Five and Counting...
The Maryland Bulletin
USPS No. 331-660

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ON THE COVER


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Valedictory Address

Taking Steps Into the Real World

By Nicole Marie Sicichte

Good Morning! Today, June 12, 1999 is the day when we, the Class of 1999, will step into the Real World. As we prepare to receive our diplomas and say good-bye to MSD, I am nervous and excited. I am sure the other seniors feel the same way. This is a special day we will always remember.

After we graduate, we are going to be in the real world where we will go through some bad and good times. This is to be expected. This is the day where we begin to follow the path that leads to the future. When we leave the auditorium, our paths will go different ways. Some seniors will be going to college this fall; some will be working. As we step out into the world, it is important to know that we leave sharing some very dear memories.

Here at MSD, we all have had so many good memories, ones that we will never forget. I would like to share with you a quote by Prentice: “Memory is not as brilliant as hope, but it is more beautiful, and a thousand times as true.” The memories that we take with us as we leave MSD will help us to look to the future with hope. We have learned and grown here together. We will always have our memories on which we can build our hopes and dreams.

We don’t know where our future will lead us. One of my favorite quotes is from the movie, “Forrest Gump”: “Life is like a box of chocolates, you never know what you’re gonna get.” As we step out into the real world, there will be some failures and successes in our lives. It is important that we stay positive if we fail at something. Looking on the positive side will help us to change our setbacks into gains. As Helen Keller once said, “Keep your face to the sunshine and you cannot see the shadow.”

Seniors, today the whole world stands before us. We have dreamed and hoped for this moment. Do not give up on your goals. Keep doing the best you can. We have worked hard to stand on this stage and graduate. If we had given up when the tests were hard or the work seemed too difficult, we would not be here today. If you give up on your goals for life, then you will never succeed. A wise man once said, “By failing to prepare, you are preparing to fail.”

I remember when I was graduating from Columbia, moving to Frederick to go into middle school, I said in my speech that I loved to run. When I moved to Frederick, I realized there was a great building where I had to run to get to classes on time. Life is a race we must prepare for. We have prepared and we are prepared to succeed.

In the future, when you see a chance, you should just grab it and not let it slip out of your hands. As William Jennings Bryan said, “Destiny is no matter of chance. It is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved.” We have prepared for this day. It is not by chance that I stand before you representing the MSD Graduating Class of 1999. We have learned and we have achieved. However, we have not arrived here alone. We would like to thank our parents, teachers, all MSD staff, and friends for helping us to this day! Without your help, we wouldn’t be here! Also, we would like to thank our parents for sending us to this school! To the students who are still in school, good luck! And also to all the seniors, best of luck! Now comes the uncertainty of our future. However, I am proud to announce that the Class of 1999 is prepared to achieve and succeed in the real world!
Remembering the Moments

By Allison Elizabeth Tyler

After waiting for a long period of time, the day is here. As I stand before you, looking at you all, it reminds me of the special memories I have made with you at MSD. Right now, my mind is filled with a lot of them.

I remember the first day after I moved to Frederick from Columbia to enter middle school. I was really nervous to meet the “big” kids, but in the end, they gave me lifelong friendships and many memories.

They say that we don’t remember days, we remember moments. How true. I have so many moments I will never forget. I remember going to Sandy Point Beach when we were 8th graders; I remember jumping in the big puddle right in front of the middle school girl’s dorm after we returned from the Green Top Camp. Winning a contest and giving a speech to Governor Schaefer. I remember my first kiss. I remember when Teri dove into the pool the wrong way and dislocated her arm; I remember when Stephanie, Nicole, LaToya, and I had a jelly bean fight in our dorm room; I remember late night chats and an occasional crying with a special friend. And I have so many more.

And I am sure that you, my classmates, the families here today, the teachers, all of you have a million moments that you remember as well. As I look back, the memories I have made here at MSD were some of the best times I have ever had in my life. I hope that you feel the same way as you remember your special memories here.

Some people who we remember are not here with us today. Darla, Jesse, and LaToya—good friends—have moved away. And on this day, we all should remember Cleveland Stanley who was supposed to receive his diploma with us today. We miss him.

I would like to share a few things about this special school. I am going to really miss the hallways because every time I walk in the hallway, there would be at least somebody for me to talk to. Being able to talk to anybody, I can feel the feeling of family in this school. As a student at a public school, I never felt a thing like this. After I moved to high school from middle school, I still talked to my old teachers. I strongly feel that MSD was a second home for me.

Well, like I said at the beginning, the day is here. After all the years, and months, weeks, days, after all the moments we are here together to create a new memory, a memory we will treasure always; the day we graduate from MSD.

We need to realize that today is our last day together. After today we go about our own ways and begin our new lives. We all will be making new memories of our own. Even though we will go our separate ways, we will always be able to laugh, cry, and share those treasured memories we have made here at MSD.

I will miss you all and will ALWAYS remember you.
Congratulations, Graduates of the Class of 1999. Today is a milestone in your lives, a truly special time for you, your family, your friends, and your school. This is a time of pride, celebration, and change. As a class, you have accomplished much at school, with great gratitude to your teachers, staff, families and friends who have helped to instill in you much more than the simple 3R’s of school. 
Now the time has arrived for you to move ahead, to assume more control of your life, to define and pursue your goals, and to soar. You will follow different paths in life, some of you will go to college, some of you will seek jobs, and some of you may still be working on your future plans.

As your graduation speaker, I am obligated to impart to you certain messages of wisdom. So, here are my four principles for effective lives:
1. Create your road.
2. Use your head.
3. Follow your heart.
4. Network for support.

I will illustrate these points using an analogy about birds. To create your road means to determine your purpose and destiny in life. Birds are destined to fly and to perpetuate their species. To use your head means to know what to do to survive and thrive. Birds will learn from other birds the importance of finding food and a safe shelter. To follow your heart means to believe in yourself. Birds by instinct know that flying is the right thing to do, and they will soar. To network for support means to succeed by linking up to a good community or a viable support group. Birds fly in flocks, helping each other to create sturdy nests, to feed their young, and to guard against predators.

What do these four principles mean for people?

First, create your road. What is your vision? What is your goal? Dare to dream and be a dream-maker! Because people had visions, amazing things have happened. For example, the United States of America was created because of a group of people who believed 225 years ago that all people were children of God and therefore deserved equal rights to live their lives according to their beliefs. About 175 years ago Thomas Gallaudet went on a quest to Europe because he believed that deaf children could be and should be educated. Tom Edison envisioned light without fire. President Kennedy challenged scientists to put together their brains to put a man on the moon. Martin Luther King used human rights, civil rights and the laws to make progress for all humans. At Gallaudet, we used previous civil rights strategies and precedents to accomplish our goal to get a deaf president.

Education and Employment go hand in hand. President Clinton stated, “The more you learn, the more you earn.” The better your education and your job, the better your life will be. Continue your education. Use
your head, your knowledge, and your judgment.

Third, follow your heart. Whatever road and goal you set for yourself, you must believe that you can do it! The biggest barriers are negative perceptions, mindsets and attitudes, both within yourself and by other people. To believe in yourself is the ultimate barrier-buster. You are great. You are scholars, athletes, community volunteers, scouts, and great students. Can that can’t; change negatives into positives. Doubts, struggles, and failures are common. Thomas Edison tried nearly 2,000 times before he finally invented the light bulb. He considered this not 2,000 mistakes but 2,000 steps towards his goal. Gallaudet used his knowledge and faith to make mid-course corrections; he shifted direction from England to France. Pencils have erasers. Learn from these lessons. Believe in yourself.

I recall my first job interview, in the 1960’s. At that time, the world was very different than it is today, without interpreters, TTYs, relay services, and captioned media. During my interview for a vocational rehabilitation counselor position in Washington, D.C., I was asked by the VR director to communicate directly with him rather than to use a pen and pad. He believed that it was impossible for me to get jobs for other deaf people if I could not communicate with the prospective employers. The interview of course came to a screeching halt. I had no recourse but to write down my abilities, why I should be hired for the job, and that not hiring me would be a loss for both the VR agency and the deaf community. Then I stormed out of this interview. I never expected to hear from the director again but much to my surprise, I received a terse telegram the next day (remember, no TTYs in those days!) stating, “You got the job. Please show up on Monday morning.” I had this VR job as my goal. I used my head during the interview, and I followed my heart. The strength of my belief gave me the courage to defend my abilities and to walk out in the middle of the interview.

Fourth, network for support. Birds flock together. Americans banded during the revolutionary war and reached out to allies such as France for support. Gallaudet knew he would fail without the support of a deaf French teacher, Laurent Clerc; Gal- laudet convinced Clerc to become an equal partner in the creation of effective education for deaf students in a fledgling country. This partnership between deaf and hearing persons is the continuing legacy of Gallaudet. Martin Luther King drew diverse people together towards mutual causes in the pursuit of human rights for all. Deaf President Now at Gal- laudet was founded upon both diversity and unity, people committed to actualizing for themselves the human right to self-determination and self-representation. Without the support of these diverse groups people, the mountain could not have come to Gal- laudet.

Support systems exist for you, too. You can seek it out or create one, wherever you go. In college, on the job, in the community. Use your support system of contacts, friends, family members and mentors. Do not be afraid to befriend people different from yourself.

As you get more experience, you can and should become somebody else’s support system. When I first set off to Gallaudet from my hometown, New York City, an elderly deaf person said to me, “Roz, it is great you are going to college. But please be sure to stay in touch with your people and to later give back to the community for all its support for you during your growing years. Home is wherever you eventually settle; there will be communities there that will need you.” I have never forgotten this wise old man’s words and have strived to give back by being a friend, a positive supporter, and a mentor for others, both at work and in the community. Do stay connected to the MSD alumni organization, the Maryland Association of the Deaf, your family, community or church group.

More than that, you can help empower other people, not by giving them fish to satiate their appetites but rather by teaching them how to fish and become more capable themselves for a quality life. If each one of you reaches or teaches 10 other people each year for the next 25 years, you will have 250 more links in your support system. Multiply this by the number of graduates — 22 — in your class and the number will become awesome — 5,500 more people who will support a better life quality for all of us. This is what networking for support means. Plant little acorns, nurture them, and in a few years they will be great trees — tall, strong and proud — like you.

You are indeed fortunate to have attended the Maryland School for the Deaf. The Maryland School for the Deaf is rated as one of the top schools for the deaf in the United States. MSD has a visionary superintendent, Mr. James Tucker, energized faculty and committed staff. Now, do you think Commencement mean school is finished? No way. School is never over, life itself is a life-long learning love affair. The world changes so rapidly that you do need to continue your learning, your curiosity, your creativity, your reasoning, and your networking, to succeed in your life. To sum up, as Jesse Jackson so eloquently stated, “it is not only your aptitude but also your attitude that will determine your altitude.”


Create your road, use your head, follow your heart, and network for support. You will soar. We are all proud of you. Best wishes.
Graduate Gayle Slaughter basks in the festive atmosphere.

Graduates huddle together moments before the start of Commencement Exercises in Seminar Room.

Graduates Samuel Thuahnaï and Stephanie Gao sign together a poem written by Samuel Thuahnaï, “Salutation to Seniors”.

Mr. James E. Tucker, MSD Superintendent [1], presents a plaque of appreciation to Dr. Bonnie C. Ward, Kent County Public Schools Assistant Superintendent of Instruction, Curriculum, and Staff Development, recognizing her work as MSD’s Curriculum Consultant from 1993 to 1999 and her role in helping MSD successfully implement a public school curriculum.
Graduate Khao Tep receives his Maryland State High School diploma. (Left) Mrs. Barbara Kinzie, Senior Class Sponsor; Mr. James E. Tucker, MSD Superintendent; Dr. Jeffrey W. Lewis, President of the Board of Trustees; Mr. John Smarlin, Acting Principal of Columbia Campus; and Mr. Kevin Strachan, Senior Class Sponsor.

