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THE EVOLUTION OF SCIENTIFIC LANGUAGE OF PEDAGOGY ON THE EXAMPLE OF *KSIĄŻKI O WYCHOWANIU DZIECI* [BOOKS ON CHILDREN'S UPBRINGING] WRITTEN BY ERASMUS GLICZNER¹ IN THE CONTEXT OF CONTEMPORARY DETERMINANTS OF THE LANGUAGE OF SCIENCE

INTRODUCTION

In the sixteenth century, Poland experienced a boom in the literature in Polish, including scientific publications. The situation was affected i.a. by social transformations, separation of a number of fundamental scientific disciplines, development of technology, printing, modernization of education, increase in the number of literate people who were interested in social changes and achievements in science. In the Renaissance, similarly as in the Middle Ages, Latin was the language of scientific discourse, and Polish papers on issues related to acquiring new knowledge

¹ E. Gliczner, *Książki o wychowaniu dzieci bardzo dobre, pożyteczne i potrzebne, z których rodzicy ku wychowaniu dzieci swych naukę dolożną wyczerpnąć mogą. Teraz nowo uczynione i z pilnością wyrobione* [Very good, useful and necessary books on children's upbringing which might be consulted by parents. Recently published and carefully prepared], were printed in Cracow by Mateusz Siebenejcher A.D.M.D.L. VIII. This Renaissance work is available on-line: Dolnośląska Biblioteka Cyfrowa, (access: 7.07.2018) at: <http://www.dbc.wroc.pl>. The quotations from this work were included in the article in a simplified transcription on the basis of the 19th century edition: Erasmus Gliczner, *Książki o wychowaniu dzieci* [Books on children's upbringing], Kraków, Published by D. E. Friedlein's bookshop, 1876, prepared for printing by W. Wisłocki.

about the world were usually of an informative or popular scientific nature due to the specific context of functioning of the scientific texts written in Polish as compared to Latin prototypes. S. Gajda wrote: *The mother tongue was taking its first tentative steps and entering the Polish science, through the back door, not earlier than in the Renaissance. The intellectual life of medieval Poland was an integral part of the intellectual culture of Romance-speaking Europe. The works created at that time were written in Latin, e.g. the two lives of St. Adalbert (11th century), works of Wietelon, a mathematician and a natural scientist, works of Marcin Polak, a historian, Benedykt Polak, a traveler (13th century), Mateusz from Kraków, a theologian (14th century), Stanisław from Skarbimierz and Paweł Włodkowic, lawyers, Wincenty Kadłubek, Janek from Czarneków and Jan Długosz (15th century), historians. The Renaissance was also a linguistic transitional period in the development of science. Proper modern science arose in the West at the turn of the sixteenth and seventeenth century².*

The works from the 16th century, the primary purpose of which was to present issues related to science and technology, were dedicated to such disciplines as economics and rural areas, geography, philology, geometry and arithmetic, history, medicine, pharmacy and herbalism³. During this period, the first monograph, a type of a pedagogical guidebook, on pedagogy of a popular scientific nature was published. Its title was: *Książki o wychowaniu dzieci barzo dobre, pożyteczne i potrzebne, z których rodzicy ku wychowaniu dzieci swych naukę dolożną wyczerpnąć mogą. Teraz nowo uczynione i z pilnością wyrobione (Very good, useful and necessary books on children's upbringing which might be consulted by parents. Recently published and carefully prepared)* (1558) written by Erasmus Gliczner⁴. The sixteenth century is the first period when the scientific variation of the Polish language was formed. The purpose of this paper is to show the beginnings of the development of the language of Polish pedagogy by analyzing generic determinants of the scientific text found in the first pedagogical book written in our language in the context of contemporary requirements regarding creating this type of written statements. The method adopted herein is to provide a lexical and stylistic analysis of language relics in pedagogy, which falls within the scope of linguistics and the history of upbringing.

ERASMUS GLICZNER AS A CREATOR

The life and achievements of Erasmus Gliczner (1535–1603), a Lutheran priest, a religious polemicist, a creator of a dynamically operating center of the

² S. Gajda, *Współczesna polszczyzna naukowa. Język czy żargon? [The contemporary scientific Polish language. Language or jargon?]*, Opole, Instytut Śląski w Opolu, 1990, p. 33–34.

