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## The qualifications of teachers in Polish primary education in the Silesian Voivodeship (1922–1939) against the background of methodological research questions

When participating in an international discussion concerning contemporary teacher education, a historian cannot but remember that every pedagogical phenomenon has its tradition, historical background, and antecedence. Therefore, I will begin my historio-andragogical analysis with an outline of the territorially, socially, religiously, and culturally complex situation in the province (voivodeship) of Upper Silesia.

The history of the region shows that the roots of the Upper Silesians are Slavic tribes. However, this borderland territory was crisscrossed by various national and cultural influences, not only Polish and Czech, but also German. This led not only to wars, but also coexistence, which resulted in civilizational progress, with the degradation of the natural environment, due to a predatory coal economy. The Polish social environment was also annihilated, thus it had to be supported by developing education. In this culturally and nationally complex situation, it was good for the Polish Silesian community to find themselves under the influence of the Catholic Church and its evangelization already by the 13th century. This is why, in the ages that followed, the Polish people identified the defence of their small homeland with the fight for God and family. With the passage of time, the circle of Silesian proponents grew — public figures devoted to the “matter of state,” who understood that the shaping of the Silesian character is dependent on tradition and upbringing. Thus, they opened schools where the young generation was taught by Polish teachers. As years went by, a growing body of Polish pedagogues made their pupils aware of the national tradition and

culture: during the partitions, the First World War, the Silesian uprisings and in the times of the Silesian province.

While searching for facts and phenomena that shaped the qualifications of Polish primary educators in the Silesian province — a borderland — I had to take into account many methodological difficulties, which I mention at the beginning of this paper.

In Upper Silesia and Cieszyn Silesia, the years 1922–1939 were difficult for Polish schools, which made the subject of my research a very complex one. At the same time, I realized that not every historical or regional text can be useful for the creators of the contemporary model of educating teachers, help pedagogues and education workers in learning and understanding the laws of historical development of the qualifications of primary education teachers which are the function of the socio-economic, political, and cultural condition of the researched period. Thus, the defined subject of research in the present text intends to help people interested in the professional changes in education in extracting practical knowledge from the past. Therefore, I tried to make sure that the reflections on the subject were not limited only to conveying historical knowledge concerning educating pedagogues, but also served as commentaries and assessment. I have shown the role and significance of educating pedagogues for primary schooling at that time (1922–1939) in such a way, so as to make it easier for a contemporary reader, a student of pedagogy, a teacher or an interested professional a sound and profound understanding of their origin and the implementation of the present tendencies in educating teachers in light of the positive experiences of the past.

I would also like to mention that to reach the intended research goal through the search for fact and phenomena connected with the subject; I have adopted a retrospective method. Therefore, I had to familiarize myself with the forms of educating Polish teachers in the following periods on “higher” levels. I have thus considered the forms of educating pedagogues in the Silesian Voivodeship (the “lower” levels) in light of the better known qualities — which are “higher.”

When it comes to the matter of regionalism, as such was the character of the research presented in this text, I have strived for the knowledge on the subject of the Silesian Voivodeship not to be circumstantial or “monumental,” that is, praising a particular pedagogue or glorying a particular educational institution. Furthermore, all the presented facts concerning the education of Silesian teachers have been commented upon from a general, theoretically interdisciplinary perspective: pedagogy, adult psychology, andragogy, sociology, etc. I wanted the research subject to be well explained and included within the mainstream of educational, social, and cultural changes in Poland and in the world.

I hope that in the light of the above remarks, the present text possesses an academic and educational value, and thus it will enable the reader to understand, albeit fragmentarily, the process of educating teachers in the years 1922–1939.

During the period of the Polish partitions, from 1775–1794, the form of educating teachers on Polish lands was not uniform. For instance, before World War I, the preparation of pedagogues for teaching in the first grades was conducted in teacher seminars. The graduates taught all subjects and bore the title of “Primary teacher,” after having fulfilled certain requirements, including graduation from a government middle school, and conducting a trial lesson (*Sprawy szkolne* 1904, p. 74).

