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THE BEGINNINGS OF THE INSTITUTIONALIZATION OF PEDAGOGY IN CRACOW

Pedagogy started functioning as a self-standing academic discipline in the 19th century. Each self-standing academic discipline is characterized by a strict specification of the subject and purpose of research, assumption of particular research methods and procedures, and a high level of theoretical integrations accompanied by deep self-reflection of researchers who represent it. A highly significant criterion is the institutional one – the fact that a given discipline is practiced at an academic institution and as a course of study at a university¹. The problem of institutionalization of pedagogy in Poland was not raised until the interwar period. An important component of this process was at first the establishment of the Pedagogical College and later the Institute of Pedagogy at the Jagiellonian University. There are several studies of the history and operation of those entities². As such, this paper is not intended to present their history once again, but to indicate the importance of that

¹ J. Kozłowski, *Narodziny i rozwój dyscyplin naukowych [Birth and Development of Scientific Disciplines]*, Internet, (access: 3.08.2018 r.), available at: <http://kbn.icm.edu.pl/pub/kbn/sn/archiwum/9601/kozlow.html>

² R. Dutkova, *Studium Pedagogiczne Uniwersytetu Jagiellońskiego 1921–1952. (Zarys działalności) [The Pedagogical College at the Jagiellonian University 1921–1952. An Overview of Activity]*, „Przegląd Historyczno-Oświatowy” 1968, No. 4, p. 444–459. S. Baścik, *Dzieje pedagogiki w Uniwersytecie Jagiellońskim [The History of Pedagogy at the Jagiellonian University]*, in: *Studia z dziejów Wydziału Filozoficzno-Historycznego Uniwersytetu Jagiellońskiego [The History of the Department of Philosophy and History at the Jagiellonian University]*, ed. S. Mikucki, „Zeszyty Naukowe Uniwersytetu Jagiellońskiego. Prace historyczne”, vol. 16, Kraków, PWN, 1967, p. 406–435; U. Perkowska, *Studia i kursy zawodowe na Uniwersytecie Jagiellońskim w latach 1868/69–1938/39 [Academic and Professional Studies at the Jagiellonian University between 1868–1869 and 1938–1939]*, Kraków, Instytut Historii UJ, 1995; K. Michalewska, *Studium Pedagogiczne UJ 1921–1952. Zarys dziejów i organizacja studiów [The Pedagogical College at the Jagiellonian University 1921–1952. A Historical Overview and Organization of Studies]*, in: *Tradycja i wyzwania. Księga pamiątkowa na 75-lecie założenia Studium Pedagogicznego Uniwersytetu Jagiellońskiego 1921–1996 [The Tradition and Challenges. A Commemorative Book for the 75th Anniversary of the Pedagogical College at the Jagiellonian University 1921–1996]*, ed. scient. K. Paclawska, Kraków, Towarzystwo Autorów i Wydawców Prac Naukowych Universitas, 1996, p. 55–69; J. Dybiec, *Uniwersytet Jagielloński 1918–1939 [The Jagiellonian University 1918–1939]*, Kraków, PAU, 2000.

fact for the institutionalization of Polish pedagogy and therefore, to strengthen its position as a self-standing academic discipline.

Pedagogy grew on the ground of philosophy and became a separate domain over time, gradually gaining independence. Ernst Christian Trapp, who conducted a teaching seminar from 1778 at the Hall University, may be regarded as a precursor of academic pedagogy. The theoretical and practical modes of education were combined there for the first time in a single institution on the university ground. Trapp's accomplishment was also the separation of this seminar from the Theological Seminar, which it originally functioned within, namely the separation of pedagogical education from theological one. Trapp's seminar may be regarded as an experiment, although it did not last for too long and eventually failed.

