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BHE 39/2018
ISSN 2544-7899
DOI: 10.14746/bhw.2018.39.4

Activities of the High Craft School [Wyższa Szkoła Rzemieślnicza] in Łódź as presented by *Dziennik Łódzki* [Łódź Daily] at the end of the 19th century

Abstract

The High Craft School [Wyższa Szkoła Rzemieślnicza] was established in Łódź in 1869. For many decades, it was the only secondary occupational school in Łódź. During a six-year's course, it provided general education and educated specialists in textile studies and mechanics. As the activities of that institution revolutionised, to a great extent, the education of staff for the fast-developing industry and gradually gained more and more recognition of factory owners, *Dziennik Łódzki*, [Łódź Daily] – a newspaper published from 1884 to 1892 – dedicated a lot of space to various aspects of the school's functioning. It discussed the curriculum, listed all subjects with the weekly number of hours, and mentioned mandatory practical exercises in laboratories. It also informed about mandatory internships in plants, specifying the names of facilities. The newspaper published announcements on entrance examinations and described the celebrations of the end of the academic year. It also presented lists of graduates as well as information on graduate conventions. News was published on the campaign of providing aid to poor students, including the possibility of exempting them from tuition fees, requesting for scholarships founded mainly by factory owners, or receiving one-off monetary aid as well as student books, clothes, and shoes.

“*Dziennik Łódzki*” also published information on two educational institutions functioning at the High Craft School, i.e., Sunday drawing courses for workers, junior masters, and craftsmen, and a four-year Sunday trading school for clerks managing finances.

Keywords: High Craft School, secondary occupational school, Łódź, occupational education, *Dziennik Łódzki*

In the 1870s and 1880s, a discussion on the reform of the school system flared up in the Kingdom of Poland, because, in contrast with other European countries: Belgium, Austria, France, England and Prussia¹, it lacked typical occupational schools that would

¹ See, e.g., MIAŚO, J., “Szkolnictwo zawodowe w Królestwie Polskim w latach 1815–1915” (Occupational education in the Kingdom of Poland), Wrocław–Warszawa–Kraków 1966, pp. 182–183; KUCHA, R., “Z dzie-

include in their curricula not only the acquisition of knowledge in the field of the given profession by pupils, but also the learning and mastering of practical skills necessary to perform work – not only in craft workshops, but also in industrial plants making use of innovations and inventions in manufacturing processes.

The dissemination of technological progress consisting in the introduction of the steamer and other devices and instruments powered by a hydraulic engine in all branches of production² in the Kingdom of Poland allowed to an increasingly lesser extent for the employment of persons not having professional education at least on the primary level. Being aware of the industrial breakthrough in economy, contemporary editors of Warsaw magazines attached great importance to the publication of texts concerning the need for reorientation in the education of young people³. Referring to the intention of establishing another private gymnasium in Warsaw, one of the newspapers wrote: *“However, we think that, beside attempts to establish a gymnasium, it would be much more adequate to establish a technical school that would be attended by young people engaged in industry and crafts. We can come across technical schools at every corner, but there are no such schools at all in our country. Although the plan of establishment of such school was put forward, it is said that everything ended at the planning stage. In other places, however, people work and learn. Every day we can come across reports on the establishment of various craft schools in Russia; we are still only waiting, but for whom? We are sure that if an initiative*

jów szkolnictwa zawodowego w Królestwie Polskim na przełomie XIX i XX wieku” (From the history of occupational education in the Kingdom of Poland at the turn of the 20th century), in: KUCHA, R., FUCHS, J. H., (ed.), *“Koncepcje kształcenia i rozwój szkolnictwa zawodowego w XIX i XX wieku. Wybrane zagadnienia”* (Concepts of education and the development of occupational education in the 19th and 20th century. Selected issues), Lublin 1992, pp. 150–151.

² You can read about the economic revolution in the Kingdom of Poland at the turn of the 20th century in: PUŚ, W., *“Rozwój przemysłu w Królestwie Polskim 1870–1914”* (The development of industry in the Kingdom of Poland 1870–1914), Łódź 1997, pp. 290.

³ See, e.g., *“Szkoły rolnicze”* (Agricultural schools), *Opiekun Domowy* 1873, no. 23, pp. 177–178; *“Szkoła specjalna techniczna przy warsztatach mechanicznych Drogi Żelaznej Warszawsko-Wiedeńskiej”* (Special technical school of mechanical workshops of the Warsaw-Vienna Rail Road), *Opiekun Domowy* 1873, no. 32, pp. 249–250; DYGAŚIŃSKI, A., *“Wykształcenie realne, czy klasyczne. Z powodu książki “Wychowanie publiczne na podstawach ekonomii politycznej” przez Al. Czarnowskiego”* (Real or classical education. Because of the book “Public education on the basis of political economy” by Al. Czarnowski), *Nowiny* 1878, no. 29, pp. 2–3; *“W sprawie szkół rzemieślniczych”* (On craft schools), *Nowiny* 1879, no. 88, p. 4; BARANIECKI, M. A., *“O utworzeniu u nas szkoły wyższej technicznej”* (On the creation of high technical school in our country), *Ateneum* 1880, vol. 9, pp. 516–534; *“Szkoły profesjonalne”* (Professional schools), *Przegląd Tygodniowy Życia Społecznego, Literatury i Sztuk Pięknych* 1880, no. 38, pp. 449–450 and no. 40, pp. 473–475; HERTZ, K., *“O potrzebie u nas szkół tkackich”* (On the need for weaving schools in our country), *Przegląd Tygodniowy Życia Społecznego, Literatury i Sztuk Pięknych*, 1882, no. 27, pp. 352–353; *“Szkoły techniczne”* (Technical schools), *Przegląd Tygodniowy Życia Społecznego, Literatury i Sztuk Pięknych* 1882, no. 35, pp. 445–446; *“Szkoły profesjonalne i szkoły ogólne”* (Professional schools and general schools), *Przegląd Tygodniowy Życia Społecznego, Literatury i Sztuk Pięknych* 1882, no. 28, pp. 369–370; OŁTUSZEWSKI, W., *“Wykształcenie fachowe i ogólnoludzkie”* (Professional and general education), *Prawda* 1886, no. 22, p. 262; *“Szkoła techniczna dróg żelaznych Warszawsko-Wiedeńskiej i Bydgoskiej”* (Technical school of Warsaw-Vienna and Bydgoszcz Rail Roads), *Przegląd Pedagogiczny* 1882, no. 2, pp. 47–55; *“Szkoła techniczna drogi żelaznej Warszawsko-Terespolskiej”* (Technical school of the Warsaw-Terespol Rail Road), *Przegląd Pedagogiczny* 1882, no. 9, pp. 277–278; RUDNICKI, W., *“Pogadanki o rozwoju klasy rzemieślniczej”* (Talks about the development of the craftsmen’s class), Warszawa 1887, pp. 40 and 129–134.

emerged, there would also be more funds for it. It would be good if manufacturers thought about this matter⁴.”

