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**«KYIV CHARITY SCHOOL FOR DEAF AND DUMB CHILDREN»  
(FIRST QUARTER OF THE 20<sup>th</sup> CENTURY)**

**Urgency of the research.** At the beginning of the 20<sup>th</sup> century the Russian education system, with Ukraine as its part, had both public and private institutions. Schools for children with hearing impairments have been an integral part of the education system. New special educational institutions for “deaf and dumb children” have not yet been able to meet their existing needs. Only some individuals and practitioners tried to draw public attention to the problem of helping the “deaf and dumb”, considering this a governmental matter. The public, which took care of the problems of deaf education, not only taught and brought up “deaf and dumb children” in individual institutions, but also was a defender of the rights of citizens with hearing impairments. In Ukraine, with the assistance of the public, not only education and upbringing of children with hearing impairments were carried out, but also ideas were formed about the need for their specially organized education.

Taking into account that Ukrainian deaf education at that time developed in close connection with Russian, domestic teachers of the deaf were looking for their own methods and means of teaching children with hearing impairments. Teachers of the deaf of pre-revolutionary Ukraine formed a kind of pedagogical system for children with hearing impairments (A. Bakhmetiev, M. Varda, V. Vietukhov, P. Holovkov, O. Komyr, A. Lens, M. Lahovskyi, I. Sokolianskyi, O. Maltsev, N Patkanova, M. Yavorskyi and others). But under the conditions of that time their ideas often remained unrealized (M. Lahovskyi, I. Sokolianskyi, N. Patkanova etc.) [7, p. 48–50]. Domestic teachers-practitioners have expressed a number of valuable ideas and theoretical positions in the monographs and textbooks of A. Basova, O. Diachkov, A. Dobrova, S. Yehorov, M. Yarmachenko, V. Bondar and others. [23, p. 75–76].

During the years of Ukraine's independence, the legal basis for the formation of state policy on the rights of children with special needs was the principle of equality of social, cultural rights and freedoms of all citizens. These are the Declaration of the Rights of Nationalities of Ukraine (1991), the Laws of Ukraine "On Education" (1991, 2017), "On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine" (1991, 2004), "Standard Rules for Equal Opportunities for Persons with Disabilities" (UN, 1993); "Salamanca Declaration on Principles, Policies and Practices in the Field of Education of Persons with Disabilities" and the Program "Framework for Action on Education of Persons with Special Needs" (1994), Constitution of Ukraine (1996), "On Rehabilitation of Persons with Disabilities in Ukraine" (2001) etc.

**Analysis of recent research and publications.** Historiography of the study of historical and pedagogical aspects of the formation and development of domestic correctional pedagogy and special psychology consists of the works of such scientists as: V. Bondar, N. Zasenکو, V. Zolotoverkh, S. Kulbida, I. Sokolianskiy, M. Suprun, O. Shevchenko, M. Yarmachenko etc. This aspect of the educational process of children with special needs was the subject of consideration by the following Ukrainian scientists: V. Zasenکو, T. Yezhova, S. Kulbida, O. Taranchenko and others. Issues of the theory and history of organization of special education and upbringing of deaf and dumb children have always been the subject of many studies (V. Bondar, V. Zasenکو, E. Syniov, V. Shevchenko, L. Fomichova, M. Yarmachenko, etc.). Researchers have considered various aspects of the development of educational institutions for children with special needs, but the outlined issues require comprehensive research.

The work of the researcher V. Halaiba called "The First School for the Deaf in Kyiv" (1999) is of general scientific significance, as the important role of the teacher-innovator of the deaf N.K. Patkanova in the development of special education in Ukraine is highlighted. [3, p. 3]. Despite this study, there are no works that comprehensively and systematically cover the activities of the Kyiv Charity School for Deaf and Dumb Children. Hence, the main task is to reflect the development of "Kyiv Charity School for Deaf and Dumb children". Therefore, the urgency of the problem, its social and practical significance, insufficient theoretical development, as well as the need to address these issues has determined the purpose of the article.

**The purpose of the article.** The main goal is to define and characterize the content of the work of "Kyiv charity school for deaf and dumb children", which should become an integral component of pedagogical historiography and help to trace the general trends of pedagogical views of N. K. Patkanova-

Krankovska through the prism of the educational sector.

**Research results.** For centuries, the school has been a source of education for children with hearing impairments. The study of the history of development of “Kyiv charity school for deaf and dumb children” is impossible without the use of sources of the past epoch: historical records, documents, memoirs etc. The most relevant in this regard are the legal documents that define its structure and functioning. These include reports on the activities of Kyiv Charity School for the Deaf and Dumb, a temporary regulation on Kyiv Charity School for the Deaf and Dumb, and circulars from the Kyiv Educational District Trustee. The main attention is focused on the first two as those that formed the basic principles of formation and existence of this institution, determined the main criteria of its development and so on.



In the course of the research it was established that the development of “Kyiv charity school for deaf and dumb children” in the early 20<sup>th</sup> century had a democratic character and was determined by socio-political, socio-economic and pedagogical factors. This institution was established in 1900 with the support of the Guardianship of the Empress Mariia Fedorivna of the “deaf and dumb” and began its work only through a generous donation of 10 thousand rubles made by famous sugar manufacturer, philanthropist Mykola Artemovych Tereshchenko and the zeal of the wife of Kyiv Governor Ye. Trepova [11, p.116], for which he was awarded the highest gratitude of the Office of the Empress Mariia Fedorivna [44, p. 1].

