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Jan Dobrzański (1901–1997): A Researcher, Organizer and Educator

Jan Dobrzański (1901–1997) – badacz, organizator, dydaktyk

Abstract: Jan Dobrzański was a well-known historian of education in Lublin. His career path ran from high schools to universities and, importantly, teacher training courses. In his activities, he was involved in the work of valued associations and organizations, being a member of their Lublin branches. His professional experience and organizational potential were appreciated and he was entrusted with important functions and positions, including head of department, vice-chancellor of the Catholic University of Lublin and head of department, dean and vice-chancellor of the Maria Curie Skłodowska University in Lublin. He perfectly combined his scholarly passions with didactic activity. His research focused on three issues: schooling and education in Galicia from 1773 to the late mid-19th century, education and upbringing in the Duchy of Warsaw and the Kingdom of Poland until the January Uprising, and the cultural, scientific and educational life of Lublin and the Lublin region. He was a valued teacher in many high schools, in particular at the Stanisław Staszic State Middle School and later the Stanisław Staszic Middle and Secondary School in Lublin, as well as a recognized and respected academic teacher at Lublin universities.

Keywords: Jan Dobrzański, teacher, historian of education, scholarly activity, pedagogical activity, organizational activity.

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Many teachers have gone down in the history of Lublin education, particularly two important universities, the Catholic University of Lublin [*Katolicki Uniwersytet Lubelski*, KUL] and the Maria Curie-Skłodowska University [*Uniwersytet Marii Curie-Skłodowskiej*, UMCS]. Jan Dobrzański was among the organizers of and teachers at Lublin schools. He was born in Wierzbłany near Lviv, in the Austrian Partition, on 30 December 1901 to Michał and Anna (née Kuryj).¹ His parents had a farm and his father was also a weaver. Despite their difficult financial situation, they took care of their sons' education.² They surrounded them with care, love and understanding, and cultivated patriotic and independence traditions. Jan received his initial education at home from his father and continued it at a primary school in Kulikowo, later in Żółkiew. Having finished primary school, he then attended the Stefan Żółkiewski State Middle School in Żółkiew. He interrupted his studies to voluntarily take part in the defence of Lviv in 1918. He then joined the Polish Army and, as an artilleryman, fought for the eastern borders of the Second Polish Republic in 1919 and 1920. In the final phase of this campaign, he took part in the Battle for Brest. After the end of the Polish-Bolshevik War in 1920, he returned to his home town, unfortunately seriously ill with malaria.³ Despite the lack of appropriate medication, he managed to fight the disease and regained strength, thanks to which he was able to continue his studies at the middle school in Żółkiew and in 1921 and 1922, to attend clandestine classes in Lviv. In 1922, he passed his school leaving examination at his school in Żółkiew and began studying history at the Faculty of History at the Jan Kazimierz University in Lviv. During his first year of studies, he had to cope with financial problems and so he took on various jobs. A particularly difficult period came when his father's death forced him to reconcile his student duties with trips to help on the fam-

- 1 State Archives in Lublin (Archiwum Państwowe w Lublinie, APL), Prezydium Wojewódzkiej Rady Narodowej. Wydział Oświaty, sign. 70, Akta osobowe naucz. dr. Dobrzańskiego Jana, p. 86.
- 2 Michał and Anna Dobrzański had five children, three sons: Jan, Kazimierz and Piotr, and two daughters: Katarzyna and Anna; K. Przybyłko, *Rys biograficzno-historyczny Jana Dobrzańskiego*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, ed. idem, Lublin 2001, p. 8; J. Dobrzański, *Okruchy wspomnień*, in: *ibidem*, p. 141.
- 3 J. Dobrzański, *Okruchy wspomnień*, p. 143.

ily farm. At that time, he was involved in the *Bratnia Pomoc* [Brotherly Help] organization, as well as in educational activities in the youth folk movement. Together with Ignacy Solarz, he organized trips to rural areas where they gave lectures and held meetings with young rural residents. He was a diligent student, which was confirmed by his professors, including Ludwik Finkel, Franciszek Bujak and Stanisław Łempicki. On 26 May 1926, he received absolutism (a certificate of successful completion of studies and the corresponding examinations at a school) and after that, with references from Professor Łempicki, he applied to the Lublin School District Board for the position of secondary school teacher. He gained his first professional experience at the Stanisław Staszic State Middle School and later at the Stanisław Staszic Middle and Secondary School in Lublin.⁴ On 22 October 1927, in Lviv, he sat the secondary school teacher examination and on 30 May 1930, the Examination Board confirmed his qualifications, granting him a diploma.⁵ For Dobrzański, who was already working in the teaching profession, this was an extremely important

4 K. Przybyłko, *Rys biograficzno-historyczny Jana Dobrzańskiego*, p. 11–12.

5 In accordance with the regulations, Jan Dobrzański submitted a homework essay entitled 'Szkołnictwo średnie w Galicji w latach 1772–1805.' The theoretical examination (in science, written part) was held on 24–25 October 1927. He wrote papers on the following topics: history: 1) Polish Piarists, and 2) Sigismund III and Moscow; and civics: state budget and finances. On 18 November 1927, the oral part of the history examination was held. The examination board consisted of the chairman Konstanty Chyliński and examiners Professor Stanisław Łempicki and Professor Adam Szelągowski. In addition to history questions, the level of knowledge of German was also checked. The following day was the oral examination in civic studies. The board consisted of Professor Chyliński, Professor Stanisław Starzyński and Professor Antoni Wereszczyński. The pedagogical examination was held on 30 May 1930. The examination board for the oral part consisted of the chairman Professor Chyliński, and examiners Professor Łempicki and Professor Kazimierz Ajdukiewicz. The questions concerned philosophical sciences, pedagogy and didactics. Dobrzański was released from the trial lesson. On the same day, the board recognized that he was qualified to work as a secondary school teacher, teaching history as the main subject and civics as an additional subject with Polish as the language of instruction. Archives of the John Paul II Catholic University of Lublin (Archiwum Katolickiego Uniwersytetu Lubelskiego Jana Pawła II, AKUL), sign. A 275, Akta osobowe Dobrzański Jan prof. dr 1946–1956, p. 10, verso; „Dziennik Urzędowy Ministerstwa Wyznań Religijnych i Oświecenia Publicznego”, 1922, no. 90, item. 828; no. 92, item. 864.

moment, enabling him to further develop his professional career. In the school year 1931/1932, he was transferred *ex officio* to the Bartosz Głowacki State Middle School in Tomaszów Lubelski. This turned out to be temporary because, in the following school year, he returned to his first workplace in Lublin.⁶

His passion and scholarly interests were expressed in his research, which he began in his first years as a teacher. In 1929, he was given a scholarship by the National Culture Foundation and began his research in the Viennese archives. The result was his doctoral dissertation entitled *Szkolnictwo średnie w Galicji 1772–1848* [Secondary Education in Galicia 1772–1848],⁷ written under the supervision of Professor Łempicki at the Jan Kazimierz University in Lviv.⁸ Dobrzański obtained his doctoral degree in philosophy in 1932.⁹ Three years later, he went to Vienna again for a two-month scholarship to conduct archival research for his work entitled *Szkoły lubelskie na tle austriackiej polityki szkolnej w Zachodniej Galicji 1795–1809* [Lublin Schools against the Background of Austrian School Policy in Western Galicia 1795–1809]. He continued his research on this topic in the following years, perfectly combining it with his work as a teacher.¹⁰

The outbreak of World War II interrupted Dobrzański's teaching career and scholarly and educational activities. In August 1939, he was drafted into the army, assigned to the Sixth Artillery Regiment in Chełm and sent to the reserve unit of the State Police in Lublin. In September 1939, he was taken prisoner by the Soviets and then, as a result of an exchange of prisoners, he was taken to a German transit camp in Małaszewicze. His already difficult situation as a prisoner was made worse by illness and arthritis. How-

6 M. Marczuk, *Droga życiowa profesora Jana Dobrzańskiego (1901–1997)*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 120.