Johann Friedrich Herbart was the first one to justify the status of pedagogy as a self-standing discipline in his work entitled *General Pedagogy* (1806). He stressed the essence and scope of the issues raised by pedagogy, distinguished basic categories of notions and presented its objectives. Herbart based it on two auxiliary sciences – ethics and psychology. He was also the first one to receive his postdoctoral qualifications in pedagogy (1802)³, although the departments he took charge of, namely in Göttingen and Königsberg, were the departments of philosophy, not pedagogy. In Königsberg, he also gave a seminar for teachers, but the institutional and organizational associations between pedagogy and philosophy remained close.

The interest in pedagogy in the 19th century was boosted by the need for a proper professional training of secondary school teachers. The consequence of the growing importance of secondary-level education was the need for reliable pedagogical education (both in practical and theoretical terms) of secondary school teachers to become more apparent. The issue of whether universities were supposed to provide future teachers with just academic education or also with a practical training remained open. It was generally assumed that the task of universities was not to ensure a professional training and that the teaching profession was gained through practice and there was no space for practice at universities. On the other hand, it was expected that standalone academic education did not prepare for school work in a sufficient manner. This situation resulted in an increased interest in pedagogy, especially at German universities. Psychology, pedagogy and detailed didactics were included in the curricula of lectures and an obligatory pedagogy exam was introduced in the philosophical department. The lectures in pedagogy were usually delivered by philosophy professors and separate departments of pedagogy were not founded. However, over time, the need to establish such department or any other institutional forms started to become increasingly more urgent. Pedagogical seminars were the first to appear among such forms. This model of pedagogical education of teachers employed a formula

³ B. Milerski, B. Śliwierski, *Pedagogika [Pedagogy]*, in: *Pedagogika. Leksykon PWN [Pedagogy. PWN Lexicon]*, Warszawa, PWN, 2000, p. 144–145; S. Kunowski, *Podstawy współczesnej pedagogiki [The Basics of Modern Pedagogy]*, Warszawa, Wydawnictwo Salezjańskie, 2004, p. 26.

of a strict combination between theoretical education at university and a practical use of knowledge in lower secondary schools⁴.

The example of Germany had some influence on Austria and also on Galicia. The efforts to introduce pedagogy as a self-standing academic discipline and an academic teaching subject were undertaken at both Galician university centers – at first in Cracow and then in Lviv.

The notion of university training of teachers had its tradition in Cracow. In the late 1870s, a teaching seminar was founded within the Principial School of the Realm to train secondary school teachers. Lectures in pedagogy were conducted at the beginning of the 19th century and the first lecturer of the subject was a Czech professor of philosophy, Michał Wacław Voigt, who came from Lviv in 1805. He delivered his lectures at the Principial School of Cracow since 1809⁵. Over next several decades, until 1880–1881, at the Jagiellonian University the lecturers changed frequently and were not systematic. A bizarre concept named the Institute of Religion, Pedagogy and Greek was established in 1833 at the Faculty of Philosophy, where lectures on pedagogy were given most of the time by priests. These were rather poor-quality lectures which did not enjoy too much popularity among students and the Institute of Religion, Pedagogy and Greek was closed in 1850. Subsequently, philosophers: Józef Kremer and Maurycy Straszewski⁶ provided the lectures on pedagogy.

During the period of autonomy, increasing importance was assigned to secondary school teachers' education and the mode of training was determined by national regulations (1897, 1911), according to which the candidates for secondary school teachers needed to undertake university studies and pass obligatory exams, i.a. in pedagogy, and complete their internship at school⁷. This led the Jagiellonian University to make the first attempt to establish an institute of pedagogy and strive to improve the quality of lectures in pedagogical sciences⁸. Specifically, the first efforts to establish an institute of pedagogy were undertaken by the Faculty of Philosophy in 1875, however, they proved unsuccessful due to the Ministry's opposition. The beginning of 1880s brought some improvement to the situation as the academic year 1880–1881 was the time when Leon Kulczyński started to give his lectures. He was the first Polish extraordinary professor, who received his postdoctoral degree in pedagogy and conducted classes only in this subject. Thanks to his efforts, the lectures on pedagogy were given systematically. This is when pedagogy became definitively separated from philosophy. There

⁴ S. Baścik, *Dzieje pedagogiki...*, p. 407–408; K. Szmyd, *Twórcy nauk o wychowaniu w środowisku akademickim Lwowa (1860–1939) [The Creators of Educational Studies in the Lviv Academic Circles (1860–1939)]*, Rzeszów, Wydawnictwo Uniwersytetu Rzeszowskiego, 2003, p. 67–68.

