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## THE THOUGHT AND PRACTICE PEDAGOGICAL OF JAN SIESTRZYŃSKI

Jan Siestrzyński belongs to the group of pioneers of Polish pedagogy, as well as speech therapy and lithography. He was a theoretician and a practitioner who dealt with phonetics and phonology, issues regarding the speech mechanism and teaching to read a child with learning disabilities. He developed a holistic method of teaching to read as well as the basics of speech physiology and teaching methodology of deaf students. He was the author of a special system of mouth-hand signs for teaching proper articulation, developed for deaf-mute children. *It is worth mentioning that the period of pedagogical activity of Jan Siestrzyński coincides with the development of schools for deaf students, especially in Europe.* Education of deaf students started to be implemented in specially established institutions. This was the result of the movement to promote access to learning, as well as the scientific development of the scholars<sup>1</sup>. Jan Siestrzyński, apart from his didactic work, conducted a scientific activity, which is expressed in two monographs, the first of 1820 is titled: *The Theory and Mechanism of Speech used for learning to read for all and for learning to speak for deaf-mute children, with additions and remarks on how to teach them, i.e. the Theory of the easiest way to teach both speaking and deaf-mute children how to write and read in the shortest possible time, with remarks about the most natural and simplest way of dealing with the latter observed by Jan Siestrzyński, the former and the first teacher of the Deaf-mute Institute in Warsaw, and another one written a year later On lithography.*

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<sup>1</sup> Among the authors of theoretical foundations of deaf students' education, the following are worth mentioning: Girolamo Cardano (1501–1576), Juan Pablo Bonet (1579–1629), John Bulwer (1614–1684), John Wallis Savillian (1616–1703), William Holder (1616–1698), George Dalgarno (1626–1687), Jan Konrad Aman (1669–1724), cf. Mauersberg, 1990.

## FACTS OF LIFE

Jan Siestrzyński was the youngest child of Kazimierz and Konstancja, née Zawadzka. He was born on June 23<sup>rd</sup>, 1788, in Szczebrzeszyn and was given names Łukasz Jan at baptism, but he only used the second one<sup>2</sup>. His father was a widely respected writer at the Zamoyski Family Fee Tail and this profession allowed him to lease lands in Szczebrzeszyn. Unfortunately, a lack of management skills led to the collapse of this property, and grief also contributed to his earlier death. Kazimierz Siestrzyński left his wife and children in debt. John's childhood was a time of poverty for his family. Due to a difficult financial situation, the mother decided to settle in the estate of her half-sister Tekla Dziewulska, née Wiaruska, in Bzów. Using the financial support offered by his aunt, Jan began his education at the High School in Zamość. Furthermore, he earned extra money by tutoring. In 1809 he became a student of the Galician Economic Institute in Lviv, which he was unable to graduate due to a change in the political situation<sup>3</sup>. His willingness to learn further turned out to be so strong that he decided to leave his native region of Zamość and went to Vienna.

Jan Siestrzyński began another period of his life. In 1813 he graduated from Vienna Medical and Surgical Academy, and received a master's degree in surgery and obstetrics. Thanks to his qualifications and good reputation, he was able to take up apprenticeship as an assistant physician in the hospital in Vienna under the supervision of Prof. Jan Walenty Hildenbrand. At that time he taught the Polish language to foreigners and also became a teacher of the youngest daughter of Hildenbrand, about whom he writes as follows: *While teaching this girl for 5 years, my own method, different from the usual one, was so successful that I was also invited to other houses of great merchants and courtiers to teach their children in the same way* (Siestrzyński, 1820, part. 1, p. 4). Thanks to his hard work, he received references and applied for employment in Viennese noble families.

In 1815 in Vienna, Siestrzyński met Rev. Jakub Falkowski, who presented plans for establishing a school for deaf children in Warsaw and a potential possibility of employing him as a teacher<sup>4</sup>. Here is how Jakub Falkowski recalls their

<sup>2</sup> Some sources contain information that Łukasz Jan Siestrzyński was born on June 24<sup>th</sup>, 1788, and while enrolling to a junior high school in Zamość, misrepresented his age and subtracted 4 years, cf. Domański, 1997.

