

Władysława Szulakiewicz*

Child Cognition Versus Upbringing **The Pedological Activity of Józef Ciembroniewicz (1877–1929)**

Poznanie dziecka a wychowanie **Działalność pedologiczna Józefa Ciembroniewicza (1877–1929)**

Abstract: This article is about the pedological activity of Józef Ciembroniewicz. He was an educator, social activist and author of publications on several pedagogical sub-disciplines. It describes Ciembroniewicz's activity in the field of pedological research and its popularization as well as his views on child rearing. His books and articles published in numerous pedagogical journals have been used for the historical-pedagogical analysis. The analysis of his works makes it possible to conclude that he contributed to the growing body of work in the field of pedology and that his vision for rearing children encompassed all areas of upbringing that are still important today.

Keywords: pedology, research, child, upbringing, Józef Ciembroniewicz.

* Professor Władysława Szulakiewicz (ORCID: 0000-0001-8614-2955) – PhD, professor at the Ignatianum University in Kraków; contact: wladyslawa.szulakiewicz@ignatianum.edu.pl

Introduction

The article discusses the history of pedagogy and educational theory in Poland using the example of the life and activity of Józef Ciembroniewicz (1877–1929), a distinguished teacher, director of educational institutions, including teachers colleges, a social activist and, finally, the author of many pedagogical publications.¹ This pedagogue's activity in the field of pedagogy was manifested in both his writing and activities for the Polish Society for Child Research.² He was one of the pedagogues who perfectly combined pedagogical activity and creativity.³ The historical and pedagogical literature to date has described Ciembroniewicz's pedeutological thought⁴ and portrays him as

- 1 More about the life of Józef Ciembroniewicz can also be found in the following biographies: J. Hulewicz, *Ciembroniewicz Józef*, in: *Polski słownik biograficzny*, vol. 4, ed. W. Konopczyński, Kraków 1938, pp. 46–47; „Pedagogium”, 1929, No. 2, p. 31; „Przyjaciel Szkoły”, 1929, pp. 464–465; J. Starnawski, *Ciembroniewicz Józef*, in: *Słownik badaczy literatury polskiej*, Łódź 2003, vol. 6, pp. 37–38; S. Możdżeń, *Ciembroniewicz Józef (1877–1929)*, in: *Encyklopedia pedagogiczna XXI wieku*, vol. 1, ed. T. Pilch, Warszawa 2003, pp. 530–531.
- 2 The society's activity is also described in: W. Bobrowska-Nowak, *Polskie Towarzystwo Badań nad Dziećmi w świetle dokumentów*, „Przegląd Historyczno-Oświatowy”, 16 (1973) No. 1, pp. 9–27; A. Bodanko, P. Kowolik, *Polskie Towarzystwo Badań nad Dziećmi: powstanie, zadania, funkcje i działalność*, „Nauczyciel i Szkoła”, 2007, No. 1–2 (34–35), pp. 20–32; M. Lipska-Librachowa, *Psychologia dziecka*, „Rocznik Pedagogiczny”, 1 (1921) series 2, pp. 20–32. Here the author lists distinguished members of the Society and their works, mentions branches in Łódź, Piotrków, and magazines popularizing knowledge about the child.
- 3 Ciembroniewicz's compact publications include: *Repetitorium do nauki pedagogiki, praktyki szkolnej i języka polskiego. Do użytku zdających egzamin kwalifikacyjny do szkół ludowych*, Bochnia 1913; *O roli i zadaniach nauczyciela ludowego poza szkołą*, Warszawa 1916, wyd.2, Warszawa 1919; *Jak kształcić i rozwijać duszę dziecka w klasie pierwszej*, Lwów 1916; *Jak wychowywać dzieci w szkole elementarnej. Podręcznik praktyczny dla nauczycieli*, Warszawa-Lublin 1918; *Praktyczna metodyka nauki w klasach elementarnych. Dla użytku nauczycieli początkujących*, Warszawa 1916; *Pogadanki o wychowaniu samego siebie*, Warszawa 1921; *O zawodowe przygotowanie nauczycieli*, Poznań 1922.
- 4 On Ciembroniewicz's pedeutological thought, see: W. Szulakiewicz, „O wychowaniu wychowawcy” światopogląd pedeutologiczny Józefa Ciembroniewicza (1877–1929), in: *Amico, socio et viro docto: księga ku czci profesora Andrzeja Kazimierza Banacha*,

one of the representatives of Galician pedagogical thought.⁵ His publications fall into several pedagogical sub-disciplines, including: pedeutology, educational theory, detailed didactics and pedology. Fiction and literature for children and teenagers was a separate area of his work.⁶ His activity and creativity in the field of pedology and educational theory, which is the subject of considerations in this article, date back to the early 20th century. He presented his pedagogical views not only in compact works, but also in many pedagogical journals.⁷ This article is composed of two parts, which synthetically present two issues. These are Ciembroniewicz's activity in the field of pedology and his views on child rearing. The first part discusses his activities for the Polish Society for Child Research and, above all, how he implemented one of its statutory tasks, which was to disseminate knowledge about child development and appropriate content used in education and to promote this among educators and teachers.⁸ His collaboration with the magazine *Dziecko: czasopismo poświęcone wychowaniu domowemu i społecznemu* [A Child: A Journal Devoted to Home and Social Upbringing] is also mentioned as it has not yet been referred to in discussions about his popularizing activities. The first part of the article is based mainly on reports on the society's activities and those published in journals. The second part discusses Ciembroniewicz's views on child rearing, emphasizing the areas and methods of upbringing he promoted.

eds. T. Pudłocki, K. Stopka, Kraków 2015, pp. 319–329, eadem, *Misja wychowawcza nauczycieli i czynniki sprzyjające jej realizacji*, in: *Historia: ciągłość i zmiana: studia ofiarowane profesorowi Jerzemu Maternickiemu*, Rzeszów 2016, pp. 489–499.

