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THE PECULIARITY OF THE IDEOLOGICAL PEDAGOGY AS A SCIENTIFIC BASIS OF SOCIALIST EDUCATION IN PEOPLE'S POLAND – SOURCE, IDEA, IMPLEMENTATION

„ideological pedagogies”, i.e. there are multiple educational pedagogies, but each one is characterized by „exclusiveness”, „closing up”, exclusivity. Each ideology has a „fundamental” nature, assumes it is right and considers education as a plane of indoctrination of own „ideals” and own recognized „system of values”¹.

INTRODUCTION

Scholars have been debating on the issue of pedagogy, its identity and role for many years. This discussion is dictated by “a great cultural change” which took place at the turn of the 20th century to the 21st century, although its origins date back to the time when an attempt was made to scientify the area of knowledge about education. The historical context of the transformation process of this discipline has been an inherent element thereof.

In the light of the modern constructivist perspective², (both scientific and colloquial) knowledge about the world is not derived from *an unidentified*, [...]

¹ S. Wołoszyn, *Jak rozumieć tożsamość pedagogiki? (Głos w dyskusji) [How to understand the identity of pedagogy? (A voice in the discussion)]*, in: *Ewolucja tożsamości pedagogiki [The evolution of the identity of pedagogy]*, ed. H. Kwiatkowska, Warszawa, IHNOiT, 1994, p. 49.

² It is assumed that social constructivism was formed in the second half of the 20th century in the USA and Germany. It is developed as part of sociology, developmental psychology, pedagogy and mathematics. It is characterized by the assumption that knowledge about the world (including scientific knowledge) is inherent in the culture and determined socially. More information provided by: M. Wentland, *Perspektywa konstruktywistyczna jako filozoficzna podstawa rozważań nad komunikacją [A constructivist perspective as a philosophical basis for reflections upon communication]*, „Kultura i Edukacja” 2011, No. 4 (83), p. 31.

*absolute “transcendent reality”*³, but is constructed by a human being in the course of social processes⁴. In this approach, it does not reflect or represent the world which determines the knowledge shape with its own nature⁵ and discovers it. The radical form of constructivism assumes that not only knowledge, but also social (cultural) reality is constructed as part of social practices⁶. As a result of this approach, the role of pedagogy is to continuously decipher and read a deep and hidden sense and meanings of evolving educational processes, and provide their explanation and interpretation. The knowledge about upbringing and education which follows, constitutes an entire collection of historically, socially and politically volatile research orientations. In Lexicon of the Polish Scientific Publishers PWN, pedagogy is defined in a similar way, namely as *a scientific discipline (or a field of knowledge) about educational processes and discourses [...] its task is to produce knowledge about the entire – past and current – educational practice [...] the object of research of the pedagogy understood in such a way includes all pedagogies in all their meanings*⁷. An extended version of this definition, due to the scope of covered fields and areas, is found in *Uchwała Komitetu Nauk Pedagogicznych (The Resolution of the Committee of the Pedagogical Sciences)* of 2012, which states that *Pedagogy as a discipline of human sciences deals with social and cultural facts such as: upbringing, learning, self-development or broadly understood education, but also describes processes related to introducing humans to the culture and social life. It has a close relationship with ethics, especially axiology, and its normative dimension distinguishes it from other disciplines which perceive also upbringing or learning to be subjects. Basic systems of pedagogical thinking (analytic, critical, constructivist) have a strictly humanistic nature, close to philosophy, epistemology, cultural studies, psychological development theories, or macrosociology*⁸. Thus, what characterizes pedagogy at present is its social, humanistic, multicontextual and paradigmatic

³ E. Piotrowska, *Spółeczny konstruktoryzm a matematyka [Social constructivism and mathematics]*, Poznań, Wydawnictwo Naukowe Instytutu Filozofii UAM, 2008, p. 174.

⁴ M. Wendland, *Konstruktoryzm komunikacyjny [Communicative constructivism]*, Poznań, Wydawnictwo Naukowe Instytutu Filozofii UAM, 2001, p. 65.

⁵ A. Zybertowicz, *Przemoc i poznanie. Studium z nie-klasycznej socjologii wiedzy [Violence and cognition. A study of the non-classical sociology of knowledge]*, Toruń, Wydawnictwo UMK, 1995, p. 99.

⁶ M. Wentland, *Perspektywa konstruktorystyczna...*, p. 34.

⁷ *Leksykon PWN. Pedagogika [Lexicon of the Polish Scientific Publishers PWN. Pedagogy]*, ed. B. Milerki, B. Śliwerski, Warszawa, PWN, 2000, p. 495.

⁸ Komitet Nauk Pedagogicznych PAN, *Uchwała 2012 nr 3 (5) z 30 stycznia 2012 r. w sprawie niewłaściwego usytuowania w rozporządzeniu z dnia 8 sierpnia 2011 r. w sprawie obszarów wiedzy, dziedzin nauki i sztuki oraz dyscyplin naukowych i artystycznych – „pedagogiki” w obszarze i dziedzinie nauk społecznych, wnioskując o przywrócenie jej do obszaru i dziedziny nauk humanistycznych [The Act No. 3 of January 30, 2012, on the incorrect location in the Ordinance of August 8, 2011, on the areas of knowledge, science and art, and scientific and artistic disciplines – of “pedagogy” in the area and field of social sciences, requesting to bring it back to the area and field of the humanities]*.

nature⁹, which – in my opinion – is indicative of the maturity of the scientific discipline. B. Śliwerski draws attention to the fact that this plurality of paradigms does not necessarily mean their equivalence, but also does not rule out that despite their diversity, they have a common field, some element that would make it possible to meet in the denominator of shaping humanity¹⁰. Therefore, it seems unreasonable to deprive pedagogy of the possibility of having such a character.

As regards the pedigree and the history of indigenous and native pedagogy, it can be stated that only in the 20th century, along with the regaining of independence after World War I it started to be included in academic structures as a scientific discipline. It was undoubtedly a very prolific period characterized by preferences for general pedagogy and the philosophy of education, fruitful in basic theories of human beings, society and culture. It was the period of brave innovators and creators of good educational practice.

This – dynamically developing in the period of the Second Republic of Poland – process of multi-paradigmatic development of sciences about upbringing and education was halted after World War II, as a result of the dominance of the research approach, ideologically excluding differences. As a result, a number of ventures aimed at seeking universal pedagogy of effective human formation followed. In subsequent decades of creating and strengthening monocentric political formation, the pedagogy became a practical science – *a fine barren product of technical and scientific civilization which surrendered completely to the policy of the single-party authority*¹¹.

Degradation and capture stemming from the philosophy of Polish pedagogy, had their own ideological and political sources and grounds, and their own specifics embedded in the social and cultural context of People's Poland. These conditions affected certain peculiarity of the doctrine of socialist education as a scientific basis for education in the Polish People's Republic.

CRITICAL FACTORS OF THE CONDITION AND FATE OF POLISH SCIENCE AT THE BEGINNING OF SHAPING THE SOCIAL AND POLITICAL ORDER AFTER WAR

The fate of Polish science and its representative institutions after World War II was determined by two principal factors. The first of them is the fascist and communist policy of the occupying powers, the objective of which was i.a. to destroy the social elite, including scientists and teachers. This environment noticed that the realization of their own goals was threatened, especially as it actively opposed

⁹ B. Śliwerski, *Nauki o wychowaniu a pedagogika [Sciences on education and pedagogy]*, „Nauki o Wychowaniu. Studia Interdyscyplinarne” 2015, No. 1, p. 16.

¹⁰ Idem, *Paradygmaty współczesnej pedagogiki jedności w Polsce [Paradigms of contemporary pedagogy of unity in Poland]*, „Przegląd Badań Edukacyjnych” 2017, No. 25, p. 40.

¹¹ Idem, *Paradygmaty współczesnej pedagogiki...*, p. 40, 41.

the hostile policy run by the invaders during the war. It was manifested, i.a. in the underground research and teaching activity led by universities¹², educational activity of the Department of Culture and Education¹³, and the Polish Teachers' Association¹⁴, care and assistance for academic teachers, granting scholarships and benefits for poor students¹⁵, developing academic textbooks and dissertations¹⁶. The Polish thought and pedagogical practice in exile also thrived¹⁷. As a consequence, according to the historians' calculation, clandestine education covered about 1,5 million children at the elementary level, about 100,000 at the middle level, and around 10,000 university students¹⁸. This activity led to tragic consequences. In the occupied territories, as a result of the actions taken by the Nazis against the Polish intelligentsia, 700 science employees were murdered, i.e. 28.5% of their total number, 848 high school teachers (13.1%), 340 vocational school teachers (14.2%), and 3,963 military school teachers (5.1%)¹⁹. In total, the number of victims who fell to Hitler's and Soviet regimes amounted to over 10,500 teachers and lecturers, which constituted 11.6% of the employment status from 1938²⁰. Among professors, the loss rate was 36.4% of the total number, while among adjuncts and assistants – 27.4%. Statistics show that the greatest losses were experienced by teaching staff of the humanities and social sciences – almost 33.5% of the total number, i.e. 316 people. This balance indicates that the Polish

¹² B. Gralak, *Szkolnictwo wyższe i nauka polska pod okupacją niemiecką i radziecką 1939–1945* [Higher education and Polish education under the German and Soviet occupation in the period of 1939–1945], Zgierz, own publishing house by Gralak, 2010, p. 211 and subsequent.

¹³ J. Krasuski, *Tajne szkolnictwo polskie w okresie okupacji hitlerowskiej 1939–1945* [Clandestine Polish education under Hitler's occupation 1939–1945], Warszawa, PWN, 1977, p. 86; also: W. Grabowski, *Departament Oświaty i Kultury Delegatury Rządu na Kraj. Zagadnienie tajnego szkolnictwa w czasie II wojny światowej* [The Department of Education and Culture of the Polish Government in Exile in Poland. The issue of secret education during World War II], „Niepodległość i Pamięć” 2010, No. 31, p. 142.

