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## **The Cult of Franz Joseph I and the Imperial Family in the Schools of Autonomous Galicia**

### **Abstract**

The autonomy gained by Galicia in 1867 and its practical effects, largely contributed to the emergence of a specific cult of the Austro-Hungarian Emperor Franz Joseph I. The myth of the “good ruler” began to function in Galician society.<sup>1</sup> The Habsburg family, i.e. his ancestors and the ruler’s family, were also part of the cult. School, education, and upbringing played an important role in developing emotional attitudes towards the monarch. Numerous school celebrations to honour the emperor, his ancestors and family members, as well as the ones connected to the history of the monarchy, were intended to systematically instil in the pupils respect and appreciation for the ruler and the state. School textbooks did the same. Furthermore, the Emperor’s visits to various schools in Galicia, which took a very solemn and festive form, reinforced this cult. Franz Joseph I and his family also appeared in other circumstances, for example as patrons and benefactors of schools. The dissemination of the cult of the Emperor among Galician youth was supervised by the central Galician educational authority in the form of the National School Council.

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<sup>1</sup> R. Hołda, „Dobry władca”. *Studium antropologiczne o Franciszku Józefie I*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2008.

## Keywords

Emperor Francis Joseph I, Galicia, Galician schooling, didactic and educational process.

## 1. Introduction

The main aim of this article is to present the characteristic forms of the cult of Emperor Franz Joseph I and individual representatives of the Habsburg dynasty among the autonomous Galician community, and the ways it was expressed. Schools played a special role in this respect.

The cult of Franz Joseph I was not only constructed on the level of emotions, but also through artistic creativity, including writing. In literary narratives, the emperor was treated with the utmost respect and esteem. His actions and behaviour, from the elaborate court ceremonial to the mediocrity linking him to the broad social strata of his subjects, built an emotional bond visible on various state ceremonies, including the celebration of his imperial birthday. However, the cult of Franz Joseph was not just about emotions. The more practical and tangible factors brought about by the autonomy of Galicia (gained in 1867) also played an important role.

It was in Galicia that national freedoms (in the form of the Polish and Ukrainian languages) were enjoyed through in education, which could also educate Polish and Ukrainian teaching staff. Higher education institutions functioned; it was thanks to the benefits of autonomy that the University of Lviv acquired a fully Polish character. The spread of education with Polish and Ukrainian languages of instruction contributed significantly to the development of a national culture (Polish and Ukrainian) that could function quite freely.

In autonomous times, educated Poles filled offices. Groups of local politicians and social activists took power in the province, some of whom, in future, would contribute to the restoration of Polish sovereignty.

Since 1871, every Austrian government had a Pole as Minister for Galicia.<sup>2</sup> Poles would also be in subsequent government cabinets. The peculiar economic stability of the state at the turn of the 19th and 20th centuries was not without

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<sup>2</sup> R. Kochnowski, *Przy Tobie Najjaśniejszy Panie stoimy i stać chcemy...monarchia habsburska w polskiej myśli politycznej 1860–1914*, Kraków 2009, p. 103.

significance. Autonomy was therefore an important factor in strengthening confidence in Emperor Franz Joseph I and creating a myth about him.

The attitude of the Polish community towards the Austrian state, the Habsburg dynasty and Emperor Franz Joseph I himself can be described as almost complete loyalism. The autonomy of Galicia and the national freedom gave rise to a certain sympathy by Poles towards Austria, particularly among the political elite of the time. The slogan “We stand and want to stand by you, O brightest Lord”, from an address to the Emperor adopted by the Galician Parliament (Sejm) on 10th December 1866, was no empty platitude.<sup>3</sup> It testified to the involvement of representatives of these elite in the political and social life of the monarchy. It was also a form of gratitude for the Emperor’s favouring the idea of autonomy, and appreciation of its results.

