The 1993 ESDAA and National Basketball Champions
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ON THE COVER

More than one year ago the Maryland School for the Deaf established a Bilingual-Bicultural (Bi-Bi) Task Force which eventually became a standing committee. During this past year the committee has worked hard to raise awareness about the concept of bilingual-bicultural education for deaf children. As part of an effort to share information and educate the MSD community, the committee arranged several workshops which took place in the Spring. Lauren Gallimore, Supervising Teacher of the Elementary Department at the Indiana School for the Deaf, and Marion Kuntze, Bilingual-Bicultural (Bi-Bi) Coordinator from the California School for the Deaf, Fremont, were highly recommended to give presentations on issues related to the bilingual-bicultural education for deaf children. We hope that the following synopsis of their presentations will prove to be enlightening and informative. Parents, staff and Deaf community members who attended were certainly enlightened by the perspectives and insights shared.

"Language, Culture and Deaf Children"

On March 20th the Maryland School for the Deaf sponsored a workshop featuring Marion "Lon" Kuntze, Bilingual-Bicultural (Bi-Bi) Coordinator from the California School for the Deaf, Fremont. A common theme was evident in each of his presentations, "Deaf children have the same innate ability and potential to learn and grow as do all children and given the appropriate environment their flame of curiosity will burn bright as they realize their potential..." He spoke of the changing face of deaf education with a shift towards bilingual-bicultural education for deaf children. He emphasized the importance of involving parents and the Deaf community in the process of change. According to Mr. Kuntze, some of the goals of the "Bi-Bi" movement are as follows:

- to provide opportunities for all deaf children to experience normal language development
- to develop students' competency in both ASL and English (in print)
- to empower Deaf students through education
- to maintain high expectations for all deaf children
- to create an environment that is enabling rather than disabling
- to provide students full access to the world of knowledge and ideas
- to provide students with a learning environment which fosters direct, open, and free-flowing communication in a fully visually accessible language (ASL)
- to develop bicultural skills in Deaf students (to function and interact successfully in both the Deaf and hearing worlds)

According to Mr. Kuntze, achieving these goals requires the involvement of parents, staff, students and the Deaf community. The "Bi-Bi" movement is evolutionary in nature and change will continuously occur at various times on different levels. He stressed the importance of understanding the process of change and phases of transition.

Mr. Kuntze also talked about bilingual education in the United States. He recognized the extensive body of research and variety of models for bilingual education within the current educational system. According to Kuntze, bilingualism for deaf people means American Sign Language (ASL) and English in print (with both languages in a visually-based form and therefore biologically accessible). He discussed a model of bilingual education for deaf children (similar to models of bilingual education for hearing children) in which ASL, as a first language, would provide the foundation for the learning of a second language, English in print. He spoke of a maintenance model for bilingual education in which ASL would remain the language of instruction and communication both in and out of the classroom while English would be learned via the process of learning to read and write. Mr. Kuntze stressed that Deaf people need both languages as each one serves specific functions in everyday life and will switch between the two languages depending on which language will function best in a given situation.

The scope of the Bi-Bi movement reaches far beyond the walls of residential schools according to Lon Kuntze. He talked of changes needed at the teacher training program level as well as within the medical community. During presentations with staff, parents, and the Deaf community Mr. Kuntze demonstrated an understanding and sensitivity to the questions, concerns and issues raised by the various groups. He urged us to open dialogue about issues and concerns and to work together to create positive change.

Lon Kuntze shared with the MSD community many insightful and provocative thoughts and ideas based on his experiences as a bilingual-bicultural Deaf adult.

In closing, it seems appropriate to share a quote from Harlan Lane's book, The Mask of Benevolence: Disabling the Deaf Community, that Mr. Kuntze re-emphasized in his presentations with parents, staff, and Deaf community:

APRIL MAY 1993
"Times change. We can't blame edu-
cators and administrators for not
having known all along that ASL is a
full fledged language, before the fact
was discovered and confirmed in re-
cent years. But we can blame any
who rigidly adhere to old and un suc-
sessful practices now that the evi-
dence is in and scholars, educators
and community leaders alike are
calling for change."

Our thanks to Len Kuntze for
sharing his vision, his hopes, and his
dreams for a better tomorrow for all
deaf people. May the flames of curios-
ity and learning he has started within
each of us continue to burn bright and
light the way for the future of deaf
children.

"How to Utilize ASL as the
Language of Instruction"

Laurene Gallimore, the Super-
vising Teacher of the Elementary
Department at the Indiana School
for the Deaf, graced the Maryland School
for the Deaf at Columbia with her pre-
ence on April 24th. Parents, staff and
the Deaf community watched her pres-
entation, "How to Utilize ASL as the
Language of Instruction." The audience
resembled a classroom of wide-eyed
children witnessing and marveling at a
'master teacher' at work.

Throughout her presentation, Ms.
Gallimore emphasized that while ASL
was being accepted as a language for
communication in and out of the
classroom with English as a language in
print, it was essential to realize that
fluency in ASL was an important qual-
ity for a teacher to have in working
with deaf children. She went on to
explain that research already showed
that children, Deaf or hearing, needed
to have a strong base in a first
language before they could go on to
acquire a second language. This meant
that for Deaf children, their first
language would be ASL and once they
had a strong base in ASL, they could
go on to acquire their second language,
English through print. She also
pointed out that teacher training pro-
grams were starting places for teachers
planning to work with Deaf children.
Ms. Gallimore remarked that there
were still gaps between these teacher
training programs and schools for the
deaf. Schools for the deaf are already
moving towards changing their pro-
grams to reflect the bilingual/bicultural
philosophy (Bi-Bi) while many teacher
training programs are still not chang-
ing their. (F.Y.I. Western Maryland
College just announced their teacher
training program's adoption of the Bi-
Bi philosophy.) Ms. Gallimore said
that it was important to see the teacher
training programs change so teachers
can be better trained to work and
communicate more effectively with
deaf children.

Ms. Gallimore gave examples of
the translating levels of ASL and English.
She explained that certain words, phrases and sentences in Eng-
lish could not always be translated
word for word literally into ASL and
that held true for ASL to English. She
showed one of the phrases, "Once upon
a time." She said that we could not
give every word for that phrase for the
ASL translation. There was only one
sign that could be used for that phrase.
In other words, there may be lengthy
English phrases and/or sentences that
may need a few ASL signs. This can be
true when there are some ASL
phrases/sequences that require brief or
lengthy translations in English. Ms.
Gallimore went on to give examples of
translating ASL grammar into English
grammar as well as translating English
grammar to ASL grammar. Deaf chil-

Presentations given by Laurene
Gallimore and Marlon Kuntze were a
beginning for the MSD Community as
we learn, grow and begin to see the
"light". It is the Bi-Bi Committee's
goal to see that during the upcoming
1993-94 school year more people will
be called to share their "light" with the
MSD Community.
Mr. James E. Tucker and Mr. James S. Jeffers finalize the Cooperative Agreement between MSD and DORS.

COOPERATIVE AGREEMENT

On April 29th, Mr. James E. Tucker, Superintendent, Maryland School for the Deaf and Mr. James S. Jeffers, Assistant State Superintendent, Division of Rehabilitation Services, finalized a Cooperative Agreement between the Maryland School for the Deaf and the Division of Rehabilitation Services of the Maryland State Department of Education.

The major components of the Agreement are as follows:

PURPOSE

This plan of cooperation establishes practical and effective working relationships between MSD (Maryland School for the Deaf) and DORS (Division of Rehabilitation Services) in coordinating services to eligible citizens of Maryland who are deaf and hard of hearing.

