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Stunt Motorcyclist
By Michael Lizarraga, 12th Grade

High school students create art based on their deaf experience

To increase the student's appreciation for deaf visual arts, our class did an activity following the example of Chuck Baird who loved to do paintings using handshapes. This art form is called "ASL iconicity". Baird loved to draw handshapes that portrayed the real thing. He always did paintings, but my class decided that they wanted to do sculptures because it was nice to have the 3D affect that you could view from different angles. It helped to feel more connected to the sign itself.

The students loved doing the project because they loved seeing the shape made out of their own hands. They used a plaster hand mold kit to make their sculpture. They had to choose a sign which would clearly resemble the real thing. Using the sign for "love" would not work because it would be too abstract, but the sign for "cat" or "race car" would work because the sign looked like the real thing it represented.

The students also did expressive paintings based on the work of famous deaf artists. The art the students created is truly one-of-a-kind. Come to the CSD library to enjoy the students' artwork that is on display there.

—David Call, Art Teacher

High school deaf art project



Open Your Eyes

By Leila Hanaumi, 12th Grade

There are some hearing parents of deaf children who are not aware of the school for the deaf or the deaf community. Some of them feel ashamed to have a disabled child. The way they think is that deaf people are a less fortunate species living in a hearing world. What they really don't realize is that there is a world out there for deaf people. Our world is in the deaf community. It is a beautiful world which is our home.

I chose to paint the eye purple because there are people born with amethyst eyes, which is extremely rare. That is what the deaf world is: a rare kind of love with a unique beauty. The trapped person inside the pupil is a deaf child of hearing parents (who were not aware of the deaf community). This world has been left out of their family's daily conversations.

The painting also symbolizes the child's struggle to understand hearing teachers and peers. He is a lonely person in a hearing world.

What the parents and their child don't realize is that there is a home waiting for them: the deaf community. The parents just need to look harder and see what their child really needs.

The painting shows a pair of hands pulling the eye open, which is my message to all hearing parents of deaf children: Open your eyes.



New Beginning

By Mark Montalette, 12th Grade

I decided to do a painting of the sun rising up on the horizon with "radiating" handshapes to symbolize the sunrise. It clearly reflects my perspective on life. A new day means a new beginning and a new life. It shows that I always look to the future, and I always remember the past deep in my heart.



Crestfallen

By Nicholas Lopez, 12th Grade

I wanted to do a painting to show the pain of discrimination for being deaf.

The painting shows an iron heart being torn apart to reveal a fragile heart inside. It means that all people are fragile and they can be hurt easily if they are not accepted by others. The sun and moon symbolize day and night, because the pain can happen at any time.

I experienced the pain of discrimination. Some hearing people shoved me away and didn't accept me. It happened to me for a long time.



WHOA!!

By TarAnthony Ramirez, 12th Grade

I created this painting called "WHOA!!" because I know that American Sign Language is amazing! You can see the guy in this poster with glowing eyes and hands. He's shocked and excited to see the power of ASL in his hands and eyes. It clearly shows that deaf people use our eyes and hands all of our life. The power of our eyes and hands is really valued, because it is really useful to deaf people.

The other thing that is amazing is that we can learn American Sign Language, and it's not for deaf only; it can be for everyone who wants to learn ASL—even blind people, or hearing people from other countries.

After I was done with the painting, I felt so proud. I didn't know that I could do a painting like this, so now I'm saying, "Whoa!! I really painted it?"



Snake

By Oscar Perez, 11th Grade

I wanted to paint a snake because I am from Mexico. I painted fingers to make it look like fangs. I am proud to be Mexican.



The Bridge Between Two Worlds
By Shara Winesburg, 12th Grade

This is a one-of-a-kind painting, based on my thoughts and feelings. The “great wall” down the middle of the painting represents the barrier between the deaf and hearing worlds. The colorful side illustrates how I view deaf culture, because we rely on how we see things.