7 J. Dobrzański, *Szkolnictwo średnie Galicji 1772–1848*, Lublin 1932 (mps).

8 AKUL, sign. A 275, p. 115; Archives of Maria Curie-Skłodowska University in Lublin (Archiwum Uniwersytetu Marii Curie-Skłodowskiej w Lublinie, AUMCS), sign. K 62/14, Akta wniosku o nadanie tytułu naukowego profesora zwyczajnego prof. Janowi Dobrzańskiemu, p. 55.

9 The defence took place on 30 November 1932 and the reviewers of the dissertation were Professor dr hab. Adam Gerstmann and Professor dr hab. Grzegorz Kowalski. AKUL, sign. A 275, p. 92–101.

10 M. Marczuk, *Droga życiowa profesora Jana Dobrzańskiego (1901–1997)*, p. 120.

ever, when he regained his health and strength, he managed to escape from the camp. Due to, among other things, his membership in the Polish Western Union [*Polski Związek Zachodni*, PZZ],¹¹ he was placed on the Gestapo's wanted list. For this reason, he hid successively in the Dominican monastery in Lublin, the Bernatów estate in Dys, as well as at relatives and acquaintances in Siedlce, Mińsk Mazowiecki, Wilkołaz and Krężnica Jara. During that time, he earned money from private tutoring and other paid jobs. In 1944, after the front moved to the west, he returned to Lublin to his former position as a history teacher at the Stanisław Staszic Middle and Secondary School. He worked there until the end of January 1953.¹² He also became involved in the extensive activities of the Hieronim Łopaciński Library in Lublin and the work of educational committees.¹³

In 1944, Dobrzański began working for the KUL, giving lectures on the history of Poland and the history of education. In 1945, the university authorities offered him employment as a deputy professor in the pedagogical section

- 11 A Polish patriotic organization established in 1934 from the transformation of the Union for the Defence of the Western Borderlands [*Związek Obrony Kresów Zachodnich*, ZOKZ]. It aspired to re-Polonize the population in the Polish state along the Polish-German border, opposed German attempts to revise the border and anti-Polish propaganda and cooperated with Polish organizations in Germany and other countries [translator's note].
- 12 From 1 October 1947 to 31 January 1953, he was on unpaid leave from the school, which he was granted owing to his additional duties as the vice-rector of KUL. Archive of the St. Staszic Secondary School in Lublin (Archiwum Liceum Ogólnokształcącego im. St. Staszica w Lublinie), Akta osobowe dr Dobrzański Jan, Pismo I Liceum i Gimnazjum im. S. Staszica w Lublinie do Kuratorium O.S.L. Wydział Szkół Średnich z dnia 17 września 1947 r.; Pismo Prezydium Wojewódzkiej Rady Narodowej w Lublinie, Wydział Oświaty do dr. Jana Dobrzańskiego z dnia 30 stycznia 1953 r.; Pismo I Liceum i Gimnazjum im. St. Staszica w Lublinie do Prezydium Wojewódzkiej Rady Narodowej w Lublinie, Wydział Oświaty, z dnia 4 lutego 1953 r.; APL, sign. 70, pp. 12, 14, 27, 30, 37; K. Halczuk, J. Prażmo, *Grono nauczycielskie I Państwowego Gimnazjum i Liceum im. S. Staszica w Lublinie w okresie międzywojennym*, Lublin 1991, pp. 26–28; *Sprawozdanie Dyrekcji za rok szkolny 1947/48. Z uwzględnieniem okresu 1939–1947. I Państwowe Liceum i Gimnazjum im. Stanisława Staszica w Lublinie* Lublin 1948, pp. 49, 62.
- 13 AUMCS, sign. K 62/14, p. 55; K. Poznański, *Profesor Jan Dobrzański (1901–1997) – pro memoria*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, pp. 84–85.

of the KUL. Having obtained his habilitation [post-doctoral] degree¹⁴ in 1946, he became the head of the Department of the History of Education and in 1951, he was appointed as vice-rector of the KUL. He was associated with the university until 1956.¹⁵

He began working for the UMCS in Lublin in 1948, initially running commissioned classes. In 1956, the university authorities appointed him as head of the Department of Team Pedagogy at the Faculty of Humanities and on 28 May 1958, the Council of the Faculty of Humanities elected him dean of that faculty. A year later, on 2 May, the academic senate of the UMCS entrusted him with the position of vice-rector of the university. He held this position from 1959/1960 to 1961/1962 and in 1967. Dobrzański's academic career culminated in 1969 when he was appointed a full professor.¹⁶ He headed the Department of Pedagogy at the Institute of Pedagogical and Philosophical Sciences¹⁷ of the UMCS until 1972. On 31 August of that year, he retired.¹⁸

A researcher

What was emphasized in Dobrzański's scholarly work was not only his knowledge of sources but, above all, his reliance on rich archival material previously unknown to other researchers, his meticulousness and accuracy and his research conscientiousness, which made him an expert in the historical periods he explored.¹⁹ He was an excellent researcher of educational issues. According

14 AUMCS, sign. K 62/14, p. 56.

15 Ibidem; AUMCS, sign. K 36 70, Akta osobowe Dobrzański Jan prof. nadzwyczajny PiP, p. 61.

16 In 1956, his scholarly achievements were recognized and he received the title of associate professor. On 29 October 1969, by a resolution of the State Council, he was awarded the academic title of full professor. AUMCS, sign. K 62/14, p. 56; AUMCS, sign. K 36 70, p. 119.

17 In 1970, in accordance with the Higher Education Act, in the new organizational structure of the university, the former departments were transformed into sections and institutes.

18 R. Kucha, *Wspomnienia o Profesorze*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 131; AUMCS, sign. K 36 70, pp. 3, 122, 139; AUMCS, sign. K 62/14, p. 56.

19 AKUL, sign. A 275, p. 9.

to Professor Antoni Knot, a reviewer of his scholarly achievements, his multifaceted historical studies had a significant impact on his ability to broadly and thoroughly grasp historical and educational issues.²⁰

His scholarly interests focused on three areas in particular. The first was schooling and education in Galicia from 1773 to the mid-19th century; the second was education and upbringing in the Duchy of Warsaw and the Kingdom of Poland until the January Uprising. The last and extremely important one because of his place of residence was the cultural, scholarly and educational life of Lublin and the Lublin region. Dobrzański's achievements²¹ include five monographs and about 60 articles in journals, dictionaries, encyclopaedias and collective publications. In addition, he was a reviewer of books and scholarly journals and participated in the editorial work and editorial committees of journals.²² The topics he addressed in his works were considered extremely interesting and desirable as he referred to new findings, explanations and, above all, sources previously unknown to readers.

