



**RESIDENTIAL SCHOOL
FOR JEWISH
DEAF CHILDREN**



RESIDENTIAL SCHOOL FOR JEWISH DEAF CHILDREN

(Registered with the Board of Deputies)

101 NIGHTINGALE LANE WANDSWORTH COMMON LONDON S.W.12

TEL. BATTERSEA 3833

HON. OFFICERS

Life Vice-President: Colonel Sir Frederick Stern, O.B.E., M.C.

President: Miss H. M. Schlesinger, M.B.E.

Hon. Treasurer: The Hon. Hugh Cohen.

Chairman, House Committee: Miss Joan Lucas.

EXECUTIVE COMMITTEE

Mrs. E. Barnett.

The Hon. Mrs. Hugh Cohen.

Rev. Philip Cohen.

Mrs. A. J. Cowan.

J. Kaufman, Esq.

P. Lebor, Esq.

L. Lechem, Esq.

Mrs. L. Lechem.

Mrs. H. A. Leon.

J. B. Levy, Esq.

B. Montagu, Esq.

L. G. Montefiore, Esq.

J. Silver, Esq.

Mrs. I. Spiro.

Lady Stern, J.P.

HOUSE COMMITTEE

Mrs. E. Barnett.

The Hon. Mrs. Hugh Cohen.

Mrs. A. J. Cowan.

Mrs. S. Cowan.

Mrs. L. Lechem.

Mrs. H. A. Leon.

Mrs. C. Noble.

Miss H. M. Schlesinger, M.B.E.

Mrs. I. Spiro.

Lady Stern, J.P.

FINANCE COMMITTEE

Chairman, The Hon. Hugh Cohen

J. Kaufman, Esq.

L. Lechem, Esq.

Miss H. M. Schlesinger, M.B.E.

J. Silver, Esq.

Sir Frederick Stern, O.B.E., M.C.

AFTER-CARE COMMITTEE

Chairman, Miss H. M. Schlesinger, M.B.E.