While authors of articles in social & cultural periodicals raised the problem of educational consequences of deep civilisational changes in society, only the new intelligentsia generation concentrated around the first specialist magazines being established in Warsaw: *Przyroda i Przemysł* (since 1872), *Gazeta Przemysłowo-Rzemieślnicza* (since 1872), *Przegląd Techniczny* (since 1875), *Ekonomista* (since 1878) and *Inżynierja i Budownictwo Cywilne, Przemysłowe i Rolnicze* (since 1879) popularised on a broad scale scientific knowledge from individual branches of industry and encouraged specific initiatives of creating industry schools, quoting numerous examples of activity of such educational institutions in other countries and explaining legal complications concerning the establishment at home⁵.

In their appeals for education in occupational schools, which were regarded as a prerequisite for the economic growth of the country and a factor of increase of prosperity of its inhabitants, the authors of technical periodicals met with full support from the leading influential literary men of the time, who saw a chance for the modernisation of social life providing educational possibilities to previously underprivileged strata of population in the maintenance of the balance between classical education and practical education. Addressing an appeal in this matter to factory owners, Eliza Orzeszkowa wrote: “*Would it not be possible for these people to include a school in a group of their enterprises: the school that is so closely connected with the special subject of their thoughts and actions – with industry; the school that, by supporting, improving and multiplying manual work, would make their own projects easier by educating workers with sufficiently improved skills, would broaden the field of activities and profits for them through the obtained possibility of founding factories and craft workshops, which cannot emerge and exist successfully today for the lack of honest, enlightened and skillful manual workers.*”⁶

The ongoing debate on industrial revolution and its irreversible impact on the order of social life in the Warsaw press met with broad response in the circles of the Łódź intelligentsia at that time. For the purpose of reviving Polish intellectual life in this multinational city, the first autonomous newspaper in Polish – the only one in Łódź at that time – was

⁴ “Szkoły techniczne” (Technical schools), *Gazeta Przemysłowo-Rzemieślnicza* 1873, no. 5, pp. 39–40.

⁵ See, e.g., “Słódko o potrzebie u nas szkoły przemysłowo-handlowej” (A word about the need for industrial & economics school in our country), *Przyroda i Przemysł* 1872, no. 45, pp. 533–534; BRON, R., “Nauka i lud” (Education and people), *Przyroda i Przemysł* 1873, no. 1, pp. 1–3; O., “Następstwa braku wykształcenia fachowego” (Consequences of the lack of professional education), *Ekonomista* 1878, no. 51, p. 2; “O przyszłość naszego przemysłu” (For the future of our industry), *Ekonomista* 1879, no. 30, pp. 1–2; KUCHARZEWSKI, F., “Szkoła techniczna średnia” (Secondary technical school), *Przegląd Techniczny* 1894, May, pp. 105–107 and June, pp. 129–133; GELBLUM, S., “Szkoły rzemieślnicze i przemysłowe” (Craft and industrial schools), *Przegląd Techniczny* 1898, no. 8, pp. 132–137; no. 13, pp. 226–230; no. 19, pp. 330–334; no. 23, pp. 393–397; no. 26, pp. 447–450; no. 27, pp. 463–465; no. 30, pp. 509–513; no. 32, pp. 543–547.

⁶ ORZESZKOWA, E., “O jednej z najpilniejszych potrzeb społeczeństwa naszego” (On one of the most urgent needs of our society), *Niwa* 1873, no. 31, p. 153.

founded in 1884⁷. *Dziennik Łódzki* (such was the name of the newspaper) was published for the nine successive years⁸, treating the deliver of knowledge about various branches of industry and the rules of functioning of modern trade as a priority during the entire said period. This did not mean that messages concerning other spheres of reality were avoided. Research shows that readers were regularly familiarised with current cultural problems and events⁹ as well as with various aspects of social and educational issues. In the case of the latter, information was published about the obligation to help children remaining partly or completely without parental care and forms of such help¹⁰, news were reported about the location and establishment of new elementary schools in various city districts¹¹, and activities being undertaken and the opening of the first governmental secondary-level schools in the “promised land” were described¹². However, the editors devoted most space to the discussion of occupational education problems, which resulted from the assumption of the economic profile by the newspaper and critical views of traditionally perceived tasks of the school formed by the positivist ideology. Wondering why as many as 90 per cent of graduates of classical gymnasiums who stood out among a majority of peers due to their rich “intellectual output”, as it was defined, could not find their place in any other than typically clerical profession and joined a group of dissatisfied “scientific pro-

⁷ *Dziennik Łódzki* was founded by Henryk Elzenberg, and the entire project was financed from the funds of the fortune of the Scheibler family – owners of a number of factory complexes. The newspaper was addressed mainly to the Łódź intelligentsia of Polish nationality. In 1889, this daily had 800 subscribers and was printed in 1,000 copies. See KASZUBINA, W., “Specyfika początków czasopiśmiennictwa polskiego w Łodzi (1863–1914)” (The specifics of the beginnings of the Polish periodical press in Łódź (1863–1914), *Rocznik Historii Czasopiśmiennictwa Polskiego* 1969, vol. 8.1, p. 46.

⁸ The newspaper was closed down by the tsarist censorship office and its successive issue was not published in January 1893. See ŚMIECHOWSKI, K., “Strategie władz carskich wobec łódzkiej prasy codziennej do 1914 roku” (Strategies of tsarist authorities towards the Łódź daily press until 1914), *Klio. Czasopismo poświęcone dziejom Polski i powszechnym* 2014, vol. 28 (1), pp. 7–71; MIKOSZ, J., “W czym tkwi sukces “Dziennika Łódzkiego” jako pisma regionalnego” (What is the reason for the success of “Dziennik Łódzki” as a regional newspaper), *Media-Kultura-Społeczeństwo* 2006, no. 1, p. 58.

⁹ See, e.g., KONIECZNA, J., “Zasługi “Dziennika Łódzkiego” dla upowszechniania polskiej książki w Łodzi w latach 1884–1892” (Contribution of “Dziennik Łódzki” to the popularisation of Polish books in Łódź in the years 1884–1992), *Acta Universitatis Lodzensis* 1997, Folia Librorum, no. 7, pp. 3–25.

¹⁰ MICHALSKI, G., “Problem instytucjonalnej opieki nad dzieckiem w relacjach “Dziennika Łódzkiego” z lat 1884–1892” (The problem of institutional care of the child in articles of “Dziennik Łódzki” from the years 1884–1892), *Przegląd Historyczno-Oświatowy* 2017, no. 3–4, pp. 136–149.

¹¹ Information on that subject was particularly important to readers, because the number of elementary schools in the last decades of the 19th century was too small in relation to the quickly growing number of city inhabitants. See PODGÓRSKA, E., “Szkolnictwo elementarne w Łodzi w latach 1808–1914” (The elementary school system in Łódź in the years 1808–1914), *Łódź* 1966, pp. 100–105; Taż, “Rozwój oświaty w Łodzi do 1918 r.” (The development of the education system in Łódź until 1918), *Łódź* 1973, pp. 26–28.