After Poland regained its independence in 1918, new possibilities for change in education were perceived, as well as other tasks that should be completed during classes. Henryk Rowid commented on the subject in the following way: “In the reborn Polish school, the teacher will develop a child’s thought and heart, shape his or her speech on the patterns created by the most outstanding masters of the Polish language. Yet, the child expresses his or her feelings, thoughts and goals not only through words, but also by other means [...]” (Rowid, 1918, p. 173), which must be used by pedagogues. Unfortunately, the prevalence of general schooling over a vocational one, and the short period of educating teachers before World War I did not allow them to successfully prepare their pupils for life in the new social, political and economic reality in Poland, including Silesia.

Taking into consideration the necessity of recognizing the professional preparation of teachers for successful education on the primary level, it became important to begin the analysis with a characterization of the typical stances of psychologists and pedagogues pertaining to the possibilities of the intellectual and personal development of a child. These issues can be reflected upon on at least three levels, including: the naturalist conception of upbringing,<sup>1</sup> the so-called pedagogical sociology,<sup>2</sup> and the combination of both trends, or the theory of two factors (convergence). The researchers interested in this issue asked the following question: can one and the same

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<sup>1</sup> The naturalist conception of upbringing was also known as bio-psychological, nativist or paidocentric. Its representatives identified the process of educating an individual with the process of his/her spontaneous natural, physical, and psychological development and growth (e.g. É. Claparède, *Szkola na miarę*. Warszawa 1928; E. Key, *Stulecie dziecka*. Warszawa 1928).

<sup>2</sup> Pedagogical sociology is a trend in pedagogy: its creators identified the process of upbringing with the shaping of an individual by a social community and the surrounding environment. Upbringing was to be an environmental process of the shaping of an individual according to a socially defined type (see F. Znaniecki, *Socjologia wychowania*. Vol. I, *Wychowujące społeczeństwo*. Warszawa 1928. Vol. II, *Urabianie osoby wychowanka*. Warszawa 1930; J. Chałasiński, *Szkola w społeczeństwie amerykańskim*. Warszawa 1936).

school, with the same methodology and curriculum be equally suitable for a child from a village and a child from a city?

These issues were particularly important during the period of the shaping of Polish education and deciding upon the qualification of Polish teachers, in the context of pronounced class differences and political pressure. It must be mentioned that attempts at adjusting the school curricula to a particular environment were already conducted abroad, in, for instance, Germany: Heywang (1918), Bode and Fuche (1925). Psychologists tried to define the sources and the nature of psychological differences between a city and a village child. They indicated four main reasons responsible for those differences, namely: the connection of village children with nature, their healthy psychological and physical condition, certain inherited features and special social relations.

The research results and achievements of many outstanding psychologists, such as: Ernst Meumann (1862–1915), Alfred Binet (1857–1911), William Louis Stern (1871–1938) were referred to by Maria Grzywak-Kaczyńska (1886–1979). It is important to mention that she was born in Sosnowiec, which is considered to be on the border of the Silesian Voivodeship, and which has a different 'culture' than Silesia. She can be regarded as a teacher, pedagogue, and a psychologist, as she completed her studies in the National Pedagogical Institute in 1923, under the guidance of Józefa Joteyko and in the years 1925–1927 deepened her knowledge of psychology in Geneva, under the supervision of Édouard Claparède and Jean Piaget.