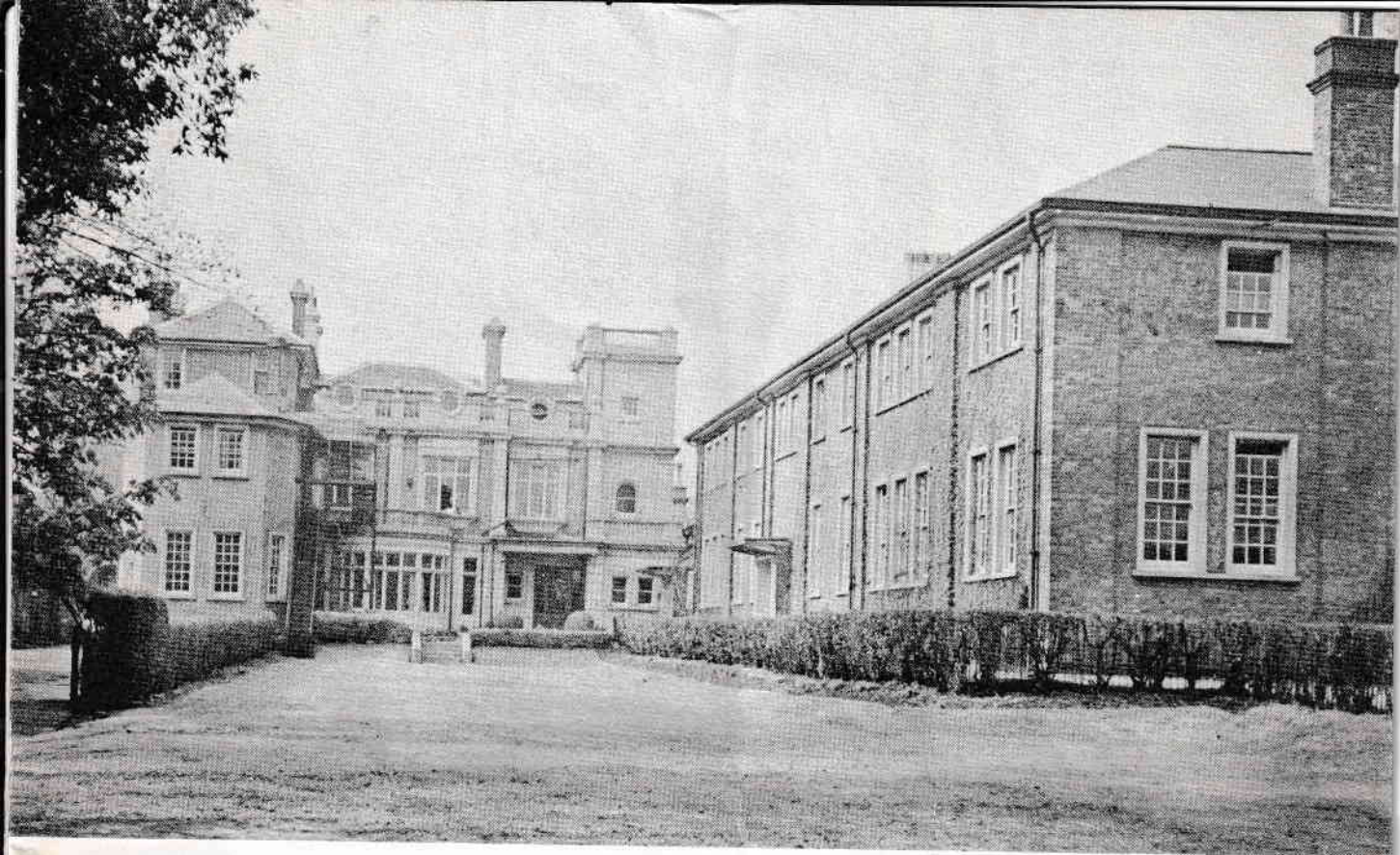
H. Gee, Esq.

S. Margulies, Esq.

Miss Singer.

Lady Stern, J.P.

Mrs. H. Mathews.



שמע

This is a word known to all Jewish people, wherever they may be, it supplies the basic reason for the School because the children who attend it cannot hear.

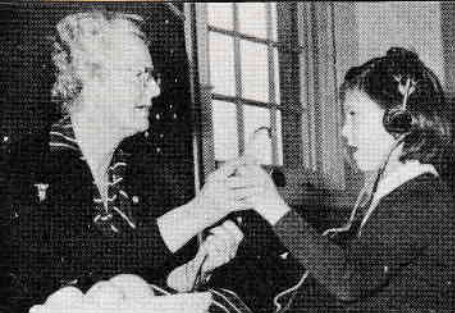
It is through hearing that the social facilities of civilization are acquired. Through this particular sense we learn to speak and to understand and use language forms by imitation of sound patterns heard. Our education, social activities, exchange of ideas and indeed our whole way of life depends upon our ability to understand and to communicate through the sense of hearing.

The person lacking facility in hearing can so easily become withdrawn and lonely, and cut off

from educational, vocational and social opportunities by an invisible handicap.

The Residential School for Jewish Deaf Children, since its establishment in 1865, has been dedicated to providing the essential means of communication—expression through speech and writing, and understanding through lip-reading and the written and printed word—to children handicapped by deafness.

The aim of the School is to produce well-adjusted, self-confident individuals able to find self-expression, financial and social security, ability to take part in religious observance, and happiness in the normal environment of the world in which they are to live.



THE BEGINNING. *Infant receiving Auditory Training.*

EDUCATION. *Senior pupils interested in Scientific Experiment.*

THE FULFILMENT. *Dental Mechanic with his own business.*

THE SCHOOL

A school and home such as the Residential School for Jewish Deaf Children depends upon two factors: a human need for its services, and voluntary support and leadership to provide the means of fulfilling the need.