At the initiative of Ye. Trepova, on June 8 of the same year, the first part of the charity school for children with hearing impairments was consecrated. The charity school was a small boarding school in a rather expensive, rented room, situated at the address: 91 Mariinsko-Blahovishchenska St.; Apt. 2 (now Saksahanskyi St.) [37, p. 495]. There were 15 deaf children (6 boys and 4 girls) and the school was attended by 5 local deaf people who lived with their parents in their free time [31, p. 10].

Favorable financial conditions allowed the Guardianship Department, headed by Ye. Trepova, to immediately begin the implementation of the main task – the arrangement of a primary charity school, which provided reading and writing lessons for “deaf and dumb” boys and girls, aged 8 to 14 by special (oral) method. Under such conditions, the greatest impression could be made by a child with hearing impairments, who learned to pronounce words clearly and even more so to keep oral conversation [11, p.116].

It is known that the state of development of the education system for children with hearing impairments in Ukraine in the early 20<sup>th</sup> century had a guardianship character and caused an extraordinary diversity in the content, forms and methods of educational work in these institutions. Each school solved these problems in its own way, depending on local conditions. This created certain variability in the programs, but at the same time it was beneficial, as each institution tested different versions, which helped to find the most effective one. The system of education and upbringing of deaf and dumb children in special institutions of Western Ukraine has largely developed under the influence of Western European pedagogical systems, in particular the pure oral method. From almost the first days of their activity, the sound method prevailed in almost all schools for children with hearing impairments in pre-revolutionary Ukraine, because the advanced deaf educators of Ukraine understood that without teaching deaf-dumb verbal language it is impossible to achieve serious success in teaching and education. Among the teaching staff of all generations, who have been persistently searching for the transformation of content and teaching methods to achieve positive results in working with children with hearing impairments and the work of persistent, dedicated teacher Nina Patkanova [8, p. 58]. Public figure and scientist N.K. Patkanova<sup>10</sup> (1880–1929) substantiated the possibilities of intellectual development of “deaf-mute children”.

Nina Kostiantynivna was born on June 8, 1880 in St. Petersburg in a wealthy family. She studied at the St. Petersburg elite school for girls. In 1897 she graduated with honors. At a young age, she began to worry about the problems of children with hearing impairments, because according to her mother – her great-grandmother was “deaf”. Therefore, she had a special attitude towards children with hearing impairments.

After graduating from school, Nina Kostiantynivna without hesitation entered pedagogical courses for teachers of the deaf in St. Petersburg, because she had a great desire to learn the language of children with hearing impairments and help them. She was rewarded for her high academic achievements and received an increased scholarship. Nina Patkanova was one of the best listeners of the courses [18, p. 32]. In 1898 she graduated from the Mariinski Teacher Training Course at the St. Petersburg School of Deaf and Dumb Children and received a degree in deaf pedagogy. In the same year she began her deaf pedagogical activity. The young teacher was invited to work in the parish school for children with hearing impairments in the village

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<sup>10</sup> Note. N.K. Patkanova-Krankovska was the first teacher of the Kyiv School for the Deaf and Dumb (1900–1902) and the founder of the first kindergarten for the deaf and dumb in Ukraine, the perfecter of the “pure oral method” (Kyiv, 1902) [52].

of Maksymovychi, Radomyshl district, Kyiv province, which was headed by the priest M. Yavorskyi [46, p. 3]. For three years she worked in the church-parish school of M. Yavorskyi for children with hearing impairments in the village of Maksymovychi (later Malyn), Radomyshl district, Kyiv province [3, p. 3]. In 1900 N. Patkanova moved to Kyiv and began working as a teacher in the “Kyiv charity school for deaf and dumb children” [46, p. 3]. The teaching staff of the charity school, including Nina Kostiantynivna, consisted of assistant M. Korniienko, teachers: N. Braikeyvych (Music lessons), L. Turchenko (Art lessons) and doctor A. Lance [40, p. 33].

The school was located in the center of Kyiv (Lukianivka), in a convenient place, and was surrounded by a large orchard. The small building, which consisted of 5 rooms and a kitchen, comfortably housed classrooms and a small dormitory. In the first year, there were 20 deaf children and the teacher’s living room there. [19, p. 40–41; 21, p. 169].

Since the sound method prevailed in all schools of Ukraine, the Kyiv Charity School for Deaf and Dumb Children used only the method of teaching oral language with special attention to the development of hearing residues in children [32, 170–171]. Therefore, the young teacher tried to make a serious attempt to solve the problem of “dumbness”. Her main goal was the development of children with hearing impairments and overcoming their isolation from the hearing [38, p. 35].

Nina Kostiantynivna gave a central place in the education of children with a damaged auditory analyzer to language learning, lip-read and the development of hearing residues [21, p. 56–57]. She expressed a number of ideas that had a certain difference from the Russian system [43, p. 121]. First of all, it is an optimistic view on the possibilities of deaf-dumb development, rational definition of the purpose of teaching and education, teaching sound language, substantiation of the need to introduce general and organized education from an early age, classification of children with hearing impairments, preventive work to combat deafness.

