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Photo by Louise Krafft/The Almanac

Potomac Almanac ● Camps & Schools

# Impact of Concussions

Cognitive baseline testing protects student athletes from getting back on the field too quickly after a blow to the head.

By Jon Roetman

**W**est Potomac linebacker Matthew Voltmer ended up on the ground on Aug. 14 and he doesn't remember how he got there.

It was a morning session during two-a-day practices at the high school in Fairfax County, and the Wolverines were engaged in a hitting drill. A collision was the culprit, but Voltmer is uncertain of the details.

"I think we collided heads. To be honest, I don't remember the actual collision," Voltmer said. "I remember being about three feet away and then, next thing I know, I'm on my knees in front of him."

The junior got up, shook his head and got back in the drill.

Later that afternoon, between practices, Voltmer was watching TV when he realized the screen appeared brighter than usual. He didn't feel right, but he loves football and wanted to return for the team's second practice.

His mother had different ideas.

A teammate had informed Voltmer's mother of the hit her son took earlier in the day. After shining a light in his eyes and getting no response in his pupils, sign of a potential concussion, she took Voltmer to the hospital. Doctors performed a CAT scan and found a small bruise on his brain.

If Voltmer needed additional reason for not returning to the field promptly, it came three days later, when he took the ImPACT test.

geared toward managing the harmful effects of a concussion, including keeping an athlete off the field until he or she is fully recovered. Sustaining a second blow to the head while suffering from an initial concussion can cause second-impact syndrome, which is potentially fatal. According to the ImPACT Website, second-impact syndrome has led to 30-40 deaths in the last 10 years.

ImPACT provides a baseline by measuring cognitive functioning

**"I think we collided heads. To be honest, I don't remember the actual collision,"**

— Matthew Voltmer,  
West Potomac linebacker

through a series of recognition tests administered on a computer. Once a baseline is established, the test can be taken again for comparative purposes if an athlete has suffered a possible concussion. Data from the second test can help lead to a diagnosis and track recovery. Test results are kept at the University of Pittsburgh.

**WALT WHITMAN** High School also uses ImPACT testing. Members of the field hockey and girls soccer team took the test Oct. 16 for baseline purposes. Celeste Pilato, a junior on the field hockey team, suffered from headaches and nausea, common concussion symptoms, after being hit in the head with a ball during a Sept. 29 game against Walter Johnson. A doctor later diagnosed benign positional vertigo, but said it was nice to have a baseline established if needed. Maryam Hedayati, a parent volun-

See **Testing**, Page 3

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# Testing Protects after Head Injury

From Page 2

teer and substitute teacher for Montgomery County, supervised during the recent ImPACT tests at Whitman. Hedayati explained to those in the room the test is not an academic quiz grading right or wrong answers, but rather a method used to collect data.

Hedayati has two sons on the Whitman football team. She said the oldest, Sassan Nejad, was concerned about how well he would do the first time he took the test, a worry Hedayati looks to eliminate.

"If they know this is just gathering information, and they're in a calm position," she said, "then they take their time and they do their best. And their answers, to me, will be more accurate."

**WINSTON CHURCHILL** High School in Potomac is in its first year using ImPACT. Dave Kelly, in his second year as the school's athletic director, said any athlete viewed as being at risk for a concussion is encouraged to take the test. Kelly said the school paid a \$750 fee, which allows up to 600 students to be tested this year.

"We've had a number of kids who've had concussions each season," Kelly said. "Quite frankly, it's valuable to have in case a child does sustain trauma to the brain because it gives you a baseline. ... It's highly recommended."

**VOLTMER, THE WEST POTOMAC** linebacker, had established a baseline when he took the test as a freshman. Two years later, the results from his second test showed a decrease in the quality brain function. Voltmer said he remembered most of what the test entailed from his freshman year, and noticed himself struggling at times when he took it a second time.

"Every single subject was lower, reaction time, memory, [performance on] everything was much worse than my baseline," Voltmer said. "In the reaction [segment] I remember there's one where you press a button if a red square shows



Photo by Louise Krafft/Connection

Melissa Kantor, Mallory Frankel, Sami Tozzi and Hawa Boyce, members of the field hockey teams spent the late morning completing the online impact test in the computer lab at Walt Whitman HS.

**"Now, the kids are so educated on head injuries that they almost become self advocates, which is good."**

— Eric Henderson, football coach

up [and] press a button where a blue circle shows up, and I did the opposite for about two sets."

