

Report of the 2nd Congress of Historians of Education in Cracow, November 5–7, 2023

On November 5–7, 2023, the 2nd Congress of Historians of Education took place in Cracow. Its keynote address was called “Achievements of Polish Education in the Context of European Civilization Transformations.” The conference was inspired by the 250th anniversary of the establishment of the Commission of National Education, one of the greatest achievements of the Polish Enlightenment, appreciated not only nationally, but also worldwide. The reforms of the education system carried out by the Commission of National Education became a model for subsequent generations. The Congress was organized and hosted by the University of the Commission of National Education (UKEN) in Cracow, Ignatianum University in Cracow (UIK), and the Society of the History of Education (THE). The Congress was held under the patronage of the Rector of the UKEN, Prof. Piotr Borek, the Rector of UIK, Dr. hab. Tomasz Homa SJ, Prof. UIK, and the Mayor of the City of Cracow, Prof. Jacek Majchrowski.

The conference began on November 6, 2023, in the main auditorium of the Faculty of Pedagogy and Psychology of the UKEN at 4 R. Ingarden St. Due to the large number of speakers, on each day a plenary session and two thematic sections were planned.

The first plenary session was opened by the Chair of the Congress Organization Committee and the President of THE, Dr. hab. Katarzyna Dormus, Prof. UKEN. The official opening of the Second Congress of the Historians of Education was carried out by the Rector of the UKEN, Prof. Piotr Borek, and the Vice-Rector for Organization and Development of UIK, Dr. hab. Andrzej Paweł Bieś SJ, Prof. UIK. The speakers, wishing the participants fruitful deliberations, emphasized the importance of the conference's theme for understanding contemporary transformations in education and upbringing. They also expressed their satisfaction at the Congress being combined with the celebrations of the 250th anniversary of the founding of the university's patron, the Commission of National Education (KEN). At the end of the introductory part, the participants were shown films promoting Cracow as a center of science.

The first plenary session on the KEN was chaired by Prof. Andrzej Meissner. Three papers were presented during this session. The first speaker was Prof. Julian Dybiec, who spoke about "Scientific Anniversaries and Jubilees in the Polish Cultural Tradition." The main theme of the speech concerned the anniversaries of the KEN. The speaker also gave numerous examples of the custom of celebrating important Polish institutions, people of science, and scientific associations and societies. The celebration of Polish anniversaries was shown from a European perspective and embedded in its tradition. The second plenary paper, entitled "The State of Research on the Commission of National Education in the Context of Its Jubilees," was presented by Prof. Elwira Kryńska (University of Białystok). The speaker recalled previous anniversaries devoted to the achievements of the KEN, such as the 100th anniversary of its founding, which was organized by the Pedagogical Society in Lviv on July 17, 1873, the 150th anniversary of its founding, celebrated in 1923; and the 200th anniversary organized in 1973. Then she described monographs showing the status of the research on the KEN's achievements, presenting, *inter alia*, a 14-volume series of monographs resulting from a research grant supervised by Prof. Kalina Bartnicka. The plenary session concluded with a paper by Dr. hab. Joanna Schiller-Walicka (L. & A. Birkenmajer Institute for the History of Science of the Polish Academy of Sciences) on "The Commission of National Education and European Universities in the 19th Century: Assumptions,

Influences, and Inspirations.” The speaker, while discussing various trends in the development of leading European universities in the 18th and 19th centuries, particularly German and French universities, pointed to mutual influences and inspirations of the KEN and these institutions. She also emphasized that the KEN promoted a research-oriented profile in reformed universities, while at the same time allowing for their evolution in a utilitarian direction to meet society’s needs. After the speeches, there was time for a discussion, during which the participants had the opportunity to ask questions related to the presentations and to exchange views on them.