The press of the time, particularly in the second half of the 19th century and in the years before the outbreak of the Great War, contains many examples of ceremonies during which words of loyalty to Emperor Franz Joseph I and to the state were pronounced by the inhabitants of Galicia. In 1914, for many Poles, not only the Legions were a symbol of ‘our army’, but also the soldiers of the Austro-Hungarian army. The outbreak of the Great War was greeted by the majority of the Polish community in Galicia, with an attitude of loyalty to the Habsburg state. Practically everyone who was mobilised volunteered for the Austrian army. They were summoned by the Emperor, to whom they had taken an oath and which they were now obliged to keep. The general enthusiasm was reinforced by marches and demonstrations in virtually all Galician cities and towns, which lasted almost a month (from late July to late August). The largest of these took place in the Galician metropolises: Krakow and Lvov. The participants raised shouts of “Long live the Emperor”, “Long live Austria”, “Long live the army” and “Long live Poland”. Austrian flags flew alongside Polish ones. Moving soldiers marched to the rhythm of Austrian military marches and Polish national songs. In this way, loyalty to the monarchy was combined with national and patriotic emotions.

The Emperor’s visit played an important role in the creation of the cult of Franz Joseph I. The decision to initiate preparations for the visit was taken at the 12th session of the National Parliament (Sejm) in Lviv on 7th July of that year.<sup>4</sup> The excited deputies welcomed it, joyfully shouting “Long live the Emperor

<sup>3</sup> R. Kochnowski, *Przy Tobie Najjaśniejszy Panie stoimy i stać chcemy*, p. 90.

<sup>4</sup> „Czas”, nr 152, (1880), p. 1.

and the King”<sup>5</sup> three times. The Emperor was surprised at the level of enthusiasm and spontaneity with which the people of Galicia greeted him in this visit. He remembered the indifferent, official welcome he had received during his first visit to Galicia in Krakow on the 11<sup>th</sup> of October 1851 when the memory of the recent suppression of the Spring in the Austrian partition, and the Poles killed in Hungary and imprisoned in Austrian fortresses, was still fresh.<sup>6</sup> This is why, then, the Emperor did not expect such a warm welcome in 1880. On the route of his journey, welcome gates were built at successive railway stations, to mark the passage of the train carrying the emperor. He was welcomed by numerous delegations of local people of all social classes.

In many places the emperor’s welcome was very ceremonial and lavish. For example, in Krakow 101 cannon salutes were fired in honour of the monarch<sup>7</sup>, and the Sigismund Bell at Wawel began to toll.<sup>8</sup> At the railway station, the monarch was greeted by representatives of the national, municipal and district authorities. During his stay in Krakow, he was the guest of Count Artur Potocki in the palace “Pod Baranami” on the Main Square.<sup>9</sup> The King received numerous delegations from the city authorities and peasants, the Jagiellonian University and Library, as well as Krakow schools. Several hundred peasants met him in the Sukiennice during a feast for the peasants. The atmosphere and mutual cordiality of the visit are evidenced by the words the Emperor addressed to Kazimierz Grocholski, the chairman of the Polish Circle in the Austrian Council of State: “My heart stays with you”, to which he replied: “But you take our hearts with you, Your Majesty.”<sup>10</sup> The monarch was greeted in other cities in a similar spirit and atmosphere. In nearby Oświęcim, all the major local politicians were waiting for him on the platform.

One of the points on the Galician itinerary was Przemyśl, where the Emperor arrived on the 4<sup>th</sup> of September 1880, on his way to military manoeuvres near

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<sup>5</sup> A. Nowolecki, *Pamiętka podróży Franciszka Józefa I po Galicji i dwudziestodni pobytu jego w tym kraju*, Wydawnictwa Czytelni Ludowej H. Nowoleckiego, Kraków 1881, p. 3.

<sup>6</sup> R. Kochnowski, *Przy Tobie Najjaśniejszy Panie stoimy i stać chcemy*, p. 65.

<sup>7</sup> S. Spitzer, *Najjaśniejszy Pan Cesarz i Król nasz Franciszek Józef I*, Księgarnia G. Gebethnera i Ska, Kraków 1905, p. 59.

