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SCHOOL MUSEUMS IN THE KINGDOM OF POLAND – IDENTIFICATION OF MAIN ISSUES¹

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Abstract: The task of school museums – founded primarily in the vicinity of educational institutions – was to collect teaching aids. The most universal were so-called natural history cabinets recommended by, i.a. the Commission of National Education in 1783. The tradition of such collections remained widespread until the middle of the twentieth century. School and pedagogical museums may be distinguished owing to the different character of their activity and exhibits. The former accumulated basically natural history specimens, instruments for teaching geography, chemistry, and mathematics as well as prints and aids used during lessons. The latter also collected natural history exhibits but usually of higher scientific value and no longer put to practical use as well as models and examples applied for didactic purposes. The earliest school museums created in the Kingdom of Poland were

those of the Warsaw Institute for the Blind, Deaf and Dumb (1875) and the Eugeniusz Babiński private secondary school. Successive museums appeared already at the beginning of the twentieth century, inspired by, i.a. the dynamic activity of the Polish School Museum in Lwów (1903). The majority of school museums and collections were established in institutions founded by the “Polska Macierz Szkolna” Educational Society (1906–1907). Relatively detailed extant information concerns collections from Warsaw and Pabianice, which aspired to the status of pedagogical museums. The Secondary School for Boys of the Merchants Association in Łódź and the Pedagogical Museum in Warsaw (1917) also possessed interesting collections, with the latter based on those of former government secondary schools, which – in accordance with a decree issued by Russian authorities – also founded scientific collections.

Keywords: school museum, pedagogical museum, “Polska Macierz Szkolna” Educational Society, natural science cabinet, Kingdom of Poland.

Up to now the question of school museums and scientific museum collections created from the end of the eighteenth century to the first half of the twentieth century has not been the topic of more extensive research.² Due to the lack of material evidence of their existence the fundamental sources of information about those institutions consist of news in the daily press as well as, albeit to a smaller extent, publications on education;³ the majority appeared prior to 1939. Another essential source of information are school

diaries and annuals, which apart from curricula contain also collection presentations.⁴ The intention of this text, which is only an introductory reconnaissance, is to indicate the most prominent causes of the emergence of museums of this kind and to discuss several select institutions. Collected factographic material indicates that at the time of their origin the now slightly forgotten school collections comprised a fundamental problem from the borderline of museology and education.

The need to create a scientific institution guaranteeing simultaneously the preservation of memory about the past, the growth of knowledge about the world and its social dissemination occurred everywhere where Enlightenment culture flourished. The best-known Polish museum conception of the period was, naturally, *Musaeum Polonicum* founded by Michał Jerzy Mniszech (1775), but in the context of school museums it is worth reaching for yet another document of the epoch. The authors of *Ustawa Kommissyi Edukacyi Narodowej: Dla Stanu Akademickiego I Na Szkoły W Kraiach Rzeczypospolitey Przepisane* (published in 1783) foresaw the creation of scientific cabinets (museums). The context of *Ustawa* (Act) states: *A house denotes the seat of an association, a church, a school, a library, a Musaeum, all residential buildings (...)*, and further on: *The outfitting of libraries and Musaeums and other extraordinary needs will be part of the separate expenses of the Commission.*⁵ The Act did not define tasks to be fulfilled by the said museum and restricted itself to a suggestion that *the natural history and physics collection remains under the supervision of the physics teacher.*⁶ Slightly more information can be found in the example attached to the Act:

Inwentarz szkół wydziałowych n. albo podwydziałowych n. i ich sprzętów sporządzony miesiąca n. roku n. Since its purpose was to control school property *Inwentarz* contained illustrations of exhibits. School facilities included, i.a. 1. *Musaeum; the instruments contained therein to be described under separate titles. For example: Physical, Geometric & c.; 2. Natural history cabinet. Description of all curiosities & c. 3. Register of library books: arranged in order. 4. Maps, drawings, and tables found in classrooms, to be listed.*⁷

Without doubt the catalyst of changes in the domain of education, and thus the process of taking over already existing school institutions by the Commission of National Education (KEN), was the cassation of the Jesuit Order.⁸ Obviously, solutions proposed in the Act and pertaining to museums were based on the experiences of Jesuit schools, but the degree of this dependence requires separate studies. Nonetheless, in the case of the discussed problem it is essential that the suggestions recommended in the Act were, as it soon became obvious, to be applied in Polish schools for over a hundred years. An excellent example of an institution, which realised the KEN directives the fullest was the *Krzemieniec Lycée* (1803–1831),⁹ owner of vast collections encompassing a numismatic and mineralogical cabinet, natural history collections, a physics cabinet with an astronomy workshop and a laboratory, a collection of drawings and etchings as well as archaeological artefacts.¹⁰ It is quite likely that similar collections were accumulated also by a boy's gymnasium in Płock¹¹ and schools created by the provisional Chamber of Education (1807, soon changed into the National Education Directorate), which continued the tasks realised by KEN. The image of the school system and scientific collections was probably affected also by the activity of the Warsaw Society of Friends of Science.¹²

The rising level of education and the number of schools distinctive in the Duchy of Warsaw and then in the Kingdom of Poland to the 1820s were hampered by the reforms of Alexander I and anti-Polish acts passed as a reaction to the November Uprising.¹³ A school reform, whose task entailed

raising the level of education, was not introduced until 1862. The anti-Polish policy pursued in the Kingdom effectively halted educational undertakings intent on upholding national identity. This was a time when museums became centers that by amassing and displaying mementos of folk culture, promoting local crafts and industrial production, or propagating knowledge concerning sightseeing and hygiene conducted an education campaign without referring directly to history, language or national memory.

