

RUCH PEDAGOGICZNY

"Ruch Pedagogiczny"* is the oldest pedagogical journal in Poland, where the most eminent Polish pedagogues have published their articles since 1912. For over 111 years, its mission has been (and still is) to create a space open to discussions about pedagogy and upbringing. The journal provided an opportunity to present a critical look at current problems and to develop innovative ideas, and its most important function was to disseminate the achievements and results of pedagogical research in the teaching community.

*"Pedagogical Movement"

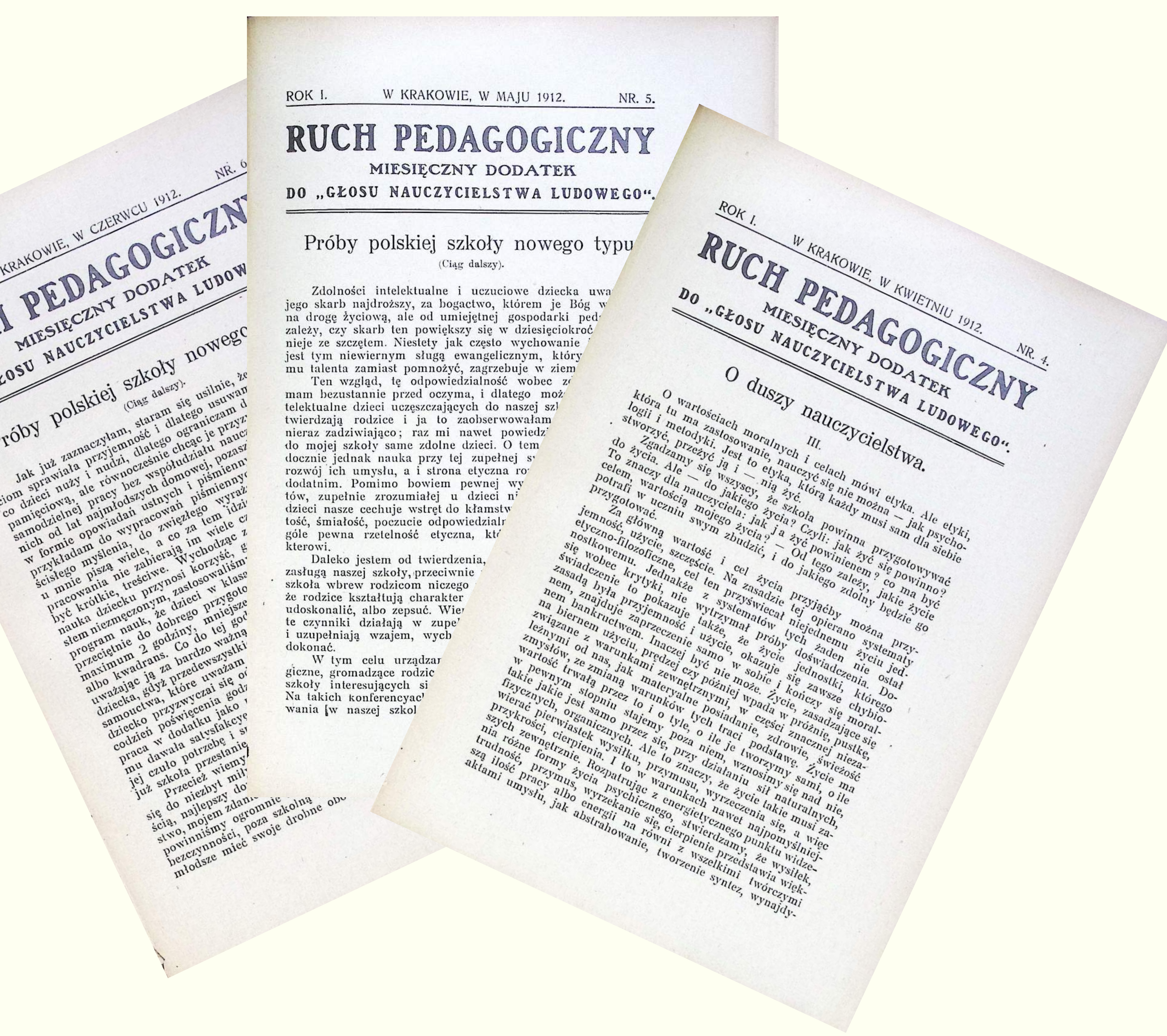
The "Ruch Pedagogiczny" was born in January 1912 as a special supplement to the "Voice of the People's Teachers", a magazine created in December 1905 at the meeting of the so-called Questionnaire in Krakow.

