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Educating and teaching the Polish society for proper relations with nature in the Second Republic of Poland (1918-1939)

Kształcenie i wychowanie społeczeństwa polskiego do prawidłowych relacji z przyrodą w II Rzeczypospolitej (1918-1939)

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Abstract: The paper contains a historical and pedagogical interpretation of the issue of ecological education of the Polish society for the attitude of co-existence with the natural environment in the Second Republic of Poland (1918-1939), presented in "Czasopismo Przyrodnicze Ilustrowane" (in the period: 1927-1939). In the process of scientific research the method of qualitative research was applied (qualitative text analysis/qualitative analysis of the source document).

Keywords: The Second Republic of Poland (1918-1939), Environmental Society of Stanisław Staszic in Łódź, „Czasopismo Przyrodnicze Ilustrowane” (1927-1939), history of education, environmental protection, ecological education.

Abstrakt: Artykuł zawiera historyczno-pedagogiczną interpretację problematyki edukacji ekologicznej społeczeństwa polskiego do postaw współistnienia ze środowiskiem przyrody w II Rzeczypospolitej (1918-1939), przedstawionej na łamach „Czasopisma Przyrodniczego Ilustrowanego” (w cezurze: 1927-1939). W procesie badań naukowych zastosowano metodę badań jakościowych (jakościową analizę tekstu / analizę jakościową dokumentu źródłowego).

Słowa kluczowe: II Rzeczypospolita (1918-1939), Towarzystwo Przyrodnicze im. Stanisława Staszica w Łodzi, „Czasopismo Przyrodnicze Ilustrowane” (1927-1939), historia edukacji, ochrona przyrody, edukacja ekologiczna.

Introduction

The purpose of this paper is to explain the presentation of the educational value of environmental protection, teaching and indirect upbringing in the didactic and educational area of the Polish society for friendly relations with the natural environment, which is integrated with a human being, in the magazine entitled: "Czasopismo Przyrodnicze Ilustrowane" (periodical of the Environmental Society of Stanisław Staszic) in the years 1927-1939. The readers were informed in the magazine about the activity of the Environmental Society of Stanisław Staszic in Łódź. The printed reports prepared by the Management Board imply that the social association organized environmental trips, they gathered

environmental specimens for comparative purposes, they issued magazines devoted to nature, they took care about the environmental protection in Poland (security of valuable and rare specimens of nature). Whereas most members of the Society were teachers, "*Czasopismo Przyrodnicze Ilustrowane*" regularly presented the issues of education for ecological attitudes and environmental protection.

1. Educational value of environmental protection

"*Czasopismo Przyrodnicze Ilustrowane*" explains the meaning of the idea and applications in the scope of teaching and upbringing in the spirit of environmental protection. Józef Opacki (the delegate of the National Council of Environmental Protection) wrote about the beauty of the majesty of the Polish nature. He claimed that badly understood tourism destroyed nature in the Tatra mountains and human greed lead to the destruction of many species of animals (wisien, moose, chamois, groundhogs). He mentioned the following motives of environmental protection in the history of culture: historical and patriotic, commemorative, aesthetic, environmental and scientific, educational (compare: Opacki, 1929/1-2, p. 3). He emphasized that the idea of the environmental protection should be implemented by establishing national parks of nature (and in this way the initial landscapes should be protected), reserves should be created, particular monuments of nature should be protected. He claimed that the most important motive of the environmental protection is the educational aspect concerning the process of education and upbringing of the Polish society (especially youths and children) for active ecological attitudes, environmental protection (compare. *ibidem*, p. 4-5).

The issue of ecology was also undertaken by Władysław Szafer, the professor of the Jagiellonian University. In his opinion the scientific motive justifies the protection of wild/genuine nature and natural compounds of plants and particular species of animals against destruction. The natural reserves are the workshops of scientific work enabling the research of the laws of nature (compare Szafer, 1929/7-8, p. 210). The historical and commemorative motive fosters the maintenance of arctic and high mountain plants, which are specific monuments of the former Ice Age (compare *ibidem* p. 211). Considering the aesthetic motive, the beauty of nature is valued, the protected "selfness" of landscapes as the natural context of the country of a given region (compare *ibidem* p. 212). The moral motive of environmental protection may constitute a foundation to develop the attitudes of aesthetic sensitivity, reducing anthropocentric concepts of human life in nature (compare *ibidem* p. 213). Prof. Władysław Szafer recognized the widely understood educational motive/purpose, because thanks to the process of ecological education (carried out at home and at school) it appeared to be possible to "improve a human being" (*ibidem*, p. 213-214).

