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EDUCATIONAL ACTIVITY OF THE SISTERS OF THE RESURRECTION IN CZESTOCHOWA IN THE YEARS 1991–2016

INTRODUCTION

In the apostolic exhortation *Vita consecrata* (25th March 1996), John Paul II wrote: *With respectful sensitivity and missionary boldness, consecrated men and women should show that faith in Jesus Christ enlightens the whole enterprise of education, never disparaging human values but rather confirming and elevating them* (VC 97). An example of the implementation of this task has been the educational activity of the Sisters of the Resurrection in Czestochowa in the 20th and 21st c.

This tradition started in 1918 when the Industrial Trade School of the Sisters of the Resurrection was established. Their next educational institution was the Female Trade High School, opened in 1931. After the education reform in 1936, the Industrial Trade School was transformed into the four-year Private Female Mercantile Gymnasium. In 1937, the Female Trade High School was changed into the Private Female Trading High School of the Sisters of the Resurrection. During World War II, the schools were closed. Despite that fact, the sisters secretly continued their activity. On 10th February 1945, they reactivated teaching in the gymnasium, which in 1946 was named the Trade Gymnasium. Since 1948, as a result of reorganizations, there were the Administrative Trade High School of the first level, the Administrative Economic High School of the second level and the Economic Technical College. In 1963, all schools of the Sisters of the Resurrection were liquidated by the communist authorities¹.

The educational activity was revived in 1991 in the following institutions: Mother Zofia Szulc Catholic Elementary School, Mother Zofia Szulc Public Elementary School and Sister Barbara Zulinska Public Junior High School of the

¹ Internet, (access: 04.02.2018), available: www.gszksp.pl/_ksp/index.php/historia

Sisters of the Resurrection in Czestochowa, 58/60 Blessed Virgin Mary Avenue, in the property of the Congregation of the Sisters of the Resurrection of Our Lord Jesus Christ of the Warsaw Province. The first of the mentioned schools functioned from 1st September 1991 to 31st August 2010. The school had the status of a non-public school. On 1st September 2010, the Public Elementary School was established. In accordance with the education reform in 2014, kindergarten classes were closed. From 1st September 1999 to 31st August 2007, the Junior High School of the Sisters of the Resurrection functioned as a non-public school. On 1st September 2005, the Public Junior High School was established². Currently, as a result of the education reform in 2017, the institution is functioning as the Public Elementary School with junior high school classes.

In the period in question, according to the statute, teaching and upbringing were based on the assumptions of Christian anthropology proclaimed by the Catholic Church. Its doctrine was a reference point and a source of inspiration for the functioning of the schools. The aim of the didactical and educational process implemented in the institutions was the synthesis of faith, learning and behavior of particular pupils and formation of attitude of responsibility for oneself and others, caring for the common good³. The educational activity was oriented toward creating a spiritual and intellectual community and building social relationships. The school was also open to those children and youth who declared themselves as non-believers but were willing to undertake all students' obligations⁴.

SCHOOL BODIES

The governing body was The Congregation of the Sisters of the Resurrection of Our Lord Jesus Christ of the Warsaw Province. In the schools, the following public-school criteria were fulfilled, i.a. free teaching in the scope of curricula, recruitment of pupils based on the principle of universal access, procedure of employment of properly qualified teachers, psycho-pedagogical support, keeping teaching process documentation in accordance with current regulations⁵. The school was financed entirely from the budget of the City of Czestochowa.

² Cfr. *Kronika Katolickiej Szkoły Podstawowej Sióstr Zmartwychwstanek im. Matki Zofii Szulc w Czestochowie 1991–2010*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa; *Kronika Publicznej Szkoły Podstawowej im. Matki Zofii Szulc Sióstr Zmartwychwstanek w Czestochowie 2010–2016*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa; *Kronika Publicznego Gimnazjum im. Siostry Barbary Żulińskiej Sióstr Zmartwychwstanek w Czestochowie 1999–2016*, in: The Archive of Sister Barbara Żulinska Public Junior High School of the Sisters of the Resurrection in Czestochowa.

³ Cfr. *Statut Publicznej Szkoły Podstawowej im. Matki Zofii Szulc Sióstr Zmartwychwstanek w Czestochowie*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, Czestochowa 2013, pp. 2–3.

⁴ Cfr. *Nasze posłannictwo. Koncepcja pracy Szkoły Sióstr Zmartwychwstanek*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, Czestochowa 1991, pp. 2–3.

