

LIBRARY RESOURCES

DEAF CULTURE

VIDEOS

VC-1 Deaf Workshop: Deaf Culture August 12, 13, 1994

Charlene LeBlanc & Regent Gendron

VC-2 Deaf Workshop: Deaf Culture August 13, 1994

Charlene LeBlanc & Regent Gendron

VC-3 Deaf Workshop: Deaf Culture August 14, 1994

Charlene LeBlanc & Regent Gendron

VC-4 Self Esteem Ricky Martell

VC-5 Deaf Community / Working With an Interpreter / Using TTY

VC-6

VC-7A,7b (2copies) When The Mind Hears 1-7

When The Mind Hears A Synopsis in ASL Chapter One

Harlan Lane

Chapter One : My New Family is the touching story of Laurent Clerc's early childhood in La Balme France. When he was twelve, after being deprived of the opportunity to attend school, he went with his uncle on a week long journey to the National Institute for Deaf-Mutes in Paris. It was here that Laurent Clerc would spend the next twenty years of his life. Here too he would meet a young deaf man, Jean Massieu. "I realized that there was a difference between home signs I used with my family and the sign language used among the deaf in Paris. And I knew then, too, that I would learn this new language and that these people, this society of the deaf, would be

my new family.”

When *The Mind Hears* is a powerful study of the history of Deaf people in Europe and America. This outstanding story reads like a suspenseful novel. Told largely from the vantage point of Laurent Clerc, the narrative skillfully traces the beginnings of formal education for deaf students in France and the US. Sadly, the story is also a study of prejudice and oppression for almost two hundred years as “educators” have sought to abolish Sign Language and have denied deaf people the right of self-determination.

This unique, first-of-its-kind series of videotapes makes the story available in American Sign Language. These tapes are not literal translations of the remarkable text. Rather, each tape is a detailed ASL synopsis of a single chapter in the text. The narrations in this special series are skillfully told by Patrick Graybill, Janet Gilbert Weinstock, and Freda Norman. Each chapter also features a special introduction by Gilbert Eastman. The spoken English translation developed for each chapter makes the tape fully accessible!

Sign Media, Inc. (SMI) is the nation’s largest producer of Sign Language and deafness-related video tape programs. Sign Media was founded in 1980 for the purpose of producing state of the art instructional, video tapes for College and University Sign Language programs. With over 175 titles to date, and several projects in various stages of development, Sign Media is committed to maintaining its leadership role in the field and to providing the best instructional, informational and entertainment videotapes.

Linstok Press, a subsidiary of Sign Media, Inc., is the nation’s leading publisher of academic and research materials on American Sign Language. Among its highly acclaimed publications are *American Deaf Culture: An Anthology*, *A Dictionary of American Sign Language*, and the quarterly journal *Sign Language Studies*. Linstok Press continues to expand its product line with series such as the *SLS Monograph Series* and the *Sign Language Dissertation Series*. These and future publications will further enhance the position that Linstok Press has gained as the acknowledged leader in scholarly Sign Language Publications.

When The Mind Hears A Synopsis in ASL

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Chapter Two: The Shepard and the Symbol focuses on Jean Massieu. The chapter describes Massieu's life-his frustrated pleas to his father to be allowed to attend school, the kindness of a stranger that lead to his early education in Bordeaux under the abbe Sicard and several dramatic examples of Massieu's decades long friendship with and loyalty to the abbe Sicard. Jean Massieu was not only a friend and mentor to Laurent Clerc, but he was also"... the first deaf teacher ever and a symbol worldwide of what a deaf man could achieve through education."

When The Mind A Synopsis in ASL

by Harlan Lane

Chapter Tree: High Theatre tells the story of Abbe Roch Ambroise Sicard, the teacher of Jean Massieu. As the successor to the Abbe de L'EPEE, Sicard, along with Massieu, presented a petition to the French National Assembly and obtained a permanent home for the school-Saint-Jacques. Ever the showman, Sicard eagerly continued the tradition of public demonstrations and exhibits started by the Abbe de L'EPEE. In 1851 Sicard undertook a demonstration tour to London with Massieu, Clerc, and another student. According to Clerc"... thus it was through Sicard's love of theatre that I came to America, for it was in London that I first met Reverend Thomas Gallaudet."