Further deliberations were moved to two parallel sections. The first section, entitled “The Work of the Commission of National Education in the Historical and Contemporary Perspective,” was chaired by Dr. hab. Joanna Falkowska, Prof. UMK, and Dr. hab. Beata Topij-Stempińska, Prof. UIK. Seven papers were presented during the session, all of which referred to various issues of the comprehensive reconstruction of the school system by the KEN, such as school administration and supervision, teachers, and the curriculum of education and upbringing. A great deal of attention was devoted to the teachers of the KEN, with papers on this subject given by Prof. Andrzej Meissner—“Nauczyciele świeccy Komisji Edukacji Narodowej po III rozbiórze Polski” [Lay Teachers of the Commission of National Education after the Third Partition of Poland], Prof. Ewa Kula (Jan Kochanowski University of Kielce) and Prof. Adam Masalski (Higher School of Professional Skills in Pińczów)—“Losy nauczycieli szkół średnich wydziału wołyńskiego i ukraińskiego po rozwiązaniu Komisji Edukacji Narodowej” [The Fate of Secondary School Teachers of the Volhynian and Ukrainian Departments after the Dissolution of the Commission of National Education], and Dr. hab. Ryszard Ślęczka, Prof. UKEN, who gave his lecture entitled “Nauczyciele szkoły nowodworskiej w Szkole Głównej Koronnej” [Teachers of the Nowodworski School in the Crown Main School]. In turn, Dr. hab. Mariusz Ausz, Prof. UMCS, in his lecture entitled “Szkoly pijarskie w strukturach Komisji Edukacji Narodowej” [Piarist Schools in the Structures of the Commission of National Education], discussed reforms of Piarist education. The issues of the construction of modern school supervision on Polish soil, with reference to the European trends of the time, were presented by Dr. Mirosław Łapot

(Jan Długosz University in Częstochowa) in a paper entitled “Nadzór szkolny w dobie Komisji Edukacji Narodowej na tle międzynarodowych badań nad początkami państwowej administracji szkolnej” [School Supervision in the Times of the Commission of National Education against the Background of International Research on the Beginnings of State School Administration]. The influence of the idea of the KEN on further generations and the nation’s fate was discussed by Dr. hab. Witold Chmielewski in the lecture, “Idee Komisji Edukacji Narodowej w zachowaniu tożsamości polskiej i ustrzeżeniu przed wynaradawianiem młodego pokolenia uchodźców” [Ideas of the Commission of National Education in Preserving Polish Identity and Preventing the Young Generation of Refugees from Being Deprived of Nationality], and by Dr. Ewa Barnaś-Baran (University of Rzeszów) in a paper entitled “Upowszechnienie idei Komisji Edukacji Narodowej wśród uczniów gimnazjów galicyjskich” [Popularization of the Idea of the Commission of National Education Among Students of Galician Grammar Schools].

The second part of this section was conducted by Dr. hab. Mariusz Ausz, Prof. UMCS and Dr. hab. Agnieszka Wałęga, Prof. UMK. During this part, eight lectures were given, and their leit-motif was the influence of the KEN on educating teachers, their attitudes, curricula and upbringing programs, as well as models of ideas in further periods. These subjects were also discussed in the papers by Dr. Anna Haratyk (Wrocław University), who spoke about “Reforma Komisji Edukacji Narodowej jako czynnik kształtowania tożsamości narodowej dzieci i młodzieży w Galicji (XIX – początek XX w.)” [The Reform of the Commission of National Education as a Factor in Shaping National Identity of Children and Adolescents in Galicia (19th and Early 20th Centuries)], and in the lecture given by Dr. hab. Joanna Falkowska, whose speech was called “Idea wychowania obywatelskiego i patriotycznego na łamach polskich czasopism dla dzieci i młodzieży drugiej połowy XIX i początków XX wieku” [The Idea of Civil and Patriotic Education in Polish Magazines for Children and Adolescents in the Second Half of the 19th and Early 20th Centuries].

Three papers were devoted to the issues of teacher education and pedagogical work in this section: Dr. Dorota Grabowska-Pieńkosz (Nicolaus Copernicus University in Toruń)—“Na pamiątkę