Voltmer agreed the results produced by taking the ImPACT test for a

second time helped convince him to take the injury seriously. He sat out for about two weeks and missed the Sept. 3 season opener against Mount Vernon before returning to action.

Teammate Dustin Hess, also a junior linebacker, experienced dizziness and ringing in his ears after an Aug. 17 hit during practice. He continued to participate, but after a second blow later in the evening, he decided it was time to tell someone.

"I was feeling [dizzy] after impact, but I didn't report it until the evening

because I thought I'd be all right," Hess said. "Then I came out here and practiced and I hit myself again and that was the last string. I couldn't see straight."

Hess, who also established a baseline with ImPACT testing during his freshman year, took the test two days later and produced diminished results. He also missed practice for two weeks and did not play against Mount Vernon.

Hess said waiting to report his symptoms was "stupid" and he would not try to play through symptoms if they occurred in the future.

**EVERY HIGH SCHOOL** in Fairfax County uses ImPACT testing to protect student athletes with possible concussions. Jon Almquist, athletic training program administrator for FCPS, said ImPACT provides information unattainable by the naked eye or a standard evaluation. But Almquist added ImPACT is only part of the solution in terms of managing concussions.

Almquist said schools dial 911 if convulsions or vomiting is associated with a head impact. Otherwise, athletes are given a sideline exam and monitored after a head injury to determine down which path he or she is headed. Will the athlete be able to go home after the event, or will he or she be in need of further medical attention?

A full clinical evaluation is another tool, Almquist said. This involves examining a patient's medical history and trends, primarily whether the athlete has suffered a head injury.

An ImPACT test would likely be given 24 to 72 hours after head trauma, to test how the brain is functioning.

"It's a tool in our tool box," Almquist said of ImPACT. "No one thing across the board is the answer. ... Everything has to be together. It's kind of like parts of a formula."

Almquist said the number of con-

See **Preventing**, Page 7

# If They Build It, Will You Come?

Private schools are making big investments in new facilities.

By Julia O'Donoghue  
The Connection

Many local private schools are in the midst of fundraising for or have recently completed a major construction project, though the private school officials have said they are not in an "arms race" when it comes to building new facilities.

"We are not going to engage in some sort of competition to build the biggest and the best but we are going to put resources where they belong," said Jean Erstling, director of communications at Landon School, which costs \$28,826 per year in tuition for the high school program in Bethesda, Md.

Many local private school administrators insist the quality of teaching, curriculum and overall mentality of the school are much more important to perspective students and families than the campus or physical plant.

"I don't know if our facilities give us an advantage over any other school because it is usually a matter of which school is the right fit for the student. This area is fortunate to have some of the best independent and public schools in the country and it is about where you feel comfortable. There are many schools with terrific facilities," said Rev. William George, president of Georgetown Preparatory School, which costs \$25,650 to attend as day student and \$44,000 to attend as a boarding student in North Bethesda, Md.

Still, many of the elite schools are competing for the same group of students, children who are not only high-achievers but also have families with the means to volunteer and financially contribute to the school above and beyond tuition rates that frequently exceed \$25,000 per year.

Shortly after Georgetown Prep opened its new athletic center in 2007, Landon launched a fundraising effort for major renovations to their sports complex. The two all-boys schools with campuses only a few miles apart from each other have a heated sports rivalry.

**GEORGETOWN PREP'S** \$23 million athletic center includes an 11-lane indoor pool, Montgomery County's only regulation-size 200-meter indoor track and a 950-seat basketball arena.

"There are other schools that have nice, new facilities but, when it comes to athletics, I don't think anyone can top what we have," said Brian Gnatt, a Georgetown Prep spokesperson.

This winter, Prep will also open a student center and new library facility that cost approximately \$30 million to build. The facility includes study areas, a café

**"There are other schools that have nice, new facilities but, when it comes to athletics, I don't think anyone can top what we have."**

— Brian Gnatt,  
Georgetown Prep

with a wood-burning oven that can cook five pizzas at one time, a projection television, and a recording studio for student musicians.

"I want Prep to be a weekend destination for day students. They could come work out or play some music, eat a meal and then watch the Redskins or Nationals on the television," said George, Georgetown Prep's president.

The school also spent about \$14 million installing artificial turf, redesigning their golf course and upgrading their road and parking system on campus, for a total of a \$70 million capital campaign overall.

Now, Landon is pursuing similar types of projects, though on a more modest scale than Georgetown Prep.

