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The Story Of His  
Early Years

# Laurent Clerc The Story Of His Early Years

Fifteen principles  
outlined as a guide  
for parents and  
teachers who want  
to share the  
pleasure of reading

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with deaf children.

During the early nineteenth century, schools for the deaf appeared in the United States for the first time. These schools were committed to the use of the sign language to educate deaf students.

Manual education

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made the growth of the deaf community possible, for it gathered deaf people together in sizable numbers for the first time in American history. It also fueled the emergence of Deaf culture, as the schools became agents of cultural

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transformations. Just  
as the Deaf

community began to  
be recognized as a  
minority culture, in  
the 1850s, a  
powerful movement  
arose to undo it,  
namely oral  
education.

Advocates of oral  
education, deeply  
influenced by the

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writings of public school pioneer Horace Mann, argued that deaf students should stop signing and should start speaking in the hope that the Deaf community would be abandoned, and its language and culture would

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vanish. In this revisionist history, *Words Made Flesh* explores the educational battles of the nineteenth century from both hearing and deaf points of view. It places the growth of the Deaf community at the heart of the story of deaf

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education and explains how the unexpected emergence of Deafness provoked the pedagogical battles that dominated the field of deaf education in the nineteenth century, and still reverberate today.

Junius Wilson

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(1908-2001) spent seventy-six years at a state mental hospital in Goldsboro, North Carolina, including six in the criminal ward. He had never been declared insane by a medical professional or found guilty of any criminal charge. But



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he was deaf and  
black in the Jim  
Crow South.

Unspeakable is the  
story of his life.

Using legal records,  
institutional files,  
and extensive oral  
history

interviews--some  
conducted in sign  
language--Susan  
Burch and Hannah

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Joyner piece  
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together the story of a deaf man accused in 1925 of attempted rape, found insane at a lunacy hearing, committed to the criminal ward of the State Hospital for the Colored Insane, castrated, forced to labor for the institution, and held

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at the hospital for more than seven decades. Junius Wilson's life was shaped by some of the major developments of twentieth-century America: Jim Crow segregation, the civil rights movement, deinstitutionalization, the rise of

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professional social work, and the emergence of the deaf and disability rights movements. In addition to offering a bottom-up history of life in a segregated mental institution, Burch and Joyner's work also enriches the traditional

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interpretation of Jim Crow by highlighting the complicated intersections of race and disability as well as of community and language. This moving study expands the boundaries of what biography can and should be. There is much to learn and

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remember about  
Junius Wilson--and  
the countless others  
who have lived  
unspeakable  
histories.

Examines the use of  
sign language by  
the deaf and  
discusses the  
education and social  
conditions of deaf  
people in the United

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States  
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Signs of Resistance

Unspeakable

Learning from Deaf

Adults

The Mask of

Benevolence

Words Made Flesh

A Photographic

History of an

American

Community

Sign Me Alice &

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**Laurent Clerc**

Sign Me Alice

is an  
outrageous  
comedy and the  
most popular  
play ever  
shown at  
Gallaudet  
University.

Based on  
Pygmalion and



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My Fair Lady,  
Early Years

it teaches  
lessons about  
Deaf people  
and their  
conflicts with  
the hearing  
world over  
styles of  
communication.  
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A Profile is

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an historical  
play about the  
Deaf Frenchman  
who sacrificed  
his personal  
life to become  
America's  
first teacher  
of deaf  
children and  
who is the  
father of

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American Sign  
Early Years  
Language

(ASL) . Along  
with Thomas  
Hopkins  
Gallaudet, he  
made American  
deaf education  
possible in  
early 1800s.  
Combining Sign  
Me Alice &

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Two Deaf Plays  
and Classroom  
Guide to  
Suggested  
Activities and  
Projects,  
teachers can  
bring a  
wonderful  
learning  
experience to

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deaf and  
hearing

students in  
secondary  
schools,  
literature  
classes, and  
Deaf Studies  
classes.

Unveiling many  
social issues  
within the

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Deaf  
Early Years

community, the  
plays bring  
more awareness  
to the  
students about  
the importance  
of the rich  
visual  
language that  
is American  
Sign Language

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The Story Of His  
(ASL) and its  
Early Years  
history.

Argues that  
deaf Americans  
consider  
English  
secondary to  
American Sign  
Language, and  
have hence  
developed  
their own

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culture of  
behavior,  
values,  
beliefs, and  
expression  
within  
mainstream  
culture.

