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ON THE COVER


Maryland School for the Deaf

FREDERICK CAMPUS
101 Clarke Place, P.O. Box 259
Frederick, Maryland 21705-0259
(301) 628-8550 (V/TTY)
FAX: (301) 628-8573

COLUMBIA CAMPUS
Route 108 & Old Montgomery Rd., P.O. Box 894
Columbia, Maryland 21044-0894
Baltimore Metro Area (301) 410-8661 (V) & (410) 418-8661 (TTY)
Washington Metro Area (301) 598-1190 (V/TTY)
FAX (410) 465-7710

The Maryland School for the Deaf does not discriminate on the basis of sex, color, race, age, national origin, religion, or disability in matters affecting program, instruction, or employment practices.

Questions regarding this policy in terms of employment may be directed to Eva Stehlin, Director of Personnel (301) 628-5231. Questions regarding the school program may be directed to Dr. Donna Clark, Director of Pupil Personnel Services (301) 628-8556. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 259, Frederick, Maryland 21705.
There are 250 young Deaf people who are presently attending Maryland School for the Deaf. Each and every one of them walks through the school hallways, uses bathroom facilities, eats in the cafeteria, and attends classes every day. Most of them live at MSD as residential students. They are the ones who keep MSD living. The whole purpose and existence of MSD is to serve those students. There are members of the administrative team, teachers, staff, librarians, custodians, and many people who work to ensure the productivity among the students. Yet, there are many possible things that may be overlooked or assigned as a minute thing. Where do those problems go to? How are they supposed to be solved? When could they be gotten rid of? The Student Body Government.

History of SBG

There is a government inside the student body. It is called Student Body Government. It was formed in 1990 under the name of Student Council. After hours of sweat and hard work, the advisors and a small group of students drew up a masterpiece, the Student Council Constitution. It is several pages long and was formed with the U.S. Constitution in mind. The Constitution itself is very malleable, allowing itself to be a living constitution for the Student Council. It may be interpreted in various ways.

After the constitution was completed, the election of new officers began. The system wide election had people running for the positions of President, Vice-President, Secretary, Treasurer, Secretary of Student Welfare, and Secretary of Extra-Curricular Activites. The officers were elected in the spring. After enjoying summer vacation, they came back to school in the fall with the determination to improve their school in every possible way. As the year passed, they held meetings with representatives from every class, and attempted to improve the school. Headed by Joann Gregor, there was a Student Council Valentine Day Party, Supper Couples contests, and general meetings. During that formative year, the Student Council had established itself as an important part of the student body.

As 1992 came, new officers were elected. The new body of government, presided over by Heather Herzig, pushed Student Council to its capacity. They took charge of the Homecoming Week. This was the first time that the students had ever taken charge of it and the results were a complete success. The success carried on as they hosted a Hal- loween Party. Meanwhile, the budget in the state had become tighter. Maryland was in need of the money so the government threatened to close down part of our school. Student Council had gone into a whirlwind of planning and working. They reserved buses, organized a rally, and pushed students to stand up and speak out. They sent many representatives from every department and classes. They brought the PTCA, administration, alumni, and the students together to stand up for their beloved MSD. They came up with the theme of K.I.D.S. (Keep Investing in Deaf Students) which was used throughout the planning and the rally in Annapolis. Naturally, the result was a complete success from the hard work Student Council had executed.

1993 brought its share of successes. The Renesh administration, led by Staci Renshe, began the school year with a Welcome Back party. It was followed by invitations of MSD alumni to speak of MSD in the olden years in celebration of 125th anniversary of MSD. They decorated a Haunted House for the Hal- loween party, organized various activities for the Homecoming Week, and managed many more activities. They sought to have the library available for the students during after school hours. They even set up a transportation system for students to be transported to the Frederick Public Library. They also saw many changes occurring at MSD as the Peer Advisor and Judicial Board programs sprung up. The Student Council had become a stronger government of the students. The members felt, at that time, that it was time for some changes. In the spring, the name of Student Council was changed into Student Body Government. That capped off a productive year. 1994 called for many changes for the SBG. The president, Mike Halschak, led the SBG throughout the year. Student Body Government, along with the name change, had to rebuild a new system. That meant a lot of hard work, weeding out bad apples and growing more healthy apples. This required plenty of dedicated and hard-working people. During the year, Student Life’s new programs (Peer Advisor Program and Judicial Board Program) consumed much of students’ and staff’s time. Therefore, the SBG had been pushed into the background. Yet, the SBG had managed to host meetings from time to time. They continued to organize Homecoming and host several parties for high school. They also built better relationships with the middle school as the Junior Student Body Government (JSBG) had been formed. JSBG even sent a representative to represent the middle school. Since the SBG was growing, more students came to acknowledge SBG as their government, their resource for improving their lives in school.

Purpose of SBG

The Student Body Government has done plenty for the school and for the
students throughout the years but the question still stands: What is the basic purposes of the existence of SBG? That may be summed up in four main points:

- Providing Community Services
- Promoting activities
- Setting good relationships with administration, alumni, PTCA, and various organizations
- Improving the School

The main purpose of SBG is to provide community service inside and outside MSD. For example, the SBG has been working for highway signs giving directions to MSD. That was to help visitors in finding MSD from the main highways. Also, it was hoped to make MSD a more noticeable historical site in Frederick. Also, SBG would try serve different people by bringing in the students' help. Furthermore, SBG is working on the buses that transport the students on Sundays and Mondays to and from home to all over Maryland. The students complain of dark buses for they are unable to communicate in the dark. Therefore, the SBG is working to meet the students' needs outside the school. More community services will have to be done in the future.

The second purpose of SBG is to provide more activities to fill out the afternoons of the students' lives. SBG has taken charge of the Homecoming Week for several years in a row. SBG has held several Malloween parties. Those activities are becoming an annual thing since they have occurred every year since SBG was formed. Also, SBG held several extra-curricular activities. There are tournaments of different kinds that are hosted entirely by the students.

The third purpose of SBG is to set better relationships and understandings between the students and all the organizations linking to MSD. For example, Student Council managed to pull off a huge rally to save MSD from being closed down. They managed by bringing PTCA, administration, alumni, and many organizations together. In doing that, students and the adults worked side by side from the beginning to the end. The students understood the danger of MSD closing down, and worked hard to save MSD. One ought to stop and wonder what would have happened if Student Council had not been in existence! Also, the SBG right now is meeting with the Superintendant of the MSD once every month. There, the SBG is able to bring the problems and successes of the students to the Superintendant. Then, SBG is able to explain the actions of the administration to the students that were unable to understand otherwise.

The final and most important purpose of SBG is to improve the school in every possible way. Improving the atmosphere, morale, goals, and every point in school which are essential to each student is the objective of the SBG.

**Goals of SBG**

Goals, short and long term, are what keeps SBG going, knowing when it had succeeded or failed. The goals are what pushed SBG along those years. In the beginning of every new term, the officers, along with the representatives, set up goals that may be lost or won throughout the term.