The school installed its own turf field in 2007 and opened a new \$2.5 million strength and conditioning room at the beginning of last year. They are currently raising money to undergo a much more significant renovation of the first floor of their athletic facility that would include more meeting space for students and a new concession stand, said Erstling.

"We looked at the majority of student facilities on campus and what needed to be done to improve them," she said.

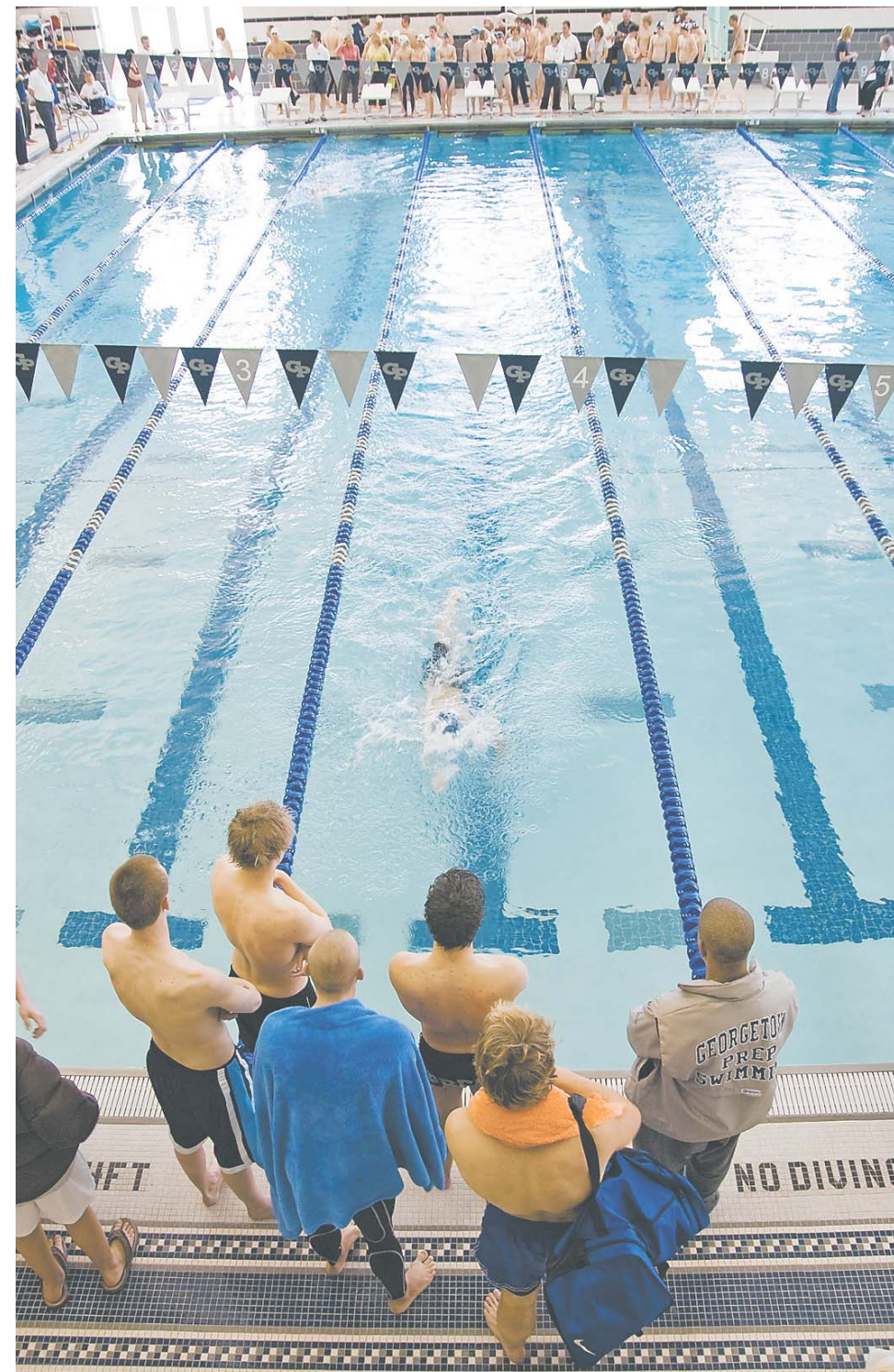
**THROUGH A \$50 MILLION** fund-raising campaign, the Potomac School in McLean was able to upgrade its upper school in 2008 and to build a new lower school that opened this September, the latest addition to the sprawling 90-acre education campus.

Tuition at the upper school costs \$28,925 annually; tuition at the lower school is \$24,765.

