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POLISH EDUCATION IN SAXON TIMES

Аннотация: в статье рассмотрено образование Польши во время саксонского периода. По мнению автора, одной из очевидных причин аномально низкого уровня грамотности в Польше можно считать низкий уровень образования среди социальной элиты. Периодизация развития истории Польши указывает на существование саксонской династии в период с 1697 по 1763 гг.

Ключевые слова: образование, Польша, уровень грамотности.

Abstract: the article describes the Polish Education in Saxon Times. According to the author, for one of the obvious reasons for the abnormally low level of literacy, one should recognize the low level of education of the Polish social elites. Periodization of Polish history points out existence of Saxon dynasty between 1697 and 1763.

Keywords: education, Poland, level of literacy.

Periodization of Polish history points out existence of Saxon dynasty between 1697 and 1763. Poland at that time was a state country.

Table 1

Poland's habitancy in Saxon Times according to states and ethnic affiliation

Social and occupational groups	Total numer of people in Poland at the end of XVIII c.
Total	12,3M
Ministry	Ca. 0,0246M
Gentry	≤ 1M
Peasants and other catholic populace	≥10,6877M
Jews	0,5877M

Source: T. Korzon, *Wewnętrzne dzieje Polski za Stanisława Augusta 1764–94. Badania historyczne ze stanowiska ekonomicznego i administracyjnego*, vol. I, Kraków, Warszawa 1897, p. 315–318 oraz *Historia Polski w liczbach*, GUS, Warszawa 2014, p.45; *Historia Polski w liczbach*, GUS, Warszawa 2003, vol.1.p.69, 52 i 77.

During this time August I Mocny and August II were declared kings. In political aspects of this historical period Poland was dominated by chaos and direct or indirect

being in war. Saxon political entropy had a real reflection on contemporary Polish education.

Development gap, in this area of life, was not however the only result of low Saxons' competences, but had its roots significantly earlier.

Essential symptom of very low level of development of Polish education in the latter part of XVII c. and first half of XVIII c. was a percentage rate of illiteracy.

Table 2

Illiteracy in Poland and England of the Baroque period
and the beginnings of the Enlightenment

Social and occupational groups	Poland XVIII/IXX c.		England 1580–1700	
	Men (%)	Women (%)	Men (%)	Women (%)
Ministry	5	20	0	10
Wealthy Gentry	10	30	0	10
Indigent Gentry	Lack of data			
Merchants			0	10
Commonalty and town craftsmen	85	93	14	33
Manufactories' workers			37	52
Peasants	99	100	27	73
Rural craftsmen			56	68
Mercenary workers			73	100

Source:.. Mitch, *Education and skill of the British labour force*, w: *The Cambridge Economic History of Modern Britain*, vol. I: *Industrialisation, 1700–1860*, red. R. Floud, P. Johnson, Cambridge 2008, p. 355; W. Urban, *Sztuka pisania w województwie krakowskim w XVII i XVIII wieku*, w: «Przegląd Historyczny», vol. LXXV, z. 1, Warszawa 1984, p. 60, 78 i 79; A. Wyczański, *Oświata a pozycja społeczna w Polsce XVI stulecia. Próba oceny umiejętności pisania szlachty województwa krakowskiego w drugiej połowie XVI w.*, w: «Społeczeństwo staropolskie», red. A. Wyczański, vol. I, Warszawa 1976, p. 46 i 47.

The data presented in the tabular table: Illiteracy in Poland and England of the Baroque period and the beginnings of the Enlightenment, generated on the basis of the results of research carried out by representatives of Polish and English science, point to the shocking fact of illiteracy among almost 100% out of over 10.5 million. people from the lowest Polish social strata, with a three times lower level of illiteracy among the then English populace and urban workers. The analysis of the results of the above

mentioned research also allows to notice the fact that in England social layers that do not exist in the same period in Poland were generated. Among the representatives of those free of feudal serenity subjected to the JKM of England were people whose illiteracy did not limit them in further development. Although their percentage was not the highest (63% of men working as workers of manufactures and 44% of men being rural craftsmen), on them, permanently developing, thanks to mastering the «art of reading and writing», later industrial development of England was based.

For one of the obvious reasons for the abnormally low level of literacy in Saxon Poland, one should recognize the low level of education of the Polish social elites during that time.

Table 3

Scientific degrees of Polish bishops in the years 1706–1765

Years	Total in absolute numbers	Total with a degree in absolute numbers	Percentage with a degree	Percentage without a degree
1706–1735	64	29	45,3	54,7
1736 – 1765	53	35	66	34

Source: W. Muller, *Diecezje w okresie potrydenckim*, w: *Kościół w Polsce. Studia nad historią Kościoła katolickiego w Polsce*, red. by.. J. Kłoczowski, vol II: *Wiek XVI-XVIII*, Kraków 1969, p. 168.