With the help of this publication, we want to acquaint the widest possible spheres of teaching with the modern pedagogical movement (Editor's note, p. 2)

- we can read in the introduction opening the first issue of "Ruch Pedagogiczny" in 1912.



The Cover of „Głos Nauczycielstwa Ludowego” (“The Voice of Folk Teachers”) from 1916 r.



The pages from „Ruch Pedagogiczny”

Since its inception, the journal has been the main source of information for thousands of Polish teachers about the progressive changes in world pedagogy and the emerging educational ideas and concepts. This was possible thanks to a group of great Polish humanists and pedagogues, exceptional people, who saw education as an opportunity for the revival of a modern state. In their articles, the authors preferred to talk about the necessity of professionalism and proper preparation for the profession instead of the teaching mission.

ANNEXATION

The beginnings of the journal date back to the period before the First World War, when, in addition to problems with the lost statehood, there was over 30% illiteracy in Poland, and the education system of the society was very poorly organized. In such a situation, Polish pedagogues and teachers had to face many difficulties and obstacles.

1

First of all, **there was no Polish state**. For 117 years, the lands inhabited by the Polish population were within the borders of other, fundamentally hostile countries – Russia, Prussia and Austria-Hungary. Each of these countries pursued a policy of either Russification or Germanization of Polish children and youth, although with different intensity at different times.

2

Secondly, **Polish education as such did not exist**. Schools with Polish students and teachers functioned within the educational systems of the partitioning countries. With all the consequences for the content of teaching and the quality of education.

3

Thirdly, **the Polish teachers, divided between the partitioning powers, were just beginning to organise themselves**. Trade unions or associations gathering teachers from various partitions of Poland were established after Poland regained its independence.

4

Fourth, and finally, **modern education systems providing universal, high-quality education have only recently begun to emerge**. Admittedly, the states defined the basic organisational requirements to which schools were subjected, the minimum qualifications of teachers or the content of the curriculum, but there could be no question of regulating these issues in such a way as is the case today. The partitioning powers put particular emphasis on political control of what was happening in schools (for obvious reasons, especially in the areas of former Polish).



"Map of Europe, 1900, source mapsofantiquity.com"

SOCIAL MOVEMENTS

In the three partitions, **great social movements** were developing, mobilizing more and more people – socialists, social democrats, Christian democrats, liberals, conservatives, national democracy.



Primary School in Pomyje, 1912, source: www.wikipedia.pl



Students and teacher of the primary school in Kasina Wielka, 1918-1939, source: National Digital Archives

Teachers, as the best-educated part of Polish society, played a significant role in all these movements. They also organized themselves – legally or illegally, depending on the conditions they encountered in the partitioning countries. In the Kingdom of Poland, legal activity was very difficult. In 1905, however, the **clandestine Union of People's Teachers** was formed, which, in secret from the tsarist Okhrana – the political police – managed to organize the famous **teachers' convention in Pilaszków**. The congress turned out to be a breakthrough event for Polish education in the Kingdom of Poland.

How did this happen? It all started with the **Krakow Questionnaire** – an initiative organizing Polish teachers from the Austrian partition, who had been active in a number of smaller organizations, including m.in Pedagogical Society, the Ruthenian Pedagogical Society (the word "Ruthenians" referred mainly to teachers of Ukrainian nationality at that time), the Society of Folk Teachers from Nowy Sącz, the Society of Mutual Aid of Teachers and many other local associations of this type.



