Auto Mechanics teacher Jim Lamb shows Maher Eshgui, Yoon-Sun Lee and Todd Reamer how to clean an engine.
Calendar of Events

MARCH
6—Afternoon in-service for staff
8—Winter Alumni Day
21—Building Construction Olympic Skill Contests at Frederick County Fairgrounds, all day
25—Valley Relays at Middletown, 4:00 p.m.
27—Third quarter ends
   Drama Presentation, "Beauty and the Beast", Ely Auditorium, 7:30 p.m.
28—Drama Presentation, "Beauty and the Beast", Ely Auditorium, 2:00 p.m.
30—Fourth quarter starts

APRIL
3—Afternoon in-service for staff
8—Track Meet, Mercersburg Academy, here, 4:00 p.m.
13-26—Spring Holiday
21—Classes resume
   Track Meet, Clear Spring, away, 4:00 p.m.
28—Track Meet with MSSD and St. Andrews, away, 3:30 p.m.
29—Hancock Track Invitational, away, 2:00 p.m.

MAY
5—Track Meet, Brunswick, here, 4:00 p.m.
9—Frederick County Track Championships
16—ESDAA Track and Field Championship at Buffalo, N.Y.
25—Memorial Day Holiday
26—Staff work day and students return to school
27—Classes resume
28—Class Night/ Honor Awards
31—Commencement and Graduation

JUNE
10—Last day of school for students
12—Last day of work for staff

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Employability:
An Introduction to the World of Work
By Martin O'Brien, Intermediate Teacher

In order for students to be prepared for the world of work, Employability instruction was established here at the Maryland School for the Deaf in the fall of 1984. It was decided that this class be offered to 14-year-old students entering their last year of the Intermediate Department. This would help prepare them for the Advanced Department and the program there.

Employability instruction provides students with various work-related opportunities. The purpose of Employability instruction is: (1) to help students become aware of the expectations that are required in the world of work; (2) to expose students to a variety of occupations; (3) to give students the opportunity to explore their own interests and talents while making short-term and long-term career-oriented decisions; (4) to help students to develop job-seeking skills; and (5) to help students develop good work habits.

In order to meet the above listed goals, the Employability course was divided into several areas: (1) classroom instruction; (2) a job search program; (3) seminars; (4) field trips; and (5) guest speakers.

Three to four days per week classroom instruction is conducted. During this time students are provided with various lessons and activities that explore why people work, the responsibilities of people at work, and how people choose their careers. Students are also exposed to a variety of occupations in which they examine various working conditions, the education and/or training required for each job, and the skills and interests needed to insure success in a specific occupation. Students are also given opportunities, through discussion, to explore their own skills and interests.

Developing good work habits and understanding employer expectations are also main foci of Employability instruction. Students learn ways to make a good impression on people, the importance of having a good appearance, and how to relate well with others. Students also learn what employers like from their employees, how to keep a job, various problems one may face at work, and how to avoid problems with other people.

Job-seeking skills are also developed during classroom instruction. Here, the student learns about part-time and full-time jobs, how to read the want ads, and how to obtain work permits and social security cards. Students also learn how to write a business letter to a company requesting information as well as filling out job applications. Since job applications vary in format, students are given opportunities to practice filling out a number of job applications. At this time, interviewing skills are introduced.

Students not only learn the importance of an interview, but also how to prepare for and conduct themselves at an interview. Through role playing, students practice interviewing situations — learning how to
answer the questions most often asked during an interview. As a culmination to this unit, students “apply” for specific jobs selected from the want ad section of the newspaper. Various staff members assume the role of employers and conduct “mock” interviews with each Employability student. Staff members then evaluate the students on their interviewing performance, and the results of the interview are shared with each student.

Another important area of Employability instruction is the Job Search Program. Currently the Maryland School for the Deaf offers a variety of vocational courses to high school students. Once a week, each Intermediate student is given the opportunity to attend one of the high school vocational classes. These classes may include Electro-Mechanics, Woodworking, Upholstery, Graphic Arts, Typing, Business Education, Cooking, Auto-Mechanics, Art, or Masonry.

During this time, the Intermediate students work directly with the high school Vocational teacher and with the high school students. The Intermediate student may be required to either observe the tasks being completed by the older high school students, or the student may be assigned a partner with whom to work. The Intermediate students are encouraged to become as involved as possible with the tasks being conducted in the various Vocational classes. Each week the Vocational teachers evaluate the Employability student on punctuality, on how well the student followed classroom and safety rules, and on how well the student showed an interest in class. Students are also evaluated on how well they have worked and cooperated during class. All of these are valuable Employability skills.

Intermediate students have an opportunity to attend Vocational classes a number of times throughout the year. By attending
these classes, they have a better understanding of each of the Vocational areas and therefore are better equipped to decide which Vocational field of study to choose for their freshman year of high school.

Approximately once a week, seminars are conducted with the Employability students. During this time, results from their Vocational class evaluations are discussed. Students are given an opportunity to share any problems which were faced during their Vocational class and they are also given a chance to explore ways of solving these problems. The Job Search Program is one way of applying what the students are learning in class. Field trips are also utilized.

Field trips enable students to see how employability skills are incorporated into real life job situations. They give students an opportunity to meet various employers and employees. Trips may be scheduled to Studio 20, a local printing company; H.L. Hartz and Sons, a local clothing manufacturer; Giant Food Store; the Frederick County Animal Shelter; the Frederick News Post; and local fast-food restaurants.

New to the Employability program this year are guest speakers. Former graduates of MSD are invited to school to speak with current Employability students about their job experiences. Also, current high school students at MSD who presently have part-time jobs or who are involved in the Work/Study program are afforded the opportunity of sharing job experiences with the Employability classes.

Developing Employability skills is an integral part of attaining success not only while in school, but also as the student enters the world of work on his/her way to becoming a self-sufficient adult.
National Library Week

Marguerite Sharpe, Librarian

"People spend more of their money for radios, television sets, and musical instruments but less of their money for books!" was the alarming trend noted by American librarians and book publishers in the 1950’s. To combat the problem, the American Library Association (ALA), the American Book Publishers Council, and concerned citizens formed the non-profit National Book Council in 1954. The council’s goals were to encourage reading and to keep books free and widely available to the public.

Many suggestions were discussed by the council to promote the encouragement of reading and to provide free books for people to read. One idea suggested was to have a nation-wide library recognition week. Its purpose would be to make the public more aware of the services their libraries have to offer.

The first National Library Week was held March 18-22, 1958. It was jointly organized by the National Book Council and the ALA. The first one actually became an international affair; both Canada and the United States were encouraging their citizens to "Wake Up and Read!" The President of the United States, President Dwight D. Eisenhower, read a proclamation that asked the people of the United States for their fullest participation. The people really responded! New records were established for library registration and book circulation. There were more than 5,000 towns and cities participating in the first National Library Week celebration.

The successfulness of the first National Library Week led to the ALA and the National Book Council’s decision to continue library week observances. It was voted to hold the observances each year in April. Since one of the goals was to promote reading many of the themes have focused on reading: "Read—The Fifth Freedom" in 1973; "Be All You Can Be—Read" in 1968-69; "Get Ahead—Read" in 1973; and, "A Nation of Readers” in 1985.

When the National Book Council disbanded in 1975, the ALA decided to continue the traditions of the National Book Council. One change was introduced: National Library Week would include a "Legislative Day". The first one was held during National Library Week 1975. The purpose of the Legislative Day was to set a time and place so that legislators, librarians, and library trustees would have a chance to discuss library needs. Since 1975 the ALA has placed more emphasis on informing the public of the services which a library can provide. As a result more and more graphics and various types of media equipment are now available for use in public libraries.

