Toys, toys, and toys!!
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ON THE COVER
Last fall, parents of Maryland School for the Deaf students met with the Frederick County State Delegation. Delegate Louise V. Snodgrass (R) from District 3 was present at the meeting when the need for toys in the Elementary Department was expressed. Delegate Snodgrass then contacted a variety of groups including the 4-H and Girl Scout organizations who collected books, toys, and games for MSD students.


Front cover design by Julie Bourne

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Communication Services Program

Frederick Campus
By Robert M. Dorrell, Director of Communication Services

Communication is the cornerstone for learning in the purest sense. Communication also can be utilized in different formats: reading, writing, expression, signs, gestures, and speech. At the Maryland School for the Deaf, the Department of Communications has staff with expertise in a variety of specialized areas enabling students to access appropriate skills levels to optimize their individualized styles of communication. This is initiated beginning at the pre-school level and continues to be offered through a student’s enrollment at the school. In some areas, communication services are extended beyond the student population to the school community at large.

American Sign Language is acknowledged as the natural language of the Deaf community. American Sign Language (ASL) is offered to community members desiring or benefiting from a supportive approach to foster sufficient functional command of the language. This serves as a springboard for continued growth of the language, which itself is always changing, adding new structure and vocabulary. Some students arrive at school with delays in their natural language which may impede their learning. Proficiency in the language utilized for instruction is a foundation from which academic learning can proceed. Knowledge of one’s self is also firmly connected to language. Interspersed in this content area are topics related to Deaf studies encompassing important orientation to the culture of the Deaf community. Classes enrolling over one hundred faculty, staff, students, parents, and Family Education/Early Intervention Department families are currently being provided. These classes are ongoing and ever evolving to continually meet the needs of the school and its community.

At the Maryland School for the Deaf’s Frederick campus, a variety of audiology services are provided to ensure that all students are provided with complete diagnostic and supportive services, including technology for daily living which may not be hearing level related. In addition to the traditional services related to evaluation, earmolds, and hearing aids, the addition of technology for daily living has become an important component of the enabling effort for our students and their families. An extensive collection of resource information has been compiled listing daily living technology available for competitive pricing comparison at a variety of commercial outlets. Some of the technologies include TTY, alerting systems, smoke and fire alarms, baby monitors, answering machines, and computer modems all designed for deaf and hard of hearing individuals. Information regarding these devices is integrated with routine student services. Additional information for the school community is available through the Communication Department offices.

Practical application of communication is also an important segment, especially in middle and high schools. A variety of course work is offered in this area focusing on functional communication or how to better follow the rules of the road to effect better communication, and hence learning. Because of the diverse styles of communication employed for interaction within the Deaf community and also the community at large, it is important to develop communication skills supported by strategies for success tailored to each student’s need. Communication failure is a sure roadblock to learning, MSD’s primary goal.

Additionally, communications technology is a rapidly evolving area that is taught with a hands-on approach to different media formats. Students currently have the opportunity to explore the rapidly expanding universe of electronic communication including advanced telephone communication, fax, and information access through computer. This last area has been greatly expanded through a grant and cooperative effort including five schools and Gallaudet University. MSD students from elementary through

Mr. Brian Brizendine, ASL Teacher-Frederick, introduces new signs to middle school students.

Shannon Hare is taught with a hands-on approach to telephone communication.
high school are exploring hands-on resources for expanded interpersonal communication as well as supervised information access through a commercial on-line service but especially through the Internet. Several students in communications have completed research papers with the help of information available through the Library of Congress without having to leave the classrooms. Students in Spoken English have also used communication via written and electronic media with students in other schools in the United States and Germany as the result of a parallel class activity. Their letters were recently published in the magazine Desp Teens On The Internet.

This is a specific example of the overlap between the spoken and written communication formats at the high school level; voice carry over technology is yet another. In this case, the student may elect to voice for themselves but feel more comfortable with written word on the telephone screen for reception. The future is already evolving to video supported telephone service. The MSD communications program, supported by the MSD Bilingual Education Policy, is meeting the challenge of preparing MSD students for the changing world of communication systems.

Public speaking courses encourage the development of material organization and presentation for communication and leadership development. As faculty and staff encourage students to take leadership positions in their community, faculty and staff must also foster and fine tune those communication skills vital to their success. This is a new area which has begun to experience interest and growth. Expansion of these classes into formal discussion groups or debating societies will foster student development.

The development of auditory skills and spoken expression are highly complex and individualistic entities. These are often unrelated to hearing levels and evolve to different levels for a variety of reasons. Like individuals, these skills are subject to development variations and do not reflect language or learning competencies nor do they lend themselves to a cookbook approach. Because of their complex nature, students are provided an opportunity to set reasonable individual goals for success in a variety of areas in conjunction with the instructor. Content areas such as voice control, speech pronunciation, speechreading, subtleties of spoken and written expression including idiomatic language are offered in both individual and group settings, as appropriate. Spoken English is one of the avenues of access for the partner language in MSD's bilingual educational process. The communication staff works to individualize student needs, allowing students to rise to their own levels of performance. This commonly takes the form of group readiness and participation at the pre-school level, individual work through elementary, and then later a combination of individual and group work to polish skills. Spoken English becomes a credit earning course at the middle and high school levels.

Communication, like learning, is never a static process. Given the fact that MSD is a school with two languages, it has been interesting to see the beginning evolution of communication into a system with overlapping edges where the Spoken English teacher may give technique clarification in American Sign Language and the American Sign Language teacher can utilize English resources for student concept clarification.

Columbia Campus

By Paulette Stallings, Director of Communications

If variety is the spice of life, then all is alive and well in the Communications Department on the Columbia campus, as reflected in the variety of student needs, as well as the available services. The Communications Services Department is chaired by Ms. Paulette Stallings, also campus audiologist and three other communication specialists. Ms. Robin Massey is the American Sign Language teacher and the newest member of the Communication Department. Her responsibilities include consultation and direct services to students, families and staff. Ms. Massey is a familiar face to members of the MSD community and serves on several intra-campus committees. Communication specialists, Ms. Debra Brinker and Ms. Joanne Jackson share the responsibility for developing and implementing Spoken English services. Ms. Brinker has been a MSD therapist for eight years and came to us from Germany where she provided speech services at a US Army facility. Some of you may remember Ms. Jackson. She provided Spoken English services on Frederick campus for several years in the "primary" department.

Just as the students are varied in their communication strengths and needs, so too are the services provided by Communication staff. Each student comes to MSD with his/her own unique communication style presenting a challenging set of variables for consideration by Communication staff in determining the need for intervention. Services address three main areas of communication: American Sign Language, Spoken English Instruction and Audiological Services. Each service area follows a flexible working model which allows the staff to better meet the ever challenging needs of the
American Sign Language services currently are adult focused with an emphasis on facilitating communication within the family unit and improved communication skills between staff and students. Sign classes offer families and staff members an opportunity to acquire and expand sign language skills. Morning classes are available for MSD at-home mom and dads, while evening classes offer an opportunity for working family members. Second language techniques are used to structure our adult classes and we geared to meet a variety of skill levels. For the person with little or no knowledge of sign communication, the instructional focus is on the development of a visual-gestural communication system, building to conversational skills. More advanced instruction provides continued work with ASL sentence types, time, numbers, classifiers, pronominalization, spatial referencing, pluralization and the temporal and distributive aspects of ASL. Games, drill work and other activities provide in-class hands-on practice with homework for practice between sessions. For the signer working towards fluency, continued emphasis on ASL grammar with dialogue, short stories and conversational practice are the focus, including information about the Deaf community and its culture. Fall and Winter semesters follow a 13 week instructional unit design.

Students, who are new to sign language, have significant language delay, or who are enrolled in our 3-6 months Evaluation Service Program are seen by the ASL teacher for support on a more individualized basis. Their progress is reviewed quarterly and a consultation with the classroom teacher to determine the need for continued service. The focus of the services varies with the need of the student and can follow an intensive one-on-one pull-out model or simple observation and analysis followed by consultation with the teaching staff.

Staff instruction is aimed towards enhancement and refinement of signing skills by the entire MSD staff.

