

Lucie Zormanova
Uniwersytet Śląski
Instytut Pedagogiki
ORCID: 0000-0002-8004-8674

BHW 46/2022
ISSN 1233-2224
DOI: 10.14746/bhw.2022.46.3

Education in Teschen Silesia from 1848 to 1914

Abstract. The article focuses on the development of national education, Polish and Czech, in the territory of Teschen Silesia in 1848–1914. The first part of the article deals with the demographic changes that occurred at this time in the region, along with the development of industry. Moreover, the national issue and the national consciousness of the population are presented. In its second part, the article deals with the development of Polish and Czech education in the area, from preparatory high schools to secondary schools.

Keywords: Teschen Silesia, education system, development of national education, ethnic structure of the population

Between 1848 and 1914, Austrian Silesia experienced a very dynamic development. There is a significant development of the economy, the formation of the Ostrava industrial area, which represented the most industrialized part of the entire monarchy. From a demographic point of view, the industrial development caused a significant increase in population and Teschen Silesia also became the most populous part of Austrian Silesia. The largest increase in population was recorded in Karviná and the neighbouring town of Fryštát. In 1880 there were 2,690 inhabitants in the town of Fryštát, in 1910 there were already 3,669 of them and in 1921 there were already 7,653 inhabitants¹. In the last quarter of the 19th century, metallurgy and mining developed rapidly, which was associated with a large wave of immigration from Galicia, mostly Poles but also Jews. The former inhabitants of Galicia settled mainly in Ostrava and the adjacent municipalities in order to find better employment and higher earnings, which they could

¹ A. Rebrová, *Karviná. Radnice v proměnách času*, Oddělení správy zámku a majetkové péče Magistrátu města Karviná, Karviná 2008.

achieve here by working in shafts and ironworks². However, in addition to unskilled, regularly illiterate Galician people, industrial production also demanded qualified technically educated workers for the positions of engineers and technicians, who came from Bohemia and Moravia. Due to this mass immigration within the entire territory of Teschen Silesia, the number of inhabitants increased by 48,400, which meant an increase of 55.8 9% in ten years, i.e. from 1890 to 1900. The increase in population consisted mainly of residents of Galicia. That is when the following motto began to appear: "Ostrawica – polska granica" ("Ostrawica – Polish border")³. Due to the development of industry and mass immigration of the population, the professional, social and national structure of the region had changed⁴.

Official languages, languages of instruction and language of the people

In the second half of the 19th century, Teschen Silesia and the town of Teschen especially were a meeting place for inhabitants of several nationalities, mainly Polish, Czech and German.

German dominance manifested itself not only in education – schools were mostly German, and in local administration offices, but also in communal and cultural activities. The aristocracy and the townspeople of Teschen were largely Germanized, and the village people, both Polish and Czech, did not represent much support for a national movement⁵. No national identity was created for the villagers, neither Czech nor Polish, but rather a regional identity, based on the Teschen dialect spoken by the majority of the population⁶. The German dominance was further strengthened in 1851 when a government measure to recognize German as the only official language in Silesia was adopted.

An important driving force in the socio-political development of Teschen Silesia was the process of forming national consciousness, which began before the so-called Spring of Nations and developed significantly among the educated Polish-speaking and Czech-speaking indigenous population in the second half of the 19th century⁷. The greatest national awakeners were teachers, priests, and students. The first centre of development of the national movement was the Evangelical grammar school in Teschen, within which three

² J. Chlebowczyk, 1971. *Nad Olzą. Śląsk Cieszyński w wiekach XVIII, XIX i XX*, Śląski Instytut Naukowy, Katowice 1971.

³ J. Chmelař, *Polska mniejszość narodowa w Czechosłowacji*, Czechosłowackie Towarzystwo dla Studium Zagadnień Narodowościowych, Praha 1935.

⁴ D. Gawrecki a kol., *Dějiny Českého Slezska 1740–2000*, Slezská univerzita v Opavě, Filozoficko-přírodovědná fakulta, Ústav historie a muzeologie, Opava 2003.

⁵ G. Chromcová, *Noviny Těšínské 1894–2004*, Český Těšín 2004.

⁶ *Tafeln zur Statistik der österreichischen Monarchie*, Jhg. 14, 1867, Wien 1867.