While the earlier librarians and book publishers feared the worse in competition from the radio, television and other media, today these same media are used by librarians to promote the library and to encourage the use of local libraries.

The ALA revised one of its goals so that today the ALA promotes the use and support of all of libraries . . . public libraries, school libraries, and specialized libraries. ALA wants the public to be aware of the many services available at their local public libraries. Why not check out your local library and see what will be happening there?

While maintaining National Library Week activities, ALA expanded its promotional period from one week to the full month of April. The whole month is designed as "School Library/Media Month". The week of April 5 has been designated as National Library Week for this year.

There will be special activities sponsored by Bjorlee Library at the Frederick Campus during April. The activities will include contests, a science fair, poster displays, and some special surprises planned by the librarian.

Has the "alarming" situation changed since the mid-1950’s? In addition to the radio, television, and musical instruments, we have movies and computers vying for our attention and time. It is obvious today that if we are to meet the National Book Council’s goals of 1954, we must make the time to read. Thus, this year’s theme: “Take Time to Read”.

THE MARYLAND BULLETIN
New Life for Old Books

Believing that “a good thing bears repeating” and that good books deserve better than “dying on the shelf”, the question arises: How can the life of a drab-looking good book be saved when it is not possible to find the book in print?

Last year the library sponsored a “Book Jacket Contest” in an attempt to save some of the old books. Ten students entered books in the contest.

This year “book revival” is an on-going process for Tim Brown, Albert Tharpe, Troy Woods, Anthony Epps, Richard Shewbridge, Lisa Jones, Patsy Jacobs, Steffan Savoy, and Phillip Henry. The nine students have been participating in a special program very similar to last year’s contest.

Each student selects a book of his/her choice from a special collection of fiction books gathered by Dr. Gamble, their reading teacher, and Miss Sharpe, the school librarian. The student borrows the book and reads it. The student then writes a summary of the book. After the language is corrected, the typed summary is prepared for the inside front of the new book cover. The student creates a new book jacket for the book.

Once the cover design is completed, the book summary is affixed to the inside cover and the entire book jacket is covered with a thin plastic shield. The new, fresh-looking jacket gives a new-life appearance to many of the old, drab-looking books.

Special recognition is given to the student for each book he/she tries to revive. The student is given credit for the book summary and book jacket design.

What do the students think of the experience? How do they feel about the assignment?

Here are a few of their comments:

“I feel it is good practice for me to write a short summary of a story,” comments Anthony Epps.

“I like it because it is nice to see a new picture on an old book,” responds Richard Shewbridge.

“I like the activity because it gives me a chance to find the meaning of new words. I use the dictionary sometimes,” says Lisa Jones.

“Books with bright, colorful pictures are more attractive to students in the library. Also, the art skills I get are good for me,” Steffan Savoy relates.

“I like the idea of my name being on the front cover of the books I recover. Future students will remember me and ask about me,” confesses Patsy Jacobs.

“I enjoy the activity because of the art work. Also, writing gives us good practice with English. We get a chance to read many different kinds of books with this activity,” are the thoughts Phillip Henry shares.

Tim Brown says, “I like the library activity because it gives me an opportunity to practice drawing. I don’t get any other chance to do that. Also, writing after we read is helpful to our language skills.”

Troy Woods feels the activity is an “advantage for the school because it’s like getting a new book without paying for it. I enjoy reading the books but I feel awkward about my poor drawing skills and other people seeing pictures that I feel are not that good.”

“I enjoy going to the library and doing the activity. It is a good idea to try to improve the covers of old books because students will be more interested in reading a book with a nice cover than a book with an old cover” are the thoughts of Albert Tharpe.
Allison Gompf presents Assembly

By Bonnie Van Buskirk

Allison Gompf, a former MSD student, visited us on January 7, 1987, and shared a very special experience with the staff and students. Allison had the opportunity and honor of being a member of the cast of the motion picture, "Children of a Lesser God". She played the role of Lydia, a student at a deaf school. She acted opposite William Hurt, an enthusiastic speech teacher, and Marlee Matlin, a former student from the school who falls in love with William Hurt. As the assembly began, Allison appeared nervous. But as she felt the warmth and admiration of her audience, she relaxed and seemed to enjoy their curiosity.

Allison's involvement in drama began early at MSD. She was involved in Intermediate Department Christmas programs and Advanced Department spring productions. Some of her roles at MSD included Lucy in "A Charlie Brown Christmas Story" and her favorite, Miss Spindle in "The Drunkard or Down With Demon Drink."

She gave much credit to Bette Hicks, her former drama director, and encouraged her audience to get involved in the drama productions at school. Miss Gompf was very active in drama at MSSD where she graduated in 1985. At MSSD she played Maria in "West Side Story" and performed "We Beseech Thee" in Godspell. She travelled through England for six weeks performing Godspell with the cast from MSSD. Allison placed third in a national drama competition called ARTS. That was an honor for which she received much recognition.

The students and staff were filled with questions and were eager to hear about Miss Gompf's experiences. Although the students regarded Allison as a "star", she said she didn't feel like one. The students seemed to be most interested in the money she earned. She stressed that although the money was "very good", her heart belonged to the stage and not a movie set.

She preferred performing for a live audience and not for a camera. When asked what she did with all her money, she responded that she bought a car, gave some money to her family to pay for medical expenses her father had incurred and saved a little. Ms. Gompf said she auditioned for the movie while at MSSD without realizing it. Her drama director asked several students to read some lines for a visitor and that was the end of it. She hadn't really given it much thought. She was very surprised to learn later that she had gotten a supporting role in a major motion picture. She modestly said several times that she got the role because of luck.

Allison explained that communication wasn't a problem while making the movie. Everyone involved with the film was required to learn finger spelling and basic sign language. There were also two interpreters to assist when necessary. Allison developed the dramatic signs used in her song in the movie. Her dance was choreographed by a famous choreographer. When questioned about working with William Hurt, she rolled her eyes upward, fanned herself and replied, "He's wonderful!" When asked for advice on how to get a role in a movie, Ms. Gompf replied with, "LUCK!" She reiterated that statement a few times during the assembly.

Her biggest disappointment about the movie making process was the slow pace and the number of times a scene had to be repeated. She didn't have to be on the set every day and when she was there, it seemed to take forever to do one short scene. She did point out that the salary she earned helped compensate for that. Allison said she would consider making another movie if the money was good enough. She would, however, prefer to perform on the stage with
instant feedback from her audience. She currently has two agents who look for roles they think she would enjoy performing. One agent was assigned to her by the movie company and the other she had to hire herself.

The assembly ended with a thundering applause. Robin Daniels presented Allison with the comedy/tragedy masks from the Ely Literary Society, MSD’s Drama Club. With a twinkle in her eye, she flashed the “I Love You” sign to her captivated audience. Students went to the stage to shake her hand, get her autograph, ask one final question and say a more personal hello to an old friend. It was good to see that despite a supporting role in a major motion picture, our old friend was still the energetic young girl we remembered.

We all really appreciated Mr. Turk’s giving up his free time to come all the way to MSD from Baltimore to talk to us. We presented him a large card with orange and black MSD letters and an Oriole drawing along with a framed 8” x 10” display showing the five different drawings of him using different weather signs: snow, rain, tornado, hot, and cold. The drawing was done by a deaf friend of Mrs. Paula Woodall. The friend is an artist who works on a lot of Signed English books for deaf children. Mr. Turk showed our gifts on the evening news and Mrs. Woodall copied it on the VCR tape along with the taping of the afternoon lecture. We hope that Mr. Turk will be willing to return to MSD in the future to talk to students who will learn about weather in their Science classes.