Weekly classes challenge the staff to reach beyond existing competencies to greater fluency by all.

The second primary service area is Spoken English services which includes what we think of as traditional speech therapy (articulation, voice production and rhythm) and speechreading services with a modified approach to include a more visually enhanced opportunity for feedback. Unlike the stereotypical speech therapy session of yesteryear when student sat face-to-face with the speech therapist in a very austere environment, today’s student participate in a more interactive and stimulating environment. You might see a therapist sitting on the floor with her three year old companion playing with tonka trucks or you might watch the surprised expression on a younger’s face when he successfully is able to produce a sustained “ahhhhhhh” sound causing the balloon on the computer screen to go “pop” or the hot air balloon to safely travel over the mountain tops. The same student you saw moments ago, excitedly signing to relate what happened at recess, can now be HEARD practicing key words and sounds to express those same ideas using Spoken English.

Computer technology is a key ingredient in the Communication Department, providing reinforcement and feedback to students working to develop and refine their oral skills. The IBM SpeechViewer program is an all time hit with both Spoken English therapists and students! The use of the computer provides a non-judgmental “therapist” with a risk-free and child-centered learning environment. Providing visual cues through the use of color graphics and animation and tactile cues through a touch screen, students receive immediate feedback to measure progress. The variety of therapeutic games and challenges provide a healthy and fresh approach to age-old repetitive drills.

And our third major service focus, Comprehensive Audiological services, are available to all MSD students and range from early identification to the processing of earmolds and hearing aid selection to meet the student’s individual needs. Hearing tests are provided on a periodic basis to all MSD students. The frequency of such monitoring varies. For the student with stable hearing levels and who does not use hearing aids, monitoring is provided on a triennial basis. However, for the student whose hearing levels fluctuate or who is a consistent full-time hearing aid user more frequent monitoring is appropriate.

Hearing aid checks, both biological and electroacoustical, are provided on an ongoing basis to ensure quality amplified sound. Hearing aid evaluations, to update or replace hearing aids are provided on request by a parent or at the initiation of a staff member.

Routine tympanometry, used to assess middle ear function, is available to assist in monitoring the effectiveness of medications prescribed to resolve middle ear pathology. This is a quick and painless procedure and can be accomplished in less than a few minutes.

Departmental staffing or teaming is a critical part in developing the Individual Education Plan for each student. It is through a sharing of different perspectives and ideas that the team is able to structure a meaningful program to address a student’s needs. Specific services are added or deleted to a communication services menu as MSD experience demographic shifts. Foremost in all of their minds, as communication specialists, the mission is to enhance and strengthen each student’s communication competency to enable him/her to capitalize on every intellectual/academic opportunity.

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Night Residential Educators

Frederick Campus
By Linda Stolz-Coleman, Dean of Students

One of the important group of employees in the Student Life Department is the Night Residential Educators (NRE). They are a group of dedicated workers that work from midnight till eight in the morning. Their responsibility is tremendous as the Frederick Campus, since the Residential program is comprised of students from ages 4-20.

They work independently most of the night and have to make crucial decisions that are in the best interest and welfare of the students. In order to do this, they must have good counseling skills and signing ability.

NREs are there for the students when they wake up during the night and need to talk to someone or feel sick. They are very caring and understanding individuals, and they want the students “to start their day off right” and feel safe.

The Night Residential Educators are: Daniel Fisher (Middle School boys), William Hatfield (High School boys), Linda Lewis (Elementary School), Connie Pierro (Middle School girls), and Linda Swaremy (High School girls). They are an outstanding group and MSD is very fortunate to have these special people on the Student Life Staff.

Columbia Campus
By John Snawlin, Assistant Principal-Transitional/Middle School

The Columbia Campus has a small residential program. It serves 30-35 students between the ages of 4 to 14. Most of the students have one or more handicapping conditions. All require special attention from time to time, even during the overnight hours when most students are usually asleep.

The Columbia Campus has two Night Residential Educators. One works in the boys’ dorm while the other works in the girls’ dorm. Both dorms are in the same building, but on separate sides of the building. Each counselor starts his or her shift at 12 Midnight and works until 8:00 a.m.

During the night, the NREs make their rounds every 20 minutes. They check on the students while they are sleeping to be sure all is well. Some students are awakened periodically to go to the bathroom or receive some necessary medical treatment. NREs also provide comfort for the occasional nightmare or restless student.

Generally, the night passes uneventfully. Around 6:00 a.m. students begin waking up. By 7:00 a.m. several teacher aides arrive to assist the students in getting ready for school. The NREs help students wake up, dress, make their beds, and get their school work ready. Students are then escorted to breakfast before going to their classrooms.

In addition to the general duties outlined above, the Night Residential Educators must be prepared to handle any crisis that may arise, collect data on sleep habits when appropriate, run behavior programs as deemed necessary, counsel students, write reports, and perform other duties as assigned.

Mr. Richard Perry a graduate of the Maryland School for the Deaf, is the boys’ Night Residential Educator. He graduated from Gallaudet University in May 1993 with a BA degree in Communication Arts. Currently, Mr. Perry is working on his Masters in Deaf Education at Western Maryland College. He should receive this degree in May 1997. Mr. Perry has been the NRE since January 1994.

Ms. Hazel Rinas is the girls’ Night Residential Educator. She graduated from Gallaudet University in May 1976 with a BA degree in Sociology/Social Work. Ms. Rinas began work at MSD as a day shift Residential Educator in August 1976. In 1983, she transferred to the night shift. Ms. Rinas has given 20 years of outstanding service to MSD.


Richard Perry

Hazel Rinas

4 THE MARYLAND BULLETIN
"How do I get into WordArt?" one student signs to another.

"Simple," the other student replies. "Click on Insert, then click on Object, then WordArt."

"Cool!" signs the first student.

"You can also insert a clipart picture," the second student signs.

"How? . . ."

So goes a typical exchange between students using MSD's computer labs in the Ely Building on the Frederick Campus and in the Library on the Columbia Campus. Since the Summer of 1994, MSD has purchased 46 new personal computers (PC's) equipped with "486" processors to replace antiquated first-generation equipment (IBM-clone 8088's). Most of these new computers, along with new laser printers and other high-tech equipment, have been placed in student computer labs on both campuses, as well as technology and graphic arts classrooms at Frederick.

Most MSD PC's are now, or soon will be, part of the School's local area network (LAN). A LAN is a group of PC's, printers and other devices connected by a common cable. A LAN makes it possible to transfer information from one network device to another, whether it be PC-to-PC, PC-to-printer, PC-to-fax modem, or some other device combination. For example, a student in the Ely computer lab can send a message to her teacher's PC located in another part of the building using the LAN's e-mail capability. Likewise, the LAN's file transfer capability allows the student to electronically send her homework assignment to the teacher's workstation (if, of course, the assignment is in the form of a data file created by a wordprocessor, spreadsheet or other application). The student can also print the file on a remote printer.

The backbone of MSD's LAN is the thick network cable (technical name: 10Base-5) that runs underground from building to building. This thick cable is analogous to a major highway—but instead of carrying cars and trucks, this "information highway" carries wordprocessor documents, spreadsheets, graphs, and other computer-generated products in digitized form. Attached to the thick cable are dozens of small electronic devices called hubs. Each hub can interface with a dozen or more computer workstations through smaller 10Base-T cable (twisted-pair cable similar to telephone wire). The hubs act somewhat like on and off-ramps to the highway, the 10Base-T cable, in turn, is like the residential street leading to your home (in the case of the LAN, your PC).

A central network computer, or file server, is used to coordinate traffic on the LAN. Software loaded on the fileserver makes file transfer and sharing between workstations and other devices possible. The Frederick and Columbia Campusites each have their own fileserver. At Frederick it is located in the Computer Services Center in the Ely Building; at Columbia, the fileserver is located at Ms. Peggy Dell's office in the Main Building.