¹² MICHALSKI, G., “Okoliczności powstania pierwszych na Ziemi Obiecanej gimnazjów rządowych w świetle doniesień “Dziennika Łódzkiego” z lat 1884–1892” (The circumstances of the establishment of the first government gymnasiums in the Promised Land in light of reports of “Dziennik Łódzki” from the years 1884–1892), in: MAGIERA, E., KRÓL J., (ed.), “Z badań nad tradycją polskiej pedagogiki., t. II. Księga jubileuszowa dedykowana profesor Danucie Koźmian” (From research on the tradition of Polish pedagogy, Vol. II. The jubilee book dedicated to Prof. Danuta Koźmian), Szczecin 2016, pp. 225–235.

letariat” with a demanding attitude towards the world, they answered that many years of education aimed mainly at mastering humanistic subjects created the awareness of exceptionalism of the role of young people in society and produced a permanent conviction about the lack of possibilities to “gain experience in craft skills”¹³. Refusing to accept this situation, they noted: “*It is time to change this attitude. We must [...] agree with the thought that we need talented carpenters, joiners, weavers, dyers – in short, skilled craftsmen – more than scholars and poets*”¹⁴.

Assuming that the popularisation of occupational education in society was important for the economic future of the Kingdom of Poland, the editors of *Dziennik Łódzki* recalled the abandoning of the organisation of the Polytechnic Institute in Łódź promised by tsarist authorities. They wrote about this: “*The already outstanding significance of Łódź as an industrial & factory centre inspires the plan to create a special high scientific department of the technological institute in the city. The plan was so close to materialisation that rooms, the chemical laboratory etc. were about to be arranged, but the Committee for the Kingdom of Poland ... found the opening of a technological institute in Łódź to be inappropriate and, instead, passed the substitution of [one of the schools – G. M.] [...] for a high craft school whose principal must be nominated by the minister for education and must be of Russian descent*”¹⁵.

Although the withdrawal from the opening of the Polytechnic Institute in Łódź did not fully satisfy journalists of *Dziennik Łódzki*, who perceived the fulfilment of this project as a great opportunity to increase the significance of the city not only in the Vistulan Country, but mainly on the map of industrial centres of entire Russia, they appreciated, unlike many manufacturers, the fact of opening the High Craft School in Łódź and regarded this fact as a milestone in the history of training of staff for local industry purposes¹⁶. Writing about its activity, they explained that, contrary to its name, it was not a technical university, but a six-grade secondary occupational school that was founded in 1869 on the basis of a seven-grade German real gymnasium existing since 1866¹⁷. They noticed that necessary adaptations of rooms had initially been made in the building formerly used by the gymnasium, but when it turned out to be non-functional and too small for the growing number of pupils, a decision about its profound modernisation was made¹⁸. During the performance of building works, the reporter of the newspaper wrote: “*First of all, it must be stressed that*

¹³ “W kwestyi zawodowego wykształcenia” (On the subject of occupational education), *Dziennik Łódzki* (further: *DŁ*) 1884, no. 47, p. 1.

¹⁴ *Ibidem*.

¹⁵ Z. K., “Szkolnictwo w Łodzi” (The school system in Łódź), *DŁ*, 1885, no. 37, p. 2.

¹⁶ Z. K., “Szkolnictwo w Łodzi III” (The school system in Łódź III), *DŁ*, 1885, no. 38, p. 1; “Gubernia Piotrkowska w 1886 roku VII. Oświata” (The Piotrków Governorate in 1886, VII. Education system), *DŁ*, 1887, no. 236, p. 1.

¹⁷ The German real gymnasium began functioning in 1866. It was formed on the basis of a five-grade real school with Polish as the language of instruction, which had been established as a result of the transformation of the formerly existing four-grade governmental school.

¹⁸ “Przedsiębiorstwo robót budowlanych” (Building works company), *DŁ*, 1884, no. 131, p. 3.

works are not limited to adding the 2nd floor to the former school building. The building is fully renovated both on the outside and inside: furnaces, doors and floors are entirely new, from the ground floor to the attic. In all classrooms, ventilation pipes were installed near furnaces for the refreshing of the air during winter; doors and windows are made of dry materials and do not leave anything to be desired, both with regard to durability and with regard to locks and bolts. All rooms are very pleasant; corridors are spacious and the iron stairs are large and provided with a strong and durable handrail from bottom to top. The entire building is covered with a new roof of zinc plate, which is arranged horizontally and provided with a gallery. Rooms on the second floor that have still not been painted will be put to use in the nearest future; the drawing room, which is also situated on the second floor, has a very imposing appearance. [...] the entire front will be decorated with ornamentation ... the craft school will certainly be the gem of the New Market Square¹⁹.”

The journalists of the newspaper frequently emphasised that the High Craft School did not have its national counterpart and, due to its unique curriculum, differed from real schools functioning in Warsaw and Kalisz, because its concept has been prepared on the basis of occupational schools existing in Germany, particularly the well-known weaving school in Chemnitz, which was appreciated by Łódź manufacturers and where they sent their sons²⁰. Writing in detail about the idea of education in a newly formed educational institution, the authors informed that three lower grades were designed for learning that gives “preparatory general education”; the three higher grades were assigned with the task of delivering the necessary know-how and practical experiences that will satisfy manufacturing plant owners and industrial enterprises looking for employees. The discussion on the curriculum involved, on the one hand, the enumeration of all subjects with the corresponding weekly number of teaching hours in individual years of education²¹ and, on the other hand, remarks about compulsory exercises in the laboratory led by chemistry and chemical technology for six hours per week during free time. Information was also passed about the need for completion of internships in spinning, weaving and dyeing plants under the supervision of teachers of these subjects during one half of the summer holiday²². It was remarked that their performance encountered numerous obstacles, because a majority of enterprise owners did not appreciate the need for the workshop training of their fu-

¹⁹ “Szkoła rzemieślnicza” (Craft school), DŁ, 1884, no. 206, p. 3.

²⁰ “Szkoła rzemieślnicza” (Łódź high craft school), DŁ, 1890, no. 146, p. 1. See also: MIAŚO, J., “Kształcenie zawodowe...” (Occupational training...), pp. 111–112; J. Strzałkowski, “Wyższa Szkoła Rzemieślnicza w Łodzi i jej absolwenci” (The High Craft School in Łódź and its graduates), Łódź 2009, p. 10.

²¹ The six-year curriculum encompassed the following subjects: religion, Russian language and literature, history of Russia, German language, general geography, the geography of Russia, zoology, botany, mineralogy, arithmetic, algebra, geometry, trigonometry, descriptive geometry, analysis, revision of mathematics, book-keeping and business correspondence, trade drawing, physics, chemistry, chemical technology, mechanics, mechanical technology, spinning, weaving, dyeing, calligraphy, general drawings, technical drawings. It is worth noting that obligatory subjects included also gymnastics and singing, although they were formally not entered into the curriculum. Z. K., “Łódzka wyższa szkoła rzemieślnicza II” (Łódź high craft school II), DŁ, 1890, no. 147, p. 1.