³ Por. A. Szczaus, *Teksty naukowe i techniczne doby średniopolskiej jako źródło badań historycznojęzycznych [Scientific and technical texts as a source of historical and linguistic research]*, „Poznańskie Studia Polonistyczne”. Seria Językoznawcza, 2015, Vol. 22 (42), No. 1, p. 253–255.

⁴ In 1564 another Polish pedagogical book entitled: *Książeczki rozkoszne [Adorable books]* by Marcin Kwiatkowski was published. However, this text was not an independent study, but a translation.

Lutheran movement in Grodzisk, a private teacher and a writer, have become the subject of general biographical, bibliographic and pedagogical studies. Erasmus Gliczner was a prolific artist, however, at present only one of his works, a monograph, is analyzed to a wider extent, which was written by him at a young age (the author was 23 years old when the book was published). Its title was: *Książki o wychowaniu dzieci (Books on children's upbringing)* (1558). It should be added that his literature and textual legacy includes also works on rural areas and agriculture, dance and its meaning, history, religious polemical writings, as well as translations and letters⁵.

GENERIC DETERMINANTS OF A SCIENTIFIC TEXT

A scientific specialist text consolidates and provides readers with knowledge from a particular scientific discipline. A model scientific text is characterized by: a logical and precise message, accuracy, abstractness, objectivity, impersonality, rationality and a corresponding selection of appropriate forms of message. Generic determinants of a scientific text include:

- presence of structural elements relevant to scientific texts (such as an adequate title, footnotes, bibliography),
- a well-thought-out composition of texts containing formulated theses (introduction, main body, conclusion),
- a logical and correct construction of sentences,

⁵ H. Barycz, *Gliczner Erazm (1535–1603) [Erasmus Gliczner 1535–1603]*, in: *Polski Słownik Biograficzny [Polish Dictionary of biographies]*, Vol. VIII, Wrocław–Kraków–Warszawa 1959–1960, p. 50–52; A. Dąnysz, *Erazm Gliczner jako pedagog. Studium nad pierwszą pedagogiką polską [Erasmus Gliczner as a pedagogue. The study on the first Polish pedagogy]*, in: *Studia z dziejów wychowania w Polsce [The studies on the history of upbringing in Poland]*, Kraków, Skład Główny w Książnicy Polskiej in Warszawa, 1921, p. 66–156; *Erazm Gliczner ze Żnina (1535–1603) [Erasmus Gliczner from Żnin 1535–1603]*, in: S. I. Możdżeń, *Historia wychowania do 1795 [The history of upbringing till 1795]*, Sandomierz, Wydawnictwo Diecezjalne, 2006, p. 277–279; I. T., *Gliczner Erazm [Gliczner Erasmus]*, in: *Dawni pisarze polscy od początków piśmiennictwa do Młodej Polski. Przewodnik biograficzny i bibliograficzny [Former Polish writers from the beginning of the literature to Young Poland (Młoda Polska). A biographical and biblio-graphical guidebook]*, coordinated by R. Loth, Vol. 1, A–H, Warszawa, WSIP, 2000, p. 332–333; *Gliczner Erazm [Gliczner Erasmus]*, in: *Piśmiennictwo staropolskie [Old Polish literature]*, ed. by R. Pollak, Warszawa, PIW, 1964, p. 193–195; *Gliczner-Skrzetuski Erazm ze Żnina (1535–1603) [Gliczner-Skrzetuski Erasmus from Żnin 1535–1603]*, in: M. Krajewski, *Leksykon dziejów edukacji z przewodnikiem bibliograficznym. Ludzie – instytucje – koncepcje [Lexicon of the history of education with a bibliographical guidebook. People – institutions – concepts]*, Płock, Wydawnictwo Naukowe Novum, 2010, p. 109–110; *Pierwszy poradnik wychowawczy dla rodziców [The first guidebook for parents]*, in: *Historia wychowania [The history of upbringing]*, Vol. 1, ed. L. Kurdybach, Warszawa, PWN, 1967, p. 417–420; J. Jelinek, *Erazm Gliczner 1535–1603 [Erasmus Gliczner 1535–1603]*, Żnin, Graf-Bog, 2009; B. Suchodolski, *Studia z dziejów polskiej myśli filozoficznej i naukowej [The studies on the history of the philosophical and scientific thought]*, Wrocław, Zakład Narodowy im. Ossolińskich, 1958; S. Sztobryn, *Erazm Gliczner Skrzetuski (1535–1603) [Erasmus Gliczner Skrzetuski (1535–1603)]*, in: *Pedagogika [Pedagogy]*, Vol. 1. *Podstawy nauk o wychowaniu [The basics of science on upbringing]*, ed. B. Śliwerski, Gdańsk, GWP, 2006, p. 47–49; D. Żołądź-Strzelczyk, *Gliczner Strzetuski Erazm (1535–1603) [Erasmus Gliczner Skrzetuski (1535–1603)]*, in: *Encyklopedia pedagogiczna XXI wieku [Encyclopedia of pedagogy of the 21st century]*, Vol. 2, G–L, Warszawa, ed. T. Pilch, Wydawnictwo Akademickie Żak, Warszawa, p. 46–47.