After receiving his diploma, Graduate Patrick Holness signs "I Love You" to the audience.

Smiling graduates Laura Tarbox, Teri Monroe, Patrick Holness, Samuel Thuahmai, and Belynda Bailey take advantage of a brief break by posing for the camera.

Graduate Franco Korgics, shown with his proud mother Joette, celebrates a new beginning in life beyond graduation.
The following students have met the Maryland School for the Deaf Graduation Requirements:

**Belynda Buabong Kristiana Bailey**
**Christopher Marlowe Barnes**
**Juan Carlos Borroto**
**Gary Aiden Denmark**
**Mary Margaret Faulkner**
**Patrick Ameho Holness**
**John Horace Jones IV**

**Frank Joseph Korgics**
**Edward McKinley Lowe III**
**Timothy Scott McAlevy**
**Teri Roberta Monroe**
**Jonathan Louis Ricks**
**Nicole Marie Sichette**
**Gayle Alexandria Slaughter**

**Daniel Bruce Nesbathaugh**
**Laura Jeanne Tarbox**
**Khalo Ida Tep**
**Tiffany Claudia-Mattie McLean Thomas**
**Samuel Alexander Thanhmai**
**Allison Elizabeth Tyler**
**Stacey Danielle Zile**

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**MSD GRADUATION REQUIREMENTS**

I. Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>or 6 credits of Mathematics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>One credit must include either Health or Biology</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>7 or 10 credits (dependent upon Mathematics requirements)</td>
</tr>
</tbody>
</table>

Total Required Credits: 26-29 credits; a minimum of four credits must be taken after completion of the eleventh grade.

II. Four-year High School attendance, including the Senior year at MSD, is required.

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The following students have met the Maryland High School (Maryland State Department of Education) Graduation Requirements:

**Belynda Buabong Kristiana Bailey**
**Juan Carlos Borroto**
**Stephanie Debra Gasco**
**Mary Margaret Faulkner**
**Patrick Ameho Holness**
**John Horace Jones IV**

**Frank Joseph Korgics**
**Edward McKinley Lowe III**
**Timothy Scott McAlevy**
**Teri Roberta Monroe**
**Jonathan Louis Ricks**

**Laura Jeanne Tarbox**
**Khalo Ida Tep**
**Samuel Alexander Thanhmai**
**Allison Elizabeth Tyler**
**Stacey Danielle Zile**

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**MARYLAND HIGH SCHOOL GRADUATION REQUIREMENTS**

In order to graduate from a Maryland secondary school, a student must earn a minimum of 21 credits beyond the eighth grade and pass functional tests required by the Maryland State Board of Education.

Specific credit distribution is shown below.

I. Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits (including American Studies I &amp; II, and Modern World History)</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits (one must be biology)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Health</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit (Music, Art, Drama, or Photography)</td>
</tr>
</tbody>
</table>

| Advanced Technology   | 2 credits   |
| or Foreign Language   | 2 credits   |
| or State Approved Career and Tech Program | 4 credits |
| Electives             | 3 credits   |
| Student Service Learning | 75 hours   |

The elective units may be chosen from offerings in any curricular area. Questions regarding High School graduation requirements should be directed to the High School Assistant Principal.

**SPRING 1999**
Honor Awards

The annual honor awards night held on June 9 is always a positive influence on MSD students. Award recipients demonstrate highest level commitment and competency in their work. They set high standards for themselves and then offer strength and support to other individuals. Honorees are as follows:

Dedication of 1999 Cornerstone (MSD Yearbook):  
John Keeshan

Optimist Club Middle School Awards:  
(eight $50.00 awards)  
Tanner Ashley, Josephine Anda, Amy Dwyer, Jeffrey Ralls, Kristen Suiters, Gisella Tomita, Jenica vonGarrel, and Andrew Weinig

MSD Foundation Outstanding High School Student:  
(two $50.00 cash prizes)  
Marissa Chopper and Andrew McAllister

MSD Foundation Outstanding Middle School Student:  
(two $50.00 cash prizes)  
Kristen Suiters and Jessica vonGarrel

MSD Foundation Outstanding Career And Technology Student:  
(two $50.00 cash prizes)  
Kimberly Roy and Jesus Ponzaxandre

Hazel McCannier MSD History Award:  
High School Award ($125 cash)  
Laura Tarbox

Middle School Award ($60 cash)  

MSD Foundation Middle School Reading Award:  
(two $25.00 cash prizes)  
Priscilla Biskupiak and Megan Hartlove

High School Faculty Pride In Self Award:  
(two $25.00 cash prizes)  
Daniel Strabsbaugh and Carrie Walshman

Frederick Art Club Award:  
($75.00 cash award divided)  
Larissa Clapp and Shana Lehnman

Yvette Benton Memorial Award:  
(Middle School - $50.00 cash prize)  
Dolisha Mundy

Harry Benson Alumni Association Award for Athletics:  
(two $25.00 savings bonds)  
Belynda Bailey and Franco Korpies

George Faupel Alumni Association Award for Drama:  
(two $25.00 savings bonds)  
Best Actress: Kimberly Clapp  
Best Actor: Ryan Zarembla

Drama Club Awards:  
Outstanding performance in a minor role:  
Jessica vonGarrel  
Best supporting actor in a minor role:  
Joshua Walker  
Best supporting actress in a minor role:  
Lauren Lohneysen  
Most Promising Actress:  
Tabitha Markel

May Frances Vance Alumni Association Award:  
(one $25.00 savings bond)  
Samuel Thubain

James H. Behrens Alumni Association Leadership Award:  
(plaque)  
Patrick Holness

PTA Golden Hands Awards:  
(six plaques)  
ES: Amanda Biskupiak and Ryan Turner  
MS: Amy Dwyer and Jeffrey Ralls  
HS: Belynda Bailey and Franco Korpies

PTA Reverend Louis W. Foxwell Award:  
(plaque)  
John Keeshan

Division No. 163 of National Fraternal Society of the Deaf Awards:  
(two awards - outstanding seniors)  
John Jones and Belynda Bailey

Free State Chapter, Gallaudet University Alumni Association Scholarship:  
($200.00 award upon completion of 1st semester; only one “C”, other grades above)  
John Jones

The Laura J. Struthers Memorial Scholarships:  
(two $400.00 scholarships upon successful completion of 1st semester)  
Belynda Bailey and Patrick Holness

The Margaret Kent Scholarship:  
($500.00 awarded upon successful completion of first semester)  
Nicole Sicchetti

The Bernice Shockley Scholarship:  
($400.00 awarded upon successful completion of first semester)  
Allison Tyler

Gallaudet University Presidential Awards:  
($1000.00 scholarship)  
Franco Korpies, Teri Monroe, and Samuel Thubain
Mr. J. R. Hamilton of Optimist Club presents eight awards to middle school students. Pictured are (l to r) Josephine Auda, Jessica vonGarrel, Jeffrey Ralls, Kristen Suiter, Tanner Ashley, Gisella Tomita, Amy Owyer, and Andrew Weisig.

Ms. Marsha Flowers, Assistant Principal of Middle School Department presents MSD Foundation Outstanding Middle School Student awards to Jessica vonGarrel and Kristen Suiter.

Winners of Drama Club awards are: (l to r) Tiffany Thomas, Ryan Zarembska, Kimberly Clapp, Joshua Walker, Tabitha Markel, and Jessica vonGarrel.

Ms. Donna Vogeler, MSD Alumni Association Officer, (r) presents the James H. Bemben Alumni Association Leadership award to Patrick Holness.

John Kerohan, Student Life Counselor, is proud recipient of PTA Reverend Louis W. Foxwell award.

Andrew McAllister and Ryan Zarembska proudly display their National Honor Society certificates. Standing between them is Mr. James E. Tucker, MSD Superintendent.
Universal Hearing Screening Bill Becomes Law

On April 27, 1999, Governor Parris Glendening signed House Bill 884/Senate Bill 624 which mandates that universal hearing screening will take place in all hospitals in Maryland. Maryland is the tenth state in the United States to pass a universal hearing screening law. This law means that all children who are born in Maryland hospitals will be screened for hearing loss before they are released from the nursery. This means that families will have information right away if their child has a sensorineural hearing loss. Results will be reported to the State Department of Health and Mental Hygiene and appropriate follow-up will occur for each family.

This law dictates that all hospitals in the state of Maryland will procure the appropriate equipment to begin training their staffs by October 1, 1999, and that full implementation will begin July 1, 2000. At present, eight of Maryland's thirty-seven hospitals already conduct universal hearing screening of newborns before they leave the hospital. Children may be screened using Auditory Brain Stem Response testing or Otoacoustic Emissions (OAE) testing or any new technology as it becomes available.

Prior to passage of this bill which was sponsored by Senator Thomas L. Vanfour, of Baltimore County, and Delegate Sheila E. Hixson of Montgomery County, twenty-one Maryland hospitals tested newborns with high-risk factors such as family history of deafness, prematurity, and low birth weight. Infants who had to spend time in neonatal intensive care units were screened before they left the hospital. However, statistics kept by MSD and by the Maryland Department of Health and Mental Hygiene (DHMH) indicated that at least half of the children who are diagnosed in Maryland as having significant hearing loss had no high risk factors, thus these children's hearing losses were often identified at a later age.

Previous efforts to pass a bill of this nature had failed in the past because of cost concerns. A bill submitted to the 1998 legislative session passed in the Maryland Senate, but it did not pass in the House of Delegates due to concerns regarding financial impact. However, a coalition was established in the spring of 1998. The Coalition for Universal Screening of Hearing in Our Newborns (CUSHION) included representatives from thirty organizations.

These organizations included:

1. Program to identify Impaired Infants, which is housed at DHMH;
2. MSD;
3. Maryland Infants and Toddlers Program;
4. Maryland State Department of Education;
5. Maryland Hospital Association;
6. Hearing and Speech Association of Baltimore;
7. Alexander Graham Bell Association for the Deaf;
8. Maryland Academy of Audiology;
9. The Governor's Office on Disabilities;
10. Hearing and Speech Language Hearing Association;
11. Maryland Association of the Blind;
12. The Association of Maryland hospitals and Health Systems;

Representatives from these groups met regularly to plan their strategies and to make appropriate contacts among a variety of groups to ensure the passage of the bill. Input was solicited from parents, service providers, and other interested parties.

On February 26, 1999, the Maryland Senate held a hearing regarding passage of the bill. Many professionals, including Maryland State Superintendent of Schools, Dr. Nancy Grossman, Dr. Martin Kaserman, Secretary of the Department of Health and Mental Hygiene, Dr. Irene Britkink, Director of the Program to Identify Hearing Impaired Infants, parents of deaf children from local school systems around the state, and other service providers testified in support of the bill.

Superintendent James Tucker and Dr. Ruth Howell, Director of the Family Education/Early Intervention Department (FEEI) testified in support of the bill on behalf of MSD. Mr. Tucker shared information regarding the positive impact of early detection. Families whose children are identified at an early age and who acquire language at an early age generally are more successful academically, socially, and linguistically. Dr. Howell also spoke in support of the bill; she shared her concerns that MSD's FEEI Department had received referrals of several children whose parents were identified as deaf for services during the 1998-99 school year. She also noted the impact of delayed diagnosis on deaf children and their families; she then introduced Mrs. Theresa Cook to tell her story about her son Bradley.