Cabinets/museums organised in schools were to stir the interest of pupils and prepare them for participating in thus developed culture. During the period of moderating the Russianisation policy efforts pursued in the fields of exhibitions and museology, undertaken from the 1860s, resulted in the emergence of societies and institutions envisioned as foundations of future museum institutions in the Kingdom.

Tsarist authorities of the period were well aware of the potential created by museums both in culture and the struggle for identity.¹⁴ In 1902 the Ministry of Education in St. Petersburg, which regulated questions of education in, i.a. the Kingdom of Poland, recommended the establishment of museums in elementary schools. The decree was based on the conviction that such museums would make it possible to apply a visual method, which, in turn, would make it easier for children speaking in the unofficial language to better understand the presentation of material.¹⁵ Such projects were to be supervised by the Warsaw Scientific District, created in 1867, and implemented directly by teachers collecting the necessary objects either by themselves, amongst their friends or by turning to the parents of the schoolchildren.¹⁶ Costlier items were to be purchased by the Board of the Scientific District. It is difficult to judge just how effective those undertakings of the tsarist authorities were since information about such institutions has, as a rule, not been preserved. The sole exception is evidence quoted after "Plotskiye Gubernetskiye Vedomosti" about plans for establishing a Pedagogical Museum in Płock, which would be entrusted to teachers of local schools. At the same time, however, the museum was to be based on exhibits from the collections of Franciszek Tarczyński,¹⁷ which, together with new purchases, would become the foundation of a municipal museum.¹⁸

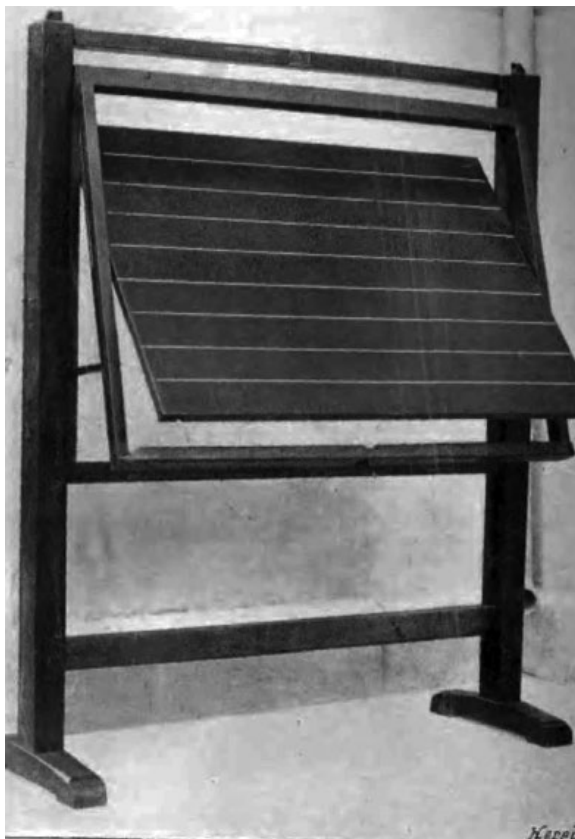
True, school collections were created in Płock in 1904, but not as the outcome of a decree issued by tsarist authorities. After four years of functioning they were included into the collections of the Płock Scientific Society and in 1919 presented to the School Supervisor in Płock.¹⁹ It appears, therefore, that attempts were made to implement the recommendations of the Ministry in St. Petersburg. Today, it is difficult to determine just how many such institutions were actually established in view of the fact that they were supposed to have been based almost exclusively on the individual involvement of the teacher and his co-operation with local residents, probably quite skeptical towards ventures of this sort. On the other hand, school collections were supposed to be didactic by their very nature, and thus became well-worn and presented a relatively low material value. It is highly dubious, therefore, whether efforts were made to protect them during wartime, especially in view of the fact that they were associated with the Russianisation

policy. Information about the contents of government school collections is to be found in an account about a pedagogical exhibition held in Częstochowa in 1909, with mention made of, i.a. a map of the Kingdom (with Russian inscriptions only), statistical data, models of objects frequently executed by pupils, school equipment, and textbooks.²⁰