The care of the young, the old and the handicapped has always produced ready and generous support from the Jewish Community, and one of the proudest achievements was the foundation in 1865 of a special school to satisfy the needs in education and religious upbringing of Jewish children handicapped by deafness.

In the only school in the British Commonwealth, and in the whole world outside Israel, specially founded and dedicated to help these Jewish children, began a new system of education which was to be adopted and practised throughout the world. Under the direction of its first Principal, Mr. William Van Praagh, it became the first school in England to adopt the "Oral System" of teaching the children language through lipreading and to express themselves in audible speech.

From Whitechapel, with six children, via Notting Hill, in 1895 the school moved to its present address with its spacious grounds and accommodation for sixty children.

The affairs of the school are now conducted by an Executive Committee who decide on matters of policy and finance. In addition to this there is a House Committee which meets

monthly at the School to examine and pass for payment the House Books and to hear the Matron's Report. This Committee also inspects the building and recommends to the Executive what repairs and alterations require to be made.

A non-Maintained special school recognised as 'efficient' by the Ministry of Education, and open to inspection by Her Majesty's Inspectors, it is also registered with the Board of Deputies of British Jews.



SIR FRED STERN.

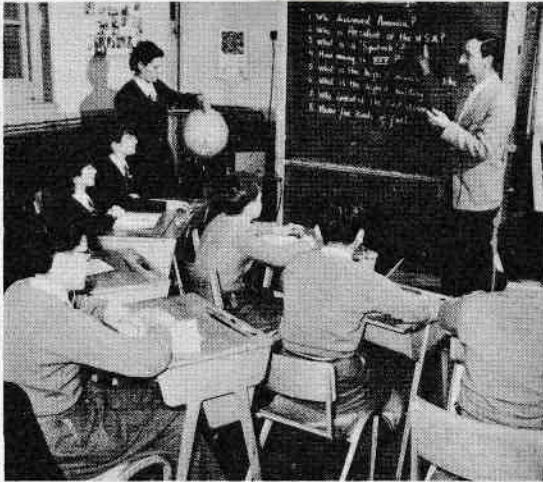


MISS SCHLESINGER.

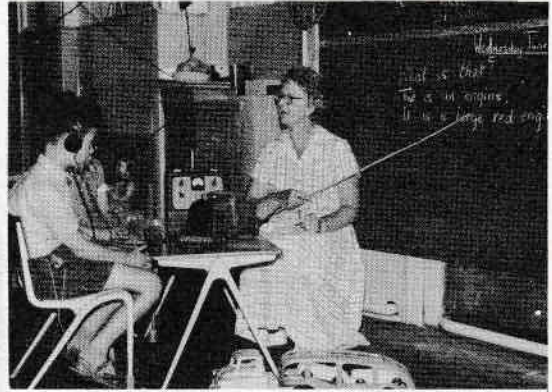
EDUCATION

For the hearing child, learning to speak and to use language is part of the natural process of development, for it is able to absorb speech and language 'patterns' through the year, and by imitation to express them by speaking. The deaf child lives in a world of silence into which neither words nor sounds penetrate and can only acquire the conventional means of communication through the senses of sight and touch, and he must learn by artificial and laborious means what his hearing brother acquires without conscious effort.

The sooner a deaf child receives instruction, the easier is he able to communicate his needs and so reduce his natural feeling of frustration. Children may be admitted to the school from the age of three years, and parents receive advice on and instruction in the ways in which they can help the child, the teacher and themselves to overcome this barrier of lack of communication.



As his vocabulary broadens, he is able to express himself more fluently through speech and writing, and to understand more complex language forms. His interests are widening and formal school subjects are introduced.



With growing confidence, through lipreading and any remnants of hearing, the young deaf child learns to understand that everything he can see has a name which can be expressed either in speech or in writing.



Side by side with this he learns the codes of social behaviour by which he can live in accord with his family and friends, he develops good habits, and confidence in those who help him and in himself.