⁵ cf. Voigt Michael Wenzel (1765–1830), in: *The Bloomsbury Dictionary of Eighteenth-Century Philosophers*, ed. by H.F. Klemme, M. Kuehn, London 1816, p. 815. The dictionary mentions other dates – 1804 as taking up a job in Cracow and 1811 in Lviv.

⁶ R. Dutkova, *Studium Pedagogiczne...*, p. 445.

⁷ Ibid., p. 444.

⁸ K. Michalewska, *Studium Pedagogiczne...*, p. 57.

were two other extraordinary professors who also taught pedagogy: Straszewski and Teofil Ziemia.

Kulczyński was an excellent practitioner – an experienced teacher of St. Anna's Lower-Secondary School and its headmaster between 1887 and 1922. He appreciated the role of practice as an active teacher. He proposed practical pedagogical courses to be created at the University, following the example of German universities. These attempts were unsuccessful, but thanks to them, one-year practical courses at St. Anna's Lower-Secondary School, which he managed, functioned quite well⁹.

This was the time when pedagogical sciences developed at the Jagiellonian University and the lack of an academic center was becoming increasingly more noticeable. Therefore, various actions were undertaken, i.a. in 1914 when the introduction of didactic courses was planned. In 1916, the Council of Faculty of Philosophy instructed the departmental pedagogical commission to prepare a reform of studies and education in secondary schools. A year later, some didactic classes and lectures were introduced in the Faculty of Philosophy. They were organized in such a manner that during each two-year cycle, the didactics of each important subject taught at a secondary-school level was included. This issue also was readdressed in public discussions, facilitated by the fact that Cracow of that time hosted numerous pedagogues coming from the Russian partition, including i.a. Jan Władysław Dawid, Aniela Szycówna and Helena Radlińska. In 1913, Dawid presented a project of the Polish Pedagogical Institute in the "Ruch Pedagogiczny" magazine – an institution meant to prepare future teachers of people's and secondary schools, conduct academic works and impact the entire educational activity in Poland. This issue was raised on the day before the outbreak of World War I by the Pedagogical Institute Society and a memorial considering proper teacher education was issued by the Society of Private Docents at the Jagiellonian University¹⁰.

Unlike in Lviv, it was impossible to create an independent organizational structure of pedagogy in Cracow. There was a self-standing academic and didactic institution at the Lviv University between 1907 and 1921 administered by Bolesław Mańkowski and enjoying high popularity, namely the Pedagogical Seminar. It prepared the participants for independent pedagogical studies and the teaching profession¹¹.

During the time preceding the restoration of independence on the Polish land, only the Galician universities educated secondary school teachers and pedagogues who could work in school administration¹². Meanwhile, a rapid increase in the num-

⁹ R. Dutkova, *Studium Pedagogiczne...*, p. 445; K. Olszewski, *Leon Kulczyński*, in: *Polski Słownik Biograficzny [Polish Biographical Dictionary]*, vol. XVI, Wrocław, Zakład Narodowy im. Ossolińskich, 1971, p. 140–141.

¹⁰ R. Dutkova, *Studium Pedagogiczne...*, p. 445–447; S. Baścik, *Dzieje pedagogiki...*, p. 408–415; K. Michalewska, *Studium Pedagogiczne...*, p. 57–58.

¹¹ K. Szmyd, *Twórcy nauk o wychowaniu...*, p. 153–155.