<sup>3</sup> On October 14<sup>th</sup>, 1809, a peace treaty was signed at the Schönbrunn Palace in Vienna between the French Empire and the empire of Austria. The concluded agreement ended the war of France with the fifth coalition and the Polish-Austrian War being a part of it. Austria suffered heavy losses because it lost Tyrol, Salzburg, Trieste, Dalmatia, New Galicia and the Ternopil region in favour of the Duchy of Warsaw. In addition, financial penalties were imposed on it, and what's more, like Prussia 2 years earlier, it was brought under the French influence. As a result of the treaty, the Zamość administrative district was incorporated into the Duchy of Warsaw and Jan Siestrzyński became a foreigner who was expelled from the university and had to leave Lviv.

<sup>4</sup> Jakub Falkowski (1775–1848) was given a task from the National Enlightenment Department of the Kingdom of Poland to organize the first school for deaf children in Poland. To this end, he travelled to *higher Austria and Bavaria* to inspect already existing foreign institutions for the deaf-mute. [...] *On arrival in Warsaw, he submitted to his authority a travel report, in which he emphasized the need to establish a department for the blind at the Deaf-mute Institute*, see Miłkuła, Turkowska, 2015, p. 29.

meeting: *At that time, there was a noble countryman, Jan Siestrzyński, who had been living in Vienna for several years. Attachment to the country, compassion for the disabled encouraged him to become a lithographer, so that as a teacher (for which he was predisposed) he would bring double benefit to the Institute through lithography* (Mikuła, Turkowska, 2015, p. 27). Their mutual talks made Siestrzyński decide to abandon his previous profession of a doctor and prepare for work related to educating deaf-mute children<sup>5</sup>. First, Siestrzyński went to Munich, where he learned the art of lithography from Franciszek Weishaupt, the then lithography master and subsequently made a business trip *from Warsaw through the Czech Republic, Saxony and Prussia to visit the institutes in Prague, Leipzig, Berlin and Wrocław* (Siestrzyński, 1820, part. 2, p. 2) to learn the specifics of teaching deaf students, precisely in these already existing institutes. The observation of the effects of work in these institutes gave him the conviction that there was a need to teach oral speech to deaf-mute children. He decided that speech teaching should be the primary goal of deaf education, and he developed a speech teaching methodology based on the method of Samuel Heinicke<sup>6</sup>. He did not accept the method of teaching deaf students preferred by Jakub Falkowski, which he recalls as follows: *and since I did not like the hand alphabet, the basic foundation of this school, on which all absurdities were based, then I started to think about more practical one that would replace it in other respects, about a foundation on which it should be built quite differently. And that's how I started to have different opinion on this science. This foundation are mouth-hand signs, which I will talk about later* (Siestrzyński, 1820, part. 2, p. 1). His vision of educating deaf children was based on the oral method. Despite the fact that he was a strong supporter of teaching “voice speech” to the deaf, he treated the views of Rev. Charles-Michel de L'Épée with respect<sup>7</sup>. *Father L'Épée gave you an example, after all, in his school we see the obvious application of art to nature* (Siestrzyński, 1820, part. 2, p. 127) and added: *the method of Father de L'Épée should only be used where the deaf are unable to speak* (Siestrzyński, 1820, part. 2, p. 145).

Since November 1817, Jan Siestrzyński officially started the next important stage in his professional life, taking the job of a teacher at the emerging Deaf Institute in Warsaw. In order to reliably carry out the tasks entrusted to him as part of the didactic work at the Institute, he took up arranging a lithographic

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<sup>5</sup> Jan Siestrzyński used the term deaf-mute, which he explained as follows: *mute because of hearing loss, they are called deaf-mute and they are more or less deaf at early age that they could not learn to speak because they couldn't hear; but their instinct and desire to speak persists*. J. Siestrzyński, 1820, part 2, p. 9.