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**Computer Communications**

On December 16, Ms. Fanny Yeh of Information and Communication Systems, Inc., visited the Communication Department of MSD. Her presentation to the students involved a computer that was designed to communicate by telephone to TDD/TTY as well as to other computers. This computer also performs the functions of a personal computer. What makes it unique is its capability to communicate with TDD/TTY.

Information and Communication Systems, Inc., which designed this equipment, is also unique in that it was developed and is owned by a deaf person. Ms. Yeh, their Product Manager, is also deaf and this lent to an excellent presentation. The company is located in Frederick.

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**Channel 13 Weatherman Visits MSD**

On January 29, 1987 Mr. Bob Turk of Baltimore’s Channel 13 came to talk to three groups in the Intermediate Department about the various things relating to weather. He spoke to groups that had covered a unit on weather. Mr. Turk asked the students a lot of questions and got many good answers. He was impressed with the students’ interest and answers. He also gave them a lot of new information relating how to predict weather, how to find the average rainfall of an area, and the average temperature of an area. Mr. Turk used the blackboard to list words, a map to point out different places with different climates, and a globe to explain why an area would have colder climate than another at the same time of the year.

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Bob Turk, Channel 13 weatherman, is pleased with the drawings of him using weather signs.

Ms. Fanny Yeh (right) demonstrates how computers can help communication to Cynthia Simmons, Jennifer Stump and Mrs. Mary Sue Boxer.
Science Fair Assembly

Selected classes from the Primary Department were invited to attend the 1987 Science Fair Kick-off Assembly with the Intermediate and Advanced Department students. The students learned that the goal of the MSD Science Fair is to give the students an opportunity to share their interests in science.

The MSD Science Fair will be held the last week of April. The students are to set up their projects after school on April 27. The fair will be closed until after noon on April 28. During the time the fair is closed, judges will be deciding on which projects will receive special awards. Then the science fair will be open for visitors on the afternoon of April 28 and all day on April 29. The students must remove their science fair projects after school on April 30.

The students learned about some of the rules for this year's science fair:

1. Students may enter individually or in small groups.
2. Each person or group entering the science fair must have an advisor. Fifteen teachers have volunteered to help the students as advisors.
3. Types of projects that can be entered in the fair include collections and displays, demonstrations, experiments, and engineering and design projects.
4. The importance of the different dates for registering for the science fair and the dates of the last week of April were explained to the students.

Prizes and awards will be given to participants in the MSD science fair. The entries will be judged on creative skill, scientific thought/engineering design, thoroughness, skill, and clarity.

Mrs. Anderson, Mr. Overs, Mrs. Wait, and Miss Sharpe explained some science fair projects on display at the assembly. The students later had the opportunity to view the projects and experiment with a few of them at a mock science fair. Mr. Grady and Mrs. Woodall also had displays at the mock fair. Pictures of past science fairs here at MSD were on display in an area near the projects.

Mr. Gillard discussed ways the computer can be helpful when doing a science fair project. He discussed some programs that can help with graphic displays and programs to help in writing the project report.

Miss Sharpe talked about the special book display in the library. The display contains books related to science fair projects and how-to-do science fair projects.

The books in the display may only be borrowed for one week at a time so that many students may use the books.

Mr. Grady talked about the benefits of entering a science fair. He spoke from his personal experience with science fairs. He shared what can happen to participants with good projects.

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A True Excused Absence

During a student assembly recently, a student entered the Ely auditorium and walked up the aisle to where Mr. Sinclair was sitting. There the student handed him a note from his parents explaining the nature of his absence. It was brief and to the point:

"Please excuse Albert's absence because our only access road was closed by the Amtrak accident for two days."

As the note was read, Albert walked up the aisle and found himself a seat and watched the program. The impression at that time was that life apparently went on with him and his family without too much fuss now that the inconvenience of the road closure was finally out of their way. Very little thought was given at the time that Albert and his family were very special people.

The Tharpe family and other families in their tiny community north of Baltimore were praised by The Baltimore Sun, all local television stations and the three major television networks. Among the most common adjectives used to describe these families were courageous, affable, caring and welcoming. The Tharpes and others were at the site of the nationally announced Amtrak train accident. They took care of 45 train victims in their household. The families in the neighborhood opened their doors; some even posted signs inviting the victims and rescue workers to stay and to eat in their homes. Their efforts were such that the ABC News decided to honor them as the Persons of the Week.

They were also recognized by President Ronald Reagan himself! Mrs. Nancy Tharpe received a telephone call from the White House and had a hard time being convinced that it was "that White House in Washington." Her family and other families in the Chace area were invited to go to the White House where President Reagan could only repetitiously thank them.

While we at MSD know that the Tharpe family went on to earn their living after the
accident and that Albert went to his school work without much ado, we do want to take this opportunity to express our pride in having this very selfless American family as part of the MSD community. While we regret that the accident did occur, we are glad that people like the Tharpes were there to help out.

Finally, in response to the parent's note, an entry was made in the attendance book to indicate that Albert was excusably absent.

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The Amazing Reisters Visit MSD

Mr. Terry Reister, his wife, their young son, and six other young apprentice magicians between the ages of 8-14 visited the Primary Dorm for an evening of fun and amazement recently.

For over an hour "The Amazing Reisters Troupe" entertained the Primary children and staff as well as a few parents with their tricks. They changed scarves to flowers, made rope cut in half come together again, and made a bottle disappear and appear again. Mr. Reister fooled the whole audience when they tried to guess which cup some yellow balls would be under. They kept moving!

Numerous members of the MSD audience became magician's assistants for several of the tricks. Sean O'Brien helped with a mind-reading card trick; Stacey Zile let herself be "cut in half" and Van Brewer almost had his head chopped off! Only the Reister's magic kept Stacey and Van in one pieces! Each child who assisted received payment in giant play money.

The MSD primary children seemed fascinated with the program and were eager to participate and shake hands with the troupe afterwards. Several MSD students asked if they could join the troupe. One young apprentice said he got interested in magic by watching a show just like this and by practicing on his own and with Mr. Reister.

Mr. Reister and his troupe have expressed interest in returning to MSD at a future date. When they do, they can be assured of a warm welcome!

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Telephone Assistance

If you are hearing-impaired or speech-impaired AND use a Telecommunications Device for the Deaf (TDD) you can get a discount on some calls you dial direct from your home. The discount applies on short-distance toll calls handled by C&P and on long distance calls handled by AT&T. (If you have another long distance company, check with it about rates and charges.)

If you qualify, you get a 40% discount on calls dialed between 8 AM and 5 PM weekdays, and a 60% discount on calls dialed all other times.

To apply, call your C&P Business Office. Your C&P Service Representative will send you a form to fill out and return. It must be signed by a physician, audiologist, speech pathologist, or representative of an appropriate government agency.

You can also get help from a special TDD Operator to place Credit Card calls, collect calls, third number calls, person-to-person calls, and calls made from hotels, motels and coin phones. The TDD Operator can help you get a number if you have trouble with a call, get credit for some problems on calls, and get phone numbers from Directory Assistance. And the TDD Operator can help you report problems with your C&P phone line.

To reach the TDD Operator dial 1-800-855-1155 (omit the "1" if you don't need it to call outside your local calling area).