¹² R. Dutkova, *Studium Pedagogiczne...*, p. 447.

ber of secondary schools triggered the demand for properly trained teachers. But there were not enough of them. In 1918–1919, more than 57% out of 5,220 secondary school teachers did not have a university degree at all and only 20% had a full university degree. The Ministry of Religious Beliefs and Public Enlightenment tried to resolve the problem by organizing a series of courses for teachers. The National Pedagogical Institute was established in Warsaw in 1918, while the Pedagogical Faculty of the Free Polish University was the first institution in the reborn Poland which organized systematic secondary teachers' education¹³.

The first steps in that direction were undertaken in the university circles of Poznań. According to the German universities, the pedagogical sciences were to be treated equally to other university disciplines and included in the Faculty of Philosophy¹⁴. Another center which was granted the department of pedagogy was the Free Polish University in 1922. There were some intensive efforts to provide pedagogy with institutional forms also in Cracow. The Jagiellonian University was in favour of establishing a separate pedagogical institute – following the example of other European centers – which would be an education and academic research center¹⁵. Prof. Władysław Heinrich, a philosopher and a psychologist educated in Western Europe, was very active in this field as the founder of the first Experimental Psychology Laboratory¹⁶ in Eastern Europe.

The first institutional form of the Cracow pedagogy was the Pedagogical College, established to satisfy the need for a professional training of candidates for work in a secondary school, which was to be the seed of a future independent institution. The College was officially opened on November 6th, 1921. Until 1951, Władysław Heinrich served as the head of the institution¹⁷. He insisted on the College being an autonomous academic and didactic institution. However, the overwhelming majority of professors believed that the College should be closely related to the Faculty of Philosophy. The statute of the College, approved in July 1922, was a compromise between those two positions. It assumed that it should fulfill two tasks: educate secondary school teachers and conduct scientific activities. The College was a branch of the Faculty of Philosophy, but it had its own director elected by the Faculty Council. It also had an advisory and supervising body – the Commission of the Pedagogical College. According to the statute, the Commission

¹³ Ibid., p. 448.

¹⁴ J. Chodakowska, *Uniwersyteckie studia pedagogiczne [University-Level Pedagogical Studies]*, „Rozprawy z Dziejów Oświaty” 1994, vol. 36, p. 164–165. Compare: A. Czubiński, *Dzieje Uniwersytetu Poznańskiego w latach 1918–1939 [The History of the Poznań University 1918–1939]*, in: *Dzieje Uniwersytetu im. Adama Mickiewicza 1919–1969 [The History of the Adam Mickiewicz University 1919–1969]*, ed. vol. Z. Grot, Poznań, Wydawnictwo Naukowe UAM, 1972, p. 19, 100, 208, 256. The Department of Pedagogy was closed in 1933 by a decision of the minister.

¹⁵ Ibid., p. 151–152.

¹⁶ U. Perkowska, *Studia i kursy...*, p. 59–60; T. Heinrich, *Wspomnienie o Ojcu – Władysławie Heinrichu [A Memory of the Father – Władysław Heinrich]*, in: *Tradycja i wyzwania...*, p. 31.

¹⁷ J. Chodakowska, *Uniwersyteckie studia...*, p. 160; R. Dutkova, *Studium Pedagogiczne...*, p. 451; U. Perkowska, *Studia i kursy...*, p. 60; T. Heinrich, *Wspomnienie o Ojcu...*, p. 33.

was to be composed of the College lecturers selected by the Council of the Faculty of Philosophy – and it actually included the representatives of the Faculty, including i.a. (apart from Heinrich) Władysław Natanson, Kazimierz Nitsch, Stanisław Kot, Zygmunt Mysłakowski, Stefan Szuman and Władysław Szafer¹⁸.

The candidates admitted to the College were those who had finished the third or fourth year of university studies. They were free to continue their university course and paid only the entrance and examination fees. The College covered a one-year teaching course with 40 hours of classes per week. There were three to five hours of subject didactics per week. Practical classes took the form of a lesson observation in secondary schools and at the end the candidates taught students on their own. The course finished with an exam covering general subjects and a certificate of didactic specialty from particular lecturers. The graduates were prepared for the profession and obtained the academic census. Graduation from the College rendered them fully qualified to teach in a secondary school without the need to pass a teacher's exam. However, the graduates could not obtain a secondary school teacher diploma until completing a full year of teaching¹⁹.

