Summary

Stanisław Staszic’s works have been disappearing from the area of reflection on the tradition of Polish pedagogical studies in the last few decades. “Pedagogical” understanding of his writings has two aims. Firstly, it is evaluation of his contribution to the formation of Polish education law, school system and its organization in the Grand Duchy of Warsaw and the Congress Kingdom of Poland (1807–1826). As it was the time of education politics formation in Europe, Staszic’s acts and projects are worth reading, as well as his comparative analyses of contemporary to him school systems of Russia, Prussia, Austria, France, the Grand Duchy of Warsaw, with reference to the solutions of the National Education Committee (1773–1795). The second aim is to read his theoretical-philosophical and social aspects of human development and education, and to understand his deep assumption about education crucial role in the state and the society, included in the philosophical poem “Ród ludzki” (“Human Race”), as well as in the regulations written for some rural administrations. His interests concerned various areas of practical activity and theoretical reflection, of which different pedagogical branches originated in the 20th century. His works need to be referred to when the origins of contemporary sub-disciplines are searched for.

Transl. by M. Kołodzińska

Władysława Szulakiewicz

STANISŁAW STASZIC AND HIS EDUCATIONAL IDEAS IN COURSE BOOKS AND AUXILIARY PUBLICATIONS USED IN EDUCATION HISTORY TEACHING

Summary

The article takes up the subject of Stanislaw Staszic and his educational ideas, presented in the Polish history of education course books and auxiliary publications, published in the 20th century. Based on the analysis of the presented sources, the author of the article concludes that the interpretation of activity and opinions of S. Staszic within the period in question, sometimes being used for legitimization of social and political system. It should be stated then, that only a fragmentary picture of life and pedagogical activity of S. Staszic was created. Within the context the question arises, as to how necessary, for educational purposes, is the new synthetic formulation of the educational creation of S. Staszic and its presentation in new reprints of existing course books.

Zbigniew Osiński

STANISŁAW STASZIC IN THE SYLLABUS AND HISTORY COURSE BOOKS FOR PRIMARY SCHOOLS IN POLAND BEFORE AND AFTER WORLD WAR II
Summary

Stanisław Staszic, like numerous other historical figures, plays a crucial role in the society. He provides examples to follow, allows creation of historical awareness and social identity, as well as gives arguments in political and ideological struggle. His biography has been used in education which prepares to contribution and reformation of social reality.

The article aims at the analysis of ways of presentation of S. Staszc’s views and activities in history school books after 1932 and in the communist primary school after World War II.

Stanislaw Staszic has been taught at school, no matter what political system or what model of education was preferable. Evaluation of his deeds has always been high. The main difference refers to the amount of information given about him in the books. Another difference concerns the selection of information about various aspects of his life and activity. In the period between the two World Wars, his modest lifestyle, the use of his private finances for social purposes has been enhanced. Whereas in communist schools, social differences of the noble Polish Republic and criticism of the state were stressed. Thus the selection of information about Staszic was a form of his usage to prove the correctness of education rules, especially communist ones.

Transl. by M. Kołodzińska

Kazimierz Szmyd

AROUND RECEPTION OF STANISŁAW STASZIC’S SOCIAL AND PEDAGOGICAL THOUGHT (1755–1826)

Summary

Stanisław Staszic as a representative of Enlightenment made the man the subject and major point of reference in civilization progress and history development. Integrated intellectual, environmental, utilitarian and civil education was connected with moral values as the duty of an individual for the family, society and state.

He highly estimated human work, its ethical, economic and social values. Work was supposed to heal morally and create new social order. His views revealed the author’s democratic pursuits, understood as a way to eliminate civilization delays.

He aimed at application of natural resources and human potential to achieve mass identity of contemporary to him Poles.

The analysis of his views indicates “human-creative” qualities. They include subject oriented educational goals combined with social, state and moral issues, as well as a long lasting perspective of tasks.

Transl. by M. Kołodzińska

Katarzyna Kabacińska

THE PICTURE OF THE FAMILY IN STANISŁAW STASZIC’S WRITINGS

Summary

According to Stanisław Staszic, the author of “Przestrogi dla Polski” (“Warnings for Poland”) 1790, the major role of the family was patriotic upbringing, where principles correspond to behavior. In his papers, he stressed the impact of family upbringing on public affairs.
The father was the key person, responsible for teaching the offspring love of the fatherland, respect for values and moral principles, as well as for choosing the appropriate teacher and the most preferable school. He should adapt home education to the state needs. The mother’s role was to tell about heroism of ancestors, which he underlined particularly after the loss of independence.

The article also presents Staszic’s ideas on legislation, including children’s obedience for parents or payment for taking care of children in need by the unrelated.

Transl. by M. Kołodzińska

Krzysztof Jakubiak
 Sources and Polish Pedagogical Thought Inspirations of Enlightenment About Children Family Education in the 19th Century

Summary

One of the significant trends in Polish pedagogical thought of the 19th century, created usually far from state schools of those times, was family education. Polish culture in the times of Partition created its own model of home and family life. The way the Polish family functioned was determined by specific political conditions. In Polish 19th century writings, especially in the Congress Kingdom of Poland and in the Prussian Partition area, a specific family ideology was formed. It included, published in family and pedagogical magazines, pattern of marriage and family model as educational environment. It continued 18th century ideas of the social role of the family and home upbringing.