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Chapter Four: A Tale Based on Fact centers around the Abbe de L'EPEE. One of the major episodes in this chapter concerns a deaf man "Joseph" who like the abbe believed was the long lost count of Solar. However, the real focus is the beginning of worldwide education for deaf people. The chance encounter with two deaf sisters that launched him his career with deaf students and inspired the abbe to begin his school is legendary. What is remarkable is that this occurred in an age when the majority view was that deaf people had no abstract ideas, no memory, and of course, no language. "Fortunately, Epee's independence of spirit kept him from adopting the prevailing views

uncritically.”

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Chapter Five: The Secret focuses on the false history of the education of deaf people. This chapter focuses on oralism-it is an account of hearing “benefactors” who hold that the only proper route for educating deaf students is oral instruction. A central figure in this chapter is the greatest “demutiser” of them all, Jacob Rodrigues Pereire. It was he who provoked Epee into publishing, and it was he who claimed to have a secret method for teaching deaf children to speak. This chapter is “...a record of the efforts of hearing people to supplant the language of the deaf with their language, to replace signs with speech.”

When The Mind Hears Success A Synopsis in ASL

by Harlan Lane

Chapter Six: Success and Failure center’s around Jean-Marc Itard and Baron Joseph marie De Gerando. This pair, one the tutor of the Wild Boy of Aveyron and the other paternalistic head of the school’s administrative board, expended great time and energy in futile efforts to transform deaf students into pseudo-hearing students. There were, fortunately, outspoken critics of these efforts-men such as Ferdinand Bertier and Roch-Ambroise Bebian. And, in the end, both Itard and De Gerando learned the lessons of their failed experiments. Perhaps they came to realize the wisdom of Bertier’s comments to the Academy of Medicine “The topic that concerns you, gentlemen, rather than an ordinary medical issue is above all, a lofty question of humanity and civilization which requires deep reflection, not only by doctors but by teachers, philosophers and scholars.”

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Chapter Seven: Fortune and Misfortune centers on events in the New World that lead to the founding of education for deaf students. After attending a public lecture

in England by Abbe Sicard, Massieu, Clerc, and another student, Thomas Gallaudet followed them to Saint-Jacques. Gallaudet was determined to discharge his duty, given by Mason Cogswell, father of Alice, which was to learn European methods of educating deaf students and return to direct a school to be founded in Hartford. It was in Paris at Saint-Jacques that Gallaudet convinced Laurent Clerc to accompany him to Hartford. His arguments were persuasive indeed. “You will be living proof that

**VC8-When The Mind Hears Exclusive Interview with Harlan Lane
by Harlan Lane**

Exclusive Interview with Harlan Lane is a one hour in-depth interview with the author of *When the Mind Hears*. Gilbert Eastman conducts this special interview. This special interview allows the viewer to hear directly from the author on a variety of related and important topics. Some of the topics discussed include information that Harlan gathered doing his research but did not or could not include in the book, personal insights and observations, implications for the present future.

VC-9a, 9b (2copies) When The Mind Hears Harlan Lane Chapters 8-12

**When the Mind Hears A Synopsis in ASL
by Harlan Lane**

Chapter Eight: Spreading the Word centers around the efforts of Gallaudet and Clerc to establish the American Asylum, recruit students, and seek funding for the school and its programs. These efforts involved extensive travel and public lectures throughout the Northeast as well as entertaining visitors (some, such as president Monroe, Henry Clay, and Andrew Jackson were quite distinguished). The purpose of these efforts was not only to seek funding for the school, but also to recruit students so the school would flourish. Within a dozen years of its founding, the school was receiving students from half the states in the Union. “This assembly of much of the deaf youth of America in one place, then return to their several states, was one of the main forces that created a true society of the deaf throughout this vast land, with a single language serving to elevate its

users and bind them together.”