Originally constructed in 1959, the lower school building was outdated and had high operating costs. The upper school facility, which houses students in ninth through 12<sup>th</sup> grades, was too small, said Dabney Schmitt, Potomac's director of development.

"We are so fortunate as an independent school to have a community that understands that because we are an independent school, we have to rely on ourselves for funding. Whatever we do here depends on everyone working together," said Schmitt.

In addition to a soccer field, sledding hill, basketball court and flagstone patio, the new lower school's state-of-the-art playground has an artificial turf pad where students can build structures out of oversized blocks and a wooden apparatus called



Georgetown Preparatory School's \$23 million athletic center includes an 11-lane indoor pool, Montgomery County's only regulation-size 200-meter indoor track and a 950-seat basketball arena.

"the big toy," which is similar to a traditional jungle gym.

Potomac's youngest students can also play in a large sandbox that has a water feature and seating areas where they can build mud pies. Children can also climb a spinning, cone-like structure covered with loose netting.

There is a playhouse surrounded by a community garden and a few tricycles with a cement-riding path.

But by far, the most popular part of the playground during the first week of school are the "cloud nine" swings. The large saucers suspended in the air can fit four students in one at a time, said Donna

Lewis, head of Potomac's lower school.

"The children will stand in line for more than half of their recess just to use these swings," said Lewis.

Eventually, Potomac's lower school playground will also include a climbing wall, though Lewis said the school will hold off on its installation since the students still trying to cope with the all current options at recess.

"The goal is to try and inspire kids with different interests. The different areas will appeal to different children and there is a wide range of ability level between the ages of five and nine," said Lewis, whose division of the school enrolled 214

**"We are not going to engage in some sort of competition to build the biggest and the best but we are going to put resources where they belong,"**

— Jean Erstling, director of communications

students this year.

Potomac did see a jump in the number of families seeking information about their academic program once the new upper school was completed, said spokesperson Jill Lucas.

**ALL** of these facilities are expensive and most schools only have their immediate community of parents, grandparents and alumni to draw from for financial support.

"Independent schools typically have to engage in a capital campaign to raise money for new facilities and typically the socio-economics of the student body determine how much can be raised," said Judy Marks, director of the National Clearinghouse of Educational Facilities.

There are a few special cases where schools do not have to rely entirely on fundraising efforts to raise money for construction projects.

Jesuit priests bought Georgetown Prep's campus over in 1916 and the value of prep's land skyrocketed in the late 20<sup>th</sup> century, with a Metro station opening directly across the street from the school's front entrance, and land values appreciating in the area in general.

Georgetown Prep approached Montgomery County about getting one corner of their campus near the Metro rezoned for high-density residential development, since it was near a major transit hub. Once approved, Prep then signed a 99-year lease with a local builder that is expected to yield about \$800 million for the school over its lifetime.

Money earned from the lease covered about \$37.5 million of Georgetown Prep's \$70 million in recent capital projects, including the entire cost of the new athletic center. As a result, the school only had to raise money from donors to cover the costs of the student center.

"There is no way we could have built both buildings without the apartment project. That just brought in a tremendous source of revenue. We might have been able to do one or the other but not both," said Gnatt.

"I consider that the terrific legacy that the Jesuits left us when they bought our property. It adds terrific financial security to the school," said George.

**SOME SCHOOLS** are also engaging in building projects not just to renovate or update facilities but to add completely new features to the school and curriculum.

The Langley School, which runs from preschool to eighth grade and costs approximately \$25,000, opened its first ever arts center on its McLean campus last year.

"We actually did not have an arts center before. We split our time between our athletic center and what used to be field

house for our school assemblies and performances," said Langley's spokesperson Sharon Ifft.

The new building has an auditorium that includes professional lighting and sound equipment as well as a stage that is slightly lower to the ground for Langley's younger students. There is also a band room designed to provide good acoustics for music.

"It really gives the students a more professional learning experience. They get to learn how to use the lighting equipment and do backstage work. I think it is very sophisticated, especially for school that only goes from pre-kindergarten to eighth grade," said Ifft.

**FOR SCHOOL COMMUNITIES,** their location and natural landscape are more of a draw for families and add more value than any new facility could.

Burgundy Farm Country Day School in the Mount Vernon area, which costs between \$20,000 and \$22,000 per year to attend, employs a lot of experiential learning and their students are outside, rather than in a classroom, for much of the day.

"We have a pond and a stream. The school is fairly rural setting in the middle of an urban area," said Connie Rue, head of the school's lower school program.