At Frederick Campus, the students are attracted to the computers like moths to a flame. The computer lab is usually filled with students doing homework and other class assignments, or just experimenting. Teachers use the lab also—to prepare lessons, grade tests, and calculate grades. However, because of the limited number of machines, teachers must reserve a slot in the lab up to two weeks in advance! The students use the computers to explore or gather information from Encarta 95 on CD-ROM, write reports, draw pictures and make cards or banners. Since the LAN is an educational tool, video games are not included as one of the applications available to students—although this is a feature many students wish was available. Software that is available to students includes applications such as Microsoft-Word, VISIO, E-Mail, PaintBrush, Calendar Creator, and others. The Ely lab is open from 7 a.m. until closing time, usually 10 p.m.

Graphic arts and office technology classrooms in Veditz Building are also equipped with new computer equipment.
tion in seconds.

At the Columbia Campus Library, there are two other 486 PCs in addition to the multimedia computer. These computers are networked and share one network printer. One of the rooms in Steiner Building is setup as a Computer Lab with four PCs. A CD-ROM drive is cabled to one of the computers. CD-ROM software, including Dinosaur and Encarta 95, is available to allow students to explore, study and gather information.

Each campus has its own E-Mail Postoffice where users can e-mail to each other on campus. The Frederick Campus Spanish class plans to use the system for sending and receiving mail in Spanish! This is one way the LAN makes learning fun for students (the students are learning Spanish at the same time they are becoming familiar with high-technology). In the near future, LAN users at the Frederick Campus will be also be able to send e-mail to users at the Columbia Campus, and vice versa. A mail server has been already been installed for this purpose and should be operational soon.

A near-term goal for the School is to provide Internet access to our LAN users. MSD has already acquired an Internet Domain Name—msd.edu. Some additional equipment is needed, however, before we can enter the world of Internet. Also in the near future, the School anticipates having a page on the World Wide Web (WWW). More and more schools for the deaf around the world are establishing Web sites (so far, there are over 20 deaf-related Web sites). The Web is a great place for students to exchange messages with students in far away places. Some of the current Web sites include Osaka City School for the Deaf (www.osaka.gov.au/), Oregon School for the Deaf (www.otsd.k12.or.us/), Newfoundland School for the Deaf (www.stmarttn.ca/Schools/ntca/), and Deaf World Web (www.deafworldweb.org/deafworld/).

In a near future, a student might sign, “How do I video-sign with my Japanese friend?”

“Simple,” another student signs. “Click Video-Sign, then type the address of your friend and then click Connect.”

“Need! . . . Is my hair OK?”

Ms. Susan Maginits, teacher, discusses computer-related issues with her attentive students in Columbia Campus Library’s computer lab.
Connections Between Instruction and Assessment at MSD

Instruction occurs at MSD through the utilization of the Frederick County Public Schools' (FCPS) Essential Curriculum. Assessment occurs through the utilization of the Criterion-Referenced Evaluation System (CRES).

MSD teachers proceeded at full steam with the utilization of the Essential Curriculum three years ago. During the first year of implementing the Essential Curriculum, teachers and administrators started hearing this term, "CRES" being used again and again during meetings and workshops with FCPS mentors and teachers. CRES denotes "Criterion-Referenced Evaluation System." Through the Curriculum Coordinator's office, MSD obtained copies of CRES materials as well as staff development from FCPS. It was not until the second year when teachers started diving into CRES and using them in their classrooms, then they saw how connected CRES was to the Essential Curriculum. Students now ask teachers for plans to do assessment tasks in their classes!

First of all, CRES is actually an assessment or rather "how is it measured" tool. The Essential Curriculum is an instructional tool or "what is taught." CRES is based on the Essential Curriculum. CRES is based on what is taught. CRES "measures student achievement against standards of performance . . . (and) reflect the high standards required for success in adult life in the 21st century."

CRES is performance-based; and both formative (ongoing, practice assessment) and summative (akin to a final exam, end-of-level or end-of-course assessment). The formative assessment allows the teacher to evaluate the student's progress in learning the Essential Curriculum and to adjust instruction. If the student is not making progress, the teacher uses the information from the formative assessment to adjust and teach the student. The summative assessment is administered to those who are ready to move on to the next instructional level or complete the course. This process of teaching, assessing, reteaching and retesting is known as mastery learning. This is illustrated below:

```
   Essential Curriculum > Instruction >
  learner behaviors discipline goals course
------------------------
  Formative Assessment > Summative Assessment

  test adjust reteach relate
  outcomes quality equity
```

Assessment through CRES is not only multiple-choice tests. It is based on student performance through retelling a story, writing a report, solving problems verbally and in print, and other activities. In mathematics, assessment focuses on functional skills (80% or better for mastery on a multiple-choice final to move to the next level) and performance testing problem-solving and math skills; applying math skills to solve real-life problems. In language arts, assessment focuses on both areas; comprehension (constructing meaning and extending meaning) and communication (communicating through American Sign Language and English-in-print; listening, talking and writing). In science and social studies, assessment focuses on multiple-choice and performance tasks. Assessment also include: observations and questioning; worksheets; home-work assignments; quizzes and tests.

"... ROSE memorization does not make the grade, since students must be able to apply what they have learned to real world situations..." Through the use of ongoing (formative) tests, teachers ensure that students are fully aware of the standards and expectations before they take the final (summative) test. For the students, these new forms of tests are indistinguishable from what they do in the classroom every day.

Besides the multiple-choice assessments, performance assessments do not come in "right or wrong" answers. Students' work (or responses) cannot be scored by a checkmark or an "X." Teachers and students use scoring rubrics, which are similar to "grades" to evaluate their performance. Instead of letter or number grades, rubrics of 1 to 4 are used to evaluate students' work. The teacher scores students' work with the utilization of rubrics and anchor papers to decide on score for each response. These rubric scores are 4 (i.e. fully detailed, outstanding, ...), 3 (i.e. adequately explained, clear), 2 (i.e. some details were clear, some details were inconsistent) and 1 (inconsistent, inadequate descriptions). For example, the score of 4 denotes that the response presented a substantial amount of information to support and clarify the reader's interpretation and the information was consistently accurate and organized. The score of 1 denotes that the reader did not make an interpretation and the information was limited, inaccurate and irrelevant. Scores of 4 and 3 denote mastery while a score of 2 denotes that the student is approaching proficiency and a score of 1 denotes that the student is still trying to reach proficiency. Rubrics are used for writing, problem-solving and reading comprehension in all content areas (language arts, mathematics, science and social studies). While teachers evaluate students' work, they need to look at rubrics that explain expectations of students' work.

They also need to compare their own students' work with "samples" of actual scored work from students. These samples are called anchor papers. Anchor papers are samples of actual Frederick County Public Schools students' work. Teachers use these anchor papers to compare to their students' work and evaluate them. Anchor papers help set expectations and standards for each con-
Teachers and Administrators Are Students Through Staff Development at MSD

October 2, 1995 was a Professional Day at MSD. It was also a day when teachers from all over Maryland attended state conferences.

Elementary teachers from Columbia and Frederick Counties attended the Maryland Council of Teachers Mathematics Conference in Ellicott City, with their assistant principals, Mr. Al Courtney, Jr. (Columbia) and Ms. Melinda Padgett (Frederick). Middle and High School Math teachers also attended the conference.

Social Studies teachers in Middle and High School departments attended the Maryland Council for Social Studies conference in Hagerstown along with Dr. Richard C. Steffen, Jr., Deputy Superintendent.

Physical Education and Health teachers went to the Maryland Arts, Health, Physical Education, Recreation, and Dance Conference in Annapolis County while Applied Academics teachers attended a "Living, Learning and Working in a Global Community" conference in Baltimore with Applied Academics Assistant Principal, Mr. Robert Padden.

Deaf Special Needs teachers from Columbia and Frederick Counties, participated in a weeklong session on their program under the supervision of Mr. John Stavlin, Transition/ Middle School Assistant Principal (Columbia).

Two workshops focused on instruction through the Essential Curriculum and assessment through the Criterion-Referenced Evaluation System (CRES). Science teachers in Middle and High School along with Mr. Chad Bailey, Assistant Superintendent (Frederick) attended this staff development session with Frederick County Public Schools' Science Curriculum Specialist, Mr. Larkin Hohne. Middle and High School Language Arts/English teachers with Middle School Assistant Principal, Ms. Marsha Flowers and High School Assistant Principal, Ms. Betty Flicks, also participated in a similar staff development session. Ms. Andrea Feldman, Director of Curriculum and Instruction led them through an overview of the Essential Curriculum and a group hands-on activity on CRES.