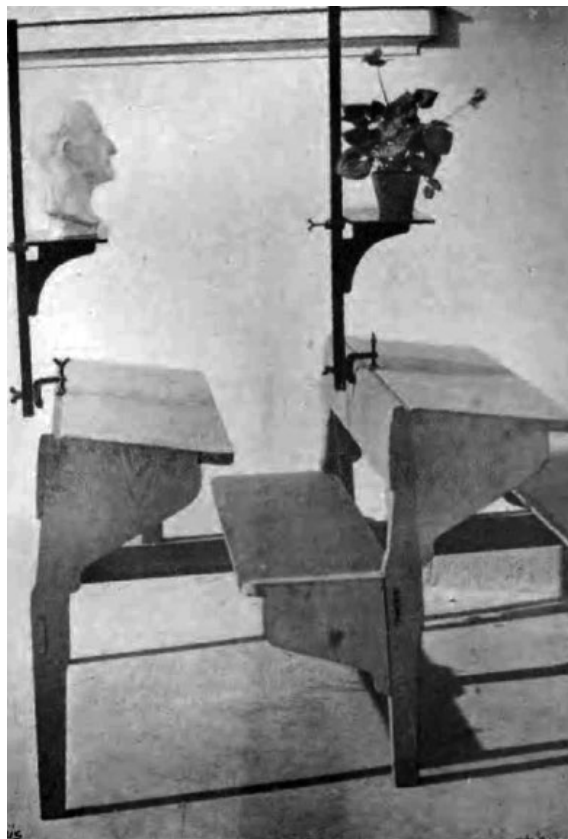
At the onset of the twentieth century museums organised upon the initiative of both the Poles and tsarist authorities evidently did exist in school institutions. What was their character? An excellent source of knowledge about school museums and the manner in which they worked is a textbook from 1883 by Samuel Dickstein, mathematician and pedagogue, who distinguished school and pedagogical museums. The first were collections of objects applied for visual teaching and were supposed to exist in every elementary school, even the smallest one.²¹ Among the accumulated objects Dickstein listed abacuses, pictures, globes, maps, and models but also collections of specimens for teaching natural history. In the case of secondary schools this fundamental collection, recommended for each elementary school, was to be expanded by adding a physics cabinet, a chemistry laboratory, and a collection of zoological specimens for teaching biology and mineralogy, which increasingly resembled museum cabinets. Such museums existed in Warsaw, i.a. at the Institute for the Blind, Deaf and Dumb (1875) and the Eugeniusz Babiński private secondary school.²² By way of example, the Institute

collection of so-called science teaching aids included, i.a. globes, atlases, and geographic charts, instruments used for physics and mathematics, zoological specimens, herbaria, plaster models for drawing lessons, draughtsmanship models, drawing collections, musical instruments and a library (books, periodicals, and music scores).²³ In 1884 this collection, since 1880 called a Pedagogical Museum, was composed of more than 1590 items.²⁴ In turn, the initiative of creating a similar museum in Warsaw at one of the local educational institutes emerged in 1879.²⁵ The planned museum was to encompass three departments: a library, children's games, and science teaching aids.

The second group distinguished by Dickstein was composed of pedagogical museums *in which we come across everything connected with every elementary and secondary school, starting with models of its building and plans of the interior to the smallest details of the outfitting, in which we find teaching aids for all sorts of sciences (...), including hygiene, gymnastics and home schooling (...)* where we encounter valuable pedagogic books for young people, periodicals, works referring to the history and organisation of all sorts of schools, etc.²⁶ The accumulated items served rather as examples of aids used in educational institutions than as practical instruments. The author mentioned, i.a. museums in Zurich, St. Petersburg, and Paris. The same group included also Dansk Skolemuseum established in 1887 in Copenhagen. The Danish institution became a model for,



1. Examples of school equipment: a free-standing board, rotated, designed by Prof. H. Żaak, reproduced from: "Muzeum" 1910, vol. 1, No. 4



2. Examples of school equipment: handles for models and patterns to teach drawing, designed by Prof. H. Żaak, reproduced from: "Muzeum" 1910, vol. 1, No. 4



3. The rooms No. III and IV in the School Museum in Lviv, reproduced from: "Muzeum" 1913, vol. 1, No. 5

i.a. the Polish School Museum created in Lwów in 1904.²⁷ In turn, the impact of the Lwów museum upon the propagation of the idea of school collections cannot be overestimated, if only due to the range and influence of the "Muzeum" periodical issued in 1885–1939 by the Lwów Society of Higher School Teachers.

Resorting to foreign examples was, especially within the context of museums, by no means a novelty. Pertinent information was regularly provided by the press, while collectors, scientific staff, and museum curators went on numerous trips abroad for the purpose of winning knowledge and improving their qualifications. In the present-day Czech Republic and Slovakia a special role in the field of school museums was played by the activity of an organisation known as *Maticze česká*²⁸ – the former originated from 1831, and the latter was created in 1863 in order to propagate local literature and language.²⁹ The impact of *Maticze česká* is discernible if only in the work performed by the Polish National Home established in Cieszyn in 1901. These was not, however, merely collections of items to be put to practical use in schools but, according to the interpretation proposed by Dickstein, pedagogical museums accumulating objects no longer used, suitably protected, and kept in space specially adapted for this purpose.

The "Polska Macierz Szkolna" Educational Society was established in Lwów upon the initiative of Józef Ignacy Kraszewski already in 1882. Its objectives resembled those of the Czech and Slovak organisations. Publications were dominated by historical and historical-religious books, but also included popular science and socio-economic writings. The range of their impact transcended the borders of Galicia.³⁰ The Lwów School Museum existing alongside *Polska Macierz Szkolna* (since 1903) was divided into two departments – historical, encompassing a library and old teaching aids, and contemporary, containing newest aids. The collection included, i.a. maps, atlases, statistical data, gym equipment, games, and items made by pupils.³¹ *Polska Macierz Szkolna* for the Duchy of Cieszyn was created almost at the same time (1885). A Polish school was not opened until 1903, and there is no information about the eventual scientific collections of this institution.