²² Z. K., “Szkolnictwo w Łodzi III” (The school system in Łódź III), DŁ, 1885, no. 37, p. 2.

ture employee. Even though this method of teaching was deleted from the curriculum, it was not abandoned completely and adequate training was provided to selected students in factories every year. They were sent to Łódź manufacturing plants owned, among others, by Izrael K. Poznański, Karol W. Scheibler, Markus Silberstein, Juliusz Heinzl, Ludwik Meyer, Fryderyk Abel, Robert L. Biedermann, Markus Kohn, Juliusz Pancer, Gustaw A. Geyer and Teodor Meyerhoff²³ and to Peltzer's integrated plant in Częstochowa, which consisted of a spinning mill, a combing plant, a wool dyeing plant and a tannery of sheepskin of industrial plants that were branches of Francuska Spółka Akcyjna based in Paris. It was emphasised that trainees were also accepted by industrial plants in Sosnowiec: the factory of Schön and W. Fitzner and K. Gamper company and the wool spinning mill of Heinrich Dietl, who created the first Alexandrian school in this city in 1889 and a real school in 1894²⁴, as well as the jule spinning mill of the Scheibler Society in Żarki, a tannery in Będzin, or even S. Reich's Glass Mill in Zawiercie and Terentijj Kuzniecov in Riga²⁵.

But the Łódź newspaper did not only record the conditions, method and course of education in the Łódź craft school. From time to time, events from the non-school life of young people were recorded, focusing around the use of their spare time. One of the most frequently preferred forms was the May Picnic²⁶. The daily wrote about one of them: *"On Sunday, a May picnic in a rural forest took place. The participants had such a great time that the cheerful pupils, in token of gratitude for their reception by the teaching staff, lifted the principal and all teachers upwards, not without some funny episodes. They played "palant", flew paper balloons, burned fireworks and arranged a return by multicoloured lanterns with truly youthful vigour in the evening. The boys unharnessed the horse from the carriage of the returning principal, on which he was sitting along with his wife, wife's mother and child; among shouts, they dragged the carriage to the centre of the market square in front of the gymnasium building. That was a distance of nearly three versts and a large part of the road ran through heavy sand, so they did not have an easy task²⁷.*

The editors of *Dziennik Łódzki* also considered it important to inform the local community about all other aspects of functioning of the craft school. Therefore, every year in the middle of July, sometimes also at the beginning of August, announcements were published in the "Łódź Chronicle" (Kronika Łódzka) column about the dates of entrance

²³ "Spis praktykantów fabrycznych w Łodzi" (The list of factory practitioners in Łódź), DŁ, 1886, no. 288, p. 2.

²⁴ See MIKA, A., "Dzieje rodu Dietlów z Sosnowca" (The history of the Dietl family from Sosnowiec), Sosnowiec 2007, p. 13–18 and 45–51.

²⁵ See, e.g., "Kronika Łódzka. Szkoła rzemieślnicza" (Łódź Chronicle. From the high craft school), DŁ, 1888, no. 148, p. 2 ; "Ze szkoły rzemieślniczej" (Łódź Chronicle. From the craft school), DŁ, 1888, no. 175, p. 2.

²⁶ See, e.g., "Kronika Łódzka. Majówka" (Łódź Chronicle. May picnic), DŁ, 1884, no. 111, p. 2; "Z miasta i okolicy. Majówka" (From the city and surroundings. May picnic), DŁ, 1890, no. 117, p. 2; "Z miasta i okolicy. Majówki szkolne" (From the city and surroundings. School May picnics), DŁ, 1890, no. 115, p. 2.

²⁷ "Kronika Łódzka. Majówka" (Łódź Chronicle. May picnic), DŁ, 1884, no. 111, p. 2.

examinations, formal requirements to be met by candidates for pupils and the place and time of submission of documents²⁸. One of such announcements read as follows: *“The principal of the high craft school in Łódź notifies parents and guardians that requests for the admission of candidates to entrance examinations to the aforementioned school may be submitted to the office every day, except for holidays and Sundays, from 23 July till 17 August of this year. The entrance examinations will begin on 19 August. The request must be submitted along with a full excerpt of the birth certificate, the certificate of origin and a photograph”*²⁹. In addition, parents, guardians and everyone interested in the problem of education of the young generation were invited to attend school year closing ceremonies. On that occasion, annual school activity reports were presented with great scrupulousness; they contained inventories, detailed specifications of revenues and costs of maintenance of this educational institution, detailed data concerning the denomination of young people, the number of pupils with division into first-grade pupils in individual branches, pupils promoted to the next grade in each of them, pupils qualified for sitting retake examinations and pupils distinguished with prizes³⁰. In the presentation of lists of graduates’ names, those decorated with the gold medal were highlighted. It is not surprising that school graduates continued to be in the centre of interest of the newspaper’s reporters. This is proved, among others, by the following account: *“The graduates of the local high craft school gathered in the Polish hotel for a modest farewell feast yesterday. On that occasion, a relevant protocol was prepared, according to which today’s colleagues made a commitment to help one another in more important moments of fight with fate and*

²⁸ “Kronika Łódzka. Szkoły. Szkoła rzemieślnicza” (Łódź Chronicle. Schools. Craft school), DŁ, 1884, no. 161, p. 3; “Kronika Łódzka. Szkoły” (Łódź Chronicle. Schools), DŁ, 1884, no. 187, p. 2; “Kronika Łódzka. Inspektor szkoły rzemieślniczej” (Łódź Chronicle. Craft school principal), DŁ, 1885, no. 154, p. 2; “Kronika Łódzka. Przypominamy” (Łódź Chronicle. Reminder), DŁ, 1885, no. 157, p. 3; “Kronika Łódzka. Przypominamy” (Łódź Chronicle. Reminder), DŁ, 1885, no. 173, p. 2; “Kronika Łódzka. Inspektor wyższej szkoły rzemieślniczej” (Łódź Chronicle. High craft school principal), DŁ, 1885, no. 175, p. 2; “Kronika Łódzka. Szkoła rzemieślnicza”

(Łódź Chronicle. Craft school), DŁ, 1886, no. 155, p. 2; “Kronika Łódzka Ze szkoły” (Łódź Chronicle. From school), DŁ, 1887, no. 155, p. 2; “Kronika Łódzka. Z wyższej szkoły rzemieślniczej” (Łódź Chronicle. From high craft school), DŁ, 1888, no. 159, p. 2; “Kronika Łódzka. Szkoła wyższa rzemieślnicza” (Łódź Chronicle. High craft school), DŁ, 1889, no. 163, p. 2; “Kronika Łódzka. Inspektor wyższej szkoły rzemieślniczej w Łodzi” (Łódź Chronicle. High craft school principal in Łódź), DŁ, 1890, no. 158, p. 2; “Kronika Łódzka. Z wyższej szkoły rzemieślniczej” (Łódź Chronicle. From High craft school), DŁ 1891, no. 155, p. 2.

²⁹ “Kronika Łódzka. Inspektor wyższej szkoły rzemieślniczej w Łodzi” (Łódź Chronicle. High craft school principal), DŁ, 1885, no. 154, p. 2.