The educational meaning of the protection of the world of plants was described by the professor of the Poznań University Adam Wodziczko (see Wodziczko, 1929/7-8, p. 225). The development of ecological attitudes, teaching children about love and friendship towards animals was described by the professor of the Poznań University, Edward Lubicz Niezabitowski. He appealed: "let everybody enroll to be a member, not only of the League for Nature Conservation, but also the Animal Care Society" (Lubicz Niezabitowski, 1929/7-8, p. 241). Ludwik Jaxa-Bykowski claimed that the knowledge of one's own country nature serves the shaping of patriotic attitudes among youths and children (see Jaxa-Bykowski, 1937/7-8, p. 180-185).

In the analyzed periodical the need to counteract the reduction of didactic hours dedicated to lessons about nature was emphasized (see *W obronie nauczania przyrody w szkole*, 1929/3-6, p. 122). Reports from the celebration of the Environmental Protection Week were printed. The examples may be the celebrations of the holiday in Krakow, in the following days: 10-18 March 1929 based on the initiative/care of the Circle of Naturalists, students of the Jagiellonian University, during which the following professors gave lectures: prof. Władysław Szafer (title: *Idea and organization of environmental protection*), prof. Walery Goetel (*Idea and completion of National Parks in Poland and abroad*), prof. M. Siedlecki (*How to protect flora and fauna of the oceans?*), prof. J. Smoleński (*Protection of landscape*), prof. Stanisław Kreutz (*Protection of still nature*), prof. Stanisław Sokołowski (*Protection of trees and forests*) (*Announcements. Report...*, 1929/3-6, p. 129).

In "Czasopismo Przyrodnicze Ilustrowane" a report was published from the celebration of the Environmental Protection Day in Warsaw of 10 January 1932 in the hall of the Warsaw Gardeners Society (ul. Bagatela 5), which was organized by the League for Nature Conservation and the Warsaw Committee of the National Nature Conservation Council (see *Nature Protection Day...*, 1932/1-2, p. 83). Speeches devoted to the issues of environmental protection were given by: Bolesław Hryniewiecki, Władysław Szafer, Jan Sokołowski, Walery Goetel (compare *ibidem*). There were also articles about the celebration of the Nature Protection Week in Poznań, in the days 28 April - 5 May 1934 under the slogan: *Care and protection of nature as the way to show love for the fatherland*. A detailed schedule of the celebration was presented in the same. The readers learned about readings and speeches devoted to the issue of environmental protection, planned trips to forests and parks were organized (guided by prof. Adam Wodziczko). Allotments were visited, the Museum of Nature and the Palm House in the Wilson Park, birds in the Botanical Garden were watched. The celebration ended with a march of animals and their owners (on the Day of Kindness for Animals on 5 May 1934) (compare *Report from the Planting Week...*, 1934/5-6, p. 223). It should be emphasized that readers were informed about the celebration of the Nature Protection Week in Tarnopol in the period 29 April - 4 May, which also was very popular among the local people (see *Nature Protection Week...*, 1934/5-6, p. 223-226).

The Exhibition of National Parks and Reserves in the Hall of the Institute of Geography of the Jagiellonian University was very popular (ul. Grodzka 64), which, under the leadership of professor Władysław Szafer, was prepared by university students - members of the Naturalists Society of the Jagiellonian University. In general, seven hundred exhibits were presented and they came from the collection of the National Council of Environmental Protection, the Botanical Institute and the Zoological Institute of the Jagiellonian University, the Physiographical Museum of PAU, the Tatra Mountains Society, the Sightseeing Society, the Municipal Forests Management, as well as from the private collections of the Jagiellonian University professors. Most income obtained during the celebration of the Nature Protection Week in Krakow was assigned to buy out the remains of the Makutra meadow near Brody.