The curriculum of Kyiv Charity School completely coincided with her ideas. It was aimed at teaching children with hearing impairments to speak sound language through the acoustic system of education, and was reduced to the following basic provisions:

a) in the process of specially organized training and education it is necessary to combine the development of natural inclinations in children with hearing impairments on the basis of facial expressions and communication with the acquisition of knowledge, skills and abilities based on the formation of verbal language;

b) the educational process in a special school should be aimed at the comprehensive development of the personality of a child with hearing impairments;

c) the educational process should be aimed not only at enriching the knowledge and skills of students with hearing impairments, but also lead to qualitatively positive changes in the development of this child [40, p. 37].

Kyiv Charity School for Deaf and Dumb Children worked on the main tasks: developing auditory perception of children with hearing impairments and teaching sound language using the acoustic method. For this purpose, the school created all the special conditions for the effective organization of educational work of the institution, namely: installed special hearing aids for individual lessons; the classrooms are equipped with special equipment for teaching handicrafts and needlework.

Work, aimed at hearing development for children with hearing impairments, has played a significant role. In order to systematize and deepen knowledge in school under the guidance of Dr. A. Lance, N. Patkanova first used the teaching method of language development using the remnants of hearing and various musical instruments specifically adapted for the development of children's hearing [22, p. 169–170]. The report for 1901 stated: “The development of hearing is carried out under the guidance of Dr. A.S. Lance with the help of a specially adapted musical instrument and special earphones. Such auditory exercises also gave noticeable results, influencing the hearing of the children, their learning success and their morale” [50, p. 3]. For listening classes, in each class according to the schedule, separate hours were allocated, which was indicated in the day schedule.

This method of teaching children with hearing impairments developed not only the remnants of hearing, but also attention, observation, memory became better [24, p. 169–170]. Subsequently, the children gave high results. They remember better. In view of the high results of deaf and dumb children, Nina Kostiantynivna devoted her whole life to this complex but noble cause, mastered the art of teaching and educating children with hearing impairments; constantly, in all classes, in practice used a pure oral method (“acoustic method”) in combination with learning pronunciation and lip-read, laying the foundation for a creative approach to teaching [4, p. 52; 17, p. 65].

The development of auditory perception and pronunciation in school was a compulsory subject for all children. They studied the following basic subjects:

a) pronunciation of sounds and words, reading and writing;

b) the number is oral, written and on the account; acquaintance with the most used units of measures and weight, coins;

- c) initial information on geography, history and geometry according to crafts;
- d) calligraphy, drawing and sketching;
- e) religion (prayers, sacred history) [11, p.116; 52].

Working at the school, a young teacher of the deaf in practice became convinced of the need for preschool education of children with hearing impairments. Nina Kostiantynivna was a supporter of “early learning of sign language”. In her deaf pedagogical works on preschool education and upbringing of “deaf and dumb children” she drew attention to the fact that education of the deaf should begin at preschool age, without taking into account the time of hearing loss. Up to three years, a deaf and dumb child is almost not far behind the hearing. This is due to the fact that at this age such a child retains a normal voice and breathing, but not developed gestures. In this regard, the management of the department for the deaf and dumb care in 1902 wrote: “We need, absolutely need a kindergarten for deaf and dumb children aged 3 to 7 years. There the children could learn the language almost at the same age as normal. Children from the first years of life would produce a clear voice, proper breathing, would develop hearing. In short, everything would be done that now, instead of studying, the school spends time in the first years of the child’s stay in it, and the deaf and dumb preschooler would not lag behind mentally from his normal peers, as he lags behind now. Such kindergarten is still a cherished dream of Russian teachers dealing with the deaf and dumb” [50, p. 4].

Later, in November 1902, by the decision of the council of the Kyiv Department of Guardianship, a special preschool institution for “deaf and dumb” children was opened on the basis of the charity school. Nina Kostiantynivna became its head and was until 1929. It accepted children of both sexes aged 3 (immediately enrolled 5 minor deaf children), and the charity school – from 6 (in the preparatory class) to 14 years. Classes were held in groups according to age and abilities. The study last three years, in the charity school – five years for younger students, and for seniors nine years [39, p. 37].

At the end of 1902, the charity school moved to a new building on the Osiivska street, 36 (now Herzen Street) where it stayed until 1941. The institution taught literacy to boys and girls with hearing impairments aged 8 to 14 by the sound method [18, p. 3]. The newspaper “Kyivlianyin” wrote that “the consecrated premises of the charity school can accommodate up to 40 pupils, giving them first a kindergarten for general development, then classes for schooling. At present there are 7 girls and 8 boys in the new premises of the school” [49, p. 1].