100-letniej rocznicy powstania Komisji Edukacji Narodowej – obchody Towarzystwa Pedagogicznego” [In Commemoration of the 100-Year Anniversary of the Commission of National Education: A Celebration of the Pedagogical Society], Dr. Agnieszka Suplicka (University of Białystok)—“Seminaria nauczycielskie w województwie białostockim w Polsce między wojnami jako kontynuacja osiągnięć Komisji Edukacji Narodowej” [Teachers’ Seminaries in the Białystok Voivodship in Poland in the Interwar Period as a Continuation of the Achievements of the Commission of National Education], and Dr. Maria Radziszewska (University of Warmia and Mazury in Olsztyn)—“Nauczyciele Warmii i Mazur w okresie Polski Ludowej w kuratorskich księgach *Zasługi dla Oświaty i Wychowania* (zaprowadzonych z okazji 200. rocznicy KEN)” [Teachers of Warmia and Mazury in the Times of the Polish People’s Republic Mentioned in the Books of *Those of Merit to Education and Upbringing* Published by Educational Authorities (Introduced on the Occasion of the 200th Anniversary of the KEN)].

Dr. hab. Beata Szczepańska, Prof. UŁ, spoke about pedagogical practice, including that connected with school hygiene, in her lecture entitled “Dziedzictwo Komisji Edukacji Narodowej w higienie szkolnej drugiej Rzeczypospolitej” [The Heritage of the Commission of National Education in School Hygiene in the Second Republic of Poland]. She pointed to the rich experience and intensive development of the school hygiene movement in the Second Republic of Poland. Then, Dr. Monika Wiśniewska (L. & A. Birkenmajer Institute for the History of Science of the Polish Academy of Sciences) had a lecture entitled “Problemy higieny i medycyny szkolnej od czasów Komisji Edukacji Narodowej po współczesność” [Problems of School Hygiene and Medicine from the Times of the Commission of National Education to the Present]. The last paper, “Dzieło Komisji Edukacji Narodowej w świetle opinii współpracowników czasopisma *Szkoła*” [The Work of the Commission on National Education in the Opinions of the Contributors to the Magazine *School*], was presented by Dr. hab. Agnieszka Wałęga, Prof. UMK, who pointed out that the magazine referred, among other things, to the work of the Commission of National Education, and in its pages texts about the Commission and its activists were presented.

In Section II, entitled “Dorobek polskiej myśli i praktyki pedeuto-logicznej” [The Achievements of Polish Pedagogical Thought and Practice], conducted by Prof. Władysław Szulakiewicz (UIK) and Dr. hab. Andrzej Paweł Bieś SJ, Prof. UIK, seven lectures were given. They matched the leitmotif of the Congress, showing achievements in the concepts of pedeutological research, projects of preparation for the teaching profession, and improving the teacher’s didactic and educational work.

The first paper, “W poszukiwaniu ‘dobrego nauczyciela.’ Koncepcje badań pedeutologicznych w Szkole Kazimierza Sośnickiego” [In Search of a “Good Teacher”: Concepts of Pedeutological Research at the School of Kazimierz Sośnicki], was presented by Prof. Władysław Szulakiewicz. The speaker discussed the research on teachers developed by Kazimierz Sośnicki’s students. Then, Dr. hab. Anna Królikowska, Prof. UIK, gave a lecture on “Ignacy Włodek’s (1723–1780) Reflections on the Qualities of a Good Teacher and Student” and Prof. Bogumiła Burda (University of Zielona Góra) presented the paper “Konceptcje kształcenia nauczycieli i kreowania modeli nauczyciela na ziemi lubuskiej od czasów J.I. Felbigera po czasy współczesne. Założenia a rozwiązania” [The Concepts of Teacher Education and the Creation of Teacher Models in the Lubuskie Region from the Time of J.I. Felbiger to the Present Day: Assumptions and Solutions]. Dr. hab. Jacek Kulbaka, Prof. APS (Maria Grzegorzewska University), presented the paper: “Nauczyciel-wychowawca według Marii Grzegorzewskiej. Między teorią a praktyką” [The Teacher-Pedagogue according to Maria Grzegorzewska: Between Theory and Practice]. In the same research area, the following papers were presented: Dr. hab. Wiesław Partyka, Prof. KUL—“Obraz nauczyciela w dwudziestoleciu międzywojennym w świetle niepublikowanych badań Zygmunt Kukulskiego” [The Image of the Teacher in the Interwar Period in Zygmunt Kukulski’s Unpublished Research], Dr. Paweł Śpica (University of Gdańsk)—“Nauczyciele w świetle polskiej prasy Prus Zachodnich w drugiej połowie XIX i na początku XX wieku” [Teachers in the Polish Press in West Prussia in the Second Half of the 19th and Early 20th Centuries], and a lecture by Dr. Andrzej Grudziński (Ignatianum University in Cracow)—“Działalność wychowawcza nauczycieli szkół ss. urszulanek w Krakowie w latach 1945–1954”

[The Educational Activities of Teachers at Ursuline Sisters' Schools in Cracow in the Years 1945–1954].