In hearing culture, life goes by so fast that they never truly stop to see what’s in front of them, which is why I painted a blurry whitish-gray color to represent them. I painted the hands over the wall as a way to connect the two worlds, because I feel they should be connected.

I was raised in both the hearing and deaf worlds. My family is deaf but the schools where I went as a child were mainstreamed. I have always felt proud of my deaf identity, but some of the deaf people I grew up with weren’t. They seemed confused on where they stood and which world was the better one. I believe there is no better world. Both worlds define normal; we just have different beliefs. I’m hoping that everyone will be able to better achieve an understanding of each other’s cultures and try to mix the two.



Sidekick 3
By Taranthy Ramirez, 12th Grade

I decided to make a Sidekick 3 hand sculpture because deaf people use the Sidekick for communication. I’m proud of the artwork that I did. Sidekicks are an important part of deaf people’s daily life.



Everett Glenn, 12th Grade

My painting illustrates a deaf child being locked out of her family life. She wishes she were close to her family. The barrier represents a world of loneliness and another world of family happiness.



Right Path to a Bright Future
By Liz Jarashow, 12th Grade

When I was little, I was taught to speak, hear, and read lips. It was not a positive experience for me. All of the words being spoken to me were vague and blurry. I could not understand any of the words coming out of people’s lips when they would speak to me. The blurry words in the painting reflect my frustration with trying to understand what other people were saying to me. I felt like those people who tried to teach me to speak were like ghosts and I could not read their lips. So, I painted two ghost-like faces in the painting to show how I felt about lip reading.

There are many paths that can take you in wrong directions. The path to a bright doorway in the painting shows that I am on the right path to a bright future, because I found something that would take me to a good future: using my hands to communicate.

High school deaf art project



Night Time
By Nicole Perry, 12th Grade

I liked Chuck Baird’s artwork so much that I wanted to paint several handshapes to show how beautiful the night time is. The painting shows four different handshapes: one handshape shows the moon; another one shows the night becoming dark; one shows a house; and the last one shows a tree. ASL is beautiful because it can explain what the night time looks like very clearly.



Soccer
By Oscar Perez, 11th Grade

I love soccer so I wanted to do soccer handshapes for my De’VIA art project. I was surprised that I could make such a nice soccer hand sculpture. It was fun!

High school deaf art project



Hands of Music

By Kyle Morgan, 12th Grade

Music has been a part of my life for a long time—ever since I was little. I always listen to music every day. I can't hear the words, but it doesn't really matter to me because all I care about is the sound of the melody and the beat to each sound. I feel like I can understand the words in the sound of the music itself. I remember my very first sound that I ever heard from music was when I was around 3 or 4 years old. It was a country guitar and drum sound that my father was listening to. That sound was what made me fall in love with the sound of music ever since.

I listen to various kinds of music, but I mostly listen to rap, hip-hop, reggae, and some soft rock.

I had always wondered if we could use American Sign Language in music. One day, there was a school event where I saw three students signing music with American Sign Language. It was awesome! It was even better than listening to music because I could feel and see the way they signed the music; it became the sound.

In my art class, I painted the background in a dark color to represent invisible sound, and I painted a wave of lyrics flowing through to illustrate how the sound flies within the air.

As you can notice, the front lower left is the hands which symbolize signing to music. That is why I created this image in my dream, and I named it "Hands of Music".



Nail Polish

By Leila Hanaumi, 12th Grade

Painting my nails is something I love to do, and the sign for nail polish is pretty understandable by anyone—deaf or hearing. I thought that it would be a cute project to do, creating a hand sculpture that showed what the sign for nail polish is.

The concept was inspired by Chuck Baird, a deaf artist who loves creating artwork using the handshapes of certain words that symbolize what the word looks like in real life. I also had a bit of fun with the project by decorating each nail with different colorful artwork.

