



SPOŁECZEŃSTWO  
EDUKACJA  
JĘZYK

Tom 12/2020, ss. 37-52  
ISSN 2353-1266  
e-ISSN 2449-7983  
DOI: 10.19251/sej/2020.12(4)  
[www.sej.mazowiecka.edu.pl](http://www.sej.mazowiecka.edu.pl)

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## **APPLICATIONS ASPECTS OF ECOLOGICAL EDUCATION IN THE SECOND POLISH REPUBLIC ON THE EXAMPLE OF THE YEARLY „NATURE CONSERVATION” (1920–1937)**

### **APLIKACYJNE ASPEKTY EDUKACJI EKOLOGICZNEJ W II RZECZYPOSPOLITEJ NA PRZYKŁADZIE ROCZNIKA „OCHRONA PRZYRODY” (1920–1937)**

#### **SUMMARY:**

The aim of the article is to present the forms and methods of environmental education in the Second Polish Republic (1918-1939) which were explained in the title yearly. In the proces of scientific research the method of qualitative research was applied (qualitative text analysis/qualitative analysis of the source document).

#### **STRESZCZENIE:**

Celem artykułu jest zaprezentowanie metod i form organizacyjnych w zakresie realizowania edukacji ekologicznej w II Rzeczypospolitej (1918-1939), które wyjaśniano na łamach tytułowego rocznika. W procesie dociekań naukowych zastosowano metodę badań jakościowych (jakościową analizę tekstu/analizę jakościową dokumentu źródłowego).

Since 1920, the „Ochrona Przyrody” annual had been a publication of the State Nature Protection Commission, which was transformed into the State Nature Protection Council (1925). The editorial and administrative offices of the „Ochrona Przyrody” annual and the Office of the State Nature Protection Commission, State Nature Protection Council were located in Kraków.

## 1. Articles explaining the ways in which the idea of ecological education was pursued/implemented in Poland during the Second Polish Republic period

The “Ochrona Przyrody” annual published in 1925 opens with an article by prof. Marian Sokołowski, which is interesting in terms of the matter of ecological education, about the need to pursue nature conservation in the teaching and educational process. In his clarifications about the educational methods applied in the field, Sokołowski wrote: “The future of nature protection relies on cooperation of people’s masses, which should be as proactive as possible, and not in regulations and police-enforced bans! These are the reasons for nature protection, such a commendable accomplishment of contemporary people, to be dealt with by the School, the Matrix that brings up the young generation, introducing this area into the agenda of teachers’ work (Sokołowski 1925, 4). Sokołowski added that the available options included, for example, introduction of a new school subject, or adding ecological education and nature conservation contents to several other school subjects, for example to nature, geography, history, literature and Polish language courses. He noted that nature teachers had certain unique opportunities to cover these issues, particularly as they discuss specific plant and animal groups, where protected species could be emphasized (such as the European bison, beaver, chamois, marmon), together with ‘all creatures’ right to live and man’s obligations towards nature (ibidem, 5). Teachers of nature subjects should make young people aware of the fact that the culturally developed anthropocentric view of the world is the cause of a lot of prejudice<sup>1</sup> and ‘human injustice towards animals’, bad treatment of animals, killing them for financial gains. Moreover, as humans systematically destroy primeval plants and sowing the same grain species or tree species in these areas, they foster rapid reproduction of insects.

According to Marian Sokołowski, during nature classes, teachers should offer the following arguments to support the protection of animals against human cruelty: forced fattening of poultry, poor organization of animal transport; they should ‘instil a sense of abomination about hunting and fishing as sports in children. This is one of the really sad demonstrations of the wildness residing in the human soul, which makes fun of murdering defenseless animals!’ (Sokołowski 1925, 8). They should also explain to their

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<sup>1</sup> Sokołowski claimed that people were treating striped field mice as pests. In fact, however, mice are highly beneficial for many animals, such as hedgehogs, owls, mice, for reason of self-regulation of living relations in the biocenosis.

students that even though a herbarium is a valued teaching aid in the educational process, yet gathering plants on a massive scale, particularly of protected species, is harmful to wild flora. Sokołowski made a reference to the experience of Swiss schools, proposing to introduce biological herbariums<sup>2</sup> to Polish schools, presenting the specific facts of plant life. He emphasized that ecological education and nature conservation matters could also be effectively introduced during zoology classes, in the process of learning about animals, and teachers could explain to their students that non-professionals should not set up artificial habitats (such as aquariums, terrariums), keep wild animals locked in cages; he also noted that all prejudice should be eradicated, specifically with regard to snakes, lizards, frogs (compare: *ibidem*, 11). This is even more important in view of the fact that a successful teaching/educational process not only depends on the learning contents in schoolbooks, other books, periodicals or nature protection legislation, but also on the experience and deliberation based on discussions about nature, school advice and school trips<sup>3</sup>. Moreover, nature teachers can 'set up a so-called school reserve in an urban setting which could be purchased or leased by the school and which could be turned into a small reserve, safeguarded from grazing or treading to be gradually expanded with less common plant species present in the neighborhood (*ibidem*, 14). They can also motivate students to take care of pot plants and plants in school gardens, to plant fruit trees, to feed birds and animals, to implement the principle of 'collaboration with nature' in the practice of their daily lives in and out of school, to discuss ecological education issues at meetings of school nature study clubs.