⁷ J. Szymeczek, K. Nowak, *Poláci v Těšínském Slezsku do roku 1918*, w: *Poláci na Těšínsku*, red. R. Kaszper, B. Małyż, Kongres Polaków w RC, Český Těšín 2009.

associations were formed during the 1840s. The German, the so-called *Gelehrtenverein*, whose members were local teachers Ondřej Žlik and Gustav Klapsia. The Czech association was represented by students who supported the idea of developing inter-Slavic reciprocity. The Polish association, which achieved the greatest importance, was also a student association, whose most important members were Paweł Stalmach, Jerzy Bujak and Andrzej Cinciała, which also in later years contributed to raising the national awareness of the local population⁸.

After the fall of Bach's absolutism in 1859, there was a period of development of national movements. The greatest development of the Polish and Czech national movements took place after 1867. A considerable impetus was the adoption of Article 19 of the Austrian Constitution, which stipulated that all "people tribes in the monarchy are equal and therefore have the right to improve their language and nationality"⁹. Thus, schools with Polish as the language of instruction were introduced in the given territory¹⁰, and there was a greater development of the already existing network of schools with Czech as the language of instruction.

The Polish national movement in particular became highly active. The Polish Pedagogical Society and other educational organizations were established, such as the *Macierz szkolna* branch network, the People's School Society, peasant associations, dance and singing ensembles, and theatre associations. In 1861, the Polish Reading Room was established with a number of branches¹¹. These activities significantly helped to create the Polish national identity of the local population. Among the representatives of the Polish national movement, the idea of the "Polish national space" was formed, which included the area from Bielsko to the Czech-Polish border in the Frýdek-Místek region¹².

The Czech population in the Opava and Teschen regions promoted a common Czech political program. The centre of the Czech national movement and Czech life in the second half of the 19th century was Frýdek-Místek, where the Czech association *Beseda* was founded in 1863; then in 1870 the Civic Discussion-Circle and gradually other associations and organizations¹³. However, when the Germans took control of Frýdek-Místek in 1884, Teschen became the centre. In 1898, the *Matice osvěty lidové for the Duchy of Těšín* was established in Teschen, which founded a number of private Czech schools.

⁸ B. Havlíček, *Průvodce stálou expozicí „Těšínsko od pravěku k dnešku“*, t. 1, *Dějinné osudy země a lidu v přehledu*. Okresní vlastivědný ústav Český Těšín, Český Těšín 1989.

⁹ J. Szymeczek, K. Nowak, *Poláci v Těšínském Slezsku*, op. cit.

¹⁰ J. Macura, 1998. *Z dziejów polskiego szkolnictwa na Zaolziu*, Towarzystwo Nauczycieli Polskich w Republice Czeskiej, Těšín 1998.

¹¹ J. Król, *Ruch nauczycielski na Śląsku Cieszyńskim w XIX i na początku XX wieku*, „Rocznik Cieszyński” 1976, 3, s. 11–33.

¹² J. Szymeczek, K. Nowak, *Poláci v Těšínském Slezsku*, op. cit.

¹³ B. Havlíček, op. cit.

In the 60s, the Šlonzak movement stood up in the Teschen region, emphasizing the local originality and connection with German culture, which, according to their conception, was closest to the local population. These tendencies intensified in particular as the number of immigrants from Galicia increased. The autochthonous Silesians emphasized their civilizational superiority over the Galician workers, who were “stupid illiterates” to them. They leaned towards German culture, which was dominant in the region, and especially because German was still spoken by a large part of the nobility and burghers, and rejected Polish culture since for them it represented mainly the culture of poor illiterate Galicians¹⁴. In 1907, the status of the Czech, Polish and German languages was equalized¹⁵. At the request of the municipalities, the official correspondence was translated from German into Polish or Czech through the translation office at the Provincial Committee¹⁶.

Development of education in the years 1848–1914 in the territory of Teschen Silesia

From the beginning of the 1850s, the role of German in elementary education began to increase again, and German became a compulsory subject, and in 1853 a decision was issued on compulsory German teaching in non-German national schools from the 2nd grade¹⁷.

