

Cinnie's Autobiography

Watch how Cinnie talks about her life, beginning with her birth and ending with her future plans. Then replay the story and fill in the outline below.

<u>events</u>	<u>information given</u>
Introduction	
birth	_____
family	_____
Main Body	
school	_____
first college	_____
second college	_____
Peace Corps assignment	_____
travels after the Peace Corps	_____
first job back in the U.S.	_____
wedding	_____
jobs in California	_____

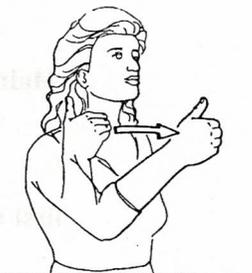
graduate school _____

husband's career change _____

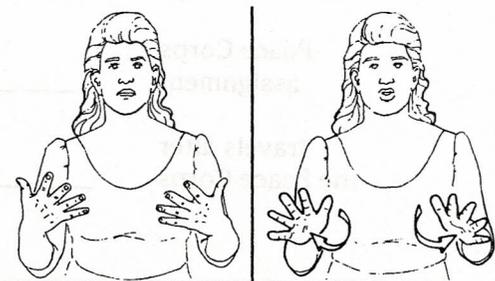
Closing
current plans _____

Answers on p. 142.

Transitions. Review the first portion of the story, from her birth until she goes into the Peace Corps (time code 00:00 to 1:38): watch how she uses when clauses with age and events. Notice also how she uses the time sign illustrated here to indicate periods of time that elapsed between events.



Now watch the portion of the story about her world travels (time code 1:50 to 2:37). Cinnie uses the sign illustrated here in two ways: once to say that she completed her stint in the Peace Corps, and also to signal the end of one event and the beginning of another. A good example of this second use of the sign is when she talks about traveling with her boyfriend. Play this segment of her story again and observe how she uses the sign to sequence a series of stops on her trip.



Throughout her story Cinnie uses both specific time signs (i.e., for spring of 1979, last year, this summer) as well as time signs that tell a period of time (i.e., for six months) as a way to mark transitions between major events. Replay the narrative and observe how she uses specific time signs with non-manual behaviors to make her transitions clear.

Notes on the Narrative

Cinnie's college experiences. As you may recall from the "Brief History of Deaf America" reading in the Level 1 *Student Workbook*, Gallaudet University, founded in 1864, is the only liberal arts university in the world established specifically for Deaf students. In 1968, the National Technical Institute for the Deaf (NTID) was founded to provide technical and professional training to Deaf students. Certain colleges around the country were also given funding to establish programs for services to Deaf students. In 1976 Section 504 of the Rehabilitation Act was signed into law, mandating certain standards of accessibility for Deaf and disabled people in any institution receiving federal funds. Deaf students were then able to attend many hearing colleges with interpreting services provided by each college or university. Although many Deaf students do attend hearing colleges around the country, there is still an overwhelming preference for the rich tradition, fellowship and ease of communication that exist at Gallaudet.

Cinnie's work with the Peace Corps. People who volunteer for the Peace Corps apply to the type of program they want to work in, such as Health, Forestry or Deaf Education. The Peace Corps sends volunteers to approximately 60 countries; by far the largest number work in health programs. Only a handful of countries have Peace Corps-sponsored Deaf Education programs: the Philippines, Ecuador, Morocco, Haiti, Nepal and Sri Lanka. The Philippines has the largest program, and the only one with a training component. Most volunteers teach in schools for the Deaf, and train local teachers to do the same.

There are over 100 spoken languages used throughout the Philippines. Education for hearing students, however, is primarily in English. In schools for the Deaf, teachers tend to sign a "pidgin" or mix of the native Philippine Sign Language, American Sign Language and English-based sign systems.

Cinnie's job in Connecticut. The American School for the Deaf (ASD), founded in 1817 in Hartford, Connecticut by Thomas Gallaudet and Laurent Clerc, was the first public school for the Deaf in the United States. Gallaudet had visited the National Royal Institution for the Deaf in Paris, and invited Clerc, a much-loved Deaf teacher there, to accompany him back to America to establish the first school using ASL as the language of instruction. It was not long before other states established their own schools. Graduates of ASD were recruited to teach in these institutions.

For many years there was at least one residential school for the Deaf in almost every state in the U.S. Residential schools have long been a mainstay of the Deaf community, a place where language, cultural traditions and values are passed from one generation to the next.

Cinnie's work with Deaf-Blind people. Among Deaf-Blind people, the largest group is those who are Deaf first and lose their vision later. Many of these people have Usher's Syndrome: congenital deafness with progressive loss of vision from retinitis pigmentosa (tunnel vision and night-blindness). Deaf people can also have other kinds of vision problems, but if ASL is their first language, they will continue to use ASL by following signs in various ways. People who have low vision may need to watch signs from close up; if their visual field is very narrow they may watch signs from a greater-than-normal distance; others may track signs by holding the signer's wrists. People with less or no vision may follow signs tactually by placing their hands over the signer's hands. Certain adaptations in the language are helpful for tactile communication, for example, adding signs for information conveyed through non-manual behaviors. (A person who is blind first and becomes deaf later may prefer to communicate in English, by having English words fingerspelled into his/her palm, or placing his/her hand over the fingerspeller's.)

Although most services to Deaf-Blind people have historically been provided by agencies serving the blind, many Deaf individuals also have been involved in the Deaf-Blind community. Some Deaf people have teaching jobs like Cinnie's, or work as interpreters in the classroom, at conferences or other events.