VR1 Comes to MSD!
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## ON THE COVER

Middle School student, Joshua Feldman, and his teacher, Ms. Nancy Swainko, eagerly use the recently acquired Video Relay, (VRI) system to call the Nagaona School for the Deaf in Japan. Joshua is seen here signing a question to the VRI operator who voiced his question to an interpreter at the Nagaona School for the Deaf. The interpreter then communicated the question to Joshua's penpal at the Nagaona School. Joshua and his penpal shared a lot of information about their schools. See story on page 17.
VRI Launched in Maryland
By Richard J. Schoenberg, Instructional Computer Support Specialist

Over the telephone line, a caller who can’t speak nor hear can communicate with another party who can hear and speak without any TTY. What’s wrong with this picture? An interpreter/operator appears on a computer monitor fitted with a video camera. Futuristic? Star Trek? It is now a reality.

It is called Video Relay Interpreting (VRI) and utilizes computer communication technology to provide 2-way video communication. It is similar to Video Conferencing but using a different application. In VC, both parties communicate directly to each other, whereas VRI has a third party, Video Interpreter/Operator (VIO), who interprets communication from both parties.

MSD was selected as one of 9 VRI Trial facility sites that are located strategically within a 100-mile area of high density population of deaf residence. The VRI center is located in Ely Computer Lab and is accessible to students, staff, and parents during school hours and evenings. The VRI Center is open 9 a.m. - 5 p.m. on Mondays, Wednesdays, and Fridays; and 12 p.m. to 8 p.m. on Tuesdays and Thursdays.

The equipment, installation, and long distance service are provided by Spring and Maryland Relay Service, a division of the Maryland Department of Budget and Management at no cost to school. During the trial period there will be no charges for any calls.

How does it work?

A video camera is mounted on top of a monitor and a user can see himself on the screen. When connected to the remote relay center, the screen is split into two images - one small image on top left is local video (the caller) and larger image on lower right is remote video showing a VIO. The caller communicates to the VIO using ASL on the two-way video image on the screen. The VIO then dials out to the destination party and relays the dialog through voice communications. This setup, in effect, allows a two-way conversation at 30 fps (frames per second, TV quality) between the parties. No TTY is used at all.

How was it originated?
The VRI is not exactly new, for it has been in existence for about four years. The VC emerged about three years before. The VRI had its first attempt in January 1995 in Texas. Ed Bosson, telephone relay administrator for Texas initiated the concept of VRI by combining video and computer technology with telecommunication relay service. Texas had its first VRI trial in Austin that lasted one month. Later, Relay Texas and Public Utility Commission of Texas expanded VRI trial in mid-1996. On December 7th, 1996, Public Utility Commission of Colorado held a VRI demonstration. It attracted many customers and they responded in a very positive way. On August 9th, 1997, Division of Services for the Deaf and the Hard of Hearing (DSHH), North Carolina Department of Human Services, and North Carolina Utilities Commission announced that they and MCI would provide VRI to North Carolina deaf, deaf-blind, hard of hearing, and speech impaired. It has been in service since Augmt. 19, 1997.

How will it impact society in general?
Based on the survey and trials, the impact is obvious. Most deaf people use ASL as their primary language and articulate their feelings and thoughts in ASL. Some of them may have difficulty signing English. They may feel more comfortable using VRI.

Regular relay communication using TTY averages 25-30 wpm (words per minute). Signed conversation as well as talking speed runs 150 to 200 wpm.

Often typed conversations fail to express true emotions of relay users. With
the VRI, both parties can display true personality and emotions. The VIC is able to convey a real and complete conversation that includes emotional nuances.

One big obstacle to the success of VRI is cost for both interpreters and equipment. In any metropolitan area, there is a shortage of interpreters. They must be certified and receive much higher salary than TTY relay operators. A VRI system unit (computer, monitor, camera, modem, software and ISDN telephone line) is about $8,000. Obviously, it is rather steep for home use!

There is an inexpensive alternate for home use. It uses regular copper phone line and low-cost camera and software. Quality of image is fairly good as it runs at 10 - 15 fps (frames per second) which is slower than 30 fps for VRI technology. There are some UC companies emerging on the market now, but unfortunately their products are not compatible. The user may fail to connect to other party using a system that is different from the caller’s. When desktop computers and hardware decrease in cost and there is a lower rate for ISDN line for end-users, the usage of VRI will become widespread. This was also true for the video conferencing market.

**What are objectives of VRI Trial?**

During the 6-month trial, the objectives are to:

- Promote interest in VRI
- Record number of calls made during the trial
- Study the cost of the service
- Study what problems were encountered and what problems cannot be overcome
- Study the availability and supply of skilled interpreters for this type of service

**VRI Trial Hours**

January 19, 1999 - July 16, 1999

- Mondays, Wednesdays & Fridays
  - 9 a.m. - 5 p.m. EST
- Tuesdays & Thursdays
  - Noon - 8 p.m. EST

Note: Hours of operation are subject to change and are not open on major holidays. Also, some sites run at 30 fps, others at 15 fps (30 fps are TV-like quality).

**Public VRI Sites:**

- Christ United Methodist Church for the Deaf
  - 1040 S. Beechfield Avenue
  - Baltimore, MD 21229
  - 410-455-9118 voice/TTY
  - Contact: Peggy Johnson
  - 15 fps
- Developmental Services Group (DSG)
  - 6355 Woodside Court
  - Columbus, MD 21046
  - 410-381-7171 voice
  - 410-381-4751 TTY
  - Contact: Tonja Trappel
  - 15 fps
- Hearing & Speech Agency (HASA)
  - 2220 St. Paul Street
  - Baltimore, MD 21218
  - 410-243-3809 voice
  - 410-243-1275 TTY
- Closed Thursdays 5 - 8 p.m.
  - Contact: Tina Montgomery
  - 30 fps
- Deaf Independent Living Association (DILA)
  - 110 Baptist Street
  - Salisbury, MD 21803-4003
  - 410-742-5052 voice/TTY
  - Contact: Howard Leonard
  - 30 fps
- Maryland Rehabilitation Center (MRC)
  - 2301 Argonne Drive
  - Baltimore, MD 21218
  - 410-554-0155 voice/TTY
  - Contact: Brenda Sennock
  - 30 fps
- National Association of the Deaf (NAD)
  - 614 Thayer Avenue
  - Silver Spring, MD 20910
  - 301-587-1788 voice
  - 301-587-1789 TTY
  - Closed Tuesdays and Thursdays 5 - 8 p.m.
  - Contact: Nancy Raros
  - 30 fps
- Birmham Interpreting Services (BIS)
  - 8555 16th Street, Suite 300
  - Silver Spring, MD 20910
  - 301-587-8885 voice/TTY
  - Contact: Mike O’Donnell
  - 15 fps

There are two non-public sites. They are Gallaudet University in Washington, DC and Maryland School for the Deaf. They have 30 fps capability. MSD VRI is open to only students, employees and parents.

**What has happened at MSD?**

As part of their courses, each On-Campus Work Study or Student Learning Service, students are selected for training on how to supervise the center. So far nine students have completed the training: Jennica VuitGarrel, Tim McAlvy, Joshua Walker, Sam Thaumai, Josephine Audla, Paul Tyler, Amy Dwyer, Chase Harting, and Andrew Wicdig. Their tasks are to:

- Boot up the computer
- Check the local video camera
- Position the chair away from the computer within the video view area
- Check the backround with the sign in the view area
- Explain to first-time users how to use the service such as clicking, dialing, connecting, and disconnecting (hanging up)
- Have the user wear the blue smock if their shirts are not of solid color
- Have the user fill out the survey
- Make a report of any unsuccessful connections.

More and more, both students and staff use the VRI as they see the potential of the system. Their responses have been very positive. During the VRI operation time, students make calls to local pizza parlor, their parents, friends, and relatives. A teacher used the VRI to call her relative who resides in Luxembourg. Another teacher and her class used it to converse with their penpals in Japan. They found VRI adding more information to their conversations, as VOs highlighted emotion, expression, movement, tone of voice, background noises (music, keyboard tapping, someone walking by, etc.).

The Maryland Relay Service will determine if VRI will become a permanent addition based on evaluation of the objectives. If that happens, the VRI will be more widespread; the cost of equipment will be lower; and more users will have their computers configured with VC (video conferencing). The door to remote visual communication is now open wide.
MSD Essential Curriculum and CRES—Frequently Asked Questions (FAQ)

by Andrea Feldman, Director of Curriculum and Instruction

When did MSD adopt Frederick County Public Schools’ Essential Curriculum? The MSD Board of Trustees approved the adoption of the Essential Curriculum in June 1993.

Was MSD a part of the Essential Curriculum? In 1993, MSD recognized the need for a new curriculum. In the past, MSD had designed its own curriculum for years and had based some of their curriculum development on local, state, and national standards. Instead of reinventing the wheel, MSD decided to explore various public schools’ curriculum materials. MSD started the implementation of the Essential Curriculum in the fall of 1993.

What areas are covered in the Essential Curriculum? The Essential Curriculum guides are used by teachers in these following content areas: Language Arts, Mathematics, Science, and Social Studies. Essential Curriculum guidelines are also used by teachers in the Applied Academics department (Art, Physical Education, Career & Technology-related courses). These Essential Curriculum guidelines are updated by Frederick County Public Schools and distributed to teachers on a regular basis. Prekindergarten and Kindergarten teachers use the PreKindergarten and Kindergarten Essential Curriculum which include thematic units connecting all content areas: Language Arts, Mathematics, Science, and Social Studies.

How can parents learn about the curriculum? The Bilingual Education Policy (adopted in 1993) emphasizes the utilization of two languages, American Sign Language and English-in-print, in and out of the classroom in regard to instruction. Utilization of the Essential Curriculum and the Bilingual Educational Policy facilitate English language acquisition through instruction and assessment of students' two languages, ASL, and English.

What kind of curriculum does the Frederick County Public Schools have that is designed for hearing students? The Bilingual Education Policy (adopted in 1993) emphasizes the utilization of two languages, American Sign Language and English-in-print, in and out of the classroom in regard to instruction. Utilization of the Essential Curriculum and the Bilingual Educational Policy facilitate English language acquisition through instruction and assessment of students' two languages, ASL, and English.

How can parents learn about the Essential Curriculum? When MSD adopted the Essential Curriculum, it also adopted Frederick County Public Schools' Assessment System which is the Criterion-Referenced Evaluation System (CRES). CRES is actually an assessment or rather "how it is measured" tool. The Essential Curriculum is an instructional tool or "what is taught." CRES is based on the Essential Curriculum. "What is taught?" in the Essential Curriculum is assessed through "How it is measured?" in CRES. Teachers use formative (ongoing) assessment to monitor students' progress in the Essential Curriculum where the teacher can gather feedback in order to adjust instruction. Summative assessment is similar to "final exams." Students participate in summative assessments at either the end of the course or the mastery level.

We are moving from another state. Our son is ten years old and is in grade 4. We want to move to MSD for an acceleration for our son to transfer to MSD this spring. We were told that our son would be placed in 5th grade. Why did he skip one grade? MSD has an age-grade policy at MSD which is the same as found in public schools. All students are placed at their age-grade level in their classrooms. For example, your son turned ten by this past December 31st and should be placed in a Grade 5 classroom. Some students may be placed out of their age-grade level due to various reasons (i.e., need for more time to be academically ready or an accelerated placement).

If my child is in 4th grade, why is she being given 5th grade Language Arts and 4th grade Math work? MSD does not use the "one size fits all" approach. MSD bases its instructional level policy on Frederick County Public Schools. The instructional level policy at the elementary level focuses on the Language Arts and Mathematics areas because these two areas are based on skills. Elementary teachers use assessment materials (CRES and standardized tests) to determine students' instructional levels in Language Arts and Mathematics. As for Science and Social Studies, teachers teach students at the same grade according to their age-grade level.