³⁰ “Kronika Łódzka. Szkoła rzemieślnicza” (Łódź Chronicle. Craft school), DŁ, 1884, no. 143, p. 2; “Kronika Łódzka. Inspektor wyższej szkoły rzemieślniczej w Łodzi” (Łódź Chronicle. High craft school principal in Łódź), DŁ, 1885, no. 128, p. 3; “Kronika Łódzka. Szkoły łódzkie” (Łódź Chronicle. Łódź schools), DŁ, 1885, no. 132, p. 2; “Kronika Łódzka. Akt zamknięcia roku szkolnego w tutejszej wyższej szkole rzemieślniczej” (Łódź Chronicle. The school year closing ceremony in the local high craft school), DŁ, 1886, no. 142, p. 2; “Kronika Łódzka. Szkoła wyższa rzemieślnicza” (Łódź Chronicle. High craft school), DŁ, 1886, no. 143, p. 2; “Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym” (High craft school in the former school year), DŁ, 1888, no. 146, pp. 1–2; “Kronika Łódzka. Wyższa szkoła rzemieślnicza w Łodzi” (Łódź Chronicle. High craft school in Łódź), DŁ, 1890, no. 142, p. 2; “Kronika Łódzka. Akt uroczysty” (Łódź Chronicle. An official ceremony), DŁ, 1891, no. 134, p. 2; “Kronika Łódzka. Ze szkół” (Łódź Chronicle. From schools), DŁ, 1891, no. 136, p. 2; “Kronika Łódzka. Akt szkolny” (Łódź Chronicle. A school ceremony), DŁ, 1892, no. 133, p. 2.

to meet in Łódź on the designated day after some years. All went off in different directions with graduation diplomas in their hands; some of them will presumably go to higher scientific institutions and others will head out to the world in search of work. We wish them good luck and good will in the fulfilment of their civic obligations³¹. Graduates' conventions were usually held after ten years. However, contrary to what they had promised, they did not always take place in Łódź. In at least one case, Warsaw was chosen for the location. That convention was held in the Warsaw Europejski hotel³² in April 1890, gathering a few dozen persons who had arrived from various, sometimes very remote governorates of the Russian Empire³³.

It is worth noting that extensive reports on successive school year closing ceremonies contained detailed descriptions of exhibitions of pupils' works and products held for guests. It was stressed that chemical preparations, drawings of machines and their gypsum models were least popular, and the items that attracted greatest interest were exhibits made using the electroforming method, porcelain decorated manually with paintings, flowers coated with metal coating that could be used for decorating female hats and album covers in Byzantine style³⁴.

Short notifications printed in *Dziennik Łódzki* contained information that pupils from poor families could apply for scholarships after the beginning of each school year. Funds for this purpose were taken from two sources. Apart from the state fund of the former Piotrków governor Ivan Kakhanov, from which two benefits were paid out, it was possible to use interest on the capital of three thousand roubles submitted by successors of the Łódź manufacturer Karol Scheibler, which guaranteed the payment of allowances in the amount of 75 roubles to two other persons every year³⁵. According to the benefactors' will, they were granted on the basis of the regulations approved by the Ministry of Education in Petersburg in June 1887. The general rules and requirements for applying for financial aid contained in this document were as follows: firstly, scholarship capital constitutes a separate part of the school budget and is unchanged and administered by the curator of the

³¹ "Kronika Łódzka. Abiturycenci" (Łódź Chronicle. Graduates), DŁ, 1886, no. 143, p. 3.

³² Jacek Strzałkowski was not right when he wrote: *The first meeting of former pupils of the school took place on 29 June 1900*. Actually, it was the second school graduate convention. The aforementioned author writes that it was attended by 20 graduates from the years 1887–1890. See STRZAŁKOWSKI, J., "Wyższa Szkoła Rzemieślnicza w Łodzi i jej absolwenci" (High Craft School in Łódź and its graduates), Łódź 2009, p. 26.

³³ "Z miasta i okolicy. Zebranie koleżeńskie" (From the city and surrounding areas. A school graduate convention), DŁ, 1890, no. 85, p. 1.

³⁴ See, e.g., "Kronika Łódzka. Akt zamknięcia roku szkolnego w tutejszej wyższej szkole rzemieślniczej" (Łódź Chronicle. The school year closing ceremony in the local high craft school), DŁ, 1887, no. 142, p. 2; "Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym" (High craft school in the former school year), p. 1; "Wiadomości bieżące. Akt szkolny" (Current news. A school ceremony), DŁ 1889, no. 218, pp. 2–3.

³⁵ "Kronika Łódzka. Inspektor" (Łódź Chronicle. The principal), DŁ, 1885, no. 246, p. 2; "Kronika Łódzka. Przy szkole wyższej" (Łódź Chronicle. At the high school), DŁ, 1885, no. 270, p. 2; "Kronika Łódzka. Stypendyum" (Łódź Chronicle. Scholarship), DŁ, 1887, no. 194, p. 2; "Kronika Łódzka. Stypendya" (Łódź Chronicle. Scholarships), DŁ, 1887, no. 203, p. 2; "Kronika Łódzka. Inspektor" (Łódź Chronicle. The principal), DŁ, 1889, no. 239, p. 2.

Warsaw scientific district; secondly, only poor Christian students being sons of Łódź inhabitants are eligible for scholarships; thirdly, in agreement with Anna Scheibler, the wife of the late K. Scheibler, the list of scholarship holders is determined at the staff meeting and approved by the curator of the Warsaw scientific district; fourthly, in the case of transformation of the Łódź high craft school into another type of school or its liquidation, the scholarship capital is unconditionally transferred to a new institution or another place of education in Łódź; fifthly, information about each scholarship competition must be published in the Łódź newspaper; sixthly, the right to use scholarships does not put recipients under any obligation³⁶. Announcing the above regulations, Stanislav Karpov – the current principal of the school, working also as a mathematics teacher – addressed words of recognition and gratitude to the heirs of the Scheiblers' fortune, saying: *“High craft school in Łódź needs more specific financial aid from the local community. Charging its pupils with only 20 rs. per annum, which means the lowest standard from among all secondary scientific institutions in Russia, it is willing to welcome children of all states and does not refuse the right to learn to the poor pupils who cannot even afford such a small fee. Thus, particular gratitude is reserved for persons who support the school’s humanitarian activity; their charitable donation gives many young people the possibility of becoming useful members of society and earning a piece of bread in a fair manner. Years go by. Inevitable time will take away those who live today and will destroy the most wonderful and durable monuments, but in people’s hearts there will still be the feeling of gratitude to those on behalf of whom effective aid was given to fellow people at the right moment. On behalf of the staff meeting and school graduates, I would like to express here my warmest gratitude to the highly respectable heirs of the late Karol Scheibler for offering the price necessary to establish scholarship; through such offering, they have built the most durable monument to the deceased person – gratitude for good deeds – in the hearts of many people³⁷”*.

From notifications published in *Dziennik Łódzki* we can learn that not only the Scheibler family regularly supported poor pupils of the craft school. Similar actions were undertaken by Juliusz Heinzel – the owner of the biggest industrial complex manufacturing woollen and semi-woollen products in Łódź and in the Kingdom of Poland, who established a special fund for covering the costs of one scholarship of Tsar Alexander II of Russia in the amount of 150 roubles³⁸.