In December, Middle and High School Math teachers met with FCPS' Secondary Math Curriculum Specialist, Dr. Bonnie Ward to discuss their progress in the utilization of CRES.

In February, Physical Education (PE) teachers met with Mr. Lynn Cove, FCPS' Curricul um Specialist, who is also in charge of the PE curriculum.

In March, Elementary teachers at Frederick Campus met with Mr. Neilson Palmer, FCPS' Elementary Math Curriculum Specialist on CRES. Middle and High school Science teachers met again with Mr. Larkin Hohne, FCPS' Secondary Science Curriculum Specialist to review and practice the utilization of Science CRES themselves. At Columbia Campus, teachers met in small group sessions with Ms. Andrea Feldman and Mr. Al Courtney to dialogue about the Essential Curriculum and CRES quarterly.

Besides these conferences and staff development sessions along with visits to public schools, administrators and teachers participate in regular curriculum meetings to maintain dialogue and gather feedback on the implementation and maintenance of the Essential Curriculum and CRES at MSD.

Frederick County Public Schools and Maryland School for the Deaf Become Official Partners in Curriculum and Staff Development

Since Maryland School for the Deaf (MSD) adopted the Frederick County Public Schools (FCPS) Essential Curriculum in 1993, MSD administrators and teachers made connections with FCPS administrators and teachers through staff development and curriculum meetings. This year, Dr. Bonnie Ward, Secondary Mathematics Curriculum Specialist for FCPS and part-time curriculum consultant to MSD with Ms. Andrea Feldman, Director of Curriculum and Instruction recognized that respect for support from FCPS in curriculum and staff development increased three-fold in the past three years. Dr. Ward investigated the possibility of forming an official partnership between MSD and FCPS to continue FCPS' assistance in development of curriculum, instruction, and staff development at FCPS and MSD. FCPS and MSD agreed wholeheartedly to make their partnership an official one through a formal agreement.

The partnership agreement between MSD and FCPS will make the road between both.
Front row: Stanley C. Baker, MSD Assistant Superintendent; James E. Tucker, MSD Superintendent; Dr. Daniel Goda, FCPS Superintendent; Dr. Elizabeth Morgan, FCPS Associate Superintendent for Curriculum and Instruction. Back row: Dr. Richard C. Steffan, Jr., MSD Deputy Superintendent; Dr. Beanie Waed, Secondary Mathematics Curriculum Specialist; Andrea Feldman, MSD Director of Curriculum and Instruction; Dr. Michele Krantz, FCPS Assistant Superintendent of Special Education and Staff Development; and Deborah Angenbough, FCPS Board of Education.

schools smoother through schoolwide recognition of MSD and FCPS as partners. The agreement will continue to let opportunities for FCPS and MSD staff to work together in curriculum and staff development sessions. This will also allow MSD to continue their ongoing acquisition of curriculum materials and their participation in FCPS curriculum and staff development workshops and courses.

Overall, the partnership agreement is an official sign of MSD and FCPS' continuing partnership in their provision of a top-quality education or in FCPS' motto: "Teaching for Quality Learning for All Students."

MSD-Frederick Campus' Staff Development MISSION ACCOMPLISHED: Visits to Frederick County Public Schools

One goal of the newly-formed Curricu- lum and Staff Development Team (Assistant Principals, the Director of Curriculum and Instruction, and Principal) was to ensure that all teachers were to have opportunities to visit Frederick County Public School (FCPS)

classes in their content and/or grade-level areas. Here is a list of teachers who attended so far:

APPLIED ACADEMICS: ART
Curriculum Meeting with FCPS Teachers
August 30, 1995
William Pond and Lorraine Stoltz

Ballenger Creek Elementary School
September 28, 1995
Lorraine Stoltz

Green Valley Elementary School
December 4, 1995
Lorraine Stoltz

ELEMENTARY
Waverly Elementary School
October 17, 1995
Beverly Hanyzewski and Sara Odenitz
Grade 3

Lewistown Elementary School
(Mentoring with Principal and Tour)
Andrea Feldman and Melinda Padden

Waverly Elementary School
December 6, 1995
Peter Feldman (Grade 5) and Tina Tingler
Grade 5

Spring Ridge Elementary School
February 21, 1996
Marcia Millard (Grade K)

Urbana Elementary School
(Gifted and Talented Program)
March 6, 1996
Andrea Feldman, Beverly Hanyzewski, and Melinda Padden

HIGH SCHOOL: MATH
Frederick High School
October 1, 1995
Cam Ovens, Donald Phelps, Kathleen Setzer, and Julius Vold

Heather Ridge High School
March 6, 1996
Kerri Lawless-Davis, Cam Ovens, Donald Phelps, Kathleen Setzer, Marilyn Scribner, and Julius Vold

HIGH SCHOOL: SCIENCE
Linganore High School
November 20, 1995
Rebecca Delmar, Andrea Feldman, and Rita Spencer

The Curriculum and Staff Development Team continues to assist in arrangements for other teachers. The team will keep you posted in on the latest developments in the next issue!

Ms. Andrea Feldman, Director of Curriculum and Instruction, collaborates with Ms. Judy Collings, Ms. Lori Brit, and Ms. Joanne Geppert to develop future curriculum plans and priorities.
Issues in the field of Deaf Education such as full inclusion, federal and state special education laws, underserved school budgets, cochlear implants, and competing educational ideologies can be overwhelming at times for parents of Deaf and Hard of Hearing children and educators. In spite of our collective anxieties regarding the state of Deaf Education in the next few years and in the next century, each one of us has a daily task: teaching and encouraging our children to fully acquire "the language of national and international commerce"—the English language.

When one reviews the research literature of English acquisition, it is clearly evident that English reading skills are acquired through reading, reading and reading. And, writing English skills are acquired through writing, writing, and writing. For Deaf children, the most efficient way to acquire English is through the printed word, or English text. Deaf children have normal eyesight, and can visually pick up English text on paper. The English text is not fluid, and does not disappear after a few moments like spoken English or signed American Sign Language. It is static and forever in black and white. If a Deaf child wishes to go back to an earlier part of the story, the English text is there. If the child wishes to reread a sentence several times, the black ink on the white page is still there ready for barrier-free visual consumption.

The 21st Century is around the corner. In the past two decades, the United States saw a decline in manufacturing jobs, and a dramatic increase in high technology and managerial jobs. This trend requires Deaf students today to be more and more fluent in English reading and writing skills. Visual technology is exploding. Deaf people are capitalizing on TTYs, telephone relay systems, electronic mails (e-mails), fax machines, television closed captioning, and pagers. They all involve the English text.

Technology has dazzled us, but, in my opinion, the most superior form of visual English "unit" remains a simple book. We can take books, magazines, or newspapers to the beaches at Ocean City, or at Deep Creek Lake. We can lie down on our sofas, beds, or on the sand and read away. Books can be taken to all rooms in our houses, brought to a restaurant, or in the airplane. They do not need electricity or batteries. And, most of all they are either cheap or free. I still believe that the Washington Post is the best entertainment for 25 cents can buy. Most of our beloved classics can be found in the local libraries.

We are inspired when students read books while walking down the halls, in the cafeteria, and exchange their favorite books with their fellow students. Students conversing on TTYs (local calls, of course) and fax machines also excite us. We are also thrilled when students watch captioned educational shows. We are especially ecstatic when a parent reads a book aloud to their children. Each time a student interacts with the English text, this student becomes more fluent in reading English.

Writing (or typing) English is also a lifetime task. To achieve fluency in writing, it requires daily practice. Writing comes in all forms: a short note, a three-hour TTY call, a 20-page term paper, a newspaper column, a letter to the Governor, a list of questions for your real estate agent, a personal fax to a friend, an e-mail to fifty colleagues, a flyer, a list of things to do, and quarterly reports at work.

