

Slavic Educational and Cultural Centres, 9th–19th Centuries

In the latest issue of “Poznan Slavic Studies”, the editors pay tribute to the 250th anniversary of the establishment of the National Education Commission. Education, with its key functions of training, didactics and culture, is a constitutive part of any civilisation. Through education, the countries of so-called Younger Europe, which include the Slavic countries and the Balkan states, have had the opportunity to receive the civilisational models of a common Christian Europe and to pass them on in the process of forming the foundations of national cultural traditions.

The process of creating educational structures in the Slavic geographic area took place in parallel with the process of building Christian state institutions. Education guaranteed their successful development and the formation of Christian societies. The state and educational institutions formed a kind of system of interconnected vessels in which every change, every upheaval in the state system left its mark on the system of education and upbringing.

The definition of education is easy to find in dictionaries, but at the same time it is a phenomenon that is difficult to grasp because of the close links between the education system and many areas of social, economic, legal and cultural life. Wider academic interest in education has come in waves. It was brought about, among other things, by the technological progress of the 1960s and 1970s, accompanied by the dynamic expansion of education, and by the collapse of the socialist bloc, which promoted research reassessments and reinterpretations of the past, forcing new summaries and new perspectives for the future (cf. Okoń, 2007a, 11–15). Already at that time, the thesis that the

essence of education should be sought not only with the help of pedagogy, but also with the help of many additional disciplines, such as history, cultural history, philosophy, sociology and others, became widespread among researchers. With a multidisciplinary approach it became clear that extrinsic factors often played a more important role in education than intrinsic ones, which emphasized the importance of the cultural factor (cf. Кузьмин, 1971, 3–5).

These cultural conditions also strongly influenced the Slavic educational system in this historical period. A unique stage in its development occurred with the loss of political sovereignty of most Slavic states of Southern, Central and Eastern Europe, as a result of which the historical continuity of school institutions was broken. Subjected to foreign rule, the Slavic part of the country lost its developmental momentum. Incorporated within the borders of multi-ethnic, multi-confessional and multicultural states, it was forced to function in a heterogeneous political, spiritual and civilisational space. The internal differences were reflected in the nature and level of development of each territory and nation. The unevenness of this process contributed to the emergence of different variants of the educational system (cf. e.g. Кузьмин, 1971; Атанасов et al., 1993; Munjiza, 2009; Парлић-Божовић, 2011; Herbst, Kaliszewska, 2017), in which local (including peripheral) and foreign centres of education, such as Bratislava (Prešburg), Budapest, Kyiv, Constantinople, Krakow, Leipzig, Odesa, Padua, Prague, Rome, Thessaloniki, Vienna, on the one hand, and non-formal education on the other (for a definition of the term: Trempala, 2011, 95–104) played an important role. There was no single model of education or training. Students attended denominational and secular, private and state schools. Private founders, clerical or lay, in the Ottoman Empire and the Habsburg Monarchy drew on different organisational models, the former (Orthodox) Slavic, but also Greek, Latin, Russian, (Orthodox) Slavic-Russian, Serbian-Russian, British.

The international group of researchers contributing to the current, historically oriented issue of “Poznan Slavic Studies” has accurately captured this specificity of the educational process. The main part of the volume contains twelve academic studies dealing with various issues of education in Belarus, Bosnia, Bulgaria, Poland (two), Polish in

Ukraine, Ruthenian in Serbia, Slovenia, Serbia, Ukraine and the Grand Duchy of Lithuania.

Marlena Gruda's article presents the educational aspect of the work of Valentin Vodnik (1758–1819), the first Slovenian poet, educator, scholar, publicist, politician, clergyman and mountaineer – a representative of the Slovenian enlightenment and national revival, the author of the first grammar in Slovenian, many textbooks, guides and poetic works. Mirosława Hordy discusses proverbs that negatively evaluate the work of the teacher, which can be found in paremiographical dictionaries of the Polish language of the 19th and 20th centuries. She presents the socio-historical context of the profession in Poland and analyses the literary and corpus usage of the units in question. She concludes that the history of the teaching profession in Poland fully justifies the negative assessment of the profession contained in the proverbs, which is still valid today.

Damian Kubik's study presents the most important phenomena related to the cultural activity of the Dubrovnik elite in the first half of the 19th century. The starting point of the considerations in the text is the socio-class and confessional picture of Dubrovnik, which reflects the intellectual atmosphere and its influence on the literary and cultural life of the city. An important part of the analyses presented are questions related to the initiatives integrating Dubrovnik's intellectual circles. Antonina Kurtok focuses on the importance of the magazine "Biser" as a carrier of educational ideas among Bosnian Muslims in terms of its progressive value and emancipatory concept. She describes the socio-political circumstances produced by the Austro-Hungarian occupation of Bosnia and Herzegovina in 1878, its annexation in 1908 and the situation of Muslims in this new reality. She focuses on the religious values and dogmas of Islam. Tomasz Kwoka's article deals with the history of Ruthenian education in Vojvodina in the 18th and 19th centuries through the prism of the activities of two religious schools: in Ruski Krstur and Kucur. These institutions played an important role in preserving the language, culture and identity of the small Ruthenian diaspora that had settled in Baczka and Srema since the mid-18th century. Natalia Matorina took up the under-researched topic of Bruno Schulz and his relationship with the František Josef Gymnasium in Drohobych,