As the short term goals go, there are many. The 1995 cabinet had started the term with plenty of outcomes for improvement and work. The members of the cabinet really had to roll up their sleeves and plunge their hands into the work. The short term goals of 1995 may be outlined here:

- Improve the conditions of food in cafeteria
- Provide sanitation in restrooms by installing soap dispensers
- Distribute contraceptives and tampons in ladies’ restroom
- Have lights in buses on Sundays and Fridays
- Open library and computer lab during all hours
- Improve the shower heads in every building on the campus
- Have permission to skateboard
- Provide more extra-curricular activities

These are just the few of the goals we are working toward in the year of 1995. Most of them could be worked out quickly with the various people across the campus. Some of them required a lot of work for SBG. Yet, every one of them is important to the students. The cabinet met frequently to see the progress. The list of goals may seem enormous but every problem is being delegated to every capable student who is willing to work. There may be confusion and struggle, but the results have been steadily coming out. A person would meet with someone, other person would write a letter, and another person would be meeting with her/his committee to organize something.

While there are many goals to be met, we also put up long-term goals that had been with SBG since the beginning of SBG years. The long-term goals are being worked at every year. Each year has brought around many changes and growth but those long-term goals remain with SBG. The first long-term goal is to boost the students' morale. At times, students' morale as may be low due to frustration and hopelessness. SBG are working to provide fun and better standards for the students throughout the years, SBG also is working to provide hope for improvement for MSDers. The second long-term goal is to set up a solid relationship among every organization that exist in MSD. There are innumerable organizations that have worked on various things. Yet, something is needed to encourage them to work together. SBG welcomes everybody as member. SBG does not practice discrimination or rejection. The simple requirement to be a SBG member is to be a student at MSD. Once you are a student, you are automatically a SBG member. That, we hope, would provide a sense of unity among the students. The third long-term goals are to make the sports programs, extra-curricular activities, educational programs, and different programs grow. Since SBG is not the only one on it, they had to work with many others to ensure them to be successful. We held surveys and questionnaires to see the students' opinions on different things that others may make use of them. Finally, the SBG's major long-term goal is to make MSD the best Def school any Def student would want to attend!

**SBG:1995**

1995 is the year of rebuilding for SBG. There are four advisors that provide student support and advice for the high school students. They were the ones who stayed behind the students in the decisions they made and pushed
them. They suffered the ups and downs of the actions of SBG. They suffered last
minuteness. They suffered long meet-
ings. Yet, they stand strongly behind us.
The cabinet had been working every day
to provide services. They struggled to
meet between the tight schedules of
sports, drama, field trips, and many
other activities. Most of cabinet
members are involved with two or three
other activities. Yet, every one of them
managed to devote a lot of their time to
promote SBG. The present cabinet con-
sists six executive members, approxi-
mately ten representatives of their
classes, and four advisors. The advisors
are: Ms. Mary Sue Boxer, Ms. Marcia
Nowak, Mr. Mark Rust, and Ms. Gerry
Whitt. The representatives may vary
dependent on their ability to show up at
meetings. The executive members are:
Secretary of Extra-curricular Activities:
Ryan Palmer, Secretary of Academic
Affairs and Student Welfare: Tiffany
Zink, Treasurer: Stephen Semler,
Secretary: Stacy Nowak, Vice-Pre-

dent: Jay Maisel, President: Julie
Bourne.

Message for everybody: If you could
contribute to SBG in any way, it will be
greatly appreciated!

Ryan Palmer listens with interest Julie Bourne’s report of SBG activities.

Julie Bourne, SBG President, makes a point during a meeting with SBG cabinet members.

WINTER 1995
The management of the Maryland School for the Deaf, both at Frederick and Columbia, is moving increasingly towards team decision making. There are approximately twenty-five different teams which make decisions and/or develop policy recommendations for the school. The different teams are composed of a wide variety of individuals including students, parents and every level of employment. Some of their responsibilities are continuous, while others are short term or for special projects.

An example of a short-term team would be the Student Life Pay Plan Committee which is a group of representative Residential Educators who, along with the Dean of Students, meet with the Director of Personnel to evaluate and recommend changes in the pay plan offered to these employees. The faculty has a similar team made up of teachers, teacher aides, and administrative representatives to advise the Superintendent and the Board of Trustees on pay scale recommendations.

Currently a team of Student Life personnel from Columbia and Frederick are working on a Student Life Handbook. Once it is developed, it is their responsibility to recommend it to the Superintendent for Board of Trustees action. Hopefully this handbook will be available for all parents in the summer of 1993.

The Director of Personnel heads a committee of teacher representatives to develop a Faculty Handbook. This committee is likewise charged with developing a document for approval by the Superintendent and the Board of Trustees.

The final short-term committee which was also established by the Superintendent is the Admissions Policy Committee. This committee includes all mid-management administrators and student evaluators from both Columbia and Frederick. Its charge is to develop an admissions policy which again would be subject to Board approval through the Superintendent.

If necessary, of course, these teams could continue from year to year as the need exists.

There are several teams which are ongoing in the sense that they do not have a date by which their tasks are completed, but serve in an on-going function of evaluation and recommendation in order to guide decision making in the school. All of these committees span both the Frederick and Columbia campuses, and advise the central management team of the school with specific recommendations for action.

The Health and Safety Committee performs on-going as well as annual surveys of buildings and grounds to ensure that the environment meets federal and state safety regulations, and to recommend budgetary needs.

The Middle States Accreditation Action Plan Committee is charged to develop specific actions as follow-up to the accreditation visit by this organization during the 1993-94 school year. As decisions are made and implemented, they respond to this organization.

The Academic Tests Review Committee reviews the way in which we evaluate student potential and achievement including, if necessary, the designing of pilot studies. It is this team's responsibility to ensure testing is accurate, as well as unbiased and provides for inter-campus consistency. Testing is also the issue of the Evaluation Review Team. This is composed of the psychological, educational and audiological evaluators from both campuses in addition to both Principals. All admissions evaluations are reviewed by this team in terms of application of the school's admissions policy. The function of the team is to ensure that the most appropriate placement possible is pursued.

The Curriculum Core Committee serves an important role in consistency and quality of education. The three main instructional programs (FE/EL, Columbia and Frederick) are represented by teachers. This team is responsible for not only the implementation of the MSD Essential Curricula, but for identifying and planning staff development activities. It further has a most important role in recommendations for textbook acquisition.

Computer resources are essential to the successful education of deaf children, and a Computer Services Committee is charged with addressing these issues. This team is responsible for identifying short term and long term computer needs, developing a resource/acquisition timeline and allocating the resources on a priority basis which they establish. They are currently working on establishing a local area network for the school which will result in access to recommended services such as E-mail, a way of life for many staff members and students.