An important task of the Kyiv charity school and its integral part - the preschool institution was the comprehensive development of students, overcoming the consequences of hearing loss, as well as preparing them for work, in particular, great attention was paid to manual labor and training of pupils [11, p. 121]. Of course, the violation of the auditory analyzer led to existing deviations in the development of oral speech. Decreased or lack of hearing negatively affected the mental development of the child, limited the ability to learn about the world around, reduced the process of acquiring knowledge, skills and abilities. In this regard, the charity school raised the question of the need for corrective orientation of learning the pronunciation of the sounds of such children. But the solution of the problem was possible only if the educational process was provided with the necessary educational and methodical complex, which included textbooks, programs, manuals, methodical development of special classes and lessons, as well as the equipment of a special classroom. Among them, the most important was the program of the “Kyiv charity school for deaf and dumb children”, which provided:

- in a preschool institution: development of auditory perception with the help of an acoustic system, production of sounds, preparation of preschoolers for speech development on an individual form of learning with the help of games;

- in the reception class: continuing the development of auditory perception, speech, reading syllables and words, preparation for writing, learned words in individual, group and collective forms of learning through games using acoustics and various visual aids;

- in junior classes the study of the following subjects: Religion (prayers and sacred history); language (compulsory, depending on the number of students: Russian, Hebrew, German, Polish, Romanian, Hungarian) and pronunciation of sounds and words; calligraphy; reading and writing; Arithmetic (within four arithmetic operations, counting in the mind, in writing and on accounts, acquaintance with scales and coins); Art; Basics of Science (food, clothing, people, transport, etc.); gymnastics;

- in senior classes: Religion; language (compulsory, depending on the contingent of students: Russian, Hebrew, German, Polish, Romanian, Hungarian); Arithmetic (within four arithmetic operations and fraction elements); Geometry; History (not as a systematic course, but only as an episodic collection of some historical events, on the materials of their country); Principles of Geography (acquaintance with the general information of the country); drawing; gymnastics; for boys craft and for girls needlework [19, p. 168].



The whole content of the educational process was divided into cycles: religious and moral education, industrial education – general and labor nature (training in handicrafts and needlework, so that children after graduation have the opportunity to get a job and work in these specialties, as well as through acquired skills – earn money for living) [39, p. 37]. Girls were taught to take care of the household and needlework (sewing, knitting, cooking); boys in the workshops – to drive nails, grind boards etc. Such a curriculum of the charity school was coordinated with the teaching at the “St. Petersburg School of the Deaf and Dumb” [39, p. 37].

The school year began on September 01 and ended on June 15. Those wishing to enter the charity school wrote an application for admission and submitted it to the Chairman of the Board of the Department (Kyiv, Governor’s House) Yelyzaveta Serhiivna Triepova [34, p. 45]. It should be noted that there were certain requirements for admission of children to a special charity school, namely: it enrolled deaf children of both sexes, not younger than 7 and not older than 12 years. The children had to undergo a medical examination, which stated that the child was indeed deaf; smallpox vaccination was given; the child is not susceptible to diseases that prevent him or her from entering school; not devoid of mental abilities to the point of idiocy. In addition, a metric statement and a certificate of paternity were provided.

A fee was charged for the right to study at a charity school, but not more than 200 rubles for the wealthy and 120 rubles for the non-residents. In case of dropping out of school, the money was not returned. Orphans and children of poor parents studied for free. They received a scholarship. Its size was set by the “Board of Trustees of the Deaf” or the city board of the zemstvo, bourgeois, Christian, and other societies that had the right to approve scholarships for special schools. In this order, the teaching staff of the Kyiv charity school established six scholarships [28, p. 1]. The children received these funds only during the last call.

Parents and guardians promised to pick up the child after graduation or at the request of guardianship before this period (if the student’s stay will be harmful to other pupils). “Those who want to study will study”, - said N.K. Patkanova [28, p. 1].

The education of children in the charity school lasted from 3 to 9 years. According to the structure, the institution was divided into departments of a preschool institution (children from 3 years of age were admitted and studied before entering the preparatory class), preparatory class (from 6 years old), 1–5 and 6–9 classes of the first and second departments. Compared to Kyiv Charity School, in most special institutions at that time the term of study fluctuated

and was dictated solely by the material capabilities of the founders, rather than the basic theoretical principles and different approaches to teaching deaf children.

Starting with the 1<sup>st</sup> grade, the schedule included 6 lessons per day. Only on Saturday 4 lessons were planned. Classes at the school took place from 8.00 to 13.00 and from 14.30 to 16.30. They were distributed so that in each group the hour of classes changed to the hour of rest. Separately, the schedule provided for special work with retarded students [28, p. 1].

One of the main forms of educational process of the preschool institution was classes, and in the charity school – lessons and classes, which were based on the didactic goal: the acquisition of new knowledge; formation of skills and abilities; application and verification in practice of the learned material; generalization and systematization of knowledge; assessment and correction of knowledge skills. But in order to achieve the necessary result of the work, the pedagogical council drew up a daily routine, which provided for the thorough provision of general knowledge, as well as professional training of students. Special attention was paid to the moral education of deaf children, which was also provided by the program and daily routine [6, p. 67–69].

During the day it was noted that regardless of the students' perception of information during classes (preschoolers) and lessons and classes (junior and senior students), they had to attend artistic and aesthetic activities, amateur performances, exhibitions, school holidays; celebrate birthdays; go for walks, excursions; participate in competitions, contests, cleaning classrooms and schools. They also had to participate in conversations of various profiles, hours of communication during the homeroom period (work on homework). Work with parents was also planned every week. These included Family Day, parents' parties, and meetings announcing children's progress.

