

# The history of the Pavel Sabadoš Combined School and Boarding School in Prešov.

## Short History of Care for Hearing Impaired

First, it would be good to say that in the ancient and long history of life of hearing impaired people, such people were called "deaf-mute." This was because from the perspective of healthy people, these people appeared to be deaf and, due to poor communication, mute and non-speaking. It took a very long time for the deaf to achieve the end of this discriminatory practice and for the terms deaf, hard of hearing and people with hearing impairments to be officially used in Slovakia. It is quite surprising that as recently as last month (August 2022!) a doctor wrote in a discharge report that a patient was deaf and mute from birth... but that's a different topic. At the same time, it should be noted that education and upbringing did not take place within regular schools, but rather specialized institutions were established.

The first institution for the deaf was founded in Paris in 1770, 15 years later the Prague institution (the fifth in Europe) was established, and in the first half of the 19th century the Institute for the Deaf was established in Bratislava (1833-1872), with Ján Blaškovič as its director, the founder of the famous Plankenberg Institute for the Education of Women. It was the tenth institution in Europe. It existed for 39 years, and collapsed after J. Blaškovič's death due to undesirable personal changes.

The long history of the school in Prešov began in Bratislava - the institution was not established until 1905.

The difference between the first Bratislava institution and ours resulted not only from the large time difference, but also from the fact that while the first was maintained by the City Society for the Care of the Poor, that is, it operated due to pure charity care, ours, which used the fund for the deaf from the donations of Bratislava citizens, was established at the request of the Hungarian government in cooperation with the City Council, with the organizational cooperation of state teacher institutes, but mainly with the Vacov Institute for the Deaf, which was even entrusted by the Ministry of Education of the Hungarian government to negotiate with the city in this matter as early as 1891.

Under our constitution, the city is committed to providing for the placement, facilities, maintenance and financing of material expenses, while the government itself contributes to covering personal costs. At the same time, it takes on the responsibility of appointing directors, which means that it takes on the responsibility for the organizational, professional and ideological aspects of education.

The first director: Koloman Hercsuth (1905) from Kremnica, the second: Dr. Károly Bihary (1906) from Vacov, the third: Ferenc Deschensky (1908), under whom a new purpose-built school building was built in Bratislava on Torok Street.

During World War I, classes were held in makeshift spaces because a military hospital was set up in the new building. When we started with Czechoslovak statehood in 1918, it seemed that conditions could consolidate. But after a short interim period of apparent improvement, the opposite happened. The city sells the purpose-built new building on Torok Street to the state and the institute, along with all its inventory, director, teaching staff and students, moves to Dubnica nad Váhom in 1921. Felix Hlobil (1921) became the director of the Dubnica institute.

Nový dubnický riaditeľ, Viliam Gaňo (1927), definitívny odborný učiteľ z Komárna, pokračuje v márnom úsilí svojho predchodcu (od roku 1926 do roku 1933). Roku 1930 vydáva v Českých Budějoviach vlastným nákladom útlu publikáciu „Dvadsaťpäť rokov dubnického ústavu pre hluchonemých“, plnú laméntácií na neudržateľné pomery a naliehavých až zúfalých prosieb na nadriadené orgány, ktoré však nikdy vtedajšia vláda nespĺnila. Ukazuje sa, že medzi bohatými a postihnutými je priepasť, ktorú ani teória Masarykových „ideálu humanitných“ nie je schopná prekonať. Napokon sa dubnické provizórium rieši presťahovaním do Prešova roku 1942.

The new Dubnica director, Viliam Gaňo (1927), a permanent teacher from Komárno, continues the fruitless effort of his predecessor (from 1926 to 1933). In 1930, he publishes in České Budějovice his own publication "Twenty-five years of the Dubnica institute for the deaf," full of lamentations about untenable conditions and urgent, even desperate appeals to higher authorities, which however the government of the time never fulfilled. It turns out that there is a chasm between the rich and the disabled that even Masaryk's "humanitarian ideals" theory is unable to overcome. Finally, the Dubnica provisional solution is solved by relocating to Prešov in 1942.