¹⁴ C. Wycech, *Z dziejów tajnej oświaty w latach okupacji 1939–1944* [From the history of clandestine education during the years of occupation 1939–1944], Warszawa, NK, 1964, p. 5–17; also: *Związek Nauczycielstwa Polskiego. Zarys dziejów 1905–1985* [The Polish Teachers' Association. An outline of history 1905–1985], ed. F. Filipowicz, B. Grześ, S. Michalski, M. Walczak, Warszawa, ZNP, 1986, p. 313–349.

¹⁵ C. Wycech, *Praca oświatowa w kraju w czasie wojny* [Educational work in the country during the war], „Przegląd Historyczno-Oświatowy” 1947, No. 1, p. 79.

¹⁶ B. Gralak, *Szkolnictwo wyższe i nauka polska...*, p. 184–300; also: S. Pieńkowski, *Nauka polska w czasie okupacji* [The Polish education during occupation], „Przegląd Historyczno-Oświatowy” 1947, No. 1, p. 119–120.

¹⁷ W. Chmielewski, *Polska myśl i praktyka pedagogiczna na uchodźstwie w czasie drugiej wojny światowej (1939–1945). Zarys problematyki* [The Polish thought and pedagogical practice in exile during World War II (1939–1945). An outline of the problem], „Przegląd Historyczno-Oświatowy” 2017, No. 1–2, p. 115 and subsequent; Idem, *Przygotowanie kadr oświatowych na uchodźstwie w latach 1941–1948* [Preparation of educational staff in exile between 1941–1948], „Monografie z Dziejów Oświaty” 2013, Vol. XLIII, p. 23 and subsequent.

¹⁸ A. Chmielarz, *Polskie Państwo Podziemne* [The Polish Underground State], Warszawa, MON, 2007, p. 15–16.

¹⁹ W. Cienkowski, *Straty wojenne Polski w latach 1939–1945* [Losses incurred by Poland during the war 1939–1945], Poznań, Wydawnictwo Zachodnie, 1962, p. 90.

²⁰ S. Mauersberg, S. Walczak, *Szkolnictwo polskie po drugiej wojnie światowej (1944–1956)* [The Polish education after World War II (1944–1956)], Warszawa, PTP Zarząd Główny, 2005, p. 21.

science and education significantly suffered in terms of the number of staff, which had an impact on its scientific and didactic condition after the end of the war.

The second factor was related to the ongoing ideological and political transformations, which ultimately affected the shape of assumptions, structure designs, management methods, as well as the selection of employees in scientific centers across the country. The concept of Marxism influenced establishing the foundations of Polish science after 1945, which had both ideological and political consequences in the form of creating political assumptions of totalitarianism (communist totalitarianism) in the Soviet Union²¹, and its satellite states, including Poland, over the period of 1948–1956²².

SOVIETIZATION OF THE SCIENCE MODEL WHILE INTRODUCING NEW SOCIAL ORDER AND GOVERNANCE

The political system of People's Poland – Stalinism, which started developing after World War II, later transformed into socialism – was a variant of communist totalitarianism, which was a consequence of post-war structural and ideological sovietization. It is noteworthy that the ideology was the parent element in relation to the organizational state form, and the conviction born out of the enlightenment idea of progress included in its content that science is a basic tool in terms of the successful implementation of social utopia thanks to which it is possible to create a familiar, predictable, and thus, better world²³. In this approach, its leading role was determined in instilling and implementing social ideas, thus, giving the ideology the scientific status²⁴. Due to the fact that ideology and science differ in their assumptions, an attempt to combine them had negative consequences for the development of the latter, as it reduced it to a subordinate role, and consequently took away its identity, as well as its current peculiarity regarding the method of learning and producing scientific knowledge²⁵.

A number of activities provide evidence that in the post-war period there were tendencies focused on capturing science and the contemporary ideologues sought to use science in the process of social and political transformations. On the one hand, they were meant to liquidate everything which was in contrary to the vision

²¹ R. Panasiuk, *Podzwonne dla marksistowskiego komunizmu [The death knell for the Marxist communism]*, „Przegląd Filozoficzny. Nowa Seria” 1998, annual set 7, No. 1 (25), p. 109–123; Idem: *Na czym polegał błąd Marksa? [What was the Marx's mistake?]*, „Zbliżenia: Polska Niemcy” 1998, No. 1, p. 72–75.

²² A. Krzemiński, *Historia jako religia [History as religion]*, „Przegląd Polityczny” 1997, No. 35, p. 120–124.

²³ Z. Krasnodębski, *Upadek idei postępu [The fall of the idea of progress]*, Kraków, Ośrodek Myśli Politycznej, Wyższa Szkoła Europejska im. ks. Józefa Tischnera, 2009, p. 19 and subsequent.

²⁴ E. Bloch, *Uniwersytet – marksizm – filozofia [University – Marxism – philosophy]*, „Życie Nauki” 1950, No. 3–4, p. 255.

²⁵ More information provided by: E. Kahl, *Oświata w ładzie monocentrycznym (na przykładzie Polski Ludowej) [Education in the monocentric order (the example of People's Poland)]*, in: *Wychowanie i kształcenie w systemach politycznych [Upbringing and education in political systems]*, the Polish volume, ed. E. Anhalt, D. Stępkowski, Warszawa, Wydawnictwo UKSW, 2012, p. 41–74.

and interest of the post-war state power, and developed in the area of the pre-war achievements. On the other hand, these efforts were directed towards establishing new pseudoscience, which in its teleological and substantive essence was to become a creator, and simultaneously a carrier of solutions conducive to strengthening the forms of totalitarianism, assimilated in the culture of real socialism. Those planned changes were significantly demonstrated by the desiderata formulated i.a. by Jakub Berman – the most important “administrator” of People’s Poland next to B. Bierut²⁶, an ideological communist who believed in the irreversibility of “leaping into the kingdom of freedom”²⁷: *we are facing the task of critically assessing the current achievements of the Marxist thought in Poland. We must lay the theoretical foundation for the Polish path towards socialism. [...] We have to make up for this great delay in scientific research, as it is crucial so that the Marxist thought could accelerate its search in the discipline of the humanities, mathematics and natural sciences. It is high time for scientific thought to keep up with the pace of great on-going transformations and, what is more, to overtake them*²⁸.

One of the first important documents sanctioning ideological and structural changes in science was *Dekret z dnia 28 października 1947 roku w sprawie organizacji nauki i szkolnictwa wyższego [The Decree of October 28, 1947, on the organization of science and higher education]*²⁹ which included the design of a nationwide system of its organization, and its guiding idea was to *adjust science to the state life*³⁰. This document abolished the autonomy of higher education institutions and paved the way for implementing the concept of science planning³¹. It might be stated that it had closed the first period of reconstructing science and higher education after World War II which took place under conditions of relative cooperation of pre-war intellectual elites with the officials of the new political order. At the same time, it indicated a further path towards bureaucratic centralism and strengthening the administrative factor in the process of managing and organizing science. It was

²⁶ R. Spalek, *Jakub Berman: portret politycznego emeryta w materiałach SB (1966–1971) [Jakub Berman: a portrait of a political pensioner in the materials of the Security Service of the Ministry of Internal Affairs SB (1966–1971)]*, „Pamięć i Sprawiedliwość” 2010, No. 9/2 (16), p. 353.

²⁷ The phrase borrowed from: A. Walicki, *Marksizm, skok do królestwa wolności. Dzieje komunistycznej utopii [Marxism, a leap into the kingdom of freedom. The history of communist utopia]*, Warszawa, PWN, 1996, p. 536.

²⁸ J. Berman, *Na posterunku [Watching over]*, „Nowe Drogi” 1947, No. 1, p. 1.

²⁹ Dz.U. RP 1947, No. 66, item 415, *Dekret z dnia 28 października 1947 w sprawie organizacji nauki i szkolnictwa wyższego [The Decree of October 28, 1947, on the organization of science and higher education]*. It superseded the pre-war Jędrzejewicz Act of March 15, 1933, on University education as amended (Dz.U. 1938, No. 1, item 5).

³⁰ Archiwum Sejmowe (AS), BPS, Wydział Prac Parlamentarnych. Ustawodawczy Rzeczypospolitej Polskiej 1947–1952. *Sprawozdanie z 12 posiedzenia Komisji Oświaty d. 18.12.1947. Sprawozdanie o dekreście z d. 28.10.1947 o organizacji nauki i szkolnictwa wyższego / Dz. U. RP nr 66, poz. 415 [The report of 18.12.1947 from the 12th meeting of the Committee of Education. The report on the decree of 28.10.1947 on the organization of science and higher education / Dz. U. RP No. 66, item. 415]*

³¹ Dz.U. RP 1947, No. 66, item 415. *Dekret z dnia 28 października 1947 w sprawie organizacji nauki i szkolnictwa wyższego [The Decree of October 28, 1947, on the organization of science and higher education]*.

an indication that the next stage of transformations in science, which consisted in its etatisation (group's allocation)³², commenced and concentrated on depriving it of the ethos developed in the Second Republic of Poland.

With regard to the plans concerning introducing such a radical change, the scientific staff subject to constant surveillance, evaluation and selection as well as ideological and political indoctrination in order to eliminate the "individuals hostile towards the system" was a matter of concern and interest. The scholars representing the humanities, including pedagogy, remained under special supervision, because after all – as Eugenia Krassowska, undersecretary of state in the Ministry of Education (1946–1950) at that time, and later in the Ministry of Higher Education and Science (1950–1951) – emphasized: *The issue of the humanities, which is under the greatest pressure of reactive ideology, is the most difficult*³³. This judgment explained the increased "ideological offensive" in this environment. In April 1949, for this purpose, Adam Schaff was sent from Moscow – a politician, a philosopher, a member of the Polish Workers' Party, and later the Polish United Workers' Party³⁴, whose task was to supervise the so-called "N action" (N – nauka (science)). The guidelines were formulated in *Uchwała Biura Politycznego z 23 czerwca 1949 roku w sprawie I Kongresu Nauki Polskiej (The Resolution of the Politburo of June 23, 1949, on the First Congress of Polish Science)*, which was not published. The basic tasks included: – *to bring together the group of hesitating scholars-teachers to current social reality and mobilize them to trigger the needs of living in a new system; – the congress should encourage scientists, make a serious shock in the entire science and move towards the Marxist science, and in some branches to make an ideological breakthrough; – the congress should oppose cosmopolitan tendencies present in the Polish science, reach for the tradition of progressive science and refer to the experience and achievements of the Soviet science*³⁵.