Mrs. Cook of Hampstead brought her three year old son, Bradley, who attends FEEI's inderclass at Frederick's Storer Hearing. Mrs. Cook explained her family's story of dealing with the medical community and with service providers who did not assist her when she expressed concerns about Bradley's lack of speech and language development. She shared her frustration and disappointment in not hearing Bradley's hearing loss identified until he was two and a half years of age. Their family had no prior experience or knowledge of deafness, and because Bradley had no high risk factors, he was not screened for hearing loss at birth. She urged the legislators to support passage of the bill so that other families would not face the same difficulties that her family had faced. The Senate passed the bill unanimously and sent it on to the House of Delegates.

On March 9, Dr. Howell, Mrs. Cook, and Bradley returned to Annapolis during the winter's only major snowstorm to testify at the House of Delegates in support of the legislation. The delegates were receptive to everyone's testimony regarding the importance of this legislation. Representatives from CUSHION again testified on behalf of the bill and answered questions regarding cost and use of equipment.

The Program to identify Hearing Impaired Infants and its Advisory Council will be responsible for implementing the Universal Hearing Screening process in Maryland. Hospital personnel will receive training regarding use of the equipment and information regarding how babies will be tested and how follow-up will occur if the infant fails the initial screening. Protocols have been approved by the Maryland Hospital Association and by the insurance industry. The initial screening per infant is projected to cost approximately $30.00 per child. Legisla
tive analysis predicted that annual state Medicaid costs would be approximately $400,000 state wide. The remaining annual costs among state residents through insurance premiums would amount to 80 cents per employee.

New testing equipment will allow the infants to be screened in a non-intrusive manner. The testing can be done by trained technicians who will keep the cost of testing within reasonable limits. The cost of OAE is approximately $30.00 per child. If the child fails OAE, a follow-up screening is done. If the child fails the second screening, the hospital will follow the protocols established by DHMH to be sure that the child and family receive support and referrals to appropriate resources.

The Universal Hearing Screening in Maryland should reduce the number of children who are identified at a later age. Dr. Wasserman of DHMH noted that approximately 420 babies are born with hearing loss in Maryland each year. The Maryland Infants and Toddlers Program (MIPP), its local infants and toddlers programs, and MSD's FEEI Department expect to receive more referrals when the program is fully implemented. MIPP will continue its collaboration with MIPP and DHMH to ensure that families know about the options available to their children and the range of services available to assist them.
In so many ways, the lives of high school students are the same. Our days are filled with homework, test books, papers, quizzes, and more homework. But this year, a group of high school students at MSD had a totally different experience. The International Oriole tour, now in its third year, took MSD out of the classroom and traveled abroad. This year we visited four spectacular countries: Ireland, Scotland, Wales, England.

After a six-hour flight, we arrived in Shannon, Ireland and were immediately and absolutely amazed with the scenery of Ireland: how completely green the grass was, how many hills there were, and also how narrow the roads were. From that moment, we knew this was going to be a great trip. As we traveled through Ireland, we visited many castles, parks, pubs, and villages. Through these places, we saw Blarney Castle, where everyone kissed the Blarney Stone which is famous for the "gift of gab." We also saw the Ring of Kerry, which is 112 miles around the town of Killarney. It was so beautiful and different, yet strangely it reminded us of home. One of the villages we visited was our favorite because there we had a traditional Irish bunch which everyone loved. We also loved Dublin, the capital of Ireland and it was packed with people. This city was amazing with so many attractions, and all the kids found interesting things to do. Also, we found the site of the National Association for the Deaf of Ireland here in Dublin. One man, Shane Kevagh, came and stayed with us for the remainder of the evening and told us about the deaf population and clubs in Ireland. He told us that there are 5,000 people in Ireland with only 4 or 5 certified interpreters. This whole day in Dublin was a blast!

We left Ireland on a huge ferry. The ferry had everything: restaurants, pubs, snack stores, arcades, and a fancy interior. Everyone was pleased with the ferry and had a great time looking forward to arriving in another new country, Wales.

We were in Wales for only one day, yet we saw many things and really enjoyed ourselves visiting different places in Wales. The main thing we saw in Wales was the biggest town name in the world, Llanfairpwllgyngogerychwyrndrobwllllantysiliogogoch. There we met a woman who could pronounce the name of the town perfectly, but it took her a while. I was totally amazed with the name and the woman. We then toured the Snowdonia Mountain Range and Park, the highest mountains in Wales and an amazingly beautiful place. I was attracted to the height and beauty of the mountains that were nothing like the mountains here in Maryland and nothing like those anywhere else in the world.

At Blarney Castle, Jimmie Etheridge kissed the famous Blarney Stone for good luck.

the British Isles. There we met two deat Welsh boys who were on spring break. We learned the Welsh Ingr-spelling methods and we also gestured with them about their school and life in Wales. What a great experience!

Our first stop in Scotland was the town of Gretna Green, where there used to be 100 weddings a day. Scottish men and women would escape to this place to get married without their parents’ permission. We visited the University of Glasgow for a short time. It was adorned with beautiful, ancient wood carvings. Then we visited a few nice towns, Sterling and Inverness, and toured their castles. Sterling Castle was on a huge hill that we all had to hike up. This was the toughest hike we had ever been on, and it was especially tough on the adults! The Inverness river ran through the city making it one of the most beautiful sights on the trip.

We finally reached Loch Ness, the place we all had been waiting for, to perhaps spot the legendary monster. We went to a small travel center and found a plastic statue of Nessie, the monster, and a few small stores. Many of us were disappointed with the outcome of the situation, but we tried to enjoy ourselves by taking pictures with the fake monster. Oh well.

In Edinburgh we slept at the University of Edinburgh. The university was very nice and everyone got his and her own private room. Led by our favorite guide, Robbie, the Scottish man with a kilt and a great sense of humor, we saw the old and lovely city of Edinburgh including Alexander Graham Bell’s memorial and the home of Robert Louis Stevenson, the author of Treasure Island. Edinburgh is my favorite city because Ryan, Adam, Travis, and I climbed up one huge mountain near the university and we could see a 360 degree view of the whole city.

Kirsta Walker, our interpreter, with Robbie Stevenson, our city guide narrated the history of Edinburgh Castle.

Students took a short break from the long bus ride by walking around at Snowdonia National Park in Wales.

It is the most beautiful city I have ever seen. Everyone in the group agrees that Edinburgh is the place you must visit when you go to Scotland.

The most lovely country was England. We were constantly doing something everyday. We saw and experienced so much. We saw the Lake District, and took a boat ride on the biggest lake in England with its breath-taking scenery. We also saw the home of poet William Wordsworth, who is famous for his poetry about the Lake District. Near this place, we also saw Castleriggs, a rocky circle that is older than Stonehenge by 1,000 years. The stone formation was interesting and smaller than Stonehenge.

We traveled to York, where we saw the York Minister, a huge cathedral with beautiful ivory carvings and a beautiful interior, and then to Bath, which is famous for their Roman Baths. The Baths were in ruins, but still held a kind of beauty. We went to Stratford-Upon-Avon, where Shakespeare was born and raised and then to Trinity Church, where Shakespeare is buried. We also visited Salisbury Cathedral where we saw the Magna Carta that was signed by King John. And we saw the strange and silent Stonehenge, my favorite place in all of England. You see? All that before London!

Our days in London were filled with a busy schedule. We visited Westminster Abbey, where over 30,000 people are buried and where Prince Diana had her wedding and funeral. We watched the changing of the guard at Buckingham Palace, and we toured the Tower of London, where we saw the Crown Jewels. They were so sparkly and valuable. We also saw the Cabinet War Rooms. They had so much information about World War II, and I felt that I was taking a crash course on the war. It was a wonderful experience; some students in the group were so fascinated with the information that they went through the War Rooms again.

In Trafalgar Square, we fed pigeons from our hands. Harrods’ Department store, the London Dungeons, Madame Tussaud’s Wax Museum, the Globe Theater, and Sherlock Holmes’ residence on Baker Street, we saw it all.

On our last night, the group gave me a surprise birthday at the Hard Rock Cafe! What a thrill! Then we went swimming at the hotel and enjoyed ourselves all night. A perfect ending to a great experience.

Sixteen students. Eighteen days. Four countries. And a million memories we will keep with us for a lifetime.

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Cracking the English Code …

James E. Tucker, Superintendent

Reading English has been, currently is, and will be in the foreseeable future a num-
ber one critical skill for deaf students every-
where, including students at MSD. Bet-
ter paying jobs in our society almost always
require excellent reading skills. In the past 185 years, the field of Deaf Education has
spent billions of dollars educating millions of
Deaf students in North America. We be-
lieve we have an understanding of how some
students develop into terrific readers, and
why some students do not. Armed with a
large body of reading development research,
literature, cutting edge instruc-
tional materials, and telecommunication
technology, we often succeed but sometimes
fall short in helping students achieve on-
grade English reading skills. Let’s examine
critical factors which lead to successful read-
ers.

Educators now know it is “a race against
the clock” when it comes to deaf babies and
acquiring languages. Neurologists suggest
that the window of opportunity for language
learning is from birth to 3 years old, and if a
child does not acquire language during this
critical period, the child’s mind may become
“punished.” That is, the mind loses its “plas-
ticity” to acquire language, and they struggle
for years to achieve adult fluency in Ameri-
can Sign Language and English. The first
question MSD educators ask parents when
their child visits MSD for an admission
evaluation is, “When did your child learn
language?”

The State of Maryland now has a law in
place, effective October 1, 1999, requiring
all hospitals to provide universal screening
for hearing loss for all newborns. MSD’s
Family Education/Early Intervention Pro-
gram and Maryland counties’ Infants and
Toddlers Programs (ITPs) emphasize early
language acquisition. It is with great hope
that the universal screening law will pave
the way for MSD and all local ITPs to im-
mediately and collectively provide pro-
grams/services to newly identified deaf ba-
bies and their families. Language
acquisition cannot and must not happen only
at school. It must happen at home.

There are 180 school days yearly, so a
child spends the majority of the year at home
— 185 days. Parents have all the power in the
world to mold their child’s environment at
home. It is now common knowledge that
parents play a very important role in devel-
oping their child’s reading skills. Parents
model as readers themselves. Parents read
to their children. Parents arrange their
houses, so that reading materials can be found
everywhere.

Television viewing must be kept to a mini-
 mum. Our society is saturated with the cul-
ture of television, and a child watches an aver-
age of anywhere from 20 to 30 hours of
television a week. This is staggering if you
add them up over a year and the child’s first
18 years. One may argue that closed cap-
tions help children read. They may not de-
gree for a more experienced reader; but, for
beginning reader, they need real books where
t hey can manipulate with their eyes
and hands. The printed word, unlike televi-
sion captions, can be re-read again and again.
English language in books is expository or
narrative, whereas in television it is more col-
loquial. One hour spent watching television is
one hour lost reading books.

At MSD and many schools/programs for
Deaf students, English is primarily taught
through reading and writing. Different ap-
proaches are used ranging from word attack
skills to whole language approach. Reading
printers, reading skill series, textbooks, li-
 brary books, newspapers, magazines, and
even comic books are used to teach English.
Students acquire American Sign Language
(Language 1) and move to acquiring English
(language 2). There is an interplay between ac-
quiring both languages as they “reinforce”
each other. We have observed students who
move from L1 to L2 effortlessly while oth-
ers struggle with the same transition.

Perhaps the most obvious trait in success-
ful readers is that they love to read. They
read hours and hours daily. I see some stu-
ents at MSD walking from building to build-
ing reading a book. Sometimes, when I see
students waiting in the lobby of the Ambrosen
Building, they read magazines from the cof-
tee tables. Why do they love to read? How
do we encourage this? Can we encourage
this in everyone? If we encourage a child
too much”, there is a danger of turning off
that child”. Can everyone learn to love to
read? When a child does not enjoy reading, what
should we do?

