

## SUMMARY

The book presents the factual state of the didactical collection kept at the Volhynian Gymnasium and Lyceum in 1805-1833, discussing its origins and the over twenty-five-years' period in which it remained in use. The core of the cabinet collection of the Gymnasium/Lyceum in Krzemieniec comprised items assembled by King Stanislaus Augustus, supplemented with many donations. The latter included entire collections such as the assemblages of minerals previously owned by Roman Symonowicz and primate Michał Poniatowski, or the collections of drawings (copies) by "renowned masters" bequeathed by Prince Karol Jabłonowski and Józef Drzewiecki.

The first chapter analyses the transition from gathering miscellaneous objects and assembling collections as a sign of prestige and a way of satisfying individual or familial aspirations, to collecting understood in terms of promoting academic knowledge; from museums as places for amassing items to museums as spaces of learning and teaching. The book discusses the extraordinary role of the Commission of National Education. On the one hand, by implementing a sweeping reform of education, this institution drew attention to the importance of didactical aids in teaching; on the other, it recognised the need to establish a single central national museum – the *Musaeum Polonicum*. Further sections present the contributions of Tadeusz Czacki and Hugo Kołłątaj, whose efforts led to the opening of the Volhynian Gymnasium. Significantly, they were both collectors, a fact which had a considerable influence on the Krzemieniec assemblage. Czacki, himself a historian (involved e.g. in the exploration of the

graves of famous personages), took particular care to help the school create a *Musaeum Volhynianum*, modelled after the *Musaeum Polonicum*. Chapter three discusses various methods of expanding the didactical collection. The Krzemieniec collection grew from items formerly owned by King Stanislaus Augustus – a part of his library, the natural science collection and scientific instruments – yet purchasing these objects and transporting them to Volhynia proved more difficult than Czacki had initially assumed. The chapter presents the peripeties associated with securing the king's assemblage for the school and the various methods of extending the didactical collection. The generosity of the inhabitants of Volhynia was of paramount importance to the emergence of the Gymnasium collection, yet other regions and institutions (such as e.g. the Academy of Sciences in Petersburg) also made donations to the school's laboratories. Research expeditions and field trips organised by the Volhynian Gymnasium/Lyceum also provided a valuable source of didactical aids. These trips took professors of the school as far as the Black Sea.

The main body of the book, namely chapters four and five, describes the school's cabinets, i.e. laboratories, the problems associated with their existence and the supervising teachers. It also presents the history of the collections and the circumstances in which they were amassed, analysing the activities of all the cabinets (physics, chemistry, mineralogy, natural history and numismatics), as well as the collection of paintings and drawings. The publication introduces the teachers who took care of the collections, discussing their contribution to the organisation and development of the cabinets, the formulation of curricula and the methods of using didactical materials. The professors at the Krzemieniec school devoted their time to the cabinets depending on their possibilities and will to do so. Very few of them regarded the laboratories as an important part of the teaching process and knew the beneficial influence of didactical aids on the quality of education. This small group indubitably included Franciszek Zienowicz, who taught mineralogy, and Karol Jentz, who taught physics. Another person worth mentioning in this context was Willibald Besser, the creator of the botanical garden, which had a pan-European significance and stood at the highest didactical level at the time.

The present book attempts to answer several questions, such as: What was the factual state of the Krzemieniec collection, what methods were used to amass it and what factors determined the choice of a given didactical aid? It tries to establish the method of organising collections into laboratories; this task involves listing the cabinet resources both in terms of quality and quantity,

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describing the conditions in which they were stored and establishing whether they were used in teaching at all (i.e. whether they had any impact on the quality of education provided at the school). The role of teachers and collection supervisors is discussed, with emphasis on how they influenced the organisation and workings of their laboratories. Lastly, it tackles the issue of the factual role the cabinet resources of the school played in its curriculum and the everyday teaching practice.

*Translated by Julita Mastalerz*