td>
<td></td>
</tr>
</tbody>
</table>

(*Varisty only

Wrestling

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Location</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 3</td>
<td>Landon</td>
<td>Away 4:00</td>
<td></td>
</tr>
<tr>
<td>Dec. 8</td>
<td>T.J./Linganore</td>
<td>Home 6:00</td>
<td></td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Calvert/at T.J.</td>
<td>Away 4:00</td>
<td></td>
</tr>
<tr>
<td>Dec. 12</td>
<td>Mason-Dixon Invitational at Spartansburg, S.C.</td>
<td>Away 4:00</td>
<td></td>
</tr>
</tbody>
</table>

Jan. 7 | MSSD                | Away 3:30    |        |
| Jan. 13 | St. James          | Away 4:00    |        |
| Jan. 14 | VSD/WVSD           | Home 4:00    |        |
| Jan. 17 | Bullis Prep        | Away 11:00   |        |
| Jan. 21 | Montrose Christian | Home 4:00    |        |
| Jan. 27 | Linganore          | Home 6:00    |        |
| Jan. 29 | Maret              | Home 4:00    |        |
| Feb. 3  | Capital Christian  | Home 4:30    |        |
| Feb. 6  | ESDAA Tournament at Fanwood, N.Y Feb. 10 | Away 4:00 |        |
| Feb. 20 | St. Albans         | Away         |        |
| Feb. 27 | National Prep Tournament at Lehigh University | Away 4:00 |        |

THE MARYLAND BULLETIN
Louis Frisino Wins Duck Stamp Contest

The Maryland School for the Deaf was pleased and very proud to learn that Louis Frisino, a graduate of the school, won first place in the Maryland Duck Contest for 1986-87. Previously Mr. Frisino had placed first in the Maryland Duck Stamp Contest for 1976-77, as well as first for the Maryland Trout Stamp Contest in 1977, 1978 and 1979. He has also won a number of other contests and is especially skilled in portraying outdoor scenes and wildlife.

Mr. Frisino graduated from the Maryland School for the Deaf in 1953 and later graduated from the Maryland Institute of Art. He worked for the News American in Baltimore and retired after 25 years there as a commercial artist. In addition to painting, he is skilled in woodcarving and taxidermy which he pursues as hobbies. Mr. Frisino presently makes his home in Severn, Maryland with his wife and youngest of their three children. MSD offers Mr. Frisino congratulations on his fine accomplishments.

Friends will be pleased to know that Daniel Rinas was named Volunteer of the Month by the Campfire Council of Chesapeake Inc. Mr. Rinas has coordinated Campfire programs at the Maryland School for the Deaf for four years and has worked very hard to make the program successful.

Friends of Sam and Rosemary Parker (Eutis) will be pleased to know that their daughter, Jamie, was recently engaged to David Renick in Baltimore where she teaches second grade. A December wedding is being planned.

The Maryland School for the Deaf family was saddened to learn of the recent death of Dr. Denton’s father, Mr. Patton Gwynn Denton, in North Carolina. We extend our heartfelt sympathies to the Denton family.

The Maryland School for the Deaf family was saddened to learn of the passing of Mr. Albert V. Hall, an employee in the school’s Dietary Department for the past 30 years. Mr. Hall passed away at his home in Frederick after an extended illness. Mr. Hall was known and loved by persons in every department and the entire school joins in offering sympathy to his family.

The Maryland Association of the Deaf invites you to participate in a night of fun at the MdAID Reflections on Saturday, November 15, 7:30 pm to 1:30 am at the Ramada Hotel 5910 Princess Garden Parkway in Lanham, Maryland. There will be dancing, entertainment, refreshments and prizes. Please contact Raymond Conrad at 9906 Treetop Lane, Lanham, Maryland for tickets or further information.

Staff and students were interested in watching a huge crane replace the air conditioning unit on the Ely Building and eagerly look forward to being able to have air conditioning again during a hot spell.

David Dingle, Richard Gokey, and Mr. Hahn are busily engaged in a beautification project near the Advanced Girls’ Dormitory.
Boy Scout Camping Trip

In September, Boy Scout Troop 258 went camping at Claggett Camp. Kevin Sanderlin and I had prepared the troop for camping. We arrived there and divided into two patrol groups. One was called Hawk and the other was called Eagle. We could use either one for special duties. We set up tents and got ready for supper. Then we played "Capture the Flag" and afterwards we went to bed. We enjoyed our first day of camping.

The next day we woke up and ate our delicious breakfast and started our duties by getting rid of wild roses. We had a tough time but we enjoyed it and learned a lot. All the boys went to the pond to look for frogs, fish, etc. After lunch, we went hiking on trails and looked for a river. We planned to go in the canoe but there was a conflict. We saw hawks and vultures eating dead sheep and cows. We played football before supper and then the troop had a meeting and played "Capture the Flag" again. We were tired and went to bed early.

On Sunday, we packed all the gear, cleaned up and came back to School. Some of the scouts got poison ivy, but we enjoyed the first camping trip of the year. We will miss Claggett Camp.

Quartermaster, Tim Monigan and Ass't Senior Patrol Leader, Kevin Sanderlin

Rights and Privacy Act…

Under the Federal Family Educational Rights and Privacy Act, parents of students under 18 have the right to inspect and review any and all official records, files, and data directly related to their children. Students who are 18 or older also have the right to inspect and review their official records. This includes material which is incorporated into each student’s cumulative folder.

Parents and students are also entitled to a hearing to challenge the contents of records to be sure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students. Provision must be made for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained within.

Student records are confidential and will not be released or made available to persons other than appropriate school personnel, parents of students or students without the written consent of the parents and/or students.

Questions or requests regarding student records should be directed to: Mr. Kenneth W. Kritz, Principal, Frederick Campus, Maryland School for the Deaf or Dr. Richard C. Steflan, Principal, Columbia Campus, Maryland School for the Deaf.

Brenda Yates gives MSD students a ride in a horsedrawn carriage at the Frederick Fair.