

Summary
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Educational content of Polish textbooks for elementary schools published by
Ossolineum during the Second Republic of Poland

Publishing activities were conducted by Ossolineum from its establishment. It was a part of the rules and procedures defined by the founder of the institute. During the Galician autonomy, Ossolineum started to publish textbooks for elementary schools. The time of regaining independence was the period of rapid development of publishing activities. Free market, which started to develop at that time in Poland, gave big opportunities for all publishers. It resulted from the great demand for Polish literature and textbooks.

Textbooks published after 1918 were the first Polish school books. They were innovative because of their content and shape. Their authors did not have any patterns to follow. Because of this, they had to be creative and innovative choosing and presenting learning and educational content. The textbooks were written and designed for children; they were not only created for the needs of independent Poland but also included the directions of pedagogy and psychology development at the time. Because of this the textbooks were original and unique.

In my doctoral thesis I analyze educational content of Polish textbooks for elementary school published by Ossolineum because they were crucial to raising up and educating the youth. The textbooks contained general knowledge including literature, history, geography and nature, which created and shaped the characters and personalities of children.

During the Second Republic of Poland, two political camps, viz. national democracy and sanitation clashed with each other. The difference between them was the way of understanding the idea of the State. This influenced the way of implementation of the crucial educational aims and consequently affected the content of the textbooks. The textbooks, published during the first decade of the Second Republic of Poland, had historical and literary character and contained general knowledge. They taught patriotism,

citizenship, respect for Poland, the Polish history, literature, language and national symbols. Patriotism and civic conduct were taught using mainly the Polish history that was pointing to the kings, rulers and national heroes deserving imitation. The educational content had timeless and universal character teaching diligence, honesty, responsibility, tolerance and respect for adults and people of different nations and cultures.

Sanation textbooks emphasized the present times. For this purpose they used mainly economic content connected with creating strong and independent state as well as ideological the content propagating the cult of Piłsudski. They emphasized educational issues which shaped the characters of young people in allegiance to the State, the necessity of working for the State, responsibility for the State also loyalty to the State and the State authorities. The textbooks taught national pride, optimism, self-confidence, and the possibility to create a strong and independent Poland. Sanation understood patriotism as activity, action, initiative and entrepreneurship. Sentimentality and contemplating of the past, which were characteristic during the first decade of the Second Republic of Poland were replaced by real life which required from individuals work, strength, discipline and involvement.

Not only teaching content but also activities organized in schools took an important part in upbringing children and shaping their characters. Children were made responsible for the school environment. They took care of the classrooms, the playground, the school garden, by keeping their cleanliness and aesthetics. School children were also responsible for different school events. The organization of school life taught children to work and solve problems together, also to help each other while approaching the common goal. That approach taught children self-reliance, team work, initiative and creativity.

The main role of elementary school during the interwar period was to shape the personalities of students as members of the nation and the State. Syllabus, together with organization of school life help to create social attitudes desirable and useful in students' adult life and making them good and responsible citizens, faithful and loyal to the State.