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Chapter Nine: Concerning Women centers around four significant women in the life of Laurent Clerc-Alice Cogswell, Julia Brace, Eliza Boardman, and Sophia Fowler Gallaudet. Alice’s role in the history of the education of deaf students is well known. Julia Brace was the first educated deaf-blind person who demonstrated that human potential lies, not the mechanics of the senses, but plasticity of the mind. Eliza Boardman, a student at the school married Laurent Clerc, despite the obstacles, in what was apparently the first deaf marriage in America. Sophia Fowler, at the age of nineteen was the fourteenth student to enter the school and she progressed with lightning speed. She and her husband, Thomas Gallaudet, raised a family of four, the youngest of whom Edward was to become president of the National Deaf-Mute College in Washington. The significance of these women cannot be discounted lightly, nor can the documentation of their contributions. “The record of the lives of women, their qualities and their acts, is very scant indeed.”

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Chapter Ten: A Dangerous Incursion describes attempts to eradicate and eliminate the language and society of the deaf that had been nurtured at the American Asylum in Hartford. Horace Mann and Samuel Gridley Howe, who claimed to be social reformers, squandered considerable time, effort, and money on the surface appearance of oral language rather than the true bedrock of intellectual development. “Powerful hearing people want to replace our language, to educate us in foreign tongue, to prohibit our public worship, to disperse our gatherings, to ban our marriages-and why? Because we don’t speak as they do.”

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Chapter Eleven: The Denial concerns the greatest oral champion of all time, Alexander Graham Bell, and the leading figure in the development of the signing community and its language, Laurent Clerc. Bell and Clerc were bitter enemies, opposed in every conceivable way-wealth, influence, philosophy, and the general merits of signed and oral languages. Clerc believed that the overriding purpose of education was personal fulfillment, while for Bell it was integration with the hearing minority. “Where Clerc found strength in human variety, Bell saw deviance; the one had a social model of atypical people, the other a medical model.”

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Chapter Twelve: The Incurable Deafness concerns events and personalities surrounding a series of self-styled congress. The most infamous gathering was planned by the Pereire Society and convened in 1880 in Milan..”Nevertheless, the meeting at Milan was the single most critical event in driving the language of the deaf beneath the surface; it’s the single most important cause-more important than hearing loss-of the limited educational achievement of today’s deaf men and women, eighty percent of whom, In America, are engaged in manual or unskilled labor.”

VC-10 LIVE AT SMI: Patrick Graybill, Chalb, Marybeth Miller, Bill Ennis

VC-11 Deaf Culture Auto Biographies

Gil Eastman/ M.J. Bienvenu/ Al Sonnenstrahl/ Paul Johnston / Rev. T. Coughlin/ Dennis Schemenaurer

VC-12 Deaf Culture-Social Interactions

VC-13 Deafology 101 ABC Stories; ASL Poetry

VC-14 ASL Poetry

ASL Poetry: Clayton Valli

Patrick Graybill

C.H.A.L.B

Mary Beth Miller

VC-15 Deaf Culture Workshop Deaf vs Hearing

Lynn LeBlanc and Joanne Bourque

VC -16 Deaf Culture “Rules of Social Interactions”

Silent Living Series:

Alcoholism, Problem Solving at School, Mid-Life Crisis

VC-17 SMI An Introduction to American Deaf Culture

Identity, Values, Group Norms, Language and Traditions

Sign Language

Talking Hand/Glove

Deaf Percussionist

VC-18 DEAF COMMUNITY AND INTERPRETERS

Ricky Martell

VC-19 History of Saint John Hearing Society

Story: Trip to Florida/ Gerald Frazee

VC-20 DEAF CULTURE vs HEARING CULTURE

Ricky Martell

VC-21 THE LIFE OF CHRIST

A Summary From The Gospels

VC-22 Halloween Party Nov 29 2000 Deaf

VC-23 SJAD Christmas Party-1993

VC- 24Christmas Party Deaf 2000

VC-25 It's Not Just Hearing Aids:

Deaf People and the Epidemic A Positive Influence (HIV/AIDS)

VC-26 SEE WHAT I MEAN

Differences between Deaf and Hearing Culture

Presented in ASL with voice over and closed caption

VC-27 DAW Basket Ball

Produced by Gerald Frazee

VC-28 DEAF PRIDE

VC-29 DEAF LITERACY

Melba Blunden

VC-30 Maritimes Today

Shelly Willians, Gerald Frazee and Chris Shay

News cclippings

VC-31 TWO FOCUS NB STORIES

VC-32 Hearing Ear Dogs