There were also texts about the projects of other exhibitions, which popularized the idea of environmental protection, such as the exhibition in Łódź planned for November/December 1929 devoted to the beauty and protection of the Polish nature (see *Organization of the IV nature exhibition...*, 1929/5-6, p. 205). Edward Mieczysław Potęga, in his report of the exhibition, described the interest of the Polish society in valuable exhibits of nature (also foreign ones) and readings, speeches given by prof. W. Goetek and prof. E. Lubicz Niezabitowski (see Potęga, 1929/7-8, p. 296-299). The issue of the environmental protection was the subject of the School Exhibition in Poznań in the period 7-16 December 1934 H. Szafranówna described its particular sections (see Szafranówna, 1935/4-5, p. 138-143), especially protected plants and birds, and devoted to environmental protection in the humanities (see *ibidem*, p. 141), the arts (see *ibidem*, p. 142) and in the activity of environmental societies (see *ibidem*). M. Piotrowska informed the readers about the exhibition of the nature photography dedicated to national parks and protected plants and animals, which was held in Warsaw in the period 23-30 May 1935. Piotrowska, 1935/8, p. 267-268). Emil Jarmulski described the exhibits presented at the show entitled: *Our forests and environmental protection in Lviv*, among others photos/pictures, maps of the monuments of nature, protected plants and animals (see Jarmulski, 1936/5-8, p. 198-199).

The analyzed magazine printed the reports of the celebration of the Forest Holiday/Forest Day. The example is the celebration in Łódź as the implication of the holiday in the whole area of the Second Republic of Poland, on the last Saturday of April 1934, initiated by the Main Committee of the Forest Holiday in Warsaw (chosen by the Foresters Society in the Republic of Poland). An appeal was addressed to the directors of junior high schools, vocational high schools and other social organizations, to organize special readings and trips to forests for children and the youths of common schools connected with symbolical trees planting (compare *Report from the celebration...*, 1934/2-4, p. 156-157). In further years there were also reports on the Forests Holiday Celebration from initiative of the Republic of Poland Foresters Association (see: *Ruch przyrodniczy...*, 1935/6-7, p. 221-222). The

examples may be the reports of the Forest Day celebration in 1938 in Łódź under the slogan *We plant trees* (compare *Report...*, 1938/5-6, p. 186-187) and in Radomsko. Students of higher classes of common schools and junior high schools planted trees and listened to readings, took part in talks about the environmental protection, watched films and slides about the meaning of the protection of forest areas (compare *Report from the "Forest Day"...*, 1938/5-6, p. 188).

In "Czasopismo Przyrodnicze Ilustrowane" the key meaning of the process of environmental education at school was explained many times, projects and excerpts of nature teaching were printed (see *Nature science teaching program...*, 1929/5-6, p. 187-202). In 1937 an extensive article by Bohdan Dyakowski was written on the content of the issue of environmental protection in the teaching programs, in connection with a school reform in 1932. Dyakowski emphasized that the Ministry of Religions and Public Enlightenment, when it initiated discussions on this subject (in particular after the paper written by prof. Władysław Szafer - the delegate of the Minister of Religions and Public Enlightenment for environmental protection, during a conference in 1929) and later in the process of preparing new didactic and educational programs, accounted for the issue of environmental protection. A decision was made in that time about introducing environmental protection, not only for educational programs of all levels, but it was also included in the education of scouts, youths of military preparation camps. It was emphasized that the idea of environmental protection should be constantly present in education in Poland, in teaching about nature, geography, history and the Polish language (...) any inclinations to thoughtless and completely unnecessary collecting of plants and animals should be discouraged, as it causes depletion of rare forms and sometimes a total vanishing. (...) The completion of such a program depends entirely on a proper awareness of teachers (...) in teacher training colleges" (Dyakowski, 1937/1-4, p. 50) and during vacation courses dedicated to teachers.

Dyakowski stated that new school programs (1932) both for common schools, as well as for junior high schools fulfill the above mentioned criteria. He stated that the *Teaching program for public common schools* teaching about nature includes, among other educational goals, the "connection between students and the world of living creatures by frequent contact with them, by growing respect for life in all its forms, feelings towards the nature of the fatherland, expressed in the respect of its landscape. Educational impact on youths should be accompanied with the slogan <everything that is alive and is not a threat to humans should be protected >" (ibidem).

Similar thoughts were verbalized in the *Teaching Program for Junior High Schools*, accounting for the shaping of ecological attitudes (compare ibidem, p. 51). Although the above mentioned programs do not contain/do not introduce a separate educational subject devoted to environmental protection, they do not enable a free choice in this scope. They define a gradual realization of the issue of environmental protection depending on the age of

