

Teske, A.

[Professor Ronchi mentioned...]

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Artykuł umieszczony jest w kolekcji cyfrowej Bazhum, gromadzącej zawartość polskich czasopism humanistycznych i społecznych tworzonej przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego.

Artykuł został zdigitalizowany i opracowany do udostępnienia w internecie ze środków specjalnych MNiSW dzięki Wydziałowi Historycznemu Uniwersytetu Warszawskiego.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.



teaching the history of science, and subsequently to convoke a special International Symposium to this end. The problems of teaching the history of science should also be subject for discussion at the forthcoming XIth International Congress of the History of Science.

A. Teske

Professor Ronchi mentioned in his lecture among difficulties with which the teaching of the history of science is confronted, also the following one: the students prefer to focus their attention and their activity on the present state of the discipline they have chosen, and on its further progress rather than on its history; only very few are interested in this latter respect. This is — and therewith no polemical remark is intended, only a simple statement — a rather sound situation, as all we could wish is only that the proportion of students may change a little in favour of the historical group.

But even if it does not change, I think, this difficulty can be overcome. For it should be possible to teach the history of a given discipline in such a way, as to make it of essential and immediate use for the study of this discipline itself, as to enable us — to say it by the way of an example — to educate better chemists and better physicists. In a somewhat rudimentary form the historical points of view are in common use in the ordinary way of teaching.

Indeed, when lecturing for instance on the theory of relativity, nobody will omit to introduce the students into the former conceptions of space and time. And if we enlarge this picture by giving the students not only the views of Newton, but also those of Mach and of Lorentz, and by introducing a broader philosophical background, we will not lose the connection with our discipline. And it will help the students to understand better the present issue.

True, we can not expect to have another historical chair attached to every existing one. But fortunately there are large fields of scientific research which, in despite of their greatness, form a certain unity — physics for instance or chemistry — and which are represented by a whole ensemble of chairs. So, the situation is not so difficult, and a historical chair connected with such an ensemble could of course serve not only didactic purposes of the whole ensemble but perform also research work in the history of science.

A. P. Youchkevitch

In order that a course in the history of one or another science at the respective faculty of the University may make a success, it has to fulfil, in any case, two conditions. It ought to be interesting to the