<sup>8</sup> S. Spitzer, *Najjaśniejszy Pan Cesarz*, p. 64.

<sup>9</sup> S. Spitzer, *Najjaśniejszy Pan Cesarz*, p. 62.

<sup>10</sup> R. Kochnowski, *Przy Tobie Najjaśniejszy Panie stoimy i stać chcemy*, p. 114.

Mościska street.<sup>11</sup> The route of his journey led through Bochnia, Tarnów, Dębica and Jarosław. Throughout the route, the assembled population demonstrated and greeted the Emperor, who thanked them whilst standing in the carriage window. It was a demonstration of the loyalist attitude of the Polish community and its sympathy for the ruler.

Galician society also honoured the Emperor on other occasions, of which there were many, considering the very long period of his reign. One example is the celebration of the 80th anniversary of Franz Joseph's birth in 1910, by the entire Austro-Hungarian Monarchy, which the citizens of many Galician towns wanted to commemorate in a festive manner. One such town was Cieszyn, where a monument to the Emperor was unveiled with an inscription on the pedestal „In patriotischer Verehrung gegründet von den Handels u. Gewerbetreibenden in Teschen gefördert von edlen Spendern, enthüllt am 16 Oktober 1910.”<sup>12</sup> The examples mentioned above show that the majority of the population of Galicia had genuine respect for Franz Joseph I.

## **2. The role of the National School Council in the didactic and educational process of Galician schools and in promoting the cult of Franz Joseph**

Changes within the Austrian state between 1860 and 1867, also affected the education system. The transformation of the monarchy into a dualistic state, the reforms carried out, and above all the introduction of a new constitution in 1867 and the passing of new laws between 1868 and 1873, seriously affected the entire Austrian educational system, including Galicia. In Galicia itself, the spirit of renewal of political and social life took on characteristics that made it distinctive and led to reforms in the school system. An important role in this respect was played by the activity of the National Parliament (Sejm), as well as the considerable activity in the field of education by some Polish politicians. All submitted initiatives were accompanied by lively social discussions on the

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<sup>11</sup> L. Fac, „Nasz Przemysł”, styczeń 2009 (Nr 52), <https://przemysl.pl/50446/nasz-cesarz-franciszek-jozef-i.html> (25.01.2023).

<sup>12</sup> <https://cieszyn.naszemiasto.pl/znalazla-sie-tablica-z-pomnika-franciszka-jozefa/ar/c1-5878737> (17.01.2023).

directions of the proposed changes. These discussions were, to the greatest extent, conducted in two centres: Lviv and Krakow.<sup>13</sup>

In Galicia, during the period of autonomy, elementary education consisted of folk and departmental schools. The secondary school system was dominated by gymnasiums, apart from which there were also real schools, focused on vocational training. As a result of Galicia gaining autonomy, the school system in the region had wider opportunities for development. This was reflected in the establishment of the National School Council in 1867, which was to act as the supreme authority over all the province's education. From the beginning of its activities, in addition to didactic issues, the National School Council was interested in the education of young people.

The Council supported all forms of educational activities that did not have a political context, and recommended school principals and teachers to organise leisure time for pupils at school and outside school, in cooperation with parents and catechists. On the other hand, it did not show much enthusiasm and was even against the involvement of students in political life, conspiracy, strikes and demonstrations of a national character. The dominant loyalty of a certain group of officials to the imperial court and the conservative attitude of part of the teaching community did not allow for an open support of national activity among teachers and pupils.

The Council and its subordinate district school councils implemented the policy of the autonomous Galician authorities, acting in a spirit of loyalty and allegiance to the monarchy. This was reflected in the legal acts issued on school issues. They contained precise information on the manner and scope of the ceremony organisation and its course. For example, on 14 December 1885, the National School Council ordered that the name day of Emperor Franz Joseph I (celebrated on 19 November)<sup>14</sup> should be a day off from lessons in folk schools, secondary schools, and teachers' seminaries. The birthday and name-day of Empress Elisabeth were also regulated. The death of Franz Joseph marked a special moment in the history of the monarchy. The National School Council issued an order of mourning for his death.