<sup>6</sup> Samuel Heinicke (1727–1790) was a German pedagogue. In 1778, he founded the deaf institute in Leipzig, the first in Germany. He was a supporter of using the voice method, also known as “German, Leipzig, oral”, to teach deaf students.

<sup>7</sup> In 1770, Rev. Charles-Michel de L'Épée (1712–1789) established the Paris Deaf Institute, the first public school for the deaf in the world. He was also the author of the teaching method based on using the natural way of communication of deaf people, namely the sign language.

workshop. He already had some experience concerning this modern technique that he had gained a few years earlier in Munich<sup>8</sup>. He was so absorbed in organizing the workshop that he personally went to the mines in Chęciny, Przedborz or Zawichost to buy the proper lithography stones. In 1819, having received the ordered lithography press and a room at the Institute, he began his proper work. He gradually improved the lithography technique and not only portraits of outstanding contemporary Poles, but also maps and tables for the *History of Ancient* by Joachim Lelewel came out of his press. His involvement contributed to the fact that lithography became not only the school subject, but also a source of income for the school and pupils. Another dream of Jan Siestrzyński related to vocational education of deaf-mute students began to come true<sup>9</sup>. Unfortunately, the cooperation of Jan Siestrzyński with Jakub Falkowski, the then director of the Deaf Institute in Warsaw, did not work well. The conflict was growing, mainly due to the teaching methods of deaf students. Jan Siestrzyński did not find the opportunity to continue his didactic and scientific work, and for this reason he handed in his resignation for the first time on April 13<sup>th</sup>, 1820. Attempts to soothe the conflict by increasing the salary of Siestrzyński by the Government Commission of Religious Denominations and Public Enlightenment did not help. Finally, in March 1821, after handing in another resignation, he left the Institute. He decided to return to the medical profession and after passing the examinations in May 1821 at the Medical Council he again obtained the right to practice as a doctor and got Bachelor's degree in medicine and surgery. First, he was assigned to the 3<sup>rd</sup> rifle regiment in Warsaw, and then in June 1822 he was transferred to the 7<sup>th</sup> line infantry regiment in Końskie. During this period, he did not forget about his passion and pedagogical experience. In his free time he taught soldiers according to the Bell-Lancaster experimental system<sup>10</sup>. Eighty soldiers were educated in Siestrzyński's mutual teaching school. Jan Siestrzyński died on May 4<sup>th</sup>, 1824 of typhus, which did not bypass the garrison, where he performed his duties as a doctor.

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<sup>8</sup> Lithography was a graphic technique invented in 1798 by Aloys Senefelder and classified as flat printing. It consisted in making a special limestone slab, on which the drawing had to be applied. Twenty years later, the first lithographic studio was established in Poland in Warsaw at the Kazimierzowski Palace. Jan Siestrzyński was its founder.

<sup>9</sup> His most talented students were worth mentioning: Jan Narewski, who made the lithography art famous in London, Ludwik Letronne, who later became the owner of the lithographic plant in Warsaw, as well as: Józef Jarocki, Onufry Melanowski, Waław Sierociński or Jan Syczewski.

<sup>10</sup> The Bell-Lancaster system (also known as the monitorial system) was a way of organization of teaching developed by an English educator Andrew Bell, and since 1801 it was used by Joseph Lancaster at a school in Southwark, Great Britain. It consisted in the fact that the teacher directly taught a group of the most talented students (the so-called monitors), who subsequently transferred the acquired knowledge to smaller groups of peers, cf. Okoń, 2007, p. 45.