The cooperative Agreement will involve the coordination of services listed in the student’s Individualized Education and Transition Plan (IETP) as well as the Individualized Written Rehabilitation Program (IWRP). It is also an attempt to make the best match between MSD and DORS and will enhance the probability that educational services are retained, expanded, and improved once a student leaves school and enters employment, participates in continued training or achieves independent living goals.

ROLE AND FUNCTION

MARYLAND SCHOOL FOR THE DEAF

The focus will be on providing educational and related services to Deaf and Hard of Hearing students attending MSD, as specified under an Individualized Education and Transition Plan. Related services include transportation, speech/language and audiology services, physical and occupational therapy, recreation, medical and counseling services, personal and work adjustment training, and transitioning.

It is expected that MSD will refer students to DORS during the first semester of the students’ junior year, but prior to the anticipated completion of their educational program. Close supervision and readily available assistance will be provided by MSD staff.

THE DIVISION OF REHABILITATION SERVICES

It is anticipated that DORS will assess the independent living and vocational potential of Deaf students and provide services to enable them to live productively and independently. Preparation will be made for DORS personnel to provide evaluation, counseling, and placement services. These services will be specifically provided for in the student’s Individualized Education and Transition Plan as well as the Individualized Written Rehabilitation Program.

MONITORING PROVISIONS

Both parties to this Agreement show a commitment to review and revise the Agreement as necessary, based on the changes in law and/or improved methods of monitoring services. A review will be conducted at least bi-annually by the Staff Specialist, Services for the Deaf and Hard of Hearing (DSS) and the Superintendent, Maryland School for the Deaf.

People of Light

People of Light: Finally coming to grips with true identity
Recognizing the legitimacy and value of a language and culture
Feeling a pride so long buried in darkness

People of Light: Illuminated by the very light of life itself
Giving a dimension to words and feelings for the eyes to behold
The beauty of a language that so uniquely unites

People of Light: Once nothing more than shadows — now embrace the future
Seeing the potential, strength, and hope in community
Evolving . . . learning . . . feeling
Empowered by an endless stream of light

—Nancy Sutliff

APRIL 1993

3/25/93
Recently, I came across a letter that I wrote to the American Annals of the Dead when I was seventeen years old. My thoughts and comments follow my letter below.

Appeared in the August 1976 issue of the American Annals of the Dead (Reprinted as it appeared—uncorrected or unedited)

To the Editor:

I started my formal education at the Beverly School for the Deaf in Beverly, Massachusetts in 1963 at the age of four. During my three years there I had progressed in speech, language and vocabulary skills to a level that the school and its clinical psychologist had decided, with my parents' consent, to integrate me into public school on a trial basis. After a lengthy discussion, they agreed to put me into a second grade which was my age level, instead of fourth grade which was my reading level, because they didn't want to give me pressure being with normal kids two years older than I was.

In the fall of 1966 at the age of seven, I enrolled in a second grade class of 35 kids. I didn't have too much trouble with my elementary education for the next five years, for most of my classmates were my neighborhood friends, and my teachers almost always assigned my class group and manual activities which I did participate in enthusiastically.

After five satisfactory years, I enrolled in a junior high school, where for the first time in my life, the teachers started to give lectures and my classes would have discussions, debates, or exchange ideas verbally. I could lipread and understand the teacher for at least ten minutes, but for the entire class time my eyelids would just roll out to the floor. And, I was totally lost when my class had group conversations. Socially, I was fortunate for I was able to mix with my peers for the majority of the time because of my participation in sports with them.

Later, my brief nightmare was soothed when I was not required to pay attention to my teachers. Instead, I could read the textbooks during the class time because they told me that all they talked about was from those books. In my last year in junior high school (eighth grade) I was able to maintain respectable grades, but I was completely isolated from my classes. This greatly disturbed me deep down within myself.

As I was approaching my high school years, I said "No way!" to my hometown high school, because it was just like a school factory where kids just come and go, and the teachers have an average of 150 students on their roll books. Then my family, who supported my one-hundred percent, and I started a long search for a high school where I could participate and understand conversations with my teachers and classmates, and have my thoughts and feelings heard.

I had a dark picture of my future until one day in May 1973, when my parents took me to The Austine School for a visit. The principal guided me around the campus, then I sat down during my brother Steve's English class. I saw what I always longed for, the students of my kind had freely conversed about themselves and with their teacher about different topics that they chose to discuss. On the very same day, I decided on Austine where I could pursue a high school diploma. This decision was the toughest one in my life, for it would change my life style completely, but I want to be "involved", the magic word in my vocabulary.

In the fall of 1973, at the age of fourteen, I enrolled at Austine as a freshman. I had adjusted quickly to a residential life with the help of the patient and efficient faculty and administration, who would give me individual attention anytime I needed it. Their emphasis on education was so great that I had to sit down and study for the first time ever, in contrast to my old days in public school where I could read notes only half way through and still pass. Before I had only one "teacher"—the books, but at Austine I had three "teachers"—the books, the students, and the teacher himself. Outside of the school hours, in the dormitory life, I have learned a great deal about people by living with people. And, by being involved in countless weekend and weekend activities, I have learned to share the community spirit with the rest of the student body.

This June, I will complete the Austine's four-year academic program in three years. I plan to major in liberal arts at Gallaudet College this coming fall. Right now, my future goal is helping the working with the deaf kids of high school age. Today, I owe so much to the students, the staff, and the administration of Austine, and to my parents for their understanding and support, for my success and my present standing in this world.

Today, if any concerned parent of a deaf child asked me if it would be wise to put their child into public school, I would say "NO" unless that child is exceptionally bright. The child could profit from group and manual activities during the elementary years, but he will be forcibly isolated during the junior high and high school years when the teachers start to lecture and the students begin to have discussions. No proficient deaf person has the stamina...
to maintain his speech and lipreading skills high six hours of school time every day. So, to me it is cruel and tragic to put a deaf student through high school, where he can not become involved at all. To be fulfilled, being a deaf student must attend a school where he can be involved with and most of all understand his peers, his teachers, and the life around him. And, those characteristics fit the Austin High School.

James Tucker
May 1976

Of course, my perception of myself and of the world have evolved since the time I wrote this letter. Here I will comment on the points in my letter and how they relate to MSD.

My stay at the Beverly School for the Deaf (BSD) was brief because I was the only student in my age group who had acquired language (ASL and English) and culture at home. BSD teachers led my parents and I to believe that I was "ahead" academically. But, I now realize I was indeed prepared academically only because I had already acquired language and culture at home. Whereas, my classmates had only begun to acquire language and culture at BSD.

Many infants and toddlers in this country today still do not acquire language and culture at home. At MSD, our mission is to provide ASL and English models to infants and toddlers before they arrive at MSD. Recent neurolinguistic research show that humans, in order to achieve fluency in a language, must acquire language in the first few years of their lives. MSD is committed to early language and culture acquisition of all infants and toddlers in the State of Maryland. Language and culture acquisition must happen at home, and never at schools. I cannot change my childhood and I will not second guess my parents' decision to enroll me at my hometown public schools where I spent my seven "dark years". Of course, my public school teachers were dedicated and always made sure that I was receiving printed materials. I did write that my elementary years were "satisfactory"; however, I now realize that I missed out on all the teacher lectures, classroom discussions, social life, and incidental learning. Looking back, I now realize that I was able to survive those years because I knew that after school I went to a home where my family and I signed ASL. I had put on a "brave face" trying to believe that I was actually learning and growing. But, my learning was restricted to books, and my social life was superficial and mostly derived from play activities and sports. In sum, I was not yet a sophisticated consumer. I did not have the ability to understand that it was my American right to have full access to information 24 hours every day.