⁵ Cfr. *Statut Publicznej Szkoły Podstawowej...*, pp. 2–3.

Additional payments to cover the increased number of classes and special interest groups were made by parents, among whom there were persons exempted from payments due to their financial situation⁶.

The school bodies were: the headmaster, the body of teachers and the student council. The function of the headmaster of the Catholic, and then the Public Elementary School was carried out by the following sisters: Barbara Pankowska (1991–1998), Wanda Piwonska (1998–2009), Agata Sidoruk (2009–)⁷. Since 1999 the same person has acted as the headmaster of the Junior High School, named Public afterwards⁸.

In accordance with the statute, the headmaster carried out the mission of the school, specified in that document and in the educational program. She administered all teaching and educational activities as well as the organization of the school. She managed school's financial resources and was responsible for their proper use, in cooperation with the governing body. The headmaster performed a pedagogical control and directed the process of professional advancement. She was the president of the body of teachers and responsible for the preparation and update of documents, like the statute of the school, the internal system of pupils' evaluation, classification and promotion, the annual work plan, the body of teachers' rules of procedure. She set a hebdomadal lessons schedule, approved curricula and textbooks for particular subjects and was responsible for the organization and course of exams. The duties of the headmaster, considering the mission of the school, included: employing or dismissing teachers and other school employees, as well as admitting pupils, taking care of them and creating conditions for their integral development and safety. She took care of the conditions of the school building. The activity of the headmaster out of the school consisted in representing and promoting the institution, cooperating with the local Church, local government unit, statutory bodies and other educational establishments. A special duty of the headmaster was the care of integral self-development through: participation in retreats, prayers and sacramental life, professional development, effort in favour of the common good, healthy and hygienic life and work style. Furthermore, the headmaster was obliged to preserve secret in accordance with current regulations and to work in compliance with the statute⁹.

The body of teachers was a collective school body that realized the duties specified in the statute, concerning teaching, education and care. Its members were the headmaster and all teachers employed in the school. The body's meetings were

⁶ Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej im. Matki Zofii Szulc oraz Publicznego Gimnazjum im. Siostry Barbary Żulińskiej Sióstr Zmartwychwstańców w Częstochowie*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, 2012/2013, 2013/2014, 2014/2015, p. 1.

⁷ Cfr. *Kronika Katolickiej Szkoły Podstawowej 1991–2010*..., die 01.09; *Kronika Publicznej Szkoły Podstawowej 2010–2016*..., die 01.09.

⁸ *Kronika Publicznego Gimnazjum 1999–2016*..., die 01.09.

⁹ Cfr. *Statut Publicznej Szkoły Podstawowej*..., pp. 20–22.

organized prior to the beginning of the school year, in each semester to approve pupils' classification and promotion results, at the end of the school year and in case of current needs. The headmaster of the school presented to the body, at least two times per year, general conclusions of the pedagogical control and information about the school activity. The competences of the body were i.a. approving school work plans as well as educational and prophylactic programs, taking resolutions concerning pupils' classification and promotion results, organizing teachers' professional development¹⁰.

The student council was both a body and a method of education, undertaken by teachers, especially educators, in order to liberate pupils' activity and entrepreneurship, form prosocial and civic attitudes, shape responsibility and independence in making decisions. The council contributed to the students' better understanding of the value of the common good and to the improvement of the educational process. Among the forms of the council's activity there were: elections, sessions, sections (e.g. a journalistic one that prepared a school news-sheet), contests, games (e.g. St Andrew's feast, carnival party, discotheque), assemblies, debates, meetings with invited guests and others actions (e.g. wastepaper collection, Lenten alms, Christmas packages, school textbooks market)¹¹.

SCHOOL COMMUNITY

The school community consisted of: teachers, students, parents, administrative and support employees. Below presented are the numbers of employees and students in the educational institutions run by the Sisters of the Resurrection in Czestochowa over the period considered:

| Elementary school ¹² | | Junior high school ¹³ | |
|---------------------------------|---------------------|----------------------------------|---------------------|
| Year | Number of employees | Year | Number of employees |
| 1991 | 8 | 1999 | 15 |
| 1992 | 11 | 2000 | 15 |
| 1993 | 11 | 2001 | 18 |
| 1994 | 11 | 2002 | 18 |
| 1995 | 18 | 2003 | 17 |

¹⁰ Cfr. *ibid.*, pp. 22–23.