4. The perspective view from the room No. IV in the School Museum in Lviv, reproduced from: "Muzeum" 1913, vol. 1, No. 5

Up to the time of a moderation of the Russianisation policy the character and objectives of *Polska Macierz Szkolna* made it impossible for the Society to appear in the Congress Kingdom of Poland until about 1905, during the so-called second thaw connected with the political-social crisis in Russia.³² This was a period of the appearance of numerous organisations propagating culture and education, i.e. the Society for Protection of Monuments of the Past, the Polish Culture Society or *Polska Macierz Szkolna* (PMS), which in 1906 won the right to pursue their activity. In the course of barely a year the latter created almost 800 circles in the Congress Kingdom, attracted more than 116 000 members, and opened over 570 schools, 300 children's homes, and 500 libraries and reading rooms.³³

An important although not a fundamental aspect of the work carried out by *Polska Macierz Szkolna* assumed the form of school museums, which, similarly as the institutions suggested in a regulation issued by the Russian authorities in 1902, were supposed to raise the level of teaching.

The museums most probably combined the functions of school cabinets featuring "museum" specimens and collections of aids used for the purpose of schoolwork. The statute of the organisation basically did not foresee accumulating collections.³⁴ The tasks of PMS were to include the propagation of education, supporting Polish publications, and creating schools and libraries.³⁵ Nevertheless, already the 1906 report on PMS activity distinctly stressed that pedagogic courses imposed the necessity of collecting teaching aids.³⁶

A year later, while reading a paper at a general meeting held by *Polska Macierz Szkolna*, Marian Stępowski spoke not



5. The perspective view from the room No. 1 in the School Museum in Lviv, reproduced from: "Muzeum" 1913, vol. 1, No. 5



6. The room for school reporting, periodicals and the chancellery of the Polish Educational Society in Lviv, reproduced from: "Muzeum" 1913, vol. 1, No. 5

only about the need to create the first School Museum but its actual foundation as part of the Department of Popular Education at the PMS branch in Warsaw. The paper's text explaining the original premises, which inspired the authors of the Museum and the introduced modifications, deserves to be cited in an unabbreviated version: *The original premise was to establish a Museum of teaching aids for the purposes of popular schools. The Museum wished to amass, as much as possible, the entire scientific apparatus required in every elementary school for conducting visual teaching, lectures, talks, slöjd, etc. This conception, proposed at an opportune moment, soon demonstrated that the originally outlined frame of the Museum should be expanded owing to generous donations arriving from everywhere and pertaining to the domain of domestic flora and fauna or industry; it became necessary to anticipate that the Museum would have to be transformed from strictly pedagogical to pedagogical-sightseeing.*³⁷ Expectations formulated by Stępowski were confirmed only partly. In dynamic circles such as those in Warsaw or even in the much smaller town of Pabianice the collections were more expansive. On the other hand, those established directly for the purposes of Popular Schools and remaining under the supervision of PMS retained the features of collections of school aids functioning under the name of a school Treasury.³⁸

Presumably the difference between "treasury" and "museum" consisted of discrepancy in the level and professionalisation of the collections, which depended not only on the skills of their organisers, as a rule PMS members

or teachers, but also on the dedication of private persons and societies. The fact that museum exhibits were donated is evidenced by an appeal made by Stefania Woyde from the region of Podlasie, one of the initiators of opening museums alongside Macierz Szkolna institutions, who requested that the Warsaw department of the Imperial Society of Reglemented Hunting supply schools with taxidermied specimens. Appeals were also made to donate duplicates of private collections and to provide schools with freshly killed animals.³⁹ In 1907 Stanisław Sawicki stated within the context of the establishment of a similar museum in Łódź: *The question of school museums in our country is starting to become the topic of the day. Recently, much was written about Płock (...).*

*We know that Warsaw too is busily engaged in creating a school museum, although its position is better than ours since it already possesses a lending room for teaching aids as well as rather imposing collections about schools named after Bloch.*⁴⁰

Restrictions applied by tsarist authorities regarding the "expansive" activity of Macierz, and consisting of, i.a. a prohibition on opening new Polish institutions, limiting their number, and a refusal to confirm Polish teachers, did not succeed. In December 1907 the organisation was dissolved upon the basis of a regulation issued by General Governor Georgiy Antonovich Skalon. The short history of Polska Macierz Szkolna, however, was not definitively halted. Thanks to the commitment of private persons and organisations, schools and orphanages opened upon the initiative of

Macierz continued their work, and accumulated exhibits found their way into the collections of Polish societies. This was the case, for example, of the PMS collection in Warsaw, housed in 12 Sadowa Street (today: Księża Skorupki Street).