Marian Sokołowski pointed out that nature study trips were included in school syllabuses and the only thing that needed to be done was 'just to give them a more conservational orientation (*ibidem*, 15). In his opinion, nature protection issues should be included in the geography teaching contents - when a teacher discusses the natural environment in various countries and the aspects of natural resources available in specific regions, they can make a reference to the existing nature parks, primeval flora reserves and animals under protection. A teacher presenting educational contents in the field of history should explain to students the cultural background of thinking in ecological terms in the process of civilization development of certain communities, with reference

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2 A biological herbarium is a collection of dried plants or their parts which, due to their selection, can be used as teaching aids for study purposes at schools. It is a valued teaching resource, as it does not contain protected plants, while all the phenomena in the field of biology and morphology can be explained on the basis of examples of, as he would put it, 'common' plants from nearby fields, forests, trenches and swamps. Apart from the biological herbariums set up by students, a school should offer a model herbarium, set up under the teacher's direction. See: Sokołowski M., O wprowadzeniu ochrony przyrody do nauczania szkolnego, in: „Ochrona Przyrody”. Organ Państwowej Komisji Ochrony Przyrody, Nakładem Państwowej Komisji Ochrony Przyrody, Kraków 1925 (rocznik 5), p. 9.

3 Marian Sokołowski concluded that it would be beneficial for teaching and educational reasons for students to get some personal experience during school trips to a nature reserve (an area under protection on the grounds of the presence, in a condition similar to that of a natural ecosystem, of plant and animal species, natural assets with high value in terms of nature, landscape, research), a nature monument (this category includes, among others, old impressive trees and shrubs, sources, waterfalls, rocks, ravines, erratic blocks, caves).

to the first conservation legislation concerning valuable animal, plant and tree species, so as to encourage students to produce papers on nature protection during the particular historical eras. According to Sokołowski's concept, a teacher of literature and the Polish language could explain natural motifs and nature protection aspects in class, particularly on the basis of example poems by Polish or international authors.

As regards a schoolbook in the field of ecological education for studying nature protection, Sokołowski explained that the work which should be developed needed to have a lot of illustrations and to present the issues in a comprehensive way, taking into account the historical aspects of the conservation organization and legislation in various countries, including presentation of nature parks on the basis of Polish and foreign literature. According to Sokołowski, the course book should be written and published by the Ministry of Religious Denominations and Public Enlightenment, in coordination with the community organizations dealing with nature protection. The new subject would be taught 'at the lower and higher level. The hours per week that would be dedicated to the new subject would not necessarily have to be long' (ibidem, 18). He proposed to introduce a Nature Protection Day<sup>4</sup>, which should be celebrated particularly in the form of watching nature films, listening to lectures, participation in presentations of songs and poems referring to nature, taking part in games and parties aimed at forming an attitude of respect towards the idea of nature conservation in children and young people, encouraging them to set up nature protection clubs at schools, to plant trees, to feed birds, to read books, 'to promote nature conservation during the holiday period' (ibidem, 19). As a general note, Sokołowski claimed that the activities in the field of nature protection should be comprehensive, multifaceted, involving extensive community involvement.

Other articles about ecological education were also published in the annual; specific pieces were written about the role of the Tatra Museum in Zakopane in the conservation of nature in the Tatra Mountains (see: Zborowski 1925, 20-33), about the protection of birds and forests in the Tatras (see: Domaniewski, 37-41), the protection of *Betula humilis* birch in the Greater Poland region (see: Wodziczko 1925, 50-55), the forest reserve in Piwnice near Toruń (Wodziczko 1925, 56-58), the protection of inanimate natural objects (Kreutz 1925, 58-68), the natural environment abroad (Lilpop 1925, 76-77) and all the 'peculiarities of nature' (Gąsiorowski 1925, 33-37).

Adam Wodziczko authored an interesting article, important in the educational perspective. As he dwelt on the importance of conserving nature, he emphasized that nature was 'a great educator of the future generations, as the beloved face of our Mother Country. This understanding has given rise to the idea of nature protection, meaning the maintenance of the most beautiful landscapes and unrestrained nature monuments in the least deteriorated condition possible, as the new dominant of the spiritual lives of cultured societies' (Wodziczko 1927, 56). This is even more valid considering that mankind has understood the value of primeval nature (the 'everlasting art museum'), taking measures to restore its beauty (forest parks). It should be added that the remaining articles, in

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4 Marian Sokołowski explained that the Nature Protection Day was first introduced to Swiss schools on 31 May, 1912.

accordance with the central idea of the annual, were dedicated to nature conservation, specifically in the form of publication of a list of trees and shrubs that should be protected in the particular regions of Poland (Kulesza 1927, 9-45), as well as birds (see: Sokołowski 1927, 68-72) and other animals (Kozikowski 1927, 59-62), with particular references to foreign experiences in the field (compare: *Ochrona przyrody zagranicą* 1927, 72-95).

