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A TEACHER'S ETHOS PASSION

A good teacher, make the truth in love
(Stefan Kardynał Wyszyński)

Nowadays nobody doubts that teachers and tutors are marked by fate in some special way. These are not only „non-verbal” ornaments or meaningless words because taking up a teacher's or tutor's vocation itself, is an extremely important, delicate and responsible question. Being a teacher is first of all realizing that we have got an enormous gift, and making use of it in one's life is a personal responsibility for oneself and for the other man.

Being an educator, I strongly believe that certain authorities both in Poland and in Europe were historically and culturally given to people together with their position. Regardless of fulfilling the teacher's, priest's or policeman's vocation, one had a certain social status. It was like that only yesterday but it isn't so today because „today” became history. Nowadays the authority is not defined by a habit, law, decrees or by working in some particular institution. It's defined by our own humanity.

A strong position at school has to be worked out by teachers themselves and by the way they „fulfil” being teachers and tutors. Everybody goes back in their mind to some teacher's personalities which appeared in our lives. It happens very often that the credit for our success and scientific achievements goes to some brilliant teacher or tutor who was a great educator with a passion.

Taking for the consideration the teacher's ethos and responsibility, we reach the conclusion that he or she was fantastic and really *made the truth in love*. A statement that school does not educate nowadays, is not true. If we change the lyrics of Jerzy Stuhr's song, we can state: *everybody can educate, one better and the other can do it worse....* nevertheless, school does educate. And it may happen that one school educates better than the other. Could it be a bitter justification of Jean Jacques Rousseau's words: *Everything is good when it*

comes out of the Creator's hands but it becomes distorted in human hands? The word *passion* (my article's title) is very crucial here. It may be understood both as *giving from oneself* or as *experiencing some torment*.

At school, there are three entities which educate and are being educated: first of all - a student, because if there were no student, there would be no school; second of all - a parent and it is only the third location where we find a teacher. After the teacher, there come institutions that manage schools: educational board, headmaster, territorial profile, department of education, ministry. The educator's role, although it has got only the third location, is extremely vital, because this is the educator who takes care of the most important entity-object in the whole educational process: *the student*.

Undoubtedly, teaching results says a lot about the quality of teaching itself, but it is far more probable that the non-modernist, immeasurable sphere gives the greatest satisfaction of all. The truth is that the most satisfying moments are when some naughty student who is causing a lot of educational problems and seems to be „lost”, finally finds the right track. Such a success is completely immeasurable and rarely reflected in some materialistic sphere, high position in a school ranking or in a letter of commendation. In order to reach the teacher's work's aim, not only should one aim to all great measurable results, but to educational results, as well. These educational aims should be perceived in terms of the three entities: educating and being educated: a child, parent and school. And even if this work isn't appreciated at the moment, we must not forget that a real joy for a real educator is the fact that: *the Republic is going to be like the education of young people is* (J. Zamoyski, 1595). *A good teacher, make the truth in love.*