There are no "dark years" at MSD. Students at MSD have full and direct access to information from their teachers and their peers. Now, MSD has adopted the Frederick County Public School Curriculum. This will turn MSD into "a language barrier-free public school". MSD students will now have the best of "both worlds": direct and full access to language environment and enhancing public school curriculum. MSD students who wish to learn with hearing peers can attend local public schools for one or more classes with interpreting and notetaking support. MSD supports this simultaneous enrollment option although we are sensitive to the fact that students receive "filtered" information through interpreters.

My experiences at The Austin School closely parallel the experiences of MSD students today. After reading my letter several times, the word "involved" jumped at me each time. It is still a magical word for me today and I believe for all MSD students, too. At MSD, students are involved in all phases of their student life, from academics and extra-curricular activities to work experience and social life.

I smiled when I read my letter that exceptionally bright children could be mainstreamed. I now see that my reasoning in the letter was not about learning, growing, and thriving, but about surviving. I reviled my isolation during my elementary years and this survival threshold must never be the threshold for success for future elementary students. Learning, growing, and especially thriving is the key to every student's cognitive, linguistic, psychosocial, and physical development. To merely survive, or to "get by," strains students' overall development.

I often dream what I would do if I was young again, We all dream. I dream I would come to MSD. In my senior year, I dream of taking college preparatory classes (Calculus, English Literature, and College Preparatory English) at MSD and also taking (Psychology 101, Problem Solving with Computational Tools, and Applied Statistics) at Hood College in Frederick. I would participate in MSD Work Study Program, working 12-15 hours a week at Fort Detrick Computer Center in Frederick as a debugger and a data entry technician. For extra-curricular activities, I would be the treasurer for Class of 1993, run for the Varsity Cross Country team, and belong to Jr. NAD, National Honor Society, and Student Council organizations. I would enjoy the experience of interacting with Deaf and hearing peers daily. I would be the class salutatorian during the 1993 Commencement Exercises. It is my dream, but Mark Murri's reality. Mark experienced all of this during his senior year this year here at MSD. He was "involved."
Frederick Campus

Summer is upon us as we look to the final days of the 1992-1993 school year. It has truly been a year of “learning” for staff and students; it has been a year of “change”; it has been a productive year in which staff and students have experienced the “growing pains” of a school in transition. This year MSD has undertaken a number of awesome tasks such as adopting a new curriculum (Frederick County Public School), completing the self-study phase of the reaccreditation process, “revisiting” the organizational structure of the Frederick and Columbia Campuses and reorganizing and reallocating resources to meet the diverse and ever-changing needs of our students, as well as going about the daily business of providing a quality education for our students. Indeed, it has been an exciting year in which we have experienced many changes that are laying a solid foundation to build a quality program in which deaf children can learn, grow and realize their potential as a human being.

The final weeks of school are always busy and hectic times for all of us. Students and staff have participated in a plethora of end-of-the-year culminating classroom, student organization and Residential Life activities. Middle school students have traveled to the Catconit Mountain Zoo Park, attended MSD’s production of “The Wiz”, and participated in the PeeWee NAD and Teen Club trips just to mention a few of the many activities. High School students were also involved in numerous activities such as visiting the Holocaust Museum, participating in a mock civil trial as part of the “Law Day” events in Frederick County, traveling to the Smithsonian Institute and the Maryland Science Center, as well as hosting a visit from Howard and Hammond High School students who participated in a “video pen pal” project with MSD students. In addition, students were involved in the Student Council elections, the National Honor Society induction ceremony, the High School Prom, the Athletic Banquet, and the traditional Senior events such as the Senior Auction, Class Will, and the Senior Trip. As they say, “Never a dull moment...” here at MSD.

We wish the Class of ’93 success as they embark on new beginnings in an ever-challenging and diverse society. We will certainly miss these seniors, but we are confident that we can look forward to their active involvement at MSD as alumni.

We extend sincere wishes for an enjoyable, relaxing and safe summer. The coming year holds great hope and promise for our students as parents, staff and the Deaf community work together. Here’s to next year!

DEAF SCHOOLS IN AMERICA

Our Social Studies classes in the Middle School under Lorraine Stoltz have been studying “geography” of the United States. We have been learning the different states, their environment, sizes, population, climate, and other things.

We also learned some Deaf Culture that is within each state such as deaf schools in each state. We wanted to learn where they were located, how big the school was, what was their population, what their school looked like, and what kind of programs they had.

Each of us wrote several letters in our Language class with Marsha Flowers and sent them to 49 different schools. We asked them questions and asked that they send us pictures, brochures, and interesting history facts about their school. The letters were sent to the school libraries.

Out of the 49 deaf schools and programs we sent letters to, we received back only 30. Yet the information we got was overwhelming. Each day we were excited to get a package from a school and couldn’t wait to share it with each other. It was like a Christmas present. A lot of schools sent us pictures of their school campus. Most of the schools were large and old. The
Austine School for the Deaf sent us a picture of Superintendent James E. Tucker when he was a young student there. He looked very different with a lot of hair.

We had a lot of fun with the project and we learned a lot. We often used the sign “awesome” and “interesting” when we looked through them. We posted all the information, pictures, and state location in the hall with the title, “Deaf Schools in America”. We enjoyed learning about “geography” of a state and Deaf culture at the same time. If you would like to see the pictures and information go to our school library and ask the librarian, Rita Sharpe or Janey Andrews where to find them. You will enjoy the materials also.

Contributed by Lorraine Stoltz, M.S. Teacher

STUDENTS ATTENDING SPACE CAMP

The Sertonyms Space Camp for the Hearing Impaired launched Mission I in May of 1988. Twenty-one Deaf students from three states attended Space Academy Level I. This mission was so successful that 72 Deaf students from eight states participated in Mission II. Ninety-six students from 17 states came for Mission III. Mission IV brought one hundred and five students. Mission V had one hundred and thirteen participants. During the week of May 27, 1993, Mission VI had 57 trainees in Space Camp, while 64 trainees participated in Space Academy and nine were in Space Academy II. Darla Konkel and Stephanie Gasco were trainees in the Space Camp while Melissa Herzig and Staci Rensch participated in the Space Academy. Edward J. Schaberl and Rita A. Spencer went along as chaperones after a long year of fundraising.

The gang ready to board the plane for Huntsville, Alabama on May 1... Stephanie Gasco, Darla Konkel, Ed Schaberl, Staci Rensch, Rita Spencer, and Melissa Herzig

The MSD trainees went through various space simulators such as Multi-Axis, 5-DF, 1/6th chair, GMU, SSMT, and Mars Explorer. Imax movies were shown evenings in the Space Dome Theater. “The Dream Is Alive”, and “The Blue Planet” were the favorites.

The highlights of the week, of course, were the actual missions. After completing training, the students in Space Camp and Space Academy were ready for the launch. Staci was the commander during one mission and Spacecraft Systems Officer during another mission. Melissa was the flight director during one mission and a payload specialist during another mission. Darla and Stephanie were Public Affairs Officers during their missions.

The excitement of the whole week at the Space Camp, not scheduled, was the total of approximately five hours spent in the shelter during the tornado warning Monday evening. Tornado clouds and a funnel were sighted nearby. Rita had a scary moment when she learned that Staci was missing and was ready to go to look for her when a person radioed from another shelter that Staci was safe. She learned the next day that Stacey, from Iowa, was

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Stephanie Gasco undergoes training using GMMU (Ground Manned Maneuvering Unit).

the missing one, not our Staci. Whoever, both gals were fine after all.

Our flight in returning to Dulles International Airport was cancelled due to mechanical problems and we all were detoured to Atlanta where we had to board a different jet for Dulles. The MSD campers arrived very tired at Dulles around 10:30 p.m., but they were anxious to tell their experiences to their families.