You can call your C&P Business office toll free on 1-800-492-2215 to request forms and discuss service; or call 1-800-492-2211 to discuss your C&P phone bill (omit the "1" if you don't need it to call outside your local calling area).

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Mr. George J. Barthel, Youth Chairman of the Braddock Heights Optimist Club, (center) presents bonds to P. Richey, E. Johnston, and S. Herzig, winners of the 1986 Optimist Oratorical contest, as Mr. W. Sinclair looks on. C. Baumer, another winner, is absent from the picture.
Creative Writing Activity

We should all know that reading and writing go hand in hand. By reading in our free time, we are actually gaining a better knowledge of the English language and how it is used in all sorts of circumstances. When we are confronted with a writing assignment, we are then better prepared to produce sentences and paragraphs which are understandable and interesting to other people.

The readers of The Maryland Bulletin are aware that the students at the school are often asked to write about various topics in their academic classes. This article is intended to provide the readership with a specific example of the writing activity designed to develop new vocabulary as well as to challenge the creative skills of the students involved.

Dr. Gamble’s second period reading class was assigned to read 50 short stories of about 150 words each in a four-day time period. Each of the stories emphasized one new vocabulary word. The teacher selected 15 of those words for the students to learn how to use well in their own written and spoken vocabulary. During the week, the students were busy answering all kinds of comprehension and vocabulary questions relating to the 50 short stories. The final activity of the week was for the students to invent a story of their own and include at least eight of the new words learned that week. They were asked to underline those words in their stories. The teacher gave advice only when there was a disagreement.

The following two stories are examples of the results of that writing activity. The stories published here were randomly selected.

“Mother In Law”
By Sara Lee Herzig

One day Jeff was driving on a sinuous highway. He turned the music on full blast. He was relishing the music while not realizing that he was gaining speed. He was going 75 mph in a 55 mph zone. A police car was chasing him. When Jeff noticed that the police car was chasing, he was baffled. He checked the speed that his car was going; to his astonishment, he was going 85 miles per hour!

The police car signaled him to pull over and Jeff slowed down and pulled off the highway. He was thinking up excuses to tell to the policeman. When Jeff looked out of his car window, he was bewildered to see his own mother as a policeman!

Jeff was speechless and his mother thought that it was delectable! Jeff asked her when she started working. She said, “I started working on the road for the first time today. It is your calamity that you have run into me instead of other policeman. I’m going to devise some kind of punishment for you at home. There is no way that you could get away with this!” Jeff thought that his world was disintegrating!

Jeff got a speeding ticket. He went on what he was planning to do. He went to his friends’ house. He shared his experience with them and they found it to be very amusing. After spending the afternoon with his friends, Jeff dreaded going home to face his parents.

When Jeff got home, his parents were sitting in the family room. This time, his mother was out of the police uniform. Jeff hoped that his parents didn’t see him or call him. He wanted to evade the punishments he would eventually face. But both parents called his name. Jeff went to face them. His parents told him that he had to pay for the speeding ticket by himself and they would regulate him from using the family car. It would continue until he paid for the ticket and learned his lesson. Jeff was relieved that his punishments weren’t as severe as he thought they would be! He gave a sigh of relief! But this may be one that wasn’t that harsh. Wait until the next one!

The Johnston Circus
by Edna Johnston

In the nineteenth century, the Johnston circus had to travel across the west in America in order to earn bread and butter which was very expensive in those days. The circus traveled together like a family and went through bad times and good times. The head of the circus was a seven-year-old girl named Spunky Johnston. She was the one who recruited special people, including the moron brothers with wool-like hair and the
weighty dwarf tipping the scale at 305 pounds.

One day Spunky wanted to add a feature to the circus. She put advertisements in the "Time and Herald" newspaper hoping that someone would come forward and join the family. Ads were not efficient at all. A large percent of the people didn't subscribe to the newspaper and many didn't have the ability of writing and reading for they were illiterate. People were not as excited as before in seeing the freak-os. Spunky knew she had to devise something because it was inevitable that the circus disintegrated.

On a pleasant, sunny morning, Spunky bumped into a 10-year-old simous colleague on a street. His name was Rough Robert. Rough Robert was rather delectable and asked Spunky if she needed help pertaining to the circus. Spunky, after being worried about the possible break-up of the circus, broke down and confided in the guy. Rough Robert told Spunky of his newest creation, a flea circus. After hours and hours of brainstorming, they decided to merge their businesses.

Back at the circus, Tall Tom wanted to create a calamity after being in a monotonous period for a long time. He assembled the group and did a lot of antics that were not prevalent such as overruling Spunky's three-year-old sister who was a foreman on the circus grounds, and letting go the group of happy-go-lucky elephants and shrewd monkeys.

After Spunky and her new business partner returned to the circus area, they were baffled at how things turned out. They looked around for people and spotted Strongman Steve sobbing in his tent. Steve said the circus had just broken up. Spunky searched for the group that was causing such havoc. They caught the group and told them that the circus would remain stronger than ever with the flea circus.

Pencil Peter caught all the attention as he was frolicking on the grounds like crazy. One by one, they began to squirm. Finally Rough Robert realized what was going on. Pencil Peter stole the show as the whole flea circus decided to hitch a ride on Pete's back!

The circus roared with laughter and things looked bright for them in the future. Surely enough, they did! I know because Spunky is my great-grandmother! They lived happily everafter and currently, they are recruiting clowns from a college near by.

Our Trip to a Cavern

We left school after lunch. It was so crowded because Groups I, II, III, IV, VII, and VIII were in the MSD bus. Mrs. Yates drove us to Crystal Grottoes Cavern in Boonsboro, Maryland. The cavern is about 18 miles from Frederick.

The cavern looks small on the outside, but inside it has large steps. To see everything we split into three groups (of 10 or 12 people each). The groups that waited visited the cavern store. Each tour took about 35 minutes. Linda and Jenny were our guides. After our guide arrived we entered the cave. She told us about the history of the cave. She explained that the cavern was made by men digging every day for 12 hours a day, seven days a week for 16 years! Our guide showed us so many pretty rock formations. Some had exact shapes of a king on a throne, old father time, a frog and a turtle, and blankets. There also were some rocks that looked like potato chips! The cavern had a small pool which had coins in it. We saw stalactites hanging from the ceiling. Our guide explained that some grew for over 500 years. Later our guide told us to imagine being in the cave without electricity and she turned off the lights. We felt that we were moving, and it was very dark. We came to some steps that were not finished. Our guide explained that some day they plan to dig and open more of the cave for visitors, but it takes a lot of work.

We really enjoyed our visit to the Crystal Grottoes Cavern. We learned a lot. It was a neat experience being underground!

—Tisha Hebb and Maureen Yates

Michael Smith, Annette Burrell, Stephanie Madera and Claudette Fitzhugh studied various rock formations on their visit to the cavern.
A Nation of Readers

Kevin Dove, Sarah Himmelmann, Sean O'Brien, and Amy Wise are winners! They have won the "A Nation of Readers" trophy awarded to the Primary Department class with the highest average number of books read each quarter. This is the second time this year that Mrs. Corbett's class has won the award. The trophy will be on display in their classroom for the next nine weeks. The class boosted their average by 24 books.

"A Nation of Readers" reading contest was sponsored by the library two years ago. There was so much enthusiasm shown by the students that the decision was made to secure a large trophy to be awarded quarterly to the Primary class having the highest class average.

The students must borrow and read books on their reading level if they wish to have the book count toward their class's total for the quarter. The class total is then divided by the number of students in the class to determine the class average. The class having the highest average has the trophy placed in the classroom for the next school quarter.