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<sup>13</sup> Cz. Majorek, *Projekty reform szkolnictwa ludowego w Galicji u progu autonomii (1860–1873)*, Zakład Narodowy im. Ossolińskich, Wrocław 1980, pp. 1–4.

<sup>14</sup> *Report of the management of the c. k. gymnasium in Lviv, Sim. Franz Józef I school year 1885*, Lviv 1885, p. 81.

Additionally, the district school councils subordinate to the National School Council sometimes issued orders for various school celebrations connected with the reigning dynasty. For example, in 1882, the inspector of the Regional School Council of Lviv instructed that the 600th anniversary of the reign of the Habsburg dynasty would be celebrated in the schools which were under his authority.<sup>15</sup> The celebrations were to consist of a mass with the participation of the teaching staff and student community, a thematic speech by the principal, catechist, or other teacher (on the significance of this event for the Habsburg dynasty), musical performances and declamations by pupils.

The educational activities of the school are always an integral part of the didactic work. The aim of the didactic and educational work of the school is to instil in students, as future citizens, the belief that their actions serve the state, which is a common good. In this spirit, understood as favouring the good of the Austrian monarchy, the didactic and educational process took place in schools in Galicia. Education was subordinated to the objectives of the Austrian state school, and educational work was intended to shape among pupils (as future citizens) a sense of strong ties with the state, and build a positive image of the reigning monarch. The educational tasks of the schools were regulated by the relevant regulations of the school authorities, both state and national autonomous. Loyalism and identification with the “good emperor” and the Austrian monarchy did not exclude manifestations of national identity.

### 3. School ceremony in honour of Franz Joseph I and his family

In Galician schools, educational assumptions reflected the reality of the partition at the time. The educational authorities and teachers intended to achieve their educational goals by organising celebrations, artistic events, assemblies, and soirees promoting the value of the state and glorifying the greatness of the Habsburg monarchy. The days on which they were held were free from school.<sup>16</sup> These events were mainly based on an ideological loyalty to the Austro-Hungarian monarchy and the Emperor. They were organised until the end of the

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<sup>15</sup> *Report of the management of the c.k. gymnasium in Lviv, Sim. Franz Józef I school year 1883*, Lviv 1883, pp. 56–57.

<sup>16</sup> E. Juško, *Rada Szkolna Krajowa i jej działalność na rzecz szkoły ludowej w Galicji (1868–1921)*, Wydawnictwo Diecezji Tarnowskiej Biblos, Lublin–Tarnów 2013, pp. 133–134.

monarchy. The participation of schoolchildren in these festivals was supposed to shape an attitude of loyalty to the Habsburgs. School principals tried to show complete loyalty in this regard and urged all pupils to participate. These events were to contribute to the education of young people of all nations in the spirit of Galician-Habsburg loyalism and patriotism. These celebrations also played an important role in the creation of the cult of Emperor Franz Joseph I.

In order to strengthen the educational impact of school festivities, the education authorities ordered that they should be organised systematically and that they would be given a sublime form. Some ceremonies were organised annually. These were linked to certain dates in the life of the Emperor and members of his family. In accordance with the tradition of the Galician-Austrian school, anniversaries of Franz Joseph's accession to the throne, his name-day and so on were celebrated annually. These ceremonies became an opportunity to demonstrate devotion to the Habsburg throne and to praise the Emperor's achievements. Thus, every year, from 1898 onwards, a memorial service was held on the 19<sup>th</sup> of November for Empress Elisabeth, who was assassinated on 10 September 1898.<sup>17</sup> The Emperor's birthday was celebrated on the 18<sup>th</sup> of August and his name-day on the 4<sup>th</sup> of October. Empress Zita's name-day was celebrated on the 27<sup>th</sup> of April and her birthday on the 9<sup>th</sup> of May. In 1902, at the Real College in Lemberg, a celebration was held on the 9<sup>th</sup> of September for the late Empress Elisabeth, and on the 19<sup>th</sup> of November for her name day. And on the 4<sup>th</sup> of October a party was held to celebrate the name-day of Emperor Franz Joseph.<sup>18</sup> On this day the emperor's picture, decorated with wreaths and flags, was placed on the school facade. The school council also sent a telegram to Vienna wishing the "Most Gracious Emperor" a happy birthday.