- 5 A. Meissner, *Wkład Galicji w rozwój badań nad dzieckiem*, in: *W kręgu oświaty, szkolnictwa i nauki. Księga pamiątkowa dedykowana profesorowi Karolowi Poznańskiemu*, ed. A. Winiarz, Lublin 2011, pp. 141–157, A. Meissner, *Józef Ciembroniewicz (1877–1929) organizator badań nad dzieckiem*, in: idem, J. Meissner-Łozińska, *Szkice z dziejów myśli pedagogicznej w zaborze austriackim 1772–1918*, Lublin 2013, pp. 71–89.
- 6 For more on this topic, see: J. Starnawski, *Ciembroniewicz Józef*, pp. 37–38.
- 7 Ciembroniewicz also published in journals such as: „Dziecko”, „Nowe Tory”, „Przegląd Pedagogiczny”, „Przyjaciel Szkoły”, „Reforma Szkolna”, „Rodzina i Szkoła”, „Szkoła Polska” and „Wychowanie w Domu i Szkole”.
- 8 The discussion of questionnaires used in research on children is omitted, as they have been discussed by Meissner, *Wkład Galicji w rozwój badań nad dzieckiem*, pp. 84–86.

Ciembroniewicz's activity in the field of pedology

A child is really a human being – a small, but a whole human being; we must believe this and this is believed by those who examine a child's soul more closely and who truly discover treasures in this soul that they did not expect.⁹

When talking about Ciembroniewicz's activity in the field of pedology, I mean his organizational activity and writing, which served to popularize pedological thought. His activity in the field of learning about children was combined with his participation in the Polish Society for Child Research.¹⁰ However, even before the society was founded, he had published works on developmental psychology. Particularly important in this regard was his cooperation with Aniela Szycówna,¹¹ a founder of the Polish Society for Child Research. He devoted a biographic entry to her, appreciating her contributions to pedagogy, including pedology. He also published works with Szycówna in the field of pedology, presenting research results.¹² This society existed from 1907 to 1921.¹³ As stated in the second paragraph of the Act (Statute), its purpose was to: a) study the mental and physical development of children to consolidate the basics of psychology and physiology of children during childhood and adolescence; b) disseminate knowledge in this field among educators and teachers; and c) support any attempts in this direction.¹⁴ The society's members were divided into actual and supporting members.¹⁵ Ciembroniewicz was one of the actual

9 J. Ciembroniewicz, *O współżyciu nauczycieli z dziećmi*, „Szkoła Powszechna”, 1 (1920) No. 1, p. 18.

10 *Sprawozdanie Polskiego Towarzystwa Badań nad Dziećmi za rok 1907*, Warszawa 1908; *Pamiętnik Polskiego Towarzystwa Badań nad Dziećmi za rok 1910 i 1912*, Warszawa 1910 and 1913.

11 J. Ciembroniewicz, Aniela Szycówna, „Szkoła Polska”, 5 (1921) No. 3–4, pp. 269–281.

12 The works that they co-authored include: *Kwiaty i dzieci. Przyczynek do psychologii dziecka*, Warszawa 1907 oraz *Dzieci a ptaki*, Warszawa 1910.

13 In addition to Szycówna, the founding members included Władysław Weryho, Władysław Chodecki and Edmund Bogdanowicz.

14 *Ustawa Polskiego Towarzystwa Badań nad Dziećmi*, Warszawa 1907, p. 1.

15 *Ibidem*, p. 2. According to the statute, members were divided into founders, actual members, supporters and honorary members.

members.¹⁶ His activity in this organization was important as evidenced by the fact that among the actual members were: Jan Władysław Dawid, Władysław Heinrich, Kazimierz Twardowski, Marian Massonius, Władysław Chodecki, Janina Mortkowiczowa, Fr Jan Gralewski, Kazimierz Jeżewski, Emilian Konopczyński, Stefania Marciszewska, Maria Weryho, Władysław Weryho, Władysław Sterling, Jakub Segal, Władysława Weychert, Lucjan Zarzecki, Sister Barbara Żulińska. Dorota Zylberowa and Paweł Sosnowski.¹⁷ Among the supporting members was Irena Kosmowska. Reports published in the society's journals¹⁸ and diaries show that Józefa Joteyko and Janusz Korczak also participated in its activity. These names prove that the society's members included outstanding scientists, university professors, educators and directors of teaching institutions and representatives of not only pedagogical sub-disciplines, but also of philosophy, psychology, literature and medicine. They had significant scientific achievements and experience in teaching and popularizing activity. Importantly, they were also active in other scientific societies, such as the Polish Psychological Association, the Polish Philosophical Society and the Preschool Upbringing Society.

The scientific and popularizing activities of the Polish Society for Child Research took place in several commissions and regional branches. These were established in the second year of the society's existence: the Commission for Drawings, the Commission for the Study of Children's Speech and the Commission for the Study of Mathematical Concepts, and two more in the following years: the Commission for the Study of Mentally Handicapped Children and the Commission for the Study of Character. The analysis of publications and reports shows that Ciembroniewicz was involved in the work of these sections, took an active part in meetings and implemented research projects. Among other things, in 1913, he delivered a lecture entitled *Ideały dzieci szkolnych*

16 Established in 1907, the organization already had 106 members in 1908, including 74 actual members.

17 *Pamiętnik Polskiego Towarzystwa Badań nad Dziećmi* za rok 1910, s. 25, *Pamiętnik Polskiego Towarzystwa Badań nad Dziećmi* za rok 1912, pp. 32–33.