Public school in Jablonka, 1927, source: National Digital Archives

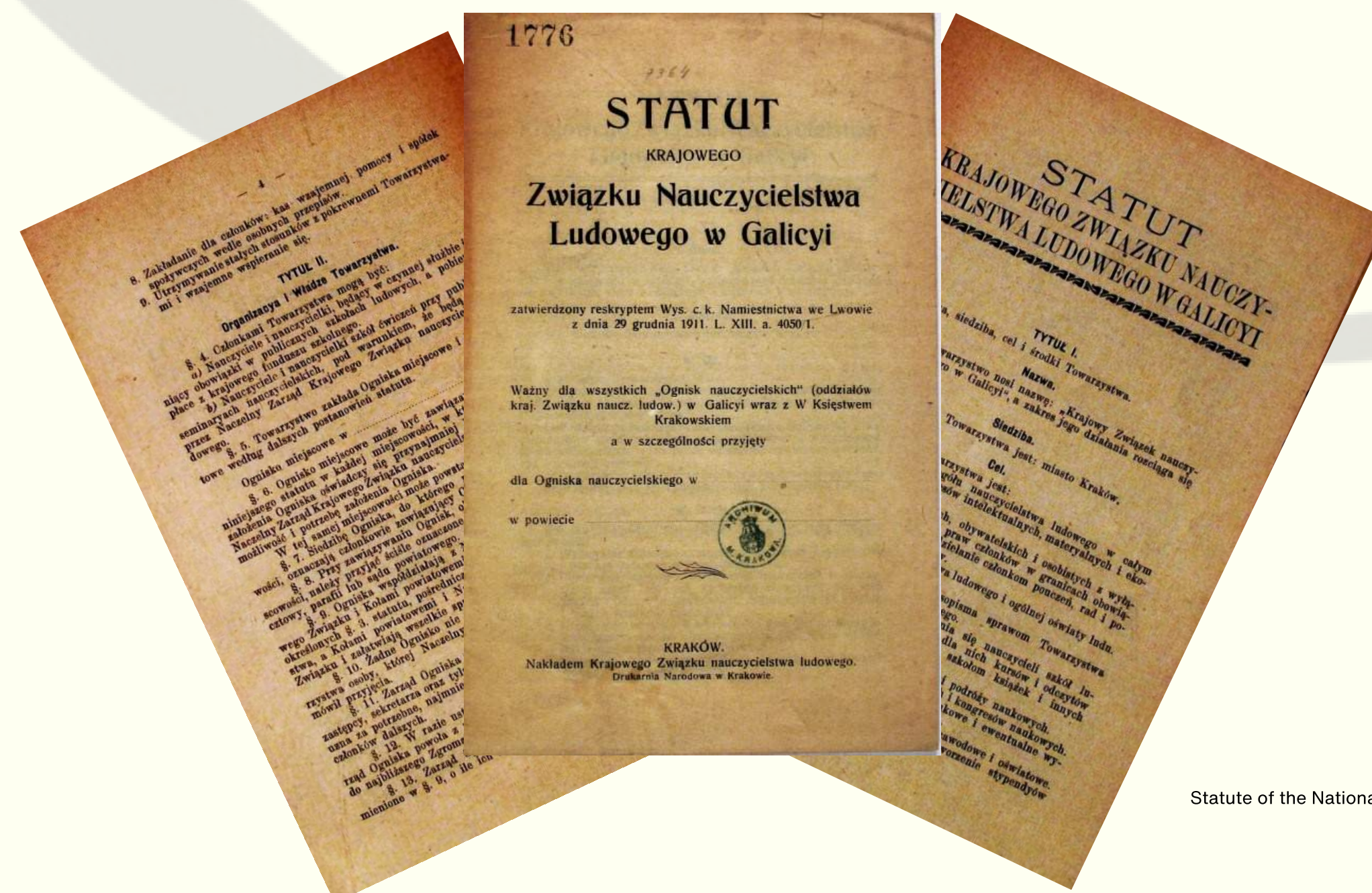


Cover and page of the Primer published by the TCL in 1909, source: National Library

On 28 December 1905 in Cracow, the meeting of the Questionnaire was attended by 520 delegates – folk teachers representing 63 districts of Galicia. It was then that the **National Union of People's Teachers in Galicia** was established, the program of the organization was adopted and the journal **"The Voice of the People's Teachers"** was created. The idea was to unite the separate, fragmented organizations and give them a single ideological feature

[Grześ, B. (eds.). (2005). *People, Facts, Matters, Events.*, Warsaw, Polish Teachers' Union, pp. 35–37.]