In the year 1855, a concordat was signed, i.e. an agreement between the state and the church, according to which the Austrian school system was again totally subordinated to the ecclesiastical supervision. Church authorities approved textbooks, decided on filling teacher vacancies, and in connection with the concordat, it was decided that teaching life and institutions in elementary school was unsuitable. This situation lasted until January 1868, when the Imperial Act was passed, according to which the administration of education, management and supervision of education passed into the hands of the state; the church was responsible only for the management and organization of teaching religion¹⁸.

In 1860, after the abolition of absolutism, the political, economic and cultural activity of society began to develop again. Newspapers and magazines were published, communal activities developed, and teacher unions were formed, which worked to strengthen the national awareness of teachers and to increase their professional education. In the second half of the century, Czech pedagogical journals were founded (*Škola*, later renamed to

¹⁴ D. Gawrecki a kol., op. cit.

¹⁵ F. Popiołek, *Studia z dziejów Śląska Cieszyńskiego*, Katowice 1958.

¹⁶ J. Chlebowczyk, *Nad Olzą. Śląsk Cieszyński w wiekach XVIII, XIX i XX*, Śląski Instytut Naukowy, Katowice 1971.

¹⁷ L. Zormanová, *Polské národnostní školství na Zaolší*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2021.

¹⁸ M. Somr et al., *Dějiny školství a pedagogiky*, Státní pedagogické nakladatelství, Praha 1987.

Škola a život, Beseda učitel'ská, Posel z Budče, Učitel'ské noviny, Pedagogické rozhledy); teachers' conventions held, and Czech didactic-methodological literature created. The journal of kindergarten teachers (*Časopis učitelek mateřských škol*) was also founded in 1910¹⁹. Annual teacher meetings were created, and smaller meetings, usually held every month, together with conferences. The aim of these conferences was usually to increase the quality of education and teachers²⁰.

The development of the Polish and Czech education was significantly helped by the Provincial Act of 1866 and the Hasner Act. The Provincial Act of 1866 equalized all languages used in the country and they could thus be used as the language of instruction. However, it was enacted that the language of instruction at a given school will be only one of them and the second state language will then be included as an optional subject. It was ordered that each nationality had its own school.

Hasner's Act ordered that school be taught in a language corresponding to the pupils' mother tongue, which significantly expanded the number of schools with Polish and Czech as languages of instruction²¹. The development of schools with Polish as the language of instruction is connected with the activities of *Macierz szkolna*, which established private schools and especially kindergartens or nursing schools.

A similar national association focused on the support of Czech education was the *Ústřední matice školská* and other institutions of this type: in Silesia it was *Matice Opavská*, founded in 1877, on whose initiative the first ever Czech grammar school – *Matiční české reálné gymnázium* – in the region was established. The organization *Slezská matice osvěty lidové* a *Macierz szkolna* have an important role in the establishment of schools in smaller towns in the region of Teschen Silesia.

In the region of Teschen it was established in 1898 *Matice osvěty lidové for the Duchy of Těšín* to support schools with the Czech language of instruction. This organization seat in Těšín, and since 1908 in Silesian (Polish) Ostrava. This institution managed to establish 14 kindergartens, 8 basic schools and a girls' middle school in Lazy (1909), Czech real gymnasium in Orlová (1908), a homemaker and cooking school also in Orlové (1910) and a girls' grammar school in Silesian (Polish) Ostrava (1911)²².

Important German associations, such as the *Deutscher Schulverein*, also operated in the Teschen region and had enough funds to establish private schools²³.

¹⁹ K. Rýdl, E. Šmelová, *Vývoj institucí pro předškolní výchovu*, Univerzita Palackého v Olomouci, Pedagogická fakulta, Olomouc 2015.

²⁰ „Gwiazdka Cieszyńska” 1863, nr 51, s. 412.

²¹ K. Buzek, 1938. *Nejdůležitější zákony a nařízení národnostního školství pro zemi Moravskoslezskou*, SPN, Praha 1938.

²² M. Borák, D. Janák, A. Rebrová, N. Pavelčíková, D. Gawrecki, J. Bakala, *Dějiny Orlové*, Městský úřad Orlová, Orlová 1993.

²³ D. Gawrecki a kol., op. cit.