This was a new experience for me, and I'd like to do it again



Rocket

By Craig Wafer, Jr., 12th Grade

I decided to make a sculpture of a rocket handshape with flaming exhaust because no one had done it before. I made the "R" handshape and "clawed hand" handshape out of plaster, and then put the two pieces together. It became a rocket with flaming exhaust! Then, I started painting the "R" handshape to make it look like a rocket, and I painted the "clawed hand" handshape to make it look like flaming exhaust. I felt so inspired and so proud that I was able to make a really beautiful hand sculpture.



Grey Goat

By Craig Wafer, Jr., 12th Grade

I wanted to do a painting of a grey goat, with the "horn" handshape, because goats like to be calm and quiet with their herd. They just eat grass all day.

The goat is the leader of its group. It can run fast and it likes to play around with the other goats.

I like goats because I like being calm and quite with other people.



The Volcano

By Shara Winesburg, 12th Grade

I came up with the idea of doing the volcano because it seemed like a different idea, and "volcano" is in fact a real sign in itself. When you do the sign for "volcano," what do you see? An eruption from the base coming out, so it was a very visual thing to do. I just wanted to make the sign come alive. It was good making something not only with my hands, but out of my hands. I feel good about the design. It was a new challenge for me, but a challenge I was able to meet.

california school for the deaf high school proudly presents:

ANNIE

the "CSDWAY" Musical

a With Disney Motion Picture
Adapted for the stage by Joe M. Volanzano
Directed by Megg Davis

HOLD THE DATE!

The play will be from
February 14 through 17, 2007.

CSD Little Theatre
39350 Gallaudet Drive
Fremont, CA 94538

General Admission: \$12.00

To purchase tickets, visit our website at:
www.csdf.k12.ca.us (After December 15, 2006)
Or pick them up at the Outreach Division.

For more information, please call:
(510) 794-3707

High school and elementary school students will present *Annie the "CSDWay" Musical*

The California School for the Deaf will open its annual play to the public in February 2007, at 39350 Gallaudet Drive, Fremont, CA 94538.

ANNIE the "CSDWay" Musical includes a cast of high school students and two elementary school performers playing Annie.

THE PLAY

Due to the cruel orphanage matron, Miss Hannigan, Annie, a spunky, redheaded orphan, decides to run away and find her parents. After, eventually managing to escape the orphanage, she ends up being sent back by Officer Ward of the NYPD. Soon though, her luck improves. Billionaire Oliver Warbucks decides to invite an orphan over to his house for Christmas and Annie is chosen. The two quickly hit it off and he agrees to help Annie find her parents by putting up a \$50,000 reward. Miss Hannigan's brother, Rooster, and his girlfriend, Lily, pretend to be Annie's parents by using information provided by Miss Hannigan. At the last minute, President Roosevelt intervenes to announce that the FBI has discovered that Annie's parents are in fact, dead. However, there is a happy ending to this story.

THE CAST

The cast includes a number of high school students and two elementary students. High school student **Liz Jarashow** will play Servant Drake and be director **Megg Davis'** assistant. High school student **Christopher Joseph** will be Jimmy Johnson/Bert named after a popular radio host. In the play, this character will be a "Deaf Time" television host. Elementary students, **Chrisitina Call**

and **Brianna Dike** will play the role of Annie.

The rest of the cast are high school students: **Clara Baldwin** of Oakland, **Amelia Bernstein** of Fremont, **Chelsea Brown** of Pinole, **Moni Brown** of Vallejo, Lucas Gosselin of Hayward, **Leila Hanaumi** of Elk Grove, **Haley Lawrence** of Fair Oaks, **Mark Montalette** of Fremont, **Logan Poynor-Bowers** of Pleasanton, **Rachelle Richardson** of Woodland, **Janel Schmidt** of Fremont, **Erika Schwehr** of Fresno, and **Shara Winesburg** of Morro Bay.