The second part of Section II, chaired by Dr hab. Barbara Kalinowska-Witek, Prof. UMCS, also featured seven papers that referred to the teaching profession, as in the first part. The first speaker was Dr. hab. Kalinowska-Witek, who spoke about “Kształcenie i doskonalenie zawodowe nauczycieli w dwudziestoleciu międzywojennym” [Education and Training of Teachers in the Interwar Period]. This was followed by Dr. hab. Andrzej Paweł Bieś SJ, Prof. UIK—“Przygotowanie polskich jezuitów do pracy nauczycielskiej w okresie dwudziestolecia międzywojennego” [Preparation of Polish Jesuits for Teaching Work in the Interwar Period], Dr. Monika Hajkowska (Maria Curie Skłodowska University)—“Działalność biur pośrednictwa pracy dla nauczycieli Królestwa Polskiego od drugiej połowy XIX do początków XX wieku” [The Activities of the Employment Bureaus for Teachers in the Polish Kingdom from the Second Half of the 19th Century to the Early 20th Century], Dr. Alicja Urbanik-Kopeć (L. & A. Birkenmajer Institute for the History of Science of the Polish Academy of Sciences)—“Tożsamość i aspiracje guwernantek w Królestwie Polskim (1864–1904)” [Identity and Aspirations of Governesses in the Kingdom of Poland (1864–1904)], Dr. Małgorzata Krakowiak (University of Łódź): “Młodzież – edukacja – nowoczesność. Działalność społeczno-oświatowa Aleksandra Pasiaka (1887–1968) w świetle jego wspomnień” [Youth – Education – Modernity: Socio-educational Activities of Aleksander Pasiak (1887–1968) According to His Memoirs], Dr. Joanna Dąbrowska (University of Białystok)—“Dorobek pedagogiczno-historyczny Ryszarda Wroczyńskiego” [Pedagogical/Historical Achievements of Ryszard Wroczyński], and Dr. Alicja Zagrodzka (Maria Grzegorzewska University)—“Nowa Szkoła’ czyli ‘Nowe Wychowanie’ w Polsce XXI wieku” [“New School” or “New Education” in Poland in the 21st Century], who referred to contemporary educational initiatives inspired by the new educational trend. After the debates in both sections, a lively discussion took place.

In the evening after the debates, the participants were treated to a concert by the Symphonic Orchestra of the University of the Commission for National Education in Cracow under the direction of

Dr. hab. Małgorzata Tęczyńska-Kęska, which took place in the main auditorium of the university at 2 Podchorążych St.

The third day of the Congress took place on the premises of Ignatianum University at 26 M. Kopernika St. On behalf of the university authorities, the guests were welcomed by the Vice-Rector for Science, Dr. hab. Beata Topij-Stempińska, Prof. UIK. The meeting began with a plenary section chaired by Prof. Janina Kamińska (University of Warsaw).

The first lecture, “Czego jeszcze nie wiemy o Szkole Głównej Koronnej? Dotychczasowe osiągnięcia i perspektywy nowych badań” [What Else do We Not Know About the Crown Main School? Achievements and Prospects for New Research], was given by Dr. hab. Maciej Zdanek, Prof. UJ (Jagiellonian University Archive). The speaker outlined the state of research on the Commission of National Education as an institution, its social and intellectual history, and its property and finances. He also pointed to new research issues in this area.