The same document contained as well the recommended implementation methods of those objectives such as: – *eliminating the science isolation from life and incorporating it in creating socialism, and in particular implementing the six-year plan; – developing new forms of the organization of science and higher education, adapted to the process of science and its connection with practice; – combating cosmopolitanism in science and among scientists; – under the offensive pressure, ideological ferment should increase, as it will accelerate stratification*

³² This period included 1948–1951, after: P. Hübner, *Polityka naukowa w Polsce w latach 1944–1953 [The scientific politics in Poland between 1944–1953]*: The origin of the system, Vol. 1–2, Wrocław, Ossolineum, 1992, p. 135 and subsequent.

³³ E. Krassowska, *O podniesienie poziomu pracy dydaktycznej w wyższych uczelniach [On increasing the level of didactic work in higher education institutions]*, „Życie Nauki” 1950, No. 3–4, p. 143.

³⁴ Adam Schaff (1913–2006). In 1935 he graduated from law and political economics at the Jan Kazimierz University in Lviv. In 1945 he graduated from philosophy at the Moscow University, where he obtained his doctor's degree and habilitation.

³⁵ AAN, PZPR, ref. 237/XVI-27. *Uchwała BP w sprawie I Kongresu Nauki Polskiej z 23 czerwca 1949 [The Resolution of the Politburo of June 23, 1949, on the First Congress of Polish Science]*.

*among scientists, indicate strongly reactive elements, isolate them and attract the vast majority of scientists to communists*³⁶.

In the light of these provisions, the priority was to isolate “reactive elements” in the scientific community, promote Marxism and engage science to works on the implementation of the “Six-Year Plan”. Therefore, it can be concluded that the authorities knowingly and deliberately focused in the long run on depriving science of traditional academic characteristics in an uncompromising manner, and at the same time recruiting scholars supporting planned and the already partially implemented changes. The ventures of the administration related to planning education in the course of preparation for the First Congress of Polish Science confirmed it. The following recommendations were formulated at that time: *1/ assessing the condition of the scientific research in Poland; 2/ revealing the reasons for the delay; 3/ strengthening the scientific movement; 4/ deepening the struggle for progressive science content, and a new methodology; 5/ deepening the process of connecting science with the people’s state. The Ministry of Education [...] engages progressive scholars, organizes publishing campaigns, engages active members of society into the preparatory work*³⁷.

In the following years, the “N action” plan was implemented under the patronage of the Faculty of Science and Higher Education. As a consequence, the staff screening took place, and the employees of scientific, and scientific and didactic institutions were engaged in the process of structural and ideological transformations of science, and at the same time, of the state system.

The aforementioned guidelines and the undertaken actions were reviewed during the First Congress of Polish Science, which was held on 29.06–2.07.1951. The summary of the meeting was included in the final resolutions³⁸, which adopted the Soviet organizational, ideological and methodological model of science as binding. The science was supposed to be nationalized, centralized, etatised, planned, and made collective, and in addition, party-focused in its content and form, which complies with the requirements of the doctrine and current line of government policy³⁹. Only this shape thereof guaranteed that it was in line with the system assumptions. The Methodological Conference of Historians held in

³⁶ Ibid.

³⁷ AS, BPS, Wydział Prac Parlamentarnych. Sejm Ustawodawczy Rzeczypospolitej Polskiej. Sesja jesien-
na 1949/50. *Diariusz z 3 posiedzenia Komisji Oświaty i Nauki, obradującej nad preliminarzem budżetowym
na rok 1950, 30.01.1950 [The diary of 30.01.1950 from the 3rd meeting of the Committee of Education and
Science, which deliberated on the budget estimates for 1950]*.

³⁸ More information provided by: E. Kahl, *Kształtowanie się polityki naukowej w Polsce Ludowej
(1944–1951) [Shaping scientific politics in People’s Poland (1944–1951)]*, „Przegląd Historyczno-Oświatowy”
2013, No. 1–2, p. 51–73.

³⁹ More information provided by: J. Goćkowski, S. Marmuszewski, *Pomieszanie i udawanie w kultu-
rze nauki [Confusion and pretence in the science culture]*, in: *Nauka. Tożsamość i tradycja [Science.
Identity and tradition]*, ed. J. Goćkowski, S. Marmuszewski, Kraków, Universitas, 1995, p. 269–270; also:
P. Hubner, *Nauki społeczne i humanistyka – mechanizmy zniewolenia [Social and humanistic sciences – the
mechanisms of enslavement]*, in: *Polacy wobec przemocy 1944–1956 [Poles against violence 1944–1956]*, ed.
B. Otwinowska, J. Żaryn, Warszawa, Editions „Spotkania”, 1996, p. 289.

Otwock near Warsaw between December 28, 1951, and January 12, 1952, at which the representatives of the authorities stated that *only the Marxist methodology could be perceived as scientific*, confirmed this direction of changes⁴⁰. The rule of science partiality was considered as binding, according to which scholars should follow the guidelines imposed by the ideologues. Russian historians were the speakers during the conference⁴¹.

With reference to these tendencies, it can be stated that the First Congress of Polish Science closed the initial period – preparing the ground for structural and ideological reforms in science, and at the same time opened another – their successive, consistent, and at the same time, dynamic implementation according to the defined model, as shown in *Ustawa o szkolnictwie wyższym i o pracownikach nauki (The Act on Higher Education and Science Employees)* introduced five months later⁴², which was the result of the science nationalization crowning the stage of preparations for the structural and organizational system transformation. It introduced an institutional model of science – based on the Soviet model, namely they abandoned the current division between universities (academic schools) and higher vocational schools. Some faculties were removed from universities, and separate vocational schools under the supervision of ministries other than the ministry of science or education were established. In that way, i.a. medical, agricultural academies, and PE academies, academies of fine arts, and higher pedagogical schools were established. Some faculties such as theology were completely liquidated⁴³. Some (found at universities till that time) faculties were abolished, i.a. philosophy, psychology, sociology, and pedagogy.

In order to suppress all manifestations of preserving tradition regarding functioning and teaching science, to deprive scientists of independence, as well as to increase control over their communities, the most prominent and prestigious scientific societies were liquidated, including the Polish Academy of Arts and Sciences, the Warsaw Scientific Society, and the Scientific Pedagogical Society. In October 1951, the Polish Academy of Sciences (PAS) was created, the structure and function of which reflected the model of the Academy of Sciences of the USSR. The basic organizational units of the Polish Academy of Sciences were faculties, among which, instead of the traditional humanities, the Faculty of Social Sciences was established. PAS also had independent scientific and research institutes and their branches operating outside the capital. New societies and scientific associations were established, but their activities were censored and fully

⁴⁰ Cited after: Z. Romek, *Nauka przeciw ideologii. Współpraca historyków polskich i radzieckich po II wojnie światowej [Science against ideology. The cooperation of Polish and Soviet historian after World War II]*, „Dzieje Najnowsze”, annual set XXXIV – 2002, No. 1, p. 96.

⁴¹ Ibid.

⁴² Dz. U. 1952, No. 6, item 38. *Ustawa z dnia 15 grudnia 1951 r. o szkolnictwie wyższym i o pracownikach nauki [The Act on higher education and science employees]*.

⁴³ For the purpose of education in this field, the Christian Theological Academy and the Catholic Theological Academy were established in 1954.

controlled by the state. Also, departmental institutes were created for the needs of selected ministries, which were subject to their supervision as well. In that way, i.a. the State Center for Programming Work and Pedagogical Research was established in 1950⁴⁴.

All these institutions were obliged to conduct scientific research, however, the so-called “basic research” was meant to be undertaken by universities and the institutions of the Polish Academy of Sciences, while the ministerial institutes were responsible for its implementation and design works. Such tasks were also fulfilled by academic educational units, established in order to produce scientific knowledge about education, learning about pedagogy, as well as the process of awarding academic degrees and titles in this field.

The next stage of transformations in science – which took place over the period of 1951–1953 – was associated with its ideologization with the use of administrative means. After this period, science stabilized, i.e. maintained the state of subordination to the humanities to the ideological needs, as well as the political science became pragmatic and was adapted to the conditions resulting from the process of strengthening the socialist system in Poland.

CREATING CONDITIONS FOR “NEW PEDAGOGY”

The science transformation outlined above resulted in changes in pedagogy as a scientific discipline and in the area of knowledge about education. The nature of those changes was aimed at eliminating traditional pedagogy, but, similarly as in other humanities, these transformations were divided into phases.

In the course of the initial science transformation, the authorities paid particular attention to social disciplines which focused their research on human beings – their development, creations, projects, etc. According to ideologues, the determinants of progress were located in the human awareness, will and character, in development processes leading to enlightening and shaping ideological and moral attitudes. The Marxists were searching for these conditions in the methods of organizing social life, which explains why, in the 20th century, social sciences promoted and contrasted with the traditional humanities emerged from the humanities⁴⁵. They had crucial importance in shaping “the Soviet man”, the so-called homo-sovieticus in the post-war system of People’s Poland⁴⁶. As Lenin

⁴⁴ This center was transformed in 1953 into the Institute of Pedagogy, and in 1972 – into the Institute for Pedagogical Research. In addition, four other institutes were established: the Institute of School Curricula, the Teachers’ Training Institute, the Institute for Vocational Training, and the Institute for Youth Study.