All classrooms, pleasantly decorated and acoustically treated, are equipped with modern furniture and the very latest technical aids to teaching, including the Multitone Telesonic Loop System for auditory training and Ampli-vox Speech Trainers for individual work. Every child has its own powerful, high fidelity Multitone transistor hearing aid. Through the endeavours and generosity of a Jewish Aid Society, the school became the first to be

completely equipped with this latest electronic aid to hearing.

In recent years, several children have been successful in passing the entrance examination to the Mary Hare and Burwood Park Grammar Schools for the Deaf.

Ample facilities are available for handicrafts and practical subjects for boys and girls, including woodwork, leatherwork, needlework, bookcraft and science.



As a senior pupil, he studies all normal school subjects according to his ability. He is also encouraged to develop dexterities in various forms of handicraft and activities. He accepts responsibilities and privileges and is ready to help the younger children.

RESIDENTIAL LIFE

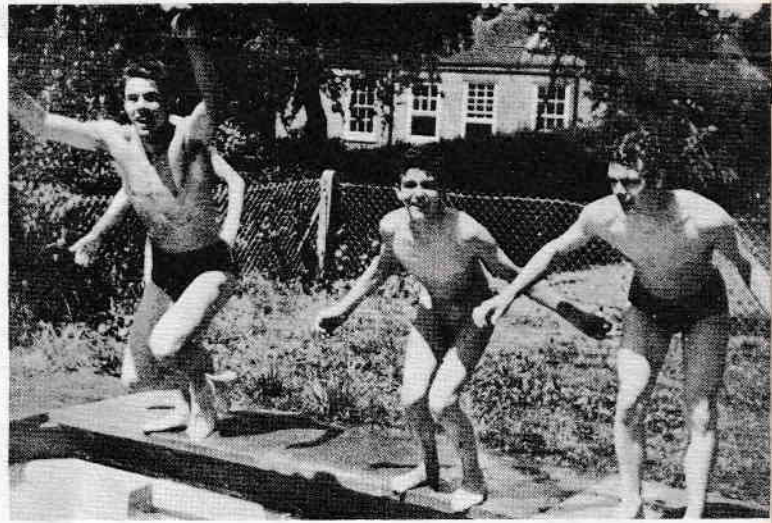
Since the children are normal in intelligence, energy, curiosity, mischief and interest, and they desire to do all the things that hearing children do, every effort is made to make residential life a free, friendly and exciting experience in a homely environment.



Facilities are available for many social, physical and out-of-school activities such as Television, Films, a model electric railway, a photographic club, gymnastics, billiards, badminton, football, tennis, cricket, netball, dramatics, Scouts and Cubs, model aircraft construction, dancing and a variety of hobbies. There is also a Library



and a Quiet Occupation Room for seniors. The school is co-educational in its widest sense, and boys and girls mix freely and combine for most of the activities mentioned. The Children's dining hall and dormitories are tastefully decorated, and furnished in modern style. The majority of the children return to their homes at week-ends, which offers the advantages of an ordered but happy communal life during the school week, and the family environment at week-ends and holidays, bringing a closer understanding and association between parent/teacher/child/home and school. Children who remain at school during week-ends generally come from distant parts of the country and from overseas as far as Persia, Yugo-



slavia and Belgium. They enjoy the extra freedom and special arrangements made for their entertainment and occupation, and all of them spend occasional week-ends and all holidays away from the school. In the grounds are swimming and paddling pools, and facilities for many forms of activities.



RELIGIOUS TRAINING

A knowledge and understanding of the religious beliefs of the parents is the birthright of every child, and it is the soundest foundation in the building of character and in the teaching of the ethics of social behaviour.

The School, with its Jewish foundation, is run as a home under the laws of Kashrus with a Jewish staff to ensure adequate instruction and training of the children, and observance of the Holy Days. Daily Prayers, services at week-ends, Festivals and Holy Days, instruction in Hebrew

and religious observance, the building of the succah, the enjoyment of Chanukah, Purim and other Festivals, and the preparation for Bar Mitzvah all form part of a communal life and of education in its fullest sense.