¹¹ Cfr. *ibid.*, p. 24.

¹² *Sprawozdania z Publicznej Szkoły Podstawowej im. Matki Zofii Szulc Sióstr Zmartwychwstanek w Czestochowie za lata 1991–2016*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, p. 1.

¹³ *Sprawozdania z Publicznego Gimnazjum im. Siostry Barbary Żulińskiej Sióstr Zmartwychwstanek w Czestochowie za lata 1999–2016*, in: The Archive of Sister Barbara Zulinska Public Junior High School of the Sisters of the Resurrection in Czestochowa, p. 1.

| Elementary school | | Junior high school | |
|-------------------|---------------------|--------------------|---------------------|
| Year | Number of employees | Year | Number of employees |
| 1996 | 18 | 2004 | 19 |
| 1997 | 23 | 2005 | 19 |
| 1998 | 25 | 2006 | 19 |
| 1999 | 27 | 2007 | 18 |
| 2000 | 30 | 2008 | 18 |
| 2001 | 30 | 2009 | 18 |
| 2002 | 30 | 2010 | 18 |
| 2003 | 31 | 2011 | 21 |
| 2004 | 29 | 2012 | 21 |
| 2005 | 33 | 2013 | 22 |
| 2006 | 33 | 2014 | 23 |
| 2007 | 34 | 2015 | 23 |
| 2008 | 34 | 2016 | 20 |
| 2009 | 31 | | |
| 2010 | 33 | | |
| 2011 | 33 | | |
| 2012 | 31 | | |
| 2013 | 31 | | |
| 2014 | 30 | | |
| 2015 | 30 | | |
| 2016 | 35 | | |

| Elementary school (kindergarten class) ¹⁴ | | Junior high school ¹⁵ | |
|--|------------------|----------------------------------|--------------------|
| Year | Number of pupils | Year | Number of students |
| 1991 | 29 (28) | 1999 | 22 |
| 1992 | 60 (26) | 2000 | 42 |
| 1993 | 81 (27) | 2001 | 53 |
| 1994 | 110 (26) | 2002 | 53 |
| 1995 | 137 (26) | 2003 | 57 |
| 1996 | 162 (28) | 2004 | 58 |
| 1997 | 186 (26) | 2005 | 64 |
| 1998 | 208 (27) | 2006 | 70 |
| 1999 | 178 (26) | 2007 | 71 |
| 2000 | 154 (28) | 2008 | 71 |
| 2001 | 140 (26) | 2009 | 74 |
| 2002 | 139 (18) | 2010 | 74 |
| 2003 | 139 (24) | 2011 | 71 |

¹⁴ Sprawozdania z Publicznej Szkoły Podstawowej za lata 1991–2016..., p. 1.

¹⁵ Sprawozdania z Publicznego Gimnazjum za lata 1999–2016..., p. 1.

| Elementary school (kindergarten class) ¹⁴ | | Junior high school ¹⁵ | |
|--|------------------|----------------------------------|--------------------|
| Year | Number of pupils | Year | Number of students |
| 2004 | 130 (24) | 2012 | 68 |
| 2005 | 121 (25) | 2013 | 68 |
| 2006 | 124 (50) | 2014 | 87 |
| 2007 | 158 (25) | 2015 | 87 |
| 2008 | 173 (25) | 2016 | 87 |
| 2009 | 173 (26) | | |
| 2010 | 180 (52) | | |
| 2011 | 208 (52) | | |
| 2012 | 207 (52) | | |
| 2013 | 232 (25) | | |
| 2014 | 206 (25) | | |
| 2015 | 230 | | |
| 2016 | 228 | | |

The aim of the school was for teachers to inspire students, not only in the field of knowledge, but also of faith and morality. They were obliged to strictly observe the school statute and rules of procedure, as well as to develop all aspects of their own personality. There was a requirement of their reliable fulfillment of didactical and educational tasks and a constant improvement of the professional qualifications. The duty of teachers was the annual participation in retreats and training courses organized by the governing body or the headmaster,¹⁶ as well as in other meetings, e.g. the Nationwide Catholic Schools Forum¹⁷.

Every candidate whose parents fully approved the catholic educational program could be admitted to the school. The admission was preceded by an interview of the headmaster with the candidate's parents and by signing the appropriate declaration. The priority was given to the siblings of the current students of the school, then according to the order of applications. Each class had from 20 to 25 students¹⁸.