Congratulations to Amy, Kevin, Sarah, and Sean!!!

In second place were Ms. Howard's class—Joey Barr, Matt Korpics, Steve Wagner, and Tiffany Zink. The class had placed third for first quarter. The class improved their average by 11 books.

In third place for the second quarter are Davey Bennett, Arlinda Boland, Marvin Cooper, Jamie Nomeland, and Stephen Sembler. They had placed fourth at the end of the first quarter. Mrs. Back's class loves to read. They averaged seven books more than first quarter.

All of the students participating in the program have done well and average more than one book a week.

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A Visit from an Author

Ms. Audrey Penn, a successful children's books author, came to our reading class. She told our class about herself and advised us about how to be authors from our own creative stories. The first book she wrote was Happy Apple Told Me. Before Audrey came, our class read her book Blue Out of Season. It is a cute story about weather "flukes". Flukes are the imaginary characters that cause weather. The story is about how the spring, fall and summer flukes tried to help Parden, a snowflake, that had been dropped to the earth by mistake in spring. The flukes save Parden from melting until he can be rescued by the winter flukes. Audrey told us that she first got the idea for Blue Out of Season while in a restaurant. She wrote her first ideas for the book on a napkin, placemat and menu at the restaurant. Audrey didn't know anything about weather, so she asked Bob Ryan from Channel 4. The weatherman explained to her the information about the weather. C.S. Ewing is the illustrator for Blue Out of Season. Audrey told us it took five years from the time she first thought of the book to the time it was finally published.

Audrey has three children. Her oldest son is 14 years old, her other son is four years old, and her daughter is one year old. They live in Olney, Md. near Gaithersburg. Audrey's husband works at the Post Office in Aspen Hill.

Audrey has arthritis. Arthritis is a disease that causes swelling of the joints in the body. Arthritis can be very painful. She had arthritis since she was born. Sometimes she has to stay in bed for long periods of time. When her third child was born, Audrey could not hold her baby till the baby was 10 months old because Audrey's arms were in such pain with arthritis. All the money earned from selling her book, Blue Out of Season, is given to the Juvenile Arthritis Fund to help scientists study to discover a cure for the disease. Before the arthritis got worse Audrey Penn danced with the New York City Ballet Co.

Audrey has written 24 books so far. Audrey is a very good children's author and we learned a lot from her visit. Audrey's
visit was made possible by the Maryland Very Special Arts program.

—Lisa M. Ewan

A Letter from Princess Diana

I learned about Diana during October. I read many books and got information for a report.

I read about Diana’s life. When Diana was little, she had a birthday party. The children went to the zoo, and they rode a camel. They had fun in the zoo. I think it was so nice for Diana’s birthday party.

Then I wrote to Diana. I told Diana about my house and school.

In January, I got a letter from Diana. This letter said thank you to me. Diana liked my letter.

—Staci Rodgers

Our Special Guest

Our class was recently doing a research unit on the Philippines. We decided to invite Mary Denton, the daughter of Dr. David Denton, our Superintendent. She agreed to come to our class. She brought slides of the village where she lived on the island of Mindanao. After watching the slides, we asked Mary many questions about her experiences in the Philippines. She told us a lot of interesting information.

Mary Denton was a Peace Corps worker in the Philippines for 27 months. She wanted to be a Peace Corps volunteer to see how people live on the other side of the world. She got the job by applying to be a Peace Corps volunteer in Washington D.C.

During the 27 months in the Philippines she saw about 13 islands traveling by boat. She worked on Mindanao, the large southern Philippine island. She traveled to Manila City and many other cities. She didn’t have a chance to go to Quezon city, the capital. She didn’t meet Corazon Aquino, but she saw her. Mary said many Filipino people celebrated when Corazon Aquino was elected as the new Filipino President.

Mary had a very interesting experience as a teacher in the Philippines. When she arrived in the Philippines the children were a little scared because they had white skin compared to Philippine people’s skin. The Filipino people called her “White Fairy”.

There are many deaf children in the Philippines. Mary helped to start a school for them on Mindanao island. There are a lot of differences between the Philippine school and our school, MSD. For example, the Philippine school did not have many nice textbooks as we have. Also, they did not have much teaching equipment like, overhead projector, or filmstrip projector and movie projector. Mary said students in the Philippines often did not come to class on time. Her classes started at 7:30 and finished at 5:30. She taught deaf students 12 years old to 38 years old. The children were eager to learn. Mary used PSL — Philippine Sign Language. The signs are different from ASL — American Sign Language. The Filipino children were learning English. The deaf students in the Philippines were sad when Mary Denton left to return to the U.S.

Life for Mary in the Philippines was very different compared to her life in the U.S. Mary had to get used to difference kinds of food, shelter, and clothes. Mary was homesick for the first six months. She really missed her family and friends. In the Philippines, most of the houses that are near the beach are elevated off the ground in case the tide gets very high. Mary lived in one of the houses. It was a house that had no flushing toilet, and no toilet paper! They used water, and many times the electricity went out. Mary couldn’t shower often because there was no privacy. Mary had a difficult time getting used to the Philippines because the weather is so warm all the time. Most of the people wear light cotton clothes.
because of the warm weather. Some of the people have radios and some telephones, but there are very few T.V.s.

The weather on Mindanao Island was very hot and humid. The weather on Mindanao Island was almost 80 degrees every day. In the Philippines there are lots of bugs (especially mosquitoes). When it rained it became very hot and very humid. Mary said she had to put a net around her bed to keep the mosquitoes from biting.

Mary is happy and sad to be back in the United States. She really liked the Philippine adults and kids and it was very hard to leave them but she is glad to be in the United States with her father and mother. Mary would like to go back to the Philippines someday because it is a very beautiful place with nice people.

Before Mary left, we gave her some flowers to thank her for sharing her time and information with our class. We hope Mary will visit us again.

—Intermediate Group II
Staci Rensch, Tara Duboski, Lisa Ewan & Maureen Yates

Writing about Bees

Shawn Richardson, Deanna Piper, Ricky Hall

Ms. Staab's first, second, and fourth period classes researched bees. We were going to make books about them.

First, the class researchers had to read library books about bees. There was a whole lot for us to read because there were at least 10 books. Despite the long reading, the students were fascinated with the bees' lives and their division of labor. We were talking about and discussing bees at great length. We all loved reading about bees.

Next, we discussed that topics should be picked. Yes, there were many topics to choose. The researchers chose the essential topics: jobs of bees, kinds of bees, or the life cycle of bees. At last, each class chose 12 topics about bees.

After that, the enthusiastic students divided the topics among themselves. We scribbled notes to write longer compositions. What long reports we had! Whew! We finished writing everything from the topics. But only one more thing, the students reread to check the grammar. Agreed, we found pretty many grammar errors as we edited. Conclusively, the weary editors fell asleep as we slouched on our chairs. (SR)

After we worked on our rough drafts, we worked in the computer lab to print our bee stories. Each class had approximately 30 pages. Wow, those pages were mixed up. We had to put them in order. We put the reports first; then we had poems, stinging stories, and creative stories.

Next we went to the computer class to load our bee stories on one disk. We took stories from our six disks and put them on one disk. Our individual stories now were a book.

Finally we printed all of our bee's stories in order. We checked to make sure that all were correct. Then we printed our books. After that we had all the papers of our bee stories. We were ready to bind our books.