18 „Nowe Tory”, 5 (1910) p. 288; „Muzeum”, 2 (1910) p. 573; „Wychowanie w Domu i Szkole”, 3 (1910) p. 885; „Dziecko”, 1 (1913) No. 1, pp. 63–64; 2 (1914) No. 5, pp. 317–319.

[Ideals of School Children]. The study was prepared based on the answers provided by 1,092 (sic!) respondents to the question: Who do you want to be like?¹⁹

The society created a series entitled *Biblioteka Psychologii Dziecięcej* [Child Psychology Library]. It contained four volumes of works, including a publication by Ciembroniewicz and Szycówna entitled *Dzieci a ptaki* [Children and Birds]. Together with Szycówna, he also published works entitled *Kwiaty i dzieci* [Flowers and Children].²⁰ An important book resulting from the students' research was *Dzieci a wojna* [Children and War].²¹ In addition to these compact works on child psychology, Ciembroniewicz published many articles in the field of pedology, often in a series on a specific topic.²² It should be emphasized that he promoted the views of the German pedagogue and psychologist Karl Gross, first in the journal *Rodzina i Szkoła* [Family and School], and then this collection of texts was reprinted in a compact publication.²³

A special place in the popularization of views on child upbringing and the promotion of educational ideas is occupied by Ciembroniewicz's cooperation with the magazine *Dziecko*, which has not been mentioned so far in any study.²⁴ The journal was edited by the outstanding pedagogue Waldemar Osterloff.²⁵ It should be mentioned that many members of the Polish Society

19 For more on this topic, see: „Dziecko”, 2 (1914) No. 5, p. 317.

20 These publications are analysed in the book: A. Meissner, J. Meissner-Łozińska, *Szkice z dziejów myśli pedagogicznej w zaborze austriackim 1772–1918*, pp. 84–88.

21 *Dzieci a wojna. Przyczynek do poznania duszy polskiego dziecka*. oprac. Kółko Pedagogiczne młodzieży seminarium soleckiego, ed. J. Ciembroniewicz, Kraków 1919.

22 These included the following publications: *Pogadanki pedagogiczne*, „Rodzina i Szkoła”, 1904, No. 1–2, 5–6, 13–16; *O psychologii dziecięcej*, „Rodzina i Szkoła”, 1904, No. 23–24, pp. 371–373; *Dzieci a burza. Przyczynek do studiów psychologicznych*, „Nowe Tory”, 1 (1906) No. 5, pp. 511–523; *Rysunki u dzieci wiejskich*, „Nowe Tory”, 5 (1910) No. 1, pp. 19–37.

23 J. Ciembroniewicz, *Życie duszy dziecięcej*, „Rodzina i Szkoła”, 1909, No. 21–24; 1910, No. 1–22 and reprint, on the cover 1925. Karl Gross – a German pedagogue, psychologist, representative of functional psychology and the creator of the theory of play. While his surname is spelled Gross in the original text, Władysław Okoń (*Słownik pedagogiczny*, Warszawa 1992, p. 65) writes it as Groos.

24 The journal was published for a short time from 1913 to 1915.

25 Waldemar Osterloff (1858–1925) – a pedagogue, linguist, author of works not only on language teaching methodology and the history of pedagogy but also on child

for Child Research cooperated with this journal, including Szycówna, Józefa Joteyko and Sister Barbara Żulińska, as well as Anna Grudzińska and Romana Pachucka. In addition to texts published by experts in various fields of education, this publication also contained reports on the society's work, research questionnaires and answers to questions included in a questionnaire on child cognition. In short, the journal aimed to popularize pedological thought and practice. What was the scope of Ciembroniewicz's cooperation with this journal? He published short stories on educational topics. They concerned various areas of education and served to promote specific educational values.²⁶ It must be mentioned that the problem of a child was also present in his literary publications.²⁷ This is why Jerzy Starnawski rightly calls him 'a researcher of the educational values of Polish literature'.²⁸ In his articles, Ciembroniewicz popularized the works of writers, poets and literary historians such as Piotr Chmielowski, Adolf Dygasiński, Kazimierz Brodziński, Maria Konopnicka and Mikołaj Rej. He not only showed the educational values of their work, but also called them teachers and educators. His publication devoted to Adolf Dygasiński is particularly valuable in the field of historical pedagogy.²⁹

Ciembroniewicz was concerned about popularizing knowledge of psychology in the widest possible pedagogical circles and therefore presented proposals for reforming the education of teachers, which he combined with teaching

psychology, including: *Pierwsza systematyczna nauka dziecka na podstawie rozwoju naturalnego: książka dla wychowawców domowych i szkolnych: podr. dla kandydatów na nauczycieli i kierowników szkół początkowych*, Warszawa 1919.

26 In this journal from 1913, Ciembroniewicz published the following texts: *Niania*, No. 1, pp. 16–18; *Pierwsze bajeczki*, No. 2, pp. 82–84; *Swój kącik*, No. 3, pp. 147–149; *Kochaj bliźniego*, No. 5, pp. 329–330; *Właśnie!*, No. 7, pp. 489–491; *Książki z obrazkami*, No. 8, pp. 453–455. The 1914 issues included: *Mały pomocnik*, No. 1, pp. 17–19; *Rzeżucha* No. 5, pp. 270–272; *Dzidziuś zrobił tatusiowi wstyd*, No. 6, pp. 333; *Dzidziuś już wielki*, No. 7, pp. 405–407.

27 These works included: *Dzieci w nowelkach Prusa*, „Wychowanie w Domu i Szkole”, 2 (1909) vol. 1, No. 3, pp. 243–248; *Maria Konopnicka jako autorka dla dzieci*, tamże, 4 (1911) vol. 1, No. 1, pp. 29–35; *Dzieci w utworach Konopnickiej*, „Nowe Tory”, 6 (1911) No. 1, pp. 26–41.