Rue added that the physical setting, a converted dairy farm only a few minutes away from the City of Alexandria, is what attracts some families to Burgundy Farm.

"Parents have said that what they were seeking for their children is a chance to enjoy the outdoors while they are at school, to enjoy the physical setting as part of the classroom," she said.

Burgundy Farm also owns a property in West Virginia that all students in grades first-through-eight use for a three-day overnight learning experience twice per year.



## Private School Search Timeline

### EARLY FALL

- Finalize schools that you plan to inquire about.
- Request admissions and financial aid material by phone or online.
- Review admissions materials to determine which schools to visit.
- Keep a calendar of pertinent deadlines for admission and financial aid and procedures, such as when schools start taking reservations for individual tours and interviews.
- Register for standardized tests—the SSAT or ISEE (for middle school and high school).
- Review the test Web sites to learn procedures and see sample questions; consider whether you want to buy a test-preparation book.
- Call to schedule individual tours, interviews, class visits, and "shadow days." Ask elementary schools about their test schedules and how to make an appointment.

### OCTOBER

- Visit open houses.
- Call to schedule tours, interviews, class visits, and school-based tests if you haven't already.
- Attend information sessions and take tours.
- Finalize school(s) to which you will make application.
- Take standardized test.

### NOVEMBER

- Follow through on activities you may not have completed, such as scheduling tours, interviews, class visits, and standardized or school-based tests.
- Continue to watch for open houses you may want to attend.
- Start lining up teacher recommendations.
- Start working on applications, financial aid forms, student questionnaires, essays, etc.

### DECEMBER

- Complete any remaining applications, questionnaires, etc.
- Most application materials are due in January or early February.

### JANUARY

- Pay attention to deadlines: Most schools' applications, tests scores, references, transcripts, and financial aid forms are due in January or February.
- Request transcripts at the end of your child's first semester.

### FEBRUARY

- Don't miss the deadlines: Most schools' applications are due in February at the latest.
- Do school visits or shadow days for the student if you haven't already.

### MARCH

- Watch for school decisions starting in mid-March.
- Watch for financial aid decisions about this same time.

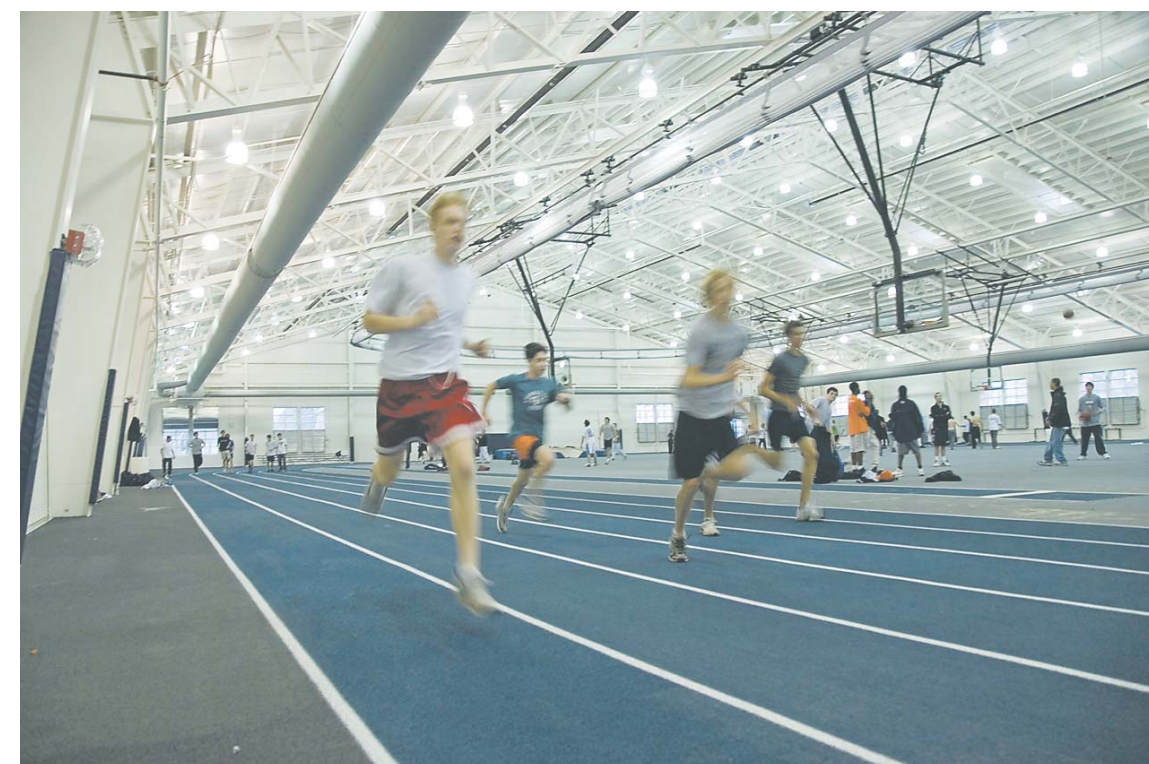
### APRIL

- Sign and return enrollment contracts and deposits.