The daily routine reflected the fullness of saturation of preschool and school educational work. To some extent, it placed high demands on the upbringing of children with hearing impairments, as they had to be not only educated as cultured people, but also developed intellectually through mastery of speech, development of auditory perception, auditory memory and other important areas for forming a full personality which does not hear, in particular ensuring its integration into society. And this was possible only with the help of equipped classrooms with additional teaching aids [47, p. 131, 143]. Thanks to the help of patrons, classes for teaching children were designed with a speaker system [28, p. 1]. In the same year, the methodical system – the use in the early stages of preschool education (sound production), and later the pronunciation of syllables, words and whole simple sentences began

to give high results. Such achievements contributed to the associate ideas of Nina Kostiantynivna. Thus, in 1903 she made a report “On the ideal setting of the deaf education” at the II All-Russian Congress of Deaf Educators (St. Petersburg) in which for the first time in Russia raised the issue of “preschool education of deaf children.” She laid out a rather bold plan at the time – she proposed to radically reorganize all “education of the deaf” by introducing a streamlined system from early (preschool) education to high school and even high school. N.K. Paktanova was an active participant in many congresses and conferences on teaching and educating the deaf, did a lot of work to train deaf educators, defended the idea of “early learning of deaf children” [4, p. 52; 43, p. 138–144].

Her main task as a teacher was to prepare them for language learning, as well as to ensure that “after graduation the children did not become deaf and dumb, but only deaf, in nothing but a hearing defect, did not differ from normal” [41, p. 18; 32, p. 168]. Therefore, in her opinion, the age of children entering school should not exceed 7 years, divided into groups:

- a) by ability;
- b) by types of deafness.

The deaf educator believed that “hearing exercises should be introduced in all schools. In the senior classes it would be desirable to introduce the teaching of trade sciences etc.” [32, p. 173]. According to her, “the earliest preparation of children for language learning should be carried out, namely: the development of breathing, voice, hearing, attention, observation and imitation, lip-read, imitation of speech on the lips, without making sounds (sounds are only those who already has enough developed attention, which often happens in small “deaf and dumb”); preparation for writing with the help of drawing, and then the writing itself, the learned words” [41, p. 18].

Nina Kostiantynivna put forward a number of new offers for the organization of work in special schools and charity schools. She discussed and demonstrated methods “for the development of auditory perception and sound language of late deaf and deaf children”. Through her ascetic activity, Nina Kostiantynivna sought to assert the right of the “deaf child” to life on an equal footing with the hearing. Her humanistic ideas on the protection of the “deaf child” put forward in the early 20<sup>th</sup> century, and now consonant with the Declaration of the Rights of the Child [9, p. 3; 30, p. 328; 10, p. 3]. Her main task was to prepare students for language learning, as well as to ensure that “after graduation, children did not become deaf and dumb, but only deaf, in nothing but a hearing defect did not differ from normal. This will reduce

the number of deaf people” [51, p. 4]. Nina Kostiantynivna believed that special training for the “deaf and dumb” should be carried out in the same way as his hearing peer develops. She suggested raising and educating three- to four-year-old deaf children in kindergartens for the deaf with a four-year term of study.

Also, as well as the hearing child, the deaf educator insisted, it is necessary to teach culture of behavior of deaf preschool children and students. According to her, “formed skills, abilities and habits of cultural behavior facilitate the establishment of educational work, contribute to the creation of a healthy microclimate” [26, p. 20]. A favorable moral and psychological atmosphere is created, when trust in students is combined with exactingness and adherence to principles. First of all, it depends on the teachers themselves, who created the basis of the relationship. The method, the task of which was linguistic communication, was to develop their stable moral behavior. Thus, in the classes-competitions “Working with cards” (in preschool (simplified cards) in the preparatory class (complicated card)) teachers only had to provide each team with clarity. The result was the number of words named by the team. It is under such conditions that the competition intensified the socially useful activities of deaf children, formed their opinion, and created an atmosphere of perseverance, emotional uplift, joyful experiences and more. Mental work facilitated the rapid acquisition of words, as well as supported the observance of students’ norms and rules of decent behavior.

Due to the accessibility of preschool and school education in Kyiv charity school, the opportunities for the formation of oral sound language increased. The institution was dominated by individual lessons, but also conducted collective – dictation, calligraphy, face reading and oral counting [26, p. 25; 19, p. 43–44]. The charity school widely used this form of work as one of the elements of additional education during lessons and in extracurricular activities. During this system, each student was given a separate task, and after checking its performance, the child was given the following. The training was aimed at developing the cognitive abilities of all students in terms of collective learning. Nina Kostiantynivna advised teachers, observing children, to study their individual characteristics and understand the reasons that required the use of educational moments. For example, with the help of sports children developed posture, improved walking [26, p. 25]. Due to the extreme mobility of children, classes were usually held unnoticed by children, alternating with games, exercise etc. Thus, through the study of individual characteristics, it was found that many children have inclinations to fine arts, embroidery, dance, sports. Their development was facilitated by various philanthropies of school teachers, thanks to which their interests could be realized. Nina

Kostiantynivna herself knew how to knit, sew and embroider, and also led a needlework group in the afternoon. Classes began at 4 o'clock and lasted exactly an hour [41, p. 34]. Everyone was enrolled in the classes, but not earlier than 6 years old. Their works were exhibited at the charity school. Students were awarded souvenirs for the best work.