It is a pity, however, that after her return to the country, she came back to Warsaw to cooperate with Joteyko, instead of affirming her ties with her birthplace. Her academic background and work experience would have proved very useful in the Pedagogical Institute in Katowice. Maria Grzywak-Kaczyńska, as a psychologist and pedagogue educated in a modern fashion, mirrored the research of world-famous psychologists. Full of initiative, she established psychological and pedagogical criteria for enrolling children into the first grade of primary school, cooperating with Helena Radlińska. She also specialized in didactic testing, and she prepared sets of tests for measuring the student's level of knowledge and thinking, for use by teachers (Grzywak-Kaczyńska, 1931; 1933). The results of her research indicated that the shortages in intellectual development of village and working-class children were caused by social inequalities — the poverty of family environments, which suggested to the organizers of teacher education the necessity of establishing institutional forms of supplementary education for primary teaching staff, on a level higher than before. I believe that Grzywak-Kaczyńska contributed not only to the popularization of achievements of world applied psychology in Poland, but taking into consideration the health and the environment of children, she convinced the pedagogues of the ne-

cessity of diagnosing, and if necessary, implementing psychotherapy, which was adjusted to the individual needs of a pupil.

Also, Bogdan Nawroczyński (1882–1974), born in Dąbrowa Górnicza [which is a city on the border of the Silesian Voivodeship and shares much the same ‘culture’ as Sosnowiec], did not perceive the difficulties in teaching children in their hereditary burden, but rather in their imperfect environment, which was ill-suited to their psychological and social needs. Before postulating this thesis, he completed studies in philosophy in Berlin and Leipzig, and then studied experimental psychology under the supervision of Wilhelm Wundt. It was therefore beneficial that in the years 1917–1924 Nawroczyński became the primary school inspector in the Ministry of Faith and Public Enlightenment, as he possessed a sound knowledge of the condition of teacher’s professional training (1930; 1932; 1934; 1938).

The stance represented by Nawroczyński (1923, p. 303), and in particular, the project of child selection based on aptitude differences,<sup>3</sup> was referred to by Władysław Radwan (1884–1963). This pedagogue, with academic and teaching experience, occupied the position of a school inspector from 1918, and later became the head of the Department of Teacher Education for Primary Schooling in the Ministry of Faith and Public Enlightenment, and then, in the years 1931–1934, an academic teacher in the National Teacher Institute in Warsaw. Radwan’s professional experience negated the forms of pedagogical selection, as he researched that the aptitude of 12-year-old children is not yet fully formed. Apart from that, he believed that such a selection would harm village and working-class children by closing in front of them the doors to further education. This is why he postulated the opening of the seven-grade primary schools identical for all children, and upon that basis further vocational schools for the less ‘talented’ ones (Radwan, 1925; 1934).

The discussion of the subject of the shape of primary education, and in particular, the place of students living in strongly differentiated family environments was also joined by sociologists, the most important being Jan Stanisław Bystroń (1892–1964) (1930; 1933). The result of the arguments over the shape of Polish primary education was the conviction which many of them shared that the student’s educational career was supposed to lead to inner perfection with the assistance of well-prepared teachers.

Unfortunately, the education reforms in Poland were impossible to implement in the early period after regaining independence, for both political and economic reasons (Rowid, 1934). As a result, schools employed

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<sup>3</sup> Nawroczyński was in favor of a seven-year primary education, but suggested its differentiation in the fifth grade, based on the level of the pupil’s intelligence. He stated that “pedagogical and vocational councils should be established. Their task would be to test the student’s aptitude, and on that basis, to give advice concerning their choices and an appropriate school.”



unqualified teachers: ones that finished sixth, fifth, or even the fourth grade of general high school, sometimes even lower. Due to such difficulties in educational personnel, thanks to the initiative of the Head Administration of the Union of Primary Education Teachers, in 1919 pedagogical courses were created. Initially, they were of a private character, as financial subsidies for their development mostly came from local governments. Only after two years, they were taken over by the Ministry of Faith and Public Enlightenment and given the name of National Teacher Courses. It was written in the National Statute that these courses are available only to the full alumni of general high schools. Unfortunately, due to the continued severe shortages in primary education, the prerequisites for the candidates were very quickly lowered. Sometimes it was enough to be 17 years old and have completed the sixth grade of high school to become a participant (Rowid, 1931).