The main problem that arose during the founding of new schools was the choice of the language of instruction of these schools. At this point, the most frequent frictions occurred between local Czechs and Poles, or Germans. The parents of pupils had to decide which school to send their child to, in which language they should be educated, so that it would help them in their further study career, in their working career, etc. The Czech-Polish disputes had various manifestations: political campaigns during school enrollments, mutual fights and verbal attacks of pupils and teachers of Polish and Czech schools, inventing derogatory nicknames and rhymes, etc.²⁴

The Czech-Polish disputes mainly affected education in Doubrava. The school was founded here in 1850 and the language of instruction was Czech, in 1883 after great national disputes the Polish language was introduced as the language of instruction in this school. In 1905, the school was definitively divided into school with the Czech as the language of instruction and with the Polish as the language of instruction²⁵.

In Dětmarovice, a school was established in the 1850s. And there was the same situation. In the years 1853–1863, there were national disputes between the mayor of Dětmarovice and the parish priest in Dolní Lutyně. The parish priest advocated the introduction of the Polish language in the church and Polish language as a language of instruction in the school, while the mayor promoted the Czech language. In the end, it happened that Czech was still used in Dětmarovice, but in Dolní Lutyně, the Polish language began to be used from 1886²⁶.

Preschool education

From the middle of the 19th century, institutions for preschool education were developed, frequently based on the models of the first nursery facilities already established in other European countries. Private shelters for small children were then established during the 1940s by factory owners as social programs for workers. Facilities for children of German origin, the so-called kindergartens, were also set up according to the ideas of Friedrich Fröbel. Jewish German nursing homes were also established²⁷.

Hasner's Act supported the development of preschool facilities²⁸, still referred to in this law as kindergartens, a term taken from German legislation, based on the pedagogical concept of Friedrich Fröbel's Kindergarten. In 1872, the ministry responded with a decree defining three types of preschool facilities: kindergartens, nursing homes, and crèches.

²⁴ F. Šlachta, *Dějiny hornického města Karvinné*, nákladem vlastním, Český Těšín 1937.

²⁵ *Obecní kronika městyse Doubravy do 1927* (archiwum Státní okresní archiv Karviná).

²⁶ I. Hajzlerová, *Dětmarovice. K sedmistému výročí první písemné zmínky o obci*, Obecní úřad Dětmarovice, Státní okresní archiv Karviná, Karviná 2005.

²⁷ K. Rýdl, E. Šmelová, op. cit.

²⁸ M. Somr et al., op. cit.

The decree called on municipalities and school districts, local school councils, to establish kindergartens, which, at the time, were seen as helping working mothers in their difficult social situation, especially in industrial areas. This approach was reflected in the opening hours of kindergartens and nurseries, which in summer usually operated from 6 am to 8 pm and in winter from 7 am to 7 pm²⁹.

Kindergartens were also established in the Teschen region. Relatively late, municipal authorities became established kindergartens. In 1888 the municipal authority of Těšín decided to establish the first kindergarten, on the left bank of the Olza – at Saska Kępa (today Hlavní třída). Other kindergartens were established on the right bank – in 1893 on Górne Przedmieście and in 1895 on Frysztackie Przedmieście. All these kindergartens were with the German language of instruction. In 1914, there were already 10 kindergartens in Těšín, and among them one kindergarten with the Polish language of instruction³⁰. In surroundings towns the kindergartens were established even later, for example in 1908, a kindergarten in Karviná with the German language of instruction, and in 1919 a kindergarten in Karviná with the Polish language of instruction³¹.

Primary and middle school schools

Elementary education was fundamentally reformed in 1869 according to the Great Imperial Act, which introduced a primary and middle school, as well as teacher-training institutes for the education of primary and middle school teachers. It set eight-year compulsory school duty, which could be fulfilled in three ways: in eight-year primary school, eight-year municipal middle school or in five-year middle school followed up by three years of follow-up municipal school. The law also significantly expanded the curriculum of the middle school with life and institutions as separate subjects, arithmetic, business book-keeping, technical drawing, foreign language³². Handicrafts played an important role in the curriculum in the teaching of girls, many classes were dedicated to the teaching of religion, calligraphy³³. Later, physical education was also introduced. Hasner's Act also focused on the regularity of pupils' school attendance³⁴. In 1883, however, there was an amendment to the law, according to which parents of children who attended school for at least six years could apply for "certain relief to the extent of regular school attendance".

²⁹ K. Rýdl, E. Šmelová, op. cit.