The note to the "Temporary Position" stated that "... the deaf and dumb, according to their abilities and inclinations ... learn skills and crafts. Girls learned housekeeping and trained in women's needlework" [11, p. 121]. Therefore, great importance was attached to manual labor and professional training of students. At the charity school there were such workshops as:

- 1) linen workshop (exquisite needlework),
- 2) fine arts workshop,
- 3) binding workshop,
- 4) carpentry workshop - additionally teacher N.Ya. Mantseva taught children such crafts: brushing, weaving, sewing underwear and dresses, as well as acquainting students with gardening and horticulture [11, p. 121].

N. Patkanova considered a thorough general education as one of the main conditions for self-affirmation of a deaf person in life, so she gave it a great advantage. Thanks to the acoustic system of education, with the use of sound amplification equipment and taking into account the age of the child and the state of his hearing, not only language skills were formed, but also "a deaf - hearing child was born again" [25, p. 27]. Nina Kostiantynivna emphasized that timely correction of educational and cognitive activities of sound language undoubtedly increased the level of effectiveness of children's educational achievements, as well as contributed to the realization of the goals and objectives of the lesson [25, p. 27]. Achievements in preschool were demonstrated during the preparatory class, where children continued to acquire speaking skills. The preparatory class aimed to repeat and strengthen the knowledge of children, demonstrating the practical application of the acquired knowledge. The lesson lasted 30 minutes, during which time the children repeated the main questions on the topic, and in the second half of the year they studied a new topic.

We will note that the message in the press (1905) became significant for the Ukrainian preschool deaf pedagogy: «On May 23 the public examination of pupils of kindergarten-school for the deaf and hard of hearing of N.K. Patkanova will take place. External audience will be admitted to the exam to get acquainted with the teaching method and the achieved results. The exam will start at 2 o'clock in the afternoon in the school premises, on Mariinsko-Blahovishchenska Street, in the house № 91, apt. 2" (now

Saksahanskyi Street) [21, p. 561]. The success of children was played by the early system of preschool education. For example, here is the schedule of classes in kindergarten for 1910 and 1911: <sup>11</sup>:

Class hours	Activities
8–9	Gymnastics and respiratory development;
9–10	Auditory exercises and independent work;
10–11	Synthetic language;
11–12	Voice calling and sound production in some, gymnastics in others;
14–15	Drawing in some, making sounds and calling the voice in others;
15–16	Froebel classes.

As you can see, the main place in the schedule took various exercises for the development of oral language of preschoolers. Similar classes were held in the preparatory and first grades. In the “Bulletin of the Deaf and Dumb Guardianship” we find the following information: “In May 1906, the annual examinations of school children of the Kyiv Department of the Deaf and Dumb Guardianship and the first graduation of the school took place. Six pupils who spent 5 years in school were released. Of course, they could continue their education for their own benefit, but the need for vocational education forced him to stop it. They all read well from the lips, speak and have received little general education. The attention of all present was attracted by the pupil from the charity school with his understandable language and much more developed, during his stay at school, hearing” [26, p. 57].

The *system of classes* developed by the deaf educator allowed teachers to *alternate oral language exercises with moving games and gymnastics, often changing them so as not to tire children*. And the result was high. There were also classes on drawing, modeling, weaving, embroidery on paper canvas, cutting and gluing figures. Due to the extreme mobility of young children with hearing impairments, classes were usually held unnoticed, constantly alternating with games and exercise. She paid special attention to the physiology of deaf children development [35, p. 53]. In this sense, it should be noted that this

<sup>11</sup> Note. Modeling on Mondays and Wednesdays.

institution combined the educational part with the treatment of children. To promote the health of children on June 29, 1907, with the assistance of Deaf and Dumb Guardianship of the Empress Maria Fedorivna the “school-sanatorium for the deaf and dumb” was opened in Yevpatoria. Later the school was called the “Tsar’s dacha”. It was the first sanatorium-resort medical complex for children with hearing impairments, as well as one of the best sanatoriums on the Black Sea coast.

Children with physical disabilities not only received medical help, but also attended classes. It was important that the learning process was not interrupted during treatment. Training was carried out in the right wing of the school-sanatorium, and in the left wings there was a medical complex <sup>12</sup> [14, p. 3].

We should also note the achievements during the celebration of the 10<sup>th</sup> anniversary of the school. Students with hearing impairments greeted and escorted the guests with the clearly proclaimed words “Welcome” and “Goodbye”, and the choir of students sang the hymn “God, save the tsar” [2, p. 143].

Nina Kostiantynivna constantly consolidated the acquired skills of lip-read, continued to make sounds and developed children’s speech. Thus, in the process of practical work, an acoustic method was formed, which was



constantly improved thanks to the method of a deaf educator: to teach six-year-old children to read and write (write and read) in between games. As a result of such training, in her opinion, the child will be able to learn to understand what is read and correctly express their opinion on paper at an early age. In this case, “deaf children” should go to primary schools (with a program of three-grade city schools), divided into two departments: for gifted and ungifted children.