On the 4<sup>th</sup> of October 1915, the name-day of Franz Joseph I was celebrated at the Higher Real School in Tarnów with a solemn service, including the singing of the "Hymn of the People."<sup>19</sup> After the service, in accordance with a directive from the Presidium of the National School Council of the 17<sup>th</sup> September 1915, a school morning event was held. The youth with the whole teaching staff gathered in the largest room of the school building, appropriately decorated

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<sup>17</sup> MWiO rescript of October 6, 1898 on the name day celebration of the late Empress Elisabeth, Journal device RSK, No. 7 from 1898.

<sup>18</sup> *30th report of the management of the Royal High School in Lviv for the 1903 school year*, Published by the National Fund. Lviv 1903, p. 65.

<sup>19</sup> *XII report of the management of the c. k. higher real school in Tarnów for the school year 1915/16*, National Fund circulation, Tarnów 1916, p. 35.



with flowers and carpets. A bust of the Emperor was placed on a raised platform in a place of honour.<sup>20</sup> One of the teachers gave a lecture on his life and work, and on the heroism of the Austrian army. He ended his speech by shouting “Long live the Most Serene Lord.”

Events connected with the deaths of members of the imperial family were additional occasions for celebrations. Particularly solemn ceremonies were held in schools to mark the death of Emperor Franz Joseph I (21 November 1916).<sup>21</sup> This event led to the organisation of patriotic celebrations in all schools. Schools suspended their teaching activities for several days, and school principals sent their condolences to the Governor of Galicia, asking him to pass them on to the emperor’s family. After Franz Joseph’s death, in late November and early December 1916, manifestations of mourning were held in all schools, during which speeches were made about the importance of his rule for Poles and the Polish cause.<sup>22</sup> The ceremonies usually began with a service in the local church, orthodox church, or synagogue. Then the students would move to the school buildings, where the manifestations took place. Invariably, there would be a kirem-covered portrait of the monarch decorated with greenery and state emblems, in the largest hall (auditorium). It was also customary for a representative of the teaching staff to give a tribute glorifying the achievements of the deceased. Often, his services to Galician society were emphasised, in a spirit of official loyalty.

The grief at the death of Franz Joseph was noticeable in all schools at the time. The information of the Emperor’s death in the annual reports of the individual schools were usually pathetic and contained elements of loyalty and fidelity to the deceased as illustrated in following examples: in the gymnasium in Gorlice the deceased emperor was spoken of with sympathy, calling his rule paternal and emphasising that the former emperor, Franz Joseph I, was loved by all the nations under his rule.<sup>23</sup>

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<sup>20</sup> *XII report of the management of the c. k. higher real school in Tarnów for the school year 1915/16,...* p. 35.

<sup>21</sup> *Report of the management of the former secondary school II in Rzeszów for the school year 1916/17, Rzeszów 1917, p. 14.*

<sup>22</sup> *XII report of the management of the c. k. higher real school in Tarnów for the school year 1915/16, p. 35.*

<sup>23</sup> *Report of the management of the c. k. gymnasium in Gorlice for the school year 1916/17, National Fund circulation, Gorlice 1917, p. 3.*

In Zywiec (a Polish town) one finds writings on the importance and significance of deeds which Franz Joseph I accomplished during his long and glorious reign, and about his deep gratitude as evidence of his great reasoning and heart.<sup>24</sup>

In turn, the Bochnia secondary school emphasised his sense of justice and kindness towards Poles, which was expressed in an act dated 5<sup>th</sup> November 1916.<sup>25</sup>