In 1908 collections of the Polish Sightseeing Society in Warsaw (PTK, est. 1906) were divided into two parts: sightseeing, created by PTK, and school, a remnant of the PMS collection. The latter was didactic and contained "teaching aids". The school department included, i.a. 898 taxidermied exhibits, anatomical samples, shells, and insects, and about 400 examples of minerals *arranged systematically according to the S. Konkiewicz textbook*.⁴¹ Apart from zoology and mineralogy the PMS collection was composed of such botanical specimens as models of fungi, seeds, and herbaria together with relatively few examples of physics and chemistry equipment as well as reagents and elementary learning aids.⁴²

In Pabianice museum collections were "handed over" to one of the PMS members so that the moment a Scientific Society was established in 1908 they became the foundation of a museum opened within this organisation. The collection was dominated by natural science specimens presented to the museum by Society members and in particular the long-serving custodian Witold Eichler.⁴³ In 1912 the museum collections were divided into sections: archaeological, ethnographic, industrial, technical, and natural history together with anatomy, philosophy, and pathology, which brought this institution closer to sightseeing museums. After 1919 the collections were restored to the Pabianice department of Macierz Szkolna, but their pedagogical character lost its significance.

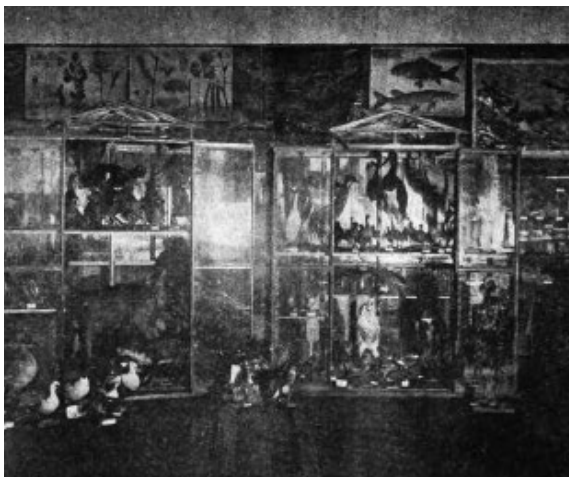
Museums organised by PMS to a certain degree referred to the traditions of Enlightenment-era science cabinets established and functioning in elementary and secondary schools, although it must be stressed that often the scientific value of PMS collections was much smaller. One could repeat after Dickstein that school museums comprised an initial stage leading to scientific cognition. Nonetheless,

they could have been modelled on university collections, with which the founders of Polska Macierz Szkolna in the Congress Kingdom were familiar.⁴⁴

In 1916, after the Russian troops withdrew from Warsaw and the German army captured the town, permission was issued to create or reactivate cultural institutions. This was the year of the revival of PMS undertakings, which ended in 1940, when German occupation authorities announced a suitable regulation. After 1918 work pursued by Polska Macierz Szkolna focused chiefly on education and libraries, but efforts initiated in 1906, including museums, undoubtedly influenced other organisations in the Congress Kingdom, such as the Polish Sightseeing Society, which after 1908 created a powerful network of regional museums.

Finally, it is worth mentioning two collections not connected with Macierz Szkolna. The first was the vast collection at the Merchants Association Secondary School for Boys in Łódź. In 1911 the school moved to a newly erected building in Dzielna Street (today: 68 Narutowicza Street), where a high standard of teaching was the chief concern. Most likely already at that time auditoria and chemistry, physics, and natural sciences laboratories available to pupils were outfitted with necessary teaching aids, including zoological specimens, such as insects and butterflies, anatomical specimens, and mineral collections, making it possible to open a Natural History Museum already prior to 1928.⁴⁵

The second collection was associated with a Pedagogical Museum established in 1917 at the School Department of the Magistrate of the Capital City of Warsaw. The Museum was created thanks to the collections of former government secondary schools and encompassed natural history exhibits and science aids from physics-chemistry cabinets and libraries. The idea of setting up this institution was conceived in 1916 by the then functioning Civic Committee.⁴⁶ Rules confirmed in 1918 declared that the Museum's tasks involved accumulating teaching aids for *all domains of elementary education, namely, natural history*



7. Fragments of the exhibition in the Museum of the Polish Educational Society in Pabianice, reproduced from: *Na pamiątkę dwudziestolecia Kola Polskiej Macierzy Szkolnej w Pabjanicach 1905–1925*, Koło Polskiej Macierzy Szkolnej, Pabjanice 1926



8. The natural science cabinet in the Secondary School for Boys of the Merchants Association in Łódź, photo prior to 1928, reproduced from: "Gie-wont" 1928, No. 3, p. 90

specimens, physics and chemistry instruments, drawings, models, tables, etc. as well as examples of blackboards, desks, gym equipment, plans of school facilities, etc. (§1, point 1 and 2).⁴⁷ Furthermore, the collection range included exhibits about the history of education in Poland (§1, point 11).⁴⁸ In 1921 the Museum, located in a building in 4 Jezuicka Street,⁴⁹ featured a collection of educational microscopes (eight items), physics instruments (297 items), the Juliusz Izaak entomological collection,⁵⁰ foreign minerals, and samples provided by the Salt Mine in Wieliczka. The K. Prauss collection of Polish minerals was a deposit in the Museum collections, as were aids from a lending room of natural history specimens. Growing demands for teaching aids were the reason why it was decided to create Museum branches in different town districts.⁵¹ A book collection and brochures dealing with popular education, inherited from Jan Bloch,⁵² increased library resources.