In my job, I read and write everyday. There are reports to be written, and then there are reports to be read. It would be difficult to imagine how I perform my duties if I was not able to read or write, or let alone enjoy reading and writing. I love the English language and immerse myself in books, magazines, and of course the Washington Post. Sometimes I read out of fear. This is probably a strange way to describe my motivation. I know I miss so much when I drive on the highways. The radio is of no use to me when I travel to Annapolis or to other parts of the State of Maryland, so when I get out of car I read to catch up. I do not want to be caught not knowing the current news.

Every night, I look forward to reading books to my children, Bradford and Claire at their bedtime, although they prefer Karen, their mother and my wife, who is a much better storyteller. So far, they enjoy books, and it is already a "must" activity in their nightly routine. I hope reading will become a lifetime hobby for them, and that this will be later translated into academic successes at their schools and eventually employment successes at their work place.

Deaf students are always learning and growing as readers and writers. Many are already voracious readers, and budding writers. It is very likely that they will sustain this love for the English language throughout their lives. Beginning readers and writers need all of our encouragement. Time, space, and reading materials must be provided for students on a daily basis. As parents and educators, we play an enormous role in fostering and facilitating reading and writing abilities among our children/students. This is our daily task!
Gallaudet’s I King Jordan Visits MSD
By Melinda C. Padden, Assistant Principal-Elementary School

Dr. I. King Jordan visited MSD on November 15th, discussing the importance of reading to improve personal knowledge and to become successful in their future.

Dr. I. King Jordan is the first Deaf President of Gallaudet University. He visited the Frederick Campus all day on November 15th.

His first stop was the Elementary Department where he briefly spoke to all students about the importance of reading to improve personal knowledge and to become successful in their future.

After his speech, he willingly answered many cute, innocent and intelligent questions. President Jordan then enjoyed the opportunity to mingle with the students. He gave everyone a bookmark, “Read! It is the kick off to your future at Gallaudet University.”

Superintendent Tucker then led President Jordan to the Ely Auditorium where the Middle School and High School students were eagerly awaiting his arrival.

President Jordan shared with the audience his earlier experience with the Elementary students and spoke briefly about Gallaudet University’s program. The floor then was opened for questions and answers.

The students were given bookmarks and pamphlets about Gallaudet as they left the auditorium.

The Juniors and Seniors went to the Seminar Room for a panel discussion. Ms. Deborah DeStefano, Director of Admissions at Gallaudet was the moderator. The panelists were all MSD alumni who graduated from or currently attend Gallaudet. They were: Heather Herzig, Senior; Mike Halichak, Sophomore; Trina Baylar, Freshman; Robert Padden, MSD Assistant Principal of Applied Academics; Donald Ammons, Director of Foreign Studies at Gallaudet and MSD Board of Trustee member; and Thomas Withrow, teacher for Montgomery County Public Schools.

After the introductions and answers to a few questions from the moderator, the students were able to ask their own questions.

The Seniors then had lunch with President Jordan, Superintendent Tucker, Ms. DeStefano, Ms. Aziz Goodstein, Executive Director of Enrollment Services and the MSD alumni panelists.

It was a very inspiring day for everyone at MSD. MSD really appreciates the time and attention that President Jordan, his associates and MSD alumni gave to students that day.

MSD To Investigate Advanced Placement Courses
By Kevin Strachan, High School Teacher

On February 17, 1996, Mr. Kevin Strachan spent a full day in Baltimore at...
tending workshops and events sponsored by The College Board. He joined several hundred other teachers, principals, and educators representing schools from all over the east coast in learning about how to meet the needs of our very most academically gifted students.

Specifically, Mr. Strachan learned about preparing students to take the Advanced Placement (AP) English Literature and Composition Exam. The AP Exam, which is also given in nearly every other academic field including math, science, and history, has been given to top high school seniors for decades now. Most colleges and universities in the country recognize a passing grade on the AP Exam as a real accomplishment and grant AP students college credit and/or advanced placement in their Freshman year of college. In fact, many educators recognize the AP Exam as a more honest and accurate measure of academic excellence than the Scholastic Aptitude Test (SAT) that is so often taken by college-bound seniors.

Mr. Strachan plans to bring what he has learned from his day in Baltimore to continue to challenge and educate his students—who certainly keep him challenged and learning—as well as sharing information with High School teachers.

The High School Department will be investigating the possibility of offering Advanced Placement courses and hope, in the not too distant future, be proud of our students taking and passing the Advanced Placement courses.

Frederick County Chamber of Commerce Selects Ms. Lorraine Stoltz As the CTE Teacher of the Year

By Robert Padden, Assistant Principal—Applied Academics

MSD did it again. What a pleasure and surprise it was to learn that Ms. Lorraine Stoltz, a teacher in MSD’s Applied Academics Department, was selected to receive Career and Technology Education Teacher of the Year Award at the seventh annual Recognition of Teacher Excellence Awards banquet on November 13, 1995. This was the second
Woodworking Takes
A Trip Into the Past
By Denis Reen, Carpenter and
Construction Trades Teacher

The Gambrill House (circa 1872) is part of 1,114 acres which now constitutes the Monocacy National Battlefield Park. The park is managed by the National Park Service-Department of the Interior. The park is on both the east and west side of the Monocacy River in southern Frederick County, approximately five miles south of the Maryland School for the Deaf.

In the Spring of 1994, while driving to school, Mr. Stanley C. Baker, Principal of the school, passed the entrance to the newly established Monocacy National Battlefield Park and remembered a recent article in the local newspaper. The park was asking the community for input and manpower to help with the many projects needed to make the park a working reality. With this in mind, Mr. Baker put into motion what now has become a working partnership between M.S.D. and the N.P.S.

First on the list of needed projects was the renovation of the Gambrill House, the

This machine involves DeWayne McNeill in a nine-step process.

The project prepares Davy Bennett to gain more advanced skills and experiences.

carpentry team to cut white pine blocks.

for the rail and balusters, a nine-step process was required; and the posts for the rail system required another ten.

The students in woodworking have not only enjoyed this project but have gained experience and knowledge concerning how their forefathers, long before power equipment became available, worked with wood. With federal government shutdowns and snow blizzards this project has seen some delays, but now with the new year in full swing the students in woodworking look to a late winter or early spring installation of the new balustrade.

The woodworking class would like to thank Mr. Robert Fadden, Assistant Principal of the Applied Academics Department, for his support in this project; Mr. Stanley (Chad) Baker, for his innovative idea and his continuing support in this unique opportunity for students at M.S.D. and all the staff in the Applied Academics Department for their encouragement.

Games Donated To
MSD Orioles’ Nest
By Linda S. Coleman,
Dean of Students

Eyler Vending Company of Frederick and owner, John H. Eyler donated three video games to the Orioles’ Nest, the student teen-center and snack bar this past December. The students were thrilled and enjoy them very much. They are one of the most popular items in the Orioles’ Nest.

Owl Pellets
By Edward Schaberl,
Middle School Teacher

Ever since the Maryland School for the Deaf adopted the Frederick County Public Schools’ curriculum, the middle school science department has given even more hands-on experiences to the students.

One such activity, done by Mr. Schaberl’s classes, was dissecting owl pellets. These pellets are the indigestible remains of prey eaten by an owl. The owl usually swallows its prey whole, and during the process of digestion, the soft parts of the prey are dissolved and passed on to the intestine for absorption. The hard non-digestible parts—bones, teeth, fur, etc. are compressed in the WINTER 1995/96 13
Mr. Schabedot discusses the owl pellet with Jeri Gunderson, while Travis Hayes, Andrew Kucharski, Tiffany Nester and Dana Brown work in the middle school science lab.

Ashley Gill and Nancy Hoover dissect their owl pellets.

Matthew Harvey examines his owl pellet. Jeri Gunderson identifying bones from her owl pellet.

gizzard and expelled through the mouth. Students dissected the pellets by first breaking off a piece using the fingers. Students took a piece of fur and rolled it between their thumb and index finger, feeling for anything hard which are small bones. Students then used a probe to separate the bones and glued them to a skeletal diagram of a field mouse (vole).

**Recognizing our 1995 Retirees:**

**Ms. Janey Andrews**

Mrs. Janey B. Andrews became a member of the Maryland School for the Deaf - Frederick Campus faculty in August 1969. Although her main responsibility was aiding in the school library, she covered classes when teachers were absent, had lunch duty with the Elementary Department, and served as a before school counselor for day students

Janey Andrews the last few years before her retirement on May 31, 1995. Mrs. Andrews was a friend to the students, aides, and teachers in all departments here at the school. She will always be remembered for her thoughtfulness, helpfulness, and her sense of humor.