28 J. Starnawski, *Ciembroniewicz Józef*, p. 37.

29 J. Ciembroniewicz, *Adolf Dygasiński*, Lwów 1906; *M. Konopnicka jako wychowawczyni wychowawców*, „Szkola”, 1911, pp. 650–655.

pedagogy and psychology, taking into account certain issues in teaching.³⁰ He noticed the need to introduce such changes when he was a teacher and director of colleges. He suggested modifying the pedagogy curriculum, particularly by introducing issues in the field of child psychology, or, as it was called at that time, experimental pedagogy. He recommended the need for future teachers to familiarize themselves with research on children and learn about their personality traits and characteristic development features. In his opinion, this was necessary for the proper implementation of the upbringing and teaching process. He recalled Szycówna's activity and appealed for every college professor to not only teach psychology, but also encourage students to conduct research, adding that pedagogy and psychology should be taught by a person who was known in the scientific community. He put forward a proposal to increase the number of hours of pedagogy and combined the teaching of psychological content with the issue of expanding the scientific basis of pedagogy and the disciplines cooperating with it. He also referred to equipping libraries with appropriate literature in this field.³¹ Being convinced that knowledge of psychology was necessary for the proper implementation of school reforms, he indicated the need to learn about the characteristics of a child's development, including their abilities, skills, fantasies, imagination and speech.³² Speaking about the scope of experimental pedagogy, he stated that it had to do with two different areas of research because, on the one hand, it had to obtain the most accurate knowledge of a child's spiritual and physical development and, on the other, based on these results, 'organize education and learning'. Elaborating on this issue in more detail, he recommended that teachers analysed a child's spiritual work when acquiring basic skills. In his opinion, it is from the results of learning about a child's individuality and talents that important conclusions for educators and pedagogy could be drawn, forming the basis for school reforms.

30 J. Ciembroniewicz, *Jak zreformować naukę pedagogiki w seminariach nauczycielskich*, „Reforma Szkolna”, 1 (1904) No. 1–2, pp. 304–308.

31 The editor made a critical note about this statement, claiming that he regretted publishing this article (sic!): *Jak zreformować naukę pedagogiki w seminariach nauczycielskich*, p. 308.

32 J. Ciembroniewicz, *Pedagogika doświadczalna a reforma szkół*, „Reforma Szkolna”, 2 (1911) pp. 157–169.

When assessing Ciembroniewicz's activity in the field of pedology based on the analysis of various sources, it must be stated that he implemented all the previously mentioned statutory goals of the Polish Society for Child Research and, in particular, he conducted scientific research and was excellent at popularizing the results. The importance of his achievements is also evidenced by his publications, which appeared along with those by the above-mentioned authors who were the creators of pedagogy as a science, in the most important pedagogical journals. In addition to the opinion contained in the literature that he was the organizer of research on children,³³ it should be added that he was also an excellent at popularizing pedological issues. While working with Szycówna and having contact with other pedagogues and psychologists, he learned to use surveys in child research. He conducted surveys in his research to learn about a child's development in terms of their 'feelings' (as he called them) towards people, the natural world and oneself. In other words, thanks to his great cooperation with the community of pedagogues and paedologists, he found himself at the centre of the discussion on the tasks of pedology and their practical implementation.

Ciembroniewicz's views on child rearing

Ciembroniewicz presented his views on the essence of child rearing, the use of educational methods and fields of pedagogical sciences, similarly to the issues of pedology, not only in compact works but also in pedagogical journals.³⁴ To present his concept of child rearing, it is necessary to analyse his two publications: 'Jak wychowywać dzieci w szkole elementarnej' [How to Raise Children in an Elementary School] (1918) and *Pogadanki o wychowaniu samego siebie* [Talks about Self-Rearing] (1921).³⁵ These were guides on upbringing. The first was a lecture addressed to teachers on the theory

33 A. Meissner, J. Meissner-Łozińska, *Szkice z dziejów myśli pedagogicznej w zaborze austriackim*, p. 71.

34 Mainly in journals such as: „Dziecko”, „Rodzina i Szkoła” and „Wychowanie w Domu i Szkole”.

35 J. Ciembroniewicz, *Jak wychowywać dzieci w szkole elementarnej. Podręcznik praktyczny dla nauczycieli*, Warszawa–Lublin 1918; idem, *Pogadanki o wychowaniu samego siebie*, Warszawa 1921.

of upbringing based on knowledge of child development and the pedagogical experience of the author. In his considerations, Ciembroniewicz referred primarily to upbringing at school. Pointing to the differences between upbringing at school and at home, he stressed that upbringing at school is collective. From this assumption he derived many important child-rearing postulates.

He began his considerations by proving how important it is in upbringing to take care of a child's abilities and mental state. He advocated that child rearing should include: the upbringing and development of the will, as well as of feelings. According to him, important methods for the development and upbringing of the will are: 1) training and developing habits in a child; 2) setting an example; 3) using rewards and punishments; 4) using orders and prohibitions; 6) supervising; and 7) giving instructions. In the process of developing the will, small things or the smallest of activities, such as those relating to habits of order and cleanliness should never be ignored. Moreover, in his opinion, all upbringing activities should be carried out systematically and consistently. In order to develop habits in children, circumstances such as time, place and surroundings should be taken into account. He warned that when developing the will, one should not go overboard by constantly giving children instructions because this may 'kill' their desire for independence. Seeing how important it is to set an example in upbringing, he rightly noticed that children are also exposed to the influence of bad examples, not just good ones. Therefore, it is necessary to skilfully persuade them to follow good examples. It is also forbidden to use so-called deterring examples.