As the analyzed documents suggest, teachers after World War I had very differentiated and low levels of preparation for working in primary education. The Ministry of Faith and Public Enlightenment introduced a division into permanent and temporary teachers by the Act of the 27th of May 1919 concerning the employment and salaries for the primary school teachers. The former ones were required to: possess legally acknowledged academic and health qualifications, as well as three years of continuous experience in teaching in a public or private primary school, with the right to further teaching. All other teachers were treated as “temporary” and were obliged by the Act of 1919 to pass supplementary exams by the 31st of January 1925.<sup>4</sup> Legal acts passed in 1926 introduced a series of amendments to the professional qualifications of primary school teachers, with the particularly important act concerning “teacher’s professional relationships.”<sup>5</sup>

Due to the shortage of sufficiently prepared teachers, the Head of the Country established in the pre-war years, two-year Pedagogical Seminars by the decree of February 8th, 1919, as an institution for the preparation of qualified teaching staff. The seminars accepted alumni of the seven-year primary or division school, as well as after the third-grade of lower middle school. The education took five years, and Polish curricula were taught (cf. *Preparandy nauczycielskie*, 1922).

The Silesian province (1922–1939) remained under an autonomous government, which was favorable for establishing legal, educational, social, and economic autonomy. Among many matters important to the local government were education and schooling. The Silesian Parliament possessed

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<sup>4</sup> Ustawa o ustaleniu i wynagrodzeniu nauczycieli publicznych szkół powszechnych z dn. 27 V 1919 roku. Dziennik Urzędowy Ministerstwa Wyznań Religijnych i Oświecenia Publicznego. 1919, nr 14, poz. 1.

<sup>5</sup> Ustawa o stosunkach służbowych nauczycieli. Dziennik Urzędowy Ministerstwa. WR i OP 1926, nr 13, poz. 163.

a certain competence concerning the shape and the development of primary and middle schooling. This is why immediately after its constitution, it began to develop the network of Polish primary, vocational, and middle schools, it supplied them with textbooks and other teaching materials, and organized the training of teachers, which became a priority. These tasks were given to the Department of Public Enlightenment, which was part of the Silesian Provincial council. The voivodeship was divided into 16 school districts. 189 753 children were enrolled in primary schools in the school year 1922/1923, including 161 821 children in Polish primary schools. They were taught at 503 primary schools, where 435 were Polish and 63 were German (Ręgorowicz, 1929). Unfortunately, as Szefer writes, the most important matter in the institutionalized forms of teaching was the employment of qualified teaching staff of Polish origin. The absence of native teachers with appropriate authorization resulted in the employment of teachers who had finished pedagogical courses that lasted only several weeks, including teachers from other regions of Poland, especially from Małopolska [the province of Cracow] and the so-called Congress Poland [the area of Warsaw and its environs] (Szefer, 1963). This data was confirmed by Madeja (1960), who writes that in September 1925 in Upper Silesia, there were 2 146 teachers from outside of Silesia, constituting 53 percent of the total body of the teaching staff.

**Table 1.** Polish teachers in Upper Silesia in the years 1922–1928

Year	Total number of teachers	Teachers	
		with qualifications	without qualifications
1922	2 876	2 264	612
1923	2 399	1 798	601
1924	3 666	3 156	510
1925	3 787	3 387	400
1926	3 780	3 487	293
1927	3 912	3 785	127
1928	4 068	4 059	9

Source: Janicki, S. (1932). *Dziesięć lat przynależności Śląska do Rzeczypospolitej*. Katowice, p. 18.