When I taught English at the California
School for the Deaf at Fremont and at Gal-
audet University, I tried every possible ap-
proach for teaching reading. I saw that dif-
f erent approaches worked for different
students; however, I also saw that the most
important factor in developing reading skills
was the actual amount of time actually read-
ing. Yes, this means holding up a book and
putting your nose between pages. Time spent
reading is so correlated to the reading level of
a student. An old axiom still rings true today—you learn to read by reading,…

I have this recurring fantasy that every-
one in this world would freeze for a hundred
years and I would be the only one walking
around, I would then visit every library on
earth and read every single book that was
printed. Why do I have this wish? Was it
taught to me? Or, is it my genes? Was it my
parents who always encouraged me to read?
Or, is it my irrational fear that I need to read
so I would not be caught not knowing some-
thing?

This new millennium is around the corner.
The English language continues to be the lan-
guage of international commerce. Billions
of dollars will be spent in our pursuit of suc-
cessful instructional practices that “guarant-
eed” English reading fluency in all children.
New reading theories will emerge, new edu-
cational approaches will be promoted, and
school children will be given new reading
materials. Learning English, or cracking the
English code, will be a top national priority
for years to come. Educators everywhere,
including MSD instructional staff, will continue
to doggedly pursue the “holy grail” in Deaf
Education: On-grade or above-grade reading
level for all deaf students.  

S P I N G 1 9 9 9  1 3
OSERS Recognizes MSD!
The Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education recently recognized MSD in their list of “Schools with IDEAs that Work!”. MSD was selected for its efforts “to assure: 1) high expectations and challenging standards and curriculum for all children; 2) meaningful participation of all children in all aspects of the school or preschool program, including curricular, academic and non-academic activities, and assessments; 3) good leadership and organizational vitality; and 4) parents as an integral part of the school or early childhood community.” The list of schools is available at the OSERS website (http://www.ed.osers/osep/ideaargs.html).

1998 Maryland Charity Campaign
Congratulations! MSD employees contributed a total of $2,776 to the Maryland Charity Campaign. This exceeded the goal set for MSD by 5%. Thanks to all who contributed for their generosity and for supporting various Maryland charitable organizations, including the Maryland School for the Deaf Foundation.
—Eva Staubitz, Director of Personnel and Campaign Coordinator

Three MSD/Project ACHIEVE Students Receive MA Degrees
MSD teachers and Project ACHIEVE students—Jenny Perry, Mary Ann Rich mond, and Regina LoDuca—received their Master’s Degrees in Deaf Education from Gallaudet University on May 13, 1999. Project ACHIEVE, a school-university program in teacher preparation, offers flexible course scheduling to currently employed school teachers and teacher aides and individuals from underrepresented groups. Partner schools (MSD, Pennsylvania School for the Deaf, the Fairfax County Mainstreaming Program for Deaf and Hard of Hearing Students, Gallaudet University’s Pre-College Programs, and Gallaudet University’s Department of Education) also participate in collaborative research projects, professional development, and curriculum planning.

MSD Hosts the National Deaf Camporee
This year MSD’s B.S.A. Troop 258 hosted the National Deaf Camporee. It was held from April 26th to May 2nd at Camp Tuckahoe near Dillsburg, PA. After school, on Tuesday, April 27th, the troop packed up and departed to camp. Wednesday morning, Assistant Scoutmaster Mr. Tim Vogeler and the middle school students set up an ax yard and proceeded to learn the safe and appropriate way to handle an ax and saw. This year the National Deaf Camporee was composed of Maryland School for the Deaf and Indiana School for the Deaf. Troops from other schools could not take part in this last deaf camporee of the 1990s for a variety of reasons. So the tradition of holding the National Deaf Camporee every odd year continued. Troop 258 decided to host it regardless of how many troops showed up. It would become a cherished memory for all involved. MSD’s troop helped make a short welcoming ceremony after the meal.

That day morning both troops loaded up and hiked to Gettysburg. They visited the Eisenhower Farm, Visitors Electric Map and hiked the Lion-Sony Reb trail. It was 3 1/2 miles long. Finishing the hike, all returned to Tuckahoe for the evening meal. This meal was a little different. While they prepared their modern day foil dinners, a Confederate soldier by the name of Dennis Reen found his way to the camp and cooked their own dinner on the fire using 1000’s methods. While cooking, he discussed life during the Civil War. After dinner, Mr. Reen dressed up one boy from Indiana as a northern soldier and one boy from Maryland as a southern soldier. The boys were fascinated with his presentation.

Friday, both troops headed back down to Gettysburg to hike the nine mile Billy Yank Trail. It was a long hot day, but having Walt, the “Boy’s Life” photographer and Cathy the writer for both Boy’s Life and Scouter magazines along helped add some excitement. That evening the boys gave presentations related to their respective states.

Saturday, the younger boys from both states did archery and a variety of scout skills. The older boys, accompanied by Ms. Jane Redding and Andrew Weidig’s father, Hans, tried their skills on the C.O.P.E. (Challenging Outdoor Personal Experience) course. This is a team-building ropes course. According to Kevin Coyte, a member of Troop 258, “They did a lot of cool things, with the coolest being the zip line. The zip line is where you are hanging from a wire high above the ground and go sliding 150 yards across a 100 feet deep ravine to the other end. It was a blast!”

MSD’s troop finished up with the closing campfire. Both troops had skits to perform. There were patches handed out. All earned the Gettysburg patch. Lastly, all scouts joined their hands around the circle, vowing to see each other again in 2001.
—Jane Redding, Scoutmaster Troop 258

(To right) Regina LoDuca, Jenny Perry, and Mary Ann Richmond are all smiles after the Graduation Ceremony at Gallaudet University on May 13, 1999.
Middle School Teacher Receives Fulbright Grant to Japan

Martin O'Brien, a Social Studies teacher in the Middle School Department, Frederick Campus, recently has been selected as part of the 1998 delegation of American educators to visit Japan in October under the sponsorship of the Fulbright Memorial Fund Teacher Program. The purpose of the Fulbright Memorial Fund Teacher Program is to increase understanding between the peoples of Japan and the United States, to present teachers the opportunity to integrate international experiences and perspectives into classroom instruction, to encourage more people to appreciate the people, culture, and educational system of Japan, and to expand professional development opportunities of American educators through international travel and study.

After a two-day pre-departure orientation in San Francisco, Mr. O'Brien will leave for Tokyo. Upon arrival in Japan, an in-country orientation is planned to introduce participants of this program to both the Japanese education system, and to the basic aspects of everyday life in Japan. The Tokyo portion of the program will include seminars and workshops about Japan and the Japanese education system, as well as visits to urban schools, museums, and historical landmarks. Mr. O'Brien will also travel to prefectures, or states, outside of Tokyo to visit local schools and teachers' colleges, and to participate in cultural events. Part of this unique experience includes a homestay with a Japanese family. While in Japan, Mr. O'Brien hopes to e-mail the middle school students often, keeping them informed of his daily experiences.

Upon completion of this program, Mr. O'Brien plans to provide workshops about the Japanese education system and about Japanese culture at both the local and state levels, to develop curriculum objectives and activities to enhance the study of Japan, to infuse aspects of Japanese culture into the core curricular objectives, and to enrich the students' appreciation of Japanese culture through the use of both Visual Arts and Performing Arts.

Mr. O'Brien thanks the Fulbright Foundation for providing him with this unique opportunity. Anyone wishing further information about this program or anyone interested in participating in this program may request an application by contacting the Fulbright Memorial Fund/Teacher Program, Institute of International Education, 1400 K Street, NW, Suite 650, Washington, D.C. 20005-2676.

—Martin O'Brien, Middle School Teacher-FC

Howard County Gifted and Talented Intern/Mentor Program

Howard High senior, with (l to r) Christine Laidre, Scott Friedman, Tansobia Smith, Brooke Hall, and Michael Tota.

This was the second time the second graders in Deanna Willford's class had the benefit of a Howard County high school student as a volunteer in their classroom. Howard County has a cooperative program with local schools, labs, offices, and clinics which gives high school students in the Gifted and Talented classes an opportunity to explore the world of employment that they are interested in entering after college. While at these different locations, the students design a project with the mentor to complete before the end of their term. The project design must be approved by the Howard County GT/Resource Coordinator but the possibilities are endless. The last two quarters, Lindsay Gloss from Howard High School assisted 5 hours a week in Ms. Willford's class. Together they designed a project which would meet some of the curriculum goals, be of interest to parents, and give the students a better chance to practice their interviewing skills while learning more about the lives of some of the Deaf role models at the Columbia Campus.

The class made a videotape of the students asking deaf staff members about the schools they attended long ago, how they communicated back then, and the approaches towards deaf education. Questions about staff's childhood dreams, modes of communication with family, and role models or people who made major impressions on them, were some of the most popular questions. The students were very amazed at how "times have changed."

Ms. Gloss used her school's media center to edit the video and the goal was to have a product that can be loaned to parents to give them more insight into Deaf culture and some insights into encouraging their deaf children.

—Deanna Willford, Elementary School Teacher-CC

Maryland Museum of African Art

Only 5 miles from the Columbia Campus is a compact, fascinating museum that is packed with intriguing artifacts from Africa. The staff there hosts annual trips to Africa where they collect functional and ornately decorated items of interest. This year second graders, Michael Tota, Scott Friedman, Chcntac Laidre, Tansobia Smith, and Brooke Hall got a grand tour with the founder of the museum, Ms. Carol Ligon. They enjoyed learning about African customs, crafts, and dance. After the tour, they were inspired to create their own African art projects as homework assignments.

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the students had a hands-on opportunity to handle masks, hand woven rugs, and hand carved stools and dolls.

The favorite item was the good luck charm that pregnant ladies wear discreetly under their clothing — a special hand carved fertility doll that is handed down from mother to daughter.

After this experience everyone was ready to hop on a plane and go to Africa!

—Deanna Williford, Elementary School Teacher-CC

Earth Day ’99

On Monday, April 10th, the Family Education Program at Columbia celebrated Earth Day in a big way. Teachers, parents, grandparents, childcare providers, a nurse, a service coordinator from PACT, children, and siblings joined together for a fun-filled morning. Together they made colorful banners to represent wonders of nature and read the story, “The Earth and I Are Friends” by Frank Asch. They paraded with their banners and topped off the event by “Hugging a Tree.”

—Pat Timm & Family Education Teacher

Jump Rope For Heart Visits Columbia Campus

Third grade through eighth grade students participated in the American Heart Association’s JUMP ROPE FOR HEART jump rope marathon on March 24, 1999. This was the second time that Columbia students participated in this event. The money they collected is used by the American Heart Association to help fight heart disease and stroke in this country.

Approximately sixty students participated in this event. Students were put into teams of six jumpers and they took turns jumping for two hours. During that time they showed the skills they had learned in their physical education classes. Many of them showed a great deal of improvement in their individual skills since the last time this event was held at the Columbia Campus.

The American Heart Association thanked the students by rewarding them with prizes for collecting the donations.

Students had a chance to earn the following prizes: a jump rope, water bottle, T-shirt, key rings, AM-FM radio, a flying-disc game, and a huge American Heart Association carry bag. The students did very well, collecting more than $3,400.00 in pledges from their friends and families. This was more than most public schools collect during their jumps. Part of the reason this total was so high was the individual efforts of Sarah Nelinson and her family. Sarah’s collections totaled $1,460.00!!! Many thanks for their teamwork and that great achievement. Sarah carried all of the prizes listed above, plus a gold medal, a trophy, and a special recognition letter of achievement from the American Heart Association for being the top money earner in MSD-CC’s jump and all of Howard County. That was great. A big thanks goes out to all of the students and their families for their generous efforts in helping to make the jump so successful. Thanks also to the many volunteers that helped MSD to make this event go smoothly.

The students of the Columbia Campus felt good about giving their time and earning money to help in the fight against heart disease and stroke in their communities.

