

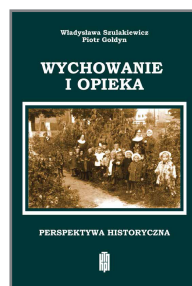
Maria Radziszewska
ORCID: 0000-0003-0572-7631
University of Warmia and Mazury in Olsztyn

A Few Words About the New Monograph on Upbringing and Care

O nowej monografii o wychowaniu
i opiece słów kilka

Władysława Szulakiewicz, Piotr Gołdyn,
*Wychowanie i opieka. Perspektywa historyczna [Upbringing
and Care: Historical Perspective]*, Kaliskie Towarzystwo
Przyjaciół Nauk, Kalisz 2021, pp. 237

It was with satisfaction and a dose of curiosity that I welcomed the two hundred and fifty-third book of the Kalisz Society of Friends of Sciences, which has been developing vigorously since 1987. This time, the scientific publishing house has offered a monograph entitled *Upbringing and Care: Historical Perspective* that it is the work of Władysława Szulakiewicz and Piotr Gołdyn. The authors have significant and well-respected output in the field of the history of education and the history of pedagogical thought. This time, they focused on the history of pedagogical thought and practice. Pedagogical views focus on the issues of education, and in particular on the position of the educator in the process of education in the first half of the 20th century. Not only the recommendations of the scholars of the concepts of education and the educator, but also the implementation of their recommendations



in educational institutions and organizations are important in the practice of education and care. Although the discussed issues, have already been researched, at least partially (e.g., Apanel 2009; Szulakiewicz 2021), the manner in which the topic is approached deserves the reader's attention.

The monograph is a well-thought-out research project in which the various issues are arranged in five problem-oriented and chronologically structured chapters. The problem criterion as the primary focus is fully justified. Each chapter ends with a bibliography, which distinguishes (depending on the materials used) pedagogical publications, memoir literature, archival sources, printed sources, press, and studies. It is supplemented by an Annex with the selected source material and an abstract in English. The Foreword outlines the circumstances of the book's creation and the structure of the publication. The structure of the book also marks the authorship of each chapter. The first three parts were written by Władysława Szulakiewicz, and the next two by Piotr Gołdyn.

The book opens with a chapter entitled "Education and the meaning of an educator's work: Józef Mirski's pedagogical views (1882–1943)". The author of this chapter presents Mirski's biographical outline and creative output. She rightly notes that in the history of pedagogy so far, too little space has been devoted to the figure and pedagogical work of Józef Mirski (original surname: Kretz). Thanks to the essay entitled *Project of Teaching About the Teacher, or Pedeutology* (Mirski 1932) Mirski is known in the pedeutological community for his contribution to pedeutology as a pedagogical subdiscipline, which is exemplified by the works of Henryka Kwiatkowska (Kwiatkowska 2008: 18–23). Later on, Władysława Szulakiewicz analyzes Mirski's views on upbringing and educational work. She points out that in the period from the beginning of the 20th century to 1939, Mirski devoted much attention to the Polish educational and pedagogical reality as well as to universal pedagogical thought: "he transferred many significant pedagogical ideas to the ground of Polish pedagogy, while emphasizing its connections with psychology, philosophy, poetry and even art" (Szulakiewicz, Gołdyn 2021: 21). Being an expert in Polish (e.g., Jan Władysław Dawid, Zygmunt Mysłakowski, Stefan Bailey, Stefan Szuman) and foreign science of education (e.g., Friedrich Wilhelm Foerster, and Eduard Spranger) and relying on his own

professional experience as a middle school teacher, Mirski focused on education and the educator. He postulated that both theorists and practitioners of the New Education concept, while discovering the child, should also rediscover the teacher, which—in my opinion—is still important in various (variable) school, cultural and social, existential and virtual spaces (Radziszewska 2020). Władysława Szulakiewicz in the part on education and spiritual culture also argues that Mirski placed the teacher in the role of an intermediary between culture and society and the student.

Continuing this thread in the second chapter, entitled “Education and the tasks of an educator: Pedagogical ideas of Leopold Blaustein (1905–1944?),” the author takes into account the pedagogical views of Leopold Blaustein, who represented philosophical and psychological sciences. Referring in the biographical note to the period in which Blaustein was a student of the Kazimierz Twardowski science school, she shows how much Blaustein valued Twardowski as his teacher and master. Pointing to the successive stages in his life, the work of a teacher and his scholarly activity, the author presents how Blaustein justified the need to formulate recommendations on guiding the process of upbringing and managing the child’s development. In addition, she extracts from the field of pedagogy those areas of education that were of particular interest to Blaustein in the pages of pedagogical magazines.