Irrespective of the activity of Łódź manufacturers in this field, the contribution budget of aid for pupils was supplemented from time and time with funds from credit institutions and natural persons, including former graduates, who transferred various amounts on an ad hoc basis via German newspaper *Lodzer Zeitung* or directly to the school office. For example, the director of *Wielniana Manufaktur Birnbaum, Schwarz, Löw i Ska* trans-

³⁶ “Kronika. Łódzka. Stypendya” (Łódź Chronicle. Scholarships), DŁ, 1887, no. 196, p. 2.

³⁷ Ibidem.

³⁸ “Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym” (High craft school in the former school year), DŁ, 1888, no. 146, p. 1.

ferred 100 roubles³⁹, Izydor Birnbaum's son Henryk⁴⁰ offered the same amount⁴¹, and the owner of the textile complex Robert Biedermann contributed 50 roubles⁴². Thanks to this type of generosity, one-time allowances were granted most of the time and exemptions were made from the obligation to pay the tuition fee at the beginning of each half-year. For example, such aid was received by 36 pupils in the second half of 1887 and by 45 pupils in the first half of 1888, which accounted for 11% and 14% of their total number. In addition, in some years the school authorities exempted around 10% of poor pupils from the payment of tuition fees by covering these fees from their own funds; according to the announcement, this applied to pupils who "will show diligence in learning and behave in an exemplary manner"⁴³.

In information about charity activities run by the craft school, journalists indicated from time to time other forms of sponsoring poor pupils without which they would find it very difficult to continue their education or would have to abandon it completely. Therefore, on an ad hoc basis, support was given to the most needy by buying handbooks and other books, providing clothes and shoes, particularly before winter, or even, in extreme cases, paying monthly costs of maintenance and financing a trip to Petersburg on a one-off basis after the completion of education, which allowed further education in the Petersburg Technological Institute⁴⁴.

In spite of the growing number of benefactors who not only supported poor pupils, but also delivered the state-of-the-art equipment and necessary devices for free to the poorly equipped school laboratories⁴⁵, referring to data concerning other cities in this respect, the editors were far from being optimistic. The newspaper wrote: "*The juxtaposition of all these facts leads us to a very sad conclusion that Łódź is least interested in the school that renders quite important services to industry. At least strange indifference. However, we hope that ... things will get better*"⁴⁶.

Equally much attention was paid in *Dziennik Łódzki* to technical drawing courses functioning at the High Craft School since 1872. Although they constituted a separate

³⁹ "Kronika Łódzka. Od inspektora" (Łódź Chronicle. From the principal), DŁ, 1887, no. 185, p. 2.

⁴⁰ Henryk Birnbaum's father was the co-owner of the aforementioned *Welniana Manufaktur* Birnbaum, Schwarz, Löw i Ska.

⁴¹ "Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym" (High craft school in the former school year), p. 1.

⁴² "Kronika Łódzka. Szkoła wyższa rzemieślnicza" (Łódź Chronicle. High craft school), DŁ, 1886, no. 143, p. 2.

⁴³ "Kronika Łódzka. Szkoła rzemieślnicza" (Łódź Chronicle. Craft school), DŁ, 1888, no. 221, p. 3.

⁴⁴ "Dla biednych uczniów szkoły rzemieślniczej" (For poor craft school pupils), DŁ, 1887, no. 156, p. 2; "Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym" (High craft school in the former school year), p. 1.

⁴⁵ See, e.g., "Kronika Łódzka. Ze szkoły" (Łódź Chronicle. From school), DŁ, 1887, no. 183, p. 2; "Kronika Łódzka. Ze szkoły" (Łódź Chronicle. From school), DŁ, 1887, no. 218, p. 2; "Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym" (High craft school in the former school year), p. 2.

⁴⁶ "Wyższa szkoła rzemieślnicza w ubiegłym roku szkolnym" (High craft school in the former school year), p. 2.

institution, they were managed by the principal of this school, who was responsible mainly for their organisation and the free provision of the properly equipped workshop. It was notified that 4-hour classes were held every Sunday from 10:00 a.m. till 12:00 p.m., and participation was completely free thanks to local German and Jewish manufacturers and merchants, mainly Juliusz Heinzel, Ludwik Meyer, Robert Biederman, Juliusz Kunitzer and Herman Konstadt⁴⁷. The annotation that this form of improvement of professional qualifications was addressed mainly to workers, junior masters and craftsmen⁴⁸ contained also information that the annual number of persons willing to learn tracing rules and skills exceeded the number of actual learners, because the capacity of the classroom was only around 60 persons. The data reported for the school year 1885/1886 show that the school was attended by 29 carpenters, 23 locksmiths, 15 weavers and 10 representatives of other professions in the first half-year and by 22 carpenters, 20 locksmiths, 10 weavers and 10 pupils representing commission agency, blacksmithing, turning, sculpture, lithography, shoemaking and clockmaking in the second half-year⁴⁹.

Without concealing the fact that the completion of the Sunday class of technical drawing did not involve the acquisition of any formal rights from the perspective of the current educational legislation, the editors explained that education in this institution is unique, because received certificates make it easier to develop professional career. Those who doubted or were still uncertain about the improvement of their qualifications were addressed as follows: *“During 17 years of existence of courses, certificates of their completion were successfully granted to nearly 250 persons. These certificates are highly recognised during registration for the guild, and even some guilds do not admit candidates for master’s assistance without such a certificate”*⁵⁰.

Another educational institution promoted in *Dziennik Łódzki* was the four-grade Sunday & trading school opened at the High Craft School in 1880. Because there had been no educational institution with such a profile in Łódź before⁵¹, detailed information about the curriculum was provided to readers. The curriculum consisted of the following subjects: Russian language (2 hrs in each grade), German language (1 hrs in Grade 1 and 2), bookkeeping (1 hrs in Grade 3 and 4), arithmetic (1 hrs in Grade 1), trading account (1 hrs in Grade 2), business geography (1 hrs in Grade 3), bills of exchange law and commer-

⁴⁷ “Kronika Łódzka. Klasa rysunkowa” (Łódź Chronicle. Drawing class), DŁ, 1886, no. 145, pp. 2–3; “Kronika Łódzka. Szkoła rzemieślnicza w Łodzi” (Łódź Chronicle. Craft school in Łódź), DŁ, 1887, no. 226, p. 2.

⁴⁸ “Kursy niedzielne rysunkowe i handlowe przy łódzkiej szkole wyższej rzemieślniczej” (Sunday courses in drawing and trading at Łódź high craft school), DŁ, 1890, no. 166, p. 1.

⁴⁹ “Kronika Łódzka. Klasa rysunkowa...” (Łódź Chronicle. Drawing class), p. 3.

⁵⁰ “Kursy niedzielne rysunkowe i handlowe przy łódzkiej szkole wyższej rzemieślniczej” (Sunday courses in drawing and trading at Łódź high craft school), p. 1.