—Dean Back, Physical Education Teacher-CC

The Optimist Club’s Communication Contest

“Optimism in My Life” was the theme of the Optimist Club’s Communication Contest for Deaf and Hard of Hearing students hosted by the local chapters of the Optimist Club. The contest for high school students was held at the Maryland School for the Deaf on March 23, 1999. The middle school students participated in the contest at MSD on March 11, 1999.

The contestants participating in the high school section were: Tabitha Markel, Keith Nolan, and Charles Sterling. Charles Sterling won the first place with a scholarship of $1,500 and a weekend trip to Ocean City, MD. Tabitha Markel won second place. The third place went to Keith Nolan. Tabitha Markel and Keith Nolan received savings bonds. Ms. Gussie Belardo and Mr. Merle Foley were the MSD’s selected judges along with another judge selected by the Optimist Club.

Charles Sterling was not able to go to...
Ocean City during the weekend of April 10 because of his commitment to travel overseas with his international studies class. Tabitha Markel replaced him and presented her speech at the Optimist Club Convention in Ocean City and received her plaque.

The middle school contestants were Josephine Audu, Kristen Snot, Gisella Tomita, Jenica vonGarrel, and Andrew Weidig. The first place went to Andrew Weidig with a $300 savings bond. Jenica vonGarrel received the second place with a $75 savings bond. Josephine Audu was chosen for the third place with a $50 savings bond. The people judging the middle school contestants were Ms. Jenny Sue Bourne, Ms. Eleanor Foley, and Ms. Kathy Meagher.

Congratulations are extended to the contestants from the faculty, staff, parents, and friends of MSD.

—Mary Sue Boxer, Communication Teacher-FC

First Youth Deaf African American Organization in the Nation Established!

The Maryland School for the Deaf is proud to be recognized as the first school in the nation to establish a Junior Black Deaf Advocates organization. The Jr. BDA was established early in the fall of 1998 with the help of two great National Black Deaf Advocates (NBDA) leaders and role models: Mr. Tim Albert, Jr., who is the chairman of NBDA Youth Empowerment Summit Conference this coming summer in Jamaica and Mr. Albert Couthen, who is the President of the National Black Deaf Advocates and Assistant Principal of the Elementary School Department at MSD-Columbia Campus. The organization became popular after the first Youth Leadership Training in Indianapolis, Indiana during the summer of 1998. The NBDA organization has over one thousand Deaf and Hard of Hearing members throughout the nation. They host annual conferences, and aim at strengthening educational, cultural, social, and economic advancement of Deaf and Hard of Hearing African Americans. The Jr. BDA encourages young black students to promote the well-being, leadership, culture, and empowerment of other African American persons, who are Deaf or Hard of Hearing.

The MSD Jr. BDA has been very active on campus. There are 15 members. They host monthly meetings, parties, and number of car washes to raise funds. During their monthly meetings, they invited African American role models/leaders to share their experience and advice on how to become a good leader.

This coming summer MSD will send two of its Jr. BDA members to the Youth Empowerment Summit Conference in Jamaica this coming August. The students are Stacey Stevens and Jimmy Etheridge. MSD and the Jr. BDA want to thank Mr. Tim Albert, and Mr. Albert Couthen for their great leadership, encouragement, and support to make the Jr. BDA establishment a success!

—Linda S. Coleman, Dean of Students

Jane Redding, FSK District's Scoutmaster of the Year

Maryland School for the Deaf's Boy Scout Troop 258 scoutmaster, Ms. Jane M. Redding, received the Lester T. Holmes Scoutmaster of the Year Award for 1999 from the Francis Scott Key District of the National Capital Area Council, Boy Scouts of America. The award was presented to her at the Francis Scott Key District's annual banquet on May 22, 1999. She was elected by her fellow scouters for her outstanding work with Troop 258 and her contributions to the Francis Scott Key District and the Order of the Arrow Lodge 470. Jane is the first woman to receive this award and the third scoutmaster from Troop 258's proud history. Troop 258 was also honored with its own award as one of the District's Outstanding Troop of the Year for 1999.

In a short ceremony before the National Deaf Camporee, Troop 258 presented a new troop flag to the Troop in honor of Jane's unselfish contributions to scouting and Troop 258's 75 years in scouting. MSD is proud of Jane as she continues to see that MSD boys receive the same opportunities as their hearing peers in scouting.

—Tim Vogeler, Assistant Scoutmaster-FC

Celebrating the Chinese New Year

Lark McNamara is Columbia Campus's unique second grader — she was born in China and was adopted and brought to the United States 3 1/2 years ago! Needless to say, the movie "Mulan" is her favorite movie! Her mother took

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The Junior Black Deaf Advocates members and adult leaders—from left to right: Donald Street; Mr. Albert Couthen, Assistant Principal of Elementary Department Columbia Campus; Michael Burke; Jimmy Etheridge; Patrick Holness, Vice President; Mr. Tim Albert; Gayle Slaughter, President; and Ms. Florence Pratt, Sponsor.
the day off from work to come in and orchestrated a special Chinese New Year celebration for Lark and her second grade peers in Ms. Macfadden and Deanna Williford’s classes.

The students enjoyed celebrating the year of the Rabbit by making dragon puppets, tasting real Chinese candy and jelly-type confections, and doing the “dragon dance” with a dragon costume long enough for everyone to fit under! Storytelling by Ms. Macfadden added to the Chinese atmosphere.

Japan is the major cultural unit in the MSD Essential Curriculum for first grade. This special event helped broaden the students’ awareness of oriental culture.

—Deanna Williford, Elementary School Teacher-CC

Middle School Students Visit the Sackler Museum of Art

Throughout the year, 6th grade students have studied geography, history, and culture of various Asian countries. Since the Sackler Museum of Art in Washington, D.C., contains many artifacts from ancient China, India, and Japan, it seemed the perfect museum for Mr. O’Brien’s 6th grade Social Studies class to visit. While there, students viewed a variety of artifacts – sculptures, paintings, vases, household items, articles of clothing, and other artifacts related to Buddhism and Hinduism. Many of the artifacts in the museum dated as far back as the 2nd century B.C. As they visited the museum, students were asked to record information related to the description, the location, and the time period of many of the artifacts. A visit to the Sackler Museum not only helped the students to apply knowledge already learned in the classroom, but also encouraged them to develop a greater appreciation of art.

—Martin O’Brien, MS Teacher-FC

MSD and the Integrated Science Curriculum Project

Ever since the Maryland School for the Deaf has adopted the Frederick County Public Schools’ Essential Curriculum, middle school students have become more interested in science. This is because the curriculum focuses on a constructivist approach where students learn science concepts by performing minds on/hands on activities.

—MSD Staff

6th grade students Davon Cook, Larry Marshall, Cody Reidy, Jatie Parker-Bey, Toni West, and Melissa Lamos view an ancient artifact from the Han Dynasty at the Sackler Museum of Art.

Katherine Tan investigates what’s inside an owl pellet.

Photo Credit by Deanna Williford

Jatie Parker-Bey records information about an artifact from ancient India at the Sackler Museum of Art.

Photo Credit by Martin O’Brien

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Science education should be committed to scientific literacy for all students as future world citizens, not just those potential future scientists. In many middle schools, interest in science begins to decline. Students are well known for asking “Why do I need to know this?” However, MSD students this age do have interests in real world issues and are curious about them.

The following is a matrix (a kind of graphic organizer with which students have become more knowledgeable) showing the levels of study in middle school:

**Integrated Science Curriculum Project Matrix**

Frederick County Public Schools

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6th Graders performed many activities in testing water. Here Shana Lehmann adds her own carbon dioxide to change the BTB solution from blue to yellow.

As the saying goes, "a picture is worth a thousand words," so printed here are some selected students working with the minds on hands on approach to learning.

—Edward J. Schabert, MS Science Teacher FC
Frederick Keys Visit the Elementary Department

In May the Elementary Department received a call from Frederick Keys. The Frederick Keys is an "A" affiliate of the Baltimore Orioles' professional baseball team.

The Elementary Department decided to participate in their "Keys for Reading" Program. In this program students are to read four books at home with their families. After reading the books, they are to list the title of each book and have their parents sign a special card to verify that it was done.

To get the students motivated and inspired on this program the Keys sent two of their players, Jensen Benthem and Joey Hammond. Joey is a local boy. He graduated from Governor Thomas Johnson High School. They spoke to the Elementary students about how important it is to read. They shared with the students their favorite books. The students had an opportunity to ask questions at the end of the presentation. One of the questions was if they would sign autographs. The two Keys players replied "Sure, of course!" They stayed with us for lunch and gave autographs to each Elementary student.

Over 90% of the students participated in their "Keys for Reading" program and read four books. In exchange for reading four books the students were invited to attend the Maryland School for the Deaf Night at the Harry Grove Stadium on Thursday, May 27th. During the pre-game ceremony, the students went down on the field and were recognized. It was an exciting evening. MSD hopes to continue this program with the Frederick Keys each year.

—David A. Martin, ES Teacher-FC

International Creative Arts Festival Winners

Several MSD students were in Northbrook, Illinois, a suburb of Chicago during the weekend of April 9-11,1999 to receive awards for their work in writing, performing arts and visual arts. Marthe Marlin, Academy Award winner, was the special guest at the banquet, celebrating 25 years of arts programs at the International Center on Deafness and the Arts.

Performing Arts
Tyler Heisey: 1st place for his storytelling in 6-8 age group
Best of Show in Performing Arts
Brittany A. Frank was selected to participate in the Performing Arts Contest but was unable to attend the festival that weekend. Tyler Heisey was the sole competitor in his age group, thus winning first place.

Writing
Lauren Benedict: 1st place for her short story in 6-8 age group
Brittany A. Frank: 1st place for her short story and 1st place for her poem in 6-8 age group
Larissa Clapp: 2nd place for her poem in 9-11 age group
Joshua Feldman: 3rd place for his short story in 9-11 age group
Jessica Frank: 1st place for her short story in 6-8 age group
Jennifer Timmons: 1st place for her poem and Junior Best of Show in Writing
Kimberly Clapp: 1st place for her poem in 9-11 age group

Visual Arts
Jonathan Clapp: 2nd place for computer graphics in 6-8 age group
Jessica Frank: 1st place for drawing in 6-8 age group
Brittany A. Frank: 1st place for photography and 3rd place for drawing in 6-8 age group
Jarvis Grindstaff: 3rd place for photography in 6-8 age group

Woodworking/Construction Students Tackle Big Job

This past May students from Mr. Reen's Woodworking/Construction Trades classes re-roofed Ambrosen Building at MSD-Frederick Campus. This entailed students to remove all old shingles and apply new shingles. This kind of experience is excellent for the students to gain safety awareness at high places, to apply new shingles.
Nick News

Nick News, a popular children's news program produced by Lucky Duck Productions/Nickelodeon, is filming a segment of one episode of their program on the campus of Maryland School for the Deaf. This filming is being done in response to a letter sent by Ms. Nancy Swiaiko's 6th grade Language Arts class to Mr. Mark Lyons, the Senior Producer of Nick News. The students involved in this project are: Diana Berrigan, Larissa Clapp, Jessica Frank, Joshua Feldman, Shana Lehmann, and Leah Katz-Hernandez. In their letter, the students told Mr. Lyons how much they enjoyed watching and learning from the Nick News program. The students shared with Mr. Lyons an idea they had for the "BACKYARD" segment of the show. In the "BACKYARD" segment, kids share news about something in their community that they feel is unique and that they are proud of. The MSD 6th graders in Nancy Swiaiko's class told Mr. Lyons that they would like to propose a "BACKYARD" news segment about the Hessian Barracks located on the campus of the Maryland School for the Deaf. The students wanted to highlight the fact that the Hessian Barracks has a rich early American history. They also wanted to share the fact that the Hessian Barracks was the home of the first Maryland School for the Deaf in 1868.