Finally, it is worth citing a statement made by Józef

Kallenbach at a convention of delegates of the Union of Polish Historical-Art Museums, held in Poznań in 1921. This accomplished pedagogue and researcher said at the time: *In order to avoid misunderstanding I emphasise that actually school museums are not museums but cabinets for specimens intended for pedagogical-information purposes.*⁵³ Apparently, this opinion affected the fate of school museums, which gradually became less significant and popular, and whose place was taken by specialised institutions featuring collections devoid of utilitarian functions. In contrast to university collections school museums have up to now not been the topic of a larger study, probably due to the impermanence of the amassed collections and scarce archival material, often limited to brief notes in the press. In the meantime, they constituted an essential link between the Enlightenment-era museum and a practical satiation of curiosity, preparing for participation in social and scientific life.

Przypisy

¹ Text prepared upon the basis of surveys conducted within: *The museum in Polish memory culture to 1918: early museum institutions and digital museology* project, financed by a grant of the Ministry of Science and Higher Education as part of the National Programme for the Development of Humanities 2016–2019; head of project: Prof. Dr hab. Tomasz de Rosset, Nicolaus Copernicus University.

² Exceptions include a text by Apolonia Głowacka: *Z dziejów polskiego muzeum szkolnego*, "Zeszyty Naukowe Uniwersytetu im. Adama Mickiewicza w Poznaniu. Biblioteka" 1966, no. 6/61, pp. 3-32.

³ Article prepared exclusively upon the basis of press material and printed publications. It is highly probable that information about school museums was contained in the documentation of schools and institutions supervising them, stored in state and municipal archives. Up to now a pertinent survey has not been conducted. Archival resources of the Ministry of Religious Affairs and Public Education, in the collections of the Central Archives of Modern Records, lack information about school museums and collections.

⁴ An excellent example is: *Pamiętnik Warszawskiego Instytutu Głuchoniemych i Ociemniałych*. Inventories or books dedicated exclusively to school collections were not found in the course of conducted research.

⁵ *Ustawy Komisji Edukacji Narodowej: Dla Stanu Akademickiego I Na Szkoły W Kraiach Rzeczypospolitej Przepisane*, Drukarnia Nadworna, Warszawa 1783, p. 26, 28.

⁶ *Ibidem*, p. 40.

⁷ *Ibidem*, appendix: Example XIII, chapter IX.

⁸ A. Królikowska, *Nauczyciele ekszejuici w pracach i szkołach KEN*, in: *Komisja Edukacji Narodowej: kontekst historyczno-pedagogiczny*, K. Dormus et al. (ed.), Wyd. Wydziału Pedagogicznego Uniwersytetu Pedagogicznego KEN, Kraków 2014, pp. 150-151 (Biblioteka Współczesnej Myśli Pedagogicznej, vol. 3).

⁹ A gubernia gymnasium supervised by the Wilno Board of Education was to be opened in the gubernia of Volhynia upon the basis of an ukase issued by Tsar Alexander in 1803. Due to the initiative of Hugo Kołłątaj the chosen location was Krzemieniec. The founder of the gymnasium was Tadeusz Czacki, at the time school inspector of the gubernias of Volhynia, Podolia, and Kiev, cf. M. Danielewiczowa, *Życie naukowe dawnego Liceum Krzemienieckiego*, "Nauka Polska: jej potrzeby, organizacja i rozwój" 1937, vol. 22, p. 60; S. I. Możdżeń, *Historia wychowania*, vol. 2: 1795–1918, Wyd. Diecezjalne i Drukarnia, Sandomierz 2006, pp. 147-152.

¹⁰ Collections were created by means of purchases, i.a. from the collections of Stanisław August Poniatowski, and donations, as a rule made by members of the gentry, including graduates of the lycée. A discussion on the collections upon the basis of inventories in: M. Danielewiczowa, *Życie naukowe dawnego...*, pp. 86-101. It is worth adding that more than half a century later, collections representing a similar level were accumulated at the Gymnasium in Drohobycz. Information about the collections was published in the yearly: "Sprawozdania szkolne gimnazjum w Drohobyczu", issued in 1876–1918.

¹¹ The collection activity of the Jesuit College in Płock is associated predominantly with a library created at the time. The question concerning the presence of scientific collections remains unsolved, cf. W. Graczyk, J. Kwiatkowski, *Jezuici w Płocku 1611–1773*, Verbinum, Warszawa 2002, pp. 64-67.

¹² Society collections included, i.a. mementos of Henryk Dąbrowski, paintings, drawings, and medals from the collections of Stanisław August Poniatowski, and mementos of Jan III Sobieski, see: M. Offmański, *Dzieje Warszawskiego Towarzystwa Przyjaciół Nauk (1800–1832): z dzieła Aleksandra Kraushara / z upoważnienia autora*, Wyd. M. Arcta, Warszawa 1907, pp. 38-39. Undoubtedly, TPN collections influenced school collections, i.a. those of the Krzemieniec Lycée, but the level and character of the collections of both institutions most probably diverged from that of scientific collections in educational institutions.

¹³ S. I. Możdżeń, *Historia wychowania...*, pp. 164-168, 195-207.