The deaf  
community in  
the West has  
endured



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radical  
changes in the  
past  
centuries.

This work of  
history tracks  
the changes  
both in the  
education of  
and the social  
world of deaf  
people through

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the years.  
Early Years

Topics include attitudes toward the deaf in Europe and America and the evolution of communication and language. Of particular interest is

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the way in  
which deafness  
has been  
increasingly  
humanized,  
rather than  
medicalized or  
pathologized,  
as it was in  
the past.  
Successful  
contributions

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to the deaf  
and non-deaf  
world by deaf  
individuals  
are also  
highlighted.  
Instructors  
considering  
this book for  
use in a  
course may  
request an

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examination  
Early Years  
copy here.

A  
fictionalized  
autobiography  
in which the  
voice of  
Laurent Clerc  
describes his  
boyhood in  
France as a  
deaf student

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and his  
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development of  
his own  
progressive  
methods to  
teach the  
deaf.

Deaf American  
Prose

1980-2010

Disabling the  
Deaf Community

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The Story Of His  
American Deaf  
Early Years  
Cultural

History, 1900  
to World War  
II

The Story of  
Junius Wilson  
An Anthology  
of Literature  
by Deaf and  
Hard of  
Hearing

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Writers  
Early Years

Abbé Sicard's  
Deaf Education  
The Story of  
the Education  
of America's  
Deaf People  
*Portrays the  
extraordinary  
teachers,  
students, and  
administrators*



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*of the  
Lexington  
School for the  
Deaf, who  
belong to a  
unique culture  
and who  
struggle to  
make  
communication  
possible and  
accessible.  
Reprint.*

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*This collection presents a diverse cross-section of stories, essays, memoirs, and novel excerpts by a remarkable cadre of Deaf writers that mines the burgeoning*

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*bilingual deaf  
environment.*

*The  
authoritative  
statement on  
the deaf, their  
education, and  
their struggle  
against  
prejudice.*

*Like The Man  
Who Mistook His  
Wife for a Hat,*

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*this is a  
fascinating  
voyage into a  
strange and  
wonderful land,  
a provocative  
meditation on  
communication,  
biology,  
adaptation, and  
culture. In  
Seeing Voices,  
Oliver Sacks*

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*turns his attention to the subject of deafness, and the result is a deeply felt portrait of a minority struggling for recognition and respect--a minority with its own rich,*

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*sometimes  
astonishing,  
culture and  
unique visual  
language, an  
extraordinary  
mode of  
communication  
that tells us  
much about the  
basis of  
language in  
hearing people*

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*as well. Seeing  
Voices is, as  
Studs Terkel  
has written,  
"an exquisite,  
as well as  
revelatory,  
work."*

*Laurent Clerc  
Founder of Deaf-  
mute*

*Instruction in  
America*

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Clerc  
Early Years

*Silent Poetry*  
*A Story about*  
*Thomas Hopkins*  
*Gallaudet*  
*Teacher's Guide*  
*The Other Side*  
*of Silence*

**Alice Cogswell was  
a bright and curious  
child and a quick  
learner. She also  
couldn't hear. And,**



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Early Years

unfortunately, in the early nineteenth century in America, there was no way to teach deaf children. One day, though, an equally curious young man named Thomas Gallaudet, Alice's neighbor, senses Alice's intelligence and agrees to find a way to teach her.

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**Gallaudet's interest in young Alice carries him across the ocean and back and eventually inspires him to create the nation's first school for the deaf, thus improving young Alice's life and the lives of generations of young, deaf students to**

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The Story Of His  
Early Years  
come./DIVDIV

**"Utilizing 1,150 sign illustrations and historical texts, this reference presents the detailed account of the origins of more than 500 ASL signs, including regional variations"--**

**The time has come for a new in-depth encyclopedic**

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**collection of articles  
defining the current  
state of Deaf Studies  
at an international  
level and using the  
critical and  
intersectional lens  
encompassing the  
field. The  
emergence of Deaf  
Studies programs at  
colleges and  
universities and the  
broadened**

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**knowledge of social sciences (including but not limited to Deaf History, Deaf Culture, Signed Languages, Deaf Bilingual Education, Deaf Art, and more) have served to expand the activities of research, teaching, analysis, and curriculum development. The**

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**field has experienced a major shift due to increasing awareness of Deaf Studies research since the mid-1960s. The field has been further influenced by the Deaf community's movement, resistance, activism and politics**