⁴⁵ D. Degen, P. Hubner, *Polityka naukowa władz Polski Ludowej w zakresie humanistyki (1945–1990) [The scientific politics of the authorities of People’s Poland in terms of the humanities]*, in: *Humanistyka polska w latach 1945–1990 [The Polish humanities between 1945–1990]*, ed. U. Jakubowska, J. Myśliński, Warszawa, Instytut Badań Literackich i Fundacja Akademia Humanistyczna, 2008, p. 11.

⁴⁶ A. Zinowjew, *Homo sovieticus*, London 1984.

and Stalin used to say – it was supposed to be *samej czelowiecznyj czelowiek*⁴⁷, and according to Soviet historians studying the philosophy by M. Rosenthal and P. Judin – the greatest achievement of the socialist revolution, *the most advanced type of a human being in the current era*⁴⁸. In this context, it is difficult to deny that ideologues assigned a key role in this paper to pedagogy, as one of the social disciplines selected in the process of science disciplinarization.

The consequences thereof were visible in the promoted research approach in pedagogy after World War II. The inclusion of this discipline in the social sciences proved that it was perceived as science exploring the natural matter. The human being was recognized in the development processes related thereto as their element. According to this assumption, pedagogical research considered the methodology of social sciences as legitimate, and a normative research approach was only promoted, using formal research methods and techniques of processes related to upbringing and education, the use of which was to facilitate discovering the regularity of human development and functioning mechanisms, to consequently develop models of effective interaction and formation of individuals and society. The descriptive research approach, which was the domain of the humanities, was abolished, thanks to which the reflection was part of pedagogical processes. Thus, the intention was to make pedagogy, a discipline of knowledge, rather more scientific so that by getting to what is repetitive, general and universal, it could become more pragmatic.

Such aspirations and objectives come to the fore when one read the first speeches by Ż. Kormanowa, who pointed to the need to develop a new pedagogical theory based on the *progressive tradition of Soviet pedagogy*⁴⁹.

However, it was not easy to implement this task as the tradition of practicing science and educating students developed in the Second Republic of Poland was deeply rooted in this discipline which was affected by the condition of teaching staff, and their scientific and research past. Initially, staff was recruited from pre-war scholars whose professional work varied in terms of the ontological, epistemological, axiological assumptions, as well as accepted paradigms and pedagogical doctrines. There were no representatives of Soviet pedagogy and there was no one willing to cultivate or affirm it. This environment was dynamically involved in the post-war social movement concentrating on science and education, the consequences of which included i.a. the reactivation of higher education in many Polish cities – Cracow, Lublin, Poznan, Warsaw, as well as Toruń and Wrocław, where the staff was composed of mostly Polish scientists from Lviv and Vilnius. The Scientific Pedagogical Society, which had gathered before the war many excellent scholars of various disciplines, joined this movement. Apart from pedagogy, the pedagogical sciences at

⁴⁷ W. Parniewski, *Homo sovieticus* (A. Zinowjew, M. Heller, J. Tischner), „Acta Universitatis Lodziensis. Folia litteraria” 1995, No. 37, p. 136.

⁴⁸ *Krótki słownik filozoficzny [Short dictionary of philosophy]*, ed. M. Rosenthal and P. Judin, Warszawa, KiW, 1955, p. 291.

⁴⁹ AAN w Warszawie, Ministerstwo Oświaty, ref. 4212. *Wytuczne do pracy nad programami nauczania 1948 [The guidelines for working on teaching curricula 1948]*.

that time included also theology, philosophy, ethnology, anthropology, sociology, psychology, politics, and even medicine and biology⁵⁰. In this context, a few names of eminent scholars associated in the Scientific Pedagogical Society after the war should be mentioned, i.a. Bogdan Nawroczyński, a pedagogue and a historian of pedagogy, Stefan Baley, a psychologist and a pedagogue, Florian Znaniecki, a philosopher and a sociologist, Stanisław Kot, a historian and a pedagogue, Zygmunt Mysłakowski, a pedagogue, and after the war: Bogdan Suchodolski, a philosopher, a historian of science and culture, a pedagogue, Stefan Szuman, a pedagogue, a psychologist, and a physician, Maksymilian Siemieński, a pedagogue, Stanisław Tync, a historian of education and a pedagogue, Jan Stanisław Bystron, an ethnographer and a sociologist and others⁵¹.

Thanks to their involvement in scientific, didactic and publishing activities, many pre-war editions, as well as those created during the years of occupation, were published, such as i.e. the paper on general, comparative and social pedagogy, and didactics. Noteworthy are: B. Nawroczyński, *Zasady nauczania (Teaching rules)* (1946), *Życie duchowe (Spiritual life)* (1947), *Współczesne prądy pedagogiczne (Modern pedagogical trends)* (1947); S. Hessen, *Struktura i treść szkoły współczesnej (The structure and content of contemporary school)* (1947); K. Sośnicki, *Pedagogika ogólna (General pedagogy)* (1947), *Dydaktyka ogólna (General didactics)* (1948); B. Suchodolski, *Wychowanie moralno-społeczne (Moral and social education)* (1947), *Wychowanie dla przyszłości (Education for the future)* (1947), J. Chałasiński, *Społeczeństwo i wychowanie (Society and education)* (1948); H. Radlińska, *Oświata dorosłych (Education of adults)* (1947).

It can be stated that this first period of pedagogy development was characterized by relative autonomy of pre-war pedagogues. It should be assumed that it was a result of a shortage of educated Marxists who would be able to take the lead in social sciences at Polish universities. Disputes over the program in the area of pedagogy which took place at that time respected the traditional principles of scientific discourse.

However, the consent of the authorities was a manifestation of pretending respect for the rules and customs prevailing in science. The creation developed by the pre-war scholars, related to producing knowledge about education was in contradiction with the idea of science implemented after the war and its role in the planned changes in the social reality. At the time, however, the authorities did not have the right tools to radically cut off from the pedagogical tradition.

After the conference in Szklarska Poręba in 1947 and the adoption of the already mentioned *Dekret o organizacji nauki i szkolnictwa wyższego (The decree*

⁵⁰ T. Hejnicka-Bezwińska, *Pedagogika [Pedagogy]*, Warszawa, Difin, 2015, p. 132.

⁵¹ I. Michalska, *Miedzy nauką a polityką. Ostatnie lata Naukowego Towarzystwa Pedagogicznego [Between science and politics. Last years of the Scientific Pedagogical Society]*, in: *Oświata, wychowanie i kultura fizyczna w rzeczywistości społeczno-politycznej Polski Ludowej (1945–1989) [Education, upbringing and physical education in the social and political reality of People's Poland (1945–1989)]*, ed. R. Grzybowski, Toruń, Adam Marszałek, 2004, p. 59 and subsequent.

on the organization of science and higher education), relentless endeavors were made to make the pedagogy a tool legitimizing the social and political system that was implemented. Therefore, the new political power took action to control the institutional education, as well as the pedagogical and educational societies and organizations which were, traditionally, independent of politics. With regard to the process of etatisation of science – it was easily accomplished, as the state controlled all its functioning mechanisms. The authorities, however, still did not feel very confident about the ethos of educated pedagogues.

The political central authorities had been preparing for the final struggle with the pre-war pedagogues teaching about upbringing and education at least since the middle of 1947. The Minister of Education at that time – Stanisław Skrzeszewski at *the Nationwide meeting of professors and auxiliary scientific groups – the members of the Polish Workers' Party* presented the planned tactics of the annihilation of the pre-war pedagogy. The offensive was to include the organization of studies, academic staff and the youth. There was also a request to remove many professors⁵². This event basically finished the so-called *gentle revolution*⁵³, as evidenced by the subsequent speeches and decisions taken by the educational decision makers.

S. Skrzeszewski (referred to above) at the Sejm meeting of the Committee of Education and Science in 1950 reproached teachers for developing new science too slowly. To his mind, *they should better understand the meaning of the world struggle for Poland's peace and role in this matter, appreciating the politics and true democracy of the Soviet Union and all its achievements. Scholars must take advantage of the professional literature and achievements of the Soviet science. Polish scholars got involved in reconstruction works. The purpose of the Ministry of Education in the field of science is to include it in the general trend of the nation's life laying and building the foundations of socialism. In order to achieve this goal faster, new scientific institutes are established and awards are given to scientists and researchers. We must make up for the delays in terms of science planning. The modern organization of scientific life requires launching teams of related chairs, departments and academic institutions, just like in the Soviet Union*⁵⁴. With this speech, he promised far-reaching changes in pedagogy, namely changes in the type of scientific and didactic activity, the method of studying educational processes, in the scientific community, organization of the institution and the scientific awareness⁵⁵.

⁵² P. Hübner, *Stalinowskie „czystki” w nauce polskiej [The Stalin's "cleansing" in the Polish science]*, in: *Skryte oblicze systemu komunistycznego. U źródeł zła [The hidden face of the communist system. At the source of evil]*, Warszawa, Wydawnictwo DI, 1997, p. 212.

⁵³ J. Borejsza, *Rewolucja łagodna [The gentle revolution]*, „Odrodzenie” 1950 No. 10–12 (15.01.1945), p. 2.

⁵⁴ AS, BPS, Wydział Prac Parlamentarnych. Sejm Ustawodawczy Rzeczypospolitej Polskiej. The autumn session 1949/50. *Diariusz z 3 posiedzenia Komisji Oświaty i Nauki, obradującej nad preliminarem budżetowym na rok 1950, 30.01.1950 [The diary of 30.01.1950 from the 3rd meeting of the Committee of Education and Science, which deliberated on the budget estimates for 1950]*.

⁵⁵ These concepts I used to define the aspects of science were cited after: J. Such, M. Szcześniak, *Filozofia nauki [The philosophy of science]*, Poznań, Wydawnictwo Naukowe UAM, 2006, p. 9–10.