the students and developmental possibilities of youths and children. For example the subject of environmental protection in grades I and II of common school is based on children's feelings and emotions, which, in Dyakowski's opinion is the first preparation of the "ground for planting the idea of environmental protection" (ibidem). In particular, children have feelings towards animals also while playing at home (with cats and dogs), which serves well in developing positive emotions for animals. In second grade, common school children feed birds in winter, they install birdhouses for them and they care about their cleanness. Dyakowski emphasized that in grades 3 and 4 positive attitudes are deepened, as well as feelings towards animals, also the livestock, which should be protected and have good conditions of life. Besides, children learn how to care about plants in pots or in the school garden. It serves well the love of the idea and application actions in the scope of environmental protection, it preserves friendly feelings toward living creatures. It is a basis for a versatile recognition of rules of environmental protection. In grade 5 the issues of dying out species are discussed and the need to protect them. Whereas in the sixth grade of common school children get to know the notions of environmental protection (such as national parks), they try to understand better the motives of environmental protection (compare ibidem p. 53). When discussing the teaching program in the scope of environmental protection, he emphasized the meaning of the educational function, which is expressed mostly in making the students aware of active attitudes of the protective care, compassion and helping animals (compare ibidem, p. 54).

Bohdan Dyakowski stated that in the process of junior high school teaching, active ecological attitudes should be developed, "the youths should be familiar with environmental protection" (ibidem, p. 55), the protective value of monuments of nature in Poland should be explained, dying out trees, forest reserves. The youths should undertake team actions to care about birds. Direct relations with the fatherland nature are based on explorations during trips, especially when teachers regularly teach the youths the ideas of environmental protection. The teaching program in high school after 1932 also emphasized the subject of the environmental protection and its educational meaning. The activity of youths in environmental circles was a supplementation of school activities and it served to care about the local objects/nature reserves, feeding birds in winter, making birdhouses for them (compare ibidem p. 56). According to Dyakowski, thanks to the protection of nature, the educational process for ecological attitudes it is possible to raise the level of the national culture (compare ibidem p. 56; compare Dyakowski, 1938/1-2, p. 50-53).

The docent of the Lviv School of Technology, Waclaw Werner stated that watching nature has a positive influence on the development of the emotional part of the children's personality and it develops their exploratory and inventive abilities. What is more they enable recognizing and understanding human life in the natural ecosystem (compare Werner 1929/5-6, p. 144-152; compare Jarmolińska, 1930/3-4, p. 116-119). In this context

M. Frankowska wrote about the educational value of school exhibitions of nature (Frankowska, 1929/5-6, p. 181-184).

In "Czasopismo Przyrodnicze Ilustrowane" it was emphasized that the protection of nature is a cultural and conceptual trend, which, as already mentioned here, has an educational value. It was stated that the issue of environmental protection should be realized not only in the subjects devoted to nature, but also at history, at geography and science about Poland, by applying various methods of teaching (such as a conversation, discussion). It was recommended to undertake cooperation with the National Council of Environmental Protection and to organize school trips, to create nature circles (compare *Memorjał do Ministerstwa* ("Memorial to the Ministry" WRiOP..., 1929/7-8, p. 277-281), the purpose of which is to protect nature, to enrich ecological knowledge (*Sprawozdania i komunikaty. Z działalności...*, 1931/5-6, p. 260; compare Treichel, 1931/7-8, p. 344-345). M. Majkowska, when she was considering the purposes and tasks of school nature circles she stated "let the child love everything that surrounds it, everything alive and suffering around and by the same let the child love mostly the fatherland, its nature and people" (Majkowska, 1930/5-7, p. 203). Emil Jarmulski emphasized that in the school circles of nature, the issue of environmental protection should be taken into account in cooperation with the League for Nature Conservation (compare Jarmulski, 1932/1-2, p. 63). The issue of environmental protection should be realized every day at every lesson of nature, active ecological attitudes should be developed (compare Jarmulski, 1929/7-8, p. 282-289). For example thanks to the protection of the local nature and the active participation of youths and children in works in the area of the school garden, planting trees (and taking care of them), protecting birds, gathering information on the protection of nature and preparing and editing notes about this subject (compare Rewieński, 1930/1-2, p. 14-20).

As already mentioned, youths and children (in all school grades) were encouraged to establish bird friends circles, the purpose of which is to help birds in winter and in the breeding period (compare *Statute Example...*, 1930/1-2, p. 21-22). They were also encouraged to prepare lists of birds observed by the members of particular bird friends circles (see *List of birds...*, 1930/1-2, p. 22-24).

Klotylda Szymańska enumerated the following purposes of the students' activity in environmental circles / nature protection circles:

- development of knowledge of nature, respect for the laws of nature and positive feelings for the environment,
- development of the sense of responsibility for the life environment,
- running practical classes (for example making birdhouses and nest boxes),
- feeding birds in winter,
- active participation in social life,
- promoting economical lifestyle among youths,

- preparing and making speeches and introductions to discussions on the protection of nature,
- care about keeping the beauty of the fatherland for future generations,
- participation in the celebrations of the Environmental Protection Days,
- making school nature reserves (compare Szymańska, 1933/5-7, p. 176-184; compare Dyakowski, 1935/1-3, p. 71).