## THE SCIENTIFIC AND DIDACTIC ACTIVITY

The monograph of Jan Sistrzyński *The Theory and the mechanism of speech...* with a theoretical and practical dimension *consists of two parts. In the first part titled Speech theory and reading he included the author's concept of learning to read, and Part Two About the mechanism of human speech with notes on how to teach deaf-mute people* presents detailed methods to work on developing articulation in deaf-mute people. This work has never been published in print. The manuscript was kept at the library of the Deaf Institute in Warsaw. In 1944, during the Warsaw Uprising, the manuscript burned down along with other valuable materials at the Institute. Fortunately, one copy kept now in the collections of the library of the Academy of Special Education in Warsaw and a monographic study of Tytus Bennie *Jan Sistrzyński's Theory and mechanism of speech*, published in 1917, survived.

Sistrzyński's work is a pioneering contribution to the development of pedagogy, speech therapy and phoniatics. The monograph contains not only rich knowledge of speech physiology as well as phonetics and phonology. In the part dedicated to teaching speech and reading, he presented accurate phonetic descriptions of sounds (in norm and pathology) and methods of their uttering. He also provided methods to use mouth-hand signs to support speech teaching. The theoretical foundations contained in this work were the result of not only the experience gained during his didactic work, but were also based on the assumptions of other authors<sup>11</sup>. In his monograph, Sistrzyński often referred to the views of proponents of speech production teaching, as evidenced by the following passage: *Heinckie, Stock and Eschke acted this way. Ahlemann mentions that it was not Father de L'Épée, but one Portuguese named Pereira who was the first to teach the deaf-mute in France and that he did far more than Sicard and de L'Épée, because he really taught the deaf-mute to speak. The same did Eschke in Berlin. Ricard did not achieve half what Pereira and Eschke achieved* (Sistrzyński, 1820, part 2, p. 121).

Jan Sistrzyński was a proponent of language and auditory education of deaf-mute children. He believed that a deaf-mute child should start learning speech as soon as possible. *It will be most suitable for learning at an early age of about four or five years old, a little later or earlier, because not all children develop mental powers at the same age. Just then is the strongest instinct to use speech, and often the strongest desire to speak. But later when the child notices and convinces itself that its efforts bring no effect, it will doubt its abilities, and eventually desperate, instead of being guided by instinct it will feel disgust and reluctance* (Sistrzyński, 1820, part. 2, p. 11). He proposed his author's typology of five degrees of hearing damage, which he explained as follows: *the deepest degree*

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<sup>11</sup> In his book collection Sistrzyński had works of Ahlemann and Eschke, which he brought from the institutes for deaf students in Germany.

*of hearing would be when a child with an ear trumpet makes a distinction between the sound of a gunshot, the sound of bells, musical trumpets and a human voice, but all this sounds uniform to it without distinguishing tones. The second lower degree would be if a child knows how to distinguish musical sounds, the third- when it hears five vowels, the fourth-when it hears voiced consonants and the fifth- when it recognises voiceless consonants* (Siestrzyński, 1820, part. 2, p. 27). As part of language education, he emphasized adapting specific phonation and articulation exercises to these five degrees of hearing damage. He emphasized to use the remnants of hearing while learning speech, because *hearing should also gain through exercise* (Siestrzyński, 1820, part 2, p. 28), and thanks to this type of activities, the reception of auditory stimuli will be improved. Speech teaching is possible and the results obtained depend on the degree of hearing loss. Even in the case of deep hearing damage, it is reasonable to carry out auditory exercises, because then the *eye should replace hearing* (Siestrzyński, 1820, part. 2, p. 28). He wrote that one of the most noticeable consequences of hearing damage are phonation disorders in the form of the following voice defects: *pronunciation through the nose, a snoring voice, a muffled squeezed voice, too thin in a high tone, an uneven voice, i.e. lowering and raising tones, an unnatural voice* (Siestrzyński, 1820, part. 2. p. 14). Thanks to a detailed analysis of this problem, he explained the mechanisms of the above voice defects and suggested tips on how to remove or correct them. Siestrzyński emphasized a natural role of the sense of hearing for the child's functioning. *All nature, not being dead, is not silent. Indeed, by acting and constantly speaking to us, always and clearly reveals its existence and life to us with our ears* (Siestrzyński, 1820, part. 2, p. 121). He emphasized the fact that it was the nature that equipped those children with the senses so that they could receive various stimuli. Information from the outside world also reaches it through the various sounds that are around us.