Since her retirement, Mrs. Andrews has more time to enjoy life with her family, friends, and being involved with all the activities she put “on hold” while working here at MSD.

**Mr. Merle Foley**

In the fall of 1962, Mr. Merle Foley was hired as a graphic arts instructor at the Maryland School for the Deaf.

He believed in giving an honest day’s work for an honest day’s pay. He could be entrusted with long-term assignments,
Mr. Robert Scribner

Mr. Robert Scribner, Assistant Principal, Elementary Department, retired in July, 1995. Bob was with MSD since 1973. Bob served as Assistant Principal and teacher at Columbia Campus since 1985. Prior to that time, he was Assistant Principal of the Middle School and teacher at Frederick. MSD misses Bob very much. He was a great role model for our students. Everyone wishes him well in his retirement pursuits including golf and baby-sitting his grandchildren.

Ms. Ana Delgado

Ms. Ana Delgado began her employment at M.S.D.-Columbia on December 7, 1983.

Knowing that they would be completed in a thorough and efficient manner. Many times the lights burned late in the graphic arts shop as he worked to complete The Maryland Bulletin and to print special schedules and forms. He was willing to give generously of his valuable time and often his work extended beyond the school day. He was the advisor to The Cornerstone for many years. M.S.D. wishes to recognize Merle once more for his 33 years of service to the school.

Mr. Robert Scribner

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Ana Delgado

Her responsibilities in the dietary department were as follows: 1) supervising the salad bar in the dining room, 2) preparing snacks for students, and 3) monitoring the serving line. Ana often dressed up for special events which were a delight for both students and staff at M.S.D.-Columbia. She became a retiree on March 1, 1995.

My Christmas Vacation in Korea

By Kami Pudden, Elementary Student

My mom, dad and I flew to Seoul, Korea on Christmas Day. After the twenty-one hour flight, we finally arrived. There was very little English signs to read which made us feel lost. We met Daef people at the airport. Their sign language was very strange. We talked with them until my cousin, Tim, picked us up.

We took a bus to Tim's airbase. The ride was about six hours long. We stayed in Tim's friend's apartment. We visited many places in the southwestern part of South Korea. I enjoyed the Naejangsan National Park the most. We rode on a cable car up one of the mountains. We hiked in the snow and ice to a shrine on another mountain. We visited the beautiful Buddhist temples and shrines in the valley.

We went back to Seoul where I was born. We slept in a hotel near the Army base so we could eat American food. I do not like Korean food. It tastes awful. My dad told me he saw some Koreans cook eel, snails, bugs, and a pig's face outside on the sidewalk. I prefer to eat American food. We ate at Burger King, Kentucky Fried Chicken, McDonald's, Dunkin Donuts, Wendy's, and Pizza Hut.

We met Daef people who sell things outside on the sidewalk. We met Ms. Jerry Whitt's friend, Rev. Joe Hui Kang. He invited us to his home to try Korean food. We were very polite to try. Some of the food was okay. Rev. Kang knows American Sign Language. We enjoyed talking to him about Korea. He invited us to go to his Presbyterian Church on Sunday. It is a very big church with about 600 Daef members.

We visited many places in Seoul. We went up the Seoul Tower to see all of the city. We also went to visit the National Seoul School for the Deaf. It is much like our school, but a little old fashioned in the classrooms. They had no dorms. We went to Lotte World, a big indoor amusement park.

We visited a deaf orphanage/school in Osan. The school was closed for vacation, but there were about 15 orphans there. They tried to talk to me but I did not understand a lot. They were very friendly. The older students were working in the printing shop. My mom saw a book they printed for Purdue University, my cousin Vanessa's college in Indiana. I could not believe it.

We visited the Angel Babies Home where I lived as a baby. We looked around the "hospital" which had many babies. We talked with Dr. Kim, the president of the adoption agency. Dr. Kim said he remembers me. He gave me a gift and my parents a book that he had wrote. I was touched by this visit. I cannot believe that I was really there as a baby.

We then flew to Hawaii for a few days before coming home. We had a wonderful vacation. I am glad I live in America because the cities we visited in Korea are very crowded and somewhat poor. However, someday I hope to visit Korea again so I can learn more about my birth country.

Kami Pudden and her parents, Robert and Melinda pose for a picture at Naejangsan National Park in South Korea.

WINTER 1995/96
Intramurals

During the winter months, Columbia Campus students enjoyed a variety of activities set up by the Resident Educators. The format included four main activities: swimming, cooking, card games, and art & crafts.

Students were divided into four groups. They rotated every week so they had an opportunity to have a "taste" of what each activity was about.

In swimming, students practiced on improving their swimming and diving skills. In cooking the emphasis was on how to make a grilled cheese sandwich and also a fruit milkshake. In the card games section, students learned how to play Dingo. Lastly, in arts & crafts, students put picture frames together using lollipop sticks.

The students seemed to enjoy each one of the areas very much and they are looking forward to starting the spring session of intramurals soon.

Thanks to the R.E.'s and selected staff members who helped to make these activities possible.

Fall 1995 Silent News
All-Deaf American Teams

MSD Football team finished with a number two ranking in the nation. MSD's Kevin Dove and DeJuan Hamilton were selected on the Defe Prep All-American Defensive team. Joey Barr, Darrius Brown, and Matthew Korpic were named as honorable mention.

Audris Harris of MSD was named on the Defe Volleyball All-American team. Joining Harris were Laura Tarbox and Amy Wise who were selected for honorable mention.

Youth Wrestling

This year MSD Youth wrestling team participated in the Mason Dixon Junior Wrestling for the first time on a probationary basis. One of the purposes of the organization is to promote, support, and develop amateur wrestling for the ages of 4 to 15. The parents of the wrestlers made a commitment to attend the wrestling matches on the weekends.

Tanner Ashley, Adam Baker, Roy Barron, Kevin Berrigan, Joshua Bittner, William Bowers, Shannon Callahan, Mark Cross, Jimmy Etheridge, Daniel Fava, Brian Grossinger, Clayton Grossinger, Daniel Grossinger, Scott Lehmann, David Nutter, Ryan Shepard, Ryan Turner, and Paul Tyler were the members of the MSD Youth Wrestling team. The coaches were Mr. Mark Burke, Mr. Bill Thompson, and Mr. Eric Woods. MSD team participated in three meets on the weekends at Walkersville High School, Jefferson High School in West Virginia, and Frederick High School.

To qualify for the Mason Dixon League Tournament, the wrestlers must have participated in four matches or more against four different League teams. Adam Baker, Roy Barron, Kevin Berrigan, Shannon Callahan, Mark Cross, Jimmy Etheridge, Daniel Fava, Brian Grossinger, Clayton Grossinger, Daniel Grossinger, Scott Lehmann, Ryan Shepard, and Ryan Turner were qualified to participate in the tournament on Saturday, March 9, 1996, in Smithsburg, Maryland. All, except Kevin Berrigan, Jimmy Etheridge, Brian Grossinger, and Daniel Grossinger, lost in the first round. Berrigan (Bantam weight class 48), Etheridge (Junior weight class UNL), and Brian Grossinger (Bantam weight class 60) made to the second round and lost. Daniel Grossinger (Bantam weight class 73) went all the way to win third place.

The annual wrestling experience for the team, coaches and parents. Later this year MSD hopes to hear that MSD will become an official member of the Mason Dixon Junior Wrestling League.

Another Sweet Season
For Wrestling
Team — 17-2 Record

The highlight matches of the season were Walkersville, Western Pennsylvania School for the Deaf, Annapolis Christian, St. Michael's Invitational, Model Secondary School for the Deaf, and Eastern Schools for the Deaf Athletic Association (ESDAA).

MSD lost to Walkersville, 28 to 24. All matches, except weight class 140 lb., were within one to four points and three overtime periods. MSD's Robert Steele (113), Andrew Francis (189), and Kevin Dove (275) got pins over Walkersville. Khao Tep (119), Alan Duke (140), Jeff Oswald (152) and Joey Barr (160) won their matches.