On a quiet day in the fall, I started to dream and had this wonderful idea about the look of our book cover. I asked Ms. Staab for permission to get along drawing this cover. It came out beautiful, and Ms. Staab had her bottom jaw dropping to the floor because she couldn't believe how magnificent my drawing was. After she xeroxed it on the Xerox machine, she told us to color it as our homework assignment. We were supposed to take good care of the pictures and wait until the book making process was over. Then we could put my picture on the front of the book to capture people's attention!

The book binding process was okay. It was easy if we followed the instructions! First, we folded a large paper into halves and cut it. Next, we measured the paper so it would fit the book exactly. Then we put cardboard inside the paper cover so it will

Eric Roberts and Shawn Richardson are fascinated by honey combs that were full of honey. When the frame is full, it weighs ten pounds.

Photo by Deanna Piper
last long and hold the pages together. Finally, we taped the hard cover and the pages together so the pages would not fall out. We glued the picture on the front side of the book. Voila! We looked through our books with the pride of being new, young authors.

On Monday, November 9, 1986, two men, Mr. Diffenderfer and Mr. Higgins, came here to lecture about the saga of bees. First, we came in the classroom and autographed many books about bees while Mr. Diffenderfer was setting up for his demonstration. Next we watched a movie about the life cycle of the honeybees. After we discussed the movie and body parts of a honeybee, he showed and let us feel the honey samples. Some students made presentations to thank Mr. Gillard, Ms. Sharpe, Mr. Higgins, and Mr. Diffenderfer who were involved with this bee unit. We presented them with copies of our books. After the lecture we ate homemade honey cookies made with Mr. Higgins' honey. Finally the bee unit was over . . . But we will always remember the facts of the bees!

We have applied for our books to be copyrighted. Hopefully, our book will be copyrighted. We are proud to announce that the following people are now published authors: (RH)

Stephanie Chester
Scott Jacobs
Deanna Piper
Eric Roberts
Traver Savoy
Robin Daniels
Bobbi Sue Renfrew

Adrienne Smith

Shawn Richardson
Jody Davis
Eleanor Finnicum
Richard Gokey
Richard Hall
Scott Perdue
Brenda Shaffer

A Very Special Person

Louise Tetu was born in Canada. When she was a little girl she developed Ushers Syndrome. Her childhood was frustrating. She started to lose sight during her teenage years. When Louise Tetu became blind her parents felt sad like they felt when she was born deaf.

Her personality is very friendly and very aggressive, not boring. She looks like a tomboy and is very stylish-like punk.

Louise Tetu is a student at Gallaudet University. She loves to type on a braille computer at Gallaudet University. She had learned about many things that help blind people at Gallaudet University. She is majoring in psychology. She is a senior. She will graduate in December.

Louise Tetu came to our class because we read a story about a deaf teenager called, “A Cane in Her Hand”. Louise Tetu brought many things that blind people use to learn and to communicate. She showed us a braille TDD, a brailer, (a typewriter for blind people), a slate and a stylus. Louise explained about her life and how she feels about being blind. We thought Louise Tetu was neat! She held our hand when we signed to her. She prefers ASL, not English Language, because ASL is quicker to sign and easier to understand. Louise brought a guide/interpreter with her.

Louise did not look like a blind person to us. We felt comfortable with her. We learned a lot from Louise Tetu and we hope we will visit with her again.

Group VIII
Language Class

Louise Tetu demonstrates communication devices for deaf-blind people.
Intermediate Department
Honor Roll—Second Quarter

PRINCIPAL'S LIST
Catherine Boswell
Devon Gibson
Kenny Rush

ACADEMIC
Robert Bruichart
Heather Herzig
Melissa Herzig
Sara Konkel

CITIZENSHIP
Trina Baylor
Tammy Belcher
Debrah Burroughs
Damon Edwards
Tonia Fields
Joann Gregor
Cindy Hall
George Harris, III
Yoon-Sun Lee
Melissa McClain
Tommy Rush
Latasha Whitlock

Advanced Department
Honor Roll—Second Quarter

PRINCIPAL'S LIST
Tonya Bland
Thomas Boswell
Romesh Ganjian
Sara Lee Herzig
Patricia Jacobs
David Rasek, Jr.
Eric Roberts
George Savoy, Jr.
Holly Schubert
Cantracee Simmons
Edward Stull

CITIZENSHIP
Matthew Albrecht
Donal Belcher, Jr.
Tamela Beulah
Robert Buckle
Kelly Cooper
Melissa Curry
Robin Daniels
Michelle Day
Maher Elshqui
Eleanor Finicum
Angela Fotsythe
Paul Gilbert, Jr.
Lisa Jones
Rhonda Mellott
Todd Reamer
Bobbi Sue Renfrew
Dana Smith
Jennifer Stump
Matthew Thompson
Sudhir Wallia
Eric Woods

A Visit to the Dentist's Office

Miss Miller and Mrs. Sinclair's classes of six and seven years olds visited Dr. Harvey Levy's Dental office in nearby Amber Meadows. Dr. Levy's office has big white tooth chairs to sit on and he has a giant blue toothbrush to help him show children how to brush.

Each of the children had a chance to sit in the dentist's chair and use the water spray, the air spray and suction on each other. Some of the children got wet! They used the dental mirror to look at each other's teeth.

At the end of the visit, each child received a rocket box containing a new toothbrush and toothpaste. The children also got balloons made in the shape of animals. The children all enjoyed their visit to Dr. Levy's and the opportunity to play Dentist.

MSD students enjoy visiting Dr. Levy's office.
National Honors

Both the boys Cross Country team and the girls Cross Country team have been named the top Cross Country teams in the nation. This is the first year that top boys and top girls teams and All Americans in Cross Country have been picked by the Deaf American Magazine. In addition to having the top teams, three runners were named to the All American list, Toby Daniels and Adrienne Neal were named to the first team All American list, while Mary Beth Cryer was named as second team All American. Likewise, both Sudhir Walia and Cantrece Simmons were listed as Honorable Mention.

This is a big honor for the Maryland School for the Deaf and we are very proud. A special thank you is given to coaches Jay Cherry and Nancy Benton for a job well done and to both the boys and girls teams for working so hard.

In addition to the Cross Country teams, Eric Woods was named National Deaf Prep Player of the year, as well as a first team All American. This is first time that a football player from the Maryland School for the Deaf has been named the player of the year. The news was announced in the USA Today newspaper.

Eric had a very good year, he lead the team in tackles. He was also the team captain. Eric gained 512 yards on 72 carries for a 7.1 yard per carry average. According to Mike Paulone, football coach, Eric’s graduation will leave a big hole on the team next year that will be hard to fill.

Eric has also been picked as the Maryland School for the Deaf’s National Scholar Athlete for the 1986-87 year.

Left to right: Coach J. Cherry, S. Walia, T. Daniels, A. Neal, M.B. Cryer, C. Simmons, Coach N. Benton

Eric Woods

Wrestling

On December 12, the wrestling team went to South Carolina. We drove there over nine hours. We stopped at a gas station. We did not stop at McDonald’s to eat because we had to keep the same weight. We were a little hungry, but we ate fruit. We slept in our van. There were 12 students. Friday at 4:00 p.m. we arrived. We walked to the gym for the weigh-in. We put our suitcases in the dorm. We went to eat in the cafeteria. We drank tea. We went into the basement for the snack bar and had free Coke.

Later we had hot games for two days. We got third place for our team. Alabama got the championship and second place was won by the SCSD team. Tim Baylor, Steffen Savoy and I got second place and Eric Woods got first place. Then we went for pizza. We ate the 19-inch pizza for three persons and our coach ate a 12-inch pizza. We finished eating there, then we left. We went to the dorm and slept.