He devoted a lot of space in his considerations to the use of rewards and punishments and the use of orders and prohibitions in upbringing. He assumed that punishment makes sense if it has an upbringing effect. His idea in this regard can be reduced to the following thesis: child rearing is not about punishing. This is not the most important upbringing measure so it should not be overestimated. He addressed teachers with the message that neither punishment nor reward should be overused. He recommended considering whether frequent punishment is not the result of too many orders and prohibitions. He said, 'Let us not forget that many offences begin with idleness and not only the idleness of children but also of teachers.'³⁶ To not make mistakes, educa-

36 J. Ciembroniewicz, *Jak wychowywać dzieci w szkole elementarnej*, p. 42.

tors must remember to apply the following principles that regulate upbringing behaviour: 1) before punishing, check whether the bad behaviour is not the result of an illness; 2) take into account whether the child is at the stage of development that makes them aware that they were doing something wrong; 3) be consistent when applying punishment; 4) cooperate with the family home in applying punishment so that the cooperation of these upbringing environments makes the child believe that that punishment is something natural; 5) never punish a child in anger; 6) before applying a punishment, always take into account all the circumstances; 7) if a punishment is not effective, abandon it and search for another means to influence upbringing; 8) do not punish other pupils or the entire class for the offence of one child because such a punishment has the hallmarks of an unjust punishment; 9) do not punish in the presence of other children if the punishment is intended to affect the child's honour; 10–12) every teacher should refrain from imposing the first punishment for a long time so as not to develop the habit of using it and not to make it something common to children. A teacher must start with the mildest possible punishments. In upbringing, one should not give up on such punishments as: expressing dissatisfaction or warning, excluding a child from attractive school activities or depriving them of an important function. According to Ciembroniewicz, instruction, which plays a vital role in upbringing, should not be removed from the list of upbringing methods. He wrote that 'Instructions must be given in such a way that they develop and create conscience and a sense of good and evil in a child.'³⁷

Like many authors of pedagogical works, he combined punishments with rewards. Among the many rules for using rewards listed by Ciembrowicz, one is of particular importance. In his opinion, fulfilling an obligation cannot be rewarded. In turn, referring to the issue of pedagogical supervision, he stipulated that it must not have anything to do with spying on children. 'Well-conducted supervision will make it easier for a teacher to observe and get to know children'³⁸ and this is important in the organization of child rearing.

It is also important to take care of the proper development of feelings in upbringing. He divided feelings into higher and lower. Higher feelings

37 Ibidem, p. 55.

38 Ibidem, p. 54.

include aesthetic, moral and religious feelings, as well as those of truth, self-love, love of a neighbour and love of the homeland.³⁹ In particular, he recommended taking care of aesthetic and religious feelings, as well as those which, although not named by the author, concern the social sphere. These postulates are identical to the desiderata regarding the development of various areas of child rearing, which he discussed in detail using specific examples. After enumerating the organizational forms and content of aesthetic and religious upbringing, he wrote, 'In order for religious and aesthetic feelings to become a real engine that moves life later in life, youth must really be a sculptor that forges the entire life.'⁴⁰ Ciembroniewicz's reflections on love for one's neighbour and self-love are particularly interesting. In his opinion, school is a good place to develop feelings of love for one's neighbour and thus prepare for social life. This prepares a pupil not only to do good but also to be able to love enemies and forgive their sins, which is an extremely difficult task. In turn, self-love, according to him, is belief in one's own strength:

The feeling of self-love manifests itself as trust in one's own strength and self-respect, and this gives awareness of strength and without it, well-understood... there would be no action. The feeling of love gives rise to what in common speech is called ambition and a sense of honour.⁴¹

In his proposals, he strongly emphasized the issue of shaping civic feelings, that is, civic education. He derived all premises from love for the homeland and stated that upbringing must serve the development of feelings of love for the homeland. A good citizen is a good person, cannot be a chauvinist or a cosmopolitan and their duty is to know not only their rights but also their obligations towards their homeland.

What is necessary in the upbringing process understood in this way? It is important to develop the virtues of obedience, self-control, independence of beliefs and the habit of doing good. Self-control, which he called the most

39 Ibidem, p. 57. According to Ciembroniewicz, lower feelings are those that are caused by sensual stimulation.

40 Ibidem, p. 62.

41 Ibidem, p. 63.

beautiful victory in a person's life, is important in shaping all these virtues. An equally important child-rearing task is the proper development of independence expressed in both a child's actions and words. Truth is extremely significant as the basic principle of every citizen's action and social life. Truth is connected with trust in another person and a lie takes away the credibility of the liar. Teachers must be perfect role models in this respect as their activities are meaningless without the trust of students. Persuading educators and parents to condemn lying in their children, he listed several types of lies. These were: an egoistic lie, a lie in the service of others, a lie based on jokes, a nervous lie, a pathological lie, a fanciful lie and a malicious lie.⁴²

Only these principles and rules of conduct based on specific values lead to the upbringing of a good citizen. A good citizen must be characterized by a passion for work and respect for other people's property and what is native. They should also be accustomed to saving money. According to the pedagogue, physical education is an important field in upbringing and he devoted a lot of space to this issue in his considerations, combining it with health education and school hygiene. Before starting the physical education programme, he recommended conducting a survey among children to find out the state of their health.⁴³

To bring up means to shape certain character traits, habits and attitudes in a child, teach them to respect others and oneself and to instil in them specific values, particularly to distinguish good from evil. While presenting various rules, pieces of advice and tips on how to raise children, Ciembroniewicz summarized his thoughts on upbringing as follows, 'Child rearing is an art and a skill, but let us remember that we cannot provide ready-made recipes for upbringing, nor can we create such recipes ourselves and stick to them strictly.'⁴⁴ That is why his publications contain much information about child-rearing mistakes.