where he was a student and later an employee. The writer's influence on the development and improvement of the educational and cultural space of the Drohobych region was also discussed. Natalia Panas devoted her study to Jelica Belović-Bernadzikowska (1870–1946), a Serbian pedagogue, ethnologist, writer and author of *Memoirs*, in which the teacher describes the beginnings of the educational system in Bosnia and Herzegovina under the Habsburg monarchy and her own contribution to the development of pedagogy, despite its hierarchical and discriminatory structure. Sergei Marozau focuses on the contribution of the village of Baruny in the Grodno district and the local shrine of the Barunskaya Mother of God to the history of Belarusian education, Eastern European art and Christian religion in the 17th–20th centuries. He also addresses the question of Belarusian heritage in the country's contemporary historical memory. Yaroslav Polishchuk examines the role of Kyiv University and the secret political and socio-cultural organisation of the Brotherhood of Cyril and Methodius (1845–1847) in the evolution of the worldview of the 19th-century Ukrainian elite. The members of the movement, prominent Ukrainian intellectuals who were repressed after Moscow dissolved the Brotherhood, referred to the medieval past and the common heritage of Slavic civilisation. Over time, interest in Slavophile ideology waned as Ukrainian independence ideology came to the fore. Alena Rudenka provides an insight into a topic that rarely appears in studies, namely mathematical skills in the linguistic worldview of the inhabitants of the Grand Duchy of Lithuania (GL). The text also shows that education in the GL was universal due to its multi-confessionalism. On the one hand, Ogniany Teneva focuses on the Bulgarian educational movement initiated at the end of the 18th century and its development in the 19th century – 'kilijne', 'mutual' and secular class schools in the era of Ottoman rule. On the other hand, the author also examines the steps taken by the Bulgarian state after liberation in 1878 to build institutional primary education. Stefan Zdravinac turned to the important figure of Metropolitan Pavel Nenadović, hierarch and author of devotional literature, and his influence on educational processes. The first part of the article briefly discusses the Metropolitan's activities in the context of 18th century Enlightenment ideas. The second part critically analyses the sources of Nenadović's famous catechism. Alla Kozhinova's article

takes a closer look at the complicated and extremely little-known situation of education in the Belarusian Soviet Socialist Republic in the interwar period, when four languages functioned as official languages: Belarusian, Russian, Yiddish and Polish. The author pays particular attention to Polish in education.

The Off Topic section contains two articles. Irina Betko focuses on a comparative analysis of the motif of the author's birthday and death in the works of prominent Ukrainian and Russian authors, Lesia Ukrainka and Marina Tsvetaeva. She presents typological parallels related to the lives and works of both writers. Agnieszka Będkowska-Kopczyk analyses the linguistic and cultural elements of the linguistic layer of the work of the Macedonian musician Vlatek Stefanovski, written during the period of his activity in the band *Leb i sol* ('Bread and Salt') and his solo career.

Two review articles, by Taras Pastuch and Ana Takherboucht, provide a scholarly assessment of books published last year (2023) on recent Ukrainian literature and on the grammar of the Serbian and Slovenian languages. Taras Pastuch discusses a multi-author book dedicated to one of the most iconic Ukrainian writers of the 1990s and 2000s, Oleksy Uliianenko. He notes that the authors present different visions and interpretations of the writer's work. Each researcher chooses his or her own way of approaching the literature under study, and only sometimes do their paths intersect, revealing a multifaceted understanding of the phenomenon of the author. Ana Takherboucht presents a semantic and syntactic analysis of visual perception verbs in Serbian and Slovenian from the perspective of contrastive linguistics, as carried out by Željko Marković in his linguistic monograph.

Nedelia Petkova reviews the book by the Provençal linguist Dimitrina Hamze. This work is a valuable contribution to the interpretation of elements of the cultural code related to the universal problems of male-female relations. Using a multidisciplinary approach, the author highlights the dynamic nature of the axiology of paremia.

The articles collected in the 27th issue of "Poznan Slavic Studies" have provided a cognitively valuable, multifaceted view of the engaging, culturally and socially important phenomenon of Slavic education in the ancient centuries, at a time of political dependence on other states, when the institution of schooling alone was deprived of the possibility of

satisfying most educational needs. In the face of various pressures – confessional, linguistic – and political-administrative restrictions from the authorities, its functions were successfully taken over by bodies and institutions active in the field of informal education, devotional literature, periodicals, scientific and social organisations, and cultural institutions.

By filling a gap in the existing knowledge with important detailed findings, the authors have confirmed the topicality of the subject and the need for further research in the field of broadly understood educational issues, which would lead to new syntheses.

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