Two teams have a special relationship to the Superintendent in that they serve as a sounding board to the community outside the school and give input directly to the Superintendent. The MSD Bilingual Bicultural Committee gathers information regarding these topics as well as identifies outside resources which the school might employ. The MSD Committee on Multicultural Issues offers advice to the Superintendent regarding recruitment and retention of MSD faculty and staff from underrepresented cultures, expanding multi-cultural studies at MSD, recruitment of guest lecturers from underrepresented cultures, and other multi-cultural issues facing MSD Community.

Each campus has an administrative team which is responsible for the overall day to day functioning of the school. The Principal of each campus heads their respective Columbia Campus Administrative Team (CCAT) and the Frederick Campus Administrative Team (FCAT). These two teams are the instructional groups responsible for the implementation of school-wide policies developed by the school's central administrative team. This team, known as the "Ordiex Management Team" (OMT) consists of the Superintendent and the head of major departments within the school: Frederick Instructional, Columbia Instructional, Personnel, and Fiscal Services.

There are two variations on the OMT theme. When the head of Fiscal Services nad the head of the Maintenance, Security and Dietary programs are involved, it becomes the Budget Priorities Committee. All fiscal matters are approved by this team.

The second variation is the instructional leadership Team(ILT) which is composed of the two campus Principals, and the Superintendent. This group is solely concerned with instructional issues and makes recommendations to either the Budget Priorities Committee and/or the OMT.
Transition: Thriving on Change

by K.C. Russell

Advanced training . . . financial management . . . health care . . . support services . . . living arrangements . . . transportation . . . employment . . . These are but a few of the concerns facing a recent high school graduate. In an attempt to assist our students with these issues, to help them make a smooth transition from MSD to beyond, a Transition Coordinator position was established at the Frederick Campus.

The Transition Coordinator is responsible for: establishing and maintaining contact with outside agencies and schools; determining areas of student strength and need; meeting individually with students and talking with their parents about transitioning issues; exposing students to options with workshops and seminars; coordinating department and course/workshop offerings; and writing and monitoring individual Transition Plans (ITPs). Through these means, students can learn to reduce the obstacles they may face in their transition to post-graduation life.

Another means by which students can become familiar with their future service and training options is by attending the annual Transition Fair. The first Transition Fair, an off-shoot of the College Fair of previous years, was held on October 27, 1994. Roughly, ten colleges or training facilities and ten agencies attended—over twenty representatives in all! Although some were from Maryland, some of the representatives came from as far away as California and Florida.

Larry Summers and Tonya Mack ask the Deaf Independent Living Association (DILA) representative questions.

It was an all-day affair lasting from 8:00 AM until 4:00 PM. Eighth graders, freshmen and sophomores attended the morning lectures in the auditorium. Each agency representative was given five minutes to explain their eligibility criteria, referral process and description of services. Each training facility representative also had five minutes to describe their school including: eligibility criteria, size, location, number of deaf students, majors offered, residential and social life offerings and support services available.

After lunch, juniors and seniors attended the lecture session in the auditorium and then were given an opportunity to visit the display in the gymnasium. Each representative was assigned a table to lay out postcards, brochures, freebies, and applications.

Thanks to our media and maintenance departments, they were also given use of VCRs and monitors on which to show video tapes of their school or agency. During this time, the representatives were available to answer individual questions from the students.

Parents of all high school students were invited to attend, and about twenty did. They were able to view the lectures as well as rotate through the displays in the gymnasium while discussing future options with their child. Volunteer interpreters were available upon request. Parents rated the day as being good to excellent in providing information and assistance. All of their suggestions will be considered in trying to make future fairs even more accessible and worthwhile, so that a greater number of parents will attend.

Representatives were also asked to complete an evaluation form including a brief description of their agency’s or school’s services. Their summaries will be compiled into a booklet and made available to students and parents at next year’s Transition Fair.

An even greater number of representatives will be invited to attend Transition Fair 1995.

Attending a Transition Fair is one of the many steps a student can take to prepare for the post-graduation transition. Other steps may include: assessing personal strengths, preferences and needs; setting realistic goals; attending summer camps and/or special programs; joining clubs and teams; obtaining a driver’s license; and/or learning to use public transportation; visiting schools and agencies; applying for assistance from state and federal programs, scholarships and financial aid; acquiring an understanding of financial management and health care and making weekends/summer employment.

All changes require time for adjustment, but in completing any or all of the above steps, and student will be more able to not only cope with change, but even thrive on it . . . Transition!

Herbert Bowden and his mother discuss future options.

MSD Seniors fill out requests for college catalogs and collect some “freebies.”

WINTER 1995

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Open Letter to Superintendents...

from James E. Tucker, Superintendent

Dear Superintendents, Executive Direc-
tors, Headmasters, and Leaders of Schools for Deaf and Hard of Hearing Children and Youth,

After reviewing hundreds of pages of pro-
paganda promoting the full inclusion philo-
sophy, and meeting with leaders of the full
inclusion movement in the past few years, I have come to this frightening and painful conclusion: Our schools for the Deaf and Hard of Hearing children have not yet reached their full potential in our ability to educate Deaf and Hard of Hearing children and youth. If our schools do not improve in the next few years, we will continue to be cannon fodder for the full-inclusionists, and our schools may not continue to exist when we enter the third millennium.

Of course, we hope that the upcoming reauthoriza-
tion of the Individuals with Dis-
abilities Education Act (IDEA) will give
erognition to the continuum of alternative
placements for all disabled children and youth. Reauthorization or not, continuum or not, our greatest worry must be how par-
ents of Deaf and Hard of Hearing children perceive our schools. Perception is reality. We have seen and again and again how parents have "moved mountains" when it came to educational rights of their children. To par-
ts that we must cater to. Our schools must impress them.

Now, what do parents look for? Number one question they almost always ask is about the academic program. They want their child to receive the highest quality instruc-
tion from the highest qualified teachers. How many of our schools are offering their students access to state
department of education diplomas? Full inclusions often smear and condemn our efforts even when they place their "students under a down curricula and offer worthless diplomas.

Without question, local public schools for many Deaf and Hard of Hearing children are an intellectual wasteland. The very best interpreters are unable to interpret every word spoken by the teacher and classmates. The "Velcro Syndrome" is a common phenomenon in public schools where an interpreter is the students' teacher, tutor, counselor, best friend, help, mentor, mother, disciplinarian, and interpreter. That is the student follows the interpreter around the school building all day long. Intellectual growth cannot happen when a student shares his intellect with one individual day in and day out, year in and year out.

Also, without question, local public schools are a social wasteland. Many Deaf and Hard of Hearing children and youth are not given opportunities to participate in a social group. Is a single in a school play, or to chair a Homecoming Dance. Lost opportu-
nities for extra-curricular participation are compounded by the near-zero social life for Deaf and Hard of Hearing students over the weekends. Social gatherings where there are flagging lips and moving shadows aren't fun at all, if one is actually invited.