His considerations contained in the publication entitled 'Jak wychowywać dzieci w szkole elementarnej' are supplemented with his views presented in his work 'Pogadanki o wychowaniu samego siebie'. Ciembroniewicz gives advice

42 Ibidem, p. 86.

43 Survey content, Ibidem, p. 99–100.

44 Ibidem, p. 114.

on self-rearing or, to put it differently, upbringing outside of school, without the participation of a teacher. Unlike the previous publication, this work is addressed to every reader who picks up this work, including children. Its content can be called everyday pedagogy and the views presented prove that the author had excellent knowledge of both developmental psychology and methods of child-rearing practice. The author defines self-rearing as working on oneself. He suggests starting the self-rearing process by getting to know oneself and drawing a self-portrait. However, if the portrait created based on observation and diaries or notes turns out to be less than perfect, he recommended not being frightened by it because self-rearing serves to improve each individual. In his further considerations, he tells the potential reader what and who can serve good self-rearing, what areas of a person's life it should cover and what should be considered in a well-implemented self-rearing process. In Ciembroniewicz's opinion, what is important in working on oneself are: 1) proper understanding and use of time, which is related to planning; 2) choosing the right company to keep and the society or association to which we belong; 3) self-awareness of belonging to one's own nation or environment and identifying with it; and 4) accepting responsibility for one's actions. It is also important to properly understand the rules of functioning in the environment, which require being polite, obedient, compliant, keeping one's word and being responsible for what one says. An important postulate is also to properly treat 'neighbours', that is, people with whom we have contact. He returns – because he talked about it in the previously discussed publication – to the issue of love for one's neighbour by expressing true opinions and assessments about other people. The pedagogue says directly, 'Do not steal the good reputation of your neighbour.'⁴⁵ He ends his guide with comments on healthcare and mental development. In his final considerations on self-rearing, he says, 'read a lot, but read wisely'.⁴⁶

Among the numerous tips formulated by Ciembroniewicz, attention is drawn to the chapter of the work about the importance of politeness and obedience in human life. It is worth quoting his words. Speaking about politeness, he states, 'We are obliged to be polite not only towards our friends, but we must also try

45 J. Ciembroniewicz, *Pogadanki o wychowaniu samego siebie*, pp. 40–47.

46 Ibidem, p. 80.

to make politeness become our nature.⁴⁷ Ciembroniewicz's interpretation of obedience is also interesting: 'Whoever wants to command others must, first of all, learn to listen. If we do not listen, we will not be able to give orders or demand their fulfilment.'⁴⁸ He links obedience with freedom and warns against misunderstanding it. Namely, according to this author, obedience is not inconsistent with freedom, but it cannot be apparent and it should not be blind (absolute) submission to others or imposed rules. Obedience is respect for the social order. He added to these postulates the issue of joy in the life of people, particularly young ones. He believed that all manifestations of joy should be adapted to the development of the individual. Young people should not be guided by appearances in social life.

All in all, briefly presented, Ciembroniewicz's views on self-work are a practical guide to self-rearing.⁴⁹ The approach to upbringing he proposed includes reflections on areas such as: moral, civic and patriotic, religious, physical and health and social upbringing. However, in terms of the proposed upbringing methods, as understood today, this author suggested direct and indirect methods, including rewards and punishments, persuasive-informative methods, as well as task-based methods.

Conclusions

Józef Ciembroniewicz died in the 53rd year of his extremely active life, leaving a relatively rich pedagogical legacy. Through his work and activity as Szycówna's collaborator, he contributed to the development of pedology. Even though he represented the teaching trend of pedological research, his achievements deserve recognition. Analysing all of Ciembroniewicz's publications in the field of pedology, it can be undoubtedly stated that when conducting research on specific topics relating to children, he created specific pedological research projects from which he derived premises for the theory of upbringing. In a word, pedology served the theory of upbringing and teaching. Thanks to the results of his research and

47 Ibidem, p. 22.

48 Ibidem, pp. 22–23.

49 In my opinion, owing to its cognitive value, this work requires a more detailed discussion in a separate publication.

knowledge of other scholars' works on child psychology, when publishing works in the field of upbringing theory, didactics and pedeutology, he took into account many aspects of child psychology. As regards upbringing theory, he advocated an upbringing that would take into account both the child's development and specific conditions resulting from the difficult history of Polish education. He did not participate in the discussions on pedology that took place in journals,⁵⁰ but he implemented the research postulates developed by their creators.

As regards the relevance of his historical pedagogical achievements, it is also worth adding that the topic of children and war is close to us today, just as it was important for Ciembroniewicz more than 100 years ago, when, in 1919, he published a book entitled *Dzieci a wojna*. After analysing this publication, it can be concluded that even today, with the ongoing war between Russia and Ukraine, we can ask similar questions and formulate similar theses regarding the impact of war on the psyche and further development of children. In short, it can be said that a 'child's soul' in some respects has not changed and the evil of war continues to leave permanent traces on it.