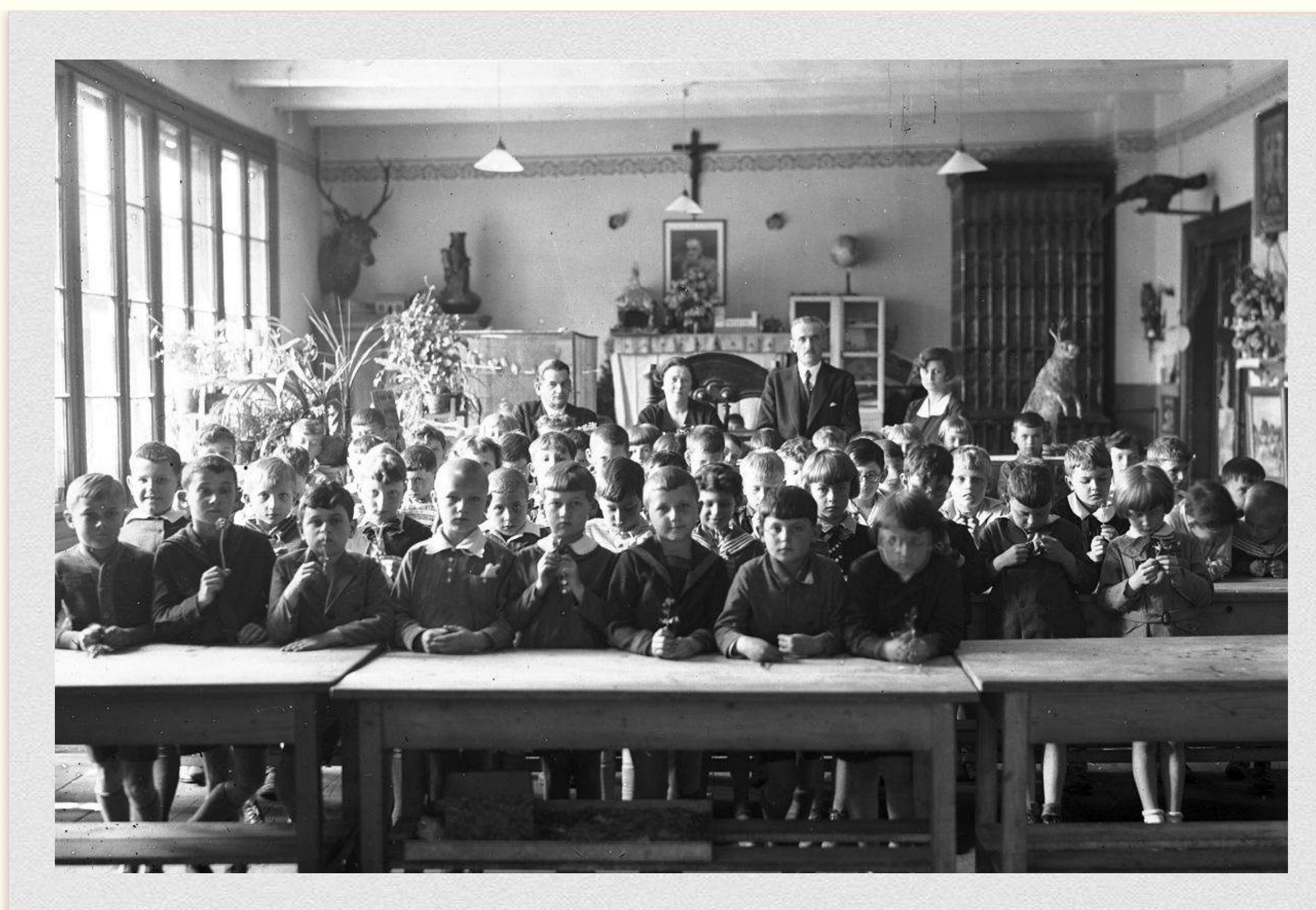
THE NATIONAL UNION OF PEOPLE'S TEACHERS



Statute of the National Union of People's Teachers in Galicia, 1911, source: www.krakow.znp.edu.pl

The National Union of People's Teachers was a progressive organization, a combination of a trade union and an association with political demands, as we would say today as well as more than 100 years ago. The union wanted to fight not only for **decent working conditions and salaries for teachers**, but also for **freedom in the way teachers practice their profession**, to **provide better education** for this professional group and to **raise the level of teaching in folk schools**. In the ideological declaration, it was emphasized that the principles of the Association's operation are based on *absolute justice and equality of members in terms of rights and duties, without distinction of religion, sex and nationality*.

