



Project: deAfDigitAlPlaTform+ ADAPT

IO.5-36 Manual activities videos creation

O5.7- writing of 35 manual activity texts

The first Deaf Schools

1. Defining the term of HISTORY.

History is the study of the past.

Every fact, event, thing, being, or object that exists or has existed has a history. History tells us stories just like in a story, only that historians use many key skills and knowledge to study and present it. Thus, history can show us what happened in the past, in another world; it can also help us understand the present and make better choices for the future.

2. Discussion about what a school is.

The school is a state-owned or private public institution where people learn about science, about events and facts. It is also the place where each individual forms the different skills he needs in life. School prepares children for life.

The school as a public institution has not always existed. It has emerged as a necessity for different communities.

Like other schools, schools for the deaf have not always existed.

They appeared in the 18th century in France and then all over the world.

The most of the schools that educated people with hearing disabilities in the 18th and 20th centuries were defined as educational institutes.

3. The history of first deaf schools

- **the first forms of deaf education in history.**

Until the seventeenth century, reports of deaf people educated or at least taught skills such as reading, writing, or speaking were few.

One of the oldest documents that talks about the education aspects of a person with a hearing disability dates from the 7-8th century.



In those days it was believed that a person's inability to speak was due to language injuries and not related to deafness. Thus, Bishop of Hagulstad's when he managed to teach a dumb person to speak was considered a miracle. Following this event the bishop was made a saint receiving the name of t. John of Beverley.

The first person recognized as a teacher who educated deaf people was Pedro Ponce De Leon. He was a Benedictine monk in Spain who worked between 1550-1584. He took students from the richer more educated people and tried to teach them to speak Spanish, initially teaching them to write and then going on to teach them to speak. Throughout the 17th century, progress was made in the desire to educate deaf people and the first handed manual alphabet, sign language or lip-reading techniques appeared. B

Juan Martin Bonet in 1620 published a book entitled „Simplification of the Letters of the Alphabet and Method of Teaching Deaf Mutes to Speak". His belief that deaf pupils should be taught the one handed manual alphabet, followed by articulation and only then, speaking and eventually reading and writing

Between 1620 and 1700, manual alphabets developed in many countries.

• 18th century

The first formal schools for the deaf appeared in the eighteenth Century in France, Germany and England.

- In France, Charles-Michel de l'Épée, also known as the Abbé de L'Épée had opened a deaf school for deaf children from all backgrounds. He developed Signed French which became known as the „silent education" of deaf children. He is commonly referred to as the "Father of the Deaf" and "Father of Sign Language". In 1760 Charles-Michel de l'Épée founded the first special school for the deaf - *The National Institute of Deaf-mutes*. Épée develops an approach called *methodical sign*. This involves translating French Sign Language and converting it into French manual alphabet.

This method represents the direct translation of the French language word for word. This differs from French Sign Language and is a method still used today in educational approaches based on oralism in education for the deaf.

1791 the school was renamed the *National Institute for Deaf Children of Paris*, which it remains and is active to this day. Today the institution uses French Sign Language in its educational practices, as opposed to Manual French.

- In England, the first deaf school was opened in Britain in 1760 by Thomas Braidwood. He founded Braidwood Academy for the Deaf and Dumb in Edinburgh. Initially accepted one deaf pupil. Braidwood's success in teaching speech to this boy led to numbers increasing to twenty pupils by 1780. His approach, due to the use of natural gesture, was known as „combined system" incorporating sign language, articulation, speech, and lip-reading. This was the first codification of British Sign Language. Braidwood's method has been one of the most significant influencers of what would become British Sign Language.



The school in Edinburgh was eventually closed and Braidwood opened a new school in London in 1783 „Old Kent Road Asylum for the Deaf and Dumb”. This new school’s headmaster was Watson, Braidwood’s nephew. In 1809 Watson, published a book ‘*On the education of the Deaf and Dumb*’ which described their methods of education.