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**worldwide, as well as the impact of technological advances, such as in communications, with cell phones, computers, and other devices. A major goal of this new encyclopedia is to shift focus away from the “Medical/Pathological Model” that would view Deaf**

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**individuals as  
needing to be  
“fixed” in order to  
correct hearing and  
speaking  
deficiencies for the  
sole purpose of  
assimilating into  
mainstream society.  
By contrast, The  
Deaf Studies  
Encyclopedia seeks  
to carve out a new  
and critical**



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**perspective on Deaf Studies with the focus that the Deaf are not a people with a disability to be treated and “cured” medically, but rather, are members of a distinct cultural group with a distinct and vibrant community and way of being.**

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**This unique collection of essays, accompanied by a pioneering DVD, at last brings a dazzling view of the literary, social, and performative aspects of American Sign Language to a wide audience. The book presents the work of a renowned and diverse group of**

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**deaf, hard-of-hearing, and hearing scholars who examine original ASL poetry, narrative, and drama. The DVD showcases the poems and narratives under discussion in their original form, providing access to them for hearing**

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**non-signers for the first time. Together, the book and DVD provide new insight into the history, culture, and creative achievements of the deaf community while expanding the scope of the visual and performing arts, literary criticism, and comparative literature.**

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**Essays on American  
Sign Language**

**Literature**

**Hand, Heart & Mind**

**When the Mind**

**Hears**

**History in the**

**Making**

**The History of the  
first school for deaf-  
mutes of America**

**History of**

**Connecticut in**

**Monographic Form**

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**Sign Me Alice**

*When his*

*family's yaks*

*go missing,*

*Kami, a young*

*deaf Sherpa*

*boy, sets off*

*into the*

*Himalaya*

*Mountains alone*

*to find them.*

*Simultaneous.*

**Focuses on**

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*efforts to  
educate deaf  
people in the  
United States,  
from colonial  
times to the  
present.*

*Abbé Sicard was  
a French  
revolutionary  
priest and an  
innovator of  
French and*

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*American sign language. He enjoyed a meteoric rise from Toulouse and Bordeaux to Paris and, despite his non-conformist tendencies, he escaped the guillotine. In fact, the*



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revolutionaries  
acknowledged  
his position  
and during the  
Terror of 1794,  
they made him  
the director of  
the first  
school for the  
deaf. Later, he  
became a member  
of the first  
Ecole Normale,

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*the National  
Institute, and  
the Académie  
Française. He  
is recognized  
today as having  
developed  
Enlightenment  
theories of  
pantomime,  
"signing," and  
a form of  
"universal*

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*language" that  
later spread to  
Russia, Spain,  
and America.  
This is the  
first book-  
length  
biography of  
Sicard  
published in  
any language  
since 1873,  
despite*

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Sicard's  
Early Years

*international  
renown. This  
thoughtful,  
engaging work  
explores French  
and American  
sign language  
and deaf  
studies set  
against the  
backdrop of the  
French*

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Revolution and  
Early Years  
Napoleon.

*Introduction to  
American Deaf  
Culture  
provides a  
fresh  
perspective on  
what it means  
to be Deaf in  
contemporary  
hearing  
society. The*

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*book offers an  
overview of  
Deaf art,  
literature,  
history, and  
humor, and  
touches on  
political,  
social and  
cultural  
themes.*

***A Deaf Woman***

***Faces Blindness***

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*Empowering the  
Mute, 1785-1820  
Train Go Sorry  
Deafness, Sign,  
and Visual  
Culture in  
Modern France  
Nineteenth-  
century Deaf  
Education and  
the Growth of  
Deaf Culture  
History Through*

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**Deaf Eyes**  
Early Years

***Sign Me Alice is an outrageous comedy and the most popular play ever shown at Gallaudet University.***

***Based on Pygmalion and My Fair Lady, it teaches lessons***



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***about Deaf people and their conflicts with the hearing world over styles of communication. Laurent Clerc: A Profile is an historical play about the Deaf Frenchman who sacrificed his***

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Early Years  
**personal life to  
become**

**America's first  
teacher of deaf  
children and  
who is the  
father of  
American Sign  
Language  
(ASL). Along  
with Thomas  
Hopkins  
Gallaudet, he**

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Early Years  
**made American  
deaf education**

**possible in  
early 1800s.**

**Combining Sign  
Me Alice &**

**Laurent Clerc:  
Two Deaf Plays**

**and Classroom  
Guide to**

**Suggested  
Activities and  
Projects,**

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***teachers can  
bring a  
wonderful  
learning  
experience to  
deaf and  
hearing  
students in  
secondary  
schools,  
literature  
classes, and  
Deaf Studies***