The second paper, entitled “Wychowanie wojskowe w dobie Komisji Edukacji Narodowej” [Military Education in the Era of the Commission of National Education], was presented by Dr. hab. Jan Ryś, Prof. UKEN, who referred to the development of the army in the Polish lands and to the tradition of military education of young people at knights’ academies. The next speaker was Dr. hab. Anna Boguszewska (Maria Curie Skłodowska University in Lublin), and her presentation referred to “Edukacyjna wartość szaty graficznej podręczników. Wybór przykładów z okresu międzywojennego” [Educational Value of the Graphic Design of Textbooks: A Selection of Examples From the Interwar Period]. The speaker discussed the achievements of the interwar period in this area, including the theory of schoolbooks. She also recalled the first illustrated textbooks by Jan Amos Komensky and, above all, analyzed the achievements of the Society for Elementary Books and the textbooks by Grzegorz Piramowicz and Onufry Kopczyński.

The last paper in the plenary section was given by Prof. Jerzy Kochanowicz (WSB University in Dąbrowa Górnicza), who presented the paper “Program i formy kształcenia w amerykańskim Minerva University – najbardziej innowacyjnej uczelni na świecie” [Program and Forms of Education at the American Minerva University—the

Most Innovative University in the World]. The speaker presented the origins, organization, and functioning of one of the most modern universities in the world. At the end of this part of the session, a lively discussion took place.

Further deliberations were held in two sections. Six papers were presented in section III, entitled “Osiągnięcia polskiej oświaty i edukacji” [Achievements of Polish Education and Upbringing], chaired by Dr. hab. Monika Nawrot-Borowska, Prof. UKW and Dr. hab. Krzysztof Ratajczak, Prof. UAM. They all thematically fit in with the main idea of the section and presented research into the history of education and upbringing. In this part of the session, the following speakers took the floor: Dr. hab. Krzysztof Ratajczak, Prof. UAM, who presented “Zagadnienie edukacji w zakonie krzyżackim” [Education in the Teutonic Order], Dr. hab. Monika Nawrot-Borowska, Prof. UKW, who presented a paper entitled “Edukacja domowa na terenie Królestwa Polskiego na przełomie XIX i XX wieku w świetle pamiętników rękopiśmiennych ze zbiorów biblioteki narodowej” [Homeschooling in the Polish Kingdom at the Turn of the 19th and 20th Centuries According to Manuscript Diaries from the Collection of the National Library], and Dr. hab. Aneta Bołdyrew, Prof. UŁ, who discussed “Oświata, opieka i wychowanie dzieci i młodzieży w Królestwie Polskim i tzw. Kresach w latach 1905–1918 w perspektywie humanistyki afirmatywnej i pedagogiki pamięci” [Education, Care, and Upbringing of Children and Adolescents in the Kingdom of Poland and the Eastern Borderlands in 1905–1918 in the Perspective of Affirmative Humanities and the Pedagogy of Memory]. The next paper, presented by Dr. hab. Renata Bednarz-Grzybek (Maria Curie Skłodowska University in Lublin), was “Zalecenia lekarzy w zakresie edukacji zdrowotnej na przełomie XIX i XX wieku” [Doctors’ Recommendations for Health Education at the Turn of the 19th and 20th Centuries] referring to the promotion of health education, health prevention, and a hygienic lifestyle among the society. Dr. Elżbieta Dolata’s (University of Rzeszów) speech on “Międzynarodowe kongresy i wystawy higieniczne na przełomie XIX i XX wieku jako formy wymiany poglądów jak dbać o zdrowie uczniów” [International Congresses and Hygiene Exhibitions at the Turn of the 19th and 20th Centuries as a Form of Exchange of Views on How to Take Care of the Health of Schoolchildren] was

on a similar topic. This section was concluded by Dr. hab. Małgorzata Stawiak-Ososińska, Prof. UJK, with the paper entitled “Kształcenie sanitariuszek w Jaroszewcu w przededniu II wojny światowej” [Educating Nurses in Jaroszewiec on the Eve of the Second World War].