Stanisław Janicki adds (Table 1) that the difficult situation with pedagogically qualified staff in primary schooling systematically improved, as by the end of 1922, there were 2 876 teachers in total, including only 612 without proper professional training. Unfortunately, among the first group, there were 30 people with the lowest qualifications, the so-called Rector's examination, 95 pedagogues with Department examination, six teachers



who completed the Higher Teacher Course, and only ten with a university diploma. In 1926, the number of pedagogues increased to 3780, with only 293 unqualified. Two years later, in the total number of 4068 primary school teachers, only nine were unqualified (Janicki, 1932).

Two hundred and fifty-five alumni left Silesian pedagogical seminars every year, in 1927/28 in the Silesian province, 1500 students attended nine institutionalized forms of teacher training (Janicki, 1929). They were shut down in 1932, and in their place three-year Pedagogical High Schools were established, which recruited candidates from middle schools. These institutions were considered a lower form of teacher training. Yet there was still a shortage of qualified teachers, so even earlier, on the 19th of April 1928 a new form of schooling was established — the two-year Pedagogium. It accepted candidates who finished a General High School. They were first established in Cracow, Warsaw, and Lublin, then in other Polish cities (Rowid, as cited in Dzierżyński, 1968).

Humanists, including pedagogues and psychologists, commented on the personality features and professional competence of teachers. They considered the following problem: are young people, 16 years of age, socially and psychologically mature enough and certain of their vocation for the responsible work of upbringing children? The result of the academic discussion and efforts of many outstanding teachers and representatives of the Polish Teacher's Union was the working-out and announcing of a proposal of opening three-year Pedagogical Institutes for middle school alumni wanting to become teachers. This form of education was justified with regard to a fuller methodological, psychological, and pedagogical preparation of primary education teaching staff (1968).

Unfortunately, the opening of the Pedagogical Institute in Katowice, the higher form of educating Silesian pedagogues, became possible only in 1928. This was despite the strong efforts on the part of the Silesian local government, who, considering Polish teachers to be pioneers in general public education, appealed to the officials in Warsaw. In this way, in Silesia, in the context of the broadened responsibilities of pedagogues, concerned with maintaining the educational influence in a more extensive social environment, it became important to implement exams that would affirm the methodological and pedagogical skills of the working teacher staff, particularly those who possessed relatively low qualifications and at the same time had much experience in teaching. Education officials in the Silesian Voivodeship assumed that full vocational preparation, especially on the practical side, would be acquired by a pedagogue who completed certain professional courses. Unfortunately, as Mrozowicz writes, "Polish National Examination Regulations," in effect since January 1st, 1929 were introduced in Silesia only on August 7th, 1933 (1968), which was a tremendous loss for the directed

self-education of teachers in that region. As a consequence, this decision limited the effectiveness of upbringing students in such a politically, economically, culturally, and educationally complex territory that was pre-war Poland.

Taking into consideration the Geneva Convention, ethnic minorities had the right of organizing education in their own language (Korowicz, 1938; Noszczyńska, 1939).<sup>6</sup> Therefore, in Polish primary schooling it was necessary to develop in students the idea of national education. Especially because the process of regaining awareness in this field was very slow in Silesia. Enrolling children in German schools even in 1927 is evidence of this fact. As a result, (?) Maurer — the spokesmen of German education, by the command of the League of Nations sent to Polish schools 60 percent of children enrolled in German ones (Korowicz, 1938; Noszczyńska, 1939). This situation took place despite the fact that the network of Silesian Polish schools was already sufficient, though incomplete, and already better developed compared to other Polish provinces (Janicki, 1929). I will highlight this situation further, following Jan Kandora that also many teachers possessed good national awareness, as during the education process they tried to impart in their students the ideals of a Christian and patriotic upbringing, as well as the respect for the rights of other nations. This issue became important for shaping appropriate relations between Silesians and foreigners in the region (Kandora, 1935). Despite many national and regional difficulties connected with opening higher forms of educating primary school teachers in the Silesian Voivodeship, the pedagogues seemed to have developed the personal interests of their pupils.