He devoted a separate chapter in the second part of his work to the parents of a deaf-mute child. He advised on the necessity of active involvement in the care and upbringing process of their child. He emphasized the importance of primary socialization by writing as follows: *Probably nobody can do this and no one can contribute to the deaf-mute child as much as its parents who raise it from the cradle* (Siestrzyński, 1820, part. 2, p. 80). He criticized educational attitudes characterized by excessive concentration and care for the child, because *tender parents feel pity for the condition of their children and care for them too much, or consider themselves to be punished by God and leave them alone and neglect them* (Siestrzyński, 1820, part. 2, p. 80). He provided a list of practical tips for parents of a deaf-mute child. *At first you do not know to what extent the child is deaf, because it can still hear a lot, although the hearing does not distinguish its speech. It never hurts to speak louder to its ear and make it hear something more often* (Siestrzyński, 1820, part. 2, p. 81). He made parents aware that their acceptance, positive attitude towards the child are the factors determining the pedagogical success. The positive attitude of parents will allow them to approach

the problem of deafness of the child profoundly. *When the child is older, take it with you where music, where songs, where bells, kettledrums, shotguns and where the flock speak loudly, because the ear being in close connection with the speech organs, has a great influence on them, develops instincts and willingness to speak. Ask it more often if it heard? Let it imitate, teach it to imitate and help it do this. When you talk to it this way, put its hand on your neck on Adam's apple and its hand on your chest* (Siestrzyński, 1820, part 2, p. 81). He told parents how important sensory activation of touch and vibration is in teaching deaf-mute children. According to Siestrzyński, this disorder of the multi-sensory basis of perception of reality negatively affects the development of personality of deaf children. He encouraged the speech development in the child's natural social environment, surrounded by other people about which he writes as follows: *when a child is older, you need to interact with it as often as possible, bring among people and ask the child to tell what it saw, think* (Siestrzyński, 1820, part. 2, p. 83).

He attributed a special role in didactic work with a deaf student to a teacher. In the initial stage, the teacher should get to know the student and understand the limitations due to hearing damage. A diagnosis should be the initial stage of teaching. *Therefore, if you have to deal with a deaf-mute student, you need to observe him for a few days, especially try to learn about his behaviour in the company of other people, and examine the degree of deafness. This is usually done with an ear trumpet, and then the student either hears the voice depending on his degree of deafness, or he cannot hear and his ears are only irritated by some unpleasant sensation, but it may be similar also when he hears* (Siestrzyński, 1820, part 2, p. 11). He saw the need to equip a deaf-mute child with a prosthesis, namely a two-tube trumpet to listen to what others are saying or the child itself. He mentioned his vision as follows: *I have not seen such a trumpet yet, but I think that it could be done and it would only serve the student, and for the teacher it would be better to use a voice amplifying tube, which is used during gymnastic exercises, because it irritates ears less than the one that touches them. In addition, with such a tube it would be possible to carry out experiments with several students at the same time affecting their organs, so that they could always practice their hearing to some extent* (Siestrzyński, 1820, part 2, p. 23). He knew that teaching a deaf child to speak is a process that requires considerable *work and patience* (Siestrzyński, 1820, part 2, p. 28). Therefore, one should influence the child to shape appropriate motivation, interests and independence.