Dobrzański's scholarly works show how he matured as a researcher of the history of education and upbringing and how his methodological techniques evolved. While researching the history of Galicia, he conducted a thorough inquiry in the State Archives in Lviv and the Austrian State Archives in Vienna. His studies and analyses were pioneering. His ability to use sources that were sometimes scattered, insufficient, often scarce and thus resistant to the research process was also highly valued.²³

The first work authored by Dobrzański was *Szkolnictwo średnie w Galicji w latach 1772–1805* [Secondary Education in Galicia in the Years 1772–1805].²⁴ In this, he initiated research on this region in that period, presenting the organ-

20 AUMCS, sign. K 62/14, p. 38.

21 The full list of Dobrzański's publications can be found in *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 165–169.

22 These include *Lubelski Rocznik Pedagogiczny* [Lublin Pedagogical Yearbook], *Rocznik Lubelski* [Lublin Yearbook] and *Rozprawy z Dziejów Oświaty* [Treatises on the History of Education].

23 AKUL, sign. A 275, p. 21

24 J. Dobrzański, *Szkolnictwo średnie w Galicji 1772–1805*, in: *Księga Pamiątkowa Akademickiego Koła Historyków UJK*, Lwów 1929, pp. 403–425.

ization of education, as well as numerical data and characteristics of schools in individual cities. In his next work entitled *Gimnazjum lubelskie w czasach austriackich 1779–1809* [Lublin Middle School in Austrian Times 1779–1809],²⁵ he continued the same topics. It was a kind of introduction to his further work and analyses, including his doctoral dissertation entitled *Szkolnictwo średnie w byłej Galicji w latach 1772–1848* [Secondary Education in the Former Galicia from 1772 to 1848]. This work, like earlier publications, was the result of his research and archival queries.²⁶

He also addressed the issues of education and schooling in the Austrian Partition in his other works. He was the author of many source articles devoted to the last years of Piarist schools in Galicia (1772–1784),²⁷ the teaching of agriculture in Galician secondary schools from 1815 to 1849,²⁸ the history of donations for education and schooling in Volhynia, Podolia and Ukraine from 1775 to 1832 and the history of the scientific movement in Volhynia in the 19th century.²⁹ Thanks to their pioneering nature, methodological maturity and research reliability, all these works put Dobrzański at the forefront of experts on this historical period.

His research on elementary education in Lublin and the Lublin region was considered extremely valuable. Among the works devoted to this subject, the treatise *Szkoły lubelskie w czasach zaboru austriackiego w latach 1795–1809* [Lublin Schools during the Austrian Partition from 1795 to 1809], published in 1945, should be distinguished. It was a continuation of the research

25 Idem, *Gimnazjum lubelskie w czasach austriackich 1779–1809*, Lublin 1938.

26 AKUL, sign. A 275, pp. 92–101.

27 J. Dobrzański, *Materiały do dziejów szkolnictwa średniego w Galicji*, „Ziemia Czerwieńska”, 3 (1937) issue 2, pp. 150–156; idem, *Materiały do historii szkolnictwa średniego w Galicji (spuścizna po Ferdynandzie Bostku)*, „Ziemia Czerwieńska”, 4 (1938) issue 2, pp. 150–157; idem, *Losy szkolnictwa średniego w Zachodniej Galicji*, „Rocznik Lubelski”, 10 (1967) pp. 179–191; idem, *Ostatnie lata szkół pijarskich w Galicji 1772–1784*, „Roczniki Humanistyczne”, 4 (1953) issue 3, pp. 1–25.

28 Idem, *Nauka rolnictwa w galicyjskich szkołach średnich 1785–1849*, in: *Studia w z Dziejów Kultury Polskiej*, eds. H. Barycz, J. Hulewicz, Warszawa 1949, pp. 489–508.

29 Idem, *Z dziejów ofiarności na cele oświaty na Wołyniu, Podolu i Ukrainie w latach 1795–1832*, „Nauka Polska”, 19 (1934) pp. 105–122.

conducted by the author and is an important work in the bibliography of the Lublin region.³⁰ The work describes the situation of schools in this region, explains the activities of the Austrian authorities in the education field, which favoured the interests of the Habsburg monarchy, and thus illustrates the direction of educational policy at that time, which had an unfavourable effect on the quality of teaching and schools.³¹ He characterized the problems of intellectual life in Lublin and, against this background, highlighted the situation in education. In addition, he described and evaluated teacher education.³² The monograph was considered exemplary and its inaugural influence on other publications on similar topics emphasized.³³ From today's perspective, the work seems particularly important owing to the use of sources stored in the Central Archives of Historical Records and the Public Enlightenment Archive in Warsaw, which were destroyed during the German occupation.³⁴

Among the works devoted to Lublin and the Lublin region, it is also worth mentioning those that he edited. These include the two-volume *Dzieje Lublina*³⁵ [History of Lublin], commissioned by the Polish Historical Society. These were

- 30 This work is a continuation of: J. Dobrzański, *Gimnazjum lubelskie w czasach austriackich 1795–1809*, Lublin 1938; AKUL, sign. A 275, Referat o kwalifikacjach naukowych dra Jana Dobrzańskiego Prof. S. Łempickiego z dnia 25 lutego 1946 r.
- 31 J. Dobrzański, *Gimnazjum lubelskie w czasach austriackich*, pp. 92–101.
- 32 Ibidem.
- 33 In Professor Juliusz Kleiner's assessment of Dobrzański's scholarly achievements, ibidem.
- 34 Assessment of the habilitation thesis of Jan Dobrzański, PhD, by Professor Andrzej Wojtkowski on 28 March 1946. Ibidem; J. Dobrzański, *Szkoły lubelskie na tle austriackiej polityki szkolnej w Zachodniej Galicji 1795–1859*, Lublin 1949; idem, *Sprawa rozbudowy publicznych szkół elementarnych w województwie lubelskim w latach 1833–1840*, „Rocznik Lubelski”, 1 (1958) pp. 147–162; idem, *Początki publicznej szkoły elementarnej na Lubelszczyźnie*, „Lubelski Rocznik Pedagogiczny”, 2 (1966) pp. 353–371; idem, *Ze studiów nad szkolnictwem elementarnym Lubelszczyzny w pierwszej połowie XIX wieku*, Wrocław 1968.
- 35 *Dzieje Lublina. Próba syntezy*, vol. 1, eds. J. Mazurkiewicz et al., Lublin 1965; *Dzieje Lublina*, vol. 2, eds. S. Krzykała, Lublin 1975; J. Dobrzański, *Ruch umysłowy i szkolnictwo w drugiej połowie XVIII wieku*, in: *Dzieje Lublina. Próba syntezy*, vol. 1, pp. 185–196; idem, *Życie umysłowe, szkolnictwo i oświata w I połowie XIX wieku*, in: ibidem, pp. 236–253.

supplemented by the work *Lubelszczyzna w tysiąclecie Polski*³⁶ [The Lublin Region in the Millennium of the Polish State], which considered the place and role of the Lublin region in individual historical periods. The work *Ze studiów nad Komisją Edukacji Narodowej i szkolnictwem na Lubelszczyźnie*³⁷ [From Studies on the Commission of National Education and Schooling in the Lublin Region] was published on the bicentenary of the establishment of the Commission of National Education and referred to its reforms in the Lublin region.