MSD traveled to Western Pennsylvania School for Deaf with boys and girls basketball teams on the weekend of December 1, 1995. Orioles easily defeated WSFPD, 69 to 6. Kevin Lohaste (103), Jermaine Brown (112), Jason Jones (125), Tony Stallard (130), Alvin Evans (135), Alan Duke (152), DeJuan Hamilton (171), Andrew Francis (189) and Kevin Dove (275) all recorded pins.

Annapolis Christian snapped MSD's 34 winning streak with a dual match 61-29 decision in its season opener. Losing 12 points to Annapolis without team-mates Khao Tep and Jeff Oswald was crucial. At the St. Michael's Invitational,
Kevin Dove has all the fundamentals to pin his opponent.

Annapolis beat MSD by 8 points for the first place. MSD managed to win second place after edging Mardela in the heavyweight championship which Kevin Dove won. DeJuan Hamilton won his fourth straight individual championship. Jeff Oswald won his weight class 135, also. Joey Barr (152) and Pat Holness (171) placed second. Robert Steele (103) and Andrew Francis (189) were third. Jason Jones (119), Alvin Evans (125), and Alan Duke (130) placed fourth.

This season was a sweet one for the MSD wrestling team, especially with the ESDAA crown.

Wrestling Team Wins ESDAA Title for the Third Year in a Row

Western Pennsylvania School for the Deaf (WPSD) hosted the ESDAA wrestling tournament with seven schools participating on the weekend of January 26, 1996. The Orioles earned 190.3 points to win their third straight title. Lexington School for the Deaf of New York City settled for second place with 148.3 points. American School for the Deaf got third place with 70 points. The host school, WPSD, placed fourth with 48 points. New York School for the Deaf (Fanwood) was fifth with 23.3. MSD's Alvin Evans was the Outstanding Wrestler. Sportsmanship awards went to Ohio School for the Deaf and WPSD.

Of the 13 weight classes, MSD won titles in eight of them. Khao Top (119), Alvin Evans (125), Alan Duke (140), Jeff Oswald (145), DeJuan Hamilton (171), Andrew Francis (189), and Kevin Dove (275) won championships. Robert Steele (112), Shah Pollymore (135), Jason Jones (130), and James Hopkins (152) placed second while Kevin Luhose (103) was third.

The past three years have been sweet for the MSD wrestling team. MSD Coach Jeff White stated, "If there is no struggle, then there is no process." They definitely worked very hard to earn those accomplishments.

A Struggling 6-13 Season For Girls' Basketball

The first game of the season was against Heritage Academy. Heritage pulled away in the second half to win the game, 40 to 29. MSD's Kyle Clark had ten points, four steals, and two blocks. Audris Harris had seven points, five steals, four blocks, and six rebounds. Lotoya Plummer made two points, seven rebounds and four steals.

MSD squeaked out a 33-32 victory over Quanticus. The score was tied with 8 after the first quarter. Then the Lady Orioles held a 16-15 lead at the half-time. Quanticus had only two opportunities to lead over MSD, 26-25 in the third quarter before MSD rallied back to win the game. Harris of MSD was the leading scorer with 24 points and eight steals. Plummer had six assists and four steals. Janelle Berry had two blocks.

MSD hosted its L-95 Classic on the weekend of December 8, 1995. American School for the Deaf of Connecticut, Model Secondary School for the Deaf of Washington, D.C. and Rhode Island School for the Deaf participated. Since the ASD teams' bus broke down near the school, the game between RISD and MSD was switched in order to begin the tournament. MSD got into foul trouble early in the game and was defeated by RISD, 38 to 30. MSD's Clark led all scorers with 22 points. MSDS beat ASD, 56 to 24 in the first round. ASD met MSD in the consolation game. MSD controlled the game and easily beat ASD, 65 to 27. MSDS won the championships, beating RISD, 51 to 34.

As the season went by, the foul trouble seemed to become a habit. For instance, the fouling out and injuries forced MSD to finish its game against Quanticus with just three players. Quanticus defeated MSD, 34 to 23. Plummer led MSD with eleven points. MSD led Bethlehem Baptist until three players fouled out. Bethlehem came from behind to beat MSD, 64 to 34. MSD led with the score of 29 to 25 at the half-time until the players were fouled out. Harris made 19 points and...
This year MSD joined the Tri-State Athletic Conference in boys' basketball. The first conference game was against Quantoico. It was the first loss of the season for MSD. MSD was not able to recover after Quantoico had a 9-0 run to begin the game. The score was 67 to 57. Pantoplopt of MSD had 22 points and 15 rebounds. Another MSD teammate Darrius Brown had 10 points.

In the I-95 Classic on the weekend of December 8, 1995 at MSD, MSD outscored Rhode Island School for the Deaf, 76-21. Joseph Davis of MSD made 14 points and 10 rebounds. Pantoplopt had 10 points, 10 rebounds, four blocks and 6 steals. Gunderson had 10 points and 4 assists. In the championship game against Model Secondary School for the Deaf, MSD was not able to keep up with MSD. MSD defeated MSD, 74-52. Brown and Pantoplopt of MSD scored 14 points each. Darrius Brown was selected on the All Star Team.

MSD continued winning, beating Bethlehem Baptist and Southern Maryland Christian Academy, both Tri-State Conference members and Highland View Academy. MSD lost to the powerful Riverdale Baptist, a Tri-State Conference Division 1 team in its tournament before participating in the annual Eastern Schools for the Deaf Athletic Association tournament. Boys' Basketball Captures ESDAA Crown

In the Eastern Schools for the Deaf Athletic Association (ESDAA) semi-final game at the home American School for the Deaf of Connecticut on the weekend of February 23, 1996, MSD defeated Marie Katzenbach School for the Deaf (MKSd), last year's champions, 76-56. Jason Gunderson of trios led 23 points and four assists. Richard Pantoplopt had 16 points and 16 rebounds. Juan Pablo Borroto had 14 points, 6 steals, and 4 assists.

In the championship game between MSD and the host ASD, ASD made an effort to stop MSD's high-scorer offense by slowing down the game. It worked. MSD led with the score of 2 to 0 after the first quarter. That was perhaps the lowest first quarter point total for a championship game in the ESDAA history. In spite of the ASD's stalling methods, MSD was able to prevail. The score was tied at 31 with less than 10 seconds remaining in the game. MSD's Darrius Brown took a shot and missed it with 4 seconds left on the scoreboard. Joshua Moore got the offensive rebound and gave MSD a game-winning shot with 2 seconds left to win the ESDAA championships, 33 to 31. Brown, leading scorer for MSD, had 13 points and 3 steals. Pantoplopt had 10 points. Brown was selected as the most valuable player of the tournament. Both Gunderson and Pantoplopt were named on the All Tournament Team.

MSD ended the season with 14 wins and 7 losses with a sweet ESDAA crown.
United States Deaf Sports Festival
(USA Deaf Games)

JUNE 21-30, 1996
IOWA SCHOOL FOR THE DEAF
COUNCIL BLUFFS, IOWA

US Team Tryouts
(for 1997 Summer World Games for the Deaf in Denmark)
and
Workshops, Clinics, Exhibition Events
& National Coaching Symposium

For more information, contact the American Athletic Association of the Deaf at 801-393-7916 TTY, 801-393-8710 voice, or 801-393-2283 FAX.
Charles R. Stafford Sr., ’58, of First Street, Cumberland, died November 25, 1995, at Memorial Hospital, Cumberland, Maryland.

Mr. Stafford was a former employee of Frederick County Products. He attended Christ United Methodist Church, and was a graduate of the Maryland School for the Deaf in Frederick in 1955. He was a member of the Interstate Association for the Deaf Club.

Born November 24, 1935, in Cumberland, he was the son of the late Woodrow W. and Sarah E. Barger Stafford.

He was preceded in death by a son, Charles R. Stafford, Jr.

Surviving are one daughter, Candy A. Schwenghart and husband Rick of Laurel; two sisters, Shirley M. Marvin and husband Thomas of Lonaconing and Charlene S. Van Meter and husband Larry of Cumberland; two granddaughters, Autumn and Tiffany Schwenghart; two stepgrandchildren, Katie and Eliza Hoffman; and a number of nieces and nephews.