High quality of studies, the ease of reconciling the academic and pedagogical training, and finally the exemption from the teacher's exam attracted candidates. During the first year of its existence, the College admitted 135 students. The peak came in 1925–1926, when the College had 411 students. However, in the 1930s, the attendance dropped as a result of an economic crisis (the lowest number was recorded in 1936–1937 as only 105 candidates)²⁰. Between 1921 and 1939, the College educated about 4,500 students. Women accounted for over 50% of the students. 2,300 people received their final certificates until 1939. The graduates of the College were, e.g., Antonina Obrębska-Jabłońska, a linguist and later a professor of the University of Warsaw or Jan Sztaudynger, a well-known writer of epigrams²¹.

The burden of didactic classes and exams was heavy. The lack of scholarships and difficulties with finding a place in student dorms intensified the problem. As a result, the period of studies extended and even made some students resign. *Graduation from the Pedagogical College was related to a considerable effort and was undoubtedly very absorbing (i.a. in terms of time). However, in hindsight, I believe it was an institution of a reliable and factual training for a teacher's profession*, recalled Stefan Wołoszyn, a graduate of the College²².

The formula of the College was extended in 1928 when the Ministry decided to organize two-year pedagogical courses for teachers of pedagogical subjects at teacher's education centers. They were intended for graduates of

¹⁸ R. Dutkova, *Studium Pedagogiczne...*, p. 449, 452.

¹⁹ Ibid., p. 457–459; U. Perkowska, *Studia i kursy...*, p. 60–61.

²⁰ R. Dutkova, *Studium Pedagogiczne...*, p. 459–460.

²¹ U. Perkowska, *Studia i kursy zawodowe...*, p. 61, 63.

²² S. Wołoszyn, *Relacja wspomnieniowa, o moich studiach w Uniwersytecie Jagiellońskim [An Account of My Studies at the Jagiellonian University]*, in: *Tradycja i wyzwania...*, p. 42.

university studies who had passed the teacher's – MA or PhD – examinations. These courses were mainly used by active teachers. The participants of those ministerial courses received either a paid leave or a ministerial scholarship, which they were obliged to pay off through their work by teaching for four years at teacher's education centers located far from large city centers. The students had to sit all the exams in the field of master's degree in pedagogy at the Pedagogical College and write their master's theses. The ministerial course was part of the College; however, it had a separate supreme authority²³. The courses probably existed until 1934, when their curriculum was unified with that one followed by the College²⁴.

The problem faced by the College on a daily basis was staffing. While it was not a significant problem to find lecturers of detailed didactics, as those were selected from a pool of academic teachers and those from lower secondary schools²⁵, the staff for general subjects was fairly difficult to select. The pedagogical psychology was first taught by Władysław Woelfle, then Henryk Rowid; the organization of education by Kazimierz Władysław Kumaniecki; school hygiene by Tomasz Janiszewski, Władysław Gądzikiewicz and Błażej Gaston, respectively; and educational legislation by Fryderyk Zoll. But there were not enough lecturers of such vital subjects as pedagogy and history of education. Under these conditions, the idea to create proper departments at the College and prepare the candidates for them returned. This time, the efforts made by the Faculty of Philosophy brought the intended result²⁶.

The issue of departments had already been raised by the Council of the Faculty earlier in the spring of 1912. An agreement emerged to establish the departments, provided that a proper candidate was found – but there was no such candidate for a long time. Heinrich had hopes for Marian Falski, but he chose to work in the Ministry of Religious Denominations and Public Enlightenment²⁷. The prob-

²³ S. Baścik, *Dzieje pedagogiki...*, p. 423; R. Dutkova, *Studium Pedagogiczne...*, p. 462–463.

²⁴ J. Chodakowska, *Uniwersyteckie studia...*, p. 164.