- specialized names (terms), which verbalize concepts related to the discipline of knowledge represented by the text,
- a presentation of research methods used in the paper,
- a presentation of the results of the scientific research and the justification of the conclusions,
- a possible presentation of research perspectives⁶.

KSIĄŻKI O WYCHOWANIU DZIECI (BOOKS ON CHILDREN'S UPBRINGING) – GENERIC DETERMINANTS

Książki o wychowaniu dzieci (Books on children's upbringing) by Erasmus Glicznier is a monograph from the sixteenth century which meets some features of a contemporary scientific study as far as its definition is concerned, and contains elements which during the development of scientific literature were eliminated, as they contradicted some of the principles developed in the course of evolution of the scientific language.

THE TITLE OF THE RENAISSANCE PEDAGOGICAL GUIDEBOOK

According to the custom from this period of development of the Polish language, the full title of the most important work written by Erasmus Glicznier is a complex text: *Książki o wychowaniu dzieci barzo dobre, pożyteczne i potrzebne, z których rodzicy ku wychowaniu dzieci swych naukę dolożną wyczerpnąć mogą. Teraz nowo uczynione i z pilnością wyrobione (Very good, useful and necessary books on children's upbringing which might be consulted by parents. Recently published and carefully prepared)*. The purpose of this title, just as other titles of written texts, is to identify it, distinguish it from other statements of this language variant, but it also has an informative function, as it evokes certain attitudes and expectations of readers and influences reception of the content included therein. The title constructed in such a way constitutes information about the topic of the paper, which, as announced, will refer to the upbringing of children, whereas, as the semantic analysis of the book content concludes, the lexeme "a child" refers only to "a son", because, as it is known, girls in this period were not regarded as the subject of education. This complex title also defines a specific addressee of the monograph – and it is a parent who is the most

⁶ Compare: S. Gajda, *Wprowadzenie do teorii terminu [Introduction to the theory of terms]*, „Studia i Monografie” 1990, No. 162; Idem, *Współczesna polszczyzna naukowa...*; idem, *Styl osobniczy uczonych [A peculiar style of the scholars]*, in: *Styl a tekst. Materiały międzynarodowej konferencji naukowej [Style vs. text. The materials for the international scientific conference]*, 26–28.09.1995, Opole 1996; idem, *Styl naukowy [Scientific style]*, in: *Współczesny język polski [The contemporary Polish language]*, Lublin, Wydawnictwo UMCS, 2001; D. Olszewska, *Czy język naukowy jest wyłącznie językiem „ratio”?* [Is the scientific language only the „ratio” language?], „Studia Germanica Gedanensia” 2010, 22; J. Waniakowa, *Polska naukowa terminologia astronomiczna [The Polish scientific terminology of astronomy]*, Kraków, Wydawnictwo IJP PAN, 2003.

frequently “a father” in this book, compare e.g.: *Przeto tedy **ociec** każdy mając wolą a pragnąc tego, aby po sobie potomstwo święte a czyste zostawił, **syny** jakie poćciwe, sławne, na świat wydał, ma tego z obudwu stron przestrzegać a to ustawicznie na umyśle mieć, aby się nie ku leda jakiej białej głowie wdawał* (And so each **father** who wants and desires to produce saint and sinless offsprings, and bring to the world kind-hearted and famous **sons**, is obliged to respect it from both sides and constantly keep it in his mind and not to get married to a radom woman) (p. 5) [bold lettering – B. S. B.].