We want to thank these corporations, organizations, and individuals for their generous donations in making our trip to Huntsville possible:

Kenneth W. Kritz
Potomac Electric Power Company
Frederick Woman Civic Club
V.F.W. Post 10076, Mt. Airy, Md.
Dr. A. Majerda
Dr. Irwin W. Hasen
Tri-State Athletic Dept., Elks . . .
Baltimore, Md.

Stallard-Samuel Insurance Agency
Roy Rogers, Plamondon Enterprises, Inc.
Eastalco Aluminum Co.
Farmers & Mechanics National Bank
The Frederick Business Properties Co.
The Frederick News-Post
Wein Markets, Inc.
Mr. Lawrence A. Dursey, Jr.
Kiwani Club of Suburban Frederick

Kiwani Club of Walkersville
National Fraternal Society of the Deaf, Frederick No. 163
Frederick County National Bank
Baltimore Gas and Electric Co.
Maryland School for the Deaf Foundation
Ms. Jane Pearson-Gasco
The Settima Club of Frederick

Contributed by
Rita Spencer, H.S. Teacher
Edward Schobel, M.S. Teacher

Rita Spencer was at the American School for the Deaf on March 12, 1993 presenting “Space Camp” to three groups of students in the Elementary Department. She was stuck there for the weekend due to the Great Storm ’93!

A FIELD TRIP
Ms. Brinks’s class had a field trip visiting Ms. Spencer where they learned a bit about space. The class had “space French fries” and “space ice cream”—
most prefer the "earth french fries" better.

Frederick Campus
Elementary Department

Columbia Campus

FIELD TRIPS

Spring usually is an ideal time for field trips, especially when teachers try to show their classes some things that are not available in their classrooms. Field trips enhance students’ classroom experiences. Sometimes it is difficult to convince students that things they learn in class do exist or are happening out there.

In April, Pierre Dazé was teaching a unit on transportation and communication. His classes had no idea what people 20, 30, 40, or 100 years ago had for transportation and communication. They could not believe that there was no TV before 1950. It was hard for them to believe there were more trains than cars in early 1900’s. Pierre took his class to the Museum of Science and Technology to show them different things that were used many years ago.

He also took his classes along with Joyce Leitch and Deanna Hoke’s classes to Hoover FBI Building to learn about law enforcement. There was a deaf tour guide who explained what FBI is for and what it does to get criminals. Field trips are good for young ones, too. Jane Macadden’s and Jody College’s classes went to Merkle Wildlife Sanctuary to learn about different kinds of wild animals and plants. They went to a local airport in Essex and a state police station in Jessup.

Field trips can serve different purposes. Barbara Horschman and her class went to Discovery Theater for Children in Washington, D.C. to see the plays “Beauty and the Beast” and “Rumpelstiltskin”. The trip helped the students understand the stories better and appreciate reading. Joyce Leitch’s and Deanna Hoke’s classes also went to a theater to see a performance starring Phyllis Frenck, a well-known Deaf TV actress. She used different forms of sign language to interpret poems or short stories written by children attending the play. Children, mostly hearing, wrote short poems and stories in school and brought them to the theater. Phyllis randomly selected several pieces. She then read them and interpreted them in ASL.

OTHER NEWS . . .

Evelyn Hill-Johnson who conducted an annual Spelling Bee announced the winners of this year’s contest. There were several tears of two participants and the winning team was Chris Strobel and Wayne Wilkinson. Kevin Luhouse and Jennifer Wood were runners-up. Congratulations!!! Ms. Johnson wanted to thank all of the students who participated in the contest, for practicing difficult words for the contest competition. Thanks to the teachers who helped with the contest.

The Student Life staff did a great job of conducting a PTCA Fair on April 29. There was a good crowd of parents, children, friends, and MSD staff. In the gym, there were games for everyone especially toddlers. Hot dogs and drinks were served to keep everyone content. Everyone had a wonderful time especially when parents and teachers had a chance to talk with each other about their children. Good job, Counselors! See you again next year. Danny Rinas said the proceeds will be used for a trip to Hershey Park.

MSD-CC LIBRARY’S
BOOK FAIR!

Something exciting happened during the week of April 26! It was the 9th Annual Scholastic Book Fair! To help promote the Book Fair and to encourage students’ creativity and their literary awareness with new books, a school-wide “Let’s Make Rabbits Contest” was held on April 25. Using the idea from the book, Let’s Make Rabbits, a table by Leo Lionni, students were encouraged to make their own

“Let’s Make Rabbits” Contest for Book Fair by Karen Russell

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rabbits out of wall paper! Twenty-five winners were chosen for the most crea-
tive theme. Each winner received FREE
books from the Scholastic Book Fair
and from the P.T.C.A. Additionally,
each winner received a cut-out carrot
(also an idea from the book) as a ribbon
reward. The Book Fair was a successful
fund-raiser and a good time seeing the
students’ smiles! The Book Fair was also
open on Thursday evening during the
PTCA Spring Event to allow par-
ents with their children to come and buy.

Contributed by
Karen B. Russell
MSD-CC Library Media Specialist

OUR MANATEE ADOPTION

Librarian Karen Russell began teach-
ing questioning and research skills to
some of the Upper Wing students and Middle
School students earlier this year
through an informative book about the
plight of the manatees in Florida tilled,
Sum the Sea Cow by Francine Jacobs.
This Reading Rainbow book was the
impetus for contact with the Florida
Audubon Society’s “Save the Manatee
Club” (SMC). This group helps the pub-
lic to be aware of the slow moving
manatees in Florida’s waterways that
are often scarred or killed by careless
boaters’ propellers. They assist legis-
slative efforts to protect the manatee as
well as provide signs to warn boaters.
Deanna Hoke’s class, the “Troll Kids”,
took advantage of the adoption pro-
gram the SMC sponsors. They created
a graphic organizer-type poster to
promote a fundraiser to adopt one
manatee. The Troll Kids sold school
supplies, stickers, sidewalk chalk, and
troll candy in a “25¢ Sale”—each item
costs a quarter. The students used their
bulletin board pictures as a prop to
explain to younger students (and some adults) what manatees or sea cows are
and the problems they face. Since each
manatee consumes about 80 lbs. of
aquatic plants daily, they really assist in
keeping the waterways free flowing.
The sale was a “sell-out”!!! The stu-
dents got experience handling money
and earned enough to adopt TWO
manatees. After reading personality

profiles about 11 adoptee candidates,
some staff and upper wing students
voted on who to adopt. Soon adoption
certificates and photos will be on their
way to MSD-CC! The students are
presently reading and writing in their
Language Arts class about another
endangered species, the Giant Panda of
China.

Deanna Hoke, teacher
and the Troll kids: Ashley Gill,
Ricky Lepley, Jason Bloom,
Wayne Wilkinson,
Anna Turgeon,
and Brian Pazmino

AN ARTIST

Ms. Hayley Johnson came to our dor-
mitory on May 5th and 6th to do the
caricature drawings of each child in the
dorm. Each child was delighted with their
caricatures. Hayley started caricatures
about three years ago. Her first one was
of her high school basketball team in
Massachusetts. When she moved to
Maryland, she started them for birthday
parties, sports teams and community fair.

She took an ASL class in Hammond
High School and became interested in
signing. Now she attends Catosville
Community College. She has made a few
friends who are deaf and she would like
to be able to get to know them better by
continuing to learn signs. ASL is the first
language she has been interested in learn-
ing and been able to hold her interest. She
originally decided to take an ASL course
when her best friend expressed her inter-
est in interpreting as a career. She didn’t
expect to like it as much as she did.

PTCA funded this project so that each
child has his/her own caricature portrait
to give as a gift to their mothers on
the Mothers’ Day.