In a similar vein, the community of a secondary school in Gródek Jagielloński remembered the monarch emphasising his dedication to the welfare of the nations living in the Austro-Hungarian Empire.<sup>26</sup>

Pupils also attended memorial services for other deceased members of the imperial family, such as Archduke Albrecht and Archduke Karl Ludwig.<sup>27</sup>

Some of the school celebrations referred to anniversaries connected with Franz Joseph I. For example, in 1899 the 50th anniversary of Franz Joseph's reign was celebrated. The 70th birthday of the sovereign was celebrated on the 2<sup>nd</sup> of October 1900. In Tarnów on that day, after the church service, the secondary school students gathered in the hall of the Tarnów 'Sokol', where the headmaster of the school mentioned the emperor's merits for Galicia and the whole monarchy, in a long speech.<sup>28</sup>

Some celebrations focused on anniversaries connected with the history of the Habsburg dynasty. In 1882, the 500th anniversary of the reign of this dynasty was celebrated in secondary schools. In Nowy Sacz, on the 22<sup>nd</sup> of December, the ceremony to mark this occasion included a service in the parish church, and at school, lectures on the significance of this event for the dynasty and for the people living in the Habsburg state were delivered, the national anthem was sung and musical performances were given by pupils. The headmaster then spoke about how much Galicia owed to their emperor. In his speech he called on the young people to cultivate feelings of gratitude and attachment to the ruling family.

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<sup>24</sup> VI report of the management of the c. k. higher real school in Zywiec for the school year 1916/17, National Fund circulation, Zywiec 1917, p. 3.

<sup>25</sup> Report of the management of the c. k. gymnasium in Bochnia for the school year 1916/17, National Fund circulation, Bochnia 1917, p. 1.

<sup>26</sup> 1st report of the management of the middle school in Gródek Jagielloński for the school year 1916/17, National Fund circulation, Lwów 1917, p. 4.

<sup>27</sup> Z. Ruta, J. Ryś, *I Liceum Ogólnokształcące im Kazimierza Brodzińskiego w Tarnowie do 1939 roku*, Oficyna Wydawnicza. Edukacja, Kraków 1999, pp. 166–167.

<sup>28</sup> J. Ryś, *Gimnazjum tarnowskie w okresie autonomii galicyjskiej (1862–1918)*, in: Z. Ruta, J. Ryś, *I Liceum Ogólnokształcące im Kazimierza Brodzińskiego w Tarnowie do 1939 roku*, Kraków 1999, p. 166.

#### 4. Francis Joseph I and the Habsburgs in Galician school books

The education of Galician youth was also influenced by history and geography textbooks. In the teaching of history, there were facts from the history of Poland and elements of the history of Polish culture, but they were shown in the context of the flourishing of Galicia under the protection of Emperor Franz Joseph I and the development of the Habsburg monarchy and the cult of the dynasty.<sup>29</sup> These contents in the textbooks, supported by forms of extracurricular educational activities, contributed significantly to the creation of a positive image of the Emperor in Galician society (which was diverse in terms of nationality). The Galician school books created an image of the Emperor as an ideal ruler, with a particular affection for Poles.

Idealised images of the emperor and his family could be found in other school textbooks. Readings referred not only to Franz Joseph I but also to his ancestors: King Rudolf I of Habsburg, Emperors Maximilian I, Maria Theresa, Joseph II, Franz I and Empress Elisabeth. The genealogy of the family of the reigning Franz Joseph was presented and his visit to Galicia in 1880 was widely described.<sup>30</sup> The books praised the autonomous era, in which both the government and provincial authorities strove to realise Franz Joseph's plans to eliminate national feuds, raise education and prosperity for the people of Galicia. The special veneration that Galicians had for Franz Joseph was also emphasised. The country owed the use of its mother tongue in schools and offices, and its autonomous school system to him, and through this education and a civic feeling developed. The textbooks were an apologia for the Emperor and all the favours and graces he had bestowed on Galicia. They showed the kindness, generosity, and devotion to all peoples of the Austro-Hungarian monarchy, and the wisdom of the Habsburg monarchs, especially that of Franz Joseph.<sup>31</sup>

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<sup>29</sup> R. Hołda, „Dobry władca”. *Studium antropologiczne o Franciszku Józefie I*, p. 59.