In his publications, Dobrzański also presented the history, goals, activities and achievements of scientific associations operating in Lublin. He brought readers closer to information about their activities, thus undoubtedly popularizing the Lublin region.³⁸ The works devoted to this area are not only the result of the author's passion and interests but, as emphasized by those who assessed his scholarly achievements, are a symbol of his love for the history of this region.³⁹

He also undertook research on educational matters in the Duchy of Warsaw and the Kingdom of Poland until the end of the 19th century.⁴⁰ Here, he

36 *Lubelszczyzna w tysiąclecie Polski. Referaty na sesję zorganizowaną przez UMCS i KOSL w dniach 18 i 19 grudnia 1966*, eds. J. Dobrzański, K. Myśliński et al., Lublin 1966.

37 J. Dobrzański, *Lubelska Szkoła Komisji Edukacji Narodowej*, in: *Ze studiów nad Komisją Edukacji Narodowej i szkolnictwem na Lubelszczyźnie. Rozprawy i artykuły*, eds. J. Dobrzański, A. Koprukowniak, Lublin 1973, pp. 259–291; idem, *Komisja Edukacji Narodowej (w dwusetną rocznicę ustanowienia)*, „Rocznik Lubelski”, 15 (1972) pp. 39–56.

38 Idem, *Dzieje Towarzystwa Przyjaciół Nauk w Lublinie*, in: *Hieronim Łopaciński i biblioteka jego imienia w Lublinie 1907–1957*, ed. F. H. Araszkiewicz, Lublin 1957, pp. 347–367; idem, T. Mencil, *Towarzystwa Naukowe w Lublinie 1944–1959*, „Rocznik Lubelski”, 2 (1959) pp. 223–241; J. Dobrzański, *Oddział Polskiego Towarzystwa Historycznego w Lublinie*, „Rocznik Lubelski”, 1 (1958) pp. 265–269; idem, *Towarzystwo Lubelskie Przyjaciół Nauk 1818–1830*, in: *Słownik polskich towarzystw naukowych*, vol. 2, no. 1: *Towarzystwa Naukowe Działające w przeszłości na ziemiach polskich*, eds. B. Sordylowa, B. Krajewska-Tartakowska et al., Wrocław 1978, pp. 102–103; idem, *Towarzystwo Przyjaciół Nauk w Lublinie 1945–1957*, in: *ibidem*, s. 107–110; idem, *Udział Lubelskiego Oddziału Polskiego Towarzystwa Historycznego w ruchu naukowym Lublin i Lubelszczyzny*, „Rocznik Lubelski”, 11 (1968) pp. 9–23.

39 AUMCS, sign. K 62/14, p. 41.

40 Idem, *Studia i szkice z dziejów szkolnictwa elementarnego w Królestwie Polskim w XIX wieku*, Lublin 1953 (mps); idem, *Szkolnictwo w Królestwie Polskim w roku szkolnym 1839/1840*, „Rocznik Lubelski”, 3 (1962) pp. 253–274; idem, *Z dziejów walki o szkołę elementarną w Królestwie Polskim w I połowie XIX wieku*, „Studia Pedagogic-

drew attention to the issues of the educational policy pursued by the authorities, the popularization of schooling by various social circles, the situation of primary schools and the development of primary education. In this way, he reviewed research that had not yet been studied by historians. It seems that he thereby set a new direction and style for research on the history of education and schooling in Poland during the partitions.

In his scholarly work, he based his research on archival sources, to which he devoted his work *Materiały do dziejów szkolnictwa w archiwach lubelskich*⁴¹ [Materials for the History of Schooling in the Lublin Archives]. In this, he presented guidelines for a thorough archival inquiry and also encouraged the intensification of research on educational issues, not only in the Lublin region.

Among Dobrzański's publications, there are also works devoted to famous people of culture and science, including Zygmunt Kukulski, Bolesław Prus and Piotr Ściegienny.⁴²

zne", 3 (1956) pp. 206–263; idem, *Organizacja szkolnictwa w Księstwie Warszawskim*, in: *Historia wychowania*, ed. Ł. Kurdybacha, Warszawa 1968, vol. 2, pp. 328–342; idem, *Oświata i szkolnictwo w Królestwie Polskim po upadku powstania listopadowego*, in: ibidem, pp. 328–342; idem, *Szkolnictwo średnie Księstwa Warszawskiego*, in: ibidem, pp. 170–173; idem, *Odbudowa szkolnictwa polskiego w czterech nowych departamentach Księstwa Warszawskiego*, „Biuletyn Lubelskiego Towarzystwa Naukowego”, sectio A, 6/9 (1966/69) pp. 33–39; idem, *Szkolnictwo średnie i oświata w Polsce I połowy XIX wieku w problematyce badań ostatniego dwudziestolecia*, „Przegląd Historyczno-Oświatowy”, 4 (1964) pp. 396–404.

- 41 Idem, *Materiały do dziejów szkolnictwa w archiwach lubelskich*, „Roczniki Humanistyczne”, 4 (1954) issue 4, pp. 27–46.
- 42 The Hieronim Łopaciński Provincial Library in Lublin [Wojewódzka Biblioteka im. Hieronima Łopacińskiego w Lublinie], Dział Zbiorów Specjalnych, sign. 2162, *Materiały do Tomu czwartego Pamiętnika Lubelskiego gromadzone przez ks. Ludwika Zalewskiego*, Dobrzański Jan: „Zygmunt Kukulski. Spuścizna naukowa”, pp. 192–202; J. Dobrzański, *Wspomnienie o Zygmuncie Kukulskim*, „Roczniki Humanistyczne”, 2/3 (1950–1951) pp. 357–365; idem, *Czasy szkolne Bolesława Prusa w świetle źródeł archiwalnych*, „Roczniki Humanistyczne”, 1 (1949) pp. 165–184; idem, *Ksiądz Piotr Ściegienny nauczycielem szkoły wydziałowej w Opolu Lubelskim*, „Przegląd Historyczny”, 40 (1950) pp. 254–260; idem, *Grothus (Grotus, Grotuz, Grothaus, Grotenhausen) Józef Roch (1769–1828)*, in: *Polski słownik biograficzny* (PSB), Wrocław 1968, vol. 9, p. 20; idem, *Grothus (Grotus, Grotuz, Grothaus, Grotenhausen) Krzysztof (1794–1855)*, in: PSB, vol. 9, pp. 20–21; idem, *Krzyżanowski Jan Kanty Walenty Marcin (1789–1854)*, in: PSB, vol. 15, Wrocław-Warszawa-Kraków 1970, pp. 604–605.