Finally, when speaking about the development of applied psychology, the authors of an excellent work on the history of psychology in Poland entitled *Historia polskiej myśli psychologicznej* [The History of Polish Psychological Thought] have distinguished the pedological trend, which they mainly associated with researchers from university centres.⁵¹ It may be worth adding to the list of researchers in the field of pedology those who represented the teaching trend, including Ciembroniewicz. My long-term analysis of the pedagogical heritage in Poland allows me to conclude that it is important to remember that behind

50 For example, it is worth mentioning articles, reports and discussions in journals such as: „Wychowania w Domu i Szkole”: M. Grochowska, *Pedologia jej zadania i środki*, „Wychowania w Domu i Szkole” 1910 No. 1, pp. 35–41; K. Lutosławski, *Czy pedologia kiedykolwiek zastąpi pedagogię*, „Wychowania w Domu i Szkole” 1910, No. 3, pp. 211–128; A. Szycówna, *Pedagogika doświadczalna i pedologia*, „Wychowania w Domu i Szkole”, 1911, No. 6, pp. 17–21; eadem, *Badania nad poczuciem sprawiedliwości*, „Wychowania w Domu i Szkole”, 1911, No. 8, pp. 237–242.

51 T. Rzepa, B. Dobroczyński, *Historia polskiej myśli psychologicznej*, wyd. nowe, Warszawa 2019, pp. 275–278 i 292–313. A chapter of the work entitled *Psychologia wykracza poza uniwersytety* mentions: A. Szycówna, M. Lipska-Librachowa, M. Grzegorzewska, J. Joteyko, M. Grzywak-Kaczyńska.

the great names of the creators of disciplines and sub-disciplines known to us, there were conscientious researchers who were often not academic teachers, but educators in teachers colleges and other institutions educating teachers. Despite this, they contributed to the development of pedagogical scholarly heritage.

Streszczenie: Celem artykułu jest ukazanie działalności pedologicznej Józefa Ciembroniewicza. Był on pedagogiem, działaczem społecznym i autorem publikacji dotyczących kilku subdyscyplin pedagogicznych. W prezentowanym szkicu podjęto próbę odpowiedzi na pytania: jak przebiegała aktywność J. Ciembroniewicza w obszarze badań pedologicznych i ich popularyzacji oraz jakie były jego poglądy na wychowania dziecka. Dla przedstawienia niniejszych zagadnień wykorzystano książki tego autora oraz artykuły rozproszone w licznych czasopismach pedagogicznych, które poddano analizie historyczno-pedagogicznej. Analiza jego prac pozwala stwierdzić, że swoimi publikacjami przyczynił się do powiększenia dorobku z zakresu pedagogii, a jego wizja wychowania dziecka obejmowała wszystkie, ważne i dzisiaj dziedziny wychowania.

Słowa kluczowe: pedagogia, badania, dziecko, wychowanie, Józef Ciembroniewicz.

Bibliography

Published sources

Pamiętnik Polskiego Towarzystwa Badań nad Dziećmi za rok 1910 and 1912, Warszawa 1910 and 1913.

Osterloff W., *Pierwsza systematyczna nauka dziecka na podstawie rozwoju naturalnego: książka dla wychowawców domowych i szkolnych: podr. dla kandydatów na nauczycieli i kierowników szkół poczętkowych*, Warszawa 1919.

Sprawozdanie Polskiego Towarzystwa Badań nad Dziećmi za rok 1907, Warszawa 1908.

Ustawa Polskiego Towarzystwa Badań nad Dziećmi, Warszawa 1907.

Works by Józef Ciembroniewicz

Ciembroniewicz J., *Adolf Dygasiński*, Lwów 1906.

Ciembroniewicz J., *Aniela Szyćówna*, „Szkola Polska”, 5 (1921) No. 3–4, pp. 269–281.

Ciembroniewicz J., *Dzidzius już wielki*, „Dziecko”, 2 (1914) No. 7, pp. 405–407.

Ciembroniewicz J., *Dzidzius zrobił tatusiowi wstyd*, „Dziecko”, 2 (1914) No. 6, pp. 333.

Ciembroniewicz J., *Dzieci a burza. Przyczynek do studiów psychologicznych*, „Nowe Tory”, 1 (1906) No. 5, pp. 511–523.