<sup>30</sup> C. Majorek, *Historia utylitarna i erudycyjna. Szkolna edukacja historyczna w Galicji (1772–1918)*, Państwowe Wydawnictwo Naukowe, Warszawa 1990, p. 166.

<sup>31</sup> C. Majorek, *Historia utylitarna i erudycyjna*, pp. 291–292, 308, 309, 325.

## 5. Visits of Franz Joseph to schools

In many cases, the young people's attitude of loyalty to the Emperor was the result of their personal contact with him. During his stay in Krakow in 1880 Franz Joseph eagerly visited schools and met and talked with students. On the 3<sup>rd</sup> of September at 2 p.m. he arrived at St Anne's gymnasium.<sup>32</sup> He was accompanied by Count Andrzej Potocki, Governor of Galicia, Mikołaj Zyblikiewicz, the Mayor of Krakow, and Count Kazimierz Badeni. The school building was decorated with garlands and flags of the monarchy. The corridors and stairs were carpeted. From the gate and along the corridors the distinguished guest was greeted by a line of teachers and pupils. The emperor was greeted with three cheers. When he entered the school amphitheatre, he was greeted by a choir singing the first verse of the Austrian anthem in Polish. Then one of the pupils made a short speech in which (on behalf of the young people) he assured the emperor of his loyalty, and ended by shouting 'Long live our emperor and lord!' Then the monarch visited individual classes and offices, talked to teachers and the school principal. Expressing his satisfaction with the welcome, the monarch signed a commemorative diploma in Polish with his name "Franz Josef."<sup>33</sup> He bid farewell with three cheers from the young people and a choir singing the second verse of the Austrian anthem.

The day before (2<sup>nd</sup> September 1880) the Emperor visited the Faculty School of St Scholastica, where he also received a very festive welcome.<sup>34</sup> The hall into which he first entered was decorated with garlands, and against the central wall was the throne chair. A huge Austrian eagle was placed on the pedestal of a column several times girdled with a wreath. On the wall opposite the throne, were the emperor's coat of arms and his portrait with the empress, decorated with garlands. In the second room there was an exhibition of scientific instruments and handicrafts. Here, a table was arranged with a commemorative book, writing instruments and an armchair. Above it was a bust of the emperor, decorated with flowers. In the corridor, the emperor was greeted by a line of eight hundred

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<sup>32</sup> *Report of the Director of the c. k. gymnasium of Nowy Dwór or St. Anne for the school year 1881*, National Fund circulation Kraków 1881, pp. 56–58.

<sup>33</sup> *Report of the Director of the c. k. gymnasium of Nowy Dwór or St. Anne for the school year 1881*, p. 58.

<sup>34</sup> S. Spitzer, *Najjaśniejszy Pan Cesarz i Król nasz Franciszek Józef I*, Księgarnia G. Gebethnera i Ska, Kraków 1905, pp. 73–74.

schoolgirls in festive costumes, holding flowers in their hands.<sup>35</sup> The emperor walked at a leisurely pace, while the young people bowed their heads to the singing of the national anthem. The teaching staff and the headmaster welcomed the monarch with three cheers. In the first hall, the monarch was greeted by the students of class VIII and representatives of all the lower classes. A pupil of Class VIII welcomed the emperor in German, for which the emperor thanked her and praised her for speaking German so beautifully. He then looked at the teaching aids in the second room and inscribed his name in the book in Polish. The farewell was given by the youngest pupil accompanied by flowers and cheers from the other pupils. The Emperor thanked the headmaster and teachers and expressed his satisfaction.