Dobrzański analysed how the school laws of the time were implemented, with particular emphasis on teachers and the conditions of their educational and didactic work. In his publications, he also addressed issues related to the methodology of teaching history, sharing his observations and comments on this process.⁴³ His contribution to the development of academic textbooks on the history of Poland and the history of education is also worth emphasizing.⁴⁴

An organizer

In addition to his research activities, Dobrzański had considerable organizational merits. For many years, he worked as a history teacher in Lublin secondary schools. His participation in managing a methodological centre for teachers from 1933 to 1939 is particularly noteworthy. As part of this work, he

43 Idem, *Studia dla pracujących w UMCS*, „Życie Szkoły Wyższej”, 1964, issue 7/8, pp. 121–129; idem, *Młodzież Instytutu Nauczycielskiego w Puławach 1819–1839*, in: *Problemy kultury i wychowania. Zbiór studiów*, Warszawa 1963, pp. 56–88, idem, *Pierwszy na Lubelszczyźnie instytut kształcenia nauczycieli*, „Kamena” 1961, issue 4, p. 4; idem, *Uwagi o ogniskach metodycznych historii*, „Przegląd Pedagogiczny”, 1936, issue 7, pp. 99–100; [Dobrzański J.] J. D., *Ognisko Metodyczne Historii*, „Dziennik Urzędowy Kuratorium Okręgu Szkolnego Lubelskiego”, 1938, issue 10, pp. 267–268; J. Dobrzański, *Próba nauczania historii pod kierunkiem nauczyciela*. (Gimnazjum, klasa piąta), „Dziennik Urzędowy Kuratorium Okręgu Szkolnego Lubelskiego” 1932, issue 5, pp. 160–162; idem, *Z niedawnych lat. Wspomnienia o nauczycielach i uczniach Państwowego Liceum i Gimnazjum im. S. Staszica w Lublinie*, in: *Sprawozdanie Dyrekcji za rok szkolny 1947/1948*, pp. 3–13.

44 Idem, *Oświata, wychowanie i nauki pedagogiczne w Polsce 1864–1900*, in: *Historia Polski*, eds. S. Arnold, T. Manteuffel, Warszawa 1963, vol. 3, cz. 1, pp. 792–814; idem, *Szkolnictwo i działalność oświatowa*, in: *ibidem*, pp. 631–652; idem, *Wychowanie i szkolnictwo w zaborze austriackim na przełomie XVIII i XIX wieku*, in: *Historia wychowania*, vol. 2, pp. 115–123; idem, *Działalność Izby Edukacyjnej na polu oświaty ludu*, in: *ibidem*, pp. 164–168; idem, *Reforma szkolnictwa w Austrii i Galicji w okresie wiosny Ludów*, in: *ibidem*, pp. 399–404; idem, *Zarys rozwoju wychowania nowoczesnego w Polsce. Skrypt według wykładów na Kursie Pedagogiczno-Społecznym przy KUL dla nauczycieli szkół rolniczych*, Lublin 1946; idem, *Krótką historia powstania „Ziemia Lubelska”*, 1927, issue 22, p. 3; issue 23, p. 3; issue 24, p. 4.

organized courses, conferences and meetings with teachers on the methodology of teaching history.⁴⁵

Dobrzański's research passions were closely related to his organizational activity. He founded the Lublin Scientific Society in 1926. He also joined the Polish Historical Society, for whose Lublin Branch he initially held the position of secretary, and then, from 1947 to 1951, that of president.⁴⁶ It should be emphasized that the branch organized lectures and published works about and popularized history. For this purpose, a history teaching section was established in 1928, which, in 1933, became a didactic section; as its chairman, Dobrzański took an active part in its work from the very beginning.⁴⁷ In addition, he was a member of the Presidium of the Didactic Commission of the Main Board of the Polish Historical Society. In 1949, he began participating in the work of the Commission for the Promotion of Historical Knowledge⁴⁸ established at the Lublin Branch. Moreover from 1927, he was involved in the work of the Regional Commission of the Lublin Society of Friends of Science, which created a programme for developing and publishing a historical and cultural monograph of the Lublin region and published the journal *Region Lubelski*

45 AUMCS, sign. K 62/14, p. 55; *Sprawozdanie Dyrekcji Gimnazjum za rok szkolny 1934/1935. I Państwowe Liceum i Gimnazjum im. Stanisława Staszica w Lublinie*, Lublin 1935, pp. 7, 30; *Sprawozdanie Dyrekcji Gimnazjum za rok szkolny 1936/1937. I Państwowe Liceum i Gimnazjum im. Stanisława Staszica w Lublinie*, Lublin 1937, pp. 11–13, 23; *Sprawozdanie Dyrekcji Gimnazjum za rok szkolny 1938/1939. I Państwowe Liceum i Gimnazjum im. Stanisława Staszica w Lublinie*, Lublin 1939, p. 28.

46 T. Mencil, *Kilka uwag o działalności Oddziału PTH w Lublinie*, in: *Polskie Towarzystwo Historyczne 1886–1986. Zbiór studiów i materiałów*, ed. S. K. Kuczyński, Wrocław–Warszawa–Kraków 1990, pp. 237–242; APL, *Polskie Towarzystwo Historyczne. Oddział w Lublinie, Członkowie Polskiego Towarzystwa Historycznego*, sign. 26, *Oddział w Lublinie 1947–1961, 1964–1967*.

47 As part of his activities in the Lublin Branch of the Polish Historical Society, Dobrzański organized meetings with history teachers, discussed issues related to conducting lessons and using textbooks, among other things. He also popularized history teaching at conferences. *Sprawozdanie Dyrekcji Gimnazjum za rok szkolny 1934/1935*, pp. 7, 30; *Sprawozdanie Dyrekcji Gimnazjum za rok szkolny 1936/1937*, pp. 11–12; *Sprawozdanie Dyrekcji Gimnazjum za rok szkolny 1938/1939*, pp. 39, 40.

48 AUMCS, sign. K 62/14, p. 55.

[Lublin Region].⁴⁹ From 1933 to 1939, he significantly contributed to the activities of the Lublin Branch of the Polish Western Union, of which he was a member and secretary. There he was involved in organizing lectures, the main task of which was to raise the awareness of Polish society about how fascism progressed in Germany after Hitler came to power and what threats this posed for Poland and the whole of Europe.⁵⁰

After the war, he returned to his professional duties, including organizational and research ones. He worked in the commission of the Ministry of Education which developed history programmes for general secondary schools. His work with the Association of Dormitories and Scholarships in Lublin and the Lublin Region was of great importance. As a co-organizer and, from 1947, vice-chairman of the provincial board, he was involved in helping students from rural areas with housing problems.⁵¹ He played a significant role in the history of the Hieronim Łopaciński Library, where he was a member of the board from 1948, the deputy chairman of the Library Association until 1949 and, in the following year, held the position of director of the Hieronim Łopaciński Municipal Public Library. He implemented educational initiatives by participating in the work of the Education Commission of the Provincial National Council in Lublin from 1946 to 1949, as well as the Library Commission of the Municipal National Council in Lublin.⁵² In 1949, he became a member of the Ethnographic Association.⁵³ At the same time, he organized the Private Middle School and Secondary School for Adults in Lublin, where he served as a director and history teacher until 1947.⁵⁴

49 Ibidem. *Sprawozdanie z działalności Towarzystwa Przyjaciół Nauk w Lublinie za lata 1927–1937*, Lublin 1938, pp. 18–19.