Jadwiga Dyakowska reminded that the Krakow Branch of the League for Nature Conservation, in order to develop regular cooperation with Circles of the Young Friends of the League for Nature Conservation (which were established in common schools and in high schools in the Second Republic of Poland) introduced the custom of sending annual reports by the League Circles. She emphasized that the circles focused both on self-education as well as on practical activity - in particular on the protection of birds, getting food and feeding them in winter, on making birdhouses (compare Dyakowska, 1936/5-8, p. 156). She gave examples of daily activities of the circles, which acted for example in the Common School No. 1 in Międzyrzecze (in 1935 about 5 kg seeds from wild plants and about 5 kg of linen and rapeseed was gathered) in the Blessed Kinga Junior High School for Girls in Tarnów (collecting seeds for birds) in the National Female Teacher Training Seminar in Lublin (care about birds, observations of nature, in 1934 helping female students in preparing a Christmas tree for birds) and in many other schools in the Republic of Poland (compare *ibidem*, p. 157).

Dyakowska mentioned other examples of the activity of the circles for the protection of nature, such as for example developing the attitudes of friendship with animals, care about their hygiene, securing bird nests against cats, fighting against shooting birds and catching them by children, protection of rare species of local plants, preventing breaking tree branches and cutting their cortex, picking flowers, littering during trip stops. In her opinion, youths and children should prepare colorful tables about protected plants, they should plant trees and photograph nature. In the area of self-education Dyakowska recommended organizing meetings, at which youths would present speeches devoted to environmental protection and discussions on environmental protection. What is more, she proclaimed that it was valuable to read books and magazines devoted to nature. She stated that the conceptual and applicative activity of youths in the scope of environmental protection has not only an educational meaning, but also it helped to develop attitudes of compassion for animals suffering (compare *ibidem*, p. 158-162; compare Dyakowska, 1938/1-2, p. 44-49).

Emil Jarmulski presented a program of phenological observations in common school and in junior high schools. He explained that as far as “the task of ecology is to find a correlation between the growing ground and the morphology of particular species and their compounds”, the task of phenology is to mark a correlation between atmospheric (meteorological) conditions as the outside factor and the process of the plants growth”

(Jarmulski, 1931/1-2, p. 83-88). PhD. Wanda Karpowiczówna published her speech on applying the dalton plan at the zoology and botanics classes, which she gave at the meeting of the Methodological Section at the Warsaw Department of the Polish Environmental Pedagogical Society. She noticed the value of developing the exploratory independence of students, their individual learning pace and the development of the attitude of liability thanks to the system of organization of school work (compare Karpowiczówna, 1931/5-6, p. 239-244). The subject of applying the dalton plan in the process of academic learning was undertaken by Ludwik Jaxa-Bykowski. In this context he explained that the thesis "learning instead of teaching" should be understood as adjustment of the pace of the teaching process to individual possibilities of students along with the development of independence of exploring knowledge (compare Jaxa-Bykowski, 1937/7-8, p. 236-241).

In the section *Reports and announcements* readers were informed about the activity of people, who had achievements in the field of environmental protection, such as Wanda Haberkantówna (1871-1930) (PhD. in chemistry and natural sciences), who was a visitor at the Ministry of Religions and Public Enlightenment (compare *Reports and announcements*, 1930/3-4, p. 126). She translated a few books devoted to nature from French to Polish, for educational use at schools. She obtained university education in Geneva (1897) (compare Lubodziecka, 1930/3-4, p. 126-129). In "Czasopismo Przyrodnicze Ilustrowane" it was also written about the activity of George Kerschensteiner - a German pedagogue, author of many works devoted to the issue of teaching and educating youths and children, also in the scope of knowledge about nature (compare *Reports and announcements...*, 1932/7-8, p. 285-286; compare Szymańska, 1933/5-7, p. 180).