What in connection with the occurrence of illiteracy amongst the most popular educators – as they were and continue to be – the parish priests and almost full illiteracy of the contemporary Polish women of the so-called «third state», contributed to perpetuation of aversion towards education understood in a different way than the so-called tradition passed along from generation to generation.

The above-described unfavorable phenomenon is not corrected even by the education of contemporary Polish students of Krakow, Zamosc or Vilnius, so gladly indicated in the course of modern science in Polish schools.

Table 4

Admissions for the University of Cracow in the years 1721–1761

Years	Total	Annual average
1721–1726	1 240	248
1726–1731	808	162
1731–1736	588	118
1736–1741	845	169
1741–1746	959	192

1746–1751	1034	207
1751–1756	946	189
1756–1761	1118	224

Source: *Album studiosorum Unwersitatis Cracouiensis*, vol V, pub. K. Lewicki, Kraków-Wrocław 1946.

In Saxon times Polish literary nobility (about 90% of men and 70% of women), which the protoplasts had ordained to pursue a ministerial career, would come to Polish academies.

Table 5

Matriculation at the Zamojska Academy in the years 1720–1730

Years	Total	Annual average
1720 – 1724	185	37
1725 -1730	245	82

Source: J.K. Kochanowski, *Dzieje Akademii Zamojskiej 1594–1784*, Kraków 1899–1900, p.95, 110,115, 118, 134, 177, 195, 218.

The rest of several thousand students studying at Polish academies are representatives of foreign nations.

This, unfavorable picture of the Polish education of the Saxon times, complements and strenghtens the information about the size of the publishing activities at the time.

Table 6

Books published in Poland in the years 1706–1765

Years	Total in absolute numbers	Years	Total in absolute numbers
1701–1705	206	1731–1735	297
1706–1710	132	1736–1740	253
1711–1715	158	1741–1745	324
1716–1720	223	1746–1750	324
1721 – 1725	240	1751–1755	333
1726–1730	280	1756 – 1760	383

Based on: M. Czarnowska, *Ilościowy rozwój polskiego ruchu wydawniczego 1501–1965*, Warszawa 1967, p. 170, 174, appx I and II.

During the first half of the Saxon reign in Poland only 1239 books were published. Comparing this with the number of students at the Zamojska and Krakowska academies

at the time, it can be seen that only a part (about 0.7) of the book published in Poland accrued to each student.

Of course, it is possible and should be pointed out that it was in the Saxon era that Collegium Nobilium was established. It was founded in Warsaw by Stanisław Konarski (actually Hieronim Franciszek Konarski of the Gryf coat of arms). It was one of the religious schools (mainly Jesuit) founded in Poland at that time. In addition to Collegium, noble colleges were established in: Kalisz (1746), Lviv (in 1749), Vilnius and Ostroróg (1751) in Warsaw (1752), in Lublin (1753) and Poznań (1753). They gathered outstanding contemporary educators, among whom were, Jan Chrzyciel Albetrandi, Franciszek Bohomolec, Adam Naruszewicz and others. However, this does not change the fact that Jesuit education allowed for crossing only some of the «right world-view barriers» indicated by the teachers. Others, however, remained behind the veil of the prevailing doctrine. Science, however, as such is the space of unrestricted intellectual freedom. Thus, Jesuit schools emerging in Poland in the Saxon era were not a mainstay of science. Thereby, these schools were schools solely because of their names.

The above view, based on the analysis of statistical data, is shared by many people of science in Poland and abroad. Isaac Bashevis Singer in «Slave» wrote about the effects of delay and baroque indoctrination in the education of Polish society. It is impossible not to notice references to the pro-regress effects of this aspect, including in the work of Bolesław Prus. The latter wrote: (...) Naturally, there is progress!... he called. My father was a weaver, my uncle was a feldsher, and I will be a doctor... My great-grandfather had ten villages and two cities, and I do not have ten shirts (...) [Prus B., *Pojednani*, (in :) *Selected Works*, PIW, Warsaw, 1954, 377–378]. Poverty of some and the wealth of others, especially if it was a outcome of pogroms, finds a doctrinal justification in religious and political views arising or subject to grounding in centers of education and culture of the Polish Saxon era. It was then that attacks on Jews by students, called Schüler-Gelauf, became an everyday reality. Responsible for maintaining order looked at them with indifference. In the Saxon times, the false accusation of Jews about the so-called mythical ritual murder increased. The Catholic Church, which was growing stronger again, organized new orders at that time (e.g. Mariavites to «take care of young neophytes»). All this, in comparison with the level of education among Jews, where illiteracy was and is excluded by religious doctrine, clearly proves that

Polish education in Saxon times, despite the activity of precursors of Polish pedagogical thought at that time, remained in a deep decline.

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