He was the originator and author of many teaching aids and games. He detailed the possibilities of using games such as draughts, soldiers, cards, shepherds for children to read and write. During phonation exercises, he recommended the use of pronunciation exercises, wooden spatulas, as well as percussion instruments, e.g. a trumpet, a flute. As a physician and a physiologist, he knew that the condition for proper pronunciation of sounds is the smooth functioning of the articulation organs: a tongue, lips, cheeks, a lower jaw (mandible) and a soft palate. That is why he recommended breathing exercises and exercises to improve the

articulators' motility in a thoughtful manner and at the right time. *No one should work beyond his strength and risk one's health. I do not even deny that this can take place here, because in this case you need to work with your chest and lungs to affect the student's senses (...)* Even in this case it is not appropriate to force the teacher to work for a full hour without a break. Because if the teacher understands that the child's tongue was pressed for too long with a wooden spatula or the child was forced to look at the movements of the teacher's tongue, then further work is only a waste of time (Siestrzyński, 1820, part 2, p. 73). He considered observation of facial movements while uttering speech as a matter of paramount importance, precisely when it is not possible to use residual hearing. His discoveries regarding the observation of articulator movements allowed him to develop the basics of visual phonetics.

Siestrzyński also emphasized the importance of play for the development of a child's speech, in particular in awakening the instinct and a natural willingness to speak. In addition, he showed that the child learns through play, so it is worth letting it do different types of activities. He recognized movement and hearing games as an important way of preparing the child for speaking skills. He wrote about it as follows: *The teacher takes students to a separate room, specially intended for their play, there children are allowed to mix and play with each other as long as the games require some movement and arouse their involvement. Soon the speaking instinct will activate with some of them and they will be able to speak again. In this situation you can also affect their ears with a loud instrument – a bell, a tool making a rumble or a voice amplifying tube – and observe if it creates any impression on them. And when the teacher makes some observations, he hits the drum as a sign that the children are to stop playing* (Siestrzyński, 1820, part. 2, p. 11).

He noticed the need to support speech development for social reasons, as therefore, despite hearing damage, the child can participate in life and establish social interactions. Siestrzyński wrote about it as follows: *It is so obvious that the nature did not exclude the deaf-mute from the possibility to speak, and gave them instinct and desire to do so like every human being. And he even calls them to learn not only to speak but also to understand those who speak* (Siestrzyński, 1820, part 2, p. 129), because as he added (...) *speech is indeed necessary and useful, but also because it frees us from unnatural, mechanical and oppressive learning, and shows us the natural, shortest and easiest way* (Siestrzyński, 1820, part 2, p. 144). That is why it is so important to create situations motivating them to make contact with the hearing people. He noticed that one of the factors that impedes teaching a deaf child to speak may be superstitions. The perception of deaf-mute people by society is full of harmful prejudices that build a false image of their capabilities, and deafness is treated as a defect limiting social functioning. Siestrzyński defended them by emphasizing the positive impact of the social environment, about which he wrote as follows: *The experience has shown us many times that deaf-mute people, without school education, have acquired refinement and good*

*manners through examples and contact with people, and speak even better than people from lower social class. Others have learnt arts and crafts, and are outstanding at it. I even knew an uneducated deaf man who, as a shoemaker, supported his wife and family, and who with his seriousness and good manners even embarrassed some of his neighbours* (Siestrzyński, 1820, part. 2, p. 157–158).

Jan Siestrzyński's innovative proposals include a special system for supporting speaking and reading speech from the mouth, so called "mouth-hand signs" system. He formally used seven hand and finger arrangements that are shown when articulating individual sounds to help to distinguish and recognize them from several visually similar ones. According to the author's description, there were also variants of individual sounds systems. It should be noted that Siestrzyński used the term: "a letter", not a phone, because as he explained: *letters are signs of human voices* (Siestrzyński, 1820, part 1, p. 24). The mouth-hand signs resembled the natural shape of the location of speech organs and were intended to help a deaf-mute child to learn proper articulation, read speech from the mouth, and support speech development. It was one of the first such support systems in the world, and it can be considered as an innovative system in alternative and supportive communication<sup>12</sup>. In the 20<sup>th</sup> century, his concept of language education for a deaf child was implemented in the Cued Speech method, developed by Robert Orin Cornett, and widespread in Poland as a phonogesture method by Kazimiera Krakowiak (2015).