The teachers and other scholars concentrated on scientific and research work related to education were assigned to several tasks by the authorities, the fulfillment of which determined the existence or not (“to be or not to be”) in the ministry of science. First of all, “self-criticism” was necessary, i.e. it was needed to evaluate the previous achievements in terms of eliminating such ones which were included in the legacy of the “bourgeois” pedagogy. Another condition was to initiate translating, disseminating and promoting the works of the Soviet pedagogy. The third condition was to include them in the educational programs of young teaching professionals, and to develop them creatively, because – as Eustachy Kuroczko, former director of the General Department in the Ministry of Education explained – *teachers must develop in terms of the Marxist and Leninist teaching methodology*⁵⁶.

The above-mentioned Scientific Pedagogical Society was supposed to play a significant role in reconstructing pedagogy. S. Skrzyszewski, the minister, clearly stated at the program conference of the Scientific Pedagogical Society that the ministry of education wants to be able to influence the educational content based on the pedagogical theory and practice. The program they had presented included detailed desiderata for the operation of SPS, which suggested getting familiar carefully with the achievements of science and the Soviet school as well as taking advantage of its experience⁵⁷.

The scientific staff of teachers performed the above tasks to a different degree, however, generally the authorities were dissatisfied. Meanwhile, ideologues clearly highlighted that they (along with other representatives of the humanities) were appointed to *shape a new social ideology of science*⁵⁸. Hence, after 1948, those “having doubts” were successively eliminated from the Polish pedagogy, universities, teacher training institutions or their scientific and research activities were hindered. It was demonstrated by the previously mentioned “N action”, the operation of the Special Disciplinary Commissions at universities⁵⁹, as well as the activities of the Basic Party Organization, which on

⁵⁶ AS, BPS, Wydział Prac Parlamentarnych. Sejm Ustawodawczy Rzeczypospolitej Polskiej. The autumn session 1949/50. *Diariusz z 3 posiedzenia Komisji Oświaty i Nauki, obradującej nad preliminarzem budżetowym na rok 1950, 30.01.1950* [The diary of 30.01.1950 from the 3rd meeting of the Committee of Education and Science, which deliberated on the budget estimates for 1950].

⁵⁷ More information provided by: W. J. Chmielewski, *Polska administracja szkolna w latach 1944–1950*, [The Polish school administration between 1944–1950], Piotrków Trybunalski, NWP, 2010, p. 338, 339.

⁵⁸ J. Chałasiński, *Humanistyka przed Kongresem Nauki Polskiej* [The humanities before the Congress of Polish Science], „Rejs” – an illustrated supplement to „Dziennik Bałtycki” 29 of 16.07.1950, p. 2.

⁵⁹ D. Gałaszewska-Chilczuk, *Czy komuniści zdobyli KUL? Działania aparatu władzy wobec środowiska naukowego Katolickiego Uniwersytetu Lubelskiego 1944–1956* [Did the communists get the John Paul II Catholic University of Lublin? Actions undertaken by the power apparatus towards the scientific community of the John Paul II Catholic University of Lublin 1944–1956], in: *Aparat represji wobec inteligencji w latach 1945–1956* [A repressive apparatus against intelligence between 1945–1956], ed. R. Habielski, D. Rafalska, Warszawa, ASPRA-JR, 2010, p. 79–97.

behalf of the Polish United Workers' Party "watched over" the appropriate selection when recruiting and promoting scientific employees, as well as forcing those who gave rise to concerns "to retire"⁶⁰. A method to regulate the activities conducted by pedagogues was to limit financial resources intended for scientific and didactic activities, implementing research projects, and publishing scientific works. Therefore, by reducing support and sources of funds, the Scientific Pedagogical Society was dissolved on its own, which was negatively assessed by the party authorities⁶¹.

E. Krassowska, Undersecretary of State for Higher Education in the Ministry of Education at that time, admitted that in fact *science and its Polish representatives are actively involved in the campaign for peace and understand the idea of the process of ideological transformation taking place in People's Poland. The Soviet literature used by our scholars facilitates their didactic, pedagogical, scientific and research work. The application of the dialectical materialism method in history and literature helps to deepen the ideological breakthrough among Polish scientists*⁶². However, not all politicians associated with the "new science" shared the same opinion. In general, the authorities were not satisfied with the involvement and did not trust the pre-war teaching staff. Raising the issue regarding the need to address the humanities once again, they emphasized *that the issue of combining science and life was not emphasized satisfactorily*⁶³.

From the point of view of the expectations held by the political central authorities, the existing universities as institutions that had previously educated the future scholars were also not trustworthy. A consequence thereof was the establishment of the Institute for Scientific Staff Education (the so-called Institute of Red Professors) in October 1950 the aim of which was to train law-abiding and fair scholars. Their development at the Institute was under strict supervision of the party. *The institute was built on the principle of "tutorship", i.e. each listener had a permanent guardian who he/she had to meet once a week and who was also head of his/her doctoral thesis*⁶⁴. According to B. Bińko, the institute was an intellectual ghetto, which improved the bond between the listeners and indoctrinated

⁶⁰ E. Mania, *Znaczenie POP PZPR w procesie sowyetyzacji uczelni (1948–1956). Przypadek Uniwersytetu Poznańskiego* [The importance of the Basic Party Organization of the Polish United Workers' Party in the process of sovietization of universities (1948–1956). The case of the University of Poznań], in: *Letnia Szkoła Historii Najnowszej* [The Summer School of the Most Recent History], Vol. V, ed. P. Gasztold-Senia, Ł. Kamiński, Warszawa, IPN, 2012, p. 23.

⁶¹ I. Michalska, *Między nauką a polityką...*, p. 65.

⁶² AS, BPS, Wydział Prac Parlamentarnych. Sejm Ustawodawczy Rzeczypospolitej Polskiej. Kancelaria Sejmu Ustawodawczego R.P. Biuro Parlamentarne. Wydział Prac Parlamentarnych. *Sprawozdanie z 5 posiedzenia Komisji Oświaty i Nauki d. 23.02.1950* [The report of 23.02.1950 of the 5th meeting of the Committee of Education and Science].

⁶³ Ibid.

⁶⁴ A. Schaff, *Nie zauważona rocznica* [The unnoticed anniversary], „Tu i Teraz” 1983, No. 14, p. 15.

them in a better and more efficient way⁶⁵. In fact, its task was not to create any “new science”, but to educate teachers and employees of the “ideological front” faithful to the Polish United Workers’ Party to form an ideologically unambiguous staff, which will take care of its correct shape, part of the political transformation. And this intention was not concealed. Emil Adler, deputy of A. Schaff, director of the Institute for Scientific Staff Education at that time, clearly stressed that *the aim of science is not truth but propaganda support for socialism*⁶⁶, which confirms the fact that a significant element of the change that took place in science in the 1950’s was its ideologization. It needs to be added that the creators of the Institute for Scientific Staff Education did not eventually achieve their goals. According to Connelly, the extent to which the institute contributed to strengthening Marxism-Leninism in the academic community is rather insignificant. Until the October thaw that took place in 1956, only 39 graduates of the institute took up positions as academic teachers at the university⁶⁷. To some extent this explains why the communists promoted mainly their specialists, and Jadwiga Siekierska – a Ukrainian communist activist who in 1948 took over the position of deputy head of the Department of Education and Culture of the Central Committee of the Polish Workers’ Party and then the Polish United Workers’ Party – assessed that *Poles they are not suitable for scientific work*⁶⁸.

The organization of institutions representing this field fostered and promoted the process of capturing pedagogy. It corresponded to a new formula of organizational science, introduced by the aforementioned Act of December 1951 on higher education. As a consequence thereof, the division into academic and non-academic schools was eliminated. The needs of pedagogical education were to be met by universities, and above all, higher vocational schools (Higher Pedagogical Schools) established in 1946⁶⁹. During the first few years after the war, they underwent many organizational changes that were indicative of preparations for the final reconstruction of universities and higher schools providing pedagogical preparation for future teaching staff. Higher Pedagogical Schools – institutions initially educating public school teachers in a 3-year mode at the higher level

⁶⁵ B. Bińko, *Instytut Kształcenia Kadr Naukowych przy KC PZPR – narzędzie ofensywy ideologicznej w nauce i szkolnictwie wyższym [The Institute for Training Scientific Staff at the Central Committee of the Polish Workers’ Party – an ideological offensive tool in science and higher education]*, „Kultura i Społeczeństwo” 1996, No. 40 (2), p. 214; also: R. Sitek, *Warszawska szkoła historii idei. Między historią a teraźniejszością [The Warsaw school of the history of ideas. Between history and the present]*, Warszawa, Scholar, 2000, p. 58–60.

⁶⁶ E. Adler, *Partyzność filozofii i nauki [Partisanism of philosophy and science]*, „Nauka Polska” 1953, No. 2, p. 248–250.

⁶⁷ J. Connelly, *Internal Bolshevisation? Elite Social Science Training in Stalinist Poland*, „Minerva” 1996, No. 34, p. 325.

⁶⁸ A. Sobór-Świdorska, *Jakub Berman. Biografia komunisty [Jakub Berman. Communist’s biography]*, Warszawa, IPN, 2009.

⁶⁹ Dz. Urz. MO 1946, No. 2, item 47. *Zarządzenie Ministra Oświaty z 12 marca 1946 roku w sprawie statutu Państwowych Wyższych Szkół Pedagogicznych [The Ordinance of the Minister of Education of March 12, 1946, on the statute of the State Higher Pedagogical Schools]*.

– had non-academic status. Based on their assumptions, they were aimed at establishing cooperation with universities, taking benefits from the pedagogical and scientific experience of the staff employed there, as well as taking advantage of the didactic facilities at the universities⁷⁰. According to the statute, the emphasis was meant to be placed on the practical side of preparations⁷¹. In fact, this scientific activity was treated only marginally, while didactic and educational works dominated⁷².