Parents had right to participate in school life and the obligation to cooperate with its bodies in the educational process. The forms of this cooperation included: general meetings presided by the headmaster at least once a quarter, specific meetings presided by educators twice per semester, providing information on the current teaching and educational results of a given pupil and school plans, *open days* (consultations) with teachers, training courses and workshops concerning education and prevention. Parents carried on a personal formation by participating in retreats, reflection days and other meetings¹⁹.

¹⁶ Cfr. *Statut Publicznej Szkoły Podstawowej...*, p. 14; *Statut Publicznego Gimnazjum im. Siostry Barbary Żulińskiej Sióstr Zmartwychwstańek w Częstochowie*, in: The Archive of Sister Barbara Zulinska Public Junior High School of the Sisters of the Resurrection in Częstochowa, Częstochowa 2013, p. 14.

¹⁷ *Sprawozdanie z Publicznego Gimnazjum za rok 2016...*, p. 9.

¹⁸ Cfr. *Statut Publicznej Szkoły Podstawowej...*, pp. 15–16.

¹⁹ Cfr. *ibid.*, pp. 18–19.

TEACHING ACTIVITY

The Public Elementary School and the Public Junior High School of the Sisters of the Resurrection implemented the core and teaching curricula defined by the Ministry of National Education. The Ministry's principles of evaluating, classifying and promoting students, as well as conducting examinations were observed²⁰. The pedagogical supervision was performed by the Silesian Superintendent of Education in Katowice²¹. Religious education has been provided since the beginning of the Catholic Elementary School²². It was based on core and teaching curricula approved by the Commission of Upbringing of the Polish Bishops' Conference. The supervision of religious education was performed by the Catechesis Office of the Department of Faith Transmission, Teaching and Catholic Upbringing of the Metropolitan Curia in Czestochowa²³.

During the period considered, students took part in special interest groups organized in the school, concerning i.a. music, dance, science, mathematics, history, sports, arts, computer technology, chess, foreign languages and the Scouts. Assistance in dyslexic difficulties, speech therapy, corrective-compensatory remedial classes were provided, as well as corrective gymnastics. There were additional courses organized as exam preparations for 6th-graders of the Elementary School and 3rd-graders of the Junior High School²⁴.

Pupils participated in school and out-of-school competitions, subject competitions and other contests, like *Moja rodzina* and *Artysta i jego dzieło, inspiracja wybranego dzieła malarskiego* (arts), *Moja rodzina* (music), Bible contests, *Kangur matematyczny* (mathematics)²⁵, a literary competition on the pontificate of John Paul II²⁶, *Mistrz kierownicy* (cycling), poetry, writing and mythology contests, *Ortografia na sportowo* (ortography), *Jura* (history), *Piko-mat* (mathematics)²⁷, religious song contests, chess tournaments, dance and sport competitions²⁸. Pupils were finalists or prize winners in various contests, including Voivodeship Subject Competitions of Polish and English languages, mathematics, chemistry,

²⁰ Cfr. *ibid.*, pp. 2–3; *Statut Publicznego Gimnazjum...*, pp. 2–3.

²¹ Cfr. *Statut Publicznej Szkoły Podstawowej...*, p. 3.

²² Cfr. *Kronika Katolickiej Szkoły Podstawowej 1991...*, die 02.09.

²³ Cfr. *Statut Publicznej Szkoły Podstawowej...*, p. 3.

²⁴ Cfr. *Program wychowawczy Publicznego Gimnazjum Sióstr Zmartwychwstaneek w Czestochowie*, in: The Archive of Sister Barbara Zulinska Public Junior High School of the Sisters of the Resurrection in Czestochowa, Czestochowa 2009, p. 11; *Program wychowawczy Publicznej Szkoły Podstawowej Sióstr Zmartwychwstaneek w Czestochowie*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, Czestochowa 2009, p. 11.

²⁵ *Sprawozdanie z działalności Katolickiej Szkoły Podstawowej Sióstr Zmartwychwstaneek im. Matki Zofii Szulc w Czestochowie za rok 2002*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, p. 2.

²⁶ Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2003...*, p. 3.

²⁷ Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2004...*, p. 3.

²⁸ Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2007...*, pp. 4–5.

civics²⁹, geography, biology³⁰ and other subjects, as well as interdisciplinary contests³¹. Students were also rewarded in international competitions³².