- Ciembroniewicz J., *Dzieci w nowelkach Prusa*, „Wychowanie w Domu i Szkole”, 2 (1909) vol. 1, No. 3, pp. 243–248.
- Ciembroniewicz J., *Dzieci w utworach Konopnickiej*, „Nowe Tory”, 6 (1911) No. 1, pp. 26–41.
- Ciembroniewicz J., *Jak kształcić i rozwijać duszę dziecka w klasie pierwszej*, Lwów 1916.
- Ciembroniewicz J., *Jak wychowywać dzieci w szkole elementarnej. Podręcznik praktyczny dla nauczycieli*, Warszawa, Lublin 1918.
- Ciembroniewicz J., *Jak zreformować naukę pedagogiki w seminariach nauczycielskich*, „Reforma Szkolna”, 1 (1904) No. 1–2, pp. 304–308.
- Ciembroniewicz J., *Kochaj bliźniego*, „Dziecko”, 1 (1913) No. 5, pp. 329–330.
- Ciembroniewicz J., *Książeczki z obrazkami*, „Dziecko”, 1 (1913) No. 8, pp. 453–455.
- Ciembroniewicz J., *M. Konopnicka jako wychowawczyni wychowawców*, „Szkoła”, 1911, pp. 650–655.
- Ciembroniewicz J., *Mały pomocnik*, „Dziecko”, 2 (1914) No. 1, pp. 17–19.
- Ciembroniewicz J., *Maria Konopnicka jako autorka dla dzieci*, „Wychowanie w Domu i Szkole”, 4 (1911) vol. 1, No. 1, pp. 29–35.
- Ciembroniewicz J., *Niania*, „Dziecko”, 1 (1913) No. 1, pp. 16–18.
- Ciembroniewicz J., *O psychologii dziecięcej*, „Rodzina i Szkoła”, 9 (1904) No. 23–24, pp. 371–373.
- Ciembroniewicz J., *O roli i zadaniach nauczyciela ludowego poza szkołą*, Warszawa 1916, edition 2, Warszawa 1919.
- Ciembroniewicz J., *O współżyciu nauczycieli z dziećmi*, „Szkoła Powszechna”, 1 (1920) No. 1, pp. 14–20.
- Ciembroniewicz J., *O zawodowe przygotowanie nauczycieli*, Poznań 1922.
- Ciembroniewicz J., *Pedagogika doświadczalna a reforma szkół*, „Reforma Szkolna”, 2 (1911) pp. 157–169.
- Ciembroniewicz J., *Pierwsze bajeczki*, „Dziecko”, 1 (1913) No. 2, pp. 82–84.
- Ciembroniewicz J., *Pogadanki o wychowaniu samego siebie*, Warszawa 1921.
- Ciembroniewicz J., *Pogadanki pedagogiczne*, „Rodzina i Szkoła”, 9 (1904) No. 1–2, 5–6, 13–16.
- Ciembroniewicz J., *Praktyczna metodyka nauki w klasach elementarnych. Dla użytku nauczycieli początkujących*, Warszawa 1916.
- Ciembroniewicz J., *Repetitorium do nauki pedagogiki, praktyki szkolnej i języka polskiego. Do użytku zdających egzamin kwalifikacyjny do szkół ludowych*, Bochnia 1913.
- Ciembroniewicz J., *Rysunki u dzieci wiejskich*, „Nowe Tory”, 5 (1910) No. 1, pp. 19–37.
- Ciembroniewicz J., *Rzeżucha*, „Dziecko”, 2 (1914) No. 5, pp. 270–272.
- Ciembroniewicz J., *Swój kącik*, „Dziecko”, 1 (1913) No. 3, pp. 147–149.
- Ciembroniewicz J., *Szycówna A., Dzieci a ptaki*, Warszawa 1910.
- Ciembroniewicz J., *Szycówna A., Kwiaty i dzieci. Przyczynek do psychologii dziecka*, Warszawa 1907.
- Ciembroniewicz J., *Właśnie!*, „Dziecko”, 1 (1913) No. 7, pp. 489–491.
- Ciembroniewicz J., *Życie duszy dziecięcej*, „Rodzina i Szkoła”, 1909, No. 21–24; 1910, No. 1–22; and reprint, on the cover 1925.

Dzieci a wojna. Przyczynek do poznania duszy polskiego dziecka. oprac. przez Kółko Pedagogiczne młodzieży seminarium soleckiego, ed. J. Ciembroniewicz, Kraków 1919.

Literature

- Bobrowska-Nowak W., *Polskie Towarzystwo Badań nad Dziećmi w świetle dokumentów*, „Przegląd Historyczno-Oświatowy”, 16 (1973) No. 1, pp. 9–27.
- Bodanko A., Kowolik P., *Polskie Towarzystwo Badań Nad Dziećmi : powstanie, zadania, funkcje i działalność*, „Nauczyciel i Szkoła”, 2007, No. 1–2 (34–35), pp. 20–32.
- Grochowska M. *Pedologia jej zadania i środki*, „Wychowania w Domu i Szkole”, 1910, No. 1, pp. 35–41.
- Hulewicz J., *Ciembroniewicz Józef*, w: *Polski słownik biograficzny*, vol. 4, ed. W. Konopczyński, Kraków 1938, pp. 46–47.
- Lipska-Librachowa M., *Psychologia dziecka*, „Rocznik Pedagogiczny”, 1 (1921) series 2, pp. 20–32.
- Lutosławski K., *Czy pedologia kiedykolwiek zastąpi pedagogię*, „Wychowania w Domu i Szkole”, 1910, No. 3, pp. 211–128.
- Meissner A., *Wkład Galicji w rozwój badań nad dzieckiem*, in: *W kręgu oświaty, szkolnictwa i nauki. Księga pamiątkowa dedykowana profesorowi Karolowi Poznańskiemu*, ed. A. Winiarz, Lublin 2011, pp. 141–157.
- Meissner A., *Józef Ciembroniewicz (1877–1929) organizator badań nad dzieckiem*, in: Meissner A., Meissner-Łozińska J., *Szkice z dziejów myśli pedagogicznej w zaborze austriackim 1772–1918*, Lublin 2013, pp. 71–89.
- Możdżeń S., *Ciembroniewicz Józef (1877–1929)*, in: *Encyklopedia pedagogiczna XXI wieku*, vol. 1, ed. T. Pilch, Warszawa 2003, pp. 530–531.
- Okoń W., *Słownik pedagogiczny*, Warszawa 1992.
- Starnawski J., *Ciembroniewicz Józef*, w: *Słownik badaczy literatury polskiej*, Łódź 2003, vol. 6, pp. 37–38.
- Szulakiewicz W., *„O wychowaniu wychowawcy” światopogląd pedeutologiczny Józefa Ciembroniewicza (1877–1929)*, in: *Amico, socio et viro docto: księga ku czci profesora Andrzeja Kazimierza Banacha*, eds. T. Pudłocki, K. Stopka, Kraków 2015, pp. 319–329.
- Szulakiewicz W., *Misja wychowawcza nauczycieli i czynniki sprzyjające jej realizacji*, in: *Historia: ciągłość i zmiana: studia ofiarowane Profesorowi Jerzemu Maternickiemu*, Rzeszów 2016, pp. 489–499.
- Szycówna A., *Badania nad poczuciem sprawiedliwości*, „Wychowania w Domu i Szkole”, 1911, No. 8, pp. 237–242.
- Szycówna A., *Pedagogika doświadczalna i pedologia*, „Wychowania w Domu i Szkole”, 1911, No. 6, pp. 17–21.
- Rzepa T., B. Dobroczyński B., *Historia polskiej myśli psychologicznej*, wyd. nowe, Warszawa 2019.