²⁵ Gradually, a team of lecturers selected from the best didactics in Cracow was also created. This group included i.a., Zygmunt Klemensiewicz (Polish), Juliusz Ippoldt and Jan Jakóbiec (German), Władysław Szafer (botanics), Stanisława Niemcówna (geography).

²⁶ R. Dutkova, *Studium Pedagogiczne...*, p. 453.

²⁷ Ibid., p. 453; K. Paclawska, *Wprowadzenie [Introduction]* in: *Tradycja i wyzwania...*, p. 16; K. Michałowska, *Studium Pedagogiczne UJ...*, p. 59; G. Michalski, *Zygmunt Mysłakowski (1890–1971). Działalność i twórczość pedagogiczna [Zygmunt Mysłakowski (1890–1971). Pedagogical Activities and Works]*, „Acta Universitatis Lodzensis. Folia Paedagogica et Psychologia”, No. 33, Łódź, Wydawnictwo Uniwersytetu Łódzkiego, 1994, p. 23. Compare: K. Szmyd, *Miejsce Zygmunta Mysłakowskiego w tworzeniu krakowskiego środowiska nauk o wychowaniu okresu II Rzeczypospolitej [The Role of Zygmunt Mysłakowski in Developing Education Studies in Cracow in the Second Polish Republic]*, in: *Myśl pedagogiczna przełomu wieków. (Materiały z konferencji naukowej zorganizowanej w dniach 26–27 września 2000 r. z okazji jubileuszu 600-lecia odnowienia akademii Krakowskiej i 75-lecia utworzenia Katedry pedagogiki w Uniwersytecie Jagiellońskim [Pedagogical Thought at the Turn of the Century. (Materials from the September 26th–27th, 2000 Academic Conference to Commemorate the 600th Anniversary of the Renewal of the Cracow Academy and the 75th Anniversary of the Pedagogy Department at the Jagiellonian University)]*, ed. T. Aleksandra, Kraków, Wydawnictwo Uniwersytetu Jagiellońskiego, 2001, p. 171–188.

lem was solved in 1924 when Zygmunt Mysłakowski came to the University. He received his postdoctoral degree the following year and became the head of the Department of Pedagogy in 1926, then in 1928 an associate professor²⁸. *Zygmunt Mysłakowski's joining the Department of Pedagogy was a result of several years of efforts undertaken by the head of the College [Heinrich – K.D.] to allow education of their own academic workers*²⁹ – says Renata Dutkova.

In 1928 Mysłakowski organized the Pedagogical Seminar and started to hire auxiliary staff (Feliks Wnorowski, Bohdan Chrzanowski, Tadeusz Nowacki, Stanisław Skrzyszewski). The research topics at the Department were focused on the social basis for education, contemporary pedagogical trends, didactic and pedeutological notions³⁰. Julian Dybiec, appreciating Mysłakowski's contribution to the development of pedagogical sciences, writes that he created "a new vision of educational sciences and began team work over the problems which had not been addressed in Cracow or even in Poland"³¹.

Stefan Szuman was assigned to the Department of Educational Psychology. But the attempts to establish the Department of Educational History failed³². Furthermore, the plans to create other departments – of educational sociology (designed with Józef Chałasiński in mind), pathological psychology, didactic and theory of primary education and education in general schools – were also unsuccessful³³.

As a result of the establishment of the departments of pedagogy and psychology, pedagogical studies providing education formasters in pedagogy could be organized. The pedagogical disciplines had not been separate fields of study until then. The curriculum of pedagogical studies was taking shape slowly. The reform of faculties of philosophy in 1925 gave a chance to organize the course of studies and create more convenient conditions for academic specializations. It also introduced the master's degree, which was at the same time a professional degree closing the university education in general subjects. The Act on the System of Education of 1923 maintained the principle of pedagogical education of secondary school teachers, at the same time imposing the obligation of a one-year internship³⁴.