Transl. by M. Kołodzińska

Adam Fijałkowski
 Friedrich Eberhard Rochow — The Author of the Schoolbook “Children’s Friend”

Summary

Friedrich Eberhard von Rochow, one generation older than Stanislaw Staszic, is also known as an author of the schoolbook “Der Kinderfreund”, published first in German in 1776 (part one) and in 1779 (part two), in French and in two Polish translations (1787, 1795). That book was first dedicated to poor peasant children of the Brandenburg region. The aim of the text is to demonstrate the schoolbook in the long tradition of schoolbooks and school texts on the one hand, and as an unusual example of the moral and real education in the religious tradition in the Prussian Enlightenment on the other.

Transl. by M. Kołodzińska

Jerzy Szczepański
 Stanislaw Staszic in Regional Research

Summary
Regional research can be understood either as research of the Świętokrzyski region, i.e. between the Vistula and Pilica Rivers, which is most frequent, or as research carried out by someone from outside the region. Historically significant is parallel, if not competitive, research in four different circles — Warsaw, Lublin, Kielce and Piła. Staszic Museum in Piła seems the most developed, thanks to Professor Zbigniew Wójcik in particular.

What is unique to the Vistula-Pilica region research is that it focuses only on Staszic’s economic politics in the Old Polish Industrial Circle, typical of the Świętokrzyski region. It shows Staszic as the agent of action of numerous economic processes and in the development of the region. It is occasional and anniversary, as well as didactic and educational. However, a new approach is needed, far from traditional, schematic one.

Transl. by M. Kołodzińska

Piotr Paweł Gach

TYPES OF PUBLICATIONS ON PRIEST STANISŁAW STASZIC AND HIS ACTIVITY

Summary

The author of the article classifies publications devoted to the life and activity of Priest Stanisław Staszic (1755–1826), a political writer, translator, administration, economic, educational activist, biologist and art patron, history researcher, co-founder of Warsaw University and Akademiczno-Górnicza Szkoła in Kielce, The Institute of Music and Recitation in Warsaw (the Conservatory since 1821), Agronomic Institute in Marymont, the Hrubieszów Agrarian Society, the president of the Society of Science Friends in Warsaw, General Manager of Industry and Craft Faculty, the Minister of State in the Congress Kingdom of Poland. The author analyzes encyclopedias, lexicons, source publications, jubilee books, scholarly and popular biographies. He enumerates 200 schools, scout teams, streets and societies with his name. In his home town in Piła a museum was set up in 1951, which gathers souvenirs and works associated with Staszic. The museum publishes a scholarly magazine “Zeszyty Staszicowskie” (“Staszic Booklets”).

Transl. by M. Kołodzińska

Janina Kamińska

ARTICLES ABOUT STANISŁAW STASZIC PUBLISHED IN “ILLUSTRATED WEEKLY”

Summary

Knowledge about Stanisław Staszic was popularized by e.g. the Warsaw press of the 19th/20th century. Articles about him appeared in “Tygodnik Ilustrowany” (“Illustrated Weekly”) — one of the first illustrated magazines published in the years 1859-1939. It was directed to the intelligence of those times. Articles about S. Staszic were published by: writers W.L. Anszyc, E. Skrodzki, historians: Aleksander Kraushar and Henryk Mociek as well as university professors Walery Goetel and Jan Dmowski. These articles were mainly devoted to events from Staszic’s biography but also to his views on the economical and geological issues of the country. They also included photos of Staszic as well as places and events connected with his life and work.
Katarzyna Buczek
ON STANISŁAW STASZIC IN MAGAZINES FROM THE YEARS 1995-2004

Summary

In the years 1995–2004, 20 articles on the life and activity of Stanisław Staszic were published in magazines. Most of them analyze views on social issues and Staszic’s connections with geology and medicine. Some of them are devoted to tradition associated with Staszic. However, for the last 10 years none of them has pointed to Stanisław Staszic’s connections with education.

Transl. by M. Kołodzińska

Hanno Schmitt
AUFKLÄRUNG, TOLERANZ UND VOLKSBILDUNG. FRIEDRICH EBERHARD VON ROCHOW STARB VOR 200 JAHREN

Summary

Baron Friedrich Eberhard von Rochow (1734–1805) was a leading protagonist of the Enlightenment movement in late 18th century Germany. Of his famous collection of short stories for children — “Children’s Friend” (1776) — several million copies appeared in print. Interestingly, two early editions of “Children’s Friend” were translated into Polish. The present essay offers a biographical sketch and a brief description of Rochow’s various agrarian and educational reforms, particularly of his pioneering elementary school in Reckahn (near the city of Brandenburgh). The essay also highlights the importance of Rochow’s well preserved school (1773), manor (1729), gardens (ca. 1730), church (1741) (and of the historical monument for the teacher H.J. Bruns (1794)) as places of memory and reflection upon the history of education.

Adam Fijałkowski
THE CURRENT RESEARCH DEVOTED TO THE OLD SCHOOLBOOKS IN GERMANY, SWITZERLAND AND AUSTRIA

Summary

The main purpose of the text is to present the current research devoted to the old schoolbooks made in the last years in Germany, Austria and Switzerland. The starting point is the exhibition of the German National Museum in Nurnberg entitled: Mit Milchbrei und Rute. Familie, Schule und Bilbung in der Reformationszeit (17.11.2005–5.03.2006). It presents the late medieval pictures of the ‘great’ Holy family as well as the old printed German schoolbooks of the 15–16th centuries (mainly from Augsburg and Erfurt) as sources of an educational ‘revolution’ after the Reformation. The author has analyzed the most important theses of the exhibition and its printed catalogue in the context of the current schoolbook research made by historians of education, as well as historians, art historians, educationalists, psychologists and philologists in German speaking countries in the last years.