On Sunday we got our baggage to go back to our school. We drive on the highway. We stopped at McDonald’s and ate something. Then we arrived at MSD at our gym. We were happy to be back.

—Brian C. Rogers

Track Schedule

Mar. 25—Valley Relays at Middletown Home 4:00
Apr. 8—Merceburg Away 4:00
Apr. 21—Clear Spring Away 4:00
Apr. 28—Hancock Invitational Away 2:00
May 5 Brunswick/MSSD Home 4:00
May 9—Frederick County Championship at Catoctin
May 16—ESDAA Championship at St. Mary’s, Buffalo, N.Y.
Orioles Win ESDAA Wrestling Crown

The Maryland School for the Deaf won its third ESDAA Wrestling crown by defeating the Lexington School for the Deaf by 158 points to 116 points. Model Secondary School for the Deaf placed third with 104 points, while the New York School for the Deaf (Fanwood) placed fourth with 89 points. In fifth place with 73 1/2 points was the West Virginia School for the Deaf and the American School for the Deaf was sixth with 25 points.

Our first place finish was made possible when eight Maryland wrestlers made the finals. Of the eight Maryland wrestlers, three won individual championships. They were Sydney Claggett, Troy Woods and Eric Woods. This was Eric Woods' fourth ESDAA Championship. Kelly Wilson, Kevin Sanderlin, Stefan Savoy, Sudhir Walia and Brian Rogers won second place medals for the team. Placing third were Kevin Becham, Tim Baylor and Eddie Stull. It was a total team effort.

Coach Schartner attributes the victory to overall team improvement not only this year, but from last year as well. He feels that this year's team has improved more in two years than any other team that he has worked with.

One of the keys in winning the ESDAA Championship was the head to head competition with the Lexington School for the Deaf. The Lexington School for the Deaf were the defending champions and were the team that Maryland had to beat in order to win the championship. Of the eight head to head matches with Lexington wrestlers, Maryland won five of them to help seal the victory for the Maryland team.

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MSD Teams Win ESDAA Championships

The boys basketball team traveled to the Lexington School for the Deaf in New York City to compete in the 55th Annual ESDAA Basketball Tournament. With the Model Secondary School dropping out of the tournament, our boys became the number one seed.

Our boys opened the tournament play with an exhibition game against a team from the Lexington area. This game had no bearing on the tournament, but was used as a warm-up game. We then faced a tall Lexington School team. We jumped out to an early lead and controlled the game. Midway through the third period, Eric Roberts was injured. The injury was later diagnosed as a broken leg. We defeated Lexington to move into the championship round against the New York School for the Deaf (Fanwood) who had defeated St. Mary's of Buffalo, New York.

With Eric Roberts out of the line up, most people felt that Fanwood would have an easy time. Eric was a key player for us, both offensively and defensively. Coach Bush and Coach Overs explained to the boys that they could still win without Eric, but that they would have to work hard and play as a team. New York jumped out to an early lead and we had to play catch up the entire game. Our boys never gave up and continued to work even though they were missing a lot of baskets. During the fourth period we made a run at Fanwood and closed the gap to one point with less than a minute to play. Then, with 38 seconds left, Anthony Epps sank a basket to put Maryland up by one point. As New York was bringing the ball up the court, Anthony stole the ball and made the lay up to put us ahead by three points as time ran out on New York.

This was our third championship in six years. Anthony Epps made the First All Tournament Team and Eric Roberts and Albert Tharpe made the Second All Tournament Team.

During the boys basketball tournament held at the Lexington School, our cheerleaders competed in the cheerleading competition. There were five schools competing. Only the American School for the Deaf did not have a cheerleading squad. There were several good squads competing.

Our girls had an excellent tournament as they won the Sportsmanship Award as well as the Championship Trophy for being the best team. Deanna Piper won the Individual Cheering competition and Sara Lee Herzog won the Individual Jumping competition.

Deanna Piper and Robin Daniels made the Allstar Cheerleading Team. The tournament ended up being a Maryland tournament with both the boys and the girls capturing team championships.

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Lady Orioles Place Third in ESDAA

The Maryland girls placed third in the 1987 ESDAA Girls Basketball Tournament held at the Model Secondary School for the Deaf in Washington, D.C.

The girls opened the tournament by defeating the Lexington School for the Deaf. Next, they played the Model Secondary School for the Deaf. After keeping the game
close for the first half, MSSD was able to pull away during the second half to defeat the Lady Orioles. The game turned out to be the hardest game that MSSD would play. The loss dropped our girls into the battle for third place against the New York School for the Deaf (Fanwood).

Our girls played very well in defeating Fanwood to capture third place. The Model Secondary School defeated Marie Katzenbach School for the Deaf to take first place, Marie Katzenbach was second, with MSD taking third. The New York School for the Deaf placed fourth with Lexington fifth and the American School for the Deaf taking sixth place.

Cantreee Simmons made First All Tournament Team, while Edna Johnston made second All Tournament Team.

\(*\ *\ *\)

**The Balloon-Race Winner**

Right before Christmas, Juan Carlos Borrero received a letter from a New Jersey police department. Since Juan Carlos is five years old and lives in Bethesda, Maryland, no one could figure out why he would get a letter from the New Jersey police. When Juan Carlos opened the letter, it all became clear. Inside were two tags with Juan Carlos’s name on them and the MSD address stamped on the back. They were wrapped in this letter:

Dear Carlos,

My name is Bill Osterman. I am Chief of Police, Borough of Elmer, Salem County, New Jersey. On Sunday, November 16, 1986 at 2:30 PM, my fiancee, Betsy Wright, and I were walking on the beach near our summer home in Fortesque, N.J. Betsy found your balloon tags tangled in some weeds at the water’s edge. Fortesque is located in Cumberland County, New Jersey on the Delaware Bay, halfway between Wilmington and Cape May. I hope this letter helps and that you have a very happy Christmas.

Yours truly,

Bill Osterman

A few weeks before, to show support for a school-wide United Way Campaign, the children were encouraged to donate a quarter or more to United Way. For each quarter they got a helium balloon with a name tag attached.

One sunny morning all the Primary and Intermediate children assembled on the Frederick Campus Mall and launched the balloons. It was a beautiful sight! Hundreds of multi-colored balloons filled the sky (and a few trees!) and sailed off toward the north east.

Mrs. Hazel Rice, the school’s administrative assistant and coordinator of the United Way Campaign, had explained that she would track the balloons and the owner of the one which went the farthest, and whose tags were returned, would win a prize.

Tags were returned from various points in a north easterly direction from the school, but Juan Carlos’ balloon went the farthest!

Right before Christmas vacation, Mrs. Rice presented Juan Carlos with a T-shirt with multi-colored balloons on the front. He was very pleased to have won the contest.

\(*\ *\ *\)

**MSD Student Helps Interpreter for the County Executive**

On Wednesday, November 26, a young deaf man, 25 years old, had an appointment to meet Mr. Charles Gilchrist, Montgomery County Executive. The young man, whose name is Christopher, wanted to meet with Mr. Gilchrist and thank him for his service to Montgomery County and to wish him well in his future studies to become an Episcopal priest.

Major Bob Renfrew spoke to Christopher in May to arrange the meeting and to interpret for him.

During the meeting on Wednesday, Bob Renfrew and Christopher were accompanied by Bobbi Sue Renfrew who helped the interpreter with unfamiliar signs used by Christopher.