²⁸ *Kronika UJ za lata 1926/27–1929/30 [The Chronicle of the Jagiellonian University for the period between 1926–1927 and 1929–1930]*, Kraków 1934, p. 55. The efforts to award Mysłakowski the title of an associate professor began in 1935, but the ministry delayed the publication of the professor nomination. Mysłakowski was not awarded the title until 1945. The case was similar to the earlier nomination of Szuman. See G. Michalski, *Zygmunt Mysłakowski...*, p. 32; J. Dybiec, *Uniwersytet Jagielloński...*, p. 332–333.

²⁹ R. Dutkova, *Studium Pedagogiczne...*, p. 454.

³⁰ S. Baścik, *Dzieje pedagogiki...*, p. 421; G. Michalski, *Zygmunt Mysłakowski...*, p. 26.

³¹ J. Dybiec, *Uniwersytet Jagielloński...*, p. 451.

³² The Department of Cultural History operated between 1920 and 1934, was managed by Stanisław Kot and its research focused on history and educational issues.

³³ R. Dutkova, *Studium Pedagogiczne...*, p. 453–455.

³⁴ J. Chodakowska, *Uniwersyteckie studia...*, p. 151.

The studies were opened pursuant to the Regulation of April 2nd, 1926³⁵. Regular recruitment for the studies began in the 1926–1927 academic year. The students had to pass exams in general psychology, logics with methodology and epistemology, history of philosophy, pedagogy and general didactics, pedagogical psychology and history of education and an extra subject of the student's choice. They were also obliged to write and defend their master's theses. The group of lecturers included such outstanding specialists as e.g., Władysław Henrich, Zygmunt Mysłakowski, Stefan Szuman, Jan Stanisław Bystroń and Kazimierz Dobrowolski³⁶.

The Jagiellonian University, together with the University of Warsaw, University of Poznań and the Free Polish University, were among those universities which developed a full curriculum and manner of implementation of pedagogical studies. The remaining universities (John II Casimir University, Stephen Báthory University and the University of Lublin) did not have fully organized studies of that type³⁷.

This was the time when pedagogy was under institutionalization within other Polish university circles as well. At the University of Lviv, the Pedagogical Seminar suspended its operations, but the lectures on pedagogical sciences were still delivered. In light of ineffective efforts to establish the Department of Psychology and the Department of Pedagogy, the former Pedagogical Seminar was brought back to life in 1933 and named the Pedagogical College. It was administered by Tadeusz Ajdukiewicz. The center of the College was to be the Department of Pedagogy which, however, could not be created³⁸.

The Seminar of Pedagogy and Organization of Education was established at the University of Warsaw in the academic year 1926–1927 at the initiative of Bogdan Nawroczyński. It included four-year studies training teachers of pedagogical subjects for teacher seminars and, after 1932, the pedagogical secondary schools. The graduates obtained the title of a Master of Philosophy in pedagogy. A one-year Pedagogical College was established in 1927, educating candidates for teachers of subjects for secondary schools. In the 1930s, the curriculum of pedagogical studies was also conducted by the Seminar of Educational History

³⁵ *Rozporządzenie MWRiOP z dnia 2 kwietnia 1926 roku w sprawie programu studiów i egzaminów w zakresie pedagogiki na stopień magistra filozofii* [MWRiOP Regulation of April 2, 1926, regarding the Program of Studies and Examinations in the Field of Pedagogy for a Master's Degree in Philosophy] Dz. Urz. MWRiOP 1926, No. 8 of May 15, item 81, p. 177–178; S. Baścik, *Dzieje pedagogiki...*, p. 421; R. Dutkova, *Studium Pedagogiczne...*, p. 459.

³⁶ G. Michalski, *Zygmunt Mysłakowski...*, p. 26.

³⁷ J. Chodakowska, *Uniwersyteckie studia...*, p. 152.

