

Kashubian Education Yesterday and Today

In September 1991 in two schools (primary and junior high school) Kashubian language and bilingual teaching was introduced. Gradually the challenge was taken up by other schools, mainly primary schools.

In 1997 on order of the Ministry of National Education two first teaching programmes for Kashubian language were worked out and in 2000 the first textbook appeared, it was a primer. The teaching programme and the primer were important, because they constituted help to teachers teaching so far relying on their own intuition and pedagogical qualification.

Kashubian Education Today

Now the teaching of Kashubian language is organised by the headmaster, on parents' written application(in secondary schools on students' application). Education contains in one educational level(3 years). Students have three compulsory lessons every week. Learning is organised in class, between class and between unit groups. Grades that students get are counted in the grade- point average.

Teaching Kashubian constitutes a great source of income for schools, because the subvention given for one child is a few times higher than subvention given for a child who isn't learning Kashubian. In result of these regulations schools admit up to 84 students in primary schools and up to 42 students in junior high schools.

The number of schools teaching Kashubian and the number of students learning this language is increasing. There are teaching programmes for all kinds of schools, kindergartens and a few textbooks. Teachers get their qualifications on courses and studies.

Present-day Problems in Education

- Kashubian language is done as the last lesson
- not enough of motivation
- students stop learning Kashubian after the first educational level
- not every student who want to learn Kashubian can be admitted
- lack of textbooks and teaching aids
- not enough hours for teachers' linguistic preparations

- insufficient realizing of the society by media and scientific communities about importance of small languages
- education doesn't achieve its' goal: retaining language for future generations

Education of Uncodified Language

1. Dialect and slang differences.

The problem occurs when the teacher uses other dialect than the students. Consequently students mix dialectal standards. That's why the teacher should come from students' communities.

A student that came from other dialectical territory is corrected by other children. In this case the role of the teacher is important to make students aware that it's different, but rightful variety of a language.

In connection with these problems there is a great necessity that the teacher should be well prepared and should have the knowledge of all of the language varieties and should know how to distinguish them from linguistic errors.

2. Spelling differences

Till now Kashubian people didn't have any spelling dictionary. The main source of spelling information for the teacher is Polish – Kashubian, Kashubian – Polish dictionary. However in these elaborations we can find differences in spelling.

In connection with it the teacher must allow different spelling versions.

3. Spelling differences of two linguistic systems

Between many the same Kashubian and Polish words there are differences in spelling. The teacher must make students aware of the necessity of spelling correctness, the same or similar sounding words in both linguistic systems.

4. Inflectional differences

As a result of efforts of language standardization the teacher was forced to use inflectional linguistic standards inconsistent with users standards. Finally, a rule of alternative suffixes was elaborated.