Within a week, Mr. Lyons responded to the students with a phone call from New York. Mr. Lyons told the students that he thought their idea was great and he wanted to plan for a "shoot" sometime in May. Excited that their idea was accepted, the students and their teacher met with Mr. James Tucker, Superintendent of MSD, for approval to go ahead with this project. Mr. Tucker gave the students his hearty support. The students proceeded to write a rough draft script for Mr. Lyons to suggest some of the information that they wanted to convey in their segment of Nick News. The students' script was passed along to the Nick News writer/cameraman, Mr. Jason Bolling. Mr. Bolling responded favorably to the students' script telling them that he would have to make some changes due to timing and filming constraints.

While waiting for the actual day of filming, the students had several "dry-run" rehearsals with their teacher following the students' original script.

It is projected that this segment of a future Nick News episode will air sometime in September, 1999.

—Nancy Swiaiko, MS Teacher-FC
Fun at the National Deaf Camporee

On April 28, 1999 Troop 258 went to Camp Tuckahoe for the National Deaf Camporee. We learned a lot of things about Gettysburg and its historical battle. Another troop from the Indiana School for the Deaf joined us. We had a good time talking and working together. We wanted to brag that we walked about 15 miles on April 29th and 30th. On Saturday before we participated in the C.O.P.E. course, we took part in archery. We really had a good time at the camporee. We hope we might have this camporee again next year.

Andrew Wiedig, Assistant Senior Patrol Leader, 8th Grade

My C.O.P.E. Experience

On May 1, 1999 Christopher Morrison, Adam Baker, Kevin Coyle, Aaron Bowman, Andrew Wiedig, Ms. Jane Redding, Mr. Hans Wiedig, Onye Davis from Indiana, Kevin Coyle, Andrew Wiedig, Adam Baker, and Hans Wiedig from Maryland.

Space Exploration At The Millennium

Walking onto the platform, to the microphone, Buzz Aldrin gave a speech about the risks and rewards of human space exploration. Yes, he was the second man to walk on the moon and a member of the Apollo 11 mission. Other keynote speakers included: Hugh Downs (co-anchor on 20/20); Yvonne Cagle (first African-American female doctor to be in an astronaut program); Don Herbert a.k.a. “Mr. Wizard”, Ted Koppel (anchor on Nightline); Kathy Sullivan - the first woman to spacewalk; and Bill Nye a.k.a. “The Science Guy.” Why were all these spectacular people there?

People gathered from near and far to attend an event called “Space Exploration at the Millennium” for Space 2000, at American University in Washington, D.C. on March 24, 1999. The day was a tribute to the remembrance of Carl Sagan who conducted scientific research, created a TV series and was an author. Several students from the Young
Astronaut Club were selected to attend this special event. The entire day consisted of many presentations related to space. Some of the topics included: “From Science Fiction to Science Fact: Journey in the 21st Century,” “The Legacy of Carl Sagan,” and “Space Exploration for a New Generation.” These speeches were very exciting to listen to.

The club did not only listen to and get autographs from speakers but also visited many cool exhibitions. One allowed people to try on an astronaut glove which was heavy and very protective! Keith Nolan was amazed when he learned that NASA already has the ion drive technology, the same as used in "Star Wars" ships! There was also a huge display shuttle outside the American University campus where people could go inside. Inside the shuttle was a row of seats where people sat and felt the ultimate experience of what it was like to be in a blasting-off shuttle! We all had a wonderful time and this day will probably be one day that each of us will never forget!

—Marissa Clopper and Keith Nolan, 10th Grade

The Experience Through My Eyes

There are moments in our lives which greatly influence us. Today, I am a stronger and more beautiful person because of my experience as a representative for MSD at the Miss Deaf Teen America Pageant. The pageant was hosted at MSSD in April. I went with excitement and hope, and I returned with the proud feeling that I had done my best. It all started when I received the rules and requirements for the pageant. I gathered up ideas, clothes, and accessories for the categories in the pageant. The categories and the percent of these categories were:

- Opening Dance
- Honors Class Spirit... . . . 15%

Talent . . . . . . . . . 25%
Evening Gown . . . . . 15%
Private Interview . . . 35%
Stage Interview . . . . . 10%

I had to have a chaperone, so I asked my mother to have the honor and she gladly accepted.

As I arrived MSSD on a Thursday, I met some contestants that I knew through sports programs. MSSD hosted an icebreaker party where I met and got to know other contestants. There were eight participating schools: Maryland, Model, Washington, New Jersey, Lancaster High, South Carolina, East North Carolina, and CSSD. We all enjoyed ourselves.

The next day, Gallaudet University invited the Miss Deaf Teen Pageant contestants to attend an openhouse. I visited several classes, met some teachers, and learned a lot about the history of Gallaudet. I had my private interview with the five judges. To my surprise I enjoyed talking with the judges. They asked 5 questions, 1 question per judge. Each judge asked a question such as, "If you receive the crown, what do you do with your title?" I had rehearsal that evening, we had to practice the opening dance which we called, "The Molt". The rehearsal that evening was the key for developing friendship between the com-
textants.

The next day, Saturday, was the day of the pageant! We rehearsed that afternoon to remember the opening dance. I was very nervous about the outcome of the whole thing. I was wondering how I would do. I felt confident with my abilities with my mom by my side. After rehearsal, every contestant had a couple of hours to relax and get ready for the big night! My mom and I spent some hours preparing my hair and getting ready for the competition. I arrived, dressed in blue jeans and a white t-shirt for the opening number, “The Mob.”

That night, we performed our opening number wonderfully. As we got ready, there were guests who performed also. One group was the “Wild Zappers” and there were several other groups, too. I got into my hometown spirit dressed as a fan of the Orioles because I live in Baltimore and MSD’s mascot is the Orioles! The other contestants were dressed wonderfully in their hometown spirit! Next came, the talent. I was dressed in a black capri and a white sheerless shirt. I performed an ASL signing/dancing song, “Ceste la vie.” I had fun doing the talent portion. Then I was rushed into my evening gown which was a white gown with butterflies. At last, we paraded around the stage and speed still as they announced the winners of the hometown spirit which were Miss West Virginia and Mr. Connecticut. The winners of the talent were Mr. Connecticut and I. The winners of the evening gown and suit were Mr. Connecticut and I. And then they announced the final four. The butterflies in my stomach increased so much that I felt like I was going to faint. They announced my name and a thought appeared, I did it! They announced Miss CSSD, Miss Washington State, and Miss West Virginia. The final four for the men were Mr. Connecticut, Mr. Lancaster High, Mr. New Jersey, and Mr. West Virginia.

We were sent to the back as they called us one by one for an on-stage interview. When I was called, they asked 2 questions and I answered:

If you had 50,000 dollars, what charity would you give it to and why?

If I had 50,000 dollars, I would divide the money and give some of it to deaf organizations such as Jr. NAD, NAD, and some to the homeless shelters to help the homeless people. The shooting in Colorado just happened. Violence is increasing today. How would you reduce the risks of violence?

I would reduce violence by adding metal detectors, counselors meet with students, and have more open communication.

I went back and waited with the other contestants. When the judges were finished tallying their scores, we went back onto the stage and lined up for the results. And they announced:

3rd runner-up—Miss CSSD and Mr. Lancaster High
2nd runner-up—Miss MSD and Mr. New Jersey
1st runner-up—Miss West Virginia and Mr. West Virginia

The Mr. & Miss Desf Teen America—Miss Washington and Mr. Connecticut.

I was shocked when I won 2nd runner-up. Many people who watched the pageant thought that I should have won the title of Miss Desf Teen America. I was overwhelmed with everything and couldn’t believe what happened! But I talked to the judges and the chairpersons, Mr. Roberta Gage and Ms. Carol Nemeck who said that they would get back to me about the scores.

Time passed by and I received a letter saying that the pageant is sorry and I really won 1st runner-up. I am proud of myself with what I did. I know that I did my best and will try again next year. My mother says that I shouldn’t give up and I am a winner in her heart and eyes. I agree!

—Jessica vonGarrel, 10th Grade

Middle School Students Participate in the JASON X Project

It was back in October when Mr. O’Brien, our Social Studies teacher, talked to our class about the JASON Project, explaining that in March we might go to Explorer’s Hall in Washington, D.C. to see a live telecast of scientists from the Peruvian Amazon Rainforest. He explained that it would be a lot of work and asked us if we were interested in participating in this program. Of course we said yes!

From October to March, in order to prepare for this experience, in school our class studied about the rainforest one or two days each week. First we learned about the differences between tropical rainforests, temperate rainforests, and fossil rainforests, and located rainforests throughout the world. We then learned about the different layers of the rainforest: the forest floor, the under-story, the canopy, and the emergent layer, and learned basic vocabulary about the rainforest like bromeliad, microhabitat, and ethnobotany. We read short biographies and studied about the background of different scientists who work in the Amazon Rainforest and who are involved in the JASON Project. We attended a lecture by Ms. Marie Williams, school therapist at MSD, who recently visited the Amazon Rainforest, and we saw a movie called “Medicine Man.” The theme of the movie was about a botanist researching a cure for cancer in the Amazon Rainforest. There was much to do in order to prepare ourselves for this experience.

After much preparation, March 9th was finally here. We traveled to National Geographic’s Explorer’s Hall in Washington, D.C. When we entered the Grovesor Auditorium where we saw three large television screens and technical equipment. The television screens were connected to computers which provided a live telecast, via satellite, of sci-
scientists working in the Peruvian Amazon Rainforest. During the one hour live telecast, scientists from the Amazon Center for Education and Environmental Research showed us many plants, animals, and insects associated with the rainforest.

We learned many things from this live telecast. We learned that although we think everything in the rainforest is large, many animals that live in the rainforest are small. We learned that the temperature is different between the forest floor and the canopy level of the rainforest and that the temperature in the rainforest can change quickly. Dr. Randy Morgan, a research scientist and entomologist, explained that there are about 300 different kinds of ants that live in the rainforest and only four of these ants are dangerous. The dangerous ants are bullet ants, fire ants, leaf cutting ants, and army ants. Dr. Morgan explained that it is these four ants that give the other ants a bad reputation. He also showed us one very large beetle called the Hercules beetle and showed us a new, very colorful species of beetle which was just named the nemeg canopy beetle. Scientist Lily Rodriguez, a herpetologist, showed us a very large snake and a very large frog. The frog escaped. She tried to catch it but failed. Dr. Jacilise Wray, an anthropologist who studies the background, history, language, and customs of the indians of the rainforest showed us an Indian village and explained that there are 63 different Indian tribes living in the Amazon Rainforest.

One student, Chris Corrigan, was chosen as a student representative. He asked a question for Dr. Meg Lowman, one of the research scientists and canopy biologist. The question was videotaped and then viewed by Dr. Lowman in the Amazon Rainforest who then answered Chris’s question. Chris asked: “How many species of insects live in one bromeliad?” Dr. Lowman explained that there are 35 different species of insects living in one bromeliad.

Participation in the JASON X Project was a wonderful and beneficial experience for us. Our class wants to thank Mr. O’Brien and Mr. Schabefor providing us this educational opportunity.

—Priscilla Biskupiak, Krystle Berrigan, Chris Corrigan, Kami Padden, Jade Sims, Ronald Warfield, & Derrick Williams, 7th Grade

Our Fantastic 8th Grade Trip to New York City

This is the third year that the 8th grade Middle School students have gone to New York City. This special educational trip was planned for us by our teachers, Mr. Nancy Swaiko and Mr. Martin O’Brien. Ms. Swaiko and Mr. O’Brien worked with us since October to prepare us for our NYC trip in May.