During his shorter stays in Galicia, on the occasion of military manoeuvres, the emperor also met with schoolchildren. On the 10<sup>th</sup> of September 1900 the monarch went to Jasło to observe the military exercises taking place. Many young people from schools in Jasło and surrounding villages took part in welcoming the Emperor. The pupils on both sides of the road formed a line and greeted the guest with joyful shouts.

The above information shows that a considerable number of young people (as well as adults) showed affection and loyalty to the Emperor. This was certainly influenced on the one hand by the emperor's kind behaviour towards the pupils, on the other hand by the loyal attitude of the school management and teachers and the implementation of school education in this spirit.

Schoolchildren were not only involved during the celebrations of the Emperor's visits, but also those of other members of his family. To give one example, on the 1<sup>st</sup> of July 1887, the pupils of Tarnów, together with their teachers, took part in a solemn ceremony to welcome the heir to the throne, Archduke Rudolf.

## 6. Other forms of worship of the emperor and his family

The person of Franz Joseph was also popularised in Galician society by certain measures taken by the local political and educational authorities. One way of doing this was to name certain schools after Franz Joseph. This had already been done in the 1850s, i.e. before the declaration of autonomy for Galicia. By the end of his reign, for example, four gymnasium (Dębica, Drohobycz, Lwów,

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<sup>35</sup> S. Spitzer, *Najjaśniejszy Pan Cesarz i Król nasz Franciszek Józef I*, p. 73.

Tarnopol) bore the name of the Emperor. Other schools at all levels were also similarly named.

In the case of each of these establishments, the emperor was declared as the future patron of the school, even during the efforts to obtain his consent for their establishment. Other members of the monarch's family were also patrons of some schools. In Lwow, for example, the main female school was named after the Empress Elisabeth, and the main mixed school at the railway station was named after Archduke Karl Ludwig (Franz Joseph's younger brother). In the case of the gymnasium, the patrons were Archduke Rudolf (Brody) and Archduchess Elisabeth, daughter of Archduke Rudolf (Sambor). Consequently, the choice of representatives of the imperial family as patrons of these schools meant that their headmasters were under a particular obligation to express their attachment to the Habsburg monarchy.<sup>36</sup>

The cult of Franz Joseph was also propagated by his portraits and busts placed in places of honour in schools. During school ceremonies, they were decorated with garlands or flowers.

## 7. Conclusions

The planned educational goals were achieved by teachers on the one hand through the implementation of the curriculum, and on the other by organising various forms of extracurricular activities. The educational work of schools was interrupted by the outbreak of the Great War, which led to the collapse of the monarchy and the emergence of independent states on its ruins. However, the end of an era did not erase the memory of the "good old days" under the rule of Franz Joseph I.

In summary, it must be said that the Galician school made an important contribution, on the one hand, to the creation of the myth of the "good emperor Francis Joseph I", and on the other, as time went by, to the growth of national tendencies, which would later dominate Polish education in the years 1918–1939. This was possible thanks to the development of science and culture in Galicia, as they shaped the consciousness of community and national identity.

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<sup>36</sup> T. Ochendusko, *Leksykon kadry kierowniczej gimnazjów galicyjskich w okresie autonomii*, Koraw Publishing House, Rzeszów 2015, pp. 74–75.

The cult of Franz Joseph and the Habsburg dynasty in Galicia was inspired by Polish and Ukrainian political circles wishing to pursue their political, national and social interests. The Poles in particular, strongly attached their hopes to the person of this ruler. This is why (especially during the period of autonomy) various activities of the Galician authorities were visible, aimed at winning the Emperor's favour for Galicia. Education was one of the fields in which Galician attachment to the monarchy was displayed. The political and educational authorities in Galicia undertook various promotional and educational measures to bring up young people of all nationalities, to be loyal subjects of the Habsburgs, to develop in them respect for the monarchy and love for the Emperor and his family.

Regardless of whether the attitude of Galician society and education towards Franz Joseph can be described as a cult of this ruler, it is indisputable that the effect of autonomy was a large teaching staff rebuilding Polish education, and a host of loyal officials prepared to create the state structures of the Republic of Poland reborn in 1918.

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