Contributed by
Millie A. Russo, Residence Educator

VALENTINE’S DAY PARTY
IN TEEN CENTER

Four young groups from the dorm
earned their points to go to the Teen
Center to celebrate Valentine’s Day.
We had music on and played several
games. The first game was to search
for paper hearts that were hidden
around in the room. Ashley Gill discovered the last and won a crown. We played “Hot
Heart Chairs” which is similar to musi-
cal chairs, only that those who sit on
the chair with a heart on it gets out. Again,
another girl, Fatimah A-Rahim won that
game. At last, we played the “Heart Dance”,
using a big poster heart instead of
a broom to dance with and whoever is
cought with the heart when the light
goes off is out. Stephen Williams won
this game. The three winners wore big
smiles on their faces. We served hot-
dogs, chips, soda and ice-cream as their
Valentine treat along with few conversa-
tion candy. We all were exhausted from
so much fun!

Contributed by
Debbie Stout, Residence Educator

FROM THE
COMMUNICATIONS
DEPARTMENT

Throughout the year, the students
on the Columbia Campus have worked
very hard to improve their communica-
tion skills. Congratulations to the fol-
lowing “Good Communicators” for the
92-93 school year:

Julie Bartenstein
Bobby Metzger
Cassandra Thomas
Ashley Shaffer
Sarah Nelson
Brian Grossinger
James Cooley
Annie Hage
Gregory Hodge
Kristen Klemens
Lauren Meshaw
Seth Watson
George Solomon
Jason Bloom
Brian Pazmino
Jennifer Wood
Kimberly Bruggeman

Joshua Harris
Farhan Maqbool
Wendy Johnson
Ricky Lepley
Tanya Clemons
Thomas Chadwick
Fatimah Abdul Rahim
Michael Edwards
Niki Wolf
Kimberly Gray
Michelle Fullord
Tiffany Thomas
Chad Beland
David Brehn
Michael Burke
Christopher Barnes
Trinac Harmon

Keep up the Good Work!!!

Contributed by
Theresa Thier, Speech Pathologist
We made a food pyramid next. Our food pyramid had six groups. We should have 6-11 servings a day. This can be cereal, pastry, bread or rice. The second group was vegetable group. Some of my favorite vegetables are broccoli, green beans, carrots, and cabbage. We should have 2-3 servings a day. The third group was the fruit group. We should have 2-3 servings a day. The fourth group was the meat group. We should have 3-5 servings a day. It includes poultry, beef, pork, fish and eggs. The fifth group was the dairy group. That is milk, cheese, and yogurt. The fat group is the sixth group. We should limit our fat daily. Some of these foods are ice cream, sugar, butter, and margarine.

After she told us about the food pyramid we put our favorite food that we drew in the right group.

Then we played another game. We split into two teams. We had to pick a question, discuss it and then answer it. Each team got two points. For a prize, we each got a small food pyramid magnet and pamphlet. We each got to taste zucchini, onions, apples, bananas, and tomatoes to see how we liked them. I thanked her for coming.

I was happy that she came. —Laura Kohneyer

NUTRITION

Debbie Rhodes came to our class and talked about nutrition. First she gave me a paper to write and drew my favorite food. I wrote a big red apple on the paper.

Then we played a Mystery bag game. First one person must feel or smell the fruit or vegetable in the bag. Then that person must guess what is in the bag.

She explained about the food pyramid. It tells us where food belongs like the bread group, the vegetable group, the meat group, the fruit group and the dairy group. Then we put the paper that we drew to match what group it was in.

We played a team game. We picked a number and we opened it. Then the questions were about fruits and vegetables. Each team answered the question.

Debbie gave us a food pyramid magnet and a nutrition pamphlet.

It was interesting information about food. If I don’t eat nutritious food, I will become sick. My favorite food is an apple.

I liked learning about nutrition. —Jason Coleman

DEBBIE RHOADES

Debbie Rhodes visited us on March 22 at MSD. She came to talk about nutrition. We each wrote on paper our favorite food.

We played two games. The first game was called “The Mystery Bag” the “Mystery Bag” game is played by feeling or smelling something in a bag and trying to guess what it is.

She taught us about the food pyramid and explained nutrition. We learned about the right amounts of each serving of vegetables, fruit, meat, dairy and grains daily.

The next game we divided into two teams. Each team picked a question, discussed it with each other and answered the question. The two teams tied.

We tasted different kinds of foods: tomatoes, banana, tomatoes, and others. The onion was hot and the tomato was my favorite food.

In the end, Mrs. Rhodes gave us a food pyramid magnet and a pamphlet on nutrition.

I was excited about Debbie Rhodes visiting us. I learned a lot about nutrition and how to eat the right kinds of foods for good health. —Hayley Thayer
DEBBIE RHOADES VISITED MSD

Ms. Feldman, Ms. Miller and Ms. Lowry's classes came in my classroom. We sat on chairs to listen to Debbie Rhoades talk about nutrition. She explained to us that we have to eat healthy food. She told us to draw our favorite food. My favorite food was ice cream.

We played a Mystery Bag game. We had to feel it if it was a fruit or vegetable. Kristin felt in the bag and she thought it was a banana. I smelled in the bag and I thought it was a banana. Debbie said, "Kristin was right."

Debbie showed us a pyramid. It had six food groups. The groups were the grain (bread) group, fruit group, vegetable group, dairy group, meat group and fats, oils and sweets group. I put ice cream on the top of the pyramid. Ice cream has a lot fat and sugar. We each got a pamphlet. The pamphlet tells how much we should eat in each food group.

The other game we played was called, "Mystery Questions." We were divided into two teams. We answered questions about nutrition. We were tied. Debbie gave us prizes. The prize was a pyramid magnet.

Mr. Feldman and Ms. Lowry cut fruit and vegetables. We ate fruit and vegetables. I didn't like the tomato or onion but I ate it anyway. We thanked Debbie for the fun.

I enjoyed myself.
—Marissa Clopper

OUR FUN TRIP

On May 12, 1993, Ms. Miller’s class and Ms. Feldman’s class went to visit Kristin’s orthodontist in Hagerstown, Maryland.

We arrived and waited in the waiting room. A lady named Ann came into the waiting room. Ann is the orthodontist’s aide. She explained about brushing teeth and flossing. She showed us Kristin’s X-rays of her teeth and her hands.

Ann lead us to the backroom. That room is for people getting braces and getting off braces. She showed us different colors of braces. Ann put a plastic mouth thing in Jason C.’s mouth to show the kids what it looks like. It keeps the mouth dry. We saw a boy getting braces. Then we took some pictures.

Ann gave us a bag. Inside the bag was a toothbrush, toothpaste, cinnamon floss, and some toys. We met Dr. Toothman in person. He was very clever with sign language. He was a nice gentleman. He checked us for who needed braces.

We said goodbye to Ann, Dr. Toothman, and Sarah. We got in the van and we went to Wendy’s. We got some drinks.

Finally, we arrived back at school. We hurried to eat our lunch. Wow, we almost missed our lunch.

We had a fun day at the orthodontist.
—Jason Colemon, Jessica vonGarrel and HeiJin Woodyard

ORTHODONTIST

Ms. Miller and Ms. Feldman’s classes walked to the security office to get the key and book. We got in the van. We drove to Hagerstown to visit Kristin’s orthodontist.

We arrived there and we played in the playroom for five or ten minutes. We went in the waiting room to wait for Ann who works for Dr. Toothman. Ann showed us a plastic toothbrush and toothpaste. She showed us how to brush and floss our teeth.

We got in the examining room where they put braces in people’s mouths. Ann told Jason Colemon to lay on the chair. Ann put a plastic mouthpiece in Jason C.’s mouth. It makes teeth dry and easier to see. A woman who works took several pictures of us.

Ann gave us prizes like a toothbrush, toothpaste and toys in a goodie bag. We met Dr. Toothman. He was very nice. He looked at our teeth. He told us if we needed braces. We said thank you and goodbye.