The first site that we saw was the Metropolitan Museum of Art. That museum has many wonderful exhibits about Ancient Egypt, Ancient Greece and Ancient Rome. Before our trip, we read and studied about Ancient Egypt, Ancient Greece and Rome in our Language Arts and Social Studies classes. We learned about historical facts, and we read myths from each country. In the museum we saw real Egyptian mummies and the coffins they were buried in. The coffins had beautiful hieroglyphics on them. We saw the treasures that were buried with some of the rich pharaohs and their wives. The Ancient Egyptians were very smart people to figure out how to preserve mummies and build pyramids. We also saw lots of artwork and statues from Ancient Greece and Rome. The day we visited the museum there was a special exhibit of Van Gogh paintings. We were able to see this famous artist’s paintings.

After the museum, we went to St. Patrick’s Cathedral. It was so huge and beautiful. We loved the stained glass windows. Mr. O’Brien and Ms. Swaiko explained to us about the history of this famous cathedral. We compared it to the National Cathedral that we had visited in Washington, D.C., in the fall. After we ate some delicious New York pizza, we went to the Empire State Building. By this time it was dark. We rode an elevator to the 86th floor. We saw many sparkling lights. We rode a neat ride called the “Skyride” that showed us all of the famous sites in New York City.

I learned that once the Empire State
Building was the tallest building in the world.

We slept at a hotel in New Jersey. The next morning we went to see where the TODAY Show is filmed. We made posters to show on TV. Our posters did not get on TV, but we did meet Ms. Katie Couric, an NBC news co-anchor woman. She talked with us for a while and then gave us a tour of the NBC Today Show studio. She was very kind to us. She even posed for a photo with us. Ms. Katie Couric even knows the manual alphabet.

Our last stop was the Statue of Liberty. We rode a ferry from New Jersey to Liberty Island. We rode past Ellis Island. When we arrived at Liberty Island, we rode an elevator to the top of the base of the statue.

I really LOV E New York City!! I really wish we could stay there for one month because there is so much to see in NYC. This was really a worthwhile trip because we 8th graders learned so much at the Metropolitan Museum of Art about what we had studied in school. We also saw so many world-famous sites and learned about New York culture. I really recommend this trip for other 8th graders. I will never forget this wonderful trip to NYC.

All of us 8th graders really want to thank our teachers, Ms. Flowers, our parents, and the MSD PTA for helping us with our New York trip. This trip was definitely a wonderful 8th grade memory for all of us.

—Jennifer von Garrel, 8th Grade

Dolphin Show

I want to tell you about one of the dolphin trainers at the Baltimore Aquarium.

The dolphin trainer that helped us on our field trip to the aquarium was Ms. Cheryl Astin. Ms. Mary Eidekivics took our class to the aquarium on a field trip to see many different animals and the dolphins. In our language arts class, we have read the book called "The Island of the Blue Dolphins".

When we arrived at the Baltimore Aquarium, we had about two hours to look at all the different animals. Wow, we got to go to see the dolphin show. It was exciting to see the trainers play with the dolphins. The trainers had the dolphins play games and do tricks for us to watch.

When the dolphin show was finished, we waited for all the other people to leave. Ms. Eidekivics asked one of the dolphin trainers to answer the questions that all of the class wanted to ask. This is when Cheryl helped us. Cheryl said that she would be happy to answer our questions. Ms. Eidekivics interpreted for us so I got to ask any questions I wanted to ask. Cheryl even let us play with the dolphins a little. Ms. Eidekivics told me that the dolphins should rest for the next show.

I want to say thank you to Cheryl for taking time to answer our questions and letting us play with the dolphins. I want to thank Mary Eidekivics for taking us on that special field trip and letting us watch the dolphin show!

—Jennifer Timmons, 6th Grade
Fall 1998 Silent News
Deaf All-American Teams

For Varsity Girls’ Volleyball Team, MSD’s Jessica von Garrel was selected as a member of the 1998 Deaf Volleyball All-American team.
For Varsity Football Team, MSD’s Patrick Holness and Shawn Shannon were selected as members of the 1998 Deaf Football All-American team.

Fall 1998 National Fraternal Society of the Deaf All-American Teams

For Varsity Football Team, MSD’s Patrick Holness was selected as 1st Team All-American, Conrad House was selected as 2nd Team All-American.

Winter 1998-99 Silent News Deaf All-American Teams

Again, MSD received the 1999 Deaf Wrestling Team of the Year recognition for the 5th year in a row, tying with the Illinois School for the Deaf. MSD’s wrestling team members selected as Wrestling All-Americans were Patrick Holness (275), Conrad House (189), John Jones (160), Robert Steele (125), and Kevian Fyson (119).
For Girls’ Varsity Basketball, Jessica von Garrel was named on the 1999 Deaf Girls Basketball All-American team.
For Boys’ Varsity Basketball, MSD was ranked 6th in the nation for the second year. MSD’s Juan Carlos Borroto was selected as a member of the 1999 Deaf Boys Basketball All-American team.

Winter 1998-99 National Fraternal Society of the Deaf All-American Teams

For Girls’ Varsity Basketball, MSD’s Jessica von Garrel and Laura Lohmeyer were selected for 2nd Team Basketball All-American team honors.
For Boys’, MSD’s Juan Carlos Borroto was named to the 1st Team Basketball All-American team and Francisco Kopics was tapped for 2nd Team All-American.

1999 MSD Girls’ Track & Field Team

Although the MSD girls’ track team had only a few track meets this season, the girls put extra effort into their practice on MSD’s “under construction” track surface. As the training progressed, the lady Orioles worked hard to pull together and kept on improving their time and distance. Jessica von Garrel, Kami Padden, Jenica von Garrel, Anne Greener-Hage, and Krystle Berrigan all set new personal records in their respective events during this season.

The highlight of the track season was the Eastern Schools for the Deaf Athletic Association (ESDAA) Track and Field Championships at Woodland Hills High School in Pittsburgh, Pennsylvania. The meet was hosted by Western Pennsylvania School for the Deaf on May 8, 1999. The weather changed from morning to afternoon from windy and cold to hot and wet. The track

4x200m Relay—Krystle Berrigan and Laura Lohmeyer.

organizers had to delay the men’s for twenty minutes due to a heavy rainstorm. The MSD Track team finished second out of 10 schools with 100 points. Results: Jessica von Garrel, 300m hurdles - 1st, 100m - 3rd
Kami Padden, 800m - 1st, 400m - 3rd
Jenica von Garrel, 3200m - 1st, 1600m - 2nd
Krystle Berrigan, Triple Jump - 2nd
Anne Greener-Hage, 1600m - 3rd, 3200m - 4th


SPRING 1999 27
LaCrystal Laughlin, Shot Put - 3rd. Discus - 6th
Laura Lohmeyer, High Jump - 4th
Belynda Bailey, 200m - 5th, 100m - 6th
Ashley Gill, Long Jump - 6th
4 x 300m Relay - 3rd (Belynda Bailey, Jessica vonGarrel, Yanni Padglen, Laura Lohmeyer)
4 x 100m Relay - 3rd (Jessica vonGarrel, Ashley Gill, Krystle Berrojan, Laura Lohmeyer)
Sprint Medley Relay - 4th (Krystle Berrojan, Giselle Tomita, Eden Vrieze; Laura Lohmeyer)

Team Scores:
MKSD (NJ) 108
MSD (MD) 100
ASD (Conn) 63
WPSD (PA) 62.5
SNSD (NY) 52
RISD (RI) 46.5
NYSDD (NY) 44
LEX (NY) 19
MNM (NY) 1
TLC (MASS) 0

1999 MSD Boys’ Track & Field Team
The MSD Boys’ Track team went to the 30th Annual ESADA Track and Field Championship at Western Pennsylvania School for the Deaf in Pittsburgh, Pennsylvania. On May 8th, the MSD boys participated in all 6 field events. MSD’s performance in the field events was excellent. They lead by 35 points against the 10 other schools. The field events for MSD’s individuals were:
Khao Tep, Pole Vault (19’0”) - 1st
Jason Coleman, Pole Vault (19’0”) - 2nd
Ryan Zarembka, High Jump (5’6”) - 4th
Jason Coleman, Triple Jump (36’10”) - 4th
Anthony Meadows, Long Jump (18’5”) - 7th
John Jones, Shot Put (37’5”) - 4th
Franco Korprica, Discuss (114’3”) - 2nd
Patrick Holmes, Discuss (96’9”) - 7th
In the afternoon, three other schools (New York, Western Pa., and St. Mary's) came back strong in the running events and passed MSD in scoring. MSD came in fourth place overall with 79 points. The running event results for MSD were:
John Jones, 110m hurdles (13.2) - 2nd
Shawn Shannon, 100m (10.7) - 1st
Shawn Shannon, 200m (25.1) - 4th
Khao Tep, 300m hurdles (48.4) - 2nd
4 x 100m Relay (47.5) - 2nd (Jason Coleman, John Jones, Franco Korprica, Shawn Shannon)
4 x 400m Relay (4:07) - 3rd (Ryan Zarembka, Andrew McAllister, Gary Denmark, Anthony Meadows)

Starting Bottom Left: John Jones, Ryan Zarembka, Anthony Meadows, Andy McAllister, Head Coach Danny Frank, Jason Coleman, Patrick Holmes, Manager Jason Jones, Shawn Shannon, Yuri Randall, Ass’t Coach Conrad vonGarrel, William Lepley, Jr., Gary Denmark, Khao Tep, and Franco Korprica.

Sprint Medley Relay - 4 (1:16) - 3rd (Franco Korprica, John Jones, Shawn Shannon, Jacob Coleman)
Team Scores:
North Jersey 124
WPSD (PA) 106
SNSD (NY) 83
MSD (MD) 79
ASD (CONN) 65
NYSSD (NY) 29
MNM (NY) 10
RISD (RI) 9
LEX (NY) 8
MSD (NJ) 7
TLC (MASS) 3

MSD team impressed a great deal since the first day of practice. They were all great competitors. They look forward to the challenge of next year’s schedule with hopefully an even stronger team. They will miss their four seniors, Korprica, Holmes, Jones, and Denmark, but wish them well in their new endeavors.

— Coach Daniel Frank & Ass’t Coach Conrad vonGarrel

Columbia Campus Basketball Games
The Columbia students along with Rick Kaufman and Danny Rinner traveled to Pennsylvania School for the Deaf on February 25, 1999 for the Fifth Annual Mid-Atlantic Junior Deaf Basketball Tournament. Seven boys teams and five girls teams participated in this tournament. It was a rich experience for MSD students.

During the double elimination round, Columbia played against MKSD (New Jersey). MSD boys were victorious with a 22 to 17 score! It was a hard-fought battle - MSD led the first quarter (3-2), at halftime (7-5) and after the third quarter (13-9). MSD’s strategy of letting their opponents work themselves into scoring points was successful. MSD scored 13 points in the fourth quarter. MSD’s own Bryan O’Day (13) and Mark Dobson (7) scored 20 of the team’s 22 points! It was a close battle, but MSD did it!

Columbia played MSD-Frederick in the next round. Columbia gave Fredericks a fierce battle in the first half with Fredericks leading at half time (6-5). After the third quarter, Columbia trailed by a score of only 13-9. The final quarter saw Fredericks pulling the game open by scoring 13 points. Columbia conceded defeat by the score of 26-10!

Columbia played PDS next. PDS had to work hard to score. By half time the scoreboard showed PDS - 21; MSD - 1-5. The second half saw Columbia regain its momentum and
battled fiercely to the end. The scoreboard showed P.S.D. 36, M.S.D.C.C. 20. Mark Edwards (13) and Bryan Oakley (7) combined to score all of M.S.D.C.C.'s points.