Moreover, the readers were informed that on 4 February and 11 March, 1929, (inter-departmental) conferences had taken place at the Ministry of Religious Denominations and Public Enlightenment, regarding the teaching of nature protection. During the above mentioned conference, a decision was made to produce a detailed project for the implementation of the idea of nature conservation to school syllabuses (and at teacher training courses, scouting camps and military training). It was concluded that nature protection could not be taught as a separate subject. It was further decided that it was appropriate within the teaching/educational process to object to children's tendencies to thoughtlessly collect animals and plants, and that schoolbooks should have selected chapters (or at least paragraphs) dedicated to nature protection (*Sprawa wprowadzenia...* 1929, 95-96).

A piece was written in the annual about the issue of sewage (compare: Kulmatycki 1933, 30) and about the normative acts, of which special attention should be drawn to the Circular on the cooperation of school authorities No. 51 of 16 October, 1933 (I Pol - 1416/33) with the nature conservation authorities. The above mentioned document presented a recommendation for teachers to organize young people's work on the maintenance of nature reserves located in the vicinity of the school and on feeding birds, building bird feeders (compare: *Rozporządzenia ministerstw* 1933, 179).

The 1934 annual (no. 14) contained an article entitled 'The work of youth in the field of nature conservation', in which professor Adam Wodziczko makes the readers aware that, in connection with the 1932 school system reform (introduction of a new school system), 'nature protection was included among the school's educational goals, combined with teaching nature studies, respect for the local landscape, mandatory growing of flowers, work in school gardens, care of birds, practical training in the field of conservation cooperation between school authorities and nature conservation authorities' (Wodziczko 1934, 8-9). Professor Wodziczko enumerated the proposals defined at the sessions of the State Nature Protection Council: to organize teacher training courses in the field of nature protection; to write textbooks for the purpose of promoting the idea of nature protection; to appoint nature protection instructors for these purposes (who would offer their support to teachers); and to set up a School Division within the State Nature Protection Council, in order to cooperate with schooling authorities (compare: *ibidem*, 11).

In his clarifications regarding the educational importance of young people's activity in the field of nature protection, Adam Wodziczko noted that schools should put nature monument maps on display, prevent collecting nature specimens, grow flowers in school gardens, maintain a place for protected plants and plants which should be under protection, care about domestic animals (and animals bred in captivity), take photos of nature in reserves (located near schools), set up nature study clubs, sightseeing clubs, nature conservation clubs, nature fan clubs, bird fan clubs, etc. As exemplary organizations in the field, Wodziczko emphasized the activity of the Nature Study Club at the Stanisław Staszic

III State Gymnasium in Stanisławów, the Forest People's Club at the State Teacher Training College for Men in Poznań, and the Nature Study Club at the Teacher Training College for Men and Women in Lublin, who pursued lecturing activities, conservation measures, setting up Young Nature Protection League Companion Clubs (compare: *ibidem*, 36, 38).

In 1933, the Foresters' Trade Union of the Republic of Poland initiated the Forest Day in the whole territory of Poland (on the last Saturday of April). In relation to that celebration, the Ministry of Religious Denominations and Public Enlightenment approved of organizing a school Tree Planting Day in combination with the Forest Day, and such a celebration - according to professor Wodziczko - took place in 1933 and 1934. There was also a project of celebrating a Nature Protection Week, to coordinate the festivities which used to be separate: the Tree Planting Day (introduced to schools in 1922), the Nature Protection Day, the introduction of which was pursued by the State Nature Protection Council for schools (it was organized by employers). Adam Wodziczko wrote that a Week for Promotion of the Love of Nature was held in 1934 in Poznań. Trees were planted in this context on Saturday, 28 April, 1934 (particularly the Poznań Linden next to Teatr Wielki theatre), and a "Forest Academy" event was held at the auditorium of the Poznań University. Sunday, 29 April, 1934 was the Forest Trip Day (organized by the Polish Sightseeing Society and the Nature Protection League). Monday, 30 April, 1934 was the Parks Day, when people visited parks and took part in lectures. Tuesday, 1 May, 1934 was the Garden Day, and therefore people visited city gardens, allotment gardens, and lectures were delivered at Poznań University premises (Collegium Medicum, street address: ul. Fredry 10). Wednesday, 2 May, 1934 was the Flower Day, with exhibition tours (for example, the Exhibition of the Week for Promotion of the Love of Nature was open from 2 to 6 May, 1934, from 9:00 a.m. to 7:00 p.m.). Plants grown on balconies were on display at the representative hall of the Poznań International Fair site, there were visits to the Palm House at the Wilson's Park, and lectures for the public. 3 May, 1934 was a public holiday (National Holiday), whereas Friday, 4 May, 1934 was the Bird and Fish Day. On that day, entrance to the Nature Museum at the Poznań Zoo was free, there were demonstrations of bird conservation practice, and lectures at the Poznań University. Saturday, 5 May, 1934 became the Day of Kindness to Animals, with an animal parade (with an orchestra) in the town. There were lectures about human-animal relationships, and entrance to the Zoo was free (compare: *ibidem*, 41-42). Professor A. Wodziczko emphasized the attendance of schoolchildren during the Week for Promotion of the Love of Nature, documented with a photograph of young people planting a forest, published in the "Ochrona Przyrody" annual.

