

Introduction

In the history of Polish education, the meaning of journals in education and bringing up the young generation was appreciated for the first time in the late 18th century. In “Monitor”¹, which was published at that time, an appeal was directed towards the readers in which the editors said that “Monitor” should be read in all schools. In this way the readers would obtain the necessary orator skills, which used to be known only in theory. Also, the students would be more willing to study, especially if there are no other sources that can show them that there is more to learn than the language itself. Parents would be more satisfied seeing that their children graduated from schools and became involved in more ambitious activities than just playing, hanging around or hunting. Reading sentences from “Monitor” would remain in the student’s memory forever, shaping in them the necessary virtues of the mind. Thus, if people do not want to act against the natural rights and they want the youth to be the ornament of the society, they should try to achieve this objective through the proper civic attitude.²

Here, one should notice that almost fifty years passed from seeing the need of reading magazines by young people in “Monitor” to establishing the first Polish periodical for children. The initiator of this undertaking was Klementyna Tańska, who, in 1824, started publishing “Rozrywki dla Dzieci” [“Entertainment for Children”]. Although, after some years, the periodical stopped to be published, the idea of editing original magazines for the young generation not only survived throughout the whole period of partitions,³ but it was successfully continued after Poland regained independence in 1918, and it was constantly being improved. As a result, numerous general-topic

¹ “Monitor” was the first journal published in Poland on a regular basis. It was issued once every two weeks and it usually contained 8 pages. It was founded by Ignacy Krasicki, Franciszek Bohomolec and Adam Kazimierz Czartoryski. The initiative was supported by the king Stanisław August Poniatowski. The first issue of the journal was published in 1765, and the last one – in 1785.

² N, N., *Mci Panie MONITOR*, “Monitor” 1774, issue 48, p. 387-388.

³ See. e.g. Z. Kmiecik, *Prasa warszawska w okresie pozytywizmu (1864-1885)*, Warsaw 1971, p. 182-188; *ibid.*, *Prasa warszawska w latach 1886-1904*, Wrocław-Warsaw-Cracow-Gdańsk-Łódź 1989, p. 169-175; J. Jarowiecki, *Prasa na ziemiach polskich XIX i XX wieku*, Wrocław 2013.

periodicals that were adjusted to the developmental age of the readers were available on the market at that time. Also, the students could choose from specialized journals that were the editors' response to the students' individual expectations and interests in different areas of the surrounding reality.⁴

Taking into account the above mentioned aspects, one can express the idea that the similar principles were the basis for the development of periodicals for children during the whole communist period of PRL. Such principles prevailed despite the fact that new or state publishing houses, which were completely subject to the political authorities, regardless of the reader's age and type and the magazine's profile, had to make sure that their message was based on the assumptions of the educational doctrine which emerged directly from the Marxism-Leninism ideology and was compliant with it.⁵

Taking into consideration the methodological postulate that the periodicals for children published in former centuries are a part of literature that belongs to the educational tradition in teaching about education – for every contemporary pedagogical phenomenon, as Cz. Majorek used to say, has its roots in the past, sometimes very remote one⁶ – the editorial board of “Elementary Education in Theory and Practice” decided to make its readers familiar with the results of the research concerning selected periodicals for early school children. Those periodicals were published in the period of partitions, during the Polish People's Republic (PRL), and after freeing Poland from the communist regime in 1989. Since, regardless of the historical context of issuing the periodicals for children, the key role in understanding them is played by good reading skills, a separate article was dedicated to it. The article shows and explains what parents should do in order to help their children read magazines without any difficulties.

⁴ See, e.g.: J.Z. Białek, *Literatura dla dzieci i młodzieży w latach 1918-1939*, Warsaw 1987, p. 188-210; I. Michalska, *Czasopisma Związku Nauczycielstwa Polskiego dla dzieci w okresie Drugiej Rzeczypospolitej*, Łódź 1994; J. Jarowiecki, *Czasopisma dla dzieci i młodzieży oraz prasa młodzieżowa w latach 1918-2000*, Wrocław 2016.

⁵ See, e.g.: S. Frycie, *Literatura dla dzieci i młodzieży w latach 1945-1970*, Warsaw 1982, p. 180-219; M. Rogoż, *Czasopisma dla dzieci i młodzieży Instytutu Wydawniczego „Nasza Księgarnia” w latach 1945-1989*, Cracow 2009.

⁶ Referring to the omission of historical aspects in research carried out by pedagogues, the author wrote: „There is no doubt that each current pedagogical phenomenon has (...) a historical context (...). Analysing it cannot start and end with the present day, so it is usually necessary to show its source and origins. See: Cz. Majorek, *Warsztat badawczy historyka wychowania dziejów najnowszych*, [in:] *Stan i perspektywy historii wychowania*, ed W. Jamrożek, Poznań 1995, p. 60.