It is also worth emphasizing that Jan Siestrzyński noticed the need for vocational education of deaf-mute students, as he wrote about in his next work *On lithography. In his teaching* he used his lithography technique skills he had learnt in Munich. He designed a lithography workshop at the Deaf Institute in Warsaw. Learning the profession of lithographer gradually began to materialize in the conditions of school workshops. The training workshops at that time did not have the formal status of an institution preparing deaf-mute students for the profession. It was rather introduction to a lithography profession, and the effect of the training was an apprenticeship with a master craftsman in Warsaw. Siestrzyński's above actions resulted from his awareness and understanding of the real needs of deaf people. He wanted to organize the right conditions for them so that they could achieve economic independence. He knew that mastering practical skills was a chance for them to get a job, achieve professional success, but also to achieve a decent existence.

## FINAL REFLECTIONS

To sum up, it should be emphasized that Jan Siestrzyński as a pedagogue was a very versatile, progressive and creative man. His didactic and scientific interests

<sup>12</sup> Jan Siestrzyński's mouth–hand signs were recognized as a unique, manual system for supporting speaking and reading speech from the mouth, see Szczepankowski, 2017, p. 114.

were extremely broad, focused on seeking an effective solution enabling deaf children to reach the basics of language communication. Therefore, in teaching deaf children he set the bar very high, because he wanted their social integration with the environment of hearing people, overcoming the barrier of interpersonal communication. He knew that society at the time treated deaf-mute people as unable to function independently and that their opinions were negative. That is why Siestrzyński exposed not only their real capabilities but also their development potential by writing as follows: *the deaf-mute is a skilful man and apart from that he cannot hear and therefore does not speak, he is all right. I do not even intend to prove it and I will sue anyone who opposes.* (Siestrzyński, 1820, part 2, p. 169). Thanks to the proposed actions aimed at auditory and language education, he provided deaf children with the opportunity to develop language communication. His vision of the methodology of teaching deaf students opened a scientific field for discussion on the effectiveness of choosing an alternative method of communication, namely sign or oral. In retrospect, it is worth appreciating the interdisciplinary nature of Siestrzyński's scientific considerations, especially care and concern for speech teaching.

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z dodanemi oraz uwagami nad sposobem uczenia tychże, czyli Teorya z sposobem najłatwiejszym uczenia dzieci, tak mówiących, iako i Głuchoniemych, pisać i czytać razem w iak najkrótszym czasie, z uwagami oraz jakoby naturalna i najprościej sza droga w sposobie prowadzenia ostatnich wyśledzona bydź mogła przez Jana Siestrzyńskiego, byłego pierwszego Nauczyciela Instytutu Głuchoniemych w Warszawie, part. 1, 2, maszynopis w bibliotece Specjalnego Ośrodka Szkolno-Wychowawczego dla Głuchych im. Jana Siestrzyńskiego w Warszawie.

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### ***The thought and practice pedagogical of Jan Siestrzyński***

#### **Summary**

**Aim:** The purpose of the analysis was to describe the scientific and didactic proposals of Jan Siestrzyński. The scientific text analyzed was the monograph of Jan Siestrzyński *Theory and the Mechanism of Speech*.

**Methods:** A structural analysis of a pedagogical text.

**Results:** The analysis showed that Jan Siestrzyński was a spokesman for language education and auditory education of deaf children. He presented a list of practical tips for teachers and parents of a deaf child.

**Conclusions:** The article shows that Siestrzyński's work is a pioneering contribution to the development of pedagogy. He developed a holistic method of learning to read, and the basics of speech physiology and teaching methodology for deaf students. He was the author of a special system of hand-oral signs for teaching proper articulation developed for deaf children. Jan Siestrzyński as a teacher was a very versatile, progressive and creative man. His didactic and scientific interests were extremely broad, focused on seeking an effective solution enabling deaf children to reach the basics of language communication. His vision of the methodology of teaching deaf students opened a scientific field for discussion on the effectiveness of choosing an alternative communication method, namely sign or oral.

**Keywords:** deaf child, teaching methodology, speech.