Students' meetings with science experts³³, sportsmen and representatives of various professions³⁴ served to carry out the didactic goals. Local, domestic and foreign trips to theatres, concert halls, art galleries, museums, institutions of culture, planetariums, cinemas, sacral places, environmentally attractive and cognitively valuable sites were organized regularly³⁵. School assemblies organized once per week had also a didactical aspect³⁶. During these meetings i.a. personal examples of saints of the Catholic Church and events in Polish history were learnt. An essential role was played by patriotic assemblies and performances on the occasions like the 3rd May Constitution Day and Polish Independence Day³⁷.

The teaching activity was carried out through developing the school infrastructure and increasing the classrooms' equipment³⁸. For this purpose, among others, a chemistry and physics workroom³⁹ as well as a gym⁴⁰ were opened. Cooperation with other schools and educational institutions in Czestochowa, sociocultural and pedagogical associations, as well as institutions of intellectual and spiritual areas was established⁴¹. The effectiveness of the teaching activity is confirmed by i.a. the results of the 6th-graders Elementary School exam at the level above the median of the country, voivodeship and city, and the 3rd-graders junior high school exam which placed the school at level 8 and 9 in the Stanine scale⁴².

²⁹ Cfr. *Sprawozdanie z Publicznego Gimnazjum za rok 2016*..., p. 5.

³⁰ Cfr. *Sprawozdanie z Publicznego Gimnazjum za rok 2011*..., p. 4.

³¹ Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2006*..., pp. 3–4.

³² Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2003*..., p. 3.

³³ Cfr. *Kronika Katolickiej Szkoły Podstawowej 1995*..., die 01.04.

³⁴ Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2007*..., p. 6.

³⁵ Cfr. *Kronika Katolickiej Szkoły Podstawowej 1999*..., die 30.04; *Sprawozdanie z Publicznego Gimnazjum za rok 2011*..., pp. 4–5; *Sprawozdanie z Publicznej Szkoły Podstawowej za rok 2014*..., pp. 6–7; *Sprawozdanie z Publicznej Szkoły Podstawowej za rok 2015*..., pp. 6–7; *Sprawozdanie z Publicznej Szkoły Podstawowej za rok 2016*..., pp. 7–8.

³⁶ Cfr. *Kronika Publicznej Szkoły Podstawowej 2003*..., die 30.09.

³⁷ Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej za rok 2016*..., pp. 4–5.

³⁸ Cfr. *Zestawienie statystyczne Publicznej Szkoły Podstawowej im. Matki Zofii Szulc oraz Publicznego Gimnazjum im. Siostry Barbary Żulińskiej Sióstr Zmartwychwstaneek w Częstochowie za okres 2011–2015*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, pp. 1–4.

³⁹ Cfr. *Kronika Katolickiej Szkoły Podstawowej 1997*..., die 22.09.

⁴⁰ Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2004*..., p. 6.

⁴¹ Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej im. Matki Zofii Szulc oraz Publicznego Gimnazjum im. Siostry Barbary Żulińskiej Sióstr Zmartwychwstaneek w Częstochowie*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, 2012/2013, 2013/2014, 2014/2015, p. 1; *Kronika Katolickiej Szkoły Podstawowej 1998*, die 07.12.

⁴² Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej oraz Publicznego Gimnazjum*..., 2012/2013, 2013/2014, 2014/2015, p. 2.

EDUCATIONAL ACTIVITY

The upbringing in the schools of the Sisters of the Resurrection was based on the principles

of Christian personalism⁴³. The assumption of that process was accompanying a person in order to strengthen Christian attitudes and introduce the evangelical principles into lifestyle. The main categories that educators followed in the educational process were love and truth⁴⁴. The upbringing concerned: faith and personal relationship with God, self-upbringing, critical self-evaluation and ability improve oneself, responsibility for one's life and personal development, respect for intellectual values, critical approach to the reality, community life, carrying out tasks in family, society, Church, homeland and world⁴⁵.

The key principle was integrality, which included an equal care for all human life spheres. The following education was carried out: religious and moral, intellectual and volitional, emotional, esthetic and cultural, patriotic, social and physical.

The forms of religious and moral upbringing included: religious education, daily prayers before and after lessons, occasional confession and Eucharist, liturgical calendar, Advent retreats, catholic press lecture, watching TV programs and movies of religious content, celebrations in the parish church⁴⁶. An attitude of service for the needy was formed, both inside and outside the school. Fellowship help and charity were taught and practiced. Discussions on faith, culture, existential problems, social phenomena were organized. Students were brought up to precisely define their identity, clearly express their thoughts and respect persons with different world view⁴⁷.