Certainly another contribution to the sound preparation of teachers on an appropriately high level was the fact that when the Silesian Voivodeship was formed, there were already two functioning Male Teacher Seminars in Tarnowskie Góry and Borek near Cieszyn (Kandora, 1935). Without a doubt these „forges” of teacher education were insufficient in the fact of the great demand for qualified pedagogical staff. Thus, already on the first session of the Silesian Parliament, held on October 10th, 1922, an act was presented to be passed, concerning the creation of two new teacher seminars in the region, in Mysłowice and Pszczyna. It was passed on December 13th, 1922, with an act concerning two new seminars and training schools — a Male Seminar in Pszczyna and a Women’s Seminar in Mysłowice.<sup>7</sup> The latter of

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<sup>6</sup> The agreement was passed in Geneva on May 15th, 1922. The convention was affirmed by an act of the Polish Republic Parliament on May 21st, 1922 and ratified by the Head of the Nation on June 6th, 1922.

<sup>7</sup> Sprawozdanie Komisji Szkolnej z posiedzenia z dn. 30 XI 1922 roku. Druki I Sejmku Śląskiego, druk nr 67; Projekt ustawy dotyczący utworzenia dwóch Seminarium Nauczycielskich w górnośląskiej części woj. Śląskiego. Druki Sejmku Śląskiego, załącznik do druku nr 67; Rozporządzenie z dn. 10 VII 1922 roku w przedmiocie utworzenia dwóch

those institutions functioned for only five years, as in its place, a Bodyguard Seminar was established. This is why the Silesian Parliament made a decision to create a five-year Women Teacher Seminar in Nowa Wieś, which was called into existence in the following year, on August 5th. This institution was important for its high didactic level and the fact that in the educational complex, it functioned as a training school.<sup>8</sup>

Despite many important decisions of the Silesian Parliament concerning the development of teacher training institutions (their result was seven functioning seminars: four male and three for women), the condition of qualified staff in the province was not satisfactory. As the report of the Budget Board of Silesian Parliament for 1925 indicates, the interest in teacher education and training was still high. This is evidenced by the established courses, including 11 for unqualified teachers, five methodological, seven so-called departmental, that is, raising teachers' competencies in various subjects. Courses were held for pedagogues from all kinds of schools, usually during the summer holidays.<sup>9</sup>

In order to better explore the social usefulness of educating teachers on higher levels, I have presented data concerning the number of children enrolled in Polish schools. In terms of the Upper Silesian part of the province, in 1928, for instance, out of the 28 300 candidates for school, 25 250 enrolled in Polish ones, 91.7 percent, which indicates a large increase when compared with the previous years (Ręgorowicz, 1929). This was probably caused by an effective national education program, purposefully provided by more and more qualified teachers for adults, particularly parents. Teofil Łaciak wrote that some pedagogues developed different kinds of patriotic activities, such as Christmas evenings for local communities. Unfortunately, many mothers — who worked hard and long hours — did not have the possibility of becoming interested in results of the teaching of their own children (Łaciak, 1934).

This is why another important reason for mobilizing the organizers to provide a sound and deepened teacher education was the large number of

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Seminariów Nauczycielskich w części górnośląskiej woj. Śląskiego. Dziennik Ustaw Śląskich 1922, nr 6, poz. 28.

<sup>8</sup> Ustawa z dn. 5 VIII 1923 roku w przedmiocie utworzenia Żeńskiego Seminarium Nauczycielskiego w Nowej Wsi w górnośląskiej części woj. śląskiego. Dziennik Ustaw Śląskich, nr 28, poz. 158: Sprawozdanie Komisji Szkolnej w sprawie założenia Żeńskiego Seminarium Nauczycielskiego w Nowej Wsi. Druki Sejmu Śląskiego, nr 197, nr 266.