We know that public schools have many glaring weaknesses, but they are gaining momentum in terms of recruiting Deaf and Hard of Hearing students to their programs. We often blame certain IDEA provisions that inter-
prompt public schools as the most Least Rest-
ictive Environment (LRE) schools for all dis-
abled children, including Deaf and Hard of Hearing children and youth. But, we must blame ourselves. We need to do a better job educating our students. Word of mouth makes or breaks reputations, movies, plays, and also our schools. We need to ex-
ducate parents. Our "product" must not only be equal to the product offered by public schools, but clearly superior.

Maybe some of us want to say "impossi-
nly" to public school curricula? When a child arrives at a school at age four and has not yet learned any ASL signs and has a sight vocabulary of fifteen English words, what should we do? Teach on-grade academics to students without a language base? The key to this is early language acquisition of ASL and English. We cannot have this critical period of language acquisition (age 0-3) to chance. We must expand our family educa-
tion services, and collaborate with state and local

infants and toddlers, and members of the medical and audiological communities. Every child must have already acquired ASL, and English before he or she can start tracking public school curriculum tasks.

I would be accused of having my head in the sand, if I did not address the ACCESS issue here. After 175 years, and by large the Deaf Education Community has not yet learned that academic achievement is not equivalent to Spoken English (speech) achievement, and Spoken English (speech) achievement is not equivalent to academic achievement. ASL offers Deaf and Hard of Hearing children full, clear, and direct access to information. ASL must always be the language of instruction for academics, and Spoken English and auxiliary training must always be offered to students in a separate class.

In Maryland, full inclusionists zealously believe that it is their moral duty to close down segregated schools, including the Maryland School for the Deaf (MSD). Although a few have intimated to me that "deaf children are expendable", many believe that special schools offer watered-down cur-
ricula, and regular schools offer a more rigorous and accountable curriculum for disABlEd children.

MSD countered these arguments by adopting the Frederick County Public School Curriculum in 1983. Starting with the Class of 1995, MSD graduating seniors will have access to the Maryland State Depart-
ment of Education's (MSDE) High School diploma. Requirements are successful com-
pletion of MSDE credit passes, and pass-
ing MSDE's Maryland Functional Tests (Reading, Writing, Mathematics, and Citi-
zenship). Needless to say, the changes at MSD have resulted in a tremendous amount of resource reallocation, staff development, and attitudinal adjustments. We already have accomplished much, and will need to accomplish much more.

At this time, word of mouth is favoring MSD. As of February 1, MSD student enrollment has reached 455 students (101 infants and toddlers) in the Family Educa-
tion/Early Intervention Program, 104 stu-
dents at Columbia Campus, and 250 stu-
dents at Frederick Campus), the highest since the 1984-1985 school year. The adop-
tion of the Frederick County Public School Curriculum was the single most important reason for parents' decision to enroll new students at MSD.

Let's think, act, and sleep EARLY LAN-
GUAGE ACQUISITION; FULLY CLEAR, DIRECT ACCESS TO INFORMATION; A MARYLAND PUBLIC SCHOOL CURRICULU

M!
A Bilingual-Bicultural Dialogue Between A Team of Deaf and Hearing Collaborators:
Andrea Feldman and Marcia Virts

Editor's Note
Ms. Marcia Virts taught two courses, Language and Communication (language acquisition/development in deaf and hearing children) and Methods of Teaching Language to Deaf Children (reading and writing strategies) at Western Maryland College (WMC) in the 1980's. Ms. Andrea Feldman was a student of Ms. Virts that started their personal and professional collaboration. Ms. Virts also taught at MSD on both campuses, Columbia and Frederick. She eventually became a Language Arts Resource Teacher. She was a part-time Curriculum Coordinator and a part-time Accreditation Chair last year. Ms. Virts is currently teaching in the Elementary Department on the Frederick Campus. Ms. Feldman is the Curriculum Coordinator for both campuses this year. She also taught Language and Communication and Methods of Teaching Language to Deaf Children at WMC (1992-1994).

Marcia and Andrea constantly discussed the importance of literacy in both languages, ASL and English through talking, reading and writing from the time they met at WMC to this day. This interview is a natural continuation of their bilingual-bicultural dialogue on ASL and English literacy.

Feldman: Ms. Virts, let us go back to the time you started teaching at Western Maryland College back in the early 1980's, how did you first learn about ASL as a language?

Virts: During one of my lectures on English language acquisition, I distinctly remember being interrupted by a graduate student who wanted to share an article he had recently read about American Sign Language acquisition in deaf children. That article and that student became change agents in my knowledge and perception of ASL, and from that time on, how I taught that course.

Feldman: What made you see ASL validated as a language?

Virts: As late as the early 80's there was still a tendency in many graduate programs in deaf education to either (1) ignore the ASL/English issue, (2) focus on fixing 'sign language' so that it would be English, or (3) address only English language acquisition. Research studies by Bellugi, Klima, Stokoe, Woodworth et al and various reports about the state of deaf education, and increased discussions about ASL and English were all critical to my understanding of ASL.

Feldman: Now, let us proceed to the time you worked as a Language Arts Resource Teacher at MSD before the MSD Bilingual Education Policy came into existence. What connection do you see between ASL and English in terms of literacy development?

Virts: I recognized two languages occurring at MSD. In classrooms there were teachers and students using both languages in various settings and for various
purposes. There was already a clear link between ASL and English. MSD still separated what we now call language arts (Elementary) and English (Middle School, High School). Students had “reading class” which was separate from another class they took called “language class.” Reading was reading from drill textbooks or other print materials, with a heavy emphasis on decoding and comprehension skills. Language class included excruciating English grammar and writing sentences, paragraphs, or compositions. Since that time, and with the adoption of the Essential Curriculum, word attack, comprehension, communication, and appreciation and enjoyment of literature have been merged into a course of study we might call language arts or English. Perhaps in the future there will be printed, grade-by-grade ASL literacy goals included in our curriculum.

Feldman: We worked together last year as co-Curriculum Coordinators. It was an exciting year at MSD with the adoption of the Frederick County Public Schools' Essential Curriculum and the MSD Bilingual Education Policy. It was also a hectic year with you serving as the Accreditation Chair. What effects of the MSD Bilingual Education Policy did you see at MSD last year?

Virts: The challenge and excitement of change was always present in my view of MSD's day-to-day life last year. Teachers were examining their beliefs, their instructional strategies and their own languages performance and teaching at the same time. WOW! As I said, it was a challenging and exciting year.

Feldman: We worked together as a team. It was not until you returned to the classroom when we both realized that we were really a bilingual-bicultural team. What were the positive and negative aspects of working together?

Virts: I think we were always accepting and questioning each other. That was very positive because we did not just accept a particular educational premise, we discussed it and tried it and then re-examined it. We both came with unique perspectives as Deaf and Hearing adults and there is a great deal of respect between us. We tend to pay attention to that unique perspective and sometimes at night, on the TTY. We could not stop our examining, evaluating, etc. I miss that. Negative aspects? There were some.