2007 PERFORMANCE DATES

Thursday, February 15, at 7:00 PM
Friday, February 16, at 7:00 PM
Saturday, February 17,
at 2:00 PM and 7:00 PM

THE DIRECTOR

This year's play will be directed by California School for the Deaf (CSD) parent, **Megg Davis** who directed the Cinderella Waltz last year. She just directed the Silent Salzburg, a play written by another CSD parent. Ms. Davis has the combined experience of an actress currently performing on stage and teaching acting to children. She began her work with the renowned National Theater of

the Deaf. She has since been involved with Deaf West Theater for 10 years, in children's theater, and is a member of the Screen Actors Guild. She has performed in a variety of shows; most recently, she starred in "Twelfth Night" in San Francisco.

BEHIND THE SCENES

The director has enlisted help from professionals including choreographers Ronnie Bradley who worked for a professional dancing company, The Wild Zappers and Doralynn Folse, CSD's dance team choreographer. And, Farrah Nolan will be in charge of music and act as sound coach/ technician.

TO PURCHASE TICKETS

You can purchase tickets in person or through the mail from Outreach at the California School for the Deaf, 39350 Gallaudet Drive, Fremont, CA 94538 or purchase tickets at \$12 each online at www.csdf.k12.ca.us/outreach/annie/

FOR MORE INFORMATION

Please contact the school at 510-794-3707 for further information or visit the student-produced website: www.csdf.k12.ca.us

A message from the Eagle Pride Committee

Eagle Pride traditionally consisted of teachers overcoming their stage-fright (well, almost all of us) and announcing their chosen students who were deemed worthy of recognition. They recognized outstanding and ideal students for such attributes as: great participation, respect, responsibility, caring, and well, the list goes on. We, the High School staff, realized that we were nearly boring our students to death with the same old monotonous **Eagle Pride** tradition.

There was one way to change the entire outlook of **Eagle Pride** and that was to empower our students in creating their own **Eagle Pride** assembly. The number of students that signed up to be on the **Eagle Pride** committee was amazing. Putting their heads together and working well with both peers and staff, they succeeded without a hitch. They combined their brilliance, our Six Pillars of Characters (Trustworthy, Respect, Responsibility, Fairness, Caring and Loyalty), and their motivation into **Eagle Pride**. Rather than going on and on, in a

traditional manner, we would like to share two reflections from the students involved in the committee of **Eagle Pride**. First, we'll start with Cody Dike.

"**Eagle Pride** was an awesome experience having students run the **Eagle Pride** assembly. It empowered us to run this program and it has built up our confidence in ourselves and our self-esteem. We were able to see what the teachers and students had to say about each other. I'm looking forward to more to come. **Eagle Pride** is encouraging and recognizing all of our Pillars of Characters. Working together with different people is a good experience, so that out in the world we can work with many people. Having friends close by can make it fun."

Then we have our other fabulous student who loves to involve herself in nearly everything and that'd be Kayla Thomas. Check out and read what she has to say about her **Eagle Pride** experience.

"**Eagle Pride** was a great experience because we had a group of students who got together and pulled the whole thing off! We only had a

month to plan the whole **Eagle Pride** assembly with weekly meetings. We kept ourselves updated on what we were doing and how far we were in our **Eagle Pride** activity. Things were stressful but we were all glad it came out wonderful. It was so much better than last year because we created a whole different environment for kids to enjoy. We provided a skit, a PowerPoint presentation and video clips so our students wouldn't be bored! Our **Eagle Pride** committee had the opportunity to take over the whole assembly. There is nothing better than working with the peers we had in our committee! We also noticed that when we did our **Eagle Pride** task, we were more motivated to encourage students to look into the 6 Pillars of Character."

We truly believe that our students' testimonials are self-explanatory. We look forward to our next **Eagle Pride** because the committee will be the same, except with better knowledge and experience, as well as more time in creating a spectacular **Eagle Pride** assembly!

