

EDITORIAL

The publication of the special issue of the quarterly scientific journal *Education-Technology-Computer Science* in 2018 stems from the need to remind and celebrate the 150th anniversary of the establishment of the National School Council (RSK) in Galicia on January 23rd, 1868 which was a new school administration body entrusted with the task of reforming education in the Austrian partition of Poland. On 23rd January 2018, a scientific conference was organized by the Podkarpackie Superintendent of Education, the Podkarpackie Governor and the academics of the Pedagogical Department of the University of Rzeszów to mark that anniversary.

Małgorzata Rauch presents issues of the first year of the RSK's activity and its struggle for the scope of competence and shape of future education based on the aspirations of social circles for independence and the rebuilding of Polish identity. The author accurately quotes: (...) *it is our 'mother' of the Lviv School District as it was transferred by the decision of the Ministry of Religious Denominations and Public Enlightenment into the Lviv School District Board of Trustees on February 8th, 1921; and 'a grandmother' of Rzeszów School District Board of Trustee, founded by the employees of the School District Board of Trustee in the summer and autumn of 1944.*

Roman Pelczar discusses the difficulties in the operation and activities of the RSK in Galicia during the first decade of its work: (...) *First of all, it had to join the activities aimed at systemizing the network of community schools established by the educational acts of the turn of the 1860s and 1870s. Only in the second place, did they start to create schools in towns that did not have them.*

Edmund Juśko justifies the activity of the RSK as a public institution whose achievements are so great, (...) *that it is difficult to imagine a situation in which it would be possible to build the educational system of the Second Republic without its achievements. (...) In the Austrian partition it was thanks to the Council and most of its activists that the earliest changes were made, which had a significant impact on the further development of Polish education created after 1918.*

Ewa Leniart discusses the need to build a uniform system of supervision over education in Poland after regaining independence in 1918, writing that (...) *The state authorities were faced with the challenge of unifying the shape of edu-*

cation in the former partition districts. The key to achieving this was to create an efficient and effective surveillance system.

Tomasz Warzocha and Wojciech Walat highlight the fact that it was only thanks to the determination and obstinacy of Polish (Polish-speaking) scientists and educators – despite their attachment to meticulousness and functioning in the bureaucratic school system of the C.K. – that by the end of the autonomous period not only had they managed to ‘polonize’ but also to create and publish well-developed textbooks for Polish high schools. *A decisive factor in the dynamic development of textbooks used in Galician high schools in the second half of the 19th and early 20th centuries was the adaptation of a publishing campaign by two societies: Pedagogical Society and Society of University Lecturers. At that time, these societies were the largest publishers of textbooks. From the point of view of pedagogical supervision, the Commission of School Textbooks of the National School Council played a significant role.*

Stanisław Domoradzki recalls the activities of mathematics professors – the Philosophy Department of the University of Lviv – undertaken for the benefit of mathematical education in high schools: *(...) They skillfully used the support of the National School Council – an institution established after gaining autonomy in Galicia, which introduced Polish as a language of instruction. These activities spawned a large increase in mathematical culture in Lviv at the turn of the century.*

Andrzej Niedojadło emphasizes the influence that the RSK had on the beginning of the formation of the state and Polish national educational as well as civic education: *(...) Despite its initial reluctance towards the central authorities, the RSK ordered urgent changes in curricula and compulsory participation of school children in curricula and compulsory participation of school children in religious mass and services for the free homeland. It made sure that the curricula and textbooks contained information about national heroes supporting the national model of education.*

We encourage readers to critically analyze and write articles in relation to the diverse subject matter of educational research – in this case the history of educational institutions – discussed in this quarterly scientific journal.