We went in the van and drove to Wendy’s. We bought soda.

We drove back to school and hurried for lunch because we were late.

We had a great day.
Marissa Clopper, Kristin Shaulls and Jason Wells
OUR TRIP
On Wednesday, May 12, Ms. Feldman and Ms. Miller’s class got in the van. We drove to Kristin’s orthodontist in Hagerstown. We got out of the van and went into the building. We played in the playroom, until Ann was ready for us.

Ann works for Dr. Toothman. Ann showed us a big plastic toothbrush and toothpaste. Ann explained how to brush and floss our teeth.

We went to the backroom and Ann explained about the braces. Jason C. laid down on the chair. Ann put in a special thing that keeps your mouth dry. Ann showed us three retainers. The retainers were colorful. One of the retainers can glow in the dark. We sat down and got a bag of goodies. We saw a boy with new braces. Dr. Toothman showed up. We taught him and Ann to sign. Sarah, one of Dr. Toothman’s workers, took pictures of us. Dr. Toothman was nice and friendly. We met a woman who got her braces off.

Then we left.

We went to Wendy’s to get drinks. It was a wonderful trip. We enjoyed the trip. We had a great day!

Angela Hopwood, Laura Lohmeyer and Hayley Thayer

DECORATIVE WALL CONTEST
Jessica Nowlin and Amy Wise were partners in the Masonry Class. We have been working together since third quarter. Ms. Don Hahn offered a decorative wall contest. We were eager to participate in the contest with the boys. We worked hard and we had a fun time being involved in the contest. Bobby Padden was a judge who observed the four walls. He picked ours as the first place winner. We were excited. But, we want to also give credit to Van Greene, John Remick, Jason Lutsky, Brian Scott, Dawson Koehne, and Janelle Berry for their efforts on our walls. Our prize is a pizza. Thank you for the congratulations you all have given us.

1st place—Amy Wise & Jessica Nowlin
2nd place—Janelle Berry & Dawson Koehne
3rd place—Van Greene & Jason Lutsky
4th place—Brian Scott & Josh Remick

Jessica Nowlin & Amy Wise

MIDDLE SCHOOL
Third Quarter Honor Rolls

FIRST HONORS
Dane Kunkel
Timothy River
Daniel Streitbaugh
Laura Tanher

SECOND HONORS
Natasha Brunson
Alan Duke
Alison Evans
Stephanie Gausso
Dououelle Holtshaker
Patricia Holness
John Jones
Cedric Moore
Shah Polidore
Jonathan Rich
Nicole Schiette
"Cleveland Stanley, Jr.
Judith Yozedding
Alison Teter
Stacey Zie

HIGH SCHOOL
Third Quarter Honor Rolls

FIRST HONORS
Reese Bolev
Julie Bourne
Dennis Dean
Michael Hallstatt
Michael Hart
Rosanna Horne-Benites
John Hoffmann
Mark Mui
Russell Klein
Stephen Samler

SECOND HONORS
Philip Bultner
Brandon Cooper
Jeremy Cramer
Kimberly Curry
Jessica Davis
Taysha Dufty
Andrew Francis
Dawson Gibson
Jordan Hope
Melissa Jarboe
Joshua Keyton
Saher Merma-Ayash
Bracia Miller
Kai Molby
Lauren Reinos
Staci Rennah
Leslie Schilling
Hope Skelley
Damen Sparrow
Johnny Thoathan
Chieppia Vosseler
Jason Whitmore

CITIZENSHIP
Belynda Bailey
Kath Blamire, Jr.
Natasha Brunson
Lorena Cichrocki
Lisa DeLmase
Alan Duke
Alen Evans
Dououelle Holtshaker
Dulian Hamilton
Patrick Holness
Chilton Johnson
Dane Kunkel
Cedric Moore
Shah Polidore
Timothy River
Nicole Schiette
Roger Spidle
Dale Streitbaugh
Laura Tanher
Christopher Van Olde
Brandy Ward
Stacey Zie

CITIZENSHIP
Philip Bultner
Brandon Cooper
Jeremy Cramer
Kimberly Curry
Jessica Davis
Taysha Dufty
Andrew Francis
Dawson Gibson
Jordan Hope
Melissa Jarboe
Joshua Keyton
Saher Merma-Ayash
Bracia Miller
Kai Molby
Lauren Reinos
Staci Rennah
Leslie Schilling
Hope Skelley
Damen Sparrow
Johnny Thoathan
Chieppia Vosseler
Jason Whitmore

DEARANNE WOODIN
Haven Wright

High School Recipients

Middle School Recipients

APRIL, MAY 1993
Why Parents Play Vital Role in the MSD Community

Parents donated $100 to MSD for painting supplies for dormitory renovations, parents volunteered to paint the dormitory bedrooms, parents were involved in the accreditation process, parents made a successful effort to have 14 TDDs donated to the school, parents volunteered to serve as Scoutmaster for the Boy Scouts—these are examples of thriving participation of parents in our community and they are one of the important links to making the MSD community a full-fledged community. So many things that have happened here at MSD were the results of parents’ efforts.

I cannot imagine how the MSD Community could survive without parents’ participation. Today, school systems throughout America cannot survive without participation of community members, especially the parents who are the consumers of the school system. Parents demand accountability and service from the school. Parents demand information and participation in decision-making processes. In other word, the parents want to be part of the ‘architecture’ team of the school’s education system.

The paradigm of the school system has shifted from elected representatives who make all decisions for us to participatory representatives where participants, like parents have the opportunity to be part of the decision-making team. That is the direction in which we are moving.

Below are three stories that are good examples of how parent contributions have made a difference to the school’s programs. I hope to see more parents participate in our school’s programs and help make a difference to our most important resource: students.

C&P Telephone Pioneers DONATED TDD’s TO MSD

In the fall of 1991, Judith Semler, whose son, Stephen, is a high school student at Maryland School for the Deaf, spearheaded a successful project to have the Telephone Pioneers of America donate 10 TDDs to the school. Jim Parsley, President of the local chapter of the Telephone Pioneers of America and Judith Semler arranged a charity golf tournament in Hagerstown last October where they raised $2,000 for this purpose. The purpose of the donation was to help the Residence Halls and Psychology Department. Six of the TDDs were earmarked for the dormitories while the other four were earmarked for the Psychology Department.

MSD is pleased to know that a parent like Judith Semler, is an avid supporter of our school and has demonstrated a genuine commitment to enhancing the needs at our school. Without her leadership, it would not be possible for students to have full accessibility to the telephone system in the residence halls. Thank you, Judith Semler.

Front row—center and right: Stephen Semler and Ms. Judith Semler. Back row—fourth and fifth from left: President of the local Chapter of the Telephone Pioneers of America Jim Parsley and Deaf of Students Farley Warshaw. The others are the representatives of the Telephone Pioneers.
VOLUNTEERS HELPED PAINT FOXWELL/MOYLAN AND BARRY HALLS

For the past month a large number of volunteers from the MSD Community including parents, friends, students, faculty, staff, and administrators dis
carded their usual clothes and donned worn out clothes in order to paint bed
rooms in Foxwell/Moylan and Barry Halls.

Prior to the painting, lists of prepara
tions were done to relocate the stu
dents to temporary housing in Kipps',
Redmond dormitory. The painting began on Foxwell/Moylan's third floor during the school evenings where the students volunteered. Then the follow-
ing Sunday, parents like Buddy Semler,
Jennifer Pollydore, Candance Tucker,
and Eileen Hoover and their children,
along with teachers and staff painted from 9 a.m. to 2 p.m. Paints were served, courtesy of the Residential Life Program. Two weeks later the volun
teers gathered for three hours and painted the second floor of Foxwell/
Moylan. The students completed the job the following night.