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**classes.**

***Unveiling many  
social issues  
within the Deaf  
community, the  
plays bring  
more awareness  
to the students  
about the  
importance of  
the rich visual  
language that is  
American Sign***

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*The Story Of His  
Early Years*  
**Language (ASL)  
and its history.**

**Classroom**

**Guide includes:**

**-- Concise  
definitions of  
American Sign  
Language, Cued  
Speech, and  
Seeing Exact  
English (SEE) --  
Synopsises &  
Vocabulary**

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*The Story Of His  
Early Years*  
**(English & ASL)**  
**for each Act**

**and Scene --**

**Comprehension**

**Check, Answer**

**Key, and**

**Discussion**

**Questions --**

**Suggestions for**

**understanding**

**characterization,**

**setting, plot,**

**conflict, mood,**

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The Story Of His  
Early Years  
**and stage  
directions**

**Laurent  
ClercThe Story  
of His Early  
YearsGallaudet  
University Press  
Thomas  
Hopkins  
Gallaudet had a  
sharp mind and  
a great  
determination**



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***to make a  
difference in  
the world.  
When Thomas  
met Alice  
Cogswell, a  
little girl who  
was deaf, he  
decided to go to  
Europe to study  
deaf education  
and became a  
teacher. The***

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***signs he  
learned  
developed into  
American Sign  
Language and  
helped his  
students to  
leave their  
isolation  
behind.***

***A collection of  
literature by  
poets, novelists,***

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***short-story  
writers,  
playwrights,  
journalists, and  
essayists, all of  
whom live the  
deaf experience  
A Complete  
Photographic  
Guide to  
American Sign  
Language  
Inside a Deaf***

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**World  
My Heart Glow  
The History of  
American Sign  
Language  
"A.S.L."  
Deaf World  
Sign Language  
and the Deaf  
Community in  
America  
Orchid of the  
Bayou**

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*Discusses the culture of the modern deaf community, the oppression of sign language, and the failure of educational programs that rely exclusively on oral language to teach deaf*

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children  
Early Years

*In graduating  
from Gallaudet  
University,  
finding a job in  
Washington, D.C.,  
and starting a  
family with her  
college  
sweetheart, Kitty  
Fischer tacitly  
abandoned the*

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*Louisiana Cajun culture that had exposed her to little more than prejudice and misery as a child. Upon discovering that she suffered from Usher syndrome (a genetic condition that causes both*

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*deafness and  
blindness),  
however, Fischer  
began an unlikely  
journey toward  
reclaiming her  
heritage. She and  
Cathryn Carroll  
tell the story of  
her heroic  
struggle and  
cultural odyssey*



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*in Orchid of the Bayou: A Deaf Woman Faces Blindness. "By this time Mama knew I was 'not right,'" Fischer says of her early childhood. "She knew the real words for 'not right,' too, though*

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*she never said those words. I was deaf and dumb." Initially Fischer's parents turned to folk healers to try and "cure" their daughter's deafness, but an aunt's fortunate discovery of the*

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*Louisiana School  
for the Deaf*

*would rescue*

*Fischer from*

*misunderstanding*

*and introduce her*

*to sign language*

*and Deaf culture.*

*She weathered*

*the school's*

*experiments with*

*oralism and soon*

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*rose to the top of  
her class,  
ultimately leaving  
Louisiana for the  
academic promise  
of Gallaudet.*

*While in college,  
Fischer met and  
married her  
future husband,  
Lance, a Jewish  
Deaf man from*

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*Brooklyn, New York, and each landed jobs close to their alma mater. After the birth of their first child, however, Fischer could no longer ignore her increasing tunnel vision. Doctors quickly confirmed*

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*that Fischer had Usher syndrome. While Fischer struggled to come to terms with her condition, the high incidence of Usher syndrome among Cajun people led her to re-examine her cultural roots.*

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*"Could I still be me, Catherine Hoffpauir Fischer, had I not been born of a mix that codes for Usher syndrome?" she asks. "To some extent, the history of my people explains the constitution of my*

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*genes and the way my life has unfolded." Today Fischer prospers, enjoying her time with family and friends and celebrating the Deaf, Cajun, Blind, and Jewish cultures that populate her life.*



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*Her lively story  
will resonate with  
anyone who  
recognizes the  
arduous journey  
toward claiming  
an identity.  
Photographs and  
interviews  
document the  
history of deaf  
culture in the*