Noteworthy is the fact that at this stage of the formation of Higher Pedagogical Schools, the Polish Teachers' Association became actively involved and demanded that the principles of their activities should refer to organizational solutions in terms of vocational education of teachers from the interwar period. Their idea grew out of the assumptions of the J. W. Dawid Polish Pedagogical Institute, as well as the experience of the Institute of Pedagogy of the Polish Teachers' Association in Warsaw⁷³. As Higher Pedagogical Schools were supposed to provide vocational education, actually at the beginning they resembled more pre-war teacher training institutions than universities. This could be evidenced by the statutory governing bodies composed by the headmaster and the school council, appointed by the minister of education⁷⁴. The first Higher Pedagogical Schools were established in Cracow, Gdańsk, Łódź and Katowice.

Further changes regarding Higher Pedagogical Schools were introduced by *Instrukcja z 21 czerwca 1948 roku o organizacji roku szkolnego 1948/49 (The instruction of June 21, 1948, on the organization of the 1948–1949 school year)* which obliged the managers of those schools to undertake works on implementing adjustments in terms of their organization to the provisions stipulated by the above mentioned *Dekretu z 28 października 1947 o organizacji szkolnictwa wyższego (The decree on the organization of science and higher education)*. However, neither the school premises nor the staff were prepared to conduct scientific activities, and that is why the process took several years and was accompanied by a search for a new identity and a new status of Higher Pedagogical Schools. Eventually, those facilities were transformed into training institutions for teachers from general secondary schools and pedagogical high schools⁷⁵. Changing the recipient of the educational offer presented by Higher Pedagogical Schools led to dissatisfaction of the authorities with university education, poorly – in their opinion – preparing the secondary school staff in terms of the ideology and education.

⁷⁰ Ibid.

⁷¹ Ibid.

⁷² R. Grzybowski, *Wyższe Szkoły Pedagogiczne w Polsce w latach 1946–1956 [Higher Pedagogical Schools in Poland over the period of 1946–1956]*, Toruń, Adam Marszałek, 2010, p. 48.

⁷³ More information provided by R. Grzybowski, *Wyższe Szkoły Pedagogiczne...*, p. 46, 47, 87, 88.

⁷⁴ Dz. Urz. MO 1946, No. 2 item 47. *Zarządzenie Ministra Oświaty z 12 marca 1946 roku w sprawie statutu PWSP [The Ordinance of the Minister of Education of March 12, 1946, on the statute of the State Higher Pedagogical Schools]*.

⁷⁵ R. Grzybowski, *Wyższe Szkoły Pedagogiczne...*, p. 55–66.

R. Grzybowski also indicates another, probable reason, namely the precautionary approach adopted by the Ministry of Education in terms of maintaining control over the course of training staff for high school education. Established in 1950, the Ministry of Higher Education and Science⁷⁶, transformed subsequently in 1951 into the Ministry of Higher Education, took over the previous scope of activities of the Fourth Science Department of the Ministry of Education, depriving the educational authorities of their existing competences in that matter. As the political central authorities (in agreement with the Ministry of Higher Education) decided not to get involved and left Higher Pedagogical Schools under the supervision of the Ministry of Education, these schools were transformed into studies educating secondary school teachers in order to maintain control over educating staff for this segment of education⁷⁷.

As a result of the assimilation of curricula of Higher Pedagogical Schools to the university profile, since 1949 these institutions performed similar tasks as first degree studies at the faculty of humanities, and mathematics and natural sciences at the university, which in subsequent years led to disputes and resistance from both the university and the administration authorities over the current status of Higher Pedagogical Schools. The Ministry of Education, however, defended the current state of education and explained that the model of Higher Pedagogical Schools was based on the Soviet four-year pedagogical institutes. It motivated the legitimacy of their existence in the present form also by assuming that they would play a significant ideological and political role in the process of educating secondary school teachers, laying and creating the foundations of *socialism in Poland in terms of education and culture*⁷⁸. It was supposed to be an unbeatable argument against the dissatisfaction of the authorities with this type of activity conducted at universities. They established new Higher Pedagogical Schools focused on the education of secondary school teachers i.a. in Wrocław⁷⁹, Warsaw⁸⁰ and Katowice⁸¹. The Ministry of Education had

⁷⁶ Dz. U. 1950, No. 21, item 181. *Ustawa z 26 kwietnia 1950 w sprawie utworzenia Ministerstwa Szkół Wyższych i Nauki* [The Act of April 26, 1950, on the establishment of the Ministry of Higher Education and Science].

⁷⁷ R. Grzybowski, *Wyższe Szkoły Pedagogiczne...*, p. 84, 85.

⁷⁸ Dz. Urz. MO 1949, No. 16, item 273. *Instrukcja Ministerstwa Oświaty z dnia 13 października 1949 roku w sprawie organizacji roku szkolnego w Państwowych Wyższych Szkołach Pedagogicznych* [The Instruction of the Ministry of Education of October 13, 1949, on the organization of the school year at the State Higher Pedagogical Schools].

⁷⁹ Dz. U. 1950, No. 55, item 494. *Rozporządzenie Ministra Oświaty z 24 listopada 1950 roku w sprawie utworzenia Państwowej Wyższej Szkoły Pedagogicznej we Wrocławiu* [The Ordinance of the Minister of Education of November 24, 1950, on the establishment of the State Higher Pedagogical School in Wrocław].

⁸⁰ Dz. U. 1950, No. 55, item 497. *Rozporządzenie Ministra Oświaty z 24 listopada 1950 roku w sprawie utworzenia Państwowej Wyższej Szkoły Pedagogicznej w Warszawie* [The Ordinance of the Minister of Education of November 24, 1950, on the establishment of the State Higher Pedagogical School in Warszawa].

⁸¹ Dz. U. 1950, No. 55, item 498. *Rozporządzenie Ministra Oświaty z 24 listopada 1950 roku w sprawie utworzenia Państwowej Wyższej Szkoły Pedagogicznej w Katowicach* [The Ordinance of the Minister of Education of November 24, 1950, on the establishment of the State Higher Pedagogical School in Katowice].

an intention of create next ones – as part of the six-year plan – i.a. in Poznań, Lublin, Szczecin and Toruń. On the one hand, it justified the inability of universities to cover the demand for staff with higher degree, and on the other hand – the fact that university graduates did not take up work at high schools. In fact, the development process of the network of Higher Pedagogical Schools was not completely a result of the provided reasons. Along with the idea of educating secondary school teachers at Higher Pedagogical Schools admission limits of first-year students of university studies were reduced⁸², which automatically slowed down the inflow of teachers from these universities. In addition – as it results from the research – graduates of university studies were displaced by graduates of Higher Pedagogical Schools, recommended by the authorities, who were applying for positions at high schools⁸³. Due to the fact that the Ministry of Education planned expanding the network of Higher Pedagogical Schools, and each year approximately 95% of their graduates were to take up positions at secondary schools, the thesis that they were aimed at marginalizing the role of universities in this way becomes legitimate. Following this, the goal was to raise the status of Higher Pedagogical Schools, which was reflected by *Uchwała Prezydium Rządu z 18 maja 1954 roku w sprawie ulepszenia systemu kształcenia nauczycieli szkół podstawowych i średnich (The Resolution of the Government Presidium of May 18, 1954, on improving the system of elementary and secondary school teachers' education)*⁸⁴, which stabilised Higher Pedagogical Schools as educational institutions for secondary school teachers. It obliged the Ministry of Education to extend the duration of studies, and to introduce master's examinations. As a result, the ministry issued the regulation on extending the duration of studies⁸⁵, i.e. full-time studies from three to four years, and extramural studies – to five years⁸⁶. Due to the obtained status and

⁸² As a consequence, the total number of university students decreased from 55,442 in the 1949–1950 school year to 19,149 in the 1955–1956 school year.

⁸³ R. Grzybowski, *Wyższe Szkoły Pedagogiczne...*, p. 94.

⁸⁴ Dz. Urz. MO 1955, No. 7, item 57. *Uchwała Prezydium Rządu z 18 maja 1954 roku w sprawie ulepszenia systemu kształcenia nauczycieli szkół podstawowych i średnich [The Resolution of the Government Presidium of May 18, 1954, on improving the system of elementary and secondary school teachers' education]*.

⁸⁵ Dz. Urz. MO 1954, No. 10, item 79. *Zarządzenie z 14 czerwca 1954 r. w sprawie ustalenia czasu trwania studiów w wyższych szkołach pedagogicznych i wydziałach zaocznych tych szkół [The Ordinance of June 14, 1954, on the duration of studies at higher pedagogical schools and extramural faculties thereof]*.

⁸⁶ Dz. Urz. MO 1952, No. 18, item 147. *Zarządzenie Ministra Oświaty z 23 października 1952 roku w sprawie utworzenia Studium Zaocznego Przy Państwowej Wyższej Szkole Pedagogicznej [The Ordinance of the Ministry of Education of October 23, 1952, on the establishment of extramural studies at the State Higher Pedagogical School]*. More information on extramural studies organized by Higher Pedagogical Schools provided by: R. Grzybowski, *Kształtowanie się systemu studiów zaocznych w wyższych szkołach pedagogicznych w Polsce (1945–1973) [Shaping the system of extramural studies at Higher Pedagogical Schools in Poland (1945–1973)]*, „Ars Educandi” 2003, Vol. 2, p. 203–221; Idem, *Geneza, założenia organizacyjne oraz ważniejsze prawidłowości kształcenia nauczycieli w systemie studiów dla pracujących w Polsce po 1945 roku [The origin, organizational assumptions and more important regularities of training teachers in the system of studies for people working in Poland after 1945]*, „Prace Naukowe Akademii im. Jana Długosza w Częstochowie. Pedagogika”, 2014, Vol. 23, p. 524.

the concurrent tightening of admission criteria for pedagogical studies at the universities, Higher Pedagogical Schools became more attractive to potential candidates.