*A przeto **rodzicy** (= ojcowie) dla dobrego zawołania dziątek, które by mieć chcieli, niechaj nie z leda białą głową mięszkającą, i owszem z żadną inszą, jedno z własną oddaną* (Therefore, **parents** (= fathers) with regard to the reputation of children they desire to have, should not develop any bonds with some random and inappropriate woman, but with their own one, a committed one) [...] (p. 16).

According to the sixteenth-century understanding of the words included in the title, the Renaissance author informs that this text is a pedagogical guidebook for fathers on how to raise their sons.

THE STRUCTURE AND SEMANTICS OF *KSIĄŻKI O WYCHOWANIU DZIECI* (*BOOKS OF CHILDREN'S UPBRINGING*)

This extensive book consisting of 238 pages is a logical and transparent work. It includes 20 unnumbered chapters (some of them have no more than 10 pages, however, the majority of chapters consist of 10–18 pages), preceded by the dedication directed to the Dukes of Słuck, and the introduction in which the purpose of the work was given: *Miedzy inszem ućciwem a potrzebnem pracy a sprawy jakiej zabawieniem, którem pospolicie ludzie dobrzy zwykli z rozumu swego a z nauki swej pilny na pożytek rzeczy pospolitej robić, i sami siebie w tem użytecznymi a potrzebnymi pokładać i okazawać: nie masz zaiste potrzebniejszego a dolożniejszego zabawienia na to wszystko, Jaśnie Oświecone a Miłościwe książęta, panowie moi Miłościwi, jako baczne, użyteczne a dolożne pisania o rzeczach tych zwłaszcza, które uprzejmie a osobliwie samemu człowiekowi, jakoby sie przeciw drugiemu swemu równiemu zachować i z nim sie obchodzić miał, drogę ściełę a okazują* (Among other right and useful works and activities that good people deal with, people who want to serve their society with their intelligence and education, and thus, be useful, certainly there is no more necessary and proper activity, Your noble Highnesses, my Lords, than proper creativity about those issues which in a prudent and special way, close to humans, describes and shows the way how to treat other people) (p. 3). The chapters are built according to the classic structure: introduction, main body, conclusion, and the title of each of them takes the form of an interrogative or affirmative sentence (e.g.. *Jako szkoldliwa rzecz jest ojcowi, z nieforemną a podejrzaną białą głową mieć dzieci* (On how inappropriate it is to have children with an immoral woman or a suspicious woman) or *Co lepiej rodzicom jest: jeśli gdyby syna na nauki do szkoły*

dali, czyli gdyby w rzemieślniczo (Which parents' decision is better: to enroll a son to school or to send him to learn craft). Noteworthy are the autothematic fragments included in the text, e.g. the final sentence in the chapter No. 16 is as follows: *Ale już o tem teraz dosyć (But enough about it)* (p. 122), the chapter No. 17 includes the following fragment: *Czego abyśmy słusznie dowiedli a dolożyli, tym strychem a tem tak sobie pocznem: naprzód tu nieco o kapłaństwie wspomniem, a to uczyniwszy, dotknem też małżeństwa (To explain and show it in a proper way, it is gonna be done in that way: at first we are going to talk about the clergy, and then about marriage)* (p. 123). The exemplifications presented above indicate that Erasmus Gliczner was a mature and reflective writer, and his monograph is an independent work. This Renaissance educator, while writing *Książki o wychowaniu dzieci (Books on children's upbringing)* used various content-related studies and provided his work with footnotes in which he included only the most important data regarding the cited works. The author often refers to the Bible and works of such authors as Plato, Aristotle, Plutarch, Cicero, Quintino and Seneca. Erasmus Gliczner did not include any bibliography in his pedagogical guidebook, and the quotes are not always identified by footnotes⁷.

Each of those 20 chapters is subject to and is connected with pedagogical subjects related to the son's life supervised by his father who takes care of the physical, mental and spiritual development of his son – from birth to his death. *Ociec ... powinien jest dotąd starać się o syna swego, pokądby się z światem nie pożegnał a nie rozstał. Ma wiedzieć, iż jako przy porodzeniu ojcem był, tak w tem ma trwać aż do śmierci (The father should as previously take care of his son until he says goodbye to this world. He should bear in mind that as he was the father when his son was born, he should stick to it until his death)* (p. 139).