Intellectual education was implemented through: rationalization of the teaching process, formation of objectivism as well as argumentation and evaluation ability, familiarization with technological achievements, introduction of multimedia into the school, controlled Internet access, presenting personal examples from the world of science, reading promotion. The will was formed through: practice of the sacrament of penance and reconciliation, encouraging to ascetic involvement (e.g. retreats), formation of self-denial ability in favor of others (e.g. food sharing), consequent enforcement of students' obligations, systematic homework checking for particular subjects⁴⁸.

The emotional sphere was formed through integration actions, e.g. form periods, excursions, reflection days, retreats, common participation in cultural events.

⁴³ Cfr. *Statut Publicznej Szkoły Podstawowej...*, p. 3; *Statut Publicznego Gimnazjum...*, p. 3.

⁴⁴ Cfr. *Nasze posłannictwo...*, p. 2.

⁴⁵ Cfr. *Program wdrażający zasady zmartwychwstańskiego charyzmatu w dziełach apostołskich Prowincji Warszawskiej*, in: The Archive of Mother Zofia Szulc Public Elementary School of the Sisters of the Resurrection in Czestochowa, Warszawa 2009, p. 1.

⁴⁶ Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej za rok 2016...*, pp. 2–4.

⁴⁷ Cfr. *Statut Publicznej Szkoły Podstawowej...*, pp. 4–5.

⁴⁸ Cfr. *ibid.*, p. 6.

Conversations on concrete problems of students' families and appropriate actions were undertaken. Pupils worked in special interest groups and were awarded to increase their positive motivation⁴⁹.

Esthetic and cultural education was carried out by presenting Polish cultural heritage in the fields of language, art, literature, history. Rules of rhetoric and care of speech beauty were taught. The above-mentioned trips to places and institutions of Polish and foreign culture were organized. There was a school theatre, musical instruments and dance lessons. Possibilities of listening to classical music and watching valuable movies were provided. In order to form esthetic impressions and cultural patterns, the superiors helped the pupils to participate in the liturgy in an appropriate way and to take care of everyday and festive clothes⁵⁰. During regular and additional lessons, pupils wore grade-specified uniforms, which were handed to them in a solemn way⁵¹. Personal hygienic care as well as modesty of behavior and appearance were emphasized. It was forbidden to wear tattoos, make-up, to color hair and paint nails, and compulsory for girls to tie up hair and for boys to wear a short haircut⁵².

Patriotic education was conducted through questions of the Polish language, history, art history, geography, catechesis. Examples of Polish national heroes were presented through historical and literary transmission. An attitude of responsibility for the common good and public affairs was formed. On the occasion of national holidays, solemn performances were given. Respect for national and school symbols was taught, as well as for the national and school anthems, which were sung together by the community. Students were brought up to pray for the Home Country and its authorities⁵³.

Social education was implemented through the activity of the school and class boards, through the transmission of social, historical and environmental (ecological) knowledge. The school tradition was respected. Cooperation with charitable organizations and protective-educational institutions, such as orphanages, was established. Teamwork between class and school groups was practiced. Foreign languages were taught as a mean of social communication. Teachers and learners moderated together the school website. Parents were involved in the organization and course of class and school events⁵⁴.

Physical education was realized by regular and additional classes. School and interschool sports competitions were organized⁵⁵. Sports equipment was provided. Students were taught to take care for the equipment and to organize physical

⁴⁹ Cfr. *ibid.*, p. 5.

⁵⁰ Cfr. *ibid.*, p. 7.

⁵¹ Cfr. *Kronika Katolickiej Szkoły Podstawowej 1997...*, die 14.10.

⁵² Cfr. *Statut Publicznej Szkoły Podstawowej...*, p. 17.

⁵³ Cfr. *Program wychowawczy Publicznego Gimnazjum...*, p. 9.

⁵⁴ Cfr. *ibid.*, p. 8.

⁵⁵ Cfr. *Sprawozdanie z Publicznego Gimnazjum za rok 2016...*, pp. 5–6.

activity time in an appropriate way. Lectures and discussions on hygienic and sanitary habits and safety were held⁵⁶.