Feldman: Now, the question that the Volts: readers are anticipating. You returned to the classroom full-time as an Elementary teacher at the Frederick Campus. You implemented the Essential Curriculum in all areas: Language Arts, Math, Science and Social Studies. What do you see in terms of ASL and English literacy in your students? What about silent reading? Do they read word for word aloud?

Virts: There is a strong link between the two languages and I try to be honest and open with my students (mostly 4th graders) about the uniqueness, beauty, and need for using and learning both English and ASL. During language arts, children are guided through the before, during, and after reading processes. At the beginning, there is many teacher involvement, and as children become more able readers, there is more independence. But there is always writing connected with reading. Predicting, reading for a purpose, silent reading, and constructing and extending meaning are all sted in my classroom to build literacy in both ASL and English. I feel strongly that just as we respect and provide many opportunities for expressing and receiving ASL during the school day, we also respect and provide many opportunities for expressing and receiving English. Language develops what children are immersed in the language and MSD's commitment is to two languages developing. Everyday they arrive with new energy to build that literacy - it is my responsibility to provide activities and an environment that maximizes time spent with English and ASL and incorporate the new curriculum in four major subject areas That is a challenge!

Feldman: What would you recommend for parents, teachers and the Deaf community to look at to continue the growth of ASL and English literacy?

Virts: I keep coming back to two key words - immersion and attitude. Immersion in both languages at school and at home and a mutual respect for immersion in both languages are the keys to an effective learning environment for bilingual Deaf children. As adults, we are important models for our children. If we are excited about being immersed in both these languages, children “catch” that feeling. The second word, attitude, is closely aligned with immersion. An attitude of sharing, discovery, acceptance, learning, and joy regarding ASL and English literacy needs to surround children from the earliest age. Books, plays, “get-togethers”, movies, games and trips are all chances for families, communities, and schools to share language zeal! That means that we must surround children with models of both languages and a positive effect toward both...
The MSD Bi-Bi Committee

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FREDERICK CAMPUS

Frederick County Chamber of Commerce Chooses MSD Teacher As its CTE Teacher of the Year
by Bobby Padden

The education committee of the Chamber of Commerce of Frederick County took great pleasure in choosing Ms. Nancy Benton, MSD Physical Education/Photography teacher to receive Career and Technology Education Teacher of the Year Award at the sixth annual Recognition of Teacher Excellence Awards banquet on November 14, 1994. The teacher recognition award is presented to a Frederick County teacher who has qualities that are reflective of the highest ideals of American society.

Ms. Benton is a highly responsible and competent applied academics teacher who began her career in education fifteen years ago. She has always performed above and beyond the call of her professional duties. She enjoys teaching physical education and photography during the day. According to her assistant principal, she always goes that “extra inch” for the good of both middle school and high school students. Her former students often mention how much personal benefit they received from her classes.

In her physical education classes, she reflects the proper attitude and respect toward good work that are part of her teaching objectives. She demands the best from her middle school and high school students in physical education everyday.

The applied academics department had enthusiastically endorsed Ms. Benton’s participation in the re-evaluation of the photography program last year. There is an increase in the number of photography classes this year. Her photography classes provide a stimulating environment that activates her students’ interests in all aspects of MSD’s essential curriculum. She is fair and impartial in her observations. She believes in striving toward relevance and innovative methods to motivate her students.

Ms. Benton has done a superb job coaching cross country and track teams. She puts emphasis on the quality of athletic programs available to students. Under her leadership, many of her teams have continued to enjoy success. She possesses competence and knowledge in her field of work. She explores and openly evaluates new approaches to coaching.

Ms. Benton is easy to work with. Her colleagues have expressed their personal appreciation for her services as a staff photographer for The Maryland Bulletin. The Frederick community and MSD congratulate Ms. Benton on making the extra effort that means so much to the education of MSD students.

Elementary Education Teacher Nominee—
Mary Lynn Sinclair
by Melinda C. Padden

Ms. Mary Lynn Sinclair, a teacher in the Frederick campus elementary department, was honored as a nominee for the Sixth Annual Recognition of Teacher Excellence program. The Frederick County Chamber of Commerce sponsors this program which concluded with a final awards program held on Monday, November 14th at the FSK Holiday Inn.

Full-time classroom teachers are eligible. The teacher must have outstanding qualities that make him/her a “model” teacher. Students, parents, colleagues and interested citizens may nominate their “model” teacher.

Mary Lynn Sinclair

Ms. Sinclair has taught in our elementary department since 1972. Before that, she taught in our middle and high school departments. She inspires students to learn. She knows how to gain students’ trust and increase self-esteem. She encourages them to believe in themselves and their capabilities. She has high, yet reasonable, expectations of each individual child and strives to encourage them to become critical thinkers.

Ms. Sinclair encourages creativity in students by talking with them in both formal and informal situations. In the classroom, she sometimes repeats what a student says in a question format. In other words, “mirroring” helps the students clarify what was said and encourages him/her to express thoughts freely. She provides multiple hands-on experiments and activities in the classroom which allow the students to progress at their own pace and abilities.

Ms. Sinclair is a fantastic team player among her colleagues. She shares stimulating ideas and encourages others to try them. She also shares her teaching skills.
strategies with those who take her graduate course at Western Maryland College. MSD is pleased and thrilled that Ms. Sinclair has been given this honor. MSD knows that deep in her heart, she believes that our students deserve the best!

Shawn Shannon Wins
MSD Geography Bee
Moves One Step Closer
to Winning $25,000
College Scholarship

Shawn Shannon, an 8th grader at the Frederick Campus, won the school-level competition of the National Geography Bee on January 12 and a chance at a $25,000 college scholarship. The school-level Bee, at which students answered oral questions on geography, was the first round in the seventh annual National Geography Bee, which is sponsored by National Geographic World and Chrysler Corporation.

The kick-off for this year’s Bee began the week of December 5 with thousands of schools from around the United States, the District of Columbia, and five U.S. territories participating. The school winner, including Shawn, will take a written test; up to 100 of the top scorers in each state and territory will be eligible to compete in their state Bee on April 7.

The National Geographic Society will provide an all-expenses-paid trip to Washington, D.C., for state champions and their teacher-escorts to participate in the National Geography Bee National Championship on May 30 and 31. The first-place winner will receive a $25,000 college scholarship, the second-place winner, a $15,000 scholarship, and the third-place winner, a $10,000 scholarship.

Alex Trebek, host of “Jeopardy!”, will moderate the national finals which will be presented by Maryland Public Television as a prime-time special on most Public Broadcasting Service stations May 31. Check local listings.

Our congratulations to Shawn for an impressive victory in the school-level competition and good luck in advancing to the state finals!

—Muriel Roberts, Social Studies Teacher, Frederick Campus

Greetings from the Office of the Dean of Students!

As many of you know, I was appointed Dean of Students last August. Immediately, we became busy hiring three new Coordinators of Residential Education (CRE) and seven new Residential Educators (RE). We also had the opportunity to purchase new televisions with built-in captions for each Residence Hall. My major project this year is the Parent/Student Life Handbook. It is being worked on and hopefully will be ready next fall.