Książki o wychowaniu dzieci (Books on children's upbringing) of the Renaissance author are a collection of guidelines and advice for fathers. Advice is a speech act, *the main determinant of which is its directiveness, which is not of a coercive or obligatory nature, and is always related to the positive action for the benefit of the recipient*, as I. Pałucka-Czerniak wrote⁸.

The fundamental guidelines given by Erasmus Gliczner to men (future and current fathers) regarding their families and raising children – sons, are as follows:

- a virtuous woman should be chosen as wife, because a good mother will have good children,
- childless spouses should pray for them, and those couples who have children should be thankful for them, as children are a gift from God,

⁷ Precise information regarding the works cited by E. Gliczner in his guidebook is included in the study by: A. Danysz, *Erazm Gliczner jako pedagog. Studium nad pierwszą pedagogiką polską [Erasmus Gliczner as a pedagogue. The study on the first Polish pedagogy]*, in: *Studia z dziejów wychowania w Polsce [The studies on the history of upbringing in Poland]*, Kraków, Skład Główny w Książnicy Polskiej in Warszawa, 1921, p. 66–156.

⁸ I. Pałucka-Czerniak *Rada jako narzędzie perswazji w projekcie dydaktycznym O wychowaniu dzieci uchodźców Juliusza Jedlińskiego [Advice as a tool of persuasion in a didactic project On raising the children of refugees by Juliusz Jedliński]*, „Poznańskie Studia Polonistyczne” 2015, Vol. 22 (42), No 2, p. 129.

- parents should baptize their children because baptism sets us free from original sin,
- a mother should breastfeed her baby on her own, and not employ a wet nurse,
- parents should observe moral principles and be a role model for their children,
- parents should not spoil their children,
- parents should not buy their children expensive clothes,
- parents should discipline their children by imposing corporal punishment and giving their children instructions, however, they should be careful about this,
- children should be sent to school – apprenticeship will make their development impossible,
- parents should not send their children to serve at court,
- parents should teach their children how to read and write at the age of 4,
- parents should provide children with school education, which is better than homeschool,
- children can only be sent to a teacher who is a good and educated Christian, and represents a high level of morality,
- parents should not regret the money spent on educating their children,
- parents should finance the education of their children for a sufficient period of time,
- parents should show their gratitude to their children’s teachers,
- parents should give advice to their children on the choice of a proper way to live (marriage or priesthood),
- parents should help their sons to choose their wives,
- parents should take care of their children until their death.

B. Suchodolski wrote that *Książki o wychowaniu dzieci (Books on children’s upbringing) are the first Polish pedagogy; it includes many borrowings, but as a whole it is an original work related to Polish relations and needs. He defends the progressive principles of education, including school education, against the upbringing at court and homeschools*⁹.

THE SUBJECT OF SCIENTIFIC COMMUNICATION

An important generic determinant of a written scientific text is the subject of the message, i.e. a narrator of scientific prose, which, as a cognitive subject, is the same as the author of the work. At present there is a postulate of objectivity in scientific communication in science, which is expressed in the form of an impersonal language message and in scientific communication it is recommended to

⁹ B. Suchodolski, *Studia z dziejów polskiej myśli filozoficznej i naukowej [The studies on the history of the Polish philosophical and scientific thought]*, Wrocław, Zakład Narodowy im. Ossolińskich, Wydawnictwo PAN, 1958, p. 95.

avoid first-person forms of the singular form in the pronominal and verbal forms. S. Gajda wrote: *Ideal knowledge should be ordered in a logical way and have a highly informative content and depth, which entails its strictness, rationality and abstractness. Despite subjective conditions – dependence of knowledge on the subject which cannot be eliminated – it should be objective. This does not mean complete emotional neutrality*¹⁰. Erasmus Glicher, a Renaissance author, very often reveals his subjectivity in a direct way by using first-person forms singular (*tom chciał tu przywieść (this is what I wanted to show here)*): **Tom chciał tu przywieść, aby rodzicy obaczyli, jaki jest obyczaj a co za ćwiczenie chłopiąt przy dworze, iż nie masz, jedno rozpusta, zuchwalstwo, lotrostwo, co niechajby sobie rozważyli ci, którzy chcą syny swe młode do dworu odsyłać, jako jest barzo szkodliwa rzecz i nieprzystojna bez nauki jakiej, którąby syn nie był wypolerowan, to czynić (This is what I wanted to show here, so that parents could see what methods are used to raise sons who serve at court where is dissipation, impudence, and immorality. It should be considered by those who want to send their immature sons to serve at court as this experience is very harmful and inadequate in the situation when an inexperienced son serves at court)** (p. 73–74).