⁵¹ Another view is represented by Józef Miąso, who writes that the first trading institution in Łódź was the three-grade merchant school founded in 1897 by Zenon Gecen – a primary school owner and teacher. See MIĄSO, J., “Szkolnictwo zawodowe w Królestwie Polskim...” (The occupational school system in the Kingdom of Poland...), p. 236.

cial law (1 hrs in Grade 4)⁵². Stressing the scale of poverty of skilled groups of bookkeepers, commission agents, account keepers and bank accountants, the newspaper encouraged readers to register for Grade 1, irrespective of age and education, at the same time indicating that a tuition fee in the amount of 12 roubles may have to be paid, with the possibility of paying this amount in two semester instalments. It was explained that financial means from tuition fees make up the fund of the school and, if a deficit occurs, it is covered by an economic committee consisting of five Łódź factory owners⁵³. In addition, messages with the date and place of preliminary examinations were frequently repeated⁵⁴. They assumed a concise form: *“Examinations in the Sunday & trading school and the admission of pupils to this school will take place on 1 September this year at 10:00 a.m. in the Łódź high craft school”*⁵⁵. Dates of final examinations of Grade 4 pupils and their results were announced almost identically, with the list of names of graduates attached to advertisements⁵⁶.

The analysis of texts in the Łódź newspaper allows us to conclude that the Sunday & trading school became popular already after a few years and, although it did not give any licences, attracted dozens of interested persons, as a result of which all classrooms were filled to capacity⁵⁷. The newspaper wrote: *“The number of pupils in the Sunday trading school existing at the craft school is so big this year that new candidates cannot be admitted for the time being”*⁵⁸. A particularly exceptional situation occurred in 1888, when continuously emerging new candidates forced the managing staff to make a previously unencountered decision. It was decided that those former pupils who would not come to the school within two weeks from the beginning of the school year or fail to notify that they would continue to attend Sunday & trading school would lose the right to learn there and would be replaced by further candidates. A similar solution was adopted towards the new admitted pupils who did not pay the due school fee within two weeks. The number of

⁵² “Kursy niedzielne rysunkowe i handlowe przy łódzkiej szkole wyższej rzemieślniczej” (Sunday courses in drawing and trading at Łódź high craft school), DŁ, 1890, no. 167, p. 1.

⁵³ “Kronika Łódzka. Szkoła rzemieślnicza w Łodzi” (Łódź Chronicle. Craft school in Łódź), DŁ, 1887, no. 226, p. 2; “Kursy niedzielne rysunkowe i handlowe przy łódzkiej szkole wyższej rzemieślniczej” (Sunday courses in drawing and trading at Łódź high craft school), DŁ, 1890, no. 166, p. 1.

⁵⁴ See, e.g., “Kronika Łódzka. Szkoły” (Łódź Chronicle. Schools), DŁ, 1884, no. 129, p. 2; “Kronika Łódzka. Inspektor szkoły rzemieślniczej” (Łódź Chronicle. Craft school principal), DŁ, 1884, no. 200, p. 2; “Kronika Łódzka. Inspektor wyższej szkoły rzemieślniczej” (Łódź Chronicle. High craft school principal), DŁ, 1886, no. 183, p. 2; “Kronika Łódzka. Ze szkoły” (Łódź Chronicle. From school), DŁ, 1887, no. 130, p. 2; “Wiadomości bieżące. Egzaminy” (Current news. Examinations), DŁ, 1889, no. 194, p. 2.

⁵⁵ “Wiadomości bieżące” (Current news.), DŁ, 1889, no. 194, p. 2.

⁵⁶ See, e.g., “Kronika Łódzka. Ze szkoły” (Łódź Chronicle. From school), DŁ, 1885, no. 121, p. 2; “Kronika Łódzka. Egzamin” (Łódź Chronicle. Examination), DŁ, 1885, no. 133, p. 2; “Wiadomości bieżące. Ze szkół” (Current news. From schools), DŁ, 1889, no. 143, p. 2; “Wiadomości ogólne. Szkoła niedzielno-handlowa” (General news. Sunday & trading school), DŁ, 1891, no. 144, p. 2.

⁵⁷ “Kronika Łódzka. Niedzielna szkoła handlowa” (Łódź Chronicle. Sunday trading school), DŁ, 1888, no. 23, p. 2.

⁵⁸ “Kronika Łódzka. Szkoła niedzielno-handlowa” (Łódź Chronicle. Sunday & trading school), DŁ, 1888, no. 201, p. 3.

pupils in each grade was also determined: Grade 1 – 60 persons, Grade 2 and 3 – 50 persons. There was no limit determined for Grade 4, which only consisted of pupils promoted to it after passing the final examination in Grade 3. In addition, it was declared that if candidates for Grade 1 continued to apply, its second branch would be created⁵⁹.

In the summary of 8 years of activity of the Sunday & trading school, *Dziennik Łódzki* wrote that the number of pupils in various grades had not been regular and had changed both during the year and during every semester. It was noticed that many pupils had attended lectures only in one semester and had given up learning after its end to return after some time, sometimes only upon lapse of a few years. Others took part in classes only in one or more subjects that they considered to be particularly fascinating or their contents corresponded to the employer's expectations. According to the published table, few of the numerous pupils starting the school year took all examinations covered by the curriculum⁶⁰, and that was already a pre-requisite for receiving a graduation diploma of this school⁶¹. The success of the first graduates was communicated in the following concise note: *"The examination of graduates of the fourth course of the Sunday & trading school founded at the craft school 4 years took place last Sunday. The examinations were taken by six candidates; all of them answered questions to the full satisfaction of the examination board and received certificates of completion of the four-year course. These are young men employed in local commercial companies, namely: Doering E., Hard K., Lucke J., Shimmel R., Jack J., Schwanke H."*⁶²

When in the last two decades of the 19th century the industrial circles in Russia strongly insisted on the profound reconstruction of the school system, encouraging the Tsar's government to adapt occupational education to the needs of developing economy, the journalists of *Dziennik Łódzki* joined the broad discussion on that subject by showing their own reflections and draft solutions in this field⁶³, presenting newly issued legal acts concern-

⁵⁹ Ibidem.

⁶⁰ Until 1891, Sunday & trading school was completed by 65 persons, which accounted for only a few per cent of those who attended it. In subsequent years, the number of graduates was: in 1885 – 6, in 1886 – 3, in 1887 – 3, in 1888 – 11, in 1889 – 12, in 1890 – 18, in 1891 – 12. See "Wiadomości bieżące. Szkoła niedzielno-handlowa" (Current news. Sunday & trading school), DŁ, 1889, no. 143, p. 2; "Wiadomości ogólne. Szkoła niedzielno-handlowa" (General news. Sunday & trading school), DŁ, 1891, no. 144, p. 2.

⁶¹ "Kronika Łódzka. Szkoła rzemieślnicza w Łodzi" (Łódź Chronicle. Craft school in Łódź), DŁ, 1885, no. 121, p. 2; "Kursy niedzielne rysunkowe i handlowe przy łódzkiej szkole wyższej rzemieślniczej" (Sunday courses in drawing and trading at Łódź high craft school), DŁ, 1890, no. 167, p. 1.

⁶² "Kronika Łódzka. Egzamin" (Łódź Chronicle. Examination), DŁ, 1885, no. 133, p. 2.