## 2. Official part concerning nature protection

Nature protection legislation of France, Switzerland or Norway would be regularly published in the annual, i.e. the foreign acts of law translated into Polish and concerning nature conservation, entering into force during the period of 1907-1912 (see: "Ochrona Przyrody" 1921, 78-83). Normative acts on nature conservation were published as well.

For example, there were official announcements, decrees, fragments of regulations in 1927 (see: *Część urzędowa* 1927, 97-118).

This section of the annual contained writings, conference proceedings, regulations, reports on nature conservation. Other published documents included circulars, official announcements concerning nature protection, minutes of meetings of the State Nature Protection Council. The official part also contained official hunting ban decisions, decisions to set up reserves, fragments of regulations concerning nature protection.

Another good example in the field of promoting the knowledge of ecology and the idea of nature protection is the letter published in "Ochrona Przyrody", addressed at the Delegate of the Minister of Religious Denominations and Public Enlightenment in charge of Nature Protection Matters, at Lubicz 46 in Kraków, regarding a competition for the best works about nature protection. The letter states that the amount of 1500 zlotys was reserved in the budget for the school year 1928/1929 for prizes in a contest for the best papers by teachers on the topic of "Nature monuments in the neighborhood" (compare: *Konkurs na prace z zakresu ochrony przyrody... 1928*, 92).

In the circular published in "Ochrona Przyrody", issued by the Superintendent of the Poznań School District, of 19 April, 1928, readers were informed that the Nature Protection Committee in Poznań, with the approval of the Education Office of the Poznań School District, had announced a competition for works entitled "What nature monuments are there in the neighborhood and how can they be used for studying at school?", targeted at all teachers working at public and private elementary schools, integrated schools, secondary schools and colleges<sup>5</sup> in the Poznań School District. The Ministry of Religious Denominations and Public Enlightenment allocated certain cash prizes to that purpose<sup>6</sup>. The jury of the competition was composed of: professor W. Szafer, Ph.D. (Delegate of the Minister of Religious Denominations and Public Enlightenment in charge of Nature Protection); Bernard Chrzanowski (Superintendent of the Poznań School District); K. Węgiel (Head of Department I of the Education Office of the Poznań School District); professor A. Wodziczko, Ph.D. (chairman of the Nature Protection Committee in Poznań); Jerzy Szulczewski (professor at the State Teacher Training College in Poznań). The intention behind the competition was to 'get to know the monuments of nature and to save them from destruction, while at the same time getting the teaching staff interested in the idea of nature conservation, giving them the knowledge of valuable nature monuments and the skills needed to make use of them in the teaching/educational process in accor-

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5 It was emphasized that the competition was not only targeted at nature teachers ('nature specialists', as it was put), but rather at all teachers, headmasters and school inspectors ('sincerely') interested in nature protection. Contestants' works were to be sent in before 1 November, 1928 to the address of the Nature Protection Committee in Poznań, street address: ulica Słowackiego 4-6. See: Wodziczko A., *Konkurs Komitetu Ochrony Przyrody w Poznaniu* [Competition by the Nature Protection Committee in Poznań] (*Okólnik Kuratora Okręgu Szkolnego Poznańskiego / Circulation letter by the Superintendent of the Poznań School District*, of 19 April, 1928, No. O. 3935/280), in: „Ochrona Przyrody”. *Organ Państwowej Rady Ochrony Przyrody*, 1928 (rocznik 8), p. 92.

6 First prize: three hundred Polish zlotys; second prize: two hundred Polish zlotys; third prize: one hundred and fifty Polish zlotys; fourth prize: one hundred Polish zlotys, in: „Ochrona Przyrody”. *Organ Państwowej Rady Ochrony Przyrody*, 1928 (rocznik 8).



dance with the contemporary regionalism principles' (ibidem). It was further explained that the works were to be submitted as a detailed description of the local nature or the nature in any area within the Greater Poland region of the teacher's choice, with enclosed maps, drafts, photos or figures, specifying the owner of the presented monuments and explaining the ways in which they should be protected from damage, together with a plan for using the above specified nature objects in the teaching/educational process at schools.