The subject of the message is also revealed in the dative case singular: *Jeden syn w mieście jednym, którego **mnie** nie potrzeba wspominać, w wielkiem a rozkosznem kochaniu był u rodziców swoich z dzieciństwa swego (A son in some town I do not want to describe in detail, was loved very much and spoiled by his parents already from his childhood)* (p. 40).

The narrator of the Renaissance scientific text becomes visible in the text also by using the first person plural, which is defined using the Latin term *pluralis maiestaticus* due to the fact that in the past the reigning monarchs usually used in documents the pronoun *we* (*my*) instead of *I* (*ja*)¹¹: *Więcejci mu przyjdzie pożytku z nauk niż z rzemieśła, co **my** w tej przyszłej kwestyjej okażem (He can get more when he takes up education rather than starts to learn craft as **we** will present later in the paper)* (p. 67).

Marking the subject of messages (their sender, their author) by using the pronouns (*I*, *we*) and verbal forms in *Książki o wychowaniu dzieci (Books on children's upbringing)* makes it possible to eliminate the distance between the subject and the recipient, who is clearly indicated in the text. This type of a scientific discourse – characteristic especially of old scientific texts – is of a dialogical nature and determines its specificity. The Renaissance educator did not address his study to teachers-scientists, but to people directly involved in education of children, and pursued didactic and popularizing objectives.

¹⁰ S. Gajda, *Styl naukowy [A scientific style]*, in: *Współczesny język polski [The contemporary Polish language]*, ed. J. Bartmiński, Lublin, Wydawnictwo UMCS, 2001, p. 184–185.

¹¹ *Encyklopedia języka polskiego [Encyclopedia of the Polish language]*, ed. S. Urbańczyk, Wrocław –Warszawa–Kraków, Zakład Narodowy im. Ossolińskich, 1991, p. 250.

Erasmus Gliczner, the subject of the message in *Książki o wychowaniu...* (*Books on children's...*), its creator and narrator, shows strong emotional commitment in his text by using such linguistic means, as: expressive phrases, compare e.g. *blazen jakiś nikczemny* (*some mean good-for-nothing*) (p. 88), *podludek* (*a defective man/a subhuman*) (p. 112) or sentences to express emotions: *Wielkie wzgardzenie i podle ważenie nauk zjęło dziś umysły ludzkie!* (*Great contempt and wicked treatment of science have worked their way to human minds today*) (p. 105), *O jakoż to świat lamany a nieobaczny!* (*Oh, what a contempted and careless world!*) (p. 108), *Miły Boże!* (*Dear God!*) (p. 116).

CONCEPTS AND TERMS

One of the main determinants of the scientific language is the presence of concepts and corresponding terms. S. Gajda, in his study on terminology in scientific papers, describes *Książki o wychowaniu dzieci* (*Books on children's upbringing*) as one of the first pedagogical books, which contain pedagogical terms and were written in the Polish language¹². This type of lexical units to be found in this work, which refer to the pedagogy and present in a strict and systemic way, i.a. phenomena, processes, relations, institutions and objects related to upbringing, education and care verbalize such pedagogical concepts, as A FAMILY. UPBRINGING. EDUCATION. CARE¹³. Below there are some examples of terms selected from the range of corresponding concepts excerpted from *Książki o wychowaniu...* (*Books on children's...*):

RODZINA (*ród, małżeństwo, rodzic, ojciec, matka, syn, córka*¹⁴, *potomek, potomstwo, dziatki, płód, bękart*) (*FAMILY: a family, a marriage, a parent, a father, a mother, a son, a daughter, a descendant, offsprings, children, a foetus, a bastard*),

¹² S. Gajda, *Wprowadzenie do teorii terminu [Introduction to the theory of terms]*, „Studia i Monografie” 1990, No. 162, p. 62.