### MAY TO SEPTEMBER

- Attend events and activities for new parents and students during spring and summer.

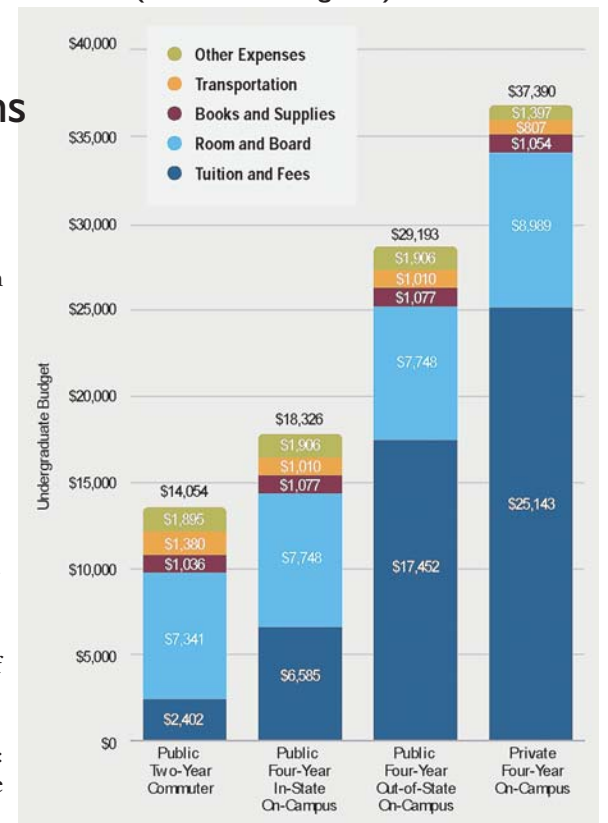
SOURCE: National Association of Independent Schools, [www.nais.org/go/parents](http://www.nais.org/go/parents)



# A Look at Trends in College Costs

Students at two-year colleges and out-of-state students at public institutions see lower costs.

Average Estimated Undergraduate Budgets, 2008-09 (Enrollment-Weighted)



**Note:** Expense categories are based on institutional budgets for students as reported by colleges and universities in the Annual Survey of Colleges. They do not necessarily reflect actual student expenditures.

SOURCE: The College Board, Annual Survey of Colleges.

fees of \$1,292; the highest-priced colleges are private four-year colleges in New England, with average tuition and fees of \$31,680.

The proportion of high school graduates enrolled in college within a year after graduation grew from 49 percent in 1976 to 54 percent in 1986 and 65 percent in 1996. Between 1996 and 2006, the enrollment rate grew slowly to 66 percent.

### What Students Actually Pay

The net price of college is defined as the published price less the average grant aid and tax benefits students receive.

On average, full-time students receive about \$10,200 of grants and tax benefits in private four-year institutions, \$3,700 in public four-year institutions, \$2,300 in public two-year colleges.

Net price in public four-year colleges fell in constant dollars from 1993-94 to 2003-04, but has risen rapidly since.

Net price in public two-year colleges fell in constant dollars during each five-year period from 1993-94 through 2008-09.

At both public and private institutions, even most students who pay the published prices receive a subsidy, paying less than the full cost of their education. The largest subsidies average about \$12,400 per year at private doctorate-granting institutions.

Every year since 1998, the College Board has published a new edition of "Trends in College Pricing," providing information on prices for tuition and fees and room and board at colleges and universities. For more, see [www.collegeboard.com/trends](http://www.collegeboard.com/trends).

The current report shows that the changing distribution of income has had a significant influence on the ability of families to pay for college.

Between 1977 and 2007, average family income rose 3 percent (\$463 in constant 2007 dollars) for the poorest 20 percent of families, 22 percent (\$11,275) for the middle 20 percent, and 86 percent (\$146,650) for the wealthiest 5 percent of families.