What kind of assessments do MSD teachers conduct in their classrooms? Assessment through CRES is much more than just taking multiple-choice tests. Assessment tasks are based on student performance throughout the school year, 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 (construing meaning and extending meaning) and communication (communicating through American Sign Language and English-in-print, listening,
In Science and Social Studies, assessment focuses on multiple-choice and performance tasks. Assessment also includes cognitive learning activities, group projects, observations, discussions, worksheets, homework assignments, quizzes, and tests. My child came home and told me that she did a formative assessment and that also summative assessments were adequate in April. What are the differences between formative and summative assessments? Formative assessments are ongoing, practice materials which are integrated in everyday instruction. The formative assessment allows the teacher to evaluate the student's progress in learning the Essential Curriculum and to adjust instruction accordingly. If the student is not making progress, the teacher uses the information from the formative assessment to adjust and teach the student. Summative assessments are similar to "final exams," end-of-level or end-of-course assessments. The summative assessment is administered to those who are ready to move on to the next instructional level or complete the course.

How do teachers score students' CRES assessments? When teachers receive CRES assessment packets, they also receive anchor papers for anchor performances which include samples of student work. Frederick County Public Schools students' work with rubric scores. Rubric scores are similar to "grades." In detail, of letter or number grades, rubrics of 1 to 4 are used to evaluate students' work. Sample rubric scores are 2 (i.e., fully detailed), outstanding, etc.), 3 (i.e., somewhat explained, clear, 2 (i.e., some details were clear, some details were inconsistent) and 1 (inconsistent, inadequate answers). 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. When teachers score performance assessments, they refer to the rubrics and anchor papers to decide on scores for students' responses. At MSD, the Elementary department has scoring teams of teachers and administrators for each grade. Middle School teachers work in their content area groups and include administrators in their scoring process. High School teachers also work in their content area groups or by themselves in determining scores for their students. CRES assessment materials in come with specific guidelines and directions for the teacher to follow along with ready-made tasks for students to do. They also come with samples of selected Frederick County Public Schools students' actual work with scores. Anchor papers help meet expectations and standards for each content area in CRES. These anchor papers also help indicate the level of supervision and kind of student responses (work) deserve which ratings.

My friend told me that the Essential Curriculum and CRES materials are old materials from 1995. Is this true? Yes and no. Some materials are "old." Frederick County Public Schools conduct their summer workshops for curriculum specialists and teachers to work together in their content areas to update their curricular materials. They can decide to update the Essential Curriculum for one or two summers and then revise CRES materials another summer. For example, the Language Arts Essential Curriculum can be only updated every three to five years while the Math and Social Studies Essential Curriculum materials are updated yearly. Elementary Language Arts CRES materials are updated every three years for each area: Comprehension, Communication, and Literature. Selection Units. Elementary Science Essential Curriculum Guides are updated for one or two grades every other year (i.e., Grades 3, 4, and 5 were updated this year while Grade 5 was updated last year). When Frederick County Public Schools publish their updates, copies are immediately acquired and implemented by MSD. This is part of the reason why MSD offers staff development sessions during the year with Frederick County Public Schools' curriculum specialists and/or their teachers to help MSD teachers keep up with the changes.

Why do high school students take a math course for only one semester and then a science course for only one semester per year? The High School Department implemented the block scheduling concept a few years ago. Prior to the implementation of block scheduling, students took Math, Science, and Social Studies courses for five minutes daily for one year. With this block scheduling concept, students now take Math, Science, and Social Studies courses for ninety minutes daily for one semester. I am worried that my daughter will forget her Algebra 1 skills learned from this semester when she takes Algebra II next fall.

In the beginning of their courses, teachers review previous skills before presenting new concepts and/or skills. Research has found no difference in student achievement between these two types of scheduling. What are Maryland Functional Tests? Students in seventh grade and up take the Maryland Functional Tests in Reading, Writing, and Mathematics while students in ninth grade and up take the Maryland Citizenship Test. The Maryland Functional Tests are part of the graduation requirements for the Maryland High School Diploma. I read in the newspapers that Maryland high school students will have to take different high school assessments. What about MSD high school students? The Maryland State Board of Education decided that requiring high school students to pass basic tests like the Maryland Functional Tests were not enough to help students gain knowledge and skills necessary to succeed in college or on the job. They developed a new high school improvement program with high school core assessments. These high school assessments will replace the Maryland Functional Tests and become part of graduation requirements. These assessments will be phased in gradually. Maryland students entering Grade 9 in 2000 will take assessments at the end of English I, Algebra or Geometry, and Government. MSD will work with Frederick County Public Schools to implement high school core assessments at MSD on the same schedule. Why am I not permitted to receive a copy of the Essential Curriculum or CRES? The Essential Curriculum and CRES materials are copyrighted by Frederick County Public Schools system and MSD is allowed to have copies of these materials only for teachers to use in their classrooms. Please contact your child's teacher if you wish to review the Essential Curriculum guides and see the formative components of the CRES assessments. How do I contact the Director of Curriculum and Instruction or the Curriculum Coordinator at Columbus Campus for further curriculum-related questions? You may e-mail Andrea Feldman, the Director of Curriculum and Instruction at ofdman@msd.edu or Evelyn Hill Johnson, the Curriculum Coordinator at hillje@msd.edu. Andrea's office phone number is 301-360-2026 (TTY) or 301-360-2056 (voice/secretary). Evelyn's office phone number is 410-440-4524. Note: The author would like to thank members of the Curriculum Core Committee for contributions to this article: Stanley C. Baker (Assistant Superintendent/Fredrick County Campus Principal), Evelyn Hill Johnson (Curriculum Coordinator), Kathy Meagher (High School English Teacher), Rachel Gunter (Deputy Superintendent/Columbus Campus Principal) and Liz Wheeler (Family Educator).
A New and Exciting Addition to MSD: Partners for Success
by Stacey Katz, Family Education/Early Intervention Teacher

In 1983, the Parent Educational Advocacy and Training Council (PEATC) in Virginia began working with the Maryland State Department of Education to identify the needs of parents in Maryland. Resulting from a needs assessment, five major needs were identified: non-threatening relationships between parents and school personnel, information about special education and the decision making processes, the adaptation of school activities, goals, and outcomes to meet home realities and activities, information about specific disabilities, and information about the varied and complex needs of older students/youths. It was with these identified needs in mind along with financial and technical support from MSDE that the first three Parent Information and Resource Centers were established in Maryland in 1986. The name of the centers has changed to Partners for Success and currently there are 19 operating centers in the state of Maryland serving families with children with disabilities.

It has been with excitement that MSD has accepted the award of such a grant to develop a Partners for Success Center to focus on the unique needs of children who are deaf and hard of hearing. While the other centers handle broad questions and issues related to children with varying disabilities, including those who are deaf or blind, MSD determined that it would be beneficial to have centers specifically focusing on the needs of those two unique populations. Currently there is a center being established in connection with Maryland School for the Blind as well as the one here at Maryland School for the Deaf.

Goals for the center include but are not limited to: assisting families to resolve concerns and make informed decisions regarding their deaf child, increasing parent involvement and partnerships between families and professionals, collaborating with other Partners for Success Centers statewide to better serve families all over Maryland, providing a lending library of resources, providing information and referrals, and supporting and networking with families of deaf children. Although the center is currently based at the Columbia campus, due to MSD’s unique situation of serving not just a county, but families state wide, it is anticipated that regional activities and workshops will be provided.

While in some regards, it may initially seem that this center is a duplication of the services provided by family education, it is not. The overriding philosophy of these centers stems from the fact that most often, parents receive information and advice from professionals. Partners for Success has at the core of its program the facilitation of parent to parent mentoring and the modeling of a truly equal parent and professional partnership. The center is managed by a teacher and parent team. Parents who call the center speak to other parents. Workshops and activities are parent led with support from a professional. Additionally, the center serves families with children up to 21 years of age. There will be close connection to and collaboration with the school-to-work transition activities that take place with not only with the younger students at Columbia and Frederick, but Frederick high school students and their families.

The center will provide development and workshops on a variety of topics as determined by MSDE including: Understanding the Special Education Maze, Next Steps (school to work transition), Sibshops (workshops for siblings), and Partnerships Between Home and School. The parent and teacher team have been and will continue to attend MSDE provided workshops to become “trainers” for those above mentioned topics. The center will also provide additional activities and workshops unique to our population as determined by a needs assessment to be conducted by early fall.

Supplies and equipment have been ordered and a location at Columbia in the Steiner building has been allocated. A parent liaison has been hired and plans are being made for full implementation by the fall of 1999. If you have questions, ideas, or are interested in volunteering to assist with the center, please contact Lisa Moser (Parent Liaison) or Stacey Katz (Family Education Teacher) at (410) 460-4597 or (410) 480-4540. Watch for information about Partners for Success!
The Few, The Proud . . . MSD’s Fiscal Department
by Joseph Hambrick, Administrative Program Manager

Nearly three hundred people work at MSD’s Columbus and Frederick campuses. For the most part these are the teachers, aides, student life counselors, and other “front line” staff that students and parents encounter on a daily basis. However, many MSD employees work “behind the scenes” in administrative and support functions. And while they may not be as visible, these folks nevertheless play an important role in the school’s success. One such group of employees works in the school’s fiscal department. This department, with only a handful of staff, performs a number of very important (some might say mundane) functions without which the school could not operate. These functions include accounting, budgeting, purchasing, and computer and telecommunications network administration.

Joseph Hambrick, the head of the fiscal department maintains the School’s accounting records and prepares the annual operating budget as well as the school’s capital program. In addition to the fiscal department, he also oversees the maintenance and dietary departments at both campuses. His office is in the Ambrosen Building on the Frederick Campus, but he also spends a good deal of time at the Columbus Campus.

In the office next door to Mr. Hambrick is Alice Lohoefer, the department secretary. Alice provides general administrative support and also prepares monthly reports for the federal Child Nutrition Program. She also maintains schedules for use of the passenger vans at the Frederick Campus. Mary Masser, MSD administrative officer, also works in Ambrosen. Mary is responsible for a number of functions including Medical Assistance claims processing, cash receipts, and the working fund. Mary also assists in special projects such as implementation of the School’s new telephone system.

Robin Koonz, the School’s procurement officer, and Terry Morris, agency buyer, are responsible for purchasing all goods and services for the school. Robin’s office is located at the Columbia Campus, while Terry works at Frederick. All purchases (there are more than 4,000 purchase orders and contracts sent out each year) are processed electronically using the state-wide computerized procurement system called ADIPS. With this on-line system, Robin and Terry are able to work as though they were in the same office, even though they are forty miles apart. Also working with Robin at Columbia are Ann Dean and Kathy Charles. Ann provides secretarial support for the procurement, maintenance, and dietary departments at Columbia. Kathy, who came to MSD last December, is responsible for accounts payable.

From left to right: Business Services Manager Mary Masser, Administrative Program Manager Joseph Hambrick, Secretary Alice Lohoefer, and Agency Buyer Terrance Morris.

Administration of the School’s computer and telecommunications network is the responsibility of James Taylor and Dave Inoye. Jim and Dave maintain and support each campus’ local area network (LAN) of PCs, printers, and other data processing devices. They also manage the new telephone systems which have recently been installed at both campuses. The telephone systems at each campus are linked with a dedicated voice/data line (called a T-1 line) to create a single telecommunications network for the school. This same T-1 will also soon link the two campus computer LAN’s to form a wide area network (WAN). This will allow students, faculty and staff at the two campuses to more easily exchange information, and the system will also support video transmission between the campuses.

