

ABSTRACT

The dissertation presents the topic of *Płomyk's* educational program in the time frame from 1917 to 1939. *Płomyk* was a multi-topic periodical addressed to children and the youth and considered to be most popular one as it was issued in numerous copies.

Being in line with a contemporary model of a modern (as for those times) magazine, abundant in cognitive and educational content, *Płomyk* played an auxiliary role for schools. Its methodical and substantive potential was highly valued in school practice and in educational press. *Płomyk*, adjusted to children's age and their development phases of life, was awarded for its high level and thematic diversity correlated with curricula of Polish schools. In the 1930s the magazine's content was organically connected with school syllabi.

The aim of this dissertation was to present a rich educational program of *Płomyk*, focusing on four complementary environments in which children develop: family, school, nature and culture.

The research was conducted in a form of a comparative analysis, synthesis and an interpretative method so as to prove the influence that heterogeneous tendencies had on the *Płomyk's* content, taking into consideration the fact that educational research is in line with media studies research, and also that it is of interdisciplinary character at the intersection of pedagogy and other domains.

The qualitative analysis of the content proved to be the most effective one. From the *Płomyk's* program, theme categories based on so called category key were singled out and constituted the frame for the analysis. The subject matter was presented in an exemplary way and the content analysis was carried out.

The periodical underscored the role of the family in a child's life, in shaping its attitudes and socialization. It underlined the meaning of work and play (activities regulated not only by daily needs, but also by temporal order of natural calendar and the Catholic Church timeline).

Social themes related to orphans and excluded children, and themes promoting home health education were strongly accentuated.

Another subject matter of *Płomyk's* program was related to school and the cult of labour (building self-governance and co-operative initiatives, introducing basic economy education, organizing work in a school garden, developing manual skills, arousing fondness for DIY, and also career guidance).

Stimulation of reading activities and questions connected with development of child press were in the sphere of interest of *Płomyk*. Moreover, the interest in ideas of state and

national education was reflected in a form of materials connected with the cult of chief leader, materials commemorating important national anniversaries, materials about museum education and educational roles of organisations and associations that functioned at school (Polish Scouts, Shooting Association, Polish Military Organisation and many other). *Plomyk* aroused interest in education through fun, in sport education and the development of tourism. *Plomyk* fostered children's interest in aviation, naval and marine life and the latest technical advancements (radio included). Moreover, it accentuated the educational role of school in the field of hygiene promotion and prevention.

Plomyk's program included education about nature, oscillating in four thematic circles: learning and the educational role of sightseeing and regionalism, methods of work on nature lessons, celebration of the Forest Day and developing pro-ecology attitudes.

Connections of the program content of *Plomyk* with art education and the ideas of education through art became visible in materials about theatre education, radio art, circus and film art; in materials taking care of music education and knowledge about dance, visual arts, folk culture and religious pedagogy.

The inter-war *Plomyk* issues (which were available) were used for the purpose of the historical qualitative research of this paper. Also, the analysis in this dissertation was carried out on the basis of rich subject literature, including monography materials, scientific and methodological studies, popular science studies, popularizing materials, commemorative materials, academic publications in various fields.

With its rich program, *Plomyk* aided practical development of education, inspired and helped teachers, parents, education activists; it served schools, and especially children.

Despite the passage of time and massive changes in the Polish schools since the first issue of *Plomyk*, achievements of this magazine can still constitute a starting point for educational innovations now. Drawing from the work methods, preparation methods, didactic aids proposed by the editorial board is (though in a form adopted to the contemporary times) not only still possible, but also inspiring. It can be the source of new ideas, useful in modern educational practice.