<sup>12</sup> Note. Pages of its history of the sanatorium-resort medical complex in Yevpatoria testify that thanks to care of the Empress Maria Fedorivna it was as the improving center for “deaf children” [14, c. 3].

For gifted “deaf and dumb” children, she offered to create secondary schools (gymnasiums) with optional study of a foreign language, but with mandatory teaching of drawing and modeling, as in secondary schools for normal children [36, p. 54–55]. According to her, they will also be able to enter public schools, where they will be able to use oral language. The ungifted had to study according to the usual language development system.

The whole content of the work of the preschool institution and the charity school was aimed at developing the spoken language of deaf and dumb children. Therefore, from the 2nd grade in the charity school was introduced the subject of “Public Information”, which provided a linguistic (sound description) design of specific actions, facts and phenomena close to student life and work. Also, starting from the 2nd grade there were diaries in the schedule of lessons: three times - on Monday, Wednesday and Friday; in the senior class – twice a week: Monday and Wednesday. They were used for recordings after various excursions to nature, museums, enterprises, etc. Reports from 1910 and 1911 stated that teachers had the opportunity to conduct many field trips because “the children loved these walking lessons very much”. During the excursions, teachers explained to the children everything that happened to them on the way, and they immediately wrote down everything explained in notebooks [27, p. 33]. An obligatory component of the study tour was to check the achievements of its purpose and evaluate them based on the results of an individual survey.

The group form of work consisted in new ideas of the teacher, specifically: in competitions between groups of hearing and deaf children. These were experimental classes. They broadened attention, horizons, and interested children in learning spoken sound language. Their goal is to teach “deaf children” to speak sound language on a par with a hearing child. It was especially important that during such classes in the 8<sup>th</sup>–9<sup>th</sup> grades, hearing children from a local school (of the same age) were invited to increase their sound language skills. This method of work interested children. Therefore, they not only tried to win, but also enjoyed learning to communicate with hearing children. As a result of the classes, it became clear that children began to communicate better in sound language. This idea, implemented by Nina Kostiantynivna, brought great benefits to children with hearing impairments in their later lives [27, p. 11].

The most important thing in the work of Kyiv charity school was that the team was demanding and strict to the educational process and purposeful in the use of electric hearing aids [27, p. 11]. In this sense, student assessment



was extremely important. The requirement of objectivity of control, combined with the humane treatment of children with hearing impairments, has permeated all progressive education systems. Control as a kind of teaching method had a pronounced educational, developmental orientation, combined with self-control, necessary and useful primarily to the student. In the system of diagnosis, assessment as a means of stimulation has gained new momentum in the educational process of the deaf. First of all, it encouraged children to learn and was an indicator of their own achievement. Nina Kostiantynivna, as a teacher and methodologist, was constantly looking for means by which it would be possible to achieve undoubted success in teaching children with hearing impairments. Methods and various attempts to apply new ideas in teaching – all were aimed at creating a rational system of learning that would meet the specific task, meet the needs of the child and develop speech [41, p. 32].

N. Patkanova, having a strong belief about the possibilities of teaching children with hearing impairments (to higher educational institutions), in practice had a broad base for research, and thus – opportunities for language development of children with varying degrees of hearing loss.

Factors that contributed to the strengthening of her attention to children with hearing loss and their allocation to a separate category were: the introduction of oral speech teaching on the acoustic system of education; observation of the success of mastering the pronunciation of students with different residual hearing; differentiated approach to determining the content and scope of general knowledge, depending on the degree of preservation of hearing and speech of students; intensification of doctors' activity in relation to hearing research and its therapy; selection of children of general type in schools who have not mastered basic literacy due to hearing loss; introduction in special boarding schools and colleges for “deaf” hearing work and monitoring the level of its effectiveness in students with different opportunities for speech perception by ear.

Teacher of the deaf of the early 20<sup>th</sup> century believed in the possibility of a deaf child and believed that the most important thing was not to let the deaf and dumb child not a step behind the hearing in mental development; to provide her with the opportunity to freely choose her life path and study in higher educational institutions [42, p. 24].

The teaching staff, consisting of the head of this institution V. Stein, teachers A. Vasylevska and Nina Kostiantynivna constantly took an active part in the congresses of deaf educators, where various issues of theory and practice of teaching and educating children with hearing impairments were discussed.

At one of the congresses of deaf educators the report of N. Patkanova<sup>13</sup> on the physiology of development and fatigue of hearing of the deaf aroused general interest [29, p. 30]. According to her, “deafness and profound hearing loss affect the development of personality. Deaf people, especially children, are limited in the realization of their life potential, as they experience significant difficulties in everyday life, including schooling, communication with family, friends and colleagues” [41, p. 32]. Such participation testifies that Nina Kostiantynivna constantly took care of children with hearing impairments and taught them oral language for physical existence [15, p. 3].

In summary it can be said that that “Kyiv Charity School for Deaf and Dumb children” was indeed under the reliable care of N. Patkanova. Thanks to her energetic activity as a talented organizer of the educational part, the school developed quite quickly. Here, for the first time in Ukraine, a special kindergarten for “deaf and dumb children” was created [16, p. 3; 19, p. 46].