The third chapter, which deals with the educational function of school in light of school reports, is interesting in terms of the categories of sources used. In this part, entitled “Education in the interwar period according to school reports,” the author outlines the main ideas of education in educational institutions of the interwar period and highlights the value of school reports as sources for the history of education and upbringing. For this purpose, she analyzes the reports of general secondary schools of the lower secondary school type from 1918–1938 from 19 localities in today’s provinces of Świętokrzyskie (Pińczów), Lesser Poland (Gorlice, Tarnów, Wadowice), Podkarpacie (Leżajsk, Łańcut, Rzeszów, Przemyśl, Sanok), the Lviv oblasts (Brody, Brzozowo, Drohobycz, Lviv, Sambor, Stryj) and Tarnopol (Brzeżany, Buczacz, Tarnopol, Trembowła) of present-day Western Ukraine. This discussion reveals a favorable assessment of the analyzed sources: reports from schools, which in some

cases had centuries-old traditions in the education and upbringing of young people.

The issues of care, in particular the various forms of institutional care for children and youth, is covered in the following chapters, this time by Piotr Gołdyn.

“Care and education in the activities of female religious congregations: The case of Eastern Greater Poland (first half of the 20th century)” is the subject of the fourth chapter. The author focuses on care activities carried out in Eastern Greater Poland from the second half of the 19th century to 1961, and goes beyond the time limit adopted in the title of the chapter. He describes the genesis and goals of the care activities carried out by female religious congregations. He shows that, as in the times of partitions and denationalization, the modest, but warranted activity of nuns was meeting the care and educational needs of children and youth, and even the needs of security during World War I. After Poland regained independence, the situation in the country changed, and new religious congregations appeared, which led to the continuation and development of new care initiatives, such as nurseries and shelters for children, shelters for the elderly (homeless, disabled) and crafts courses for girls. The work of care in the new, socialist reality after World War II was continued until the communist authorities deprived religious congregations of the possibility of social service, including the organization of care and educational institutions. This section of the book shows how over the years, under the influence of social and political circumstances, the trends and forms of care, educational and assistance activities for children and adolescents, and even for adults, were changing.

The monograph ends with a text entitled “Dormitories of the Polish Maths School in Volhynia as places of care and education for young people.” The basis for the analysis were documents from foreign archives, printed sources and the press published in Volhynia. The author reports on the care and educational tenets of the Polish School Society. This organization was an educational institution established in Warsaw in 1905. Henryk Sienkiewicz became the President of its Supervisory Board. After its liquidation in 1907, its activities were not resumed until 1916 and continued until 1939. One of the lines of its social work was running Polish schools, mainly in the Eastern Borderlands (Cichosz 2004). Piotr Gołdyn illustrates

how, in various conditions, the Volyn Polish School Society circle implemented educational and care activities in the interwar period. Boarding schools that provided material and moral care, and housing and food for students aged 10 to 20 and older in various types of schools located even outside the Volhynian Voivodeship were of special interest to him. It should be emphasized that in the first half of the twentieth century, dormitories not only fulfilled the tasks of care, social, living and educational institutions, but also of aid institutions (Radziszewska 2021).

The book by two authors—Władysława Szulakiewicz and Piotr Gołdyn—is an interesting and valuable read. It requires a good understanding of historical and pedagogical issues from the nineteenth century to the sixties of the twentieth century, both in the field of the theory of education and the theory of care, as well as of the socio-economic, cultural, political and ideological context or European research trends in educational sciences. It is noteworthy that the extensive use of the various types of sources and literature quoted in the chapters and in the Annex, on the one hand, requires the reader's attention and concentration, and on the other, enhances the cognitive value of the monograph. The issues undertaken in the work are part of a broad discussion on pedagogical views around education, the student and teacher relationship, or the implementation of care and educational activities by authorized entities, but it also opens up new research fields in various pedagogical subdisciplines: history of education, pedeutology, social pedagogy, care pedagogy, special education or comparative education. It inspires in-depth reflection and rediscovery of pedagogical thoughts and views as well as of the works of the masters and teachers of the Lviv school. It is also an impulse for deeper analysis in the field of care and educational practice, going beyond the area of research adopted in the monograph. For these reasons, the study should be of interest to researchers from the community of educators and historians or regionalists, but also students and teachers.

By virtue of my duty as a reviewer, I must also point out some shortcomings. My reservations stem from the lack of ending and the inconsistent editing, as the bibliography does not list all items cited in the footnotes. Despite these minor objections, I believe that the book under review deserves recognition for the amount of work the authors have put into it.

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ADDRESS FOR CORRESPONDENCE

Maria Radziszewska
 University of Warmia and Mazury in Olsztyn
 Institute of Pedagogical Sciences
 e-mail: maria.radziszewska@uwm.edu.pl