¹³ B. Sieradzka-Baziur, *Słownictwo specjalistyczne prac z zakresu pedagogiki przedszkolnej i wczesnoszkolnej w kontekście badań dotyczących języka naukowego [Specific-purpose vocabulary of papers on the pre-school and early school education in the context of research on the scientific language]*, in: *Współczesne strategie i nowe wyzwania w wychowaniu przedszkolnym i edukacji wczesnoszkolnej [Contemporary strategies and new challenges in the pre-school and early school education]*, ed. I. Nowakowska-Kempna, Kraków, Wydawnictwo WAM, 2013, p. 97–123; B. Sieradzka-Baziur, *Terminologia pedagogiczna [Pedagogical terminology]*, in: *Terminologia specjalistyczna w teorii i praktyce językoznawców słowiańskich [Specialist terminology in the theory and practice of the Slavic linguists]*, ed. R. Przybylska, W. Śliwiński, Kraków, Wydawnictwo UJ, 2017, p. 197–211; *Pedagogika rodziny na początku XXI wieku w świetle pojęć i terminów [Pedagogy of a family at the beginning of the 21st century with regard to concepts and terms]*, ed. B. Sieradzka-Baziur, Kraków, Wydawnictwo Naukowe Akademii Ignatianum, 2018; B. Sieradzka-Baziur, *Kształcenie w rodzinie [Education in a family]*, in: *Pedagogika rodziny na początku XXI wieku w świetle pojęć i terminów [Pedagogy of a family at the beginning of the 21st century with regard to concepts and terms]*, ed. Idem, Kraków, Wydawnictwo Naukowe Akademii Ignatianum, 2018, p. 217–241.

¹⁴ The word *daughter* is used rarely in the text. As it was stated earlier, the author concentrates in his work on the issue of upbringing, educating and taking care of a son.

WYCHOWANIE (*wychowanie, złe wychowanie, dobre wychowanie, rozkoszne wychowanie, niepoćciwy a ganiebny sposób wychowania, zwyczaj dobry, dobry powód, chowanie, ćwiczenie, karanie*) (*UPBRINGING: upbringing, ill breeding, a good way of upbringing, spoiling, a contemptible and shameful way of upbringing, good behavior, good reason, upbringing, discipline, punishing*),

KSZTAŁCENIE (*nauka, szkoła, kolegium, akademia, czytanie, pisanie, doktor, mistrz, nauczyciel, pedagog, preceptor, uczeń, żak, student, domowa nauka, rzemiosło*) (*EDUCATION: learning, school, college, academy, reading, writing, a doctor, a master, a teacher, a pedagogue, a preceptor, a pupil, a student, a university student, home education, craft*),

OPIEKA (*mamka, najemna matka*) (*CARE: a wet nurse*).

The terminology in *Książki o wychowaniu... (Books on children's...)* consists mainly of words taken from the overall scope of the Polish language, however, in pedagogy they function in specific senses assigned to them in this scientific discipline.

CONCLUSION

The first Polish pedagogical book *Książki o wychowaniu dzieci (Books on children's upbringing)* by Erasmus Gliczner, a teacher and a theoretician of pedagogy, is a guidebook for fathers including, i.a., advice on choosing wives – future mothers of their children, and on how to bring sons up. This monograph includes, i.a. such determinants of the scientific language as: the subject identical with the author, the structure characteristic of scientific texts, scientific terminology, and footnotes. The sender is made present in the message by using pronouns (*I, we*) and verbal forms. The text of *Książki o wychowaniu... (Books on children's...)* is polyphonic in terms of its style, and, apart from the scientific determinants, contains elements of artistic and colloquial style. The category of objectivity is relatively poorly described in the text, and some of its parts are very emotional. The author refers to the studies related to upbringing children that were written in Latin, and to the Bible, but the text is an entirely independent guidebook of a scientific nature.

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The evolution of scientific language of pedagogy on the example of “Książki o wychowaniu dzieci” [“Books on children’s upbringing”] by Erasmus Gliczner in the context of contemporary determinants of the language of science

Summary

Książki o wychowaniu dzieci (Books on children’s upbringing) by Erasmus Gliczner printed in 1558 is the first Polish book on education. This is a guidebook intended for fathers which gives advice on how to raise sons. This monograph has genre determinants of a scientific text, but also contains elements of artistic and colloquial style. Some parts of them are very emotional. The author refers to the studies written in Latin referring to upbringing children, and to the Bible, but the text is an entirely independent guidebook of a scientific nature.

Keywords: concept, pedagogical term, education, history of education.