
PUBLICATIONS

Reviews

Review of Władysława Szulakiewicz's *Nauczyciele i ich edukacja. W kręgu idei lwowskiej pedeutologii* published by Nicolaus Copernicus University Press in Toruń, Toruń 2027, 337 pages.

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Professor Władysława Szulakiewicz is a well-known and respected author of many outstanding books on the history of pedagogical thought. Recently, another one of her books in the field of historical pedeutology has appeared on the market. The reviewed publication deals with an issue that is crucial for showing the evolution of Polish pedeutological thought in Lviv's scientific and educational centre in the second half of the 19th century and the first twenty years of the 20th century. It should be noted that it constitutes another stage of the author's deliberations on this subject. Her previous book, *O uczących się i uczonych*, extensively discusses this issue on the basis of a thorough analysis of the pedeutological activities of four outstanding scholars connected with the capital of Galicia during the Austrian partition. This time, Professor Szulakiewicz's research interests focus on the scientific achievements of people who have been particularly accomplished in the field of pedagogical education, as well as presentation of their views on teaching about teachers. The author's deliberations focus on the achievements in the pedagogical theory and practice by excellent educators Antonina Machczyńska and Bolesław Ferdynand Mańkowski.

The first part of the reviewed book, "Nauczyciel – wychowawca – działacz oświatowy. Projekt pedeutologiczny Antoniny Machczyńskiej (1837-1919)" is dedicated in its entirety to Antonina Machczyńska, an exceptional teacher of the Lviv teaching seminars. The author offers an in-depth presentation of this accomplished educational activist and with great expertise she analysed the guiding principles of her pedeutological concepts. The first stream consists of general pedagogical issues, the second one – children's and youth literature, third – literature for the people, fourth – poetic works. A. Machczyńska's body of work also comprises the theory of upbringing, didactics, organisation of education, as well as the issues of pedagogical thought and literature history. Professor Szulakiewicz emphasises that this experienced and valued teacher working for a number of teacher training in-

stitutions paid particular attention to the ethical basis and dimension of the nascent theory of education. The author points out Machczyńska's interest in the role and tasks of the teacher in social environment. The results of educational activities and considerations of the outstanding Lviv teacher had been reflected in her articles scattered among numerous magazines and unpublished multi-volume works that are now available to a wider public in electronic form on the Digital Libraries Federation website.

In her book, Professor Szulakiewicz rightly notes that Antonina Machczyńska was an ardent supporter of pedagogical education of women. This was reflected in her propagating the idea of women's teacher seminars. The outstanding Lviv teacher even formulated a curriculum for Polish female teachers. She spoke out against the employment of foreign governesses in Poland. The principles of upbringing that she proposed were rooted in religion, both in theory and in practice. In the practice of educational influence, she referred to Prince Jerzy Czartoryski, Klementyna Hoffman (nee Tańska) and Stanisław Jachowicz. She tried to live in line with the ideas that she professed, which made her credible, and gave her high moral, social and professional authority.

The author's merit is that she managed to bring the contemporary researchers closer to the theory and pedagogical practice of a person with mature views on broadly understood education and social life and save a wonderful figure of an extraordinary teacher, educator and educational activist from oblivion.

The second part of the work entitled "Nauczyciel wobec sztuki wychowania i nauczania. Bolesława Ferdynanda Mańkowskiego (1852-1921) myśl pedeutologiczna", contains an in-depth analysis of achievements of this well-known academic teacher and editor of the *Muzeum* magazine in Lviv. Władysława Szulakiewicz presents this outstanding figure professionally, painting him as a supporter of disseminating pedagogical knowledge among teachers, parents and social strata. According to Mańkowski, a wealth of pedagogical knowledge and competencies is the essence of the teaching profession and serves the society. He also believed that good knowledge of children's rights by the teacher should be the basis of education and teaching. Also important is their knowledge about functioning of the school and responsibilities of the teacher. In his opinion, educational activity is a form of transmitting spiritual values and a basic method of shaping personalities, particularly in children and youth. The author has put a lot of effort into reading, analysing and interpreting his most important pedagogical thoughts and concepts, which are still useful in educational work, and which were scattered among articles in various journals. Many of them are original works; what is more, all of his views and pedagogical postulates are based on in-depth knowledge and extensive pedagogical experience.

Professor Szulakiewicz duly notes the fact that Mańkowski was an advocate for teachers and school as a social institution, firmly embedded in the environment and serving crucial cultural-forming functions. She emphasises that he was deeply committed and involved in the scientific and educational life in Galicia. He took part in the Second Congress of Polish Historians in 1890 and the Second Pedagogical Congress in Lviv in 1909. He was also an active member of the Society of Teachers of Higher Educational Institutions (and worked as an editor of the *Muzeum* magazine), the Folk Education Society in Lviv and the Lviv Branch of the Association of Polish Librarians. He worked as an academic

teacher and for many years he was the head of the Pedagogical Study of the University of Lviv. He also taught pedagogy in one of Lviv's high schools, taught at a secondary school and worked in several libraries.

The author describes all these activities and initiatives of the pedagogue, editor and librarian in a very thorough and knowledgeable way. By doing so, she places him in the contexts of scientific, teaching and popular science activities. She presents the figure of Mańkowski in a multi-faceted manner, thus presenting a complete picture of his achievements and extensive list of professional and social activities.

Looking at the activities of these two eminent teachers, Professor Szulakiewicz emphasises the timeless nature of their pedagogical achievements, stating that their postulates and views are based on models of actions and achievements of their masters, precursors of philosophical reflection in Polish pedagogy, particularly in pedeutology. Together, they form a catalogue of standards, attitudes and behaviours in educational practice and a specific system of universal values, the implementation of which is aimed at achieving the ideal of goodness, truth and beauty.

At the end of the book, the author adds a selection of writings by Antonia Machczyńska and Bolesław Ferdynand Mańkowski, as well as documents concerning the life of the Lviv seminar teacher. These addenda increase the value of the publication and, above all, bring the silhouettes of the analysed pedagogues closer to the readers and make their views more concrete and rooted in reality. The significance of this very well-written publication for contemporary pedagogical thought and practice lies in the fact that many of its theses remain indispensable in the activities of existing educational institutions. They are also relevant to the formation of a modern teacher and the formulation of goals and objectives of pedeutology.

The appearance of this outstanding book by Professor Władysława Szulakiewicz on the Polish market expands our knowledge of teachers, as well as the Polish scientific and educational community in Lviv. It presents the silhouettes of distinguished educators who created a new educational reality. The author rightly describes them as teachers of teachers and stresses their significance for Polish pedagogy, especially its subdiscipline – pedeutology. The publication of this book is a major event in the related to pedagogical sciences community, it is also an important reading for lecturers, students of pedagogy and related scientific disciplines.

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