All of these people and functions are essential to the operation of the school, making it possible for the teachers, aides, student life counselors and other “front line” employees to effectively serve MSD’s students. So while the fiscal department is few in number and not highly visible, it makes a major contribution to the success of MSD.
An Open Letter...

James E. Tucker, Superintendent

An Open Letter to Editors of Newspapers, Magazines, and Electronic Newsletters...

Dear Editors,

Internet search engines have enabled many members of the American Deaf Community to retrieve and enjoy current articles featuring Deaf people and their contributions to our society. Deaf individuals like Philip L. Moss of USA-I: News or Barry Strasser of DeafDigest and DeafSportsZone also compile "Deaf News" of the day and disseminate them to thousands of subscribers for their enjoyment. Articles received come from print and online newspapers and magazines from all parts of this country and world.

Every morning, with a cup of coffee in my hand, I browse through Mr. Moss' offerings to start my day. Some articles are well-written, and attempt to approximate the lives of Deaf people. Some even applaud and celebrate achievements of Deaf individuals and the viability of the Deaf Community. However, the majority of the articles portray Deaf people as poor souls. Some are even outright hostile and biased against Deaf people's "gall" in their pursuit of life, liberty, and happiness.

Of course, Deaf people are not yet a political force in this country. At this writing, there are no elected Deaf officials in the US Congress and state legislatures. This is not because the Deaf Community lacks leaders, but Deaf people do not live in the same town or district. There are numerous Deaf newspapers and magazines, but their circulation numbers rarely impact public opinion. Markel Mollin and Heather Whittestone appear on the media radar from time to time, but their background is acting and beauty pageants, respectively. When reporters do not know where to go, they often resort to negative stereotypes of Deaf people.

More and more articles include quotes from the National Association of the Deaf (NAD). This is a very positive development since NAD is the largest consumer organization of, by, and for Deaf Americans. Nancy Bleth, NAD Executive Director at Silver Spring, Maryland home office, stands ready to respond to your inquiries about different aspects of the Deaf community such as civil rights and discrimination, American Sign Language, education, employment, information technology, interpreters, amplification, and medical issues. They can be reached at (301) 587-1788 (voice), (301) 587-1789 (TTY) or at NADinfo@nadm.org.

A quick survey of recent articles forwarded to me by Mr. Moss tells me we have a long way to go. For example, a recurring theme in your publication tells the story of a "courageous Deaf athlete." The first line of the article is often, "When he scores a touchdown, he cannot hear the fans cheering..." This is absurd. Maybe some Deaf athletes cannot hear the actual clapping sound, but they can see hands clapping, cheerleaders jumping up and down, pom-poms waving, and the shower of confetti. They also can see if the crowd is boozing by observing negative facial expressions, and thumps down and waving-down gestures. All Deaf-high school and college teams deserve attention, as well as individual Deaf athletes. For example, The Frederick News Post once did a story on a Deaf athlete who played on the Hood College (Frederick, Maryland) varsity Women's Basketball team, but failed to mention that this Hood team routinely loses to the Gallaudet University (all-Deaf team) women's basketball squad.

Excellent themes for your stories would be Deaf people who practice medicine, law, and aggressively climb the corporate ladder. Successful Deaf entrepreneurs who make millions of dollars always make a great "American Dream" story. Today, Deaf students are enrolling in two-year and four-year colleges, and graduate schools in droves all over the United States. Although college-educated Deaf people are no longer a rarity, newspapers need to report this wonderful trend in the past thirty years. This would counter a simplistic "fact" that is being perpetuated by some interpreters: An average Deaf adult reads at a third grade reading level. No sources are cited if this "fact" is an actual trend. Actually, Deaf reporters need to explain that the Deaf community is a wonderfully diverse group. That is, they are far from being homogeneous groups. Deaf people, like their non-deaf peers, are members of every ethnic, socio-economic, and language group in this country. Their language development is not primarily influenced by their deafness, but by their early language acquisition. Studies in psycholinguistics and neurolinguistics show that Deaf children, who acquire language (American Sign Language and English) at home during their infancy, will achieve adult language fluency.

Another oversight by your reporters is their failure to describe the "disability" of Deaf Community and Deaf people. Often articles attempt to divide Deaf people into two groups. The first group would be signing, and never speaking. And, the second group would be speaking, and never signing. Resist the temptation to write in "black and white." Most things in life including the Deaf Community are "gray." Most Deaf people use American Sign Language, and English. When expressing themselves in English, some use Signed English and written English. Others prefer written English only. Some deaf people are "closed signers," for they may claim they do not use any form of sign language, but more often than not they will sign to their Deaf friends at their homes or Deaf clubs.

Americans are very proud of our First Amendment rights and our journalistic tradition in exposing evils in our society. Reporters have increasingly exercised non-compliance of ADA's, especially when certain hospitals refuse to provide interpreters, but have remained relatively quiet about IDEA's wonderful inadequacies when it comes to Deaf Education. Perhaps, the reporter's greatest fault in the past decade has been their one-sided and blatantly biased reporting of cochlear implants as a "medical care." Do not be duped by implant doctors who cite "successful case studies" and "low rehabilitation costs." Instead, talk to Deaf people who have had negative experiences with implants. Talk to education of Deaf children who will explain that children with implants are still Deaf children and need bilingual instruction (American Sign Language and English). Most of all, keep in mind that developing understandable speech sometimes does not diminish the meaning of core academic subjects, or placement in a public school classroom does not always translate into "full participation" or successful learning of academics. Facts are out there, so your reporters need to dig them up.

Perhaps in the near future, there will be Deaf legislators who will then have a ready-made media platform. Or, even better, a Deaf version of "Anti-Defamation League." With the incredible velocity and accessibility of mass communication leveling the "playing field" for all members of our society, the Deaf Community will be increasingly active with your news bureaus. Likewise, find us on the Web!

(Signed)

James E. Tucker
Superintendent
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THE MARYLAND BULLETIN

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Spoken English Classes Have Lunch “On the House”

On February 9th middle school students in Caroline Jones and Lisa Gastelle’s Spoken English classes were treated to a delicious lunch “on the house” by Red River Restaurant. This field trip was the culminating activity after several weeks of learning the vocabulary and practicing the speech and speechreading involved in going out to eat at a restaurant.

Jennifer Timmous and Jared Kingsford were able to demonstrate what they learned right away when they clearly understood the hostess asking them questions like “smoking or non-smoking?” and “How many?” After they were seated, the students all paid close attention to waitress Jenn Proutil, when she asked “Do you want drinks?” Everyone practiced his/her speech while ordering beverages such as Coke and lemonade. When the waitress asked about appetizers, Bruce Persons demonstrated his vocabulary and speechreading skills by quickly ordering chips and salsa. After enjoying their appetizers, students ordered the entrees. Paul Tyler and Delishu Mundy were able to practice their speech skills by telling the waitress exactly what they wanted - Wild West Cheddar Burgers! Meanwhile, Jason Bloom requested a “complimentary” beverage refill.

Soon the waitress came to check on how everyone was doing. Jeffrey Ralls practiced his speechreading when she asked, “How is everything?” “I have enjoyed his chicken wings.

Josephine Audia was eager for the grand finale - dessert! While waiting for the dessert to be served, kitchen manager Gary Kessler gave a quick tour of the kitchen. The students were able to see how and where their food was prepared and watched eagerly as Jenn scooped up their desserts!

- Caroline Jones and Lisa Gastelle, Spoken English Teachers-PC

Enhancing Activities Relate To Asian Cultures

Recently the 6th grade students have completed a unit of study on the geography, history, culture, and traditions of China. To enhance the students’ education, Ms. Lee Tau, mother of student Kathryn Tau, agreed to make a presentation to the 6th grade class about Chinese traditions. Ms. Tau, who is originally from Hong Kong and moved to this country when she was nine years old, was able to speak to the students from her first-hand experiences. Ms. Tau spoke to the students on three main topics: the Chinese New Year, going to school in Hong Kong, and Chinese traditions.

Ms. Tau brought with her various Chinese related items to show the students. One item the students enjoyed was the Chinese dragon costume which is used to celebrate the Chinese New Year. Ms. Tau explained how the Chinese New Year is celebrated and allowed several of the students to try on the dragon costume. Ms. Tau also explained to the students about “lucky money”. Lucky money is money which parents put in special envelopes and give to their children during the week long celebration of the Chinese New Year. In honor of the Chinese New Year, Ms. Tau presented each one of the students with a special envelope containing “lucky money”. Along with the Chinese dragon costume and the lucky money, Ms. Tau also brought samples of traditional Chinese dress, samples of Chinese calligraphy, and samples of Chinese food. Ms. Tau made a special treat called sweet rice ball soup. The students were given an opportunity to taste the sweet rice ball soup along with a special Chinese candy which children eat during the week of the Chinese New Year.

Shana Lohman and Diana Bergman enjoy lunch at the Tokyo Lighthouse Japanese Restaurant.

Winter 1994-95
Chris Corrigan Wins Middle School Geography Bee Competition

Chris Corrigan, a 7th Grade student in the Middle School Department, Frederick, won the school level competition of the National Geography Bee moving one step closer to a $25,000 college scholarship. The school level Geography Bee, in which middle school students answer questions related to geographic knowledge, is sponsored by the National Geographic Society. A total of 41 geographically knowledgeable middle school students on the Frederick Campus registered for the competition. Through a series of elimination rounds, eleven students advanced to the semi-final round. The top eleven students were: Krystle Berrigan, James Cooley, Chris Corrigan, Ryan Curry, Joshua Feldman, Jenica vonGarrel, Chase Harting, Darren Hause, John Hoffman, Kristen Suiter, and Derrick Williams. After several tough rounds of questions, Chris Corrigan, Darren Hause, and Krista Suiter advanced to the championship round of competition.

Active, dormant, and extinct are descriptions used to classify what physical feature? (Answer: volcanoes). In 1914, Southern Africa was controlled by Germany, Portugal, and which other European country? (Answer: England). These were the two questions Chris Corrigan answered correctly making him the winner. For winning the competition, Chris received a medal from the National Geographic Society and a chance to advance to the state level of the National Geography Bee. Chris has since taken a written geography test which was sent to the National Geographic Society for scoring. 100 of the top scorers in the state of Maryland will be eligible to compete in the state level of the Geography Bee to be held on April 9th. Chris and the Middle School Department are anxiously awaiting the results of his test. The Middle School Department wishes to congratulate Chris Corrigan and all of the students who participated in the Geography Bee. The Geography Bee is an exciting academic competition which helps to promote both an awareness and knowledge among students in the area of geography.

—Martin O’Brien and Jeff White, Middle School Social Studies Teachers-FC

The finalists of the 1999 Maryland School for the Deaf Geography Bee competition pictured are: Darren Hause (2nd place), Chris Corrigan (1st place), and Kristen Suiter (3rd place).

The eleven semi-finalists of the Geography Bee competition. Standing are: Ryan Curry, Darren Hause, Chris Corrigan, Krista Suiter, and James Cooley. Seated are: Josh Feldman, Derrick Williams, Chase Harting, Krystle Berrigan, Jenica vonGarrel, and John Hoffman.
Math Students Design Their Future

Estimation That Counts

Eighth graders, Paul Tyler, Donna Maria Duncan, Chase Harting, and Tanner Ashley prepare to do site measurements at the historic home of Mr. Shawn Day (rear left). Mr. Thomason, their student teacher, displays the blueprints that will be used to provide Mr. Day with a materials list and budget for his upcoming restoration project.