¹⁴ Naturally, such collections were created also earlier. Archival documents could act as interesting sources, i.a. *Stan biblioteki i muzeum tudzież inwentarz sprzętów i innych utensyliów Szkoły Niemiecko-Ruskiej Realnej w Łodzi za rok 1849, 1850, 1851, 1852, 1853, 1854, zespół: 39/90/0 Szkoła Powiatowa Niemiecko-Ruska w Łodzi, jedn. 39*, just as documents pertaining to the gymnasium in Piotrków – *Stan biblioteki i muzeum za lata 1855, 1858, 1864; akta Rządu Gubernialnego Warszawskiego Sekcji Wyznań, zespół: 39/83/0 Dyrekcja Szkolna w Łodzi, jedn. 218*, currently in the State Archive in Łódź.

¹⁵ *Wiadomości. Muzea szkolne*, "Echa Płockie i Łomżyńskie" 1902, no. 62, p. 3.

¹⁶ *Ibidem*.

- ¹⁷ Franciszek Tarczyński (1833–1900), teacher, insurgent in the January Uprising, archaeologist, collector of antiquities. Presented his collections – today: part of the collections of the Diocesan Museum in Płock – to Płock cathedral via Canon Tomasz Kowalewski.
- ¹⁸ Płock. Muzeum pedagogiczne, “Echa Płockie i Łomżyńskie” 1903, no. 53, p. 2.
- ¹⁹ E. Chwalewik, *Zbiory polskie: archiwa, biblioteki, gabinety, galerje, muzea i inne zbiory pamiątek przeszłości w ojczyźnie i na obczyźnie w porządku alfabetycznym według miejscowości ułożone*, vol. 2 (N-Ż), Wyd. J. Mortkowicza, Warszawa-Kraków 1926, p. 66.
- ²⁰ C. Z., *Szkołnictwo na wystawie w Częstochowie*, “Muzeum” 1909, vol. 2, fasc. 3, p. 370.
- ²¹ S. Dickstein, *O muzeach pedagogicznych słów kilka*, “Niwa” 1883, fasc. 202, p. 744.
- ²² Zenon Kmiecik wrote that Babiński, founder of “Przegląd Pedagogiczny”, was a renowned collector of natural history aids, which he used to create a special museum at his school. Z. Kmiecik, *Z dziejów „Przeglądu Pedagogicznego” (1882–1905)*, “Rozprawy z dziejów oświaty” 1971, no. 14, p. 3.
- ²³ *Sprawozdanie z części wychowawczo-naukowej Warszawskiego Instytutu Głuchoniemych i Ociemniałych za rok szkolny 1875/76 [Pomoce naukowe]*, “Pamiętnik Warszawskiego Instytutu Głuchoniemych i Ociemniałych” 1876, vol. 7, pp. XII-XIII.
- ²⁴ *Sprawozdanie z części wychowawczo-naukowej Warszawskiego Instytutu Głuchoniemych i Ociemniałych za rok szkolny 1885 na 1886 [Pomoce naukowe. Muzeum Pedagogiczne]*, “Pamiętnik Warszawskiego Instytutu Głuchoniemych i Ociemniałych” 1886, vol. 17, p. LXXXV.
- ²⁵ K. P., [Muzeum pedagogiczne], “Gazeta Przemysłowo-Rzemieślnicza” 1879, no. 2, p. 10.
- ²⁶ S. Dickstein, *O muzeach pedagogicznych...*, p. 746.
- ²⁷ *Duńskie muzeum szkolne*, “Muzeum” 1909, fasc. 4, p. 491.
- ²⁸ The conception of this cultural-educational institution is typical for Slavonic countries of the Austro-Hungarian Monarchy. The first was established by the Serbs (1826), followed by the Czechs (1831), the Croats (1839), the Sorbs (1847), the Ukrainians (1848), the Moravians (1849), the Slovaks (1863), the Slovenians (1864), and the Poles (1882).
- ²⁹ K. Tieftrunk, *Dějiny Matice české, Matice česká*, Praha 1881; T. Winkler, *Matica slovenská. Dejiny a prítomnosť*, Martin 2003.
- ³⁰ M. Hoszowska, *Działalność Macierzy Polskiej we Lwowie w latach 1882–1894*, “Galicja. Studia i Materiały” 2015, no. 1, pp. 137-147.
- ³¹ *Program Muzeum Szkolnego we Lwowie [wg referatu dra L. Germana na Walnem Zgromadzeniu Towarzystwa nauczycieli szkół wyższych we Lwowie dnia 31. maja 1903 r.]*, leaflet. On the museum see: A. Głowacka, *Z dziejów polskiego muzeum szkolnego*, “Zeszyty Naukowe Uniwersytetu im. Adama Mickiewicza w Poznaniu. Biblioteka” 1966, no. 6/61, pp. 3-32.
- ³² L. Szymański, *Zarys polityki caratu wobec szkolnictwa ogólnokształcącego w Królestwie Polskim w latach 1815–1915*, AWF, Wrocław 1983.
- ³³ Polska Macierz Szkolna, “Zorza” 1916, no. 23, p. 358; J. Plis, *Biblioteki Polskiej Macierzy Szkolnej w guberni lubelskiej (1905–1907)*, “Folia Bibliologica” 1990/1991, vol. 38/39, pp. 71-86.