As can be seen from the analysis presented above, the development of Higher Pedagogical Schools took place in connection with simultaneous efforts undertaken by the authorities to limit the pedagogical activity of universities. An important way to promote universities was introducing their stratification by creating independent universities from the separated faculties, as well as decreasing their status to the level of humanistic universities⁸⁷. What is more, as I mentioned earlier, since 1951, the number of students was systematically limited. With regard to pedagogy, the universities preserved their organizational units (mainly chairs and institutes) the names of which included the word *pedagogical*, but pedagogy was treated as service in educating teachers in other fields of study (corresponding to the subjects at high school)⁸⁸. While following the processes of organization and reorganization of higher education institutions in terms of pedagogy, it should be noted that the division into academic and non-academic institutions along with preferences for developing the latter was aimed not only at implementing Soviet organizational models in this area, in order to introduce program changes more efficiently and thus, effectively educate and raise future young teaching professionals⁸⁹, but also, as assumed, at breaking the environment of scholars concentrated on education and upbringing, and thus, reducing its resistance towards the scientific policy conducted by the authorities, especially against the reduction of autonomy enjoyed by universities and scholars in the field of both pedagogical education and the development of this discipline.

As a result of these activities and others, traditional pedagogy, similarly as other humanistic disciplines, including philosophy, psychology, and sociology was regularly liquidated, as evidenced by the fact that at the beginning of the 1950's the application process for university studies in the field of pedagogy was suspended, and in subsequent years, the number of enrolled candidates was reduced⁹⁰. It was later replaced by newly born "new pedagogy" – modeled on the Soviet formula and new in terms of its organizational and theoretical assumptions.

Although the article deals with pedagogy as science and universities educating in the field of knowledge about education, noteworthy is the fact that the authorities were concerned and cared about both the ideological and political, and "scientific" profile of future young teaching professionals, and thus, developed

⁸⁷ J. Serczyk, *Uniwersytety polskie w czasach stalinizmu (esej wspomnieniowy)* [*The Polish universities in the period of Stalinism (memoirs)*], „Czasy Nowożytnie” 1990, Vol. VI, p. 239.

⁸⁸ T. Hejnicka-Bezwińska, *Pedagogika...*, p. 140.

⁸⁹ Dz. Urz. MO 1954, No. 1, item 1. *Statut Wyższej Szkoły Pedagogicznej* [*The statute of the Higher Pedagogical School*].

⁹⁰ T. Hejnicka-Bezwińska, *Pedagogika...*, p. 140.

in the post-war period different types of vocational education and development, the program assumptions of which, similarly to higher educational institutions, were part of the current policy of the state authorities. For the sake of education, there were pedagogical high schools for public school teachers, and high schools for pre-school tutors⁹¹. Attempts were made to support these forms with special, pedagogical and social courses, courses for Russian language teachers as well as winter and summer subject courses on new curricula and ideological education of teachers⁹². Non-qualified teachers were trained at secondary schools by District Teacher Training Commissions, and during five-month State Courses for Teachers. High school staff were prepared during short-term courses focusing on one subject⁹³. The activity of the educational administration in this area was actively supported by the Polish Teachers' Association⁹⁴.

The introduction of schools and pedagogical institutions without the status of an academic institution, their division and fragmentation were meaningful in terms of the policy of the authorities. However, they recruited new staff who originated from different social backgrounds, represented different levels of education and professional experience, but unanimously declared their world-view orientation. It is probable that it was a group that was more susceptible to manipulation than a dense group of academic sociologists with pre-war origins and roots from prestigious universities. In newly established institutions, it was easier than at traditional universities to control the teaching staff, impose specific plans and the curriculum based at that time on the Soviet model and the borrowed literature. As a result, it could be easier to "mould" the staff representing the post-war education and the effects thereof might be more effective, by instilling the foundations of pedagogy of ideological origins.

A certain conclusion can be drawn from the above presented analysis. The objective of the implementation of the non-academic educational system was not only to break the old structure, which fostered the preservation of tradition in science, but also to assimilate and promote the Soviet pedagogical doctrine more

⁹¹ *Kształcenie nauczycieli w Polsce Ludowej 1945–1975 [Training teachers in People's Poland 1945–1975]*, in: *Prace Monograficzne Wyższej Szkoły Pedagogicznej w Krakowie [Monographic papers of the Higher Pedagogical School in Kraków]*, Vol. 17, ed. J. Jarowiecki, B. Suchodolski, Z. Ruta, Kraków, Wydawnictwo Naukowe WSP, 1983, p. 21, 58.

⁹² AS, BPS, Wydział Prac Parlamentarnych. Sejm Ustawodawczy Rzeczypospolitej Polskiej. *Sesja jesien na 1949/50. Dziennik z 3 posiedzenia Komisji Oświaty i Nauki, obradującej nad preliminarzem budżetowym na rok 1950, 30.01.1950 [The autumn session 1949/50. The diary of 30.01.1950 from the 3rd meeting of the Committee of Education and Science, which deliberated on the budget estimates for 1950]*.

⁹³ More information provided by: E. Kahl, *Polityczne aspekty instytucjonalnego doskonalenia nauczycieli w Polsce Ludowej w latach 1944–1956 [Political aspects of institutional teachers' training in People's Poland between 1944–1956]*, Wrocław, Arkot, 2011.

⁹⁴ More information provided by: E. Kahl, *Związkowe doskonalenie zawodowe nauczycieli w Polsce w latach (1944–1989). Uwarunkowania. Przejawy. Konsekwencje. [Professional development of teachers provided by the union in Poland between 1944–1989. Conditions. Manifestations. Consequences.]*, Kraków, Impuls, 2008.

effectively. This system was a pillar of *the institution of cultural hegemony*⁹⁵. Schools and pedagogical institutions socialized their subordinates to the prevailing system of imposed values. As a consequence, the legitimization of the leading centre position, the status stabilization, the consolidation of a new social and political order, and in the following years, the development of the culture of socialist realism were provided.

Traditional pedagogy was eliminated very quickly in this system of education and was replaced with a new pedagogy, implemented with the use of the compulsory textbooks of “the progressive Soviet pedagogy”. However, the system apologists accused the innovative Western pedagogy trends of alienation on the Polish territory and the focus on meeting ideological goals hostile to communism⁹⁶. They stated that in Poland there was at that time no room for pedagogical novelties, as when building a mass school system one had to resign from quality in favor of quantity⁹⁷. The Pierre Bourdieu’s Field Theory explains the real reason for excluding other orientations and doctrines, and for depriving scholars of the possibility to lead discussions and disputes⁹⁸. In the light thereof, the suppression of discourse on the issue of identity science encourages the domination of certain research orientations and the exclusion of others. Referring this statement to pedagogy, it can be concluded that excluding different cognitive orientations and limiting discourse in the environment of scholars involved in the production of knowledge about education favors orthodoxy in practicing pedagogy, making it the only binding and valid doctrine. In this case, it favored the domination of the socialist doctrine of education.

In order to promote it, the bookstores were flooded with old fashioned, substantively weak Soviet literature⁹⁹. Textbooks were overloaded with the communist ideology and adjusted to the mentality of the Soviet man¹⁰⁰. The following titles might be mentioned here: *Pedagogika (Pedagogy)* by I. Kairowa (1950), *Pedagogika (Pedagogy)* by B. Jesipowa and N. Gonczarowa (1950), *Pedagogika (Pedagogy)* by I. Ogrodnikowa (1953), *Psychologia (Psychology)* by B. Tiepłowa

⁹⁵ P. Bourdieu, *Language and symbolic power*, Cambridge, Harvard University Press, 1991, after: T. Zarycki, *Kapitał kulturowy – założenia i perspektywy zastosowań teorii Pierre’a Bourdieu [The culture capital – assumptions and perspectives of applying the Pierre Bourdieu’s theories]*, „Psychologia Społeczna” 2009, Vol. 4 1–2 (10), p. 14.

⁹⁶ Z. Mysłakowski, J. Szaniawski, *Pedagogika i oświata w Polsce w latach 1918–1939 [The pedagogy and education in Poland between 1918–1939]*, „Nowa Szkoła” 1950, No. 5, p. 4.

⁹⁷ AAN, PPR, ref. 295/XVII, 45. Oddział VI. Sekretariat BP KC PPR. *Okólnik KC PPR w sprawie pracy wśród nauczycieli 1944 r. [The circular on teachers’ work issued by the Central Committee of the Polish Workers’ Party dated 1944]*

⁹⁸ P. Bourdieu, J. C. Passeron, *Reprodukcja. Elementy teorii nauczania [Reproduction. The elements of the theory of teaching]*, Warszawa, PWN, 1990, p. 145 and subsequent.

⁹⁹ F. Sadowski, *Na tematy pedagogiczne [On pedagogical issues]*, „Nowe Drogi” 1949, No. 3, p. 263; also: Dz. Urz. MO 1953, No. 1, item 16. *Wykaz ważniejszych książek pedagogicznych wydanych w latach 1951–1952 przez PZWS i „Naszą Księgarnię” [A list of more crucial pedagogical books published over the period of 1951–1952 by PZWS and „Nasza Księgarnia”]*.

¹⁰⁰ E. J. Kryńska, S. Mauersberg, *Indoktrynacja...*, p. 164, 165.

(1950), *Organizacja pracy dydaktyczno-wychowawczej w szkole [Organizing didactic and educational work at school]* by I. Nowikowa (1950), *Praca pozalekcyjna z dziećmi [Work with children after school activities]* by M. Pałagina (1953), *Osobowość nauczyciela radzieckiego [The personality of a Soviet teacher]* by F. Gonobolina (1953) and others¹⁰¹. At the same time, these textbooks superseded valuable, previously appreciated, pedagogical works from the interwar period, which had been legally used until 1948.