Eighth grade math students are learning that estimation is not only a necessary math skill but can also lead to an interesting career. In an attempt to bring meaning to math and fun to fractions, 8th graders have been reading blue prints. Doing what is called a “take off,” students have been using real scale drawings of a home currently under construction to translate the scaled sizes of rooms, deck, roof, and building lot into the actuality. From there they are able to figure out a material list and per square foot costs that various subcontractors like carpenters, roofers, painters, . . . would need.

The students, Paul Tyler, Tanner Ashley, Chase Harting, and Donna Maria Duncan will visit the construction site of the home they did the estimation work on. They will meet with the contractor and owner to confirm the accuracy of their calculations. The contractor is depending on them to assist in developing an accurate budget for the project.

Architectural firms and construction companies need good estimators. MSD students have a foot in the door.

—Cameron Overs, Middle School Teacher-FC

Popcorn By the Yard

Middletown Math minds had a new problem to solve. Presented with a one cubic yard box full of popcorn, how many kernels are there inside? How would the student begin to answer such a question? Why would her/his care? As in all math questions, the process is often more important than the answer. In this instance the process could help an astronomer determine how many stars are in the sky or help a farmer figure how much corn is in his field or help a promoter predict how many people will be in the audience.

Students practiced their ability to make reasonable estimates and then develop various measuring strategies to confirm their estimates. The number of kernels equal to a yard and the weight of a kernel in grams became important parts in two different strat-
egies the students developed. Telling the student the answer would only stop the process. Feel free to ask a Middle School Math scholar to confirm the student’s estimate. MSD will give the student a hint; if he/she guessed 120,000 kernels, he/she was too low. Donna Maria Duncan was our closest estimator. She won a huge bag of popcorn for her efforts.

—Cameron Owens, Middle School Teacher-FC

Students Learn Treasures of Math

Darren Hauser explains measuring with a compass to Albert Therpe III.

It has often been said that “when the student becomes the teacher, that is the highest form of praise.” Middle School Math classes are learning that truth. One of their curriculum goals this year is to learn about circles using the protractor. To that end they substituted a compass and used their previous Social Studies knowledge of mapping and geography. Students were able to make the connection between measurement and degrees. But that wasn’t enough for them. They must master their compass skills they developed treasure maps for each other to follow. But that wasn’t enough for them. They also de-

Jennifer Timmons attends to the details of a treasure map with Brandon McMillan.

Sixth grade math students taught their 3rd grade partners how to follow a treasure map using just a compass. Pictured above are: (front row) Daniel Katz-Hernandez, Brittany Consegna, and Marisa Andreaz (second row) Albert Therpe III, Brandon McMillan, Carey Holsey, Nick Consegna, and Jenna Richmond, (back row) Sigga Jonson, Darren Hauser, and Jennifer Timmons.

Nick Consegna (right) teaches Amy Normani and Jenna Richmond the fine art of orienteering. They developed maps for Ms. Bradley and Ms. Lowery’s 3rd grade math students.

Both sixth and seventh graders showed their creativity and their attention to detail by developing challenging maps for their 3rd grade partners. They proved their knowledge by being able to pass it on to another. Sixth grader, Jennifer Timmons, used her computer skills to produce a map with graphic details. Seventh grader, Chris Corrigan dressed as a pirate and had his first mate, Sabrina Routh, digging for gold. Everyone found their treasure of treats and enjoyed learning from each other.

—Cameron Owens, Middle School Teacher-FC

Ocean Room

Seventh grade students at Maryland School for the Deaf are becoming experts in the area of oceans. During the recent ocean unit the students: David Broadwater, James Cooley, Ryan Curry, Kevin Gehagun, Anne Greener-Hage, Megan Hartlove, John Hoffman, James Markel, Jr., Jennifer Perry, Kelly Phillips, and Amanda Stone, created their own ocean room full of realistic plants and animals. In January the project started with many blank states. Students were unsure of where to begin such a huge task. They soon realized the importance of teamwork and are working very well together. It was decided that Fridays would become ocean days. The students were very eager about the project and would have liked to use everyday to work in the room.

The project started by covering the walls and ceiling with blue paper to represent the sky and the water. The lights were covered in blue saran wrap to show the murkiness of being underwater. Each week the students learned about different plants and animals and then would use Fridays to make those animals. Many of the plants and animals were drawn by hand showing the artistic talent of the students. Among the things drawn were: a killer whale, a bottle nose dolphin, a manta, a great
white shark, and a variety of ocean plants including kelp and coral. They also made clay and used toothpicks to make sea urchins. A collection of real ocean shells are also displayed in the room. The class did research on the Internet and then gave presentations on many different whales and dolphins. The class has made well over 100 fish all of which are authentically colored by hand. The students learned which fish swim in schools and also in which level of the ocean the fish swim. The students learned about the habitat, diet, and strange habits of many of the fish. Did you know that porpoise eat coral and then spit it back out as sand? Or that the porpoise excretes mucus to cover its body for protection while it sleeps? The class hopes to show other students at MSD the ocean room when it is finished. They look forward to sharing their knowledge with the Elementary department.

This hands-on project has really given the students a better understanding about the diversity of animals found in the ocean. It has helped them learn the names and colors of many different plants and animals. Among the favorites in the room are: jellyfish, vipersfish, flounder, parrotfish, sea urchins, and plants. The students are hoping to complete their project soon after Spring break. The seventh graders have put a lot of time and hard work into this project to make it a huge success.

Congratulations on a job well done!
—Stacey Parone, Middle School Teacher-FC

Mid-Atlantic Region Academic Bowl Tournament

On Thursday, February 25, 1999, The MSD Academic Bowl Team traveled to Virginia School for the Deaf and Blind. For the past month, the team had attended workshops, practice sessions, and mock competitions in preparation for the event. As returning champions, the MSD team knew competition would be tough. Therefore, practicing for the matches never stopped. In the van, Coach Steve Walker quizzed the students (Kimberly Clapp, Joshua Walker, Keith Nolan, Ryan Zarembla, and Laura Lohmeyer) in the areas of Deaf Culture, History, Government, Sports, and Current Events. The students also studied Literature, Geography, Math, Science, and Fine Arts independently.

Arriving at VSDB they found themselves immersed in a two day, competitive, learning environment. The tournament was well-run by the hosts and the Gallaudet organizers. MSD had a strong start in its first match beating WVSD (105-32). In the second match, WPSS also fell with a 86-73 score. MSD’s young team represented the school well. They were supportive of their opponents, applauding the other teams’ points and encouraging the opposing players with positive comments and genuine support. Several coaches mentioned the superior conduct of the MSD team.

Thursday night found them socializing for a bit and then meeting to review personal strengths and develop team strategies for victories. The coaches retired to develop additional practice questions while the students, surprisingly enough, continued to study. Yes, MSD is proud!

Friday, MSD had three matches which it hoped to win. The first match was against MSSID, a team comprised of seniors. Although disappointing, it was not an embarrassing loss. MSD gave them a good fight. The next match against MKSD was MSD’s (85-51). However, VSDB proved to be a worthy competitor and defeated MSD in the gambling round. VSDB went on to beat MSSID in the championship round. MSD was a proud third followed by WVSD, MKSD, and WPSS.

Their two days at VSDB were tense, educational, fun, and challenging. They would like to acknowledge the MSD staff for helping to prepare the team. In addition, they would like to thank the parents and Benz Hicks for their support at the tournament. Planning has already begun for the 1999-2000 team. MSD will return to the match tables, stronger than ever!

—Kerri Lawler-Davis and Kathy Meagher, High School Teachers-FC

Communication Technology: Visual Telecommunications

Technology is the buzz word taking over many aspects of people’s lives today. Technology is the place to be in the stock market as well as in Internet and other media in communications.

The Frederick Campus recently acquired a new visual telephone system representing the wave of the future.

It is a commercially available system that utilizes a camera, television screen, processor, and wireless keyboard for TTY communications. This model also has web browsing capability so that internet access is a component in addition to telecommunications by phone.

The company responsible for this technology development, 8x8, incorporated, has been through several stages of product development and has future development planned. One of the limitations of this system is the level of clarity achieved with processing only fifteen frames per second. This means that the nonlinguistic emotional expressions on the face are clearly shown but for normal conversational signing speed and fingerspelling, the picture is somewhat more susceptible to distortion. The advantages to this system is that it is affordable, commercially available, and provides caller to caller connection.

On February 3, 1999, several students in the Communications class were called by students from the California School for the Deaf from the offices of 8x8, Inc. The students and the instructors had an opportunity to experiment with signing communication, typing, single and two caller interaction, and various background and lighting influences. The conversation was spirited teen give and take with the students defending MSD’s wrestling prowess. A nice personal opportunity afforded Julissa Hornbys time to say hello to some surprised old pals back at CSU. Julissa recently moved to Maryland and to her friends in California, she reported that Maryland life was “just fine.”

—Robert Darrell, Director, Communication Services FC

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Our Trip to Fountain Rock Park

On Tuesday, February 9th the second graders went to Fountain Rock Park. When we arrived, we pretended that we were in a time machine. We went back 300 years to find out more about the Woodland Indians.

We learned what the Woodland Indians ate, what kind of homes they lived in and what kind of clothing they wore. We learned how they hunted. I enjoyed breaking a nut with a rock.

The Indians also used turtle shells to make bowls, cups and rattles. We saw a movie about a boy who made a turkey noise to fool the turkey. The turkey thought it was another turkey. The boy fooled the turkey so his big brother could kill the turkey.

I enjoyed our trip.

—Allison Joy Werner, 2nd Grade

Our Field Trip

The second graders went on a trip on Tuesday, Feb. 9th. We went to Fountain Rock Park. We met a woman named Alice and another one named Barbara.

We learned about Woodland Indians. We made clay necklaces, grinded corn, cracked nuts with rocks, and made holes in wood. I touched a real snake. Allison Joy was scared.

We went back to M.S.D. in the van. I enjoyed the trip.

—Chanel Gleicher, 2nd Grade

Our Trip to Fountain Rock Park

We rode in a van to Fountain Rock Park. We saw many different animal skins. We saw bear, raccoon, fox, coyote and fox skins. I saw different snakes, too. I saw a box turtle named Tobby. His shell was hard. I enjoyed learning about the Woodland Indians.

—Nicholas Harrington, 2nd Grade

Our Sale

We learned to count money and to give change in math class. We had a bake sale because we wanted to earn money. My mom and I made headed key chains. My mom made chocolate and vanilla cupcakes. I enjoyed making a lot of money the most. We will have a pizza party at Checkers. We will invite our parents to our pizza party because they helped us with the bake sale. We had fun at the bake sale.

—Nicholas Harrington, 2nd Grade

Our Sale

My math class was learning how to add money and make change. We had a sale on Tuesday, January 26th in the Elementary lobby.

I want to tell you a good story about my class’ sale. When I was selling all morning, I saw a woman. I didn’t know where she was from and I found out that she was from Rome, Italy! I never met a woman or man who is now living in Italy and visiting here at M.S.D.! She bought food and it was 95 cents altogether. She gave me one dollar and I was supposed to give her 5 cents, but she didn’t want it! I said “thanks!” She gave me 20 dollars! I said “thanks!” My class earned 12 dollars and 98 cents.

We had the sale to buy more prizes and snacks. I learned how to add money and give the right change. I made necklaces, lemon bars, and ice kripties treats to sell. I enjoyed the Italian woman giving me 20 dollars. My class will have a pizza party from the sale money.

—Allison Joy Werner, 2nd Grade

Second Grade Sale

My math class had a bake sale at M.S.D. on January 26, 1999. It was a great success. I learned about money in my math class. I made magnets, chocolate chip cookies, and peanut butter cookies. I enjoyed selling food and toys. We decided to have a pizza party at Checkers with our money.