⁶³ See, e.g., Zygmunt H., "Na temat, dla kogo zdałyby się u nas szkoły techniczne i profesjonalne" (About for whom technical and professional schools would be useful in our country), DŁ, 1885, no. 197, p. 1; "W sprawie wykształcenia technicznego" (On the subject of technical education), DŁ, 1886, no. 162, p. 1 and no. 163, pp. 1–2; "O praktykantach" (On apprentices), DŁ, 1886, no. 288, pp. 1–2; Ad. St. W., "O praktyce fabrycznej i szkołach fachowych" (On factory apprenticeship and professional schools), DŁ, 1887, no. 49, pp. 1–2; "W sprawie wykształcenia przemysłowego" (On the subject of industrial education), DŁ, 1887, no. 198, pp. 1–2; *Schools for master craftsmen (Szkoły dla majstrów)*, DŁ, 1888, no. 47, p. 1; K. Ł., "Czego nam potrzeba" (What we need), DŁ, 1888, no. 166, p. 1 and no. 167, p. 1; "Szkoły rzemieślnicze" (Craft schools), DŁ, 1888, no. 172, p. 1; "Wykształcenie zawodowe" (Occupational education), DŁ, 1888, no. 215, p. 1; K. Ł., "W sprawie szkół przemysłowych" (On the subject of industrial schools), DŁ, 1888, no. 224, p. 1; "Wykształcenie profesjonalne

ing the education system⁶⁴, ideas and changes put into practice in this field and information about events related to them⁶⁵. The latter included two meetings concerning the modernisation of the High Craft School that were convened in Łódź upon the order of Ivan Anopov⁶⁶ – the vice-president of the Regular Board for Technical Education and a member of the Scientific Committee of the Ministry of Education in Petersburg – in November 1892. It was written that the first meeting had been attended upon the city mayor's invitation by city councillors and, as was emphasised, "more outstanding local citizens", who listened to I. Anopov's speech on the concept of a school reform supposed to be based on a number of main rules: the prolongation of education by one year, i.e., the addition of the seventh grade; the division of the last three grades into two departments: the mechanical department (preparation of fibres, spinning and weaving) and the chemical department (dyeing, printing and aperture); the arrangement of carpentering, locksmithing, weaving and dyeing workshops where pupils of four higher grades would work a few hours per day; the provision of the unlimited right to education at schools of higher education to future graduates. It was noted that the speaker's proposal to give the school a more practical character had been enthusiastically received and, therefore, a decision was made after the discussion to undertake specific actions aimed at the quick gathering of an appropriately large fund that would make it possible to carry out the education modernisation plan as soon as possible⁶⁷.

In the report on the second meeting to which the then-current school principal Vladimir Karpov had invited former pupils⁶⁸, it was noted that I. Anopov had been preparing

i techniczne" (Professional and technical education), DŁ, 1889, no. 69, p. 1; "Nowe szkoły przemysłowe" (New industrial schools), DŁ, 1889, no. 170, pp. 1–2; "Szkoły przemysłowe" (Industrial schools), DŁ, 1890, no. 174, p. 1; "W sprawie szkół przemysłowych" (On the subject of industrial schools), DŁ, 1890, no. 184, p. 1; "W sprawie wykształcenia robotników nieletnich" (On the subject of education of underage workers), DŁ, 1890, no. 227, p. 1 and no. 228, p. 1.

⁶⁴ "Ustawa zasadnicza szkół przemysłowych, technicznych i rzemieślniczych" (The basic law of industrial, technical and craft schools), DŁ, 1888, no. 104, p. 1 and no. 105, p. 1 and no. 106, no. 1; "Szkoły przemysłowe" (Industrial schools), DŁ, 1889, no. 222, p. 1.

⁶⁵ "Kronika łódzka. W sprawie szkoły tkackiej" (Łódź Chronicle. On the subject of weaving school), DŁ, 1885, no. 228, p. 2; "Kronika Łódzka. Szkoła tkacka w Łodzi" (Łódź Chronicle. Weaving school in Łódź), DŁ, 1886, no. 104, p. 2; "Kronika krajowa i zagraniczna. Reforma szkół realnych" (National and foreign chronicle. The reform of real schools), DŁ, 1887, no. 35, p. 3; "Kronika krajowa i zagraniczna. Szkoły profesjonalne" (National and foreign chronicle. Professional schools), DŁ, 1887, no. 248, p. 3; "Kronika krajowa i zagraniczna. O szkołach technicznych" (National and foreign chronicle. On technical schools), DŁ, 1887, no. 280, p. 3; "Przyszły zjazd w sprawie wykształcenia zawodowego" (A future convention on professional education), DŁ, 1888, no. 227, p. 1; "Zjazd w sprawie wykształcenia technicznego i profesjonalnego w Petersburgu" (A convention on technical and professional education in Petersburg), DŁ, 1889, no. 141, pp. 1–2; "Wykształcenie przemysłowe" (Industrial education), DŁ, 1889, no. 172, p. 2; "Kronika. Petersburg" (Chronicle. Petersburg), DŁ, 1890, no. 200, p. 2.

⁶⁶ In the years 1870–1880, he was the principal of the High Craft School in Łódź. See STRZAŁKOWSKI, J., "Wyższa Szkoła Rzemieślnicza w Łodzi i jej absolwenci" (High Craft School in Łódź and its graduates), p. 36.

⁶⁷ "Reforma wyższej szkoły rzemieślniczej" (The reform of high craft school), DŁ, 1892, no. 247, p. 2.

⁶⁸ "Przekształcenie wyższej szkoły rzemieślniczej w Łodzi" (The transformation of high craft school in Łódź), DŁ, 1892, no. 244, p. 2.

a record of their observations and opinions on the presented school reform plan for two hours and a half and, in a short speech at the end of the meeting, he had expressed his huge satisfaction with the arrival of almost all graduates living in Łódź and surrounding areas, emphasising that this showed their genuine interest in the future of the institution where they had received education⁶⁹.

To sum up, it must be noted that, in bringing a huge wealth of various contents, the daily press fulfils merely an informative role and sometimes explains the complexities of modern life, thus giving readers better insight into it, and also allows new generations to enter this bygone world after years. The return to the past may be an interesting adventure for “amateur searchers” or an invaluable source of knowledge for researchers of bygone times. Such is the case of *Dziennik Łódzki*, whose publications made it possible to reconstruct some aspects of activity of the High Craft School in Łódź and new educational institutions for young people established beside it. They contain details that are omitted in materials remaining after this school that are kept in archival resources. Therefore, the texts of the aforementioned newspaper allowed us to look at the Łódź secondary occupational school – not only the first school of this kind in the history of the city, but also the only school preparing for work in the textile industry in the entire Russian Empire in those days – and showed it from a different perspective. They gave an opportunity to trace such little-known areas of life of this institution as, for example, recruitment for particular grades, the celebration of the ends of school years, attempts to solve pupils’ financial trouble through the use of discounts, scholarships and allowances, the organisation of internships. It is also worth stressing that in those years the news about this educational institution in *Dziennik Łódzki* made the Łódź society understand that the times of industrialisation require a different look at the education of the young generation, which is based on the acceptance and recognition of not only general education gymnasiums, but also technical schools.

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⁶⁹ “Reforma wyższej szkoły rzemieślniczej...” (The reform of high craft school...).

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