The director became Pavol Bysterský. And so begins the journey through old buildings until the economic conditions for material support and special education are gradually established. Nevertheless, it took a lot of effort to include the construction of such a school in the plans during the rapid industrialization.

### School principals from 1905 to the present day.



Felix Hlobil



Pavol Šabadoš



PaedDr. František Dancák



Mgr. Vladimír Kohut



Mgr. Peter Borovský



Mgr. Jana Hlubovičová  
(Kundráková)

Our Prešov teachers Pavol Sabadoš, Ondrej Žúdeľ, Ladislav Fecko, Mária Majerčáková, later Alica Sklenková and Mária Hapáková laid the methodological and didactic foundations for preparing textbooks for the Slovak language.

Here we would like to briefly touch on another tradition that continues and develops at our school for related elements. It is speech education through hearing. The first attempts are recorded in the school chronicles of 1957. They arose from the knowledge of Hungarian professor Barczih. The experimental team consisted of the core of Pavol Sabadoš, Jozef Tvrdý, Mária Majerčáková, Anna Trojanovská, to whom all teachers were added in the following years. At that time, speech education through hearing was a common, school-wide affair, on which the rhythm of speech and its comprehensibility in all subjects rests. It has a methodology that supports all components of language building - both grammatical, semantic, content, syntactic models, and it applies melodic factors of speech and even helps with phoneme differentiation within speech therapy care.

Paul Sabadoš's work "Grammatical construction of speech for deaf children," written in 1955, also contributed to improving speech education for deaf students on a national level. In this work, he thoroughly worked out the teacher's approach to teaching speech to deaf children and used his own experiences from working with deaf students. This work was recommended by the State Pedagogical Institute in Bratislava for all our type of elementary schools.

In the interest of modernizing the education process, further reserves are being mobilized, such as in the area of individual care for lagging students through rehabilitation programs. At the same time, the need for individual care for gifted students is also emerging, so that their further study at a specialized high school for clothing with a maturity exam is not so singular, and the psychological component of professional interests dominates in the child's own choice of profession. The school owned 20 local buses. The methodical preparation of bus events is being improved with the aim of linking the school with life and improving the professional orientation of upper grade students. It is also necessary to mention the teaching program elements and their use within testing methods as part of the assessment of knowledge, analysis of mistakes and positive qualities for the purpose of special educational diagnostics.

The need for unifying the teacher and educator's pedagogical cooperation was very evident. Different forms of continuity, direct and indirect, managed, organized and free activities were presented at professional seminars and in various compilations contributed to by our teachers and educators. Many compilations were authored, presented at professional scientific conferences and recommended for publication by our school.

During this period, PhDr. Pavol Sabadoš was awarded the title "Exemplary Teacher" (1956) and recipient of the state decoration "For Outstanding Work" (1979). Two teachers and two educators at our school were honored with the title "Exemplary Teacher" for their creative work with deaf students. On the occasion of Teacher's Day, this was Ernestína Sukovská (1967), Alica Sklenková (1971), Anna Trojanovská (1975) and Danuše Firicová (1980).

Our nursery school, established based on contacts and influences of a nursery school for hearing children, deepened its forms of work, established contacts with healthcare in matters related to deafness, and improved their contacts with psychologists, which was facilitated by the scientific seminars organized and on other topics in cooperation with the Eastern Slovak Branch of the Slovak Pedagogical Society at the Slovak Academy of Sciences in Prešov (SAV), with the special education section.

**From 1983 to 1991, the school was led by PaedDr. František Dancák, a long-serving teacher of the school. During this period, the development of the school was ensured by improving the material conditions for the educational process, as well as modernizing methods and teaching methods for the education and teaching of hearing-impaired students. Along with the modernization of the boarding school facilities, teaching aids were gradually added, especially three-dimensional ones, for individual subjects, including didactic technology. Based on this, it was possible to modernize the teaching methodology.**

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