Drugs Are Garbage

By Romel Thurman
8th Grade

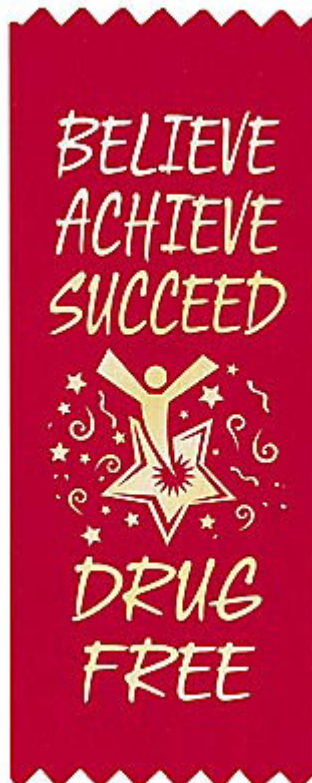
Drugs are garbage. Different types of drugs are not good for you—drugs like: Angel Dust, PCP, LSD, meth, cocaine, hallucinogens, and Ecstasy.

There are many different types of illegal gateway drugs, and if you overdose on them you will probably end up in jail or dead—possibly living in a psychiatric clinic.

Several of my friends told me that they don't ever try those drugs at parties because drugs are worthless, and if you use them you could end up a very depressed person.

People who don't use drugs can head for their dreams. Sometimes they have friends who fail their dreams because they used drugs to feel better, but their problems still didn't go away.

If you use drugs, trust me, you will get a bad image from other people.



Poem

By Andrea Aguilar
6th Grade

I will never use drugs.
It's dangerous.

My life is good without drugs.

I love my mommy, family, and friends.

I care about the people of the world, that they have a good life away from drugs.

I'm drug free; we're drug free.

Forever.

CSD Alumnus becomes interim president at Gally

It is with great pride that we celebrate the selection of Robert Davila as interim President of Gallaudet University. Bob is a graduate of CSD and is the highest ranking US Government Deaf person when he served as Assistant Secretary of Education for Special Education and Rehabilitation Services under George Bush the elder. Bob entered CSD after losing his hearing at the age of 8 from Spinal Meningitis and was the first of a big migrant family to attend college. He graduated from CSD in 1948 and from Gallaudet in 1953. We are looking forward to his tenure as President and are hopeful that he will visit his alma mater soon.

*Dr. Henry Klopping
Superintendent
California School for the Deaf*

Counselor's Corner

Welcome to the Counselors Corner from the counseling department here at CSD! Each month, we will provide tips and tools for families and students..

Introducing
The Counselors!!



Back: Julie Navarro, Debbie Green, Mal May, Daniel Girard
Front: Carol Cambone, Lin Grossinger, Alexis Donato

We appreciate you!

The California News would like to thank the following people for their contribution to the December 8, 2006 newsletter on the Latino Family Retreat: **Doralynn Folse** for writing the article; **Matilda Lonn** and **Colin Piotrowski** for taking the photographs; and CSD parent **Rosario Tejada** for translating the text into Spanish.

For December...Make the Holidays the Best!

Don't let all of the pressures of shopping, coordinating functions, negotiating family issues, and missing lost loved ones overwhelm you this holiday season. There are a number of things you can do to keep stress, anxiety, and depression to a minimum

- Delegate. Don't try to do it all by yourself. People often want to help and to be involved. By breaking down tasks and sharing with family and friends, everything becomes more manageable.
- Spend some time alone. Some people love the energy of big holiday activities. For others, all of it is very draining. If you find yourself getting a little anxious, take a breather. Find a quiet spot to relax and "recharge."
- Let go of the past. Don't be disappointed if your holidays aren't like they used to be. Life brings changes. Embrace the future, and don't dwell on the fact that the "good old days" are gone.
- Give yourself a break. Acknowledge what you *do* instead of thinking about what could be better



Athletes of the Week

Kevin Way
Varsity Cheerleading
and
Brittany Comegna
Manager for Varsity Cheerleading

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www.csdf.k12.ca.us
Click on the **California News** link!

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Shark
By Eugenia Todd, 11th Grade