In the 1928 annual, a report was published on the Nature Protection Day celebrated on 12 May, 1928 at the VII Gymnasium in Krakow, organized by the Sightseeing Club and the Nature Study Club operating at that school. The festival was opened with speeches delivered by 6th and 7th grade students about the importance of the idea of nature conservation and about the nature reserves in the Pomerania region. There was a 'show of wonderful transparencies in various fields of nature conservation, such as the Yellowstone Park, the Tatra Mountain park, our nature monuments and natural assets' (compare: *Dzień Ochrony Przyrody...* 1928, 127), provided to students by professor Władysław Szafer. The readers were informed about the propagation of knowledge in the field of ecology, promotion of nature conservation during the Spring Festival in Zamość, held (for the second time) upon the initiative of the Flora Fan Club<sup>7</sup> on 26 April, 1928. The festivities were opened with an address to all the city inhabitants, to celebrate the coming of spring, and a special supplement to the "Ziemia Zamojska" daily newspaper was published, with several pieces about nature conservation. A lot of young people attended the festivities because the Education Office of the Lublin School District permitted all the students in Zamość to take part in the celebration. During the festival, there were school discussions about the importance of planting trees in Poland, and a religious service, followed by planting a symbolic Tree of Concord at the church cemetery. The closing point of the Spring Festival was a music concert (compare: *Święto wiosny w Zamościu* 1928, 127).

The report published in "Ochrona Przyrody" on the activities of A. Dygasiński Polish Nature Protection Club at the Kinga of Poland Teacher Training College for Women in Stary Sącz stated that the Club had been established in 1927, run by a Poor Clare Convent Nun. The scope of its activities included the organization of two trips and six lectures about the importance of national parks, conservation of birds and animals (compare: *Sprawozdanie z działalności Kółka Ochrony Przyrody...* 1928, 128).

In the report on the activities of the Copernicus Polish Nature Protection Club at the State Teacher Training College for Men in Stary Sącz, M. Chrostowski as the chairman of the Club and J. Chmura as its secretary wrote that eighteen meetings had taken place during the period from September 1927 to September 1928. Lectures about nature-related issues were delivered at these meetings (82 members), implying nature conservation contents. Some examples are: "About nature protection in Poland and abroad", "The status of nature conservation nowadays". Further lectures were delivered to the public (on such topics as: "Let us protect beneficial birds", "The necessity of nature conservation"),

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<sup>7</sup> The Flora Fans Club was established in 1926 at the State Female Teacher Training College in Zamość (upon the initiative of the Headmistress of the School). See: *Święto wiosny w Zamościu / Spring feast in Zamość*, in: „Ochrona Przyrody”. Organ Państwowej Rady Ochrony Przyrody, 1928 (rocznik 8), p. 127.



trips to the mountains were organized (mainly during the holiday period), on the basis of which students were expected to write memos and to raise awareness among the local communities about the need to protect nature in Poland, including 'intelligentsia cutting their names on ancient linden trees, where police assistance was even needed' (Chmura, Chrostowski 1928, 128).

The report of the Nature Protection Club (set up on 12 March, 1928) at the male gymnasium in Chełmno stated that two lectures had taken place during the reporting period of the initial months of their activity, entitled "The need to protect nature" and "Reserves in Pomerania". Besides, nature conservation matters were discussed at every nature study class and at school trips, 'with the goal of making the students truly fond of nature' (Słaby 1928, 128), and there were plans for pursuing these issues in the subsequent school year of 1928/1929. The report on the activities of the Gymnasium Nature Fan Club in Świecie nad Wisłą (set up on 16 September, 1927) communicated that the newly established Club (with its more than 70 members) had the objective of broadening the knowledge about nature, getting to know the nature in the home country and conserving it, maintenance of the school garden (specifically for experimental purposes) and the apiary. Several lectures were delivered during the meetings (held once a month), entitled "Beauty in nature", "Trees preparing for hibernation", "Protection of nature in Poland", "Aquarium and terrarium", "The importance of bee-keeping". The members of the Club set up a reading room and organized sightseeing trips to the forest. They also informed the readers of the "Ochrona Przyrody" annual that they were planning to take part in the Public National Exhibition in Poznań and to thereafter set up a biological garden and a meteorological station, as well as to buy microscopes (compare: Wegner 1928, 128).