2. Educational value of school gardens and city parks

The meaning of a school garden was also described many times in the analyzed magazine as an educational measure, especially during lessons on nature. The articles of PhD. Aniela Kozłowska entitled *About the meaning of a school garden for teaching nature at schools* (see Kozłowska, 1927/1, p. 35-37) and prof. Stefan Miller entitled *Botanical Garden in Zamość* (see Miller, 1927/1, p. 156-157). Professor of the Poznań University, Adam Wodziczko wrote about the educational value of the School Botanical Garden opened on 13 September 1925 (in the presence of the President of the Republic of Poland) (see Wodziczko, 1927/1, p. 38), whereas A. Dmochowski described the school botanical garden at the Botanical Workshop in Vilnius (Dmochowski, 1927/1, p. 39-50). Henryk Wyszacki explained the educational meaning of the Botanical Garden in Łódź (see Wyszacki, 1927/1, p. 55-56). PhD. J. Antoniewicz justified the educational and didactic value of school gardens in the process of the education of children. He mentioned the pedagogical concept of the Swiss pedagogue Johann Heinrich Pestalozzi (compare Antosiewicz, 1928/2-3, p. 74-75).

Emil Jarmulski, when he wrote about practical guidelines concerning seeding and growing plants (detailed didactics / methodology of educational classes in the garden) he stated: "school garden is an integral part of every general school and at the same time it creates the first school workshop" (Jarmulski, 1929/3-6, p. 95).

According to Stefan Rogowicz, the main task of didactic gardens is "making a direct connection between a human being and a living nature to get acquainted not only with a living form of fauna and flora, but also with living phenomena of plants and animals in possibly natural forms. Therefore a general rule, irrespective of the nature of the didactic garden, should be copying of the life of plants and animals in the environment and conditions, which are as close as possible to the natural ones" (Rogowicz, 1932/7-8, p. 261-268). In the analyzed magazine the sequence of works undertaken in the school garden was explained, in particular months of spring (in March, April and May) (compare Rządowska, 1933/1-3, p. 95-98). It was stated that in the process of teaching nature it is indispensable that children should have direct contact with nature and that is why there should be a garden in every school, understood as a workshop equipped in didactic means for observing nature (compare Miller, 1933/5-7, p. 184-193; compare Wodzińska-Matawska, 1933/5-7, p. 239-241). It was emphasized that a school garden is an indispensable didactic measure in teaching botanics and zoology in high school (see Barański, 1937/7-8, p. 195).

In „Czasopismo Przyrodnicze Ilustrowane” there were texts devoted to parks and city gardens in Łódź. It was stated that they not only make the city healthier and more beautiful (the aesthetic value), but they also add to the implementation of the idea of the inhabitants getting closer to nature. They are the actual connector between people and nature. The example may be the park established in 1897, the Park of Henryk Sieniewicz Łódź (its stand was described in the analyzed magazine) (compare Rogowicz, 1931/1-2, p. 44-52), and also the Park of Stanisław Staszic in Łódź, established in 1901 (compare Rogowicz, 1931/3-4, p. 141-150). In the magazine it was also written about children, who care about their plants in school gardens in Warsaw at ul. Dobra 76 and Bonifraterska (see *Municipal school gardens...*, 1932/3-4, p. 164). Antoni Szydłowski assumed that the applicative activities in the scope of growing plants in school gardens fulfill an educational and didactic function in developing the attitudes of the children's liability and self-discipline. Especially thanks to ensuring appropriate growing conditions: preparing soil for seeding and growing plants in school conditions, taking care about seedlings, their skillful watering (compare: Szydłowski, 1936/1-2, p. 23-32), as well as reading books and articles devoted to growing plants and protecting nature.

Conclusion

Based on the analysis of the internal printed source: "Czasopismo Przyrodnicze Ilustrowane" (for the period 1927-1939) it was stated that the subject magazine informed readers about the activity of the Environmental Society of Stanisław Staszic in Łódź. Since 1930 there were also texts about the activity of the Polish Environmental Pedagogical Society. Reports and announcements were printed in the field of environmental protection, articles about the meaning of versatility of fauna and flora as well as the protective care for living and calm nature for the life environment. Forest reserves and other protected areas were discussed, such as the National Park in the Tatra Mountains. Excerpts were printed from the normative acts for environmental protection. There were also articles about the activity of social organizations and societies (the National Council of Nature Protection, the League for Nature Conservation). Another important subject was the meaning of the teaching and educational process for active ecological attitudes, and also, in this context, the celebration of the Week of Environmental Protection, Environmental Protection Day, the Forest Holiday, the Forest Day, which were organized in many places in the period of the Second Republic of Poland. What is more, there were texts about the activity of school environmental circles, friends of birds, applying innovative systems and methods of teaching during subjects devoted to nature (the dalton plan). The didactic value of school gardens, botanical gardens and city parks was described.

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