50 *Sprawozdanie Dyrekcji Państwowego Gimnazjum za rok szkolny 1938/1939*, p. 39; M. Marczuk, *Droga życiowa profesora Jana Dobrzańskiego (1901–1997)*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 121.

51 M. Marczuk, *Droga życiowa profesora Jana Dobrzańskiego*, p. 122.

52 Ibidem; AUMCS, sign. K 62/14, p. 55.

53 AKUL, sign. A 275, p. 121.

54 Ibidem. He handed the school over to the Rural Youth Union 'Wici.' APL, sign. 9, *Gimnazjum i Liceum Związku Młodzieży Wiejskiej „Wici”*, Pismo Kuratora Okręgu Szkolnego do Jana Dobrzańskiego z dnia 17 grudnia 1946 r.; M. Marczuk, *Droga życiowa profesora Jana Dobrzańskiego*, p. 122.

Dobrzański also developed his collaboration with the KUL. An important moment in his career at this university was being entrusted with the position of head of the Department of the History of Education.⁵⁵ When the KUL authorities organized a survey regarding who should be given the position of head of the aforementioned department, the respondents unanimously selected him.⁵⁶ It should be emphasized that he enjoyed great respect and recognition in the Lublin community. In a survey conducted by the KUL authorities, respondents unanimously indicated him as suitable for the position of head of this department.⁵⁷ Mieczysław Ziemnowicz expressed his conviction that Dobrzański would bring honour to the university and benefit students.⁵⁸ Hanna Pohoska similarly appreciated the direction and values of his scholarly and didactic work.⁵⁹ Henryk Barycz also considered him to be the right person for the position. He drew attention to Dobrzański's great work and engagement with the Lublin community, as well as his activities in associations and committees. He also emphasized Dobrzański's numerous scholarly and research achievements and excellent knowledge of the school and its functioning.⁶⁰

Having obtained the degree of Doctor habilitatus (a post-doctoral degree), Dobrzański became involved in further organizational activities. In 1950, the Ministry of Higher Education engaged him in the work of the Programme Committee for Higher Pedagogical Schools. In the years 1952/53 and 1953/54, the KUL authorities elected him to the position of vice-rector of the university, a demanding and extremely difficult role because of organizational and political changes.⁶¹ It should

55 AKUL, sign. A 275, p. 10, verte; R. Skrzyniarz, *Dzieje pedagogiki na Katolickim Uniwersytecie Lubelskim Jana Pawła II*, in: *Pedagogika na Katolickim Uniwersytecie Lubelskim Jana Pawła II. Historia i współczesność*, eds. A. Rynio, R. Skrzyniarz, współpraca Ł. Badeńska, Lublin 2011, pp. 16–18.

56 AKUL, sign. A 275, p. 10, verte; R. Skrzyniarz, *Dzieje pedagogiki na Katolickim Uniwersytecie Lubelskim Jana Pawła II*, in: *Pedagogika na Katolickim Uniwersytecie Lubelskim Jana Pawła II*, pp. 16–18.

57 Ibidem, p. 44.

58 Ibidem.

59 Ibidem, p. 44.

60 Ibidem, p. 16.

61 Ibidem, p. 120. K. Przybyłko, *Rys biograficzno-historyczny Jana Dobrzańskiego*, p. 15.

be emphasized that from 1953, the state authorities intensified repression against the Catholic Church and actions were taken to passively subordinate it to its influence and deprive it of its identity and autonomy, which affected the organization and activities of the KUL.⁶² Consequently, Fr Professor Antoni Słomkowski was removed from the position of rector and was arrested in 1953. Disturbing changes in the organization of education were also observed: limiting the number of fields of study and the number of students. The Faculty of Law and Economic Sciences was liquidated and at the Faculty of Humanities, fields such as English, French and German studies as well as pedagogy, were closed.⁶³ In addition, students and employees were monitored and the university's finances were limited.⁶⁴ As this significantly limited Dobrzański's work, he ended formal cooperation with the university in 1956.⁶⁵

He had special organizational achievements at the Faculty of Humanities of the UMCS. On behalf of the university authorities, he organized pedagogical studies. He actively participated in creating part-time studies at the faculty and a consultation point for part-time students in Zamość. As head of the Department of Pedagogy and, from 1957, head of the Department of History of Education and Upbringing, he was involved in the scholarly development of his employees.⁶⁶ Within the university, he was a member of many committees

62 This was expressed in the state decree on the creation, filling and abolition of church positions issued on February 9, 1953; J. Ziółek, *Wstęp*, in: *Katolicki Uniwersytet Lubelski w latach 1944–1952. Wspomnienia i relacje*, ed. idem, Lublin 1999, pp. 18–19.

63 K. Przybyłko, *Rys biograficzno-historyczny Jana Dobrzańskiego*, p. 16.

64 Archives of the Institute of National Remembrance, Lublin Branch (Archiwum Instytutu Pamięci Narodowej, Oddział w Lublinie, AIPN Lublin), sign. IPN BU 0713/289, Ministerstwo Spraw Wewnętrznych w Warszawie [1944], *Działalność Katolickiego Uniwersytetu Lubelskiego*—informacje, treści wystąpień, sprawozdania z konferencji, pp. 66, 100; AIPN Lublin, sign. IPN LU 08/267/1, Wojewódzki Urząd Spraw Wewnętrznych w Lublinie [1944], *Sprawy obiektowe kryptonim „Ciemnogród” i „Olimp” prowadzone w latach 1945–1965 przez Wydział w WUBP/Wydział III/ IV KWMO w Lublinie dot. Katolickiego Uniwersytetu Lubelskiego*, pp. 10–13, 21–22, 25; sign. IPN LU 08/267/2, pp. 7, 9–11, 13, 193; sign. IPN LU 08/267/3, pp. 6, 40–41, 70–71, 73; sign. IPN LU 08/267/4, pp. 9, 11–18; sign. IPN LU 08/267/5, p. 8; sign. IPN LU 08/267/7, p. 7.

65 AKUL, sign. A 275, p. 115.

66 AUMCS, sign. K 36 70, pp. 22, 45.

in which he actively participated. These included the Senate Statute Committee, the Senate Library Committee, the Senate Budget Committee, the Senate Committee for Youth Affairs, the Senate Teaching Committee, the Senate Committee for Extramural Studies, the Senate Teaching and Education Committee, the Senate Investment Committee, and the Senate Committee for the Promotion of Knowledge.⁶⁷ He combined this work with membership in the Department of the History of Education of the Polish Academy of Sciences, where he held the position of an independent researcher from 1957 to 1960. He significantly raised the scientific rank of this unit, taking an active part in organizing scientific seminars, reviewing works and above all, informally supervising the doctoral theses of Bella Sandler and Józef Miąso.⁶⁸ He also participated in initiatives undertaken by the department, including in the competition for memoirs of educational activists as one of the members assessing the works.⁶⁹ He was involved in the research on elementary education in Poland in the 19th century, thoroughly analysing the Lublin region. From 1961, he was a member of the Scientific Council of this department and from 1963, a member of the Committee of Pedagogical Sciences of the Polish Academy of Sciences.⁷⁰