At the present time, the Residential Hall Program is very alive and active! With very little changes, we still have about the same number of CREs and REs. We are still handling the transportation plans for Fridays and Sundays, as well as the “weekend visit passes”. We also have an active Office of Student Development Coordinator, the Peer Advisor’s program, and the Honors Group program. New programs added this year for the high school residential halls are: the Def Special Needs Program, and the Jr. Leadership Training Program.

Ms. Joan Virgadastia, Coordinator of Office of Student Development, has had several interesting Monday nights projects for the students, such as:

—Class Bowl
—Dog Show
—City Fire Department visit
—Lectures given by representatives from colleges and universities
—Humane Society visit
—Lectures on “Grooming and Styling”

The Peer Advisors have been busy decorating bulletin boards, doing storytelling time with the elementary students, and listening, helping, and giving advice to the middle school students as well as the high school students.

The residential hall’s Def Special Needs program participated in activities such as bowling, crafts, and formed a walking group.

The Student Body Government officers have been working with my office to help set up rules and bring attention to concerns that the students may have.

Photo Credit by Linda Coleman


Santa Claus visits MSD

Winter 1995
Our Jr. NAD Chapter has been invited to the Eastern Regional Jr. NAD Convention in Vermont in March. They will also be joining the others on a ski trip.

We still have several students working in the ORIOLES NEST learning how to cook, making proper change, setting up the DJ equipment, cleaning up, and suggesting kinds of food goodies to be ordered.

Residential Hall Programs/Cubs:
- Ski Club—HS/MS
- Boys Scouts—BS/MS
- Girls Scouts—MS
- Cub Scouts—ELEM.
- Brownies—ELEM.
- Jr. NAD—HS
- Pee Wee NAD—MS
- Teenage Club—MS
- Cooking Club—MS
- Student Body Government—HS
- Jr. Student Body Government—MS

Residential Hall Activities Planned by the CRE/RE’s are:
- roller skating
- ice skating
- skiing
- hiking
- bicycling
- parties
- sports
- computer lab
- “Thursday Night Pizza”
- trips to malls
- intramural sports

I hope to see many parents at PTCA meetings. I have asked the CREs to be there to answer questions you may have and share the various programs with you.

My office is always open for suggestions and questions. Call me at 301-620-8531 (tty).

—Linda S. Coleman

COLUMBIA CAMPUS

Cross Country

November . . . cooler weather, leaves changing color, perfect conditions for the Fourth Annual Cross Country run in Frederick featuring elementary and middle school students from both campuses.

Runners of all shapes, sizes, and abilities showed up to challenge for the top spot. Mr. Charlie Day grouped the Frederick students into four teams (Red, Blue, Green, and Gold). Columbia students were divided the same way so that each team had runners from each campus.

While doing a series of stretches in preparation for the big race, Columbia and Frederick students had an opportunity to socialize a bit with each other (one of the primary goals of this event).

After a brief explanation of how the cross country course (a little over one-half mile) was laid out, friends and family waited anxiously for the start. The crowd cheered for their favorites as they ran past the stands.

The first runner came across the finish line in about four and a half minutes, followed by thirty-two others, the final runner crossing the line in eight and one-half minutes.

Following a brief warm down period, the host students invited Columbia students to join them for supper. It really didn’t seem to matter who ran where or how fast since all of the students were sitting at the table, eating, and enjoying the whole experience.

The overall success of this annual event is clear to all those who attended.

—Dean Buck, Physical Education Teacher, Columbia Campus

This Holiday Season—The Candy House

REs Ms. Kim Tosman and Ms. Molly McWee and their girls made an unusual house. It was made mostly of candy.

First, the group made a cardboard shell and then covered it with graham crackers, candy and frosting. The house took about five or six hours to make. The work was spread over two days.

Ms. McWee and Ms. Tosman said that their girls really enjoyed building the house and being creative. The two REs and especially proud of the way the girls cooperated on the project even if they did try to eat some of the building materials.

Who will eat the house now that the holiday season is over? Ho! Ho! Ho!

—Danny Rina, CRE

Open House/Holiday Program

In the Upper Wing, parents were shown their children’s work and class projects. In middle school, there were games and art projects involving the students and their families. Refreshments were served in the Main Building and Steiner B so parents could talk with other parents in a relaxing way.

There were bazaar booths where Deaf adults from the community sold crafts they made. Also, there were assis-
Active devices on exhibit for parents to see and buy for their children.

Following the open house, there were short plays presented by Ms. Sutcliffe’s class and Ms. Letich’s and Ms. Johnson’s classes. The children did a good job of acting and signing the stories.

The response from the staff and parents about the open house/holiday program was very positive.

Ms. Dean discusses her son’s progress with his teacher, Ms. Nancy Downey.

Surprise Party
After working at MSD-CC for more than 20 years as an aide in the Elementary Department, Ms. Kay F. Rose retired on January 3rd. She joined the staff when the school was two years old and its enrollment grew to a point where there was a need for more teachers, aides, residence counselors, etc. to meet the growing population at Columbia Campus.

Ms. Rose does not like good-byes, especially in this situation, so the staff gave her a surprise farewell party before the winter holiday vacation. Among the gifts she received was a framed aerial-view picture of MSD-CC. She informed us that she had made plans to travel to different places in the U.S. between January and June. MSD wondered if she would ever be home at all.

Dinosaurs
Ms. Burdette’s class and Ms. Britt’s classes were working on a unit on dinosaurs. The children made papier-mâché dinosaurs as a way of learning how dinosaurs looked and what they ate, where they lived, etc. Also, the art project gave the children a wonderful opportunity to learn how to make papier-mâché animals. Their dinosaurs were painted in different colors of their choice. They invested names for the dinosaurs and they displayed them on a table in the hallway for other children to see. They wrote their first names connected to different kinds of dinosaur on a strip of paper along with their projects.

Ms. College’s and Ms. Pagels’ class also did the unit and the children made dinosaurs from construction paper. They are hanging from the ceiling lights in the classroom.

Before these classes completed the unit, they went to the Museum of Natural History in Washington, D.C. to see the skeletons and models of dinosaurs. The children had no idea that most of the dinosaurs were very, very large.

Ms. Hartlove and Ms. Hill Johnson enjoy Columbia Open Home.

Linda Pagels and Julie Remsburg share memories with Kay Rose (center) at her retirement party.