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*United States.  
Pam and Jodi's  
Journey is the  
ninth book Mrs.  
Beckley has  
written for Xlibris.  
It tells the story of  
a ninth-grade girl  
Pam, who is 80  
percent deaf in  
both ears, and her  
best friend, Jodi,*

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*who also acts as  
her interpreter,  
and how they  
introduce their  
classmates and  
school to*

*American Sign  
Language, or ASL,  
and its culture.*

*Pam and Jodi's  
Journey also  
teaches you, the*

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The Story Of His

*reader, about the*

*history of*

*American Sign*

*Language.*

*A World of*

*Knowing*

*The Story of His*

*Early Years*

*The History of the*

*First School for*

*Deaf-mutes of*

*America*

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Early Years  
*The CSDR Story,  
1945-2003*

*Talking with Your  
Hands, Listening  
with Your Eyes  
Through Deaf  
Eyes  
How They are  
Educated, and  
how the Alphabets  
are Invented, and  
Introduced Into*

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*Use*

Early Years

This book explores the dynamic interaction between art and the sign language of the deaf in France from the philsopheRs to the introduction of the sound motion picture. Nicholas Mirzoeff shows how the French Revolution transformed the ancienT regime metaphor of painting as

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silent poetry into a nineteenth-century school of over one hundred deaf artists. Painters, sculptors, photographers, and graphic artists all emanated from the Institute for the Deaf in Paris, playing a central role in the vibrant deaf culture of the period. With the rise of Darwinism, eugenics,

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and race science, however, the deaf found themselves categorized as "savages," excluded and ignored by the hearing. This book is concerned with the process and history of that marginalization, the constitution of a "center" from which the abnormal could be excluded, and the vital



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role of visual culture  
within this discourse.

Based on

groundbreaking

archival and pictorial

research, Mirzoeff's

exciting and

intertextual analysis of

what he terms the

"silent screen of

deafness" produces an

alternative history of

nineteenth-century art

that challenges

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canonical view of the history of art, the inheritance of the Enlightenment, and the functions, status, and meanings of visual culture itself. Fusing methodologies from cultural studies, poststructuralism and art history, his study will be important for students and scholars of art history, cultural

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and deaf studies, and the history of medicine, and will interest a general audience concerned with the relationship of the deaf and the larger society. Nicholas Mirzoeff is Assistant Professor of Art History at the University of Wisconsin. Originally published in 1995. The Princeton Legacy

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Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and

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hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905. During the early nineteenth century, schools for the deaf appeared in the United

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States for the first time.

These schools were committed to the use of the sign language to educate deaf students.

Manual education made the growth of the deaf community possible, for it gathered deaf people together in sizable numbers for the first time in American history. It also fueled the emergence of Deaf

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culture, as the schools became agents of cultural

transformations. Just as the Deaf community began to be recognized as a minority culture, in the 1850s, a powerful movement arose to undo it, namely oral education. Advocates of oral education, deeply influenced by the writings of public

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school pioneer Horace Mann, argued that deaf students should stop signing and should start speaking in the hope that the Deaf community would be abandoned, and its language and culture would vanish. In this revisionist history, *Words Made Flesh* explores the educational battles of



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the nineteenth century from both hearing and deaf points of view. It places the growth of the Deaf community at the heart of the story of deaf education and explains how the unexpected emergence of Deafness provoked the pedagogical battles that dominated the field of deaf education in the nineteenth century, and

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still reverberate today.

Much contemporary political philosophy has been a debate between utilitarianism on the one hand and Kantian, or rights-based ethic has recently faced a growing challenge from a different direction, from a view that argues for a deeper understanding of citizenship and

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community than the liberal ethic allows. The writings collected in this volume present leading statements of rights-based liberalism and of the communitarian, or civic republican alternatives to that position. The principle of selection has been to shift the focus from the familiar debate between

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utilitarians and Kantian liberals in order to consider a more powerful challenge of the rights-based ethic, a challenge indebted, broadly speaking, to Aristotle, Hegel, and the civic republican tradition. Contributors include Isaiah Berlin, John Rawls, Alasdair MacIntyre.

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Uses almost 1,400 photographs to present a comprehensive guide to the techniques, words, and phrases used in American Sign Language.

A Profile/ Classroom Guide

The SAGE Deaf

Studies Encyclopedia

A Historical Reader

and Primary

Sourcebook

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Seeing Voices

Kami and the Yaks

Signing the Body Poetic

Reading to Deaf

Children