As a result of the persistent efforts undertaken to reconstruct the Polish pedagogy, the first textbooks regarding this discipline appeared in the 1950's. They were written by Polish authors that had been inspired by the achievements of the Soviet pedagogy, i.a. *Politechnizacja, żywy problem pedagogiki socjalistycznej [Politechnisation, a vivid and crucial problem of the socialist pedagogy]* by R. Polny (1950) and *Planowanie nauczania i wychowania w szkole podstawowej [Planning education in elementary school]* by W. Szczerby (1951). At the end of the period of "ideological offensive" *Proces nauczania [The proces of teaching]* by W. Okoń (1954) was issued – the first original, scientific pedagogical monography written in the spirit of socialism¹⁰².

The variety of activities on pedagogy mentioned above undertaken by the communists in the 1940's and 1950's were aimed at eliminating elements in contradiction to the ideological state doctrine, depriving it of its autonomy and seizing control over it by the political apparatus. As a consequence of the expansion of bureaucratic activities and the formalization of scientific and didactic procedures, pedagogical institutions were closely connected with the organizational models of the state administration, and in particular the Ministry of Education, which was subordinate to the state power.

The etatisation and ideologization of science conducted as a result of these activities, created a favourable ground for its pragmatization. This process was characterized by further changes in the "new pedagogy" of the 1960's, harmonising with the idea of building an "educating society"¹⁰³. Its main task was to develop effective educational strategies, according to which the process of shaping a human being would take place whose attitude and actions would fall into the vision of ideal society, a human being involved in strengthening the socialist system and in developing the culture of socialist realism. This explains the reason

¹⁰¹ W. Wojtyński, *Rola pedagogiki...*, p. 127.

¹⁰² F. Sadowski, *Na temat...*, p. 263; also: Dz. Urz. MO 1953, No. 1, item 16. *Wykaz ważniejszych ksiązek pedagogicznych...*

¹⁰³ More information provided by: E. Kahl, *Instytucjonalne doskonalenie nauczycieli w PRL (1956–1989). Ideologia – polityka – praktyka [Institutional teachers' training in the Polish People's Republic (1956–1989). Ideology – politics – practice]*, Zielona Góra, Oficyna Wydawnicza UZ, 2012, p. 34–58; also: *Doskonalenie nauczycieli w Polsce Ludowej w latach 60. w perspektywie urzeczywistniania koncepcji jednolitego frontu wychowania [Teachers' training in People's Poland in the 1960's in the perspective of realizing the concept of a unified front of education]*, in: *Zaangażowanie? Opór? Gra? Szkic do portretu nauczyciela w latach PRL-u [Involved? Resistance? Game? A sketch to the teacher's portrait in the years of the Polish People's Republic]*, ed. R. Grzybowski, Toruń, Adam Marszałek, 2013, p. 398 and subsequent.

why the supreme role in the educational process was assigned to upbringing, as well as gives an explanation of the legitimacy of further work on improving the “new pedagogy”, which went towards separating the process of upbringing and education from each other (the first one was recognized as primary), which ultimately brought this discipline to the theory of education. Under the influence of these changes in science and education, the entire interiorization of social values and attitudes favored in the system of real socialism was supposed to take place.

The mechanism of this phenomenon is explained by P. Bourdieu. To his mind, *pedagogy recreates the principles of cultural arbitrariness, which is imposed by some group or class as worth reproducing [...] – pedagogical action entails pedagogical work involving implementation, which must last for such a long period of time until it obtains the status of permanent education, i.e. habitus, the creation of interiorizing the principles of cultural arbitrariness capable of being self-renewable after ceasing pedagogical activities and thus, of reconstructing the principles of interiorized arbitrariness in practice*¹⁰⁴.

There was an intention to create from pedagogy – as it was officially stated during the Second Congress of Polish Science in June 1973 – *an instrument of transforming awareness towards the socialist direction, as well as a political and ideological background of the activities of the management party and state centers*¹⁰⁵. To achieve this goal, the initiatives – undertaken already in the 1960’s – to make pedagogy not only ideological but also practical science were improved. Ideology in this meaning showed the goal, which was to create “a new quality man” holding prescribed desirable attributes and attitudes. The practicality of learning about education was in turn to be expressed in constructing the strategy of creating/moulding such a human being. According to *the golden idea of Marxism*¹⁰⁶, this practicality was the only and final criterion of truth which was aimed at fulfilling the communist utopia. In practice, it meant granting consent to the organization, management and surveillance of science by non-scientific (ideological, party, and administrative) systems, to which pedagogy was to serve the service and thus, to implement the utopian vision of society more effectively.

Organizing appropriate political, social, cultural and institutional (structural) conditions for the dominance of the empirical pedagogy, and also imposing the peculiarly understood requirement for it to be practical, i.e. reduced to one pedagogy capturing the whole area of pedagogy, upon scholars-teachers, created conditions for undergoing radical changes and pedagogy expansion in Poland in

¹⁰⁴ Compare P. Bourdieu, J. C. Passeron, *Reprodukcja...*, p. 89, 90.

¹⁰⁵ Polska Akademia Nauk, *II Kongres Nauki Polskiej. Materiały i dokumenty [The Second Congress of Polish Science. Materials and documents]*. Vol II. *Obrady w sekcjach i zespołach problemowych [Discussions in problem sections and teams]*. Part 1. *Nauki społeczne i humanistyczne [Social and humanistic sciences]*. Wrocław – Warszawa – Kraków – Gdańsk, Ossolineum, 1974, p. 9.

¹⁰⁶ J. Smaga, *Narodziny i upadek imperium. ZSRR 1917–1991 [The birth and fall of the empire. The USSR 1917–1991]*, Kraków, Znak, 1992, p. 70

the 1970's¹⁰⁷. Oppressed and into oblivion, it still operated under the name of “socialist educational pedagogy” in the subsequent years of the monocentric system.

FINAL CONCLUSIONS

*Pedagogy as a discursive discipline recognizes the necessity to determine the subject of own research – as it is not given once and for all, determined and decreed within the discipline. It must be constructed again and again from scratch by the researcher who poses pedagogical questions, but also must be set in the perspective of current meanings, which were given to particular reality manifestations by participants of the community of researchers within this discipline*¹⁰⁸. The status of pedagogy just like of other humanistic disciplines *that explicitly or implicitly have claims to exercise – individual or collective – control over a human being* raises hesitations and suspicions¹⁰⁹. In the humanities, the truth is obtained only when one refuses to affect anything/anyone, as any kind of influence on human beings entails difficult to predict consequences¹¹⁰.

The communists rejected this rule. Similarly as – in their opinion – education was supposed to be a variation of politics¹¹¹, *removing politics from science* [was – E. K.] *impossible*¹¹². Thus, “new pedagogy” was not pedagogy. Due to the character and formula of practicing it that were assigned to it by the communists, it had – in the above sense – the status of pedagogy. It was a peculiar kind of a pedagogical doctrine. Reduced to *instrumental rationality*¹¹³, and at the same time deprived of a theoretical, philosophical and historical attribute, it did not meet the basic criteria of science. As science subordinated to the state ideology, eventually it took the form of ideological pedagogy.

Without doubt, the phenomenon of the pedagogy transformation had negative consequences for the development of pedagogy as science. Its phenomenon, peculiarity, however, finds justification in the pedagogy of the “modern world”, which formed the conviction that the role of pedagogy is to create effective pedagogy doctrines, which by definition made it an a-theoretical and a-philosophical science. In Poland after World War II, the ground for such changes in this

¹⁰⁷ T. Hejnicka-Bezwińska, *Tożsamość pedagogiki w warunkach „wielkiej zmiany kulturowej”* [The identity of pedagogy during “great cultural changes”], „Rocznik Pedagogiczny” 2013, No. 36, p. 38.

¹⁰⁸ M. Nowak-Dziemianowicz, *Pedagogika dyskursywna: nadzieje i możliwości* [Discursive pedagogy: hopes and opportunities], in: *Pedagogika: zakorzenienie i transgresja* [Pedagogy: roots and transgression], ed. M. Nowak-Dziemianowicz, P. Rudnicki, Wrocław, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej, 2011, p. 315.

¹⁰⁹ R. Thom, *O naukowości nauk humanistycznych* [About the scientific aspect of the humanities], in: *Rozmowy w Castel Gandolfo* [The talks in Castel Gandolfo], ed. K. Michalski, Centrum Myśli Jana Pawła II, Warszawa, Wydawnictwo Znak, 2010, p. 42.

¹¹⁰ Ibid., p. 38.

¹¹¹ Z. Mysłakowski, *Spór kompetencyjny o wychowanie*, „Nowa Szkoła” 1948 No. 1, p. 4.

¹¹² Cited after: I. Michalska, *Między polityką a nauką...*, p. 62.

¹¹³ T. Hejnicka-Bezwińska, *Pedagogika...*, p. 131.

discipline was favourable, namely a new system, validating the ideology of the “modern world” was introduced. T. Hejnicka-Bezwińska noticed one more factor that fostered ideological and organizational changes in science, including pedagogy, namely *the susceptibility to complying with the rules of external control, which was greater – as the author of these words states – than the will to defend the logic of changes generated by the scientific discipline development*¹¹⁴.

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¹¹⁴ Ibid., p. 188.

Dz. U. 1950, No. 55, item 497. *Rozporządzenie Ministra Oświaty z 24 listopada 1950 roku w sprawie utworzenia Państwowej Wyższej Szkoły Pedagogicznej w Warszawie.*

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The peculiarity of the ideological pedagogy as a scientific basis of Socialist education in People's Poland – source, idea, implementation

Summary

The article focuses on the problems of changes in pedagogy in the period of the formation and development of socialism in Poland. The author concentrated on the most important organizational and ideological transformations in the humanities after World War II and showed their ideological, social and political sources. Against this background, the tendency to manipulate science and use it in the process of political transformation is presented. In this light, he analyzed the process of enslaving pedagogy as the discipline responsible for creating the foundations of socialist education.

Keywords: science, pedagogy, socialism, education, ideology, politics.