Reports on the activities of the following organizations were also published in the annual: the Gymnasium Nature Fan Club in Świecie nad Wisłą; the Nature Protection League Club of the II Gymnasium in Tarnów; the Nature Protection Club at the public school in Ciechocinek; the Nature Protection Club at the male gymnasium in Chełmno. These reports covered the activities of students involved in building bird feeders, conservation of trees, surveying nature monuments (located in the vicinity of schools), presenting lectures on nature protection. Reports were printed on the activities of school clubs devoted to nature protection in Płock and in Międzyrzecz (near Korzec) (compare: "Ochrona Przyrody" 1930, 257-258).

The annual no. 11 (1932) encompassed reports of meetings of the State Nature Protection Council and proceedings of the Council Committees in Lviv, Warsaw, Vilnius, and of the Silesian Provincial Nature Protection Committee. It was communicated that, due to its collaboration with the State Nature Protection Council, in July 1931 the Chief Female Command introduced the "Friend of Nature Skills Badge", which could be awarded to a girl scout having knowledge about the goals of nature protection, about the most important national parks, nature reserves, protected plant species (clubmoss, yew, Swiss stone pine, common snowdrop, spring snowflake, anemone, pasque flower, hepatica, spring pheasant's eye, edelweiss, crocus, sea holly), protected animal species (turtle, European green lizard, deer, bear, beaver, European bison, marmot, chamois, black and white stork, grey heron), protected inanimate nature objects (rocks, caves). A girl scout

was also expected to prevent damage caused to protected plants, torture to domestic or wild animals, shooting at birds. She had to present to the Skills Committee a drawing or photo of an object worth of protection (a tree, cave, a huge erratic block, etc.) and five of her own observations of the life of birds and two observations of the life of mammals; to present one of the following activities: planting a tree or shrub (or a group of these, as a coppice for birds to lay eggs), setting up a bird feeder or box, gathering seeds and fruits for birds (one bird feeder volume). Moreover, at least once a year she had to take part in a bird feeding project, and she had to be aware of the principles of a nature defender<sup>8</sup>.

There were writings on scout activities in the field of nature protection in the subsequent annual as well. It was emphasized that in 1932, the relationship between the State Nature Protection Council and the scouting organization had become closer and therefore, it was not only possible to promote the idea of nature conservation, but also the scouts were active in bird conservation practice and in surveying historical erratic blocks and old trees (compare: *Harcerstwo a ochrona przyrody* 1932, 159). The official part encompassed the pronouncements of normative acts, news about scholarships awarded in the field of nature conservation studies by the Ministry of Religious Denominations and Public Enlightenment for the school year 1932/1933, and lists of protected areas, plants and animals, endemic species (such as *Delphinium oxysepalum*). There were notices of nature conservation exhibitions and lectures on ecological problems.

### 3. Nature conservation news

News about lectures dedicated to the issues of conservation of nature in Poland were printed regularly. An example of this category is the report on the conference on the matters of nature conservation, held on 3 and 4 December, 1921 in Berlin, or the report on the conference organized by the State Nature Protection Committee on 5-6 September, 1920 in Zakopane. The specific covered topics included the protection of the Tatra Mountains, mainly the chamois and the marmot, as well as the transport to Gubałówka (cableway) (compare: *ibidem*, 60-77).

Articles in "Ochrona Przyrody" provided information to readers about the academic lectures at the Faculty of Philosophy of the Poznań University during the academic year 1921/1922, delivered by professor Adam Wodziczko and professor Bolesław Hryniewiecki (one hour a week) on the topic of "Plant monuments of nature in Greater Poland and Pomerania" (compare: "Ochrona Przyrody" 1922, 95-99). Further publications

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<sup>8</sup> Principles of a nature defender: A defender is aware of why nature needs protection, knows the nature protection organization, the activities of the State Nature Protection Council and the Nature Protection League, he can name and describe the most important plant and animal species under protection in Poland, has knowledge of inanimate nature conservation, can name and describe the Polish national parks and other protected areas (nature reserves), knows the nature monuments in his neighborhood (region, province), will fill in the questionnaire of the State Nature Protection Council, will organize and provide a discussion event for a patrol or pack about nature conservation, including a demonstration of a map of protected areas, photographs, related literature. See: „Ochrona Przyrody”. Organ Państwowej Rady Ochrony Przyrody 1931 (rocznik 11), p. 200.

included trip reports, coverage of the International Nature Protection Congress (Paris, 31 May to 3 June, 1923) (Smoleński 1924, 110-112) and resolutions of Section I (Sztolcman 1924, 113-114) from the meeting concerning fauna protection. Moreover, there were news about dates of scientific conferences dedicated to nature conservation and concerning the Nature Society in Kielce, the Association of Nature Study Clubs of the Academic Youth of Poland, the Tatra Museum in Zakopane (*Wiadomości bieżące* 1924, 126-135).

