“The renaissance of learning, the invention of printing, the revolt of [Martin] Luther and other reformers against the Papacy, prepared the way for new doctrines, not in religion only, but in arts and every domain of human thought and work” (Addison, 1896, 230).

Martin Luther (1483-1546)
A famous German Professor of Theology
The 15th- and 16th-Century Reformers

A Famous Dutch Philosopher of the 15th Century

Rudolph Agricola (1444-1485)

A Famous Italian Physician of the 16th century

Jerome Cardano (1501-1576)
The 15th- and 16th-Century: Agricola’s Famous Logic Argument

*de Inventione Dialectica*
(1515, posthumously)

“Without discussing miracles, I shall only recount what I have seen: how a man had been deaf (and consequently dumb) from an early age had nevertheless learnt to understand whatever anyone wrote down and also he himself could write down his thoughts, just as if he could speak” (Agricola, 1538, p. 623) cited in Werner (1932, 162).
As Fay (1893) writes, “Cardano not only declared that the instruction of deaf-mutes was possible, through difficult, but also stated clearly and accurately the principle on which it depends; namely, that ideas can be associated directly with written words without the intervention of sound, and so ‘the deaf-mute can hear by reading and speak by writing’” (v.).
Cardan’s 16th Century Famous Statements

“Hence he argues that the deaf mute ought to be taught to read and write; for, though the enterprise is no doubt difficult, it is notwithstanding possible. Not only so, but a great number of ideas can be expressed by mimic signs” (Cardan, 1550, cited in Addison, 1896, p. 231).
Cardan’s 16th Century’s Proposed Pedagogic Principle:
Medium of Instruction: MOI

“Thus Cardan laid down the principle which the experience of several generations of silently taught deaf mutes abundantly confirms, namely, that a deaf mute can be rendered capable by education of ‘hearing by the eye and of speaking by writing’” (p. 231),

Signed Language and Written Language SL-WL as the Medium of Instruction (MOI) (Vision-Based Approach)

SL-WL as MOI
The 16th-Century: The First Spaniard Private Tutor

Pedro Ponce de Leon, 1520-1584

- Catholic priest
- Wished to save souls
- “Father of modern education of the deaf”
- Began the first school for deaf children
- Supported by Spanish nobility
Juan Pablo Bonet’s (1620) Famous Book

Juan Pablo Bonet (1573-1633)

Juan Pablo Bonet, *Reducción de las letras y arte para enseñar a hablar a los mudos* ('Reduction of letters and art for teaching mute people to speak') (Madrid, 1620).
Abbé Charles Michel de l’Épée

Known as the “Father of the Deaf”, Charles Michel de l’Épée was the founder of the first public school for the deaf and is recognized as bringing sign language to the “masses.” He established a free public school for the deaf.
In the summer of 1815, Sicard took Jean Massieu and Laurent Clerc, to London, where Rev. Thomas Hopkins Gallaudet saw the lectures presented by Abbe Sicard who discussed the topics.
A COLLECTION
OF THE MOST REMARKABLE
DEFINITIONS AND ANSWERS
OF
MASSIEU AND CLERC,
Deaf and Dumb,
to
THE VARIOUS QUESTIONS PUT TO THEM,
at the
PUBLIC LECTURES
OF the
ABBÉ SICARD,
in London.
to which are joined
The Manual Alphabet of the Deaf and Dumb, the
Abbé's Introductory Discourse, and a Letter explanatory of his System,
by
M. LAFFON DE LADÉBAT.
with notes and an English translation,
by J. H. SIEVRAC.

LONDON:
Printed for Massieu and Clerc, by Cox and Baylis,
Great Queen Street, Lincoln's-Inn-Fields.
1815.
Price 10s. 6d. boards.
The Final Word to Consider:
Clerc’s Lesser-Known Statements
1815 in London

"He who never had any thing, has never lost anything; and he who never lost any thing; and he who never lost any thing has nothing to regret. Consequently the deaf and dumb, who never heard or spoke, have never lost either hearing or speech, therefore cannot lament either the one or the other. And he who has nothing to lament cannot be unhappy, consequently the deaf and dumb are not unhappy. Besides it is a great consolation for them to be able to replace hearing by writing, and speech by signs” (de Ladebat & Sievrac (1815, p. 91).


3. de Ladébat, M. L. (1815). A collection of the most remarkable definitions and answers of Massieu and Clerc, deaf and dumb, to the various questions put to them, at the public lectures of the Abbe Sicard. London’s Inn Fields: Cox and Baylis. To which are joined the manual alphabet of the deaf and dumb, the Abbe’s introductory discourse, and a letter explanatory of his system. Trans. By J. H. Sievrac. London: Cox and Baylis.