At that time, kindergartens and schools were written about in various sources, including the reference calendar for 1913: “Children of both sexes aged 5 to 14 were admitted to kindergartens and charity schools. Classes were held in groups according to age and abilities. In the preschool institution the course of study last three years, in the charity school – five years” [33, p. 325]. From archival, scientific sources it is known that since 1902 in the charity school there was a small number of children with hearing impairments, mostly from fairly wealthy families, namely: 9 boys and 4 girls, in 1903 – 1920 and 1904 – 1936 children [40, p. 11]. Kindergarten in 1902 initially had only five children, and by the end of the year – 13.

From documentary materials it is established that as of January 01, 1904, 20 children (10 boys and 10 girls) were studying in the charity school. Until December 1903, it consisted of one class, divided into 4 groups: in group I children studied in the 4th year, in group II – in the 2nd year, in group III – students transferred from kindergarten, in group IV – accepted in September 1903. From December 1903 another teacher, Oleksiieva, worked in the institution, and from January 01, 1904, it was planned to divide all students into two separate classes. As of January 01, 1905, the institution had 24 students (12 boys and 12 girls). Together with the kindergarten, the school annually covered from 10 to 60 people. Of course, this could not in any way meet the needs of Kyiv and Kyiv province, where there were at the beginning of the 20<sup>th</sup> century about 1500 deaf and dumb school-age children [19, p. 42].

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<sup>13</sup> Note. Around 1910, she began to bear the double surname N.K. Patkanova-Krankovska.

Historical events that took place in Ukraine during the first half of the 20<sup>th</sup> century led to a number of factors that hindered the steady progress of the education of deaf children. The time gap between the beginning of systematic education of children with hearing loss in Ukraine is explained by a number of factors, among which the most destructive were harassment, repression, purposeful policy of suppression, which extended to all spheres of life of the Ukrainian Republic. After the revolutionary events, this system was completely destroyed. But the Kyiv charity school did not cease to exist and continued to operate with great difficulty until 1941, when its work was interrupted by World War II. After that, the work of the institution had to be resumed.

The building of the charity school has been preserved to the present day. Now there is one of the departments of the regional hospital there. Today Kyiv boarding school for children with hearing impairments is located in a modern building on Svitlytskyi St., 31/7 (built in 1965). The modern Kyiv boarding school for deaf children № 6 has a centuries-old history – it is a school in which the pedagogical ideas of a deaf pedagogue of the early 20<sup>th</sup> century were embodied. [11, p. 3]. It has a centuries-old history, and its museum preserves interesting historical facts [1, p. 42; 13, p. 5; 20, p. 2]. Thus, practice has shown that special institutions at all times are a necessary condition for the education and training of deaf children who need a specially organized system of education and upbringing.

**Conclusions and prospects for further research.** The analysis of the scientific literature showed that the tireless work of the first teacher of the institution N.K. Patkanova-Krankovska did not go unnoticed in the field of education – she was awarded the honorary badge “Deaf and Dumb Guardianship of Empress Mariia Fedorivna”, which was awarded to prominent figures who studied and improved living conditions of the “deaf and dumb” [48, p. 170]. She went down in history as the first to improve the “pure oral method” and teach the acoustic system of “deaf and dumb preschoolers”. Teaching the development of oral sound speech with the help of special sound equipment and isolation equipment of the room, as well as various approaches, assessment and control in the educational process, allowed “deaf children” to learn to talk and communicate with the hearing [41, p. 35]. Later – to read words, sentences and whole texts, understanding what we are talking about. Despite the fact that due to the conservative policy of the Russian government, most of the advanced ideas of N.K. Patkanova-Krankovska on the development of the “deaf and dumb children” remained at the level of projects and were not implemented, they influenced the further development of special schools in Ukraine. The deaf pedagogue-innovator, as an outstanding figure in the organization

of deaf and dumb education, laid the foundation of the school for the idea of a creative approach to pedagogical work. And only the lack of funds did not allow to make this charity school a truly exemplary educational institution for “deaf children”. Thus Kyiv Charity School for Deaf and Dumb Children not only developed like other similar institutions, but also applied new approaches to teaching children with hearing impairments the development of sound language.

N.K. Patkanova-Krankovska died at the age of 49 from a serious illness on May 22, 1929. But Nina Kostiantynivna’s short pedagogical path was a bright flash in the sky not only of Ukrainian deaf pedagogy, but also in the historical development, bright and creative life of this school and her children.

The outlined issues require a comprehensive study, a thorough consideration of various aspects of the development of “Kyiv Charity School for Deaf and Dumb Children” as one of the leading, special educational institutions of the early 20<sup>th</sup> century, where experimental studies were conducted by N.K. Patkanova-Krankovska.

**Practical significance of the study.** The solution of the scientific problem is aimed at enriching the course “History of Deaf Education and Education of Ukraine” in pedagogical higher educational institutions to the system of advanced training of teachers of the deaf and hard of hearing and teachers generalized new historical and pedagogical knowledge, factual material on the history of special education in Ukraine.

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