67 *Spis wykładów i skład osobowy UMCS na rok akademicki 1956/57*, Lublin 1957, p. 40; *Spis wykładów i skład osobowy UMCS na rok akademicki 1957/58*, Lublin 1957, p. 38; *Spis wykładów i skład osobowy UMCS na rok akademicki 1958/59*, Lublin 1958, p. 37; *Spis wykładów i skład osobowy UMCS na rok akademicki 1959/60*, Lublin 1960, p. 32; *Spis wykładów i skład osobowy UMCS na rok akademicki 1960/61*, Lublin 1961, p. 34; *Spis wykładów i skład osobowy UMCS na rok akademicki 1961/62*, Lublin 1962, p. 41; *Spis wykładów i skład osobowy UMCS na rok akademicki 1962/63*, Lublin 1963, pp. 38–40; *Spis wykładów i skład osobowy UMCS na rok akademicki 1963/64*, Lublin 1964, pp. 39–40; *Spis wykładów i skład osobowy UMCS na rok akademicki 1964/65*, Lublin 1965, pp. 33–34; *Spis wykładów i skład osobowy UMCS na rok akademicki 1965/66*, Lublin 1965, pp. 29–30; *Spis wykładów i skład osobowy UMCS na rok akademicki 1966/67*, Lublin 1967, pp. 33–35.

68 Józef Miąso pointed out that Professor Dobrzański supervised and provided scholarly support, although he was not formally the supervisor of these works. Professor Łukasz Kurdybacha was the supervisor. J. Miąso, *Pracownia Dziejów Oświaty Polskiej Akademii Nauk (1953–1974)*, „Rozprawy z Dziejów Oświaty”, 40 (2000) p. 123.

69 Jan Dobrzański was a member of the competition committee and thus assessed the submitted works. The competition was announced in 1955 and finally closed in 1957. The Polish Academy of Sciences funded the cash prizes. *Ibidem*, pp. 127–130.

70 *Ibidem*, p. 150.

In his organizational activities, Dobrzański used his teaching experience. He was a co-organizer and member of the Cooperation Commission of the UMCS with the Board of Education of the Lublin School District. His scholarly and didactic successes were highly valued by the Lublin teaching community and school authorities.⁷¹

An educator

Dobrzański began his teaching career in 1926 at the Stanisław Staszic State Middle School in Lublin, where he was a history teacher until 1952.⁷² He was perceived as extremely demanding, objective, ambitious and talented, teaching with passion and constantly working on his self-development. His organizational and pedagogical skills as well as his knowledge of the subjects he taught were highly evaluated. His classes were considered interesting, often conducted in a dynamic, lively manner, with the proper use of didactic methods, and his excellent contact with students was emphasized.⁷³ Tadeusz Moniewski, the school principal, wrote about him: 'He is a man of high culture, great intelligence and extraordinary diligence. In his didactic and educational work, he shows initiative and talent.'⁷⁴ As a teacher, he gained a similar reputation among his students. It is worth quoting the memories of one of them:

He is almost the viceroy of 'Staszic' [the Stanisław Staszic State Middle School—translator's note] in those years. Rarely does a teacher's authority arise from such unquestionable and absolute convictions. It is all the stranger that it was not supported by any of the tried and tested ped-

71 K. Łogoźna, M. Ziółkowska, *Profesor Jan Dobrzański*, „Lubelski Rocznik Pedagogiczny”, 16 (1995) p. 217.

72 *Od Kolegium na Korcach do I Liceum im. S. Staszica*, Lublin 1986; *Nasz Lubelski „Staszic” 1954–1958*, ed. S. Klimaszewski, Lublin 2008; K. Halczuk, J. Prażmo, *Grono nauczycielskie I Państwowego Gimnazjum i Liceum im. S. Staszica w Lublinie w okresie międzywojennym*, Lublin 1991; „Staszic”. *Dawniej, dziś i jutro*, Lublin 2001.

73 APL, sign. 70, pp. 103–118.

74 *Ibidem*, p. 101; A. Winiarz, *I Liceum Gimnazjum i Liceum im. S. Staszica w latach 1919–1944*, in: *Szkoła czterech wieków Liceum ogólnokształcące im. Stanisława Staszica*, ed. R. Kucha, Lublin 1992, p. 173.

agogical tricks and least of all, by manifestations of administrative pressure, a priori criticism or falsely created distance. He did not use even the slightest words of pressure, which after all, happens to even the most composed teachers. You can survey a dozen or so students of 'Staszic' who went through this middle school under the professor's supervision and you will not find a single memory of a raised voice, a violent gesture or a tense approach.⁷⁵

Zbigniew Jakubik, a student of this school, retained the same image of the teacher. In his memories, Professor Dobrzański stood out from the entire teaching staff as he was the only one to command such respect that even the biggest troublemakers behaved quietly during classes, without making any provocations. Everyone was completely intimidated.⁷⁶ Another student, Marian Dobrowolski, had similar memories. He wrote:

He was the youngest professor on the teaching staff of that school. He loved young people although we were afraid of him at first. Later, we became very attached to him and loved him as a very kind and fair teacher. He took care of us, both at school and outside of school. He organized school trips to Gdynia and Vilnius, which, at that time, was a major organizational undertaking and the teacher's innovative feat.⁷⁷

He gathered young people around himself in many circles, including the Joachim Lelewel Historical Student Club,⁷⁸ and the Maritime and Colonial League Student Club.⁷⁹

He was associated with many schools in the Lublin region. In addition to the Stanisław Staszic Middle School in Lublin, these were the Bartosz

75 Z. Mikulski, *Tamten Lublin*, Lublin 1975, pp. 148–149.

76 Z. Jakubik, *Disce puer*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 21.

77 M. Dobrowolski, *Moje dawne wspomnienia o Profesorze*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 27.

78 APL, sign. 8, I liceum Ogólnokształcące im. S. Staszica w Lublinie, Biuletyn Gminy Szkolnej uczniów Gimnazjum Państwowego im. S. Staszica w Lublinie za lata 1933–1934, p. 9.

79 Ibidem, p. 12.

Głównacki State Middle School in Tomaszów Lubelski (1931–1932) and the Private Middle School and General Secondary School for Adults in Lublin (1944–1947). Moreover, from 1936 to 1939, he gave lectures on history and the methodology of history on the higher teacher training course organized in Lublin by the Polish Teachers' Union. He also worked with schools, where he ran commissioned classes, including with the Vettors Middle School, the Stefan Batory Middle School and the Ursuline Sisters Middle School.⁸⁰

The war period did not disturb Dobrzański's teaching work. He perfectly intertwined it with his other activities, in a way fulfilling the needs of Polish society. He gave private tutoring and engaged in secret teaching and related patriotic activities.⁸¹

After the Western Front passed, he returned to work at the Stanisław Staszic Middle and Secondary School and the Private Middle and Secondary School for Adults at 14 Ogrodowa Street in Lublin. At the latter, he successfully combined the duties of principal and history teacher. This school fulfilled a special function, enabling people whose education was interrupted by the war and work to obtain an education. Dobrzański's involvement in these activities was an expression of his responsibility for young people and resulted from the desire to help them in the difficult educational process. Mieczysław Kuczyński, a student of this secondary school, remembered the professor as a demanding, but also kind, tolerant and extremely fair teacher. He reliably gave lectures, trying to present key issues, explaining them in an interesting way and establishing eye contact with students. Students appreciated his excellent knowledge of the subject but also his calmness and composure. He treated them with respect and never showed his dissatisfaction.⁸²

As an academic teacher in the Faculty of Humanities of the KUL, he taught the history of education, an outline of history, the history of Poland and teaching methodology, gave monographic lectures (on the history of education

80 K. Poznański, *Profesor Jan Dobrzański (1901–1997) – pro memoria* in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, p. 83; idem, *Szkoły im. A i J. Vetterów w Lublinie*, Lublin 1985, p. 164.