[Grześ, B. (eds.). (2005). *People, Facts, Matters, Events.*, Warsaw, Polish Teachers' Union, p. 23.].



Students of the primary school named after St. Wojciech in Krakow, source: National Digital Archives



Students of the primary school named after St. Wojciech in Krakow, source: National Digital Archives

Although it was not mentioned in any official documents, Austria, which was considered to be liberal, also surveilled and fought against all attempts to win Polish independence. Despite this, the **Union carried out (of course, also illegal) independence activities** – many trade union centres were at the same time links of underground independence organisations; teachers carried out campaigns in schools and in their local communities for the restoration of independence by Poland. The union planned for many years ahead. Suffice it to say that even before the outbreak of World War I, he managed to create a project for the organization and program of the future – already Polish – elementary school.



Stanisław Nowak source: www.wikipledia.pl

STANISŁAW NOWAK

(1859-1936)

Stanisław Nowak (born on October 28th, 1859 in Andrychów, died on March 6th, 1936 in Krakow) – a man-institution, Krakow teacher, pedagogue, **president of the Association of Teachers of Folk and Faculty Schools in Krakow**, yes – Teachers! – a propagator of the idea of granting teachers the greatest possible autonomy and freedom in working with students, an opponent of imposing top-down methods of work on them. Nowak demanded the creation of a **universal, free 8-year school available to every child**, providing general education at a high level. It was decades ahead of its time.

He was aware that such education of children required a **new model of teacher education**. That is why he believed that the education of future teachers in teachers' seminaries is a key task facing the Union and the Polish community. **Teacher education needs to be reformed and brought up to university level.**



Stanisław Nowak source: www.rybnik.znp.edu.pl



ZGON ZASŁUZONEGO PEDAGOGA. — W Krakowie zmarł ś. p. Stanisław Nowak, nauczyciel, b. senator R. P., oraz założyciel i wieloletni prezes Związku Nauczycielstwa Polskiego, ostatnio prezes honorowy tej organizacji. W pogrzebie jego wziął udział wicemin. oświaty płk. Bleszyński, w towarzystwie wojewody Świtalskiego i kuratora Godeckiego.

Stanisław Nowak source: www.rybnik.znp.edu.pl

Nowak was also a realist – he knew that the occupying powers would not make such a change. Hence the idea that teachers should educate themselves and do it at the lowest possible cost. This was to be achieved through the **establishment of the "People's Teachers' Voice"**, and within it a strictly professional supplement created for the purpose of self-education – the **"Ruch Pedagogiczny"**, which brought to readers the pedagogical achievements of teachers not only in other partitions but also throughout Europe.

In 1919, Nowak's diplomatic and unification talents resulted in the establishment of a joint **Union of Polish Teachers of Elementary Schools** in the already independent Poland. The association then transformed into the **Polish Teachers' Union**, an organization that exists to this day. Free Poland appreciated Nowak, who sat on the benches of deputies and later became a senator.