A proportion of non-Jewish pupils, living in the same environment and receiving instruction and training according to their religious denomination, attending their services and being confirmed, creates the ideal situation for understanding and social integration.

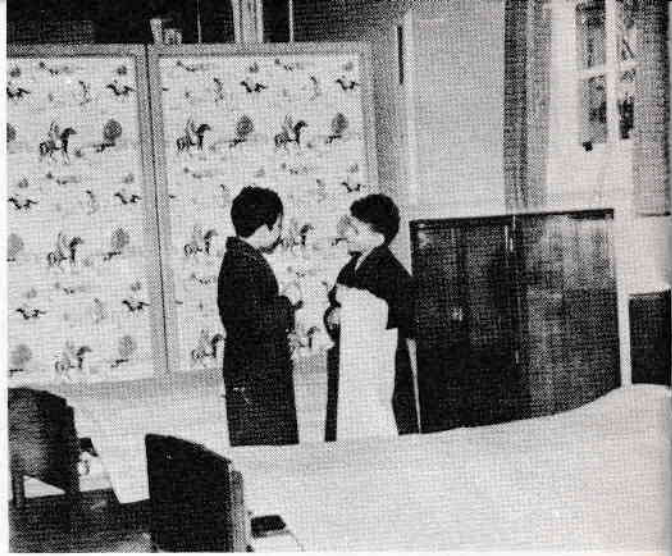
MEDICAL ASPECTS

An established physical disability needs constant revision by specialists for, in view of medical advancement, discovery and improved techniques, there must always remain some hope of amelioration. In the case of a child handicapped by deafness, it is important that frequent and comprehensive tests be made, not only of the physical condition, of hearing loss and voice production, but also of general health and especially sight, upon which the child has to rely so extensively.

The school is fortunate to have the services of a team of highly qualified specialists covering all medical aspects, and regular inspections are the rule, and immediate treatment is given under the best conditions.

The school is well equipped with electronic diagnostic and instructional apparatus with which children's residual hearing can be accurately assessed and utilised in the classroom.





AFTER CARE

The fulfillment of educational endeavour is to be observed in the happy, well adjusted, confident and economically independent young people after they leave school.

Through the interest and advice of the After Care Committee, pupils at 16 or 17 years of age are found employment suited to their particular aptitudes and abilities. For example, former pupils have been trained as Commercial Artists, Dental Mechanics, chefs, spectacle-frame makers, Electronic and Surgical Instrument makers, tailors and cabinet makers; comptometer operators, copy typists, Powers-Samas Electric

filing operators, and for taking employment in various forms of dressmaking and needlework establishments. A very close relationship is maintained between them and the school, not only during the first few years but throughout their lives.

As a follow-up to school life, pupils in the London area are encouraged to join the Jewish Deaf Association which has well equipped Club and Hostel premises. Facilities for spiritual, recreational, social and cultural activities are available.

Although the school derives revenue from grants by Local Education Authorities, we express our thanks to the many Jewish Charitable Societies which have provided much valuable educational and recreational equipment. Without their support it would not have been possible to carry out the modernisation and decoration of the School, and to arrange the many "treats" which make the residential environment so happy and homely. It is not possible to record the many organisations and individuals by name, but mention must be made of the R.S.J.D.C. Society which is composed of parents of present and past pupils and their friends. It has been actively engaged on behalf of the school for over twenty years, and is represented on the various school Committees.

In addition to those who have helped financially, the school is fortunate in having a fully qualified teaching and house staff, who are able to provide the high standard of educational and social training which is the birthright and essential need of these handicapped children.

RESIDENTIAL SCHOOL FOR JEWISH DEAF CHILDREN

(Registered with the Board of Deputies)

101 NIGHTINGALE LANE WANDSWORTH COMMON LONDON S.W.12

TEL. BATTERSEA 3833