Mr. Gilchrist who will leave office on Sunday, November 30, was most kind to take time out of his very busy schedule to spend a few minutes with the young deaf man. In addition he presented Christopher and Bobbi Sue with a desk caddy bearing the Montgomery County Seal and a paper weight commemorating the opening of the Metro Red Line to Shady Grove Road. The significance of the paper weight was because Christopher informed Mr. Gilchrist that his dad was one of the architects for the Washington subway.

For Bobbi Sue, this was an unexpected honor since she planned to spend the afternoon at home, but because of the change in dad’s schedule, she was able to sit and chat with the top executive in the Montgomery County Government for a few minutes on a rainy afternoon. It was a good experience for Bobbi Sue.
Administration

David M. Denton, Superintendent
Hazel E. Rice, Administrative Assistant

Educational Department—Frederick

Kenneth W. Price, Assistant Superintendent/Principal
Stanley Basker, Associate Principal
Deborah Clark, J. Wayne Snell, Mark A. Watt, Assistant Principals
William A. Sherman, Jr., Psychologist
Robert Dorrell, Audiologist

Suzanne Abell, Director of Curriculum and Instructional Media
Charles Day, Coordinator of Physical Education, Recreation and Athletics
Heather Bannuzi, Deborah Edmonds, Joan Rawes,
Kathleen Barrick, Kathleen McEory, Linda Stull, Secretaries

FACULTY:
Charlene Anderson
Cheryl D. Back
Paul E. Blau, Jr.
Nancy L. Benton
Cahilyn Borggaard
Virginia Borggaard
Mary Sue Booker
Barbara Brinks
Jay Cherry
Nancy Cherry
Marcia Corbett
Jennie Daze
Lisa Deland
Mary Ellen Dennissey
Don Delain
Mary Delguy
Melinda Dufek
Marsha Flowers
Carolyn Foley
Cynthia Gates
Annie Garnett
Lisa Garrett
Jane Haefer
Jan Helter
Deborah Howard
Donald M. Hahn
Mary Harris
William Haffield
Bette Hixs
Joanne Jackson
Richard Jones
Ety Jo Keller
Barbara Kinze
James A. Laub
Kenneth Lown Davis
Carolyn Loce
Jeanine Luer
E. Thomas McKenna
Zaneigene Meadows
Robbin Miller
Milagrosa Narevic
Floyd Newbold
Richard Nelligan
Dion Nienhuis
Susanna Oliver
B. O. O'Brien
Cameron Ovens
Ruth O'Connell
Paul Padden
Karen Paulone
Mary Black
A. Donald Phillips
W. W. Pond
Ellen Potter
Patricia Petzold-Klop
Denis Reen
Barbara Reiter
Ellen Richmond
Laurence W. Richmon
Dorothy Rust
Mark Rust
Edward Schaberl
Jesums Schartner
Richard Schunke
Ruth Ann Schmitz
Marylou Scrimin
Marguerite Sharpe
Mary Lynn Sinclair
Doreen Spitz
Kathy Stahl
Lorraine Stoll
Nancy Swako
Linda Telford
Bonnie Van Buskirk
Diane Van Albuist
Cathy Viets
Julius B. Vold
Barbara Wagga
Paul A. Watson
TEACHER AIDES:
Janie Andrews
Carol A. Bean
Mary Black
Sally Brown
Trudy Buck
Ann Cassel
Iona D. Dyer
Patricia A. Hahn
Barbara Reiter
Mary Ann Kraft
Josephine Law
Leslie Madsen
Barbara Meehan
Pauline Meehan
Barbara Phelps
Betty Romburg

FISCAL SERVICES:
Catherine Litchfield, Fiscal Coordinator
Jean VanSant, Fiscal Assistant
Georgenonn Janszen, Tyvish Clark

PERSONNEL SERVICES:
Susan Offner, Manager
Brad Spice, Personnel Clerk

DATA PROCESSING SERVICES
Gerard B. McMahon, Jr.

Support Services Department—Frederick

Ronald C. Sisk, Assistant Superintendent/Administrator, Business Services
Daisy Condon, Mary Masser, Secretaries

FACULTY:
Jeanne Mason-Bostwick
Karen Bickett
Dean Buck
Judy College
Mary Ann Corbett
Nancy Downey
Arnie Drechler
Christopher Duch
John Henderson
BarbKlil Wegtan
Evelyn Hiss
Holly Hodgdon
Deanna Hoss
Elizabeth J. Jankowski
Lydia Jones, Noon

PHYSICAL PLANT AND MAINTENANCE:
Bruce E. Foster
Maintenance Supvr.
Deborah Miller, Secretary
Don Davis, Typist
Sharon Trasker
Donna Jackson, Chief III
David Wade
Maintenance Chief III
Robert Banks
Elmer Brook
Brian Brown
Addie A. Clark
Thomas Crandle

TEACHER AIDES:
Evelyn Anthony
Kathleen Burrell
Joyce Chapman
Jeanne DeSantis
Dorothy Strong
Helen Eisenthal
Lor. L. Fisher
Don Gaspard
Linda Laskin
Kathie Macdonald
Joan Miller
Sandy Reaugh
Joan Rich
Kay Ross

RECRUITMENT:
Richard D. Keenan
Virginia Prichett

Educational Department—Columbia

Richard C. Steflan, Jr., Assistant Superintendent/Principal
Gertrude Galloway, Ruth Howell, John K. Snell, Assistant Principals
Brian Alle, Psychologist
Pamela R. Stalling, Audiologist
Marianne D. Mary Hayes, John Kauffman, Secretaries
Mary Jane T. Stith, Silico Clerk

FACULTY:
Timothy M. Karman
Judith A. Lee
Joyce Letch
Constance Macia
Jane Macfadden
Sue Maguire
Jane Marshall
Mary Minor
Kathy Poger
Martha Russell
Robert Scrivner
Judy Shore
Joanne Slaus
Susan Standley
Theresa Thayer
Pat Town
Elizabeth Wheelers

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Evelyn Anthony
Kathleen Burrell
Joyce Chapman
Jeanne DeSantis
Dorothy Strong
Helen Eisenthal
Lor. L. Fisher
Don Gaspard
Linda Laskin
Kathie Macdonald
Joan Miller
Sandy Reaugh
Joan Rich
Kay Ross

COUNSELORS:
Alvin Ambreg
Helen Bower
Annastasia Cole
James Cracoe
Deborah Hutchinson
Marcia Luska
Molly L. McWee
Staci Miller
Wendy Moss
Vance Poon
Daniel Rickard
Hazel Rines
Ruth Rowan
Millie Russo

SUPPORT SERVICES DEPARTMENT—COLUMBIA
Orville S. Fowler, Jr., Business Services Manager
Joan Meade, Typist-Clerk
Etta Farley, Office Secretary

FISCAL SERVICES:
Lola Shevlin, Manager

PERSONNEL SERVICES:
Tommy Barnes, Personnel Clerk

PHYSICAL PLANT AND MAINTENANCE:
Paul Baker, Supervisor

Dietary:
Myra Elker, Manager
Jeanne Snare, Office Clerk
Jennifer Sprague, Office Clerk

ELECTRONIC TECHNICIAN:
David G. Jones

EDUCATIONAL COORDINATOR:
Edwin Cahill, M.D.
Alan Lentz, R.N.
Barbara Dito, R.N.
Marcie Tolland, R.N.

VOCATIONAL REHABILITATION:
Karen Love, Counselor

DIETARY:
Myra Elker, Manager
Jeanne Snare, Office Clerk
Jennifer Sprague, Office Clerk