—Chanel Gleicher, 2nd Grade

Our Bake Sale

On Tuesday, January 26, Ms. Robin Miller’s class had a sale. Nick, Chanel, Allison Joy, Jessica, and I wanted to have a sale because we needed to learn how to make change with money. I made seven different pony bead animal keychains. Our parents brought cookies, brownies and cupcakes to sell. The teachers, staff, and kids bought many things. I counted the money and gave them back change. I enjoyed learning how to make change. We earned a lot of money. We decided to use the money for a pizza party. We invited our parents to come to Checkers for the pizza party. We also
bought things for our classroom.
— Amelia Dall, 2nd Grade

Bake Sale
My 2nd grade’s math class had a bake sale on Tuesday January 26th in the Elementary lobby. We started the bake sale at 9 am until 11:30 a.m. We sold things like pencils, beaded key chains, necklaces, and small toys. We also sold cookies, brownies, cupcakes, apples, and carrots. All the students and teachers bought many things. We learned how to count money and give change. We earned a lot of money so we had a pizza party. We worked hard to have the sale. We enjoyed ourselves selling the things.

— Jessica Israel, 2nd Grade

German Dinner
We, the third graders, at Frederick Campus wrote letters to our parents about the German Dinner that we prepared and shared as a culminating activity to our unit on Germany.

Maybe you’d like to read our letter.
8 March 1999
Guten tag Mutter and Vater,
Hello! How are you? I am fine. School has been great because the teachers have been teaching us some neat things about Germany. One of the things we learned is that German school children go home at 1:00 p.m., and they have a lot of homework. Our teachers taught us a lot of German words. We will teach you some. Ein is one, ro is red, weiss is white, and Oktober is October.

I hope you get along well with one another. Also, I hope you are safe.


I love learning the German language!
On Friday, March 5, at 6:00, we ate a fancy German meal in our classrooms. In the German language it’s called Mittagessen. That means noon meal. Did you know that German people eat a lot of food at noon? Then, they eat a light meal in the evening. We had this special day because we wanted to taste different German foods. This was our field trip to Deutschland.

All of the third grade students were there. Our teachers were there: Fraulein Lowry, Fraulein Bradley, Frau Vreis, and Trudy. We also had a special guest, Herr O’Brien, a Middle School teacher. He gave a presentation to us last week about Germany. He taught us about castles. The King always took care of the German people in the city. The King did not want people to die. That was why the King always took care of the German people. Mr. O’Brien has been to Germany so many times that when he arrived at our Mittagessen, he said, “My goodness! I must be in Germany!” We fooled Mr. O’Brien.

We worked hard to prepare for this special event. We practiced teamwork to get ready. Real German children wear special clothes. Knabe (boys) made Hosenentrager (suspenders) to wear with their Lederhosen (leather shorts). Maidchen (girls) made them too! Did you know that German girls wear broods and Edelweiss in their hair? We did too! The girls set up a table with tablecloths that looked like German flags. We made beautiful paper vases filled with Edelweiss (Alpine flowers) for the middle of the table, left and right. In Germany, the girls cook. At M.S.D., we all cook. Early in the week, we cooked all day to change potato, onions, eggs, bacon, vinegar, and pickles into Kartoffelsalat! Yum!

It was wonderful food! We tasted all the kinds of German food that our teachers served. We ate Apfelschmalz (applesauce), Kartoffelkraut (hot dogs), Hackbraten (black forest sausage), Sauerkraut (sour sausages), Apfelmus (apple sauce), and Kartoffelsalat (potato salad). We also had pickles, Milch (milk), and Apfelsauc (apple sauce). We also had hot dogs. The Sauerkraut was so sour! German food tastes so different!

We behaved like German children, politely and properly. The boys held the chairs for the girls. We ate slowly and quietly, the same as German children, for an hour and a half! We remembered to say “please” and “thank you.” We tasted everything on our plates. Our good manners helped to make the day pleasant.

We all worked hard to make it a special day. We will always remember our Mittagessen.

Ich liebe Dich,
Your third grade German sons and daughters

American Girl Books
Our Language Arts class read a book called Meet Kirsten, An American Girl. After that, we each read different American Girl

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Clockwise from bottom left: Emilia Nowalski, Sabrina Roult, Kevin Berrigan, Brittany Frank, Jenna Richmund, and Jessica Feldman.

books and made book projects. American Girl books are great because, although the characters are not real, a lot of the history really happened.

When we were finished with this unit, we had an American Girl/Boy party. Each student brought a book or drink that matched the time period of his/her book. Some of us brought in American Girl dolls. We used old fashioned decorations like pine boughs. We made wreaths to use as centerpieces. During the party, we had a book chat. Each person talked about his book and answered questions. We also made ice candles. It was a great day and a wonderful way to end the unit.

—Kevin Berrigan, Jessica Feldman, Brittany Frank, Jenna Richmund, Emilia Nowalski, and Sabrina Roult. 3rd Grade

Sir Edmund Hillary In Person

This year in Social Studies class, we have been studying about different countries in Asia. While studying about India, we also learned about Nepal, the Himalayan Mountains, and Sir Edmund Hillary and Tensing Norgay. We then set out to reach the summit of Mt. Everest on May 29, 1953. Mt. Everest is the highest mountain peak in the world, at 29,029 feet. One day our Social Studies teacher, Mr. O’Brien, mentioned to us that Sir Edmund Hillary was presenting a lecture at George Washington University in Washington D.C.. Mr. O’Brien first explained to us that during the lecture we would see slides of Nepal, a film clip taken the day Sir Edmund Hillary and Tensing Norgay reached the summit of Mt. Everest.

and a presentation by Sir Edmund Hillary explaining about his climbing experience. Mr. O’Brien asked us if we would be interested in attending this lecture. Of course we said yes! The class could hardly wait.

The lecture, which was held on November 16, 1958, was a very special experience. After welcoming speeches by Mara Mayor, Director of the Smithsonian Associates, and James Bolger, New Zealand’s Ambassador to the United States, there was a beautiful and informative slide presentation of the country and the people of Nepal. The slides were presented by Mingma Norbu Sherpa, Director of World Conservation in Asia. Most interesting was that Mr. Norbu was a member of the first graduating class from the first school that Sir Edmund Hillary helped to build in Nepal. Mr. Norbu explained to the audience the many ways Sir Edmund Hillary helped to improve the lives of the people of Nepal. We learned that before Sir Edmund Hillary went to Nepal, there were no schools and no hospitals. The literacy rate of the people of Nepal was very low. Health care in Nepal was very poor. Through his involvement with the government of Nepal, Sir Edmund Hillary funded the construction of twenty-six schools, three hospitals, and twelve village clinics. Thanks to Sir Edmund Hillary, both the literacy rate and health care in Nepal improved greatly. As we watched the slides, we saw many beautiful scenes of Mt. Everest, beautiful scenes of the country of Nepal, and beautiful photos of the people of Nepal.

After the slide presentation, a rare film clip was shown. This film, Conquest of Mt. Everest, featured highlights from Sir Edmund Hillary and Tensing Norgay’s 1953 historic ascent. The audience was dimmed and the movie began showing Sir Edmund Hillary and Tensing Norgay in a tent camped on Mt. Everest the day they reached the summit. The scene was snowy and icy with a cold, roaring wind blowing against the tent. The wind was blowing so hard we could feel the vibration and we could almost feel the coldness. The movie also showed the excitement of Sir Edmund Hillary and Tensing Norgay as they returned from the top of Mt. Everest, the first men to reach the summit.

After the film clip, Dr. Dennis O’Connor, Provost of the Smithsonian Institution presented Sir Edmund Hillary with the James Smithson Bicentennial Medal for his humanitarian efforts to improve the lives of the people of Nepal. Dr. O’Connor explained that Sir Edmund Hillary’s impact will have a lifetime effect on the people of Nepal. After a very long standing ovation, Sir Edmund Hillary presented the audience with a short thank you speech.

After receiving this award, Sir Edmund Hillary was then interviewed by Pierce Han- dling, a film scholar, a mountaineer, and Director of the Smithsonian Film Festival. Through this interview we learned many interesting facts about Sir Edmund Hillary. We learned that Sir Edmund Hillary and Tensing Norgay never knew each other until they were teamed together to climb Mt. Everest. We learned that they remained in close contact until Mr. Norgay passed away in 1986. During the interview we also learned some things about his personal life. We learned that before he became a mountaineer, he worked as a beekeeper. We also learned that he was married and had two children, that his wife June was killed in a plane crash in Nepal, and that his son is currently exploring the continent of Antarctica. We also learned during the interview that the reason Sir Edmund Hillary wanted to climb Mt. Everest was because he always looked for a good challenge. When asked how he felt after reaching the summit of Mt. Everest, Sir Edmund Hillary responded by saying that he didn’t feel excited or thrilled, but he felt satisfied of his accomplishment. We learned that after Sir Edmund Hillary reached the summit of Mt. Everest, he was knighted by Queen Elizabeth II. Although Sir Edmund Hillary accomplished many great things during his life, we were most impressed by his humbleness.

Today Sir Edmund Hillary is 80 years old. We were very fortunate as a class to have
had the opportunity to attend this lecture, to see Sir Edmund Hillary in person, and to learn about the life and accomplishments of this modern day explorer.
—Larissa Chipp, Dama Berrigan, Joshua Feldman, Jessica Frank, Leah Kuiz-Hernandez, Shana Lehmann, and Bruce Persons, 6th Grade

My International V.R.I. Experience

The recently installed Video Relay Interpreter system at Maryland School for the Deaf - Frederick Campus shows just how fast the world of technology is going. On the evening of March 4, 1999, I had my first experience using the V.R.I. equipment to make a phone call. Learning how to use the system was quite an event for me, but what made the experience even more unique is that my teacher had arranged for me to call a school for the Deaf in Japan!

In the fall of 1998, my Language Arts teacher, Nancy Swaiko, and my other 6th grade classmates began a penpal project with students at the Nagano School for the Deaf in Japan. We started this penpal project as we were doing a unit on Asian legends in Language Arts class. By using the Internet, Ms. Swaiko was able to make contact with a teacher at the Nagano School. The teacher was Mr. Eiji Kobayashi. After several e-mail messages to each other, these two teachers started the penpal program. Mr. Kobayashi even sent us copies of our original penpal letters translated into Japanese! It was so cool to see my letter written with Japanese characters. Shana Lehmann was the first person to receive a letter from her Japanese penpal. The rest of us were jealous, but we remained patient because we knew that it is challenging for the Japanese students to write in English.

After MSD got the V.R.I. system, Ms. Swaiko asked Mr. Kobayashi if his students would like to receive a phone call from us. Mr. Kobayashi was thrilled at the idea. The one problem in planning for this phone call is that Japan is 14 hours ahead of us. Ms. Swaiko and Mr. Kobayashi finally figured out that the best time for us to call would be at 7:00 p.m. - Maryland time. This would be 9:00 a.m. the next morning in Japan.

When we decided on the actual date of the V.R.I. call, Mr. Rick Schoenberg agreed to come to school that evening to help us make the call. Some people might think that V.R.I. means that the callers can see each other. I originally thought so. In reality, what the caller sees is an interpreter who interprets what you sign into spoken English for the receiver of the call.

First Ms. Swaiko connected with the V.R.I. operator, Ms. Swaiko signed her phone number of the Nagano School for the Deaf. The operator connected with the Nagano School. Ms. Swaiko introduced herself and explained that this was a planned long distance call for Mr. Kobayashi's students. The call was transferred to a phone near Mr. Kobayashi and his students. Ms. Swaiko talked for a few minutes with Mr. Kobayashi and then she introduced me.