³⁰ M. Bogus, Ł. Dawid, W. Gojniczek, S. Król, I. Kwaśny, M. Morys-Twarkowski, K. Nowak, I. Panic, J. Spyra, *Dzieje Cieszyna od pradziejów do czasów współczesnych*, t. 3, *Cieszyn od Wiosny Ludów do III Rzeczypospolitej*, Urząd Miejski, Wydział Promocji i Informacji, Cieszyn 2010.

³¹ I. Hajzlerová, V. Matroszová, *Karviná. Zmizelá Morava a Slezsko*, Paseka, Praha – Litomyšl 2009.

³² M. Somr, M. et al., op. cit.

³³ *Kronika Mistrzowic, Zukowa Górnego i Frysztatu* (archiwum Bibl. Kne Cz. Těšín).

³⁴ J. Macura, op. cit.

This amendment was repealed only in 1922 by a Minor School Act. Hasner's Act introduced regular salary for teachers, which brought about an improvement in the material conditions of teachers and also an increase in their social status³⁵. Bonuses were also introduced for the best teachers, which were paid by the Teschen Chamber³⁶. However, Hasner's Act also introduced the celibacy of female teachers, and women were no longer allowed to teach after marriage. This law was only repealed in 1919³⁷.

According to the December Constitution of 1867, children of all nationalities in the territory of the Habsburg Monarchy have the right to be educated in their mother tongue without having to learn another state language. The school laws then defined the conditions for the education of children in their mother tongue and the establishment of national schools. In particular, the School Act of 1869, known as the Hasner's Act, provided that the language of instruction of the school was decided by the provincial authorities after consultation with the founder of the school³⁸. It also defined that primary schools with a given language of instruction can be established in municipalities if at least 40 children in the age of compulsory schooling live within half a mile of that school³⁹.

The languages of instruction at schools changed frequently in the period from 1848 to 1914. For example, in Karviná, in 1852, Count Jindřich Larisch-Mönnich built a school with the Czech language of instruction. The language of instruction in this school was Czech until 1876, then Polish, in 1880s the language of instruction was Polish-German and from 1902, the language of instruction was only German⁴⁰.

In 1873, by order of the Provincial School Council, Polish and Czech schools were transformed into *utraquist* schools, and, unlike true *utraquist* schools, only German was taught in the upper classes. Jan Kubisz explains what such German lessons looked like at the village elementary school: "One thing was clearly evil, non-pedagogical, and barbaric at those German lessons, and that was the *signa*. Which was a table on which the surnames of older pupils who were not allowed to speak Polish at school, but only German, were written. Because they could not speak German, they did not speak to each other at all, but only through younger children who were allowed to speak Polish. The conversation then went on in this way: 'You tell Paul K. this and that'. And then he turned to the younger student again and replied, 'Tell him this and that'. If one of the older students was mistaken and said even a single Polish word, then his classmates would shout: 'Hat polnisch gesprochen!' And he would be given a tick on the *signa* and for each tick, he would receive a hit on the hand with a cane on Saturday. It was a very painful and humiliating experience"⁴¹.

³⁵ M. Somr et al., op. cit.

³⁶ J. Macura, op. cit.

³⁷ M. Somr, et al., op. cit.

³⁸ J. Słowik, *Z kroniki polskiej szkoły w Suchej Średniej*, Śląski Kościół Ewangelicki, Hawierzów 2022.

³⁹ K. Buzek, op. cit.

⁴⁰ I. Hajzlerová, V. Matroszová, op. cit.

⁴¹ J. Kubisz, *Pamiętnik starego nauczyciela*, Fundacja Słowa Polskiego dla Zaolzia, Warszawa 1994.

Secondary schools

In 1854, a reform of secondary education was approved, connected with the names of university professors Franz Serafin Exner from Vienna and Hermann Bonitz from Berlin. The essence of the reform was the creation of an eight-class grammar school, which was created by merging the existing six-class grammar school with the first and second years of philosophical studies, i.e. the two years intended for preparation for university. This grammar school was divided into two cycles of four classes, the lower cycle, which was focused on the basics and propaedeutics, followed by a second cycle, which was focused on science and pragmatic knowledge. Although the content of the grammar school was classical languages, such as Latin and Greek, Latin was no longer the language of instruction. Optional subjects such as modern languages, drawing, singing, and physical education were also introduced into the curriculum.