The project will continue with the help of community members and will conclude by June 13th. When the paint
ning is done, and after the floor plans revised, students will be happy to know that they will have better place to study
and sleep. I want to say "thank you" to the parents, teachers, staff, administra-
tors and students who made it possible.

TWO JOHNNYS VOLUNTEERED IN BASKETBALL/ BASEBALL

Why two Johnnys? Well, we have two parents with the first time, Johnny,
who have different last name but have
the same heart. Johnny Coleman and
John Woosley are two parents who participated in forming sports teams at
our school. Johnny Coleman spear
headed the effort to establish a basket
ball team in the Elementary Depart
ment. Johnny volunteered to come to
school one evening a week to teach
basketball skills to Elementary stu-
dents. John Woosley was involved in
setting up Little League baseball for
Middle School students ages 9-12. John
also coaches the team and participates
in practice drills several times a week.
Johnny Coleman has a son, Jason, in
the Elementary Department and John
Woosley has a son, Jesse, in the Middle
School Department. Their contribu-
tions should not go unnoticed. Without
them, we would not have any programs
for students whose desire to participate
in basketball and baseball. Thank you
both!
I would love to see more parents par-
ticipate and volunteer in various capaci-
ties at our school. There are many
things that parents can do for our
schools. Just ask us!

Columbia Campus

SPRING FUN DAY

The P.T.C.A. and the Residential
Program sponsored its Fourth Annual
"Spring Fun Day" on April 29, 1993. It
was a social evening for families, staff,
students, and friends to get together
which featured games, entertainment,
snack bar, and a land raising raffle. Hot
dogs, pizzas, funnel cakes, snow cones,
sodas, etc. were sold. There were also
about 15 games for students to choose
from and the most popular games were
the balloon darts, sponge throws, face
painting, and the cake walk. Most of
the students had smiles on their faces
because they won stuffed animals
and/or cakes. The turnout of the even
ing was successful due to all the hard
work, time, effort, and planning dedi-
cated by my dorm staff. However, we
could not have done it without the
teachers, staff members, and parents' helping hands for that evening, and also
for those who donated stuffed animals
and cakes. Again, thank you all for
brightening up our children's faces.

John Snovelin gets whacked in his face
with wet sponge.

Dana Cross is buying tickets from Judy, Pannier and Maureen Brothers.
NATIONAL CHAMPIONSHIP
Word has been received from Barry Strassler, Sports Editor of the Silent News that the Maryland School for the Deaf's boys' basketball team was named National Deaf Champions for 1993. This is the first national title for the boys basketball team.

The team beat out the Rhode Island School for the Deaf and the Arkansas School for the Deaf for top honors. Also, MSD had two All-Americans. Michael Hart and Devon Gibson were the two players honored. Rarely does a team have two All-Americans on the same team. Devon Gibson finished his basketball career with a total of 1,286 points, Michael finished his senior year being named to the Frederick City All-Star Basketball team. During the annual city-county basketball game, Michael led the talent laden city team with 21 points.

The team finished the season with 18 wins against only two losses, the best record in the school's history. The coaches and the players worked very hard to attain the level of play that allowed them to defeat the Marie H. Katzenbach School for the Deaf and win the Eastern Schools for the Championship and the National Championship.

The girls basketball team placed second at the ESDAA Basketball Championships, losing a close game to the American School for the Deaf. They defeated the pre-tournament favorites, the Lexington School for the Deaf, which gave the girls the opportunity to play for the championship. The second place finish along with the upset of the Lexington School for the Deaf enabled the girls to finish in the top ten in the national rankings among deaf schools. Nicole Jackson was named as the school's All-American.

Likewise, the wrestling team placed second at the ESDAA Tournament and placed second in the national rankings as well. The team also had five All-Americans, they were: Joey Gregor, Jacob Spidle, Jeff Oswald, Deljuan Hamilton and senior Joshua Kelman. The team is very talented and young, coaches Jeff White and Chris vonGarrel are excited about next year.

First year coach, Jeff White, was named the Coach of the Year among all the coaches throughout the out the country. Jeff did a good job with a very young team.

Congratulations go out to all of our athletes and coaches for all of their hard work, dedication to excellence and for a job well done.

We feel that an Olympic update it necessary at this time. American team wrestling coach, Marty Willigan, has added two wrestlers to the team that will compete in Sofia, Bulgaria this summer. Former MSD student and wrestler, Troy Woods will join his older brother Eric on the team. This will be the first World Games experience for Troy, while it will be the third for Eric.

Joey Gregor, who is a junior in our high school department, was also named to the team. This will be Joey's first World Games experience. He is presently training two nights a week with the Frederick Olympic Wrestling Club to prepare for this summer Games.

We believe that MSD has a destined, with two brother combinations serving on the same World Games team. Conrad vonGarrel joins his brother, two time Olympian, Chris and now Troy joining Eric. The Maryland School for the Deaf is very proud to have so many fine athletes representing these families, their school, their state and the country.

BOYS PLACED SECOND
The American School for the Deaf hosted the 1993 ESDAA Track and Field Championship, with one of the largest turnouts the track and field championships have ever seen. Close to three hundred athletes attended the meet in Hartford, Connecticut.

The host school, the American School for the Deaf, won the boys meet with 156 points to 78 points for the Maryland School for the Deaf. Three teams tied for third. The boys did an outstanding job placing second in many of the events. The lack of depth in many key events allowed ASD to pull ahead for the large margin of victory. MSD was paced with three first places. Devon Gibson placed first in the 400 meters, while Michael Hart won the discus and Dennis Dean won the pole vault. Second place finishers included, Michael Hart in the shot put, the 4x100 meter relay team of Michael Hart, Rusen Rene, DeWayne McNell, and Clarence Taylor. The sprint medley team of Clarence Taylor, Michael Hart, Rusen Rene and Michael Halischak won silver medals as did the 4x100 relay team of Clarence Taylor, DeWayne McNell, Tyese Gaither and Devon Gibson.

The girls meet was much closer than the boys meet. MSD won their tenth straight championship with 132 points followed by ASD with 120 points, while Lexington placed third with 110 points.

Leading the girls was Annette Burrell, who won three gold medals. One in...
the 1600 meters, another in the 3200 meters and one in the 800 meters. Audris Harris won a gold medal in the high jump, while the team of Natasha Brunsön, Trina Baysor, Tannisha Jordan and Melissa Jarboe won gold medals in the sprint medley relay. Several girls placed second, winning silver medals; they were: Audris Harris in the 100 meters and in the 200 meters; Joy Masei in the 3200 meter run; and the 4x100 meter relay with Tannisha Jordan, Trina Bay- lor, Natasha Brunsön and Audris Harris and the 4x400 meter relay team of Kelsie Quayle, Melissa Jarboe, Julie Bourne, and Annette Burrell.

Columbia Campus

SPORTS DAY

Intramural activities are underway for the final session of the '92-'93 school year. Students have been participating in outdoor activities in preparation for Sports Day on June 2. Activities that will be covered during this session include:

1. Hot shot
2. Scooterboard relays
3. Obstacle Course
4. Overhand-Underhand Strike
5. Jump rope

Another select group of students is practicing to compete in a mini Triathlon on May 26 that will include swimming ten widths of the pool, bicycling for a half mile, and ending with a half mile run.

Following the big race, all students that have participated in intramural activities during the year will have a banquet, followed by an awards ceremony where each participant will receive a certificate for their participation during the year. It should be a fun evening for all.

This banquet concludes our after school activities program for the '92-'93 school year. Congratulations to all of the students.

E.S.D.A.A. Track Meet — American School for the Deaf, West Hartford Connecticut

The MSD Girls' Track team displaying their medals and championship trophy.

Michael Hart taking part in discus throw.

Devin Gibson placing first in 400 meters.