At first, I had to get used to signing very slowly and clearly so the operator could understand me. She translated what I signed into English. A hearing person at the Nagano School listened to what the operator said (which is what I had said). That person then translated the English into spoken Japanese. Mr. Kobayashi listened to the spoken Japanese and then he translated the message into Japanese Sign Language for the students.

I explained to the students about my life as an MSD student. Then they asked me several questions about MSD. Then I asked them questions about their school. We exchanged a lot of good information about our schools.

This was really a unique learning experience for me. We are so lucky to have the V.R.I. system at MSD for a trial period for 6 months. It was so neat for me to talk personally with my Japanese penpal, Akina. She said that she would be sending me a letter very soon. Making this V.R.I. phone call to Japan was a rewarding experience for me.

—Joshua Feldman, 6th Grade

Our Japanese Guest

Recently, Ms. Swaiko’s class had an “interview” with a Gallaudet student named Wataru. We had originally thought that he was from Tokyo, Japan but later we found out he is from Osaka, Japan. The reason why we were interested in having an interview with him is because we had read the book called Sadako and the Thousand Paper Cranes. The story is about a girl named Sadako. She got leukemia from the Atomic Bomb that the United States dropped on Hiroshima in 1945. During Sadako’s time, there was a Japanese be-

lie that if you made a thousand paper cranes, the gods would grant you your wish. So with hope, Sadako made six hundred forty-eight paper cranes, after that, she died. Now there’s a statue of her in Japan. Students everywhere send a thousand paper cranes to honor her on her statue. The cranes symbolize children’s hope for world peace.

At first we weren’t sure if Wataru would be able to understand ASL. But surprisingly, when we met him, he signed ASL clearly and our conversations went soothingly. At first, he told us that he actually was from Osaka, Japan not Hiroshima, Japan. At first we were kind of disappointed that he wasn’t from Hiroshima, Japan but we were excited to learn about his life growing up as a Deaf student in Japan. Wataru taught us several very fascinating things. We were amazed with his experience of life in Japan.

As I said, we learned a lot of fascinating things from Wataru. We learned what his school was like. His school for the Deaf in Osaka required uniforms. We also learned that not all Japan schools have Cram Schools to help kids prepare for exams. But strangely, the elementary department students weren’t required to wear uniforms, but the middle school and the high school students were required to wear uniforms. Speaking of the middle school, the name for the middle school in Japan is “Intermediate School”. The Japanese schools for Deaf kids mostly have hearing teachers. There are only a few deaf teachers. Also the deaf schools in Japan used to be oral schools. Wataru says that the schools are now improving in ways such as signing more Japanese Sign Language.

One of the neatest things that Wataru did for us was to read some Japanese for us. It happened that Ms. Swako had a Japanese version of Sadako and the Thousand Paper Cranes. Wataru read a few pages from that Japanese book. The Japanese version was exactly the same with the English version of Sadako and the Thousand Paper Cranes.

We also were lucky to get the benefit of seeing the Japanese language written. Strangely, writing in Japanese can be done in two different ways. One of them relies on the sounds, and the other relies on the concept. Wataru was nice enough to write our names and other phrases that we wanted to say in Japanese.

Now I guess that most of you now understand why we were very glad that we had an interesting interview with Wataru. Now our knowledge and understanding about Japan has grown, all thanks to Wataru.

—Jessica Frank, 6th Grade

Studying South America

In Social Studies class, we have been studying about Peru, the Amazon River, and the rain forest of South America. Our Social Studies teacher, Mr. O’Brien, heard that Ms. Marie Williams, a counselor at MSD and grandmother of Derrick Williams, went to Peru last summer. Mr.

O’Brien asked Ms. Williams if she could share some of her experiences about her trip with the 7th grade students. Ms. Williams was happy to lecture to the 7th grade class about Peru.

She showed us several things she brought back with her from her trip, and she showed us a videotape that was taken of the Indians who lived in the rain forest. We learned so much from this lecture. First Ms. Williams explained to us about her trip down the Amazon River. She saw many unique animals including pink dolphins which we never heard of before. She also explained to us that there are 2,500 different species of fish in the Amazon River and 200 different kinds of piranhas. Many of the students asked questions about the piranhas. Ms. Williams explained that they are not harmful during the day because they “sleep”. People can swim in the Amazon River during the day without worrying about the piranhas.

Ms. Marie Williams explains how a blow gun is used by the Indians of South America to kill small animals.

because they only attack at night. Ms. Williams also explained that 50% of all the animal species in the world live in the rain forest of South America so it is very important to protect the rain forest.

Ms. Williams talked to us about the three-toed sloth, an animal native to South America and the slowest mammal in the world. Scientists suspect that the reason
Ms. Marie Williams shows the class a videotape taken of the Indians who live in the rain forest of South America.

The three-toed sloth is so slow is because of its diet. The sloth eats special leaves which may have something outside of them which is like a drug. This drug causes the sloth to move slowly. The three-toed sloth only comes down from the tree once each week to go to the bathroom, then it goes back up in the tree for another week.

Ms. Williams then talked about her boat trip down the Amazon River where she met two different tribes of Indians: the Bora and the Huastito. Since money was not important to the Indians, Ms. Williams traded T-Shirts, fishing hooks, and a watch with the Indians for food she wanted.

Some of the things Ms. Williams brought back from her trip were a necklace made out of the claws of a three-toed sloth, another necklace made out of beads, rocks, shells, and the wings of beetles, an Indian skirt made of tree bark, pottery, dolls, a bracelet, a bowl, an Indian headdress, and a wooden carving made by a man who had no fingers because of leprosy. She also showed us a six foot tall blow gun which is used by the Indians to kill small animals. Ms. Williams explained that the poison in the darts come from poisonous frogs which live in the rain forest. All of the students were very interested in the items she brought back from Peru.

While in Peru, Ms. Williams also visited the city of Machu Picchu. This city is 11,000 feet above sea level in the Andes Mountains. Machu Picchu was once an important city of the Inca Indians. Ms. Williams explained that once you reach the city you must first drink a special cocoa tea and then take a nap. This will help your body adjust to the high altitude. Ms. Williams also explained that Machu Picchu is often called "The Lost City" because the Inca Indians that lived there abandoned the city and no one really knows why. Scientists suspect that lighting may have hit their temple known as The Temple of the Sun. Since the Inca Indians were sun worshipers, the Indians thought that their god was angry and was punishing them, so they left the city in fear.

Ms. Williams showed us several pictures of Machu Picchu.

Ms. Williams had so many interesting stories to share with us. Our class agreed it would be interesting to travel to South America and to travel down the Amazon River. We appreciate Ms. Williams for taking the time to share her interesting experiences with the 7th grade students.

—Krystle Bertrigan, Priscilla Biskupiak, Chris Corrigan, Kasei Padden, Jade Sims, and Derrick Williams, 7th Grade
MSD Youth Basketball


MIDDLE SCHOOL BOYS BASKETBALL TEAM—Keeling: Manager: Vladimir Vr. Standing: Coach Greg McConville, Derrick Williams, James Markel, Jr., Francis Steele, David Broadwater, Paul Tyler, Davon Cook, Darren Hanor, Bruce Persin, Jeffrey Ball, Jr., and Coach Delmas Woodall.

MSD Youth Basketball

This year, we have three Bantam teams (Coed) in our Monacoy Youth Basketball Association. Due to a large number of players on the Bantam roster, they were split into three different teams (MD1, MD2, and MD3).

At the Monacoy Youth Basketball Association tournament, MD1 won all the games except in the championship game. They lost by two points (37 to 35). Bantams placed the championship games for the first time in MSD history.

MD2 won many games and lost few games. They lost in the 1st round of Monacoy Youth Basketball tournament.

MD3 won many games and lost two games by one point in overtime. They lost in the 1st round of Monacoy Youth Basketball tournament.

Junior Girls enjoyed competing with different teams to improve their skills and experiences. They won a few games and lost in the 1st round of Monacoy Youth Basketball Association tournament.

Middle School Girls and Boys Basketball

The MSD Athletic program proudly developed a new basketball program for Middle School girls and boys. They competed with other hearing and deaf schools this year.

MSD's Middle School Girls basketball team had a great season by winning all their games. This year, they competed in basketball games with official referees. They won 25 games including the Fifth Annual Mid-Atlantic Junior Deaf Basketball tournament. More than half of the team players participated in the weekend Monacoy Youth Basketball Association to gain more experience. They did not lose any MYBA games and won the championship game at the Monacoy Youth Basketball tournament.

The Fifth Annual Mid-Atlantic Junior Deaf Basketball tournament was held at the Pennsylvania School for the Deaf in Philadelphia, PA. The girls' teams were as follows: MSD, Penna. School for the Deaf, Kendall School for the Deaf, Marie Katzenbach School for the Deaf, and Lake Drive School, a mainstream middle school located in the NJ area. The players' attitudes, skills, and determination on the court were exceptional. At the tournament, Priscilla Biskupiak was named the Most Valuable Player.

MSD's Middle School boys basket-


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ball team had a great time competing with the hearing and deaf schools, too. They won some games and lost some games. MSD Middle School Boys basketball team participated in the Fifth Annual Mid-Atlantic Junior Deaf Basketball tournament and came away champions. The eight teams were as follows: MSD, Pennsylvania School for the Deaf, Kendall School for the Deaf, MSD-Columbia, Kendall School for the Deaf, Marie Katzenbach School for the Deaf, Sterck School for the Deaf, and Lake Drive School, a mainstream middle school located in the NJ area.

MSD (Frederick and Columbia) boys' basketball teams did a great job competing with the deaf schools in the Fifth Annual Mid-Atlantic Junior Deaf Basketball tournament. MSD's Frederick team won the championship for the first time in four years.

MSD Youth Wrestling Club

MSD had a pretty good season with its matches being held at different locations starting in early January. MSD had 19 wrestlers (14 from the Elementary Dept. and 5 from the Middle School) and their ages were from 4 to 14. The goal of the wrestling program was to have them learn wrestling skills and to display good sportsmanship whether they lost or won the match.

Under the league’s rules, each wrestler must face an opponent with the same age and weight group. He also must wrestle at least six opponents in a season in order to participate in the league tournament, which was held at the end of the season.

MSD brought ten wrestlers to its Division tournament and six were qualified. Three of them won trophies - Mark Cross, 1st place, Clayton Grossinger, 1st place, and Daniel Grossinger, 4th place. MSD was pleased with their efforts to achieve their goals and hopefully other wrestlers will look up to them as role models next year.

MSD wrestlers did their best in learning new skills during their practices twice a week and they learned best while on the mat competing with an opponent. MSD hopes that they will continue showing their interests in its sport next year.

Varsity Wrestling

This season has been so sweet for the wrestling team. The MSD Varsity wrestling team placed third at the St. James Invitational Tournament in Hagerstown, Md, where it faced 1A/2A wrestling teams. The MSD grappleers swept the championship title at Grace Brethren Invitational Tournament.

One of the most hotly contested matches this season was between Urbana HS and MSD. MSD wrestlers showed them their determination but Urbana HS defeated them. The score was 35 to 27. Later, Urbana HS went on to win the Frederick County Title and was one of the top teams in MD.

History was made when MSD's team won the ESADAA title for a record sixth straight year. Host Lexington invited California School for the Deaf-Fremont, Texas School for the Deaf and Model Secondary School for the Deaf. There were 9 wrestling teams at ESADAA. Coach Jeff White announced, "We did it at last! We are the king of ESADAA titles!" Many PSD Alumni members came to shake MSD wrestlers' hands in.
MSD could not win the title without MSD fans’ support. Some fans would call this tournament, “National Deaf Wrestling Tournament” since Florida, Ohio, Texas, Model Secondary School, and Calif.-Fremont joined the ESDAA tournament.