WINTER 1995
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Summer
The beach, water, and the warm sand... 
Breezy air, pushing against your warm face. 
Warm sand tickling your feet, feeling grand. 
Splashing, laughing, feeling cool. 
No homework, worries, nor responsibilities. 
Hearing loud laughter is happiness, 
Having fun sliding, diving off into the pool. 
That's definitely heaven-like. 
School cannot compare for sure! 
—Stephanie Gasco

The Dream
As the top of the huge mountain, I look down and 
I see the white powdery snow glistening. 
I put my boots on and stand in position. 
On your mark... Get set... Gooooooooo! 
The gun sends off echoes through the mountain. 
I start to ski, touching every pole in my way. 
As the hill starts to get steep, I glide like a bird. 
There, a hump coming up! 
I get into position, and I fly in the air. 
As the finish line was near, 
I go in the lowest curve. 
I zoomed past all these people cheering. 
I stopped and looked up, 
pride coming over me. 
I skied, I conquered! 
I woke up. 
Thinking some day it would happen. 
Some day... soon. 
—Jesse Wesley

Football
Eastern North Carolina School for the Deaf. 
Here we are! Psychoed out and freaked out. 
Coach kept saying they will whip us. 
We freaked out with the word "kill". 
We kept with no fear, knowing we will kill 'em! 
Next day, the joyful Homecoming turned horrible. 
We keep on making the touchdowns, 
made 'em look so bad! 
We destroyed them and their Homecoming fantasy. 
We drove home with pride and joy. 
We did keep the promise about the word "kill". 
—Frantye Kappings

The Loner
There was a boy, 
He was Leroy, 
He was not full of joy. 
Why? 
That's a good question, 
For you to mention. 
Leroy was full of dreams, 
Hopes, 
Just like other boys. 
But nobody had time, 
To lend him a kind ear, 
Or be friends with him. 
Laughed at him, 
" Foolish little Leroy! " they would say, 
" He'll never succeed. " they say. 
But who is the fool? 
Leroy or they who are cool, 
It is up to you. 
Where is Leroy? 
I don't see him, 
Where could he be? 
Leroy is here, 
Only he is invisible, 
In your eye. 
Leroy wanted to be somebody. 
Only if he'd just had a chance, 
Only if they would give him a chance. 
Who is to blame? 
Leroy, who never had fame, 
Or they who are popular? 
Think hard 
And you'll know, 
The answer. 
—Samuel Thwaits

Pups
Pups are cute. 
Pups are playful. 
Pups sleep most of the time. 
Pups are active, 
Pups eat lots. 
Pups loves toys. 
They are pups. 
When they are something else, 
They are not these. 
—Christopher Morrison

Learning about Search and Rescue Dogs
In our language arts class we read The Call of the Wild. We became very interested about dogs. Ms. Nancy Swaiko, our teacher, told us about Dogs for the Deaf and Search and Rescue Dogs. We wrote to a company that trains dogs to help Deaf people. The company sent us a lot of information and pictures. We also wrote letters to Mr. Bob Sessions who trains dogs for search and rescue to help find lost people. We invited Mr. Sessions to our class to teach us more about Search and Rescue Dogs. When Mr. Sessions came to our class, he brought his dog, Thunder. Thunder is a Search and Rescue Dog. Mr. Sessions taught us a lot about these special dogs.
dogs. Search and Rescue Dogs help find lost people. If someone is lost in the woods, mountains, or in a lake or river, the police can call a trainer with a Search and Rescue Dog to help find the person. The dog and trainer will come quickly to help the police. The trainer always brings a backpack. Inside the backpack are water for drinking, flashlight for seeing in the dark, extra socks for wet feet, and a radio for talking to the host. The police tell the trainer and dog where to search. The trainer uses baby powder to tell which way the wind is blowing. The dog will follow the scent of human cells that are carried in the wind. The trainer and dog will work back and forth in a big area. The dog uses its nose to find lost people. If the dog smells a person, the dog will bark to show the trainer where the lost or hurt person is. Sometimes the lost person is alive and sometimes the person is dead.

Thunder is a female black lab dog. She is a medium-sized dog and weighs about 60 pounds. Mr. Sessions works with Thunder everyday. He teaches Thunder to walk on shaky things so she will develop good balance and not be afraid. Thunder can even climb a ladder. She can crawl under things, jump over and on things, and climb up things. Some command words that Thunder knows are: "sit, stand, jump, lie down, and reach" (means go look for). When Thunder obeys commands, Bob always says, "Good Girl!" Bob also rewards Thunder by letting her play with a frisbee.

We took Thunder outside. We took turns hiding to see if Thunder could find us. Thunder found Ms. Swaiko and Jennifer Ridgell hiding by the basement stairs. Thunder ran back to Mr. Sessions and barked. Then she ran to show Mr. Sessions where Ms. Swaiko and Jennifer were hiding. Thunder also found Andrew Kucharski behind a tree.

Thunder is very friendly to all people. We enjoyed meeting Thunder and Mr. Sessions. We really learned a lot about Search and Rescue Dogs. We wrote thank you letters to Mr. Sessions for teaching us so much.

—Fatimah Abdul-Rahim, Linette Christopher, Nancy Hoover, Andrew Kucharski, and Tiffany Reeder

Mr. Tucker Visited My Class!

We had written a letter to Mr. Tucker inviting him to our class to talk about his trip to Switzerland since we have penpals in Switzerland. I am going to explain to you about the two periods of sharing we spent with Mr. Tucker. Nicole Sichette and I took turns explaining to Mr. Tucker about what we have been doing in language arts class since the fall. I also read to Mr. Tucker the letter Nicole and I had written to Amra Arslanagic. Amra is a girl who escaped to the U.S. from Bosnia. She found a better life in America and now attends Gallaudet. We wrote a letter to Amra to invite her to come to our class to explain to us about her experience in Bosnia. We were interested in Bosnia because we are reading a diary about a girl named Zlata who lived in Bosnia during the war. After explaining about Amra, we all took turns sharing with Mr. Tucker some poems that we had written.

Mr. Tucker explained that he went to Switzerland because he was invited there to teach the Swiss Deaf people to become stronger leaders for the Deaf community. In Switzerland, four different languages are spoken. They are Romanish, Italian, French, and German. At first, it was hard for Mr. Tucker to talk with the Swiss people because he used ASL and they used other sign languages. Mr. Tucker had to do a lot of gesturing and use international sign language when he talked informally. When Mr. Tucker gave formal speeches he signed in ASL. Then another person interpreted in sign the Swiss people could understand.

Mr. Tucker said it is very peaceful in Switzerland! Most Swiss people eat dinner for two hours. They just take their time. To Mr. Tucker it seemed that there weren't any poor people at all. The buildings in the Swiss cities are very fine. Mr. Tucker showed us pictures of the countryside in Switzerland. The photos were beautiful! Mr. Tucker stayed in Switzerland for ten days. For
Superintendent Tucker shares his Switzerland stories with Ms. Swako's class.

eight days, he worked from 8:00 AM to 8:00 PM! Then each night he had to make plans for the next day from 8:00 PM to midnight. WHOA, that was really a busy schedule for him! Mr. Tucker was able to have a short two-day-vacation in Switzerland. He's very lucky! Mr. Tucker showed us two magazines from Switzerland. Photos of MSD students, Petru Ciobotarescu and Donna Crowe, were in them. The article and photos were from last spring when some Swiss people visited MSD.

