

Patriotic education in general and secondary schools in Piotrków Trybunalski in the interwar period (1918-1939)

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In the interwar period, the creation of an unified educational system and the establishment of an effective educational policy constituted a key instrument for unifying the regions of the Second Polish Republic, diversified in many respects. Actions taken in this regard and finally adopted solutions throughout the interwar period were conditioned by the currently dominant political ideology. Over two decades, the shape of education in its theoretical and practical dimensions depended first on the ideology of the ruling National Democracy camp, forcing the so-called the ideal of national upbringing, and then, associated with the figure of Józef Piłsudski, the Sanation camp, implementing the so-called state education (sometimes referred to as civic, later national-state). The latter after the May Coup in 1926 exerted the greatest influence on the formation of pedagogical ideas of interwar Poland.

Regardless of the differences in the way of perceiving the postulated educational action and desirable personal patterns, all the main ideological formations of the Second Republic united the conviction that it is necessary to maintain educational coherence and develop a relationship between the main environments and educational institutions, i.e. family, Catholic Church, social organisations and school. And the latter was to become the main centre of civic influence. *School should change our attitude towards the state* - this idea became the guiding principle in the program and organisational assumptions of teaching and upbringing of the interwar school.

The striving to replace the existing school that teaches by the upbringing school became clear. The new curricula were supposed to have an impact primarily on the emotional side of the personality of the young citizen, the intellectual development was to take place "secondarily". The Jędrzejewicz reform strongly emphasized the practical dimension of knowledge, subordinating for its own purpose even the methods of "new upbringing" or other pedagogical and psychological theories functioning at the time, raising the efficiency and attractiveness of state education. These measures also allowed to mask the excessive ideologization of the school's life. An excess of political arguments and their dominance over pedagogical ones often took on a biased form, oscillating around slogans, rituals and national symbols. However, when assessing the educational system, one should take into account the geopolitical realities of that time and the fact that the implementation of the concept of state education based on the sense of civic duty and joint work for the good of the country could make it easier for the Polish people to survive World War II.

This work is an attempt to broaden the presentation of educational trends and activities addressed to young citizens, carried out in the schools of the Second Polish Republic in

Piotrków. The analysis of the process of patriotic education in the aspect of the methodology practiced in the Piotrków Trybunalski school system has allowed to prepare the work according to the thematic format while preserving the chronology of the time of the described phenomena. The structure of the work has been divided into five chapters, in which the problem subsections have been isolated, this delimitation has allowed for the transparency of the work with the complexity of the issues discussed.

In the first chapter the basic terminology related to the issue of patriotic education functioning in the literature of the subject, practice and legislation of the Second Polish Republic has been approximated. The scope of the problem under discussion has also been clarified, taking into account the concepts of governing camps representing specific educational ideologies. The national education together with the profiles of representatives promoting the ideological foundations of National Democracy have been discussed as first. The next is state education with the main propagator of the Sanation camp constitutional and program assumptions and postulates of the new educational reform - Janusz Jędrzejewicz. Due to the significance of the event which was the 1926 May Coup, which brought the most changes in educational policy, as a result of which the doctrine of state education was introduced, the most attention has been devoted to it.

The next part of the work is an attempt to synthetically capture the systemic and programmatic regulations of Polish education introduced in the interwar period, with an indication of the presented educational ideologies, starting from the legislative content of the first post-war documents in the field of education to the *Act of 11 March 1932 on the Education System* [Ustawa o Ustroju Szkolnictwa z 11 marca 1932 r.]. Analyzing and presenting the characteristics of curricula, teaching plans and school statutes in the field of national and state education allowed to indicate the main assumptions, methods and didactic measures and methods used in Piotrcovian educational system. Further, selected school textbooks and magazines for children and youth have been presented, used in propaedeutics of patriotic education of students from Piotrków.

Separately, the state of primary education in Piotrków and its place in the educational and upbringing system has been demonstrated against the background of the educational ideology of the time. Apart from the issues of dissemination of education in Piotrków Trybunalski, the most space has been devoted to the methodology of state education, indicating the ways of implementing program content and the *Statutes of Public Primary Seven-Year Schools* [Statuty Publicznych Szkół Powszechnych Siedmioletnich]. In part of the work on school student organisations, being one of the forms of patriotic education, the activities of students' governments, school savings banks and the Polish Scouting and Guiding Association [Związek Harcerstwa Polskiego], functioning dynamically in the Piotrków environment, have been shown. The coexistence of all the aforementioned local organizations and their undertakings was, in the form of preparation of celebrations of state ceremonies, reading campaigns or school excursions for primary schools in Piotrków has been also presented.

The fourth chapter of the work has been entirely devoted to the implementation of

ideologies of national and state education in secondary schools of Piotrków Trybunalski. In this context, special attention has been paid to the education of future teachers, perceived as an important factor for the development of the Polish state. The presentation of the program content of patriotic education in secondary schools has been complemented by considerations regarding school youth organizations, school ceremonies or other forms of dissemination of the idea of state education at this stage of education.

The above-mentioned activities in the field of organisation of school work and methodology of patriotic education in Piotrków's education has been supplemented with out-of-school forms of implementing patriotic educational ideals. Among them, the impact of the family environment and the Catholic Church in the promotion of patriotic values play a crucial role. The exemplification covered also self-government cultural and educational campaigns with patriotic overtones, including those connected with the thriving activity of the artistic and sports environment of Piotrków Trybunalski.

The problems presented in the work give a rise to questions about the contemporary sense and shape of patriotic education, or how it has now been assumed to be civic. Is there still a need for a similar form of education in the era of globalisation and blurring of any notions, in times when the pedagogy of patriotism is associated with something archaic or outdated and unfashionable - an idea evoking definitely pejorative associations as you can easily accuse it of indoctrination in one form or another? The need for patriotism, if you notice it, certainly differs from that from nearly 100 years ago, although, paradoxically, it is the prism of national and Sanation ideologies through which we are looking at this issue nowadays.