81 AUMCS, sign. K 62/14, p. 55.

82 M. Kuczyński, *Wspomnienie o dyrektorze i profesorze Janie Dobrzańskim*, in: *Jan Dobrzański, profesor, mistrz i przyjaciel*, pp. 28–29.

and the Commission of National Education) and ran a seminar on the history of education. In the Faculty of Philosophy, he taught the history of education and schooling and the history of education.⁸³ He taught similar subjects at the UMCS in Lublin. These included elements of pedagogical sciences, the history of Poland and the history of education. He also gave monographic lectures (for example, on the fight for elementary schools in the Kingdom of Poland, education and schooling in the Lublin region in the first half of the 19th century, education in Poland in the years 1864–1918) and ran a seminar on the history of education. He taught classes in the following fields: Polish philology, history, physics, chemistry, biology, geography and, above all, pedagogy.⁸⁴ University students perceived him in the same way as the academics. Konstanty Lech wrote: “The special quality of Professor Dobrzański is his close cordial relationship with young people, who valued and liked him, willingly succumbing to the charm of his personality. The same can be said about the academic staff of the department.”⁸⁵ The memories invariably paint a picture of a demanding

83 AUKUL, sign. A 275, pp. 20–21.

84 *Spis wykładów i skład osobowy UMCS na rok akademicki 1956/57*, pp. 75, 79, 86; *Spis wykładów i skład osobowy UMCS na rok akademicki 1957/58*, pp. 76, 85; *Spis wykładów i skład osobowy UMCS na rok akademicki 1958/59*, pp. 76, 83; *Spis wykładów i skład osobowy UMCS na rok akademicki 1959/60*, pp. 78–79, 89–90; *Spis wykładów i skład osobowy UMCS na rok akademicki 1960/61*, pp. 82, 98–99, 102; *Spis wykładów i skład osobowy UMCS na rok akademicki 1961/62*, pp. 86, 88–89; *Spis wykładów i skład osobowy UMCS na rok akademicki 1962/63*, pp. 105–106, 108; *Spis wykładów i skład osobowy UMCS na rok akademicki 1963/64*, pp. 99, 101, 103; *Spis wykładów i skład osobowy UMCS na rok akademicki 1964/65*, pp. 91–92, 94; *Spis wykładów i skład osobowy UMCS na rok akademicki 1965/66*, pp. 92, 94–95; *Spis wykładów i skład osobowy UMCS na rok akademicki 1966/67*, pp. 94, 96, 98; *Spis wykładów Uniwersytetu Marii Curie-Skłodowskiej na rok akademicki 1967/68*, Lublin 1967, pp. 68–69, 95, 100; *Spis wykładów na rok akademicki 1968/69. Wydział Humanistyczny*, Lublin 1968, pp. 16, 44, 46, 53, 55; *Spis wykładów na rok akademicki 1969/70. Wydział Humanistyczny*, Lublin 1969, pp. 17, 19, 21, 49, 59, 61; *Spis wykładów na rok akademicki 1970/71. Wydział Humanistyczny*, Lublin 1970, pp. 14, 16, 18, 20, 56; *Spis wykładów na rok akademicki 1971/72. Wydział Humanistyczny*, Lublin 1971, pp. 21, 25, 62, 65, 72; *Spis wykładów na rok akademicki 1972/73. Wydział Humanistyczny*, Lublin 1972, pp. 21, 65; *Spis wykładów na rok akademicki 1973/74. Wydział Pedagogiki i Psychologii*, Lublin 1973, pp. 33–34.

85 AUMCS, sign. K 62/14, p. 28.

person, who cared for the well-being of pupils and students, was kind and extremely tactful and, above all, always noticed the other person.⁸⁶

Having retired, Dobrzański did not give up his scholarly work, which was his passion. He continued to edit the aforementioned scholarly journals and reviewed post-doctoral dissertations, participated in meetings of the Council of the Faculty of Humanities of the UMCS and the Committee of Pedagogical Sciences of the Polish Academy of Sciences and was keenly interested in the development of both Lublin universities. He was not only valued by the academic community but also enjoyed great respect among his acquaintances and friends. His scholarly, research, organizational and didactic achievements made him an exceptional authority in these areas. He died on 5 July 1997 in Lublin and is buried in the Catholic cemetery at Lipowa Street.⁸⁷

Streszczenie: Jan Dobrzański był znanym historykiem wychowania w Lublinie. Jego droga zawodowa przebiegała od szkół średnich do szkół wyższych, w tym także ważne miejsce zajęły w niej kursy nauczycielskie. W swojej działalności na przestrzeni lat włączał się w prace cenionych towarzystw i organizacji, wchodząc w skład ich oddziałów lubelskich. Doceniano jego doświadczenie zawodowe i potencjał organizatorski powierzając mu ważne funkcje i stanowiska, między innymi, kierownika katedry, prorektora Katolickiego Uniwersytetu Lubelskiego oraz kierownika katedry, dziekana i prorektora Uniwersytetu Marii Curie Skłodowskiej w Lublinie. Doskonale łączył pasje naukowe z działalnością dydaktyczną. Prowadzone przez niego badania naukowe oscylowały wokół trzech zagadnień szkolnictwa i oświaty w Galicji od 1773 roku do końca połowy XIX wieku, oświaty i wychowania Księstwa Warszawskiego oraz Królestwa Polskiego do powstania styczniowego oraz życia kulturalnego, naukowego i oświatowego Lublina i Lubelszczyzny. Był cenionym nauczycielem w wielu szkołach średnich, w szczególności w Państwowym Gimnazjum im. S. Staszica a później Gimnazjum i Liceum im. S. Staszica w Lublinie, uznanym i szanowanym nauczycielem akademickim na uniwersytetach lubelskich.

Słowa kluczowe: Jan Dobrzański, nauczyciel, historyk wychowania, działalność naukowa, działalność pedagogiczna, działalność organizatorska.

86 Many memories can be found in: *Jan Dobrzański, profesor, mistrz i przyjaciel*.

87 Z. Dubilewicz, *Prof. Dr Jan Dobrzański*, „Sztandar Ludu”, 1972, issue 287, pp. 1–2; [Pikulski Zydmunt] (zp), *Pedagog*, „Kurier Lubelski”, 1973, issue 9, p. 2; L. Ważny, *Profesor Jan Dobrzański*, „Staszicak”, 11 (1997) issue 28, pp. 4–9.

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