The "News" section presented teaching/educational pieces, particularly about the activities of the "Jędrzej Śniadecki Nature Study Club" of the students of the VII Gymnasium in Lviv, which was established on 10 September, 1924, with the intention to build ecological awareness, closely linked to patriotic education. Meetings were scheduled once a week or every other week. Transparencies were displayed at the meetings and lectures were presented on such topics as: "The Białowieża Forest as a national park", "The marmot", "The Tatras", "Protection of birds in winter", "Pests at a farm and their eradication", "Our native beneficial birds", "The moose", "The case of Jaworzyna and Morskie Oko", "On the conservation of the Tatra Mountains". Trips to the seaside and to the mountains were organized as well.

Other news pieces were those concerning the activities of the Dendrology Association in Lviv in the field of nature conservation and ecological education, and of the Nature Protection Society in Ciechocinek, established in March 1925 with the intention to arise interest among teachers in the matters of nature protection, prevention of the eradication of birds or damage to young trees. The Society published an address entitled "Let us protect nature in Poland and its monuments!", in which they called all the inhabitants of Ciechocinek (particularly the young people) to try to learn and embrace the richness of nature, not to cause harm to birds or animals, not to damage trees or nests, not to pick up bird eggs or nestlings from these nests. The Nature Protection Society in Ciechocinek also requested older individuals 'not to cause harm to nature and not to give a bad example by unreasonable shooting and mutilating birds. Have more love and more humanity! Animals have the right to exist!' (*Wiadomości bieżące* 1925, 101). It was stated in the address that its intention was to develop the nature in Poland: gardens, orchards, forests, parks, roadside trees, monuments, as well as the nice appearance of towns and villages.

The readers of the annual under consideration were informed that the editors of the "Przyroda i Technika" periodical had announced a nature conservation competition, with three prizes for those who would report by 1 October, 1925 on an opening of a local club, with a written declaration to the effect that, within a period of five years, they would buy or rent (at least for five years) an object significant for nature and declare to conserve it. There was another reminder to the effect that the Interim State Nature Protection Committee used to proceed on the basis of its statute until mid-1925; thereafter, it received the legally established organization pursuant to the Regulation of the Council of Ministers of 10 June, 1925<sup>9</sup>, as the State Nature Protection Council. As it is known, the "Ochrona Przyrody" annual was still being published after that reorganization.

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9 Pursuant to the Regulation of the Council of Ministers of 10 June, 1925 on the amendment of the organizatio-

The “News” section of 1926 includes reports on the activities of multiple nature protection societies, clubs, circles, or nature study units, reports of scientific papers in the field of nature conservation, books, examples of devastation of natural assets in Poland, for example the destruction of yew trees in the Tatra Mountains, preventing execution of a privately owned wooden hostel at the riegel of Czarny Staw near Kościelec (commenced by the joint owners of land at Hala Gąsienicowa). The issue of the annual under review closes with an informative piece under the heading “Voices of the press” concerning nature conservation in Poland and abroad, as well as news on lectures during the period from 31 March, 1925 to 1 July, 1926 in Bydgoszcz, Ciechocinek, Częstochowa, Gorlice, Katowice, Krakow, Lviv, Nowy Sącz, Poznań, Warsaw, Zakopane and Zawiercie.

The presented section of the annual contains news of lectures and presentations delivered by professors: W. Szafer, W. Goetl, M. Siedlecki, M. Sokołowski, A. Wodziczko, J. Sokołowski, B. Hryniewiecki, and of the publications of the State Nature Protection Council. Importantly, the 1933 “Ochrona Przyrody” annual closes with the following address: “Join the Nature Protection League; address of the League’s Central management: Warszawa, Nowy Świat 2” (“Ochrona Przyrody” 1933, 207).

The 1935 “In the news” section encompassed pieces about sessions of the State Nature Protection Council, awarded scholarships, the activities of the Puszcza Jodłowa Forest Conservation Committee of the Polish Teachers’ Union (at its ten meetings held in 1935), and the resolutions of the Meeting of Delegates of the Nature Protection League, an organization ‘gathering social, scientific, sightseeing, tourist institutions, etc., strongly opposes the construction of a cableway to Kasprowy Wierch’ (“Ochrona Przyrody” 1935, 326). There were news about nature exhibitions, lectures, presentations that took place at the Faculty of Mathematics and Natural Sciences of the Poznań University during the academic year 1935/1936. The lectures under the heading “Principles of nature conserva-