- ³⁴ The establishment of school museums was not considered also after the revival of activity in 1916, *Statut Towarzystwa Polskiej Macierzy Szkolnej (...)* 16 Lutego 1917 r., in: W. Sołtan, J. Stemler, *Dzieło samopomocy narodowej: Polska Macierz Szkolna, 1905–1935*, Wyd. Zarządu Głównego Polskiej Macierzy Szkolnej, Warszawa 1935, p. 184. This element was ignored until the statue of 1930.
- ³⁵ *Ustawa Towarzystwa Polskiej Macierzy Szkolnej (...)* z dn. 11 czerwca 1906 r., in: W. Sołtan, J. Stemler, *ibidem*, pp. 33-47.
- ³⁶ *Sprawozdanie z Działalności Koła Polskiej Macierzy Szkolnej „Uniwersytet Ludowy” w 1906 Roku*, Druk Piotra Amrozewicza, Warszawa 1907, no pages.
- ³⁷ *Referat Dr-a Marjana Stępowskiego na Zebraniu Ogólnem Polskiej Macierzy Szkolnej w dniu 25 listopada 1907 r.*, in: W. Sołtan, J. Stemler, *Dzieło samopomocy narodowej...*, pp. 78-79.
- ³⁸ Declarations regarding natural history instruction in primary schools stated, i.a. *Plant specimens, stuffed and conserved animals, minerals, color tables, and a number of physics and chemistry instruments are indispensable. The majority of those teaching aids, gradually creating the “School scientific treasury”, can be collected and made by pupils under the supervision of the teacher.* Nb. the “Treasury” prepared by pupils constituted the permanent property of the given school. These remarks also pertained to private schools established under the aegis of Polska Macierz Szkolna (confirmed by the PMS Chief Board [example], in: W. Sołtan, J. Stemler, *Dzieło samopomocy narodowej...*, p. 97.
- ³⁹ *Ze Szkół. Muzea szkół Macierzy*, “Dzwon Polski” 1906, no. 407, p. 3.
- ⁴⁰ S. Sawicki, *W sprawie projektu zaopatrzenia polskich szkół w pomoce naukowe*, “Rozwój” 1907, no. 40, pp. 3-4.
- ⁴¹ This is: *Krótki podręcznik mineralogii* by Stanisław Kontkiewicz, published in Warsaw by Księgarnia E. Wende i S-ka in 1907; *Komisya muzealna P.T.K.*, “Rocznik PTK” 1908, p. 51.
- ⁴² By way of comparison, in 1908–1910 350 roubles could buy a farm with about 2 hectares of land, see: D. Szpejankowski, 2009, *Wartość rubla*, portal of the Szpejankowski and Szpejankowski families, on-line: <http://www.szpejankowski.eu/index.php/ciekawostki-genealogiczne/33-wartosc-rubla.html> [accessed on: 15 August 2017].
- ⁴³ Witold Eichler (1874–1960), medical doctor, entomologist, social activist.
- ⁴⁴ They included, i.a. graduates of the Main School in Warsaw: writer Henryk Sienkiewicz or lawyer Antoni Osuchowski.
- ⁴⁵ *Z rozwoju szkoły. Gimnazjum męskie zgromadzenia kupców*, “Giewont” 1928, no. 3, p. 88.
- ⁴⁶ *Szkołnictwo m.st. Warszawy (sprawozdanie z działalności i zakresu Wydziału Szkolnego)*. VII. *Muzeum Pedagogiczne*, “Dziennik Zarządu Miasta Stołecznego Warszawy” 23 December 1921, no. 110, p. 5.
- ⁴⁷ *Regulamin miejskiego muzeum pedagogicznego*, “Dziennik Zarządu Miasta Stołecznego Warszawy” 1918, no. 64, p. 1.
- ⁴⁸ *Ibidem*.
- ⁴⁹ This house originally contained also, i.a. an elementary school, charity soup kitchens for the poor, and the Society of Care for Women Reservists. Due to the expansion of the Museum the mentioned organisations were moved to other locations.
- ⁵⁰ Juliusz Izaak (1880–1923), amateur entomologist, author of one of the largest collections of butterflies and beetles in the Congress Kingdom. His collections were upon numerous occasions displayed at exhibitions and plans were made for their purchase by the future Natural History Museum; ultimately, in 1913 they were acquired by the Pedagogical Museum.
- ⁵¹ *Szkołnictwo m.st. Warszawy...*, p. 5.
- ⁵² Jan Gotlib Bloch / Jean de Bloch (1836–1902) banker, economist, social activist, constructor of railway arteries in Russia, including the Łódź line, creator of the Museum of War and Peace at Lucerne.

⁵³ J. Kallenbach, *Muzea szkolne i uniwersyteckie*, in: *Pamiętnik I i II Zjazdu Delegatów Związku Polskich Muzeów Historyczno-Artystycznych w Poznaniu w r. 1921 i w Krakowie w r. 1922*, F. Kopera, W. S. Turczyński (ed.), Związek Polskich Muzeów Historyczno-Artystycznych, Warszawa 1924, p. 18.

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