The second part of the session in section III was chaired by Dr. hab. Anna Królikowska, Prof. UIK, and Dr. hab. Aneta Bołdyrew, Prof. UŁ. Four papers were presented. The first paper was presented by Dr. Marzena Pękowska (Jan Kochanowski University in Kielce), who spoke about “Klasy eksperymentalne w szkołach powszechnych w Wilnie w okresie dwudziestolecia międzywojennego” [Experimental Classes in Vilnius Public Schools in the Interwar Period], followed by Dr. Michał Siermiński (L. & A. Birkenmajer Institute for the History of Science of the Polish Academy of Sciences) with a paper entitled “Wychowanie po stalinowsku. Idee i praktyka” [Education According to Stalin: Ideas and Practice]. Then, Dr. Anna Włoch (University of the Commission of National Education in Cracow) presented the specific features of “Polska pedagogika porównawcza w okresie PRL-u” [Polish Comparative Pedagogy in the Period of the Polish People’s Republic], showing the development of educational comparative studies as an academic discipline in the 1960s. The last paper in this section was presented by Dr. hab. Justyna Kuształ, Prof. UJ and Dr. hab. Beata Topij-Stempińska, Prof. UIK. In their paper entitled “Ewolucja/rozwój myśli i praktyki resocjalizacyjnej na tle przemian cywilizacyjno-kulturowych” [Evolution/Development of Rehabilitation Thought and Practice Against the Background of Civilization and Cultural Changes], they presented rehabilitation pedagogy as a pedagogical sub-discipline, along with its development and changes.

Section IV, entitled “Dorobek polskiej myśli pedagogicznej oraz subdyscyplin pedagogicznych” [The Output of Polish Pedagogical Thought and Sub-disciplines of Pedagogy], was chaired by Dr. hab. Urszula Wróblewska, Prof. UwB and Dr. Michał Nowicki (Adam Mickiewicz University in Poznań). Seven papers were presented during the session. Dr. Nowicki was the first to speak, on the topic of “Krzysztofa Hegendorfera ‘Racja studiowania’” [Krzysztof Hegendorfer’s “Reason for Studying”] as an example of the reception of the Renaissance pedagogical thought at the Lubrański Academy. The second paper, called “W walce o polskość rodzimej oświaty. Uczeń

lwowscy wobec sanacyjnej reformy oświaty na łamach lokalnych dzienników prawicowych” [The Struggle for the Polishness of Native Education: Lviv Professors and the “Sanacja” Educational Reform in the Pages of Local Right-Wing Dailies] was delivered by Dr. hab. Tomasz Pudłocki, Prof. UJ. This was followed by Dr. Łukasz Kalisz (University of Białystok), who spoke about “Recepcja idei pedagogicznych ks. Jana Bosko w praktyce edukacyjno-wychowawczej Drugiej Rzeczypospolitej” [The Reception of the Pedagogical Ideas of Don Bosco in the Educational Practice of the Second Polish Republic]. Issues related to the development of special pedagogy as theory and practice were discussed by Dr. hab. Iwona Czarnecka, Prof. APS, in the paper “Jakub Falkowski – nauczyciel dzieci niesłyszących i założyciel Warszawskiego Instytutu Dzieci Głuchoniemych i Ociemniałych jako pionier w obszarze edukacji dzieci głuchych i niedosłyszących” [Jakub Falkowski—Teacher of Deaf Children and Founder of the Warsaw Institute for Deaf-Mute and Blind Children as a Pioneer in the Field of Education of Deaf and Hearing-Impaired Children] and by Dr. Tomasz Fetzki (University of Zielona Góra) in the lecture called “Narodziny i rozwój polskiej pedagogiki osób z niepełnosprawnością intelektualną przed rokiem 1919 w kontekście sytuacji międzynarodowej” [The Birth and Development of Polish Pedagogy of People with Intellectual Disabilities before 1919 in the Context of the International Situation]. In turn, Dr. hab. Urszula Wróblewska, Prof. UwB, discussed “Opieka społeczna w Polsce i za granicą w okresie międzywojennym – przenikanie, inspiracje, korelacje” [Social Care in Poland and Abroad in the Interwar Period: Interpenetration, Inspiration, Correlations]. The speaker focused on the development of this form of assistance and on showing the European influence in each country in the creation of professional social care. The lecture “Popularyzacja koncepcji pedagogicznej Marii Montessori w polskim czasopiśmiennictwie okresu międzywojennego” [Popularization of Maria Montessori’s Pedagogical Concept in Polish Periodicals of the Interwar Period] by Dr. Joanna Sosnowska (University of Łódź) familiarized the participants with the Montessori method and its reflection in pedagogical magazines.