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nal statute of the Ministry of Religious Denominations and Public Enlightenment, the ‘matters concerning nature protection’ were assigned to the Ministry of Religious Denominations and Public Enlightenment (particularly the Department of Science). The State organization of nature conservation reported to the Ministry and its tasks included: searching for ‘nature formations’ that merit protection and safeguarding these formations, surveying them, monitoring the condition of protected objects and the efficiency of their protection, creating opinions on the protection, exemption from protection and granting permits for modifications in protected objects with respect to extending the range of protection to cover endangered plant and animal species, followed by monitoring the efficiency of the protection legislation and the smoothness of its implementation, promoting the tasks and methods of the nature conservation idea in the general population, with initiating the establishment of community conservation organizations and keeping in touch with them, offering professional advice and development of draft Acts of law and regulations concerning nature protection; making sure that legislative acts and government regulations account for nature protection. In Poland, the executive body is the office bearing the title of Delegate of the Minister of Religious Denominations and Public Enlightenment in charge of Nature Protection, which ‘is the executive body with respect to the Nature Protection Council, with its advisory role, yet the proper executive function lies with the administrative authorities. In § 2(2) of Regulation of the Council of Ministers of 10 June, 1925 ‘... the Delegate will report on each and every endangerment or infringement of objects under protection or those which merit protection, to competent administrative authorities. See: Pawlikowski J. G., O prawie ochrony przyrody, in: „Ochrona Przyrody”. Organ Państwowej Rady Ochrony Przyrody, Nakładem Państwowej Rady Ochrony Przyrody, Kraków 1926 (rocznik 6), p. 7–8.

tion”, together with practical classes, seminars and trips (one hour a week in semesters I, II, III), were delivered by professor Adam Wodziczko (at two hours weekly) and by Jan Sokołowski, Ph.D. (topic: “Protection of birds”)<sup>10</sup>. The annual communicated that academic lectures were held at the Warsaw University of Life Sciences in Warsaw during the academic year 1935/36 (trimester I) on the subject of “Nature protection vs. forestry” by professor Marian Sokołowski. It was emphasized that during the fifteen-year period, fifteen “Ochrona Przyrody” annuals were published, with the editor in chief being professor Władysław Szafer, Ph.D., chairman of the State Nature Protection Council. A list of all the volumes was displayed on the cover.

In the subsequent “News” section of 1936, there was coverage of the activities of the State Nature Protection Council and the scholarships awarded in the field of nature protection. B. Dyakowski, Leader of the Krakow Branch of the Nature Protection League, described the cooperation between the League and secondary schools as well as other institutions. Further communications included those regarding nature conservation exhibitions and lectures at universities, speeches delivered on the Polish Radio in the field of nature conservation. The “News” section of the last annual of the Second Polish Republic period (1937/no. 17) informed the readers of professor Władysław Szafer’s resignation from his role of Delegate of the Minister of Religious Denominations and Public Enlightenment in charge of Nature Protection and deputy Minister in the position of chairman of the State Nature Protection Council, because they had not been consulted on the completed construction project of a meteorological station on Kasprowy Wierch (scheduled for commencement of operations as of November 1937). Moreover, upon the instruction of the Minister of Communication, the Polish Skiing Association started building a tourist route from Morskie Oko to Kasprowy Wierch (designated for mass tourism); a ski jump was also built on Krokiew, with new ski routes downhill Kasprowy Wierch.

There was coverage of the science promotion activities of the Krakow Branch of the Nature Protection League in 1937 and of the lectures delivered by professor A. Wodziczko and professor J. Sokołowski at the Faculty of Mathematics and Natural Sciences of the Poznań University. Professor Jerzy Smoleński (substituting for the Delegate of the Minister of Religious Denominations and Public Enlightenment) stated that the 1937 annual was already published at a point of crisis of the idea of nature protection in Poland. Even though Nature Protection Committees were set up in university towns and a draft regulation of the Council of Ministers was drafted on the establishment of the Tatra National Park, ‘the Tatras are still used as a ground for activities that inevitably lead to the loss of their primary character and beauty. The known facts that have occurred recently, upon the initiative of official tourist authorities have become the cause of another resignation from a position in a State nature protection organization - by the Honorable Rector of the Jagiellonian University, professor Władysław Szafer, Ph.D., which - accor-

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<sup>10</sup> The readers were informed that in 1935, the Poznań University was going to apply to the Ministry of Religious Denominations and Public Enlightenment for opening a Nature Protection Institute at the Faculty of Mathematics and Nature Science and delegating its management to Professor Adam Wodziczko. See: „Ochrona Przyrody”. Organ Państwowej Rady Ochrony Przyrody 1935 (rocznik 15), p. 328.

ding to the Minister of Religious Denominations and Public Enlightenment, professor Wojciech Świątosławski, Ph.D., gives rise to a serious concern about the future of nature conservation in Poland; it is a moment of breakthrough also because of the lapse of the term of the State Nature Protection Council; hence, the people who used to work with W. Szafer will be leaving the Council together with him.

## Conclusion

On the basis of the analysis of the content of the above enumerated magazine it is possible to state that they constitute a heritage of the national culture and by the way a precious didactic resource in the process of ecological education not only in the period of the Second Republic of Poland (1918-1939), but also in the conditions of postindustrial culture of the society of knowledge, in the cognitive, emotional and accession aspect. For this reason it is necessary to undertake attempts to create and understand new interpretations of the social historical memory in the scope of the history of ecological educations on the foundation of culturally shaped values, with a particular account of ecological values.

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