

1. Record Nr.	UNINA9910463474403321
Autore	Wyss Hilary E
Titolo	English letters and Indian literacies [[electronic resource] ] : reading, writing, and New England missionary schools, 1750-1830 // Hilary E. Wyss
Pubbl/distr/stampa	Philadelphia, : University of Pennsylvania Press, c2012
ISBN	1-283-89875-6 0-8122-0603-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (264 p.)
Collana	Haney Foundation Series
Disciplina	371.829/97
Soggetti	Indians of North America - Education - New England Indians of North America - New England - Intellectual life Indians of North America - Missions - New England Written communication - New England - History Literacy - New England - History Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. [231]-241) and index.
Nota di contenuto	Front matter -- Contents -- Preface -- Introduction. Technologies of Literacy -- Chapter 1. Narratives and Counternarratives: Producing Readerly Indians in Eighteenth- Century New England -- Chapter 2. The Writerly Worlds of Joseph Johnson -- Chapter 3. Brainerd's Missionary Legacy: Death and the Writing of Cherokee Salvation -- Chapter 4. The Foreign Mission School and the Writerly Indian -- After Words: Native Literacy and Autonomy -- Notes -- Works Cited -- Index -- Acknowledgments
Sommario/riassunto	As rigid and unforgiving as the boarding schools established for the education of Native Americans could be, the intellectuals who engaged with these schools-including Mohegans Samson Occom and Joseph Johnson, and Montauketts David and Jacob Fowler in the eighteenth century, and Cherokees Catharine and David Brown in the nineteenth-became passionate advocates for Native community as a political and cultural force. From handwriting exercises to Cherokee Syllabary texts, Native students negotiated a variety of pedagogical practices and

technologies, using their hard-won literacy skills for their own purposes. By examining the materials of literacy-primers, spellers, ink, paper, and instructional manuals-as well as the products of literacy-letters, journals, confessions, reports, and translations-English Letters and Indian Literacies explores the ways boarding schools were, for better or worse, a radical experiment in cross-cultural communication. Focusing on schools established by New England missionaries, first in southern New England and later among the Cherokees, Hilary E. Wyss explores both the ways this missionary culture attempted to shape and define Native literacy and the Native response to their efforts. She examines the tropes of "readerly" Indians-passive and grateful recipients of an English cultural model-and "writerly" Indians-those fluent in the colonial culture but also committed to Native community as a political and cultural concern-to develop a theory of literacy and literate practice that complicates and enriches the study of Native self-expression. Wyss's literary readings of archival sources, published works, and correspondence incorporate methods from gender studies, the history of the book, indigenous intellectual history, and transatlantic American studies.

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2. Record Nr.	UNISA996390442303316
Autore	Peachi John <fl. 1683.>
Titolo	Some observations made upon the Molucco nutts, imported from the Indies [[electronic resource] ] : shewing their admirable virtues in curing the collick, rupture, and all distempers proceeding from the wind. Written by a Doctor of Physick in the countrey, to Dr. Castle, one of the Royal Society in London
Pubbl/distr/stampa	[London, : s.n], Anno 1672
Descrizione fisica	7, [1] p
Soggetti	Medicine Materia medica, Vegetable
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	A Doctor of Physick in the country = John Peachi; also attributed to John Pechey. Place of publication from Wing. Formerly identified in Wing (1st ed.) as: M1578. Copy cataloged has MS. attribution "Pechey" on title page. Reproduction of the original in the British Library.
Sommario/riassunto	eebo-0018