Also, MSD and MSSD wrestling teams had their “rivalry” moments this season because MSSD coach Todd Silvestri and MSD coach Jeff White worked together as MSSD coaches in 1992. This season, they had to go “eye to eye” with each other. MSD wrestlers managed to defeat MSSD grapplers 4 out of 5 times.

MSD team record is 13 wins and 3 losses. They lost three times in close matches. Coaches Jeff White and Chris vonGarrel have been working together for long time. They enjoyed promoting the spirit of wrestling.

**A Great Turnaround Season!**

The Varsity Girls Basketball team opened the season with a STRONG young team. The team had three freshmen: Fallon Brizendine, Laura Lohmeyer, and Lacy Wilhelm; five sophomores: Kim Bruggeman, Ashley Gill, Nancy Hoover, Jessica vonGarrel, and Jennifer Wood; two juniors: Linette Christopher and Tiffany Reeder; and only ONE SENIOR: Terri Monroe.

The team had a real “turnaround season” compared to the 1997-98 season, that had a record of 7-16. This year’s record is 13-7. The team’s skills and performance showed a big improvement. They were a GREAT bunch of players that showed a lot of TEAMWORK. The team’s “chemistry” was also one of the biggest factors for this year’s successful season. A year ago, they only had two returning veteran players.

At the ESDAA Tournament in New York, MSD was disappointed to lose its first game to the New York School for the Deaf, 43-41. As expected, the team did not give up and went on to beat American School for the Deaf 49-22 and won 3rd place. Jessica von Garrel received the 1st Team All Tournament award, and Lacy Wilhelm won the 2nd Team All Tournament award. MSD won the Free Throw contest and Individual Hot Shot contest two years in a row. Last year the Hot Shot was won by Lacy Wilhelm, while this year was won by Jessica von Garrel. Assistant Coach, Sherry Bradley and Head Coach, Lorraine Stoltz were very proud of the players’ teamwork, sportsmanship, and overall performance at the tournament.

It is really hard to end the season because this year’s Varsity Girls basketball team was really good altogether! The team will miss senior Terri Monroe and her famous “down the corner” spot where she always takes the ball and shoots it. Terri was the first senior to be honored as a player at her last home game, which was called “Senior Night”. Coach Stoltz called Terri and her parents to the gym floor and presented Terri with a rose. Then she gave it to her mother. This becomes an annual tradition.

**Varsity Boys Basketball - 4th Winning Season**

This year’s exciting and competitive schedules ended on a positive note as the 1998-99 Boys’ Basketball team won the Eastern Schools for the Deaf Athletic Association (ESDAA) Tournament. The boys played with their hearts and determination to win the ESDAA championship.

MSD Orioles boys’ basketball team
participated in New Life School Shoot Out tournament in December. They placed 2nd. They placed 4th in Colonial Beach Basketball Tournament in early December.

In ESDAA tournament, MSD boys played poorly on offense but played great defense and won the game against Marie Katzenbach School for the Deaf by 4 points (34 to 30) in the 1st round. MSD then played against number two seeded American School for the Deaf and won by 2 points (37 to 35) in the semi-final game. They played great defense in second half and had to box out one of the best players on the ASD team.

In the championship game against number four seeded Lexington School for the Deaf, who had easily upset number one seeded Western Penna. School for the Deaf, MSD led in the first quarter but at half time, LSD led by four points. MSD rallied in the 3rd quarter but at the end of the 3rd quarter, LSD led by 4, 46 to 42. MSD led by three points at 59 seconds left when LSD’s player scored a trey to tie the game 56 to 56. MSD had the ball for more than 45 seconds, but did not even shoot as the buzzer sounded. In overtime, the key player was Jason Coleman who helped in sinking some free throws and other players added more points to end the game, 72 to 67. In the championship game, Juan Carlos Borroto had 25 points, Franco Korpics 15 points, Shawn Shannon 16, and Jonathan Hicks, 10. Juan Carlos Borroto and Franco Korpics were named to the All-Tournament team. MSD’s record for 1998-99 is 13 wins and 11 losses.

Seniors who will leave MSD this year are Juan Carlos Borroto, Franco Korpics, and Jonathan Hicks.

MSD Cheerleading Squad

Peggy Ann St. John-White was MSD’s coach for the cheerleading squad. She left her MSD job in December, but came back to help the cheerleaders in the month of January and February to get ready for the ESDAA competition. They worked very hard and proudly won 3rd place. Sammy Thuaehnai was named to the All-Tournament team. Lexington School for the Deaf won the championship and American School for the Deaf 2nd place.
Please send news of marriages, births, deaths, announcements, awards, and special occasions to Mary Sue Boxer, Editor of Alumni & Community News, Maryland School for the Deaf, 101 Clarke Place, P. O. Box 250, Frederick, Maryland 21705.

James A. Angell *69 proudly proclaims his new role as a grandpa. His first grandson, a boy, Cameron Eric Scott, was born to Julie Melaine Angell and Eric Scott on January 28, 1999 at 1:56 p.m. Julie is James’ oldest daughter. This blue bundle of joy tipped the scales at 6 lbs, flat and measured 20” long.

Christine Beverage Auchter *70 and Alvin Auchter *62 were honored at a surprise 25th wedding anniversary dinner on November 21, 1998 in Jefferson, Maryland. The guests came as far as North Carolina, New York, and Massachusetts. The dinner party was hosted by James Angell *69, Brian Bezzantone *69, Sylvester *63, and Mary Knobuk Batts ’63. Warren ’59 and Linda Montgomery Downey ’62, John ’66 and Ethelena Wright Ennis ’70, John Ericman ’55, Pamela Davis Kirk ’69, Karen Schirmer McKinstry ’73, Kim Miller ’65, Norna Bishop Moreland ’67, Andrew Parker ’70, Fred Pickering, Larry Royals ’66, Rodney Reid, Mark Richtaun ’67, Daniel Rina, Denise Scott ’70, Nancy Belfrann Whiggen ’73, Martha and Thomas Whitten ’63, Sharon Hartsoe Wilson ’71, and Arkley Wright ’67.

Donna Bosley Vogel ’75 and her husband Timothy welcomed their first grandson, Matthew Kayo, presented by their son, Lance, and Misty on November 23, 1998. She weighed at 6 lbs 14 1/2 oz. and measured 20 inches long.

David Martin ’85 and his wife, Deborah, welcomed their second daughter and third child, Erin Anita, who was born on February 1, 1999 at 8:40 p.m. in Frederick, MD. Iris tipped the scales at 8 lbs 10 1/2 oz. and 20 1/2 inches long. Her two older siblings, Isaac, 4 1/2, and Isabella, 3, are thrilled to have a new baby sister.

Stacy “Stazz” Renfrew ’86 and Cecilia Nored were announce the birth of their son, Cody Garrett Ficette-Renfrew, on October 22, 1998. He weighed 8.1 pounds and measured at 20 inches long. They reside in Germantown, MD where Stacy is an Extemporizer Specialist for the Montgomery County Police Department for ten years and Cecilia is an addiction counselor with the Family Service Foundation.

Timothy Ehhardt ’95 who moved to South Carolina from Florida was recognized in the annual report submitted by the Vocational Rehabilitation Department of South Carolina. It told the story of Timmy’s search for a job with the help of the Rock Hill Vocational Rehabilitation offices. He got a job as a material handler for the Carpet Lumber Company in Rock Hill. He was assigned to straighten the warehouse. He brought along his notepad and SCVID helped with a paging system to help him communicate with his coworkers. Several of them know sign language and others are learning. He recently moved up to working merchandise that includes lumber, plumbing, electrical and heating products. In addition, Timothy helps to keep the place clean and straighten up stock. The report was written by Ms.Carolyn Rowland, VR counselor of the Rock Hill Area Office.

Cleveland Leroy Stanley, Jr. ’97 died on February 20, 1999 in Baltimore, MD. He was a former employee of the Coca-Cola Company. He will be awarded his MSSE diploma posthumously on June 12, 1999. He is survived by his parents, Cleveland Stanley, Sr. and Glennia M. Hamlett, his siblings, Troy and Davone Stanley, three grandparents, eight aunts, four uncles, and other relatives. Funeral services were conducted at the Joseph G. Locks, Jr. Funeral Home on February 26, 1999 with burial in the Gardens of Faith Memorial Gardens where there was a large attendance of the MSD students and alumni.

John Henderson passed away on November 9, 1998. He was honored with a celebratory memorial service at Newseum for a job well attended by MSD staff, students, friends, and family. The videotape of him playing the bagpipes was shown at the service. It was particularly touching video since it was the last time he played bagpipes at Columbia Campus. He was also a member of the rugby team.

He was extremely proud of his heritage. He left Scotland with his wife and family in the 1960’s to work on the American pipeline. What he brought with him was his wife, Flora, had a deaf son, Murdoch, who sought help from the field of Deaf Education. Through Dr. McKay Vernon, he was directed to the Maryland School for the Deaf, where his second career began. John began his 25 year career at MSD at Frederick where he was a dormitory counselor. Soon after, he became Columbia’s sign language teacher, visiting many homes of children to teach them and their families sign language. During his tenure at MSD, John completed his bachelor’s and master’s degrees. He taught in the Middle School. He retired from MSD as a Student Life Counselor in the dormitory at Columbia in 1997. His real passion was bagpiping. He was one of the outstanding pipers in the world. He will be remembered as a tall, handsome man with a thick Scottish brogue who was quite distinguished looking when wearing his kilts and Scottish colors and also for his many contributions to MSD and for his devotion to the students and families.

Mark Wait, 71, of Stuarts Draft, VA died on January 9, 1999 of cancer at Augusta Medical Center in Fishersville, VA. Born on February 15, 1927, in Minnesota, he was the son of the late, Chancellor F. and Alice Oakland Wait. After graduating from Gallaudet University in 1951, he worked at a newspaper and commercial publications specialty in Washington, D.C. for nine years. He worked as a Graphic Arts teacher and basketball coach at the Colorado School for the Deaf for a number of years. In 1972, he became assistant principal of the Career and Technology Education program at the Maryland School for the Deaf after receiving a master’s degree at the California State University, Northeurope in 1972. He retired from MSD in 1992. He was inducted into the Hall of Fame of the Southeast Athletic Association as a basketball player. He was also inducted into the Hall of Fame of the Southeast Athletic Association as a basketball player. He was also inducted into the Hall of Fame of the Southeast Athletic Association as a basketball player.
amental in founding the Free State Chapter of Gaullist University Alumni Association and was elected the first president of the chapter. His memberships included several state associations of the deaf, National Federation of the Deaf, and Frederick County Services for the Hearing Impaired. He moved to Virginia in 1957. In addition to his parents, he was preceded in death by a son, Conrad Walt; and a brother, Roger Walt. He was survived by his wife, Donna Walt of Staunton, VA; three sons, Michael, of Cedar Hill, Texas and Gerald Walt of Waterforo, Iowa and Eduardo Saliterio of Fairfax, VA; three granddaughters, Barbara of Dallas and Melissa Walt of Staunton; and twin daughters, Lisa Crouch of Bith Sam Yasell, of Nelson County. Funeral services were conducted at McDowell Funeral Home on January 16 with interment in Riverview Cemetery in Waynesboro, Virginia.

PTA-Frederick’s Corner
Frederick Parent-Teacher Association’s highlights are as follows:

December 2, 1998—Ms. Andrea Feldman presented valuable information on CRES as it is quite different from the one for elementary students. Then Mr. James E. Tucker, superintendent of MSBD spoke about the importance of parental involvement and suggested that the PTA set up committees where both staff and parents can work together. As of today PTA has 5 committees.