Furthermore, various aspects of education were implemented during school events, such as the beginning and end of the school year, National Education Day (Teachers' Day, 14th October), the 1st-graders pledge, Christmas Eve in the class, Nativity plays, the School Patroness' Day (15th May), *Easter egg*, the anniversary of John Paul II death, Mother's and Father's Day (26th May, 23rd June), farewell to the graduates⁵⁷, the 25-year jubilee of the Elementary School in 2016⁵⁸.

The following methods were adopted in the educational process: testimony, personal contact, ideal, trust and face-to-face conversation. The first one required teachers and educators to show a multifaceted example of the love of God and neighbor, responsibility for the Homeland and social involvement, beyond the correctly performed lessons. The second method assumed the teacher's service in favor of the student in terms of knowledge and experience. The third method consisted in showing personal examples of behavior and values, developing the ability to present arguments and to defend the personal opinion, as well as respecting student's independence. The fourth method meant both reciprocal trust and discipline, an example of which might be the stigmatization of cheating as a form of violation of this principle, and unjust way of grade's gaining, deceiving the teacher and other students. The fifth method served to resolve misunderstandings and conflicts peacefully, with respect for the student, regardless of her/his school and behavior. The effectiveness of upbringing of pupils increased also thanks to the formation of teachers and educators⁵⁹, as well as preventive actions, such as forming a personal relationship of the young man with God, strengthening the parent-child relationships, positive teacher-student contact, lectures and discussions with experts on various threats⁶⁰.

CONCLUSION

The schools run by the Sisters of the Resurrections in Czestochowa in the years 1991–2016 were objects of a considerable parents' interest. The fact was that often the number of candidates was three times higher than the number of available places⁶¹. Among the reasons of this phenomenon were: the results of teaching and educational activity, teachers' competences, relationships between teachers, learners and parents, school's Catholic character, education integrity, conditions of pupil's development, preventive actions, material resources (e.g. meals). At the

⁵⁶ Cfr. *Program wychowawczy Publicznego Gimnazjum...*, p. 7.

⁵⁷ *Ibid.*, p. 9.

⁵⁸ Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej za rok 2016...*, p. 3.

⁵⁹ Cfr. *Program wychowawczy Publicznego Gimnazjum...*, pp. 11–12.

⁶⁰ Cfr. *Statut Publicznej Szkoły Podstawowej...*, p. 13; *Statut Publicznego Gimnazjum...*, p. 13.

⁶¹ Cfr. *Sprawozdanie z Publicznej Szkoły Podstawowej oraz Publicznego Gimnazjum...*, 2012/2013, 2013/2014, 2014/2015, p. 1.

same time, the school leaders presented a self-critical attitude. They were able to notice mistakes, gaps and the constant need for the educational activity improvement, and to address these issues by undertaking appropriate actions⁶².

The above description is an expression of the universalism of the educational activity of the Sisters of the Resurrection in Czestochowa, already since 1918. For decades, they have been serving both the local community and, to a certain extent, the entire society, by carrying on varied education. An exemplary aspect of their activity is the conception of the integral education, which assumes care of various spheres of human life: spiritual, psychic, intellectual, cultural, social and physical. A significant issue is the religious and patriotic education carried out through theoretical lessons and school assemblies. A valuable example is the emphasis on honesty in teaching and learning process, as well as solidarity and service towards other pupils and the afflicted. Another important point is building students' attitude of respect and gratitude towards parents, teachers, educators and the elders.

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⁶² Cfr. *Sprawozdanie z Katolickiej Szkoły Podstawowej za rok 2004...*, pp. 3–4.

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Educational activity of the Sisters of the Resurrection in Częstochowa in the years 1991–2016

Summary

The article is an attempt to describe the educational activity of the Sisters of the Resurrection in Częstochowa over twenty-five years. Their work was reactivated after schools run by the congregation had been liquidated by the communist authorities in 1963. In the years 1991–2016, the institutions of their educational activity were: Mother Zofia Szulc Catholic Elementary School, Mother Zofia Szulc Public Elementary School and Sister Barbara Zulinska Public Junior High

School of the Sisters of the Resurrection in Czestochowa. The activity was based on the principles of Christian anthropology. In the educational process, the attribute of integrality was emphasized. In order to present the issue, the structure of the text has been divided into four parts. The first one contains a description of the school bodies, the second one – of the school community, the third one – of the teaching activities and the fourth one illustrates the educational activity. The article does not exhaust the content of the topic.

Keywords: Sisters of the Resurrection, education, Czestochowa, 1991–2016.