APRIL-MAY 1993
GO . . . FIGHT . . . WIN . . .
WE'RE GONNA CRUSH 'EM,
GO . . . FIGHT . . . WIN . . .
WE'RE GONNA CRUSH 'EM,
GO . . . FIGHT . . . WIN . . .
WE'RE GONNA CRUSH 'EM,

Where are we seeing these words in live action? Ahh, yes, at the Maryland School for the Deaf, Frederick Campus in the Gym on Alumni Day, February 28, 1983. It has been between 10 to 13 years ago since we, the group cheered together for our teams. Only this time, we cheered for the Alumni team. This got started when I met a long-lost friend, Sherilyn Curtis who was in town from Arizona to visit. We chatted and reminisced over the times when we used to be cheerleaders. We came to the realization that it has been over 10 years since we were together as a loud-spirited, energetic group.

I sent out letters to former cheerleaders asking them to join us for a reunion at a local pub in Frederick. All responded with such thrill. I received word that Bette Hicks, our sponsor, would be attending the reunion as well. Plenty of laughs were shared when we met, ate and chatted at a nice pub, while talking about different scenes each one remembered vividly. One common statement made from each one of us was, "I wish I could go back to being a cheerleader."

It was strange to really be on the court as a group, performing some chants. Our evening of reunion is something we will never forget. Although we were "out of tune", we still have the beat. And most of all, we still cherish those fond memories of the daily hard practices, injuries, new stunts, pep rallies, spirit sticks from NCA (National Cheerleading Association), tournaments and the trophies we brought home to MSD.

Famous line quoted from Michelle Schmidt, former coach: "SHARP, SMILE AND SHINE", are for those who dream to be a superstar, this is the key to it all with positive attitude. Just remember, you can do it!

OLD-TIMERS 1976-1985
Donna (Bosley) Vogeler, Sherilyn Curtis, Deborah (Stokes) Stout, Michelle (Smith) Ailstock, Cheryl (Hackley) Gallo, Belinda Monsian, Dolores (Abbott) vonGarrel, Patty Miller, Olivia (Thompson) Jones, Thelma Eckenrode

NOW 1993
Sherilyn Curtis, Michelle (Smith) Ailstock, Olivia (Thompson) Jones, Thelma Eckenrode, Deborah (Stokes) Stout, Cheryl (Hackley) Gallo. Missing: Coach Bette Hicks
1989—Gerald L. Covell is the new Executive Director of the Missouri Commission for the Deaf. He began his duties in his office at the Missouri School in Fulton on April 20, 1992. He recently completed requirements for a master’s degree in American government at the University of Maryland, College Park. As executive director of MCD, Gerald sees his most immediate task as that of completing the census of hearing impaired people in the state of Missouri before he will be able to establish services for the organization. (Excerpted from Gallaudet Alumni Newsletter)

SEVERN ARTIST CAPTURES HIS WILDLIFE SUBJECTS BY EXACTING DETAIL.

With sunlight streaming down on their backs, the two ducks appear so lifelike they could waddle off the easel.

But wildlife artist Louis F. X. Frisino isn’t done with them. He puts his glasses on, dunks a thin brush in a glass jar, swipes the wet bristles in white watercolor on the palette. He wipes excess paint off on a rag, and then feathers the tiniest line on one of the ducks. He scrutinizes the waterfowl and delicately lays on another white silt. It’s as if he is painting these ducks leather by leather.

Mr. Frisino is known for this kind of attention to detail. The Severn artist’s ability to capture wildlife so realistically has won him dozens of honors—from the colorful ribbons strung high across a wall of his studio to having his artwork hanging in the Ward Foundation Wildfowl Art Museum in Salisbury, from seeing his prints selected for National Wildlife Federation Christmas cards to this month winning the Maryland Migratory Waterfowl Stamp Design Contest for the third time.

“It’s like a photograph—when he paints he can draw the feathers with such fine quality that you want to reach out and touch it,” says Gail Fields, State Department of Natural Resources illustrator who ran the duck stamp contest. This marked the first time an artist has won the duck stamp (1993-1994) and trout stamp (1990) contests for one year, says Mr. Fields.

Though Maryland offers no monetary award, artists vie to have their design on stamps that hunters and sport fisherman must buy. Beyond that, artists hope the stamp gains them recognition, as they are on their own to market the work.

“I have a passion for art,” Mr. Frisino, who was born deaf 59 years ago in Baltimore, explains in sign language. “I couldn’t hear. I was able to concentrate on drawing and painting.”

The youngest of his three children, Helen, 22, interprets for a visitor to the family’s home tucked in woods.

He drew when he was a student at the Maryland School for the Deaf in Frederick and graduated with honors from the Maryland Institute College of Art.

His love for dogs and wildlife—as a child, Mr. Frisino says, he drove his parents crazy by bringing home strays and gulls—led him to develop his talent. He credits visits from childhood on to an aunt near Cambridge with opening the Chesapeake Bay to him. He still drives out to see her, and digs out photos of her cows to show a visitor. “You never know when you’ll want them in the background,” he says.

He enjoys the Bay’s wildlife and outdoor serenity so much he’d move there, except that his wife, Elaine, won’t go. The closest he’s come was some years back, when he kept a few young mallards in his yard only to have other wildlife eat them. He does, however, have four dogs.

Mr. Frisino’s studio holds furniture from his 25 years as a commercial artist for the now-defunct Neus American, including a wooden chair that co-workers gave him when he retired in 1978 to pursue wildlife art full time. A tabletop is layered with eight of his prints that have sold out.

The shelves are piled with thousands of prints and a few originals he’s done in watercolor, tempera and acrylic. Trout and bass are mounted on walls. Nine drawers contain stuffed ducks, which he uses to get the nuances of colors and shape. Two hang by his easel.

He also works from hundreds of photographs: tangles of reeds, the face of winter’s bare branched trees, rose-close shots of attentive bird dogs and phoos of ducks in flight that appear to have been taken from the next bird over. “I’ve shot them all.”

“Sometimes when I am driving, I look, see ducks flying. I stop and take a picture of it. If I see a hawk, I stop and take a picture of it,” he says. “I always keep a camera in the car.”

Winning stamp contests—he’s won 16 from various states—and having his work in books has given him exposure nationwide, helping sales. However, he said, winning the federal duck stamp has eluded him, he wants to be the first deaf artist to win it.

His prints list for as low as $20, but an original for as high as $7,000. Some he markets himself, others through galleries mostly in states where people hunt, fish and enjoy the rugged outdoors.

“He is so finely done,” says Lance Bendann, owner of Bendann Galleries in Baltimore, which is among those carrying Mr. Frisino’s art.

The gallery’s window has featured a painting of a yellow Labrador on the shoreline for three weeks—“way over our limit,” Mr. Bendann says. But, it stays. “The dog gets people in here. Every hour, somebody comes in here about the paintings,” Mr. Bendann said. The price tag: $2,500.

“I think the appeal of this kind of art is not only the aesthetic, but if you will, the cultural, the people who relate to hunting, the Siwash, the Bay, what it stands for.” Mr. Bendann says.

Sunley Katzenstein, owner of Ludwig Katzenstein Custom Framing and Art in Baltimore, says Mr. Frisino’s work sells well—well enough for the men to have a deal to market a limited edition print of two paintings. The works show ducks in the foreground and Baltimore’s harbor in 1940 and 1993 in the back.

Contributed by Andrew F. Siegel

The Baltimore Sun
The Graduating Class of 1993

Third row: Damon Sparrow, Devon Gibson, Steven Gandee, Saber Manna-Ayash, James Gaskin.
Fourth row: Joshua Kelman, Jason DeLeaver, Kenny Rush, Kai Mosby, Mark Muir, Michael Hart.