The reform proposal also focused on the reform of real grammar schools, which were initially six years long, also divided into two cycles, a lower and a higher cycle, each cycle comprising of three years. The lower classes could also function independently or be connected to the main school and extended by a one-year course. In 1867, the length of education at real grammar schools was extended by one year, and the real grammar schools were thus divided into four-year lower real grammar schools and three-year higher school. In 1869, a high school diploma was introduced at real grammar schools, although it was still optional. It did not become mandatory until 1872⁴².

Gradually, industrial schools and other types of secondary vocational schools were established: agricultural, merchant, craft-technical, agronomic, housekeeping, commercial and technical, which were supported by industrial enterprises with a length of attendance from 1 to 4 years⁴³.

In 1908, on the basis of Marchet's reform, reformed real grammar schools were introduced, the lower grades of which corresponded more closely to the real grammar schools rather than classical grammar school and focused on the teaching of modern languages⁴⁴.

At the end of the 19th century, the first secondary schools for girls, which did not exist until then, were also introduced, owing to the fight of women for emancipation and equality.

The decree of December 1854 was to provide instruction in the mother tongue of pupils, even in secondary schools, yet German was used in most secondary schools. In 1860, the so-called October Diploma was introduced, which introduced the possibility that at least some subjects at secondary schools were to be taught in Czech⁴⁵.

There were two grammar schools in Teschen, one Catholic and one Evangelical. The Evangelical grammar school in particular enjoyed high popularity, for one it had a slightly

⁴² M. Somr et al., op. cit.

⁴³ L. Zormanová, *Polské národnostní školství*, op. cit.

⁴⁴ M. Somr et al., op. cit.

⁴⁵ J. Šafránek, *Školy české*, Praha 1918, s. 110

longer tradition than the Catholic one, and it also offered high-quality education, plus we cannot forget the fact that many students attended it for religious reasons. When in 1873 the two grammar schools were merged into one Teschen Grammar School under a single leadership, the evangelical youth gradually began to lose interest in studying at this school. In 1895, a private Polish grammar school was also established in Teschen. After the establishment of the Polish grammar school, the number of students at the German Albrecht Grammar School and at other German secondary schools in the Těšín region decreased. The network of German grammar schools was supplemented by the establishment of a grammar school in Frýdek in 1895 and a grammar school in Bohumín in 1911. In 1909, the Czech *Matice školská* founded a private grammar school in Orlová⁴⁶. In 1911, the Czech lyceum for girls was opened in Polish Ostrava, which was the only secondary school for girls in Silesia⁴⁷. The first Polish secondary school was founded in 1895, at that time six German secondary schools were already operating in Teschen Silesia. The Polish grammar school in Teschen was founded in 1895, the teacher-training institute in Teschen in 1904, the Mining School in Doubrava was founded in 1908 and the Real Grammar School in Orlová in 1909⁴⁸. Many German secondary vocational schools also operated in Teschen at this time, such as the Industrial School of Mechanical Engineering in Bielsko, and since 1873 the Provincial Agricultural School in Cottbus⁴⁹. Thanks to the work of the *Matice osvěty lidové for the Duchy of Těšín*, based in Těšín, the Czech Real Grammar School was established in Orlové (1908), housewifery and cooking schools also in Orlové (1910) and a girls' grammar school in Silesian (Polish) Ostrava (1911). A significant event that significantly influenced the issue of nationality in Orlová and its surroundings was the establishment of a Polish and Czech grammar school in Orlová. After their opening in 1911, these grammar schools became a center of national, cultural and social life not only for Orlová, but also for the surrounding area. After their opening in 1911 Orlová achieved economic and cultural growth, but also became a city in which there was a strong Czech-Polish rivalry, especially in the attempt to gain decisive positions in political and cultural life⁵⁰.

Training of future teachers

Until 1869, teachers of trivial and main schools were educated in preparations, after 1869 already in teacher-training institutes. Secondary school teachers were trained at

⁴⁶ D. Gawrecki a kol., op. cit.

⁴⁷ L. Zormanová, *Polské národnostní školství*, op. cit.

⁴⁸ Eadem, *Polské školství regionu Těšínského Slezska v 19. na počátku 20. Století*, „Historia Scholastica 2017, 2, s. 55–69

⁴⁹ D. Gawrecki a kol., op. cit.