We learned a lot about Switzerland from what Mr. Tucker told us. Unfortunately, Mr. Tucker did not meet any of our pals while he was there. Mr. Tucker was very excited to share with us his experiences in Switzerland. We are glad he did! —Allison Tyler

Field Trip to Visit Mike Virts

We went to Knoxville, Maryland to meet Mike Virts, the 1994 National Jousting Champion. The kids who went were: Allison Tyler, Laura Tarbox, Jonathan Ricks, Nicole Sichette, Teri Monroe, Stacey Zile, John Jones, Sharon Duke, Tim McAlley, Aaron Bowman, Conrad Hause, Reylnda Bailey, and my teacher, Ms. Nancy Swako.

We went on this trip because we had been learning and reading about the Middle Ages. We had also read about King Arthur and his knights. This was a great trip.

We saw and did lots of neat things once we arrived at Mike Virts' farm. When we arrived Nancy Swako introduced us to Mr. Virts. Then Mike explained how he first started jousting. After that, we went to the horse trailer. We saw the awards that Mike has won. He has won many trophies, swords, a silver tea setting, and plaques. He showed us pictures of modern jousting tournaments. Then he showed us different knights' armor for jousting during the Middle Ages. We tried on a knight's helmet. Then we went to see Mike's four horses. One is a pony named Thunder. The three other horses are named Brandy, Buckey, and Timex. The horse that Mike rode when he won the 1994 National Jousting Championship is Timex. Next we all went to watch Mike demonstrate for us how to spear the one-fourth inch rings with a lance while riding on a horse. Mike is very skilled at jousting. He can spear three quarter inch rings hanging from three separate arches in eight seconds! A quarter inch ring is the same size as a lifesaver candy hole! Mike was generous to let us ride on his horse and try to spear the one and one half inch ring while Mike walked the horse for us. After that we took a group picture with Mike.

Mike Virts really taught us a lot about modern jousting and medieval jousting. There are four different levels for the modern jousting. The first level is a novice. The Novice level is for the first time that someone is learning jousting. Novices use one and half inch rings. The second level is the amateur level. The third level is the semi-professional level. The fourth level is the professional level. This level is harder than the others. I learned what it feels like to carry a lance and try to spear a ring hanging from an arch because Mike let me try it myself. It must be so hard to do that when the ring is one fourth inch wide and you are galloping on a horse!
Sportscope

Vicky Grossinger, Frederick Campus

Girls Basketball

16-6 Record for MSD Lady Orioles Basketball Team

MSD Lady Orioles completed another winning season with a new Head Coach, Conrad vonGarrel. The season-opener against Heritage was a sweet victory for the Lady Orioles. This victory lifted the team's spirit throughout the season. In December, the Lady Orioles toppped the host Eastern North Carolina School for the Deaf, 39-31, and North Carolina School for the Deaf, 45-26 at the East-West Classic Invitational.

Lady Orioles were competitive as a first year member in the Tri-State Athletics Conference (TSAC). In the tournament playoffs MSD lost to Bethel Church Baptist in the first round.

Stacy Nowak and Amy Wise were selected to the TSAC All-Star Team and participated in the first ever Tri-State-Potomac Valley Conference All-Star Game. Stacy Nowak was named the game's most valuable player, scoring 13 points and pulling down 17 rebounds.

The season ended with the annual Eastern Schools for the Deaf Athletics Association tournament and the Lady Orioles captured the title for the second straight year. Lady Orioles defeated the Pennsylvania School for the Deaf, 59-29, and the Lexington School for the Deaf, 47-36, before defeating the American School for the Deaf, 40-34 in the championship game. Stacy Nowak and Amy Wise were named to the First Team. Audris Harris was selected to the Second Team.

A Losing Season (6-16) for MSD Boys' Basketball, But...

Although it was not a winning season, MSD Boys' Basketball team was very fortunate to have three coaches, Mr. Rocky Murray, Mr. David Martin, and Mr. Eric Roberts. The coaches worked very hard to rebuild the pro-

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Boys Basketball


gram after losing many players to graduation. From the beginning to the end of the season, the team showed much improvement.

On the weekend of February 24, the Orioles participated in the annual ESDAA Basketball Tournament at Marie Katzenbach School for the Deaf (MKSD) in New Jersey. It was a heart-breaking tournament for the team. The Orioles lost a pair of close games. In the first round MSD took an early lead against the American School for the Deaf (ASD), but lost 42-40. Tyese Gaither had fifteen points, five rebounds and four steals. In the consolation game against the Western Pennsylvania School for the Deaf (WPSD), MSD lost in overtime, 60-59. Darrins Brown made thirteen points while Gaither made twelve. Jason Gunderson had eleven points. MKSD won the championship by defeating ASD 65-56 for the second year in a row. MSD’s Brown and Gaither were selected to the Tournament All-Star Team. MSD also captured the Free Throw and Fast Break contest.

A losing season for the Boys’ Basketball team, but...look out for next year with dedicated coaching staff and returning players!

Basketball Cheerleading Team

Places Second at ESDAA

The cheerleading team (Julie Bourne, Kim Jones, and Joy Maisel) and coaches Peggy Ann St. John and Joann Virgadula accompanied the Orioles boys’ basketball team to the ESDAA Tournament at the Marie Katzenbach School for the Deaf (MKSD) in New Jersey. Wearing new uniforms, the cheerleaders sweated and cheered for their team throughout their two exciting games. On Saturday, February 25, the ESDAA Cheerleading contest was held and MSD placed second. New York School for the Deaf (NYSID) defended its title for the second year. Julie Bourne and Kim Jones were selected to the All-Star Team.

Another Perfect Record for MSD Wrestling Team (15-0) and Second Straight ESDAA Championship!

This season has been so sweet for the wrestling team. They rode a 34-match winning streak and successfully defended their ESDAA title.

This season MSD routed all opponents, except, Middletown and Walkersville. The match between MSD and the host Middletown was a thriller with MSD winning, 40-34. Coach Jeff White defeated his former coach, James Schartner, new coach of Middletown.

In December, MSD placed third in the 11-team tournament at St. Michael’s. MSD’s Dejuan Hamilton (140) and Julio Montemayor (152) placed first. Matt Kropies (171) placed second. Jeff Oswald (140) and Kevin Dove (152) were third. Tony Stallard (112) and Robert Steele (103) finished fourth.

American School for the Deaf, Florida School for the Deaf, Indiana School for the Deaf, Lexington School for the Deaf, Maryland School for the Deaf, New York School for the Deaf, Ohio School for the Deaf, and Western Pennsylvania School for the Deaf participated in the 9th Annual Eastern Schools for the Deaf Athletics Associa-
Wrestling Team


Dove (HWT) Alan Duke (130) and Robert Steede (103) placed third. Petru Ciubotarescu (135) finished fourth. In a non-point scoring 94 class, Jermaine Brown placed second. The sportsmanship award went to WPSD. Tony Dryden (171) of Florida earned the outstanding wrestler award.

Coaches White and Chris vonGarrell are looking forward to another exciting season with many returning wrestlers!
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