- In Germany, in 1778 Samuel Heinicke opened the first Germany public school for the education of the deaf in Leipzig. The school's original name was the „Electoral Saxon Institute for Mutes and Other Persons Afflicted with Speech Defects" and today it is known as the "Samuel Heinicke School for the Deaf". He was an opponent of L'Épée's method. Heinicke ardently supported the oral method of education for the deaf. This oral method was developed first by the German Konrad Amman. Like Amman, Heinicke believed a spoken language to be an indispensable aspect of a proper education and defined his technique as the "German system". Many other teachers across Germany were sent by their local governments to acquire training under Heinicke at his Leipzig establishment. Three son-in-laws of Heinicke also played integral roles in the survival and expansion of the school in Leipzig.

One of them, Ernst Adolf Eschke, established a complementary site of the Braidwood's school in Berlin after which he returned as director to Leipzig. It is noteworthy that Eschke preference of L'Épée and Sicards manual sign language philosophies to the detriment of the oralist.

Samuel Heinicke School is still operational to date under the official name *Saxon State School for the Hearing Impaired Samuel Heinicke Support Center*.

• 19th century

- The first school for the deaf in America is “American School for the Deaf” for founded by Thomas Hopkins Gallaudet and Laurent Clerc in 1817. It was originally called the „Connecticut Asylum at Hartford for the Instruction of Deaf and Dumb Persons”. Gallaudet was the principal, and Clerc was the head teacher. The school initially operated in rented rooms and started with a number of 7 students. A year later, poor and uneducated students filled the school. They ranged from 10 to 51 years of age. In 1821 it was built “The American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb” today’s “American School for the Deaf”.

Clerc, as a former *National Institute for Deaf Children of Paris* student, is the figure who marked the education of the deaf in America. He laid the foundations of American Sign Language, starting with French Sign Language.

Clerc's students and trained teachers founded other schools around the nation or taught in them, using Clerc's teaching methods.

As a result of Thomas Hopkins Gallaudet's and Laurent Clerc's heroic efforts and their's inheritance, the *Gallaudet University*, founded in 1857 is known with prestige for being the first institute of higher learning for deaf education. It is considered by both deaf and hearing people to be among the primary resources for all things related to deaf people, including education, ASL (American Sign Language).



- In Romania, the first form of special education for the deaf, which still exists today, was founded in Bucharest, within the Asylum "Elena Doamna" in 1860, on the initiative of Dr. Carol Davila, former doctor of the royal house became inspector of the Romanian Sanitary Service. On his initiative, a public service for orphans is established, which also deals with the care and education of deaf-mute children, mentally debilitated children and the blind. In 1863, after a visit by Princess Elena Cuza (wife of the first prince of Romania), a new building was built and according of her wish, along 39 girls a number of deaf-mute children were brought from Iași. Thus, appears the first class of deaf-mute boys in Asylum "Elena Doamna". This is the nucleus from which has developed the first public school for the education of deaf children in Romania.

In 1895, the boys' classes were moved to Focsani, to a suitable place, where the "Institute for the Deaf and Mute" was established. Now became "Focsani School Center for Inclusive Education *Elena Doamna*" where pupils with different disabilities, including hearing impairment children, are educated.

The first teacher of the school was a deaf person, trained in Vienna and Paris. He educated his students using mime, graphics and typing methods. In 1960 the school became mixed, for boys and girls in 1960 and since 1963 it has also taught preschool children.

Gradually, the network of Romanian schools for the deaf expanded by setting up new establishments and special institutes in Timisoara, Arad (1885), Cluj (1888), and other.

- **10-21th centurys**

- In the 21st century and especially after the two world wars, the number of schools for the deaf has continuously increased. Today, for example, in England there are 22 such schools.

<https://deafhistory.eu/index.php/home>

https://en.wikipedia.org/wiki/History_of_institutions_for_deaf_education

<https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/deaf-education/200-years-of-deaf-education.html>

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https://civrancea.ro/unitati_subordonate/centrul-scolar-pentru-educatie-inclusiva-elena-doamna-focsani/

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