The discussions in the second part of Section IV were chaired by Dr. Edyta Bartkowiak (University of Zielona Góra) and Dr. hab. Justyna Wojniak, Prof. UKEN. Five papers were presented in this

section. The first speaker was Daniel Sunderland, MA (L. & A. Birkenmajer Institute for the History of Science of the Polish Academy of Sciences), with a paper entitled “*Życie codzienne Wielkiej Emigracji w świetle dokumentów Instytutu Panien Polskich w Paryżu*” [Everyday Life of the Great Emigration According to Documents of the Institute of Polish Ladies in Paris]. Next, lectures were given by Dr. Edyta Bartkowiak (University of Zielona Góra)—“*Wpływ aktywności pomocowej Kościoła na kształtowanie się podstaw polskiej pedagogiki opiekuńczej*” [The Influence of the Church’s Aid Activity on the Formation of the Foundations of Polish Welfare Pedagogy], Dr. Magdalena Malik—“*Norma w polskiej szkole, czyli wpływ gospodarki na kształcenie młodego pokolenia w czasie PRL*” [The Norm in Polish Schools, Or the Influence of the Economy on the Education of the Younger Generation during Communist Times], and Jadwiga Jaźwierska, MA (John Paul II Catholic University of Lublin)—“*Profesor Edmund Bulanda i jego kolekcja fotografii czyli warsztat naukowca (analiza zespołu zasobów BU KUL)*” [Professor Edmund Bulanda and His Collection of Photographs, i.e. the Workshop of a Scientist (Analysis of the Resources of the University Library of KUL)]. The last paper was delivered by Dr. hab. Justyna Wojniak, Prof. UKEN, in which she presented the figures of two scholars from the field of comparative pedagogy: “*Sergiusz Hessen i Nicholas Hans: wspólnota życiowych doświadczeń i poglądów naukowych*” [Sergei Hessen and Nicholas Hans: A Community of Life Experiences and Scientific Views].

The Second Congress of Historians of Education was summarized by Dr. hab. Katarzyna Dormus, Prof. UKEN. She emphasized the importance of the topics raised during the debates, especially those related to the 250th Jubilee of the Commission of National Education. She also pointed out that a total of 58 papers were presented during the event, and that the speakers represented in large numbers the leading institutions in Poland. The research of Polish historians of upbringing presented in these papers, on both the first and the second day, indicates that the conference was an important scholarly event, an important instrument for the dissemination of historical educational knowledge, and a testimony to the collaboration of historians of education. Certainly, the publication of post-conference

materials in the form of a monograph will also be an important contribution to the Polish scholarly literature.

Representatives of the following academic institutions took part in the congress: Maria Grzegorzewska University, WSB Academy in Dąbrowa Górnicza, Ludwik and Aleksander Birkenmajer Institute for the History of Science of the Polish Academy of Sciences in Warsaw, John Paul II Catholic University of Lublin, University of Białystok, University of Gdańsk, Ignatianum University in Cracow, Jagiellonian University, Adam Mickiewicz University in Poznań, Jan Długosz University in Częstochowa, Jan Kochanowski University in Kielce, Kazimierz Wielki University in Bydgoszcz, University of the Commission of National Education in Cracow, University of Łódź, Maria Curie Skłodowska University in Lublin, Nicolaus Copernicus University in Toruń, University of Rzeszów, University of Zielona Góra, Warmia and Mazury University in Olsztyn, University of Wrocław, University of Warsaw, and Higher School of Professional Skills in Pińczów. Presentations were heard by students of pedagogy at the University of the National Education Commission and Ignatianum University.

The 2nd Congress of Historians of Education was organized by representatives of two academic centers, to whom a word of thanks is due: from UIK, Dr. hab. Andrzej Paweł Bieś SJ, Prof. UIK; Dr. hab. Anna Królikowska, Prof. UIK; Prof. Władysław Szulakiewicz, and Dr. hab. Beata Topij-Stempińska, Prof. UIK and from UKEN: Dr. hab. Katarzyna Dormus, Prof. UKEN; Dr. hab. Jan Ryś, Prof. UKEN; Dr. hab. Ryszard Ślęczka, Prof. UKEN; Dr. hab. Justyna Wojniak, Prof. UKEN, and Dr. Anna Włoch.

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