Excerpts and highlights directly from the report:

- Average published tuition and fees for in-state students at public four-year colleges and universities in 2008-09 are \$6,585, \$394 (6.4 percent) higher than in 2007-08.

- Average total charges, including tuition and fees and room and board, are \$14,333, 5.7 percent higher than a year earlier.

- Average published tuition and fees for out-of-state students at public four-year institutions in 2008-09 are \$17,452, \$866 (5.2 percent) higher than in 2007-08.

- Average published tuition and fees at public two-year colleges in 2008-09 are \$2,402, \$108 (4.7 percent) higher than in 2007-08.

- Average published tuition and fees at private four-year colleges and universities in 2008-09 are \$25,143, \$1,398 (5.9 percent) higher than in 2007-08. Average total charges are \$34,132, 5.6 percent higher than a year earlier.

- The Consumer Price Index increased by 5.6 percent between July 2007 and July 2008, so tuition and fees at public two-year colleges, at for-profit institutions, and for out-of-state students at public four-year institutions declined in constant dollars. Tuition and fees at private four-year institutions and for in-state students at public institutions are 0.3 percent and 0.7 percent higher, respectively.

- Twenty-nine percent of full-time undergraduates in four-year colleges and universities are enrolled in institutions with published tuition and fee charges of less than \$6,000; 19 percent are enrolled in institutions with published charges of \$24,000 or higher.

- Average in-state public four-year tuition and fees range from \$5,412 in the South to \$8,602 in New England.

- The lowest-priced colleges are public two-year colleges in the West, with average tuition and

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# Preventing a 'Second Impact'

From Page 3

cussions recorded during the past 15 years is "much higher" than in the past, due primarily to a better understanding of concussions among medical personnel.

**WEST POTOMAC** head football coach Eric Henderson said he suffered at least 12 concussions during his football career at Fort Hunt High School and the University of Rhode Island. Henderson, who played left tackle at URI, said fighting through concussion symptoms was commonplace 20 years ago.

"When I played, yeah, you tried to suck that up," he said. "Now, the kids are so educated on head injuries and 'don't push a head injury,' that they almost become self advocates, which is good.

"... I remember blacking out in a game and playing in the second half. That's what you did: 'Oh, he's awake?' A little ammonia capsule under the nose and 'OK, there no visible blood. I think he can go back in.' That's how it was. But it was 1987. Nobody did the longitudinal studies on head injuries that people have done [recently]. ... My memory sucks. It's atrocious, and I know it's due to all the concussions. ... I can't remember stretches of games in college."

**DR. JILLIAN SCHNEIDER** of Springfield, Va., a clinical pediatric neuropsychologist who works with ImpACT, said convincing an athlete to stay off the field while recovering from a concussion can be "challenging."

"If they talk about the importance of getting back on the field even though they're experiencing symptoms, I'll talk about second-impact syndrome," she said. "I'll emphasize if they have another [head] injury [while recovering], their symptoms are going to be worse and they might miss a season instead of a game."



Photo by Louise Krafft/Connection

The field hockey teams spent the late morning completing the online impact test in the computer lab at Walt Whitman HS.

Schneider said football is the No. 1 producer of concussions among sports, adding lacrosse, hockey and boxing are among the top sports that lead to head injury.

Rest is the best way to recover from a concussion, Schneider said. Patients should stay away from physical activity, which she described as anything that elevates the heart rate, and should limit cognitive stress, such as reading and studying, she said.

T.C. Williams High School in Alexandria, Va., does not use ImpACT testing. Tanya Hecox, the school's head athletic trainer, said it's a money-related choice. T.C. Williams uses Standardized Assessment of Concussion testing.

The annual occurrence of sports-related concussions is estimated at 300,000, according to the ImpACT Website.

Schneider said it's "critical" to preventing further concussion damage.

Dr. Hiram Bagy of the United Wellness Center in Herndon, Va., and team chiropractor for D.C. United, works with ImpACT and said a benefit of the test is the concrete numbers it provides. With some concussion symptoms such as drowsiness, common in the day-to-day life of a teenager, the data helps give a clearer picture of potential problems.

Bagy referred to the ImpACT test as "invaluable" and "amazing."