December 9, 1998—With the assistance of Ms. Bette Hicks, the assistant principal for High School department, PTA had a pot luck dinner with the High School MSBD staff at Checkers, newly renovated students’ center. Parents and staff had a great time mingling with each other and they were able to discuss several issues concerning High School program.

December 16, 1998—Santa Claus came to MSBD cafeteria and passed out bags of candies to MSBD students. Elementary and Middle School made nice picture frames for their Polaroid pictures taken with Santa Claus. There were smiles everywhere.

December 29, 1998—During the holiday break, approximately 70 parents and children had a wonderful time at Mr. Andy Bowling Center. The children enjoyed duck pin bowling as the balls were smaller and lighter than the regular bowling balls. Bumpers were set up so the children could have higher chance to hit the pins. Many children made strikes and they were excited about their accomplishments. Afterwards, they went to Pizza Hut in M. Ayl.

January 6, 1999—Jerry Bush, MSBD Athletic Director spoke about the school’s athletic program and parents found it to be informative.

February 28, 1999—Parents had great time playing basketball with the staff. They had two games; first gam was played by all women (7 staff and 7 parents). The staff won the game. The second game was played by all men (again about 7 staff and 7 parents). The staff won the game.

PTA had a Book Drive for the Elementary department and it was a very successful. So many books were donated by parents and the children were delighted to read more books. The books were distributed to:

Elementary School—new 25 television. Student Life—new fax machine. Elly building—new 80 by 80 mount screen. Middle School— many books, CD, Roms, and science kits.

Middle School—sponsored a trip for all grade 9’s to Metropolitan Museum of Art in New York City, focusing on Ancient Egypt, Ancient Rome, and Ancient Greece.

PTA will host several exciting upcoming events such as:

April 7th—Ms. K. C. Russell, Translation Coordinator and Ms. Jodie Becker, an intern from Gaullist University will discuss MSBD's transitional program.

April 29th—With the help from Rosem Padlen, Asst. Principal for Applied Academic Department, Ms. Karen Scott, outreach specialist from Housley house to discuss on domestic violence, rape, and assault.

April 7, 1999—Ms. James E. Tucker, MSBD Superintendent, will meet with parents to answer questions regarding Residence Hall policy proposed for the spring of 1999.

April 22, 1999—With the help from Brown’s group leader, Ms. Pamela Dall and Ms. Melinda Padlen, Assistant Principal for Elementary Department, the Brownies will host the Bake Free Lunch Day during PTA-sponsored Earth Week.

May 31, 1999—Parents and Staff Volleyball Tournament will take place at MSBD-Frederick.

June 5, 1999—Family Fun Day will be sponsored by the USA Track & Field Committee to promote deaf students’ interest in track and field competition. PTA is still collecting money for engraved bricks. If you are interested in ordering, you can contact Mr. Baker’s office for forms.

PTA appreciates the support from the Bismarck Interpreting Services for providing interpreter at every PTA meeting where both deaf and hearing parents can fully participate. PTA also appreciates the support from DELA. PTA hopes to see more members in the future as their support are always needed.

—Gretchen Smith, PTA-Frederick President

News From Columbia Campus’ PTC

The Holiday Program evening was a fun event for all with the raffle drawing being the highlight of the evening. In addition to the 50-25-25 raffle taking place, the PTC A had additional donations totaling over $3000 for cultural events, restaurants, autographed sports photos, movie passes, bandshirts, etc. that were all given out on that evening. Fifty percent of the revenue collected went into the "Student Assistance Fund" and twenty-five percent went to student, David Carter's mother, Sherry Howard, and student, Patrick Westig's mother, Evelyn Westig who is also the PTA secretary.

The March 9th General Meeting will feature Ms. Evelyn Hill Johnson, Curriculum Coordinator, speaking about the Essential Curriculum. Nominations for new board members will be accepted at this meeting.

Fundraising is a big part of the PTC A’s function. For several years this was organized by par- ents Barbara Muro and did an outstanding job. PTC A will continue the car raffle fundraiser this spring for the third year. PTA sold all the Star’s chocolate candies before the holiday break but still are continuing the sign language jewelry sales which have been a big hit.

—Deann Wilford, President

MSD Alumni Association

27th Quadrennial Reunion
Mary Sue Boxer, Chairperson
June 23 — 25, 2000

TENTATIVE REUNION SCHEDULE
Friday, June 23
Registration/Reception
Workshops
Class Bowl
Saturday, June 24
Field Trips: Historic Frederick
New Market, MD
2nd Reunion Bowling Tournament
1st Reunion Golf Tournament
Banquet
Sunday, June 25
Interfaith/Memorial Service
General Meeting/Election of New Board Officers
Dinner
Group Picture
Time Capsule Ceremony
Farewell

MSD Alumni Association
Hall of Fame Inductees
Announced on March 6, 1999
Lee Hudson*
Donald Leitch*
Barbara Sampson
Christopher vonGarde
eric Woods

*Deceased

THE MARYLAND BULLETIN
A 1980 MSD graduate, Michael "Mike" Baer came into this world on October 17, 1962 when he was born in Washington, D.C. to Byron Baer and the late A. Gabrielle Baer. He has three siblings - Anne Marie, Joseph "Joey," and Therese. Anne Marie graduated from CSD-Fremont in 1983 and Joey and Therese graduated from MSD in 1985 and 1989 respectively. Mike attended Gallaudet University and received his Bachelor’s degree in Sociology and Business Administration in 1985. Then he attended the University of Maryland from which he received his master's degree in General Administration in 1992. Mike married Marci Wolfe in Golden, Colorado, in June 1992. Currently Mike and Marci are residing in Golden with their three Daughters, Conner Michael, 4; Connor Alexander, 3; and Chandler Miles, 1. They are expecting a fourth child in September 1999. Mike is now the National Program Manager for Sprint Relay in Denver, Colorado.

Mike attended MSD all his school life. He has special memories of MSD because MSD was the second home for him and his family throughout the years. MSD had a wonderful group of staff members who provided assistance and support to Mike and his siblings during the times of need. Thanks to MSD, Mike said that he and his siblings are doing very well.

Being the quarterback of the 1978 football team under Coach Charlie Day, Mike witnessed that they had a record of 6 - 2. They lost to Hancock (14 - 0) and Brunswick (18 - 0) after they missed a 25-yard field goal in the last seconds of the game. They whipped all Deaf Schools especially ASD (45 - 16) and MSDSD (34 - 14) who came in as the National Prep Champs favorities. The MSD team was selected as second best among the Deaf Prep Schools.

Mike remembers fondly his fellow members of the Class of 1980 who opened and operated the first Snack Bar in the basement of the Foxwell-Maylan Hall. They raised the funds over three years that resulted in a great senior trip to Disney World in Orlando, Florida, a new record for the "farthest" senior trip in MSD history.

The special memories Mike holds were of friendship with all of the students at MSD, especially with the members of the Classes of 1979 and 1981. He loved his school life at MSD. His athletic activities at MSD included football, baseball, and track during his high school years. During his senior year, he was selected to Art Kramer's First Team Deaf All-American football team. He was involved in Jr. NAD and theater productions. He also was the Senior Class President and Editor in Chief of The Cornerstone of 1980.

Mike attended Gallaudet University from 1980 to 1985. The highlights of Mike's college life were: Student Body Government President (1982-1983), member of Kappa Gamma Fraternity, Gallaudet Football Team (1984), Gallaudet Thespius Arts Productions (1980-1982) and Youth Leadership/Camp staff (2 summers). His special fond memories are that he enjoyed coast to coast from Virginia to Oregon for 4000 miles and back-packed in Europe visiting 15 countries in three months.

For his work experience at Gallaudet University, Mike worked for the Personnel Office as a Human Resource Generalist from 1988 to 1989 and Human Resources Supervisor from 1989 to 1991. He became the Director of the Interpretive Services from 1991 to 1992. He began employment with the Sprint Corporation as an account manager for the Maryland Relay from 1992 to 1996 and is currently the National Program Manager in Denver, Colorado. His current responsibilities are: overseeing the Sprint Relay Program covering 23 State Relays and a Federal Government contract; managing Sprint Relay Strategic Plan; Profit and loss of product, State by State plan, Product Plan, One-year plan (short term), Three-year plan (long term); managing Sprint Relay Life-cycle team covering Billing, Contracts, Engineering, Finance, Operations, Training, and Subcontracts to ensure the quality and delivery of services; and coordinating telecommunications industry issues with the Federal Communications Commission and the State Governments.

Mike Baer's words of wisdom for the MSD students are:

1. The Good Samaritan
   An inspirational story from the Bible about the good Samaritan shows that hard work and good deeds pay rewards in life. Even though we all experience loss in life, hard work, good deeds and integrity cannot be suppressed by anything else.

2. Win-Win Situations
   Life is a big game in a political fishbowl. No matter what situation you are in, always look for a win-win solution for anything negotiated. As a member of a group (Deaf Community) in America, we often experience decisions that would affect the quality of our lives. Creating a win-win situation instead of "take it or leave it" is the name of the game. With a variety of available technological resources such as test devices, internet, and sign language interpreters, opportunities for the Deaf Hand of Hearing Communities are simply unlimited. We should not be too sheltered within our community but instead we strive to be part of America's win-win culture as long as our language (ASL) and culture are preserved.

   Foster a balance between work and leisure. Once you achieve a balance in both, you will be able to produce greater results.
LET'S CONTINUE TO BUILD A NEW RED BRICK ROAD AT MSD! HOW? PURCHASE A BRICK TO SUPPORT ADVANCED TECHNOLOGY AT MSD!

SUSAN BROWN
Class of 1996

BEST WISHES
Jones Honda

Grandparents of
Jennifer Jones
PAT & BOB SMITH

Inscribed in brick - be a part of history! The area near the water fountain between Bjorlee Library and Ely Building at the historic Frederick Campus of the Maryland School for the Deaf will be paved with bricks containing names of students, alumni, parents, friends, organizations, businesses, faculty, and staff. Orders are being accepted now for the second installation! The bricks will be installed during the summer of 1999.

Individual/Family - $50 per brick  *  Organization/Business - $100 per brick

Yes! I want to purchase ___________ brick(s). Enclosed is a check for $__________.

Name ____________________________________________________________

Address _________________________________________________________

Phone __________________________________________________________

Inscription is to be up to two or three lines and 15 characters per line.

Name Brick Order #1
Line 1 ___________________________ ___________________________ ______
Line 2 ___________________________ ___________________________ ______
Line 3 ___________________________ ___________________________ ______

Name Brick Order #2
Line 1 ___________________________ ___________________________ ______
Line 2 ___________________________ ___________________________ ______
Line 3 ___________________________ ___________________________ ______

Send check payable to MSD-PTCA and order form to the following address:

MSD-PTCA Brick Project
Maryland School for the Deaf
101 Clarke Place, Box 250
Frederick, MD 21705-0250

Deadline - May 1, 1999

Questions? Contact either Brick Project co-coordinator, Beth Sonnenstrahl Benedict, Class of '76 at (301) 540-3544 TTY or Karen Sheffer - Tucker at (301) 371-8941 TTY or via Maryland Relay at 1-800-735-2255.

WHENEVER YOU WANT TO CHANGE ANY LETTERS OR WORDS, PLEASE PUT IN WRITING AND ADDRESS IT TO EITHER BETH OR KAREN.
Columbia Administrators Dr. Richard C. Steffan, Jr. (far left) and Mr. Albert J. Couthen (far right) accept yet another generous donation from the Coffren family. Presenting a series of books about African-Americans to the school are Mr. Richard Coffren and his granddaughter, Jackie Coffren (3rd Grade).