³⁸ K. Szmyd, *Twórcy nauk o wychowaniu...*, p. 194, 197, 213–216, 266–269, 299. Compare: J. Chodakowska, *Powstanie Katedry Pedagogiki w Uniwersytecie Jana Kazimierza we Lwowie* [The Establishment of the Department of Pedagogy at the John Casimir University in Lviv], in: *Historia wychowania w XX wieku. Dorobek i perspektywy* [The History of Education in the 20th Century. Legacy and Perspectives], ed. T. Gumuła, J. Krasuski, S. Majewski, Kielce, Wydawnictwo Wyższej Szkoły Pedagogicznej w Kielcach, 1998, p. 361–368.

and Pedagogical Doctrines and the Department of Educational Psychology headed by Stefan Bałey³⁹.

A Department of Pedagogy at the Stephen Báthory University in Vilnius was not created for a long time until 1938. Between 1920–1937 the lectures in pedagogy were conducted by Marian Massonius, a philosopher. It was not until the autumn of 1938 that Ludwik Chmaj⁴⁰ took over the management of the Department.

Thanks to the activity of the Pedagogical College, Cracow became an important center of pedagogical work. Regarding the operations of the College, new departments were established, including the Department of Pedagogy, a specialist academic library and a therapeutic and educational counseling center for difficult children managed by Mysłakowski (hence the initiative to establish the Pedagogical Institute in Katowice, headed by Szuman, and the Academic Pedagogical Society).

The outbreak of World War II put a stop to the dynamic development of pedagogy at universities in Cracow. However, after the end of the war, the Department of Pedagogy restarted functioning⁴¹ with pedagogical studies organized according to the pre-war rules. The 1940s and 1950s were a difficult time for Cracow pedagogy due to the political backdrop. A rapid collapse of the College started after 1945 and ended with its dissolution in 1952⁴². The College, as stated by Renata Dutkova, became *an experiment of the interwar period*⁴³. It was reactivated only in 1991.

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⁴⁰ W. Szulakiewicz, *Ludwik Chmaj (1888–1959). Zarys biografii i twórczości pedagogicznej [Ludwik Chmaj (1888–1959). An overview of Biography and Pedagogical Work]*, „Rozprawy z Dziejów Oświaty”, 2003, vol. 43, p. 164, 167; M. Przeniosło, *Habilitacja z pedagogiki w II Rzeczypospolitej [The Habilitation in Pedagogy in the Second Polish Republic]*, Internet, (access: 25.08.2018 r.), available at: https://www.google.com/search?q=cejsh.icm.edu.pl%2F...%2FMalgorzata_Przenioslo_Habilitacja_z_pedagogiki_w_II_Rzeczypospolitej.pdf&ie=utf-8&oe=utf-8&client=firefox-b

⁴¹ Efforts to establish the Institute of Pedagogy were undertaken in the late 1960s and reached a successful conclusion in 1968.

⁴² R. Dutkova, *Studium Pedagogiczne...*, p. 454, 467; K. Paćławska, *Wprowadzenie...*, p. 17–18.

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The beginnings of the Institutionalization of Pedagogy in Cracow

Summary

Aim: The goal of the article is to shed light on the process of institutionalization of Polish pedagogy using the example of Cracow. Pedagogy started functioning as a self-standing academic discipline in the 19th century.

Methods: The analysis of documents.

Results: Each self-standing academic discipline is characterized by a strict specification of the subject and purpose of research, but a very important criterion is the institutional one. The analysis of documents proved that the institutionalization of pedagogy in the Polish territories took place only in the interwar period. The first institutional form of the Cracow pedagogy was the Pedagogical College established to satisfy the need for a professional training of candidates for work in a secondary school, which was to be the seed of a future independent institution (1921). The next was the Department of Pedagogy (1926). As a result of the establishment of the departments of pedagogy and psychology, pedagogical studies providing education formasters in pedagogy could be organized (1926).

Conclusions: The establishment of the Pedagogical College, university studies and the Department of Pedagogy enabled a dynamic growth of pedagogy as an academic discipline and a course of study in Cracow. These developments created a basis for and tradition of Polish pedagogy.

Keywords: pedagogy, institutionalization of pedagogy, Cracow, Jagiellonian University.