**"We've had a number of kids who've had concussions. ... It's valuable to have in case a child does sustain trauma to the brain because it gives you a baseline."**

— Dave Kelly, Churchill athletic director

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Scott Suchman/The Almanac

The company of "Ferdinand the Bull" (from left to right, Andrew Boza, Michael John Casey, Michael Perez, Renee Lamont, Sara Beth Pfeifer and Ricardo Frederick Evans) celebrates the surprise happy ending to Ferdinand and Danilo's bull fight in "Ferdinand the Bull," playing through Nov. 1 at Imagination Stage.

**Now through Nov. 1**

**Ferdinand the Bull.** Performances are Saturdays and Sundays at 1:30 and 4 p.m., and Saturdays at 11 a.m. Cost: \$10-\$21. Charming musical based on the book and lyrics by Karen Zacarias, music by Deborah Wicks La Puma, based on the story by Munro Leaf. At Imagination Stage, 4908 Auburn Ave., Bethesda. Go to www.imaginationstage.org or call 301-280-1660 for complete schedule and to purchase tickets.

babies). Reservations strongly recommended. Call (301) 634-5380 visit www.thepuppetco.org.

**Now through Nov. 20**

**"Toyland."** The Puppet Co. Playhouse specializes in live puppet theater. This adaptation of Victor Herbert's musical fantasy includes such familiar pieces as "Toyland" and "March of the Toys." 40 minutes. Age recommendation: PreK - Grade 4. Performances on Wednesdays, Thursdays and Fridays at 10 a.m. and 11:30 a.m. and on Saturdays and Sundays at 11:30 a.m. and 1 p.m. Tickets, \$10; group rates available. Call 301-634-5380 or visit www.thepuppetco.org.

**Oct. 27-31**

**Storyteller Alison Gee.** 10:30 and 11:45 a.m. Show runs 40 minutes. Not-so-scary Halloween-themed tales especially for ages 2-5. Cost is \$7. At Imagination Stage, 4908 Auburn Ave., Bethesda. Call 301-280-1660. Buy tickets online at www.imaginationstage.org or by calling the box office at 301-280-1660 daily from 10-5.

**Now through Nov. 15**

**Go, Dog. Go!** The production brings to life the delightful, colorful world of dogs through juggling, rhythmic music, and dance. Performances on Saturdays at 11 a.m., 1:30 p.m., and 4 p.m. and Sundays at 11 a.m. and 1:30 p.m. Tickets are \$12 for children 12 and under and \$15 for adults. Children under the age of 1 are free. At Adventure Theatre, 7300 MacArthur Blvd, Glen Echo, in the historic Glen Echo Park. Tickets can be purchased through the box office by calling 301-634-2270 or online at http://www.adventuretheatre.org.



**Adventure Theatre** continues its literary series with seven popular children's book adaptations. Experience the journey from reading the books at home to seeing the plays unfold before your eyes. Book Club performances are always on **Sundays at 1:30 p.m.** at the theatre in Glen Echo Park. Recommended for children ages 4 and up. \$10/family. Call 301-634-2270 or visit www.adventuretheatre.org.

**'You Can't Take It With You'**

Thomas S. Wootton High School is staging "You Can't Take It With You" Thursday, Nov. 5, Friday, Nov. 6 and Saturday, Nov. 7 at 7:30 p.m. Tickets are \$5/students and \$10/adults and can be purchased at the Wootton box office Nov. 2-4 from 3-6 p.m. and two hours before show times. Call 301-279-8581. Wootton High is located at 2100 Wootton Pkwy., Rockville.

**Theater for Children and Youth**

**The Puppet Co.** presents "Tiny Tot Tuesdays," a program designed for ages 0-4. The shows are shorter, the lights stay on, the doors stay open and the show is set up on the floor. Performances on two Tuesdays each month at 10 and 11:30 a.m. Tickets: \$5.

- Tiny Tots @ 10! (Select Wednesdays and Saturdays)
- Wednesday, Oct. 21 - "Bunny Business"
  - Saturday, Oct. 24 - "Monster Merriment"
  - Wednesday, Oct. 28 - "Monster Merriment"
  - Wednesday, Nov. 4 - "Old McDonald's Farm"
  - Saturday, Nov. 7 - "Knight Time"
  - Wednesday, Nov. 11 - "Panda-Monium"
  - Saturday, Nov. 14 - "Clowning Around"
  - Wednesday, Nov. 18 - "Second-Hand Stars"

The Puppet Co. presents "Tiny Tots @ 10:00," a program designed for our youngest theater patrons (ages 0 - 4). The shows are shorter, the lights stay on, the doors stay open and the show is set up on the floor.

Performances on select Wednesdays and Saturdays each month at 10 a.m. Tickets, \$5, adults and children (including



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