He will also be remembered by his long-time companion, Patricia Smith, with whom he resided.

Services were conducted for Mr. Stafford on November 29, 1995. He was buried in Glendale Cemetery in Frost, Maryland.

His family requests that contributions in his memory be made to Maryland School for the Deaf, 101 Clarke Place, Frederick, MD 21705.

—The Frederick News/Post

James A. Pyles, ’70, died of hyperten-
sion on December 23, 1995, at Johns
Hopkins Hospital in Baltimore after a brief
illness. He lived in Pasadena, MD most of his life.

Mr. Pyles was born in Baltimore. He graduated from the Maryland School for the Deaf in 1970.

He was a carpenter in the construction industry. In his spare time, he enjoyed paint-
ing and doing body work on cars.

He is survived by his mother, Evelyn V. Pyles, his brother, Stephen M. Pyles, and his

sisters, Darlene F. Koons, and Alma Sue Andrews of Pasadena.

—Columbian News, March 1996

Mr. David Martin, ’85, and his wife, Debbie Color-Martin had a baby daughter born on Monday, February 12, 1996, at 11:37 p.m. Isabella Emelina weighed at seven pounds and two ounces and was twenty inches long. Isabella has an only one and half year old brother, Isaac. Congratulations to the happy family!

Derek Strawford, ’86 and Dottie Owing, ’82, announced the birth of their daughter, Kendra. She was born on January 9, 1996. She has a brother, Brian, who is 2 1/2 years old. The family resides in Balti-
more, Maryland. Congratulations to the happy family!

Mrs. Mildred “Billie” Zimmerman passed away on February 23, 1996, after a long illness. She was a long-time employee as an audiologist at the Maryland School for the Deaf, Frederick Campus. She retired in 1978 after 38 years of service at MSD. The memorial services were conducted at the Homewood Nursing Home where she was a guest on March 9, 1996.

Note of correction: The obituary of
Donald Leitch in the Maryland Bulletin’s
Spring 1995 issue (Vol. CV, No. 3, P. 22)
should include his surviving sister, Mrs.
Vivian Leitch Whitmien, of Sacramento,
California, who is an alumna of the Mary-
land School for the Deaf, Class of 1941. We
regret the omission.

ANNOUNCEMENT ! ! !

The Maryland School for the Deaf Alumni Association will have its 26th Quadrennial Reunion on June 28, 29, and 30, 1996 in Frederick, Maryland. The commit-
tee has been working hard to make this re-
union more exciting and memorable. There will be workshops, entertainment, banquet, ecumenical service, and exhibition booths.

There will be a bowling tournament and a golf tournament on Friday, June 28th. There will also be a business meeting to vote for the new officers on Saturday, June 29.

group picture will be taken at 11:00 a.m. on
June 30th. More information from MSD Alumni Association will be forthcoming soon. Watch for it in your mail.

Please send the following information:
1) wedding announcements, 2) anniversaries, 3) birth announce-
ments, 4) obituaries, and 5) special occasions to Mary Sue Boxer, Editor of Alumni and Community News, Maryland School for the Deaf, P.O. Box 250, 101 Clarke Place, Freder-
ick, Maryland 21705.

PTCA News

FREDERICK CAMPUS

MSD became famous on January 25, 1996 by having their brief moment on the air introducing “Good Morning America.” Staff and students of the Elementary Department proudly stood near their recently painted map of the United States on a very cold day. All signed “Good Morning America,” which was seen throughout the United States. It was arranged by MSD-PTCA.

After the meeting on February 15, 1996, there was a presentation by Patricia Yates, Program Assistant, Spec-
ial Opportunities Program, Model Sec-
ondary School for the Deaf. The presen-
tation was enjoyable and powerful. Ms. Yates was able to open many of the par-
ticipants’ minds with an activity about stereotypes and myths that Hearing and Deaf people may have. The communica-
tion lines were opened as parents led discussion groups. The participants were given numerous handouts and the most popular handout is entitled, “Understanding Deaf Culture to Ensure Effect-
tive Family Communications”. It was an
enlightening meeting for the parents.

COLUMBIA CAMPUS

Despite the bad weather, these past three months have been quite busy. The most significant activity that occurred was the annual holiday event held on December 21. This year’s event included a play involving all the classes, a signing Santa (thanks to Mr. Robert Scribner, former Assistant Principal), food and crafts sale, and the annual 50-25-25 raffle. The event is truly a school wide/community event with students, teachers and parents all involved to make it happen.

The raffle is a major PTCA/school fund raiser, and has been held for the past several years. This year, we raised $625 or 50% of the total ticket sales for the PTCA. The remaining 50% is divided between two winners. One of the winners was a patron of the Blue Channel Inn, a restaurant owned and managed by Mr. & Mrs. Michael Dow, in Annapolis, Maryland.

Ms. Elaine Dow is the parent of a...
MSD FOUNDATION RECEIVES MAJOR GIFT

November 30, 1995—The Maryland School for the Deaf Foundation has announced the establishment of the MSD Trustee’s Endowment Fund through receipt of the largest single gift ever made to the Foundation.

The gift of $75,000 was made by the school’s Board of Trustees and represents many charitable gifts made to the school and managed by the trustees prior to the establishment of the separate, not-for-profit foundation that is solely committed to providing long-term financial support for the school and its students.

The new endowment is a donor-advised fund, allowing the trustees to consult with the Foundation Board on allocation of the income earned annually on the investment of the fund. Such income from a variety of endowed funds provides scholarship support, equipment enhancement and program development funds for the school each year.

In accepting the gift, Foundation President Alfred Shockley applauded the trustees for their strong support of the Foundation and its goals. “While the trustees must deal with the policy issues affecting education at MSD, the Foundation has the single goal of raising and managing charitable monies that will enhance the educational experience. By establishing this endowment, the trustees have signaled their understanding that investing dollars today will lead to greater income for distribution as each year goes by.”

Individuals and businesses interested in knowing more about methods of giving to the Foundation may contact the Foundation at (301) 662-5133 Voice/TTY.

The Maryland School for the Deaf Foundation has received a major gift from the school’s Board of Trustees, establishing a donor-advised endowment fund. From left: Eddie Evans, Foundation director; Wayne Hawkins, Foundation, vice president; Joseph Baker, Foundation secretary-treasurer; Alfred Shockley, Foundation president; Lillie Ransom, MSD Board of Trustees, president and James Daugherty, Foundation director.
MSD-PTCA

AUCTION AND CARNIVAL

Saturday, May 18th
(RAIN OR SHINE)
10 am - 5 pm
Maryland School for the Deaf, Frederick Campus
101 Clarke Place, Frederick
Football Field behind MSD Gym
(If it rains, MSD Gym will be the site)

One dollar admission
(Under 18 - Free)

Interpreters will be provided

FURNITURE * TOYS * SPORTS MEMORABILIA * HOUSEHOLD ITEMS

TICKETS FOR SPORTS/ENTERTAINMENT EVENTS * ART OBJECTS

TV CELEBRITY AUTOGRAPHS * BOOKS * MUCH, MUCH MORE!

BOoths/ Exhibits * Games for Children

Food will be sold

Call: Susan Ennis (301) 371-6993 TTY
Audrey Frank (301) 208-2586 TTY
Gaye Heisey (301) 694-8483 TTY
MD Relay 1-800-735-2258
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1996

The School Yearbook for Frederick and Columbia Campuses

The cost is $20.00 per copy. If you wish the book to be mailed, the mailing charge is $3.00. The deadline is April 26, 1996 (ORDERS WILL NOT BE ACCEPTED AFTER THIS DATE). Books will be sold on a first-come, first served basis.

Send your order to:

The Cornerstone
Attention: Robert Padden, Applied Academics Dept.
Maryland School for the Deaf
101 Clarke Place, P.O. Box 250
Frederick, Maryland 21705-0250

Enclosed is a check or money order of $____ for _____ copies of The Cornerstone. Add $3.00 per copy for mailing charge if you want the book sent to you.

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Blizzard of 1996