Mr. R. Kauflin, M.S.D.C.C. head coach, did a fantastic job in coaching his team. Many of M.S.D.C.C. players had limited experience in December and they improved remarkably and learned a lot from Mr. Kauflin. Ma. Gwen Long did an admirable job as the assistant coach. The team had a great game and played all day. M.S.D.C.C. looked forward to seeing its students shine in Frederick as they continue to improve.

OTHER GAMES:

January 19—M.S.D.C.C. lost to Frederick by the score of 39 to 19.

February 9—M.S.D.C.C. lost to Delware by a score of 21 to 16. It was a close game all the way as M.S.D.C.C. players were trailing by 2 points after 2 quarters. Five of their players were instrumental in scoring for their team.

February 11—M.S.D.C.C. lost to Kendall by a score of 37 to 34. Mark Edwards contributed 18 points and Bryan Oakley contributed 14 points in a losing cause.

February 17—M.S.D.C.C. lost to Delware by a score of 32 to 21. Columbia was never in the game. At one point, the game was down by 16 points in the 3rd quarter. Bryan Oakley scored 14 points for the losers.

February 18—M.S.D.C.C.—lost to Kendall but the score was close.

February 22—M.S.D.—Frederick dominated M.S.D.C.C. from the beginning of the game. The final score was 34-16.

Andres Carroll #10
Abdul Cousin #12
Mark Edwards #4
Ivan Elmore #8
Bryan Hopper #2
Gregory Hodge #5
Achbr Kholbi #4
Bryan Oakley #1
Andre Ward #1

Maryland School for the Deaf Booster Club

After several years of working with attorneys and certified public accountants, the Maryland School for the Deaf Booster Club was able to regain its tax-exempt status. This school year the Booster Club has been very active in raising funds and organizing the athletic programs at all levels in the Maryland school for the Deaf.

In order to place people under the tax-exempt laws, a voluntary Board of Directors was established with Mr. A. Donald Phelps being elected as President of the Board. The Booster Club officers elected were:

Vicki Kistenbich—President
Barbara Kitson—Vice President
Wayne Monroe—Treasurer

Other Board members included Ron_Sink, Donna Vogeler, and Chad Baker. Parents, school administrators, and interested individuals formed a working group that worked closely with legal and financial advisor to reorganize the organization. After working a year on financing, by-laws, and fiscal procedures, the Booster Club set about raising money for a wide variety of activities.

The club also worked very closely with Athletic Director, Jerry Bush, and a meeting was held in late spring of 1988 with all coaches. Elementary through High School. As a result of this meeting, a school-wide priority list was developed and presented to the Booster Club so that it could help with the acquisition of equipment and uniforms in conjunction with the school's ability to purchase some of the items.

So far this school year, the Maryland School for the Deaf Athletic Booster Club, Inc. has purchased wrestling warm-up jackets and pants, varsity football pants, and youth football pants for a total of nearly $4,100. We still have a few more items to go and hopefully we will be able to make these purchases by the end of the school year.

The Athletic Booster Club also assists in sports programs by being the sponsor for the Monocacy Youth Basketball League, for the YMCA Youth Soccer League, and the Mason-Dixon Junior Wrestling League. The Booster Club handles the registration fees and the acquisition of all prizes and trophies.

Booster Club income is derived from admission, concession sales, registration fees and fundraising activities which are conducted throughout the school year such as raffles and selling pizza kits.

A final very important function of the Booster Club is to serve as a source of cash advances to coaches when they go on away trips. This allows the coaches to keep an emergency fund in hand for incidental expenses as well as for meals, taxis, and gasoline charges. This banking function has given coaches a little over $3,000 in cash advances so far this school year.

Looking to the future, the Booster Club is extremely exploring ways to sell memberships in the organization and has this as a primary goal beginning with the 1999-2000 school year. With increased funds from expanded membership, the Booster Club hopes to develop a responsibility to keep athletes' fees in a cyclical fashion that is fair to all levels of athletic participation as well as to provide opportunities for youth to explore and expand their talents.

It is anticipated that a lot of people will be hearing about the work the Booster Club will be doing in the very near future.

Vicki Kistenbich, President—MSD Booster Club

Urbana Jr. Hawks/MSD Baseball League


TEAM B—Front row (Kneeling): Reina Braue, Amanda Dull, Lauren Wall, James Steiniger, and Tyler Lewis. Second row: Reyk Cerdaul, Jesse Steiniger, Rachelle Shepherd, Eric Sekora, Shane Brewer and Greg McCallister, Jr. Third row: Larry Wall (Austin's Coach), Barrett Dull (Austin's Coach), Hank Steiniger (Coach), Wally Cerdaul (Austin's Coach), and Jeff Lewis (Austin's Coach). Absent: Dan Mahanov and Justin Wiemer.

This year, parents formed a new Deaf Urbana Jr. Hawks/MSD baseball Team A of 1st, 2nd and 3rd grade students who were very enthusiastic to play baseball in the spring. Baseball season began with a large number of participants so parents had to form a second team, Urbana Jr. Hawks/MSD baseball team B.

The Team A record was 5-2 with six players selected as All-Stars. They will play against other All-Stars representing from different teams. They will have playoff games in late June. Team B worked hard to develop baseball skills and prepare to play for Team A next year!

Gay Heisey

SPRING 1990 20
Youth Soccer - Spring Season


Homecoming Day
There will be a homecoming day on October 30, 1999. MSD will play against the Florida School for the Deaf. In addition, MSD will celebrate the 50th anniversary of the founding of MSD’s Football team. The 1969-70 football team will be invited to participate in the ceremony and the homecoming queen from 1969 to 1999 will be invited along with the new Homecoming Queen. 99 Please wait for more details at a later date through The Hernia Post and check into MSD’s Home Page (www.msd.edu) and click on the Alumni Association for information related to the ‘99 Homecoming.

MSD-CC PTCA Update

On May 13th, PTCA’s special guest speaker was Ms. Sue Ross, Singletary, a deaf attorney from the U.S. Department of Education who came to share her stories of growing up in a third-generation deaf family. Telling fascinating stories of her family, travel, and participation in helping to acquire more deaf citizens held everyone’s attention for the evening.

In April, Ms. Evelyn Hill-Johnson, Curriculum Coordinator for Columbia Campus, gave a history and update on the MSD Essential Curriculum. She helped register all the curriculum garden-cries, seminars, formatives, anchor papers, etc. for parents.

The PTCA’s car raffle was a big success and the figures are showing a profit of near $1700. The PTCA members had some real “seller stalkers” who sold 100 tickets each! What special gift will the PTCA purchase for the school with this? Sorry, it’s still a secret! A mid-week fundraiser in the “Pennies for Computers” collection of the lowly penny. But they all add up! Pierre Evans’ class really met the challenge and collected more than $25 worth! In the photo below, they are enjoying a special “Banana Split Party” in their honor as the winners.

With the help of some expert cooking by parent, the PTCA was able to have morning treats every day of “Teacher Appreciation Week” in all three buildings. Evelyn Weidig, PTCA secretary, coordinated this event. In the spirit of appreciation, the students had a dress code for each day—Monday was “inside-out Tuesday.” Tuesday was “Red, White, and Blue Day.” Wednesday was “Hot Day & 25th Celebration Shirt Day,” Thursday was “Class Day,” and Friday was “Hearts on your Clothes Day.”

PTCA was happy to assist with the food sales for the fantastic Spring Festival that the student body staff put on. With “Kid Street” as its theme, the dorm staff had fun games, raffle games, and best of all an alley car show with the music from the show “Cars.”

—Dominic Williford, President/Vice-President

Reunion schedule is subject to change.
Letters will be sent out to alumni members by the end of June 1999 with information for tickets. Child care will be charged. The Reunion committee will include the schedule for child care activities. Any questions should be forwarded to Mary Sue Boxer at boxerma@msd.edu or David Martin at dmartin@aol.com or martinda@msd.edu.

Pierre Evans’ class at its “Banana Split Party”
The world welcomed a future member of the Class of 1985, Bridgetta Belle Bourne-Firl, on December 31, 1967, when she was born in Fairfax, Virginia, to her Deaf parents, Francis and Jenny Sue Bourne. She has two hearing sisters, Bettina and Frances Sue, and one Deaf sister, Julie, who graduated from MSD in 1996. She has been married to Leslie Firl since 1990. They reside in Newark, California with their two sons, Jared (five years old), and Gideon (almost two years old). Jared is hearing and Gideon is Deaf. Bridgetta is currently a part-time Community Education Coordinator at California School for the Deaf, Fremont, and is running a small home business selling Usborne books for children. In her leisure time, she is now in training preparing to run in the San Francisco Marathon that will take place on July 11.

Bridgetta attended preschool classes at Kendall School and went to Camelot Oral School in Virginia. She came to MSD in the fall of 1973 and graduated from MSD in 1985. She majored in American Government and received her Bachelor of Arts degree in 1989 at Gwilliam University. Then in May 1993, she earned her Masters of Arts degree in Administration and Supervision with an emphasis in Public Administration.

Working for the National Academy at Gallaudet University as a trainer providing workshops on the Americans with Disabilities Act, Bridgetta was the Coordinator of Professional and Community Training Program. After Gallaudet University's reorganization, she was offered the position of the Coordinator of Unit for Conference Management at the new Kellogg Conference Center. After her move to California with her family, she became the Community Education Coordinator at the California School for the Deaf, Fremont. Her job responsibilities include working with community groups in planning awareness training programs and events (such as a national conference that was held recently in Oakland focusing on Deaf Studies) and coordinating the annual Deaf Awareness training. In addition to running her home business selling Usborne books, she teaches ASL or tells ASL stories to the children.

In her school life, Bridgetta acquired skills through sports, drama, and extra curricular activities at MSD. She developed self-confidence by learning the method of compromise, performing drama duties, sharing rooms with other students, and through cheeringleading and leadership opportunities in the Jr. NAD and the Class of 1985. Sports played a vital role in her life in shaping her. The value of running as emphasized by MSD in her early days remains with her as she participates in marathons. In her profession as a program or event planner, she got the experience by interacting with various individuals and making program plans in various extra-curricular activities at MSD.

At Gallaudet University, Bridgetta managed to juggle many things, which she learned at MSD. She was involved in Student Body Government, Student Congress, Student Residence Program, Judicial Board, Phi Kappa Zeta Sorority, and cheerleading. She also worked at the National Academy to help pay for her education and living expenses. She even met her best friend and husband during her junior year. She became one of four student leaders in the Deaf President Now (DPN) movement in 1988.

What led to Bridgetta's involvement during the DPN? She gives much credit to her family. At dinette time with her family, they always had arguments, discussions, and disagreements. She found that it was always fun and at the same time she learned many stories of struggles and joys of being Deaf from her parents. Her experience at MSD had prepared her by developing her ability to juggle many things at the college. With these skills, Bridgetta assumed a visible position during the DPN movement that many Deaf people saw through the media.

Bridgetta believes strongly that many things have contributed to her life and that one of these important things is her faith and relationship with God. She feels that her life has been molded through her relationship with God, family, friends, and that being Deaf is a gift with a purpose from heaven. She has had the happiness of being a Deaf "person as a whole." She also feels that her very positive experience at MSD had contributed greatly to her being able to think this way.

Ms. Bourne-Firl's advice to MSD students is:
1. Experience as much as you can while you are at MSD, especially leadership opportunities. It is a good time and place for you to succeed and even make mistakes. I made some mistakes and I was sad at that time. Now, I look back and smile.
2. Keep up the HIGH spirit and pride for MSD. Demonstrate respect instead of being a show-off for the other schools and general public. It was an "advantage" for me! This includes a small requirement such as dressing up on the day of sports games. I believe that this helps one to be happy about who she/he is. No matter what obstacles she/he may face later in life, she/he will still be able to dress up and take care of self. The lesson may seem to be bigger than the little requirement or expectation at MSD but it is worked for me.

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