<sup>9</sup> Sprawozdanie Komisji Budżetowej z preliminarza budżetowego woj. śląskiego na 1925 rok; Okólnik z dn. 23 II 1924 roku do Powiatowych Urzędów Szkolnych w górnośląskiej części woj. śląskiego w sprawie kursów wakacyjnych dla niewykwalifikowanych nauczycieli w roku szkolnym 1923/24. Dziennik Urzędowy dla Okręgu Szkolnego Śląskiego. Katowice 1924, s. 152; Okólnik z dn. 1, 2, 3 II 1924 roku w sprawie Wakacyjnego Kursu Nauczycielskiego. Dziennik Urzędowy dla Okręgu Szkolnego Śląskiego. Katowice 1924.

working-class families in the Silesian area, where many mothers were factory workers and house maids. Their activities outside their own families and the lack of jobs for young people resulted in the necessity of establishing an eight-grade primary school, so that they would not remain without care. Unfortunately, Silesia was troubled by the serious problem of "street students." This phenomenon was especially serious during the economic crisis, for instance in 1936–1937 there were 10 879 such cases (Pszczółka, [1938]). Because of this serious educational problem, the schooling of teachers on a high methodological, ethical, and subject level became very important. The increase in the number of teachers, including teachers well prepared in the fields of pedagogy and psychology was a necessity, as it was decisive in terms of the efficiency of re-socialization of frequently demoralized students. However, the process of educating teachers of both sexes was interrupted by the so-called Celibacy Act of the Silesian Parliament from March 29th, 1926, which required all female teachers to stop working in their profession directly after marriage. Undoubtedly, this decision caused a loss of many female teachers who were valuable in professional and personal respects. They were certainly not replaced, especially in the primary schools in the villages, in the working-class environments of Upper Silesia and girl middle schools across the whole province.

Summing up, the conducted analysis and reflections allow for the following statements:

1. The functioning of pedagogical seminars for young Polish people in Upper Silesia and the Duchy of Cieszyn during the time of the partitions resulted in the preparation of teachers for primary education, who became strongly engaged in the process of national changes in this region after World War I.
2. The educational authorities in the Silesian Voivodeship (1922–1939) reactivated pedagogical seminars, and the Silesian Parliament assigned significant financial funds for the organization and development of new forms of teaching and supplementary schooling for primary education teachers, including poorly qualified ones.
3. The universal process of educating currently working teachers and the candidates for the profession on different levels resulted in complete fulfillment of the demand for primary education staff in the Silesian province.
4. Many primary education pedagogues in Upper Silesia could successfully develop the personal interests and patriotic attitude of their pupils, since they continued their education and gained further qualifications in educational institutions on higher levels.

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Qualifications des instituteurs de l'enseignement général polonais  
en Silésie (1922—1939)  
dans le cadre des prémisses de recherche méthodologiques

Résumé

Le but de la présente étude est de déterminer dans quels domaines les qualifications des instituteurs de la voïvodie de Silésie (1922—1939) étaient utilisables dans la formation des élèves de l'enseignement général polonais.

En employant les documents de référence qui étaient accessibles, et en s'appuyant sur les prémisses de recherche méthodologiques, l'auteur a caractérisé et évalué l'image des formes de l'éducation et de l'instruction complémentaire des pédagogues travaillant dans l'enseignement général.

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Kwalifikacje nauczycieli polskiego szkolnictwa powszechnego  
w województwie śląskim (1922—1939)  
na tle metodologicznych przesłanek badawczych

Streszczenie

Przedmiotem badań niniejszych studiów jest ustalenie, w jakich zakresach kwalifikacje nauczycieli województwa śląskiego (1922—1939) były przydatne w edukacji uczniów polskiego szkolnictwa powszechnego.

Autorka, wykorzystując dostępny stan bazy źródłowej, scharakteryzowała oraz oceniła obraz form kształcenia i doksztalcania pedagogów szkolnictwa powszechnego, kierując się metodologicznymi przesłankami badawczymi.