⁵⁰ M. Borák, D. Janák, A. Rebrová, N. Pavelčíková, D. Gawrecki, J. Bakala, op. cit.

universities, especially at the Faculty of Arts or the Faculty of Science. Courses for the education of kindergarten teachers at teacher-training institutes were introduced for the training of kindergarten teachers.

Teachers-training institutes

Hasner's Act introduced four-year teacher-training institutes that were however not considered full-fledged secondary schools because they did not allow their students to continue the studies at universities. They were focused very practically in accordance with the "primarily craft-based" concept of teacher-training, according to which the teacher's activities were taught by imitation and training. As for the content of teaching, the pedagogical-methodological component was overvalued at the expense of expert vocational and general education. A large portion of teaching was dedicated to listening and practice carried out in training schools⁵¹.

As an example of subjects taught at teachers-training institutes, we list subjects taught at the teachers' institute in Teschen. The course lasted four years and the curriculum included the following subjects: religion, pedagogy, practical exercises in pedagogy, geography, history, civics, mathematics, natural history, physics, chemistry, art education, calligraphy, music education, physical education, class on the rural homestead operation. Handicrafts were also taught in women's teacher-training institutes. The study was completed with a final maturation exam⁵².

Several teacher-training institutes functioned on the territory of Teschen Silesia: a private girls' teaching institute with the German language of instruction in Teschen since 1889; a Czech Teachers' Institute in Polish Ostrava since 1904; and Polish Teachers' Institute in Těšín⁵³. In 1907 also Teachers' Institute for girls in Teschen. In 1908, a private girls' teacher institute in Bielsko was founded through the Congregation of the School Sisters of Notre Dam⁵⁴. Courses for the education of kindergarten teachers were frequently set up at girls' teacher-training institutes⁵⁵.

The teachers' institute in Těšín played a big role in the national movement. Within the school, there were associations that helped spread Polish culture⁵⁶.

⁵¹ V. Spilková a kol., *Současné proměny vzdělávání učitelů*, Paido, Brno 2004.

⁵² M. Fazan, *Polskie życie kulturalne na Śląsku Cieszyńskim w latach 1842/48–1920*, Uniwersytet Wrocławski, Wrocław – Warszawa 1982.

⁵³ D. Gawrecki a kol., op. cit.

⁵⁴ M. Bogus, *Nauczyciele szkół ludowych Śląska Cieszyńskiego w XIX i na początku XX wieku. Uwarunkowania prawne i zawodowe*, Akademia im. Jan Długosza w Częstochowie, Czeski Těšín – Częstochowa 2013.

⁵⁵ M. Fazan, op. cit.

⁵⁶ E. Sznajka, *Księga pamiątkowa Liceum Pedagogicznego w Cieszynie*, Kongres Polaków w Republice Czeskiej, Cieszyn 1959.

Education of kindergarten teachers

Until 1874, when a ministerial decree was issued setting out the requirements for the qualification of kindergarten teachers, no requirements were set for the qualification and education of kindergarten teachers carers in kindergartens and nurseries. According to this regulation, girls who were at least 17 years old and proved their moral and physical qualifications could be admitted to the course for kindergarten teacher. The content of the course consisted of the following subjects: education and theory of kindergarten, practical exercises in kindergarten, language and material teaching, freehand drawing, art work, singing and physical education. In 1914, institutes for the education of kindergarten teachers were introduced, and their training improved. New knowledge of psychology was included in the content of teaching, which was to help students better understand the child⁵⁷.

Conclusion

The territory of Teschen Silesia has always been characterized by its multiculturalism. Different nationalities met here, especially Polish, Czech and German, different religions and cultures, especially evangelicals, Catholics and Jews. The coexistence of these different cultures and nationalities has left an indelible mark on the territory of Teschen Silesia. The effects of the meeting of people of different nationalities in this area, which for all the abovementioned stood for “their little homeland”, are reflected primarily in the dialect that is still used in this area by the local indigenous population and, naturally, in traditions. The multiculturalism of this region, which is still preserved to a certain extent, reflected, and still does, in schooling. Although the Jewish and German population has already disappeared from the region, the territory is still inhabited by the indigenous population of Polish nationality, which has created a network of schools here with Polish as the language of instruction, from kindergartens to secondary schools.

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⁵⁷ K. Rýdl, E. Šmelová, op. cit.

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