Julian Smulikowski, source: National Digital Archives

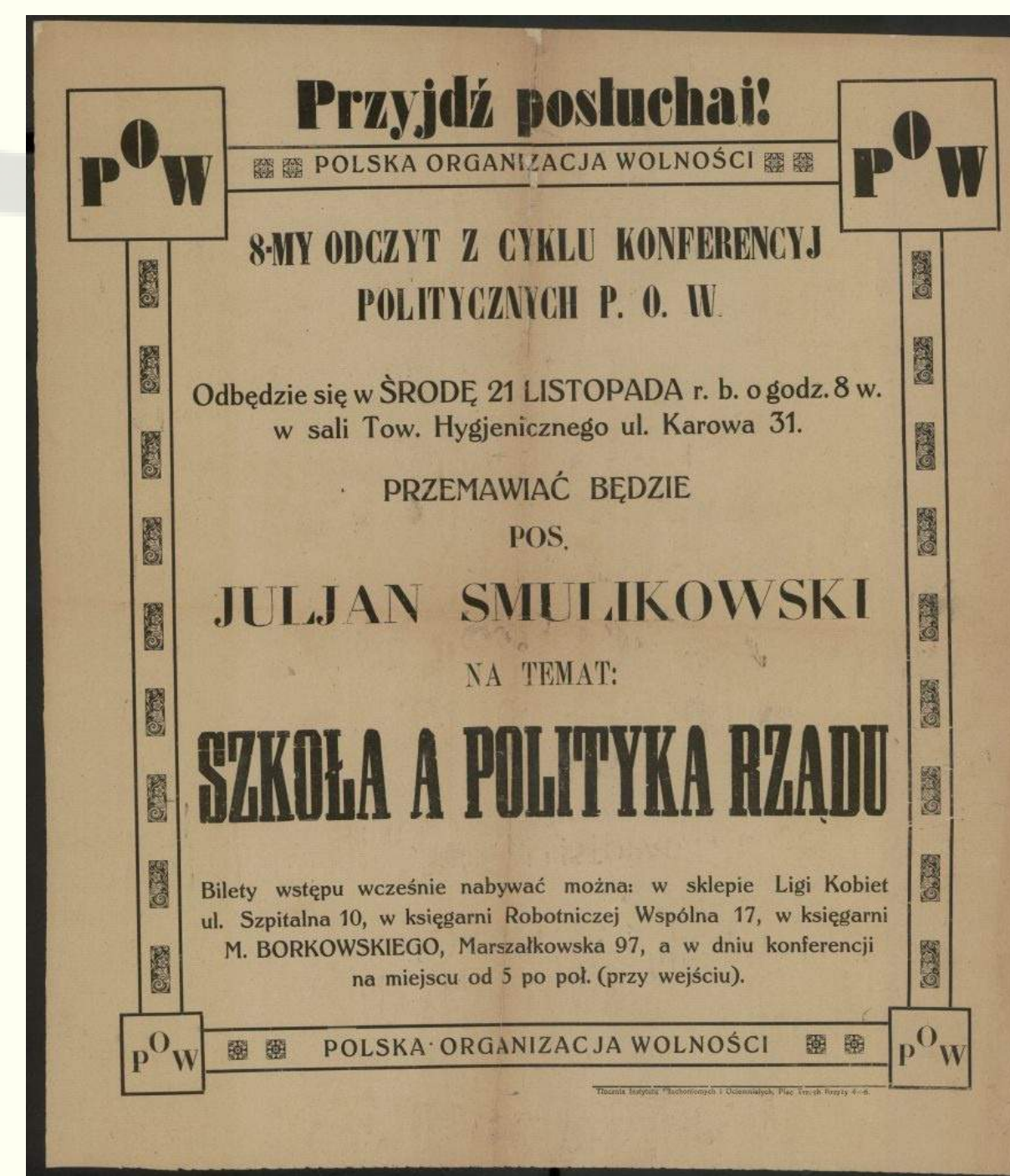
JULIAN SMULIKOWSKI (1880-1934)

Julian Smulikowski (Born on April 24th, 1880 in Lviv, died on March 5th, 1934 in Warsaw) – yes, it is not a coincidence! – the same patron of the street where the seat of the **Warsaw University of Economics** is located today and at the same time the **editorial office of the "Ruch Pedagogiczny"**. A folk school teacher, who from an early age, he became involved in the people's and socialist movements, was active in Lviv teachers' organizations, and from the beginning of 1906 – in the new **National Union of People's Teachers**.

A few months later, he became the vice-president of the organization, where he worked together with Stanisław Nowak. There he conducted **social and trade union activities**, which today we would say – legal. However, Julian Smulikowski also had another face – that of a **revolutionary**, a man who could use a Browning (a popular pistol at the time) and construct a bomb. And it was all thanks to another Polish revolutionary and visionary – a tsarist prisoner who escaped from a hospital in St. Petersburg in a daring way in 1901. It is, of course, about **Józef Piłsudski**.

Pursued by the Russian political police, the Okhrana, Piłsudski fled abroad – to Krakow – and there he became immersed in the environment of the young Polish intelligentsia, formed mainly by teachers. One of his closest associates and friends was Julian Smulikowski, soon known under the **clandestine pseudonyms "comrade Julian" and "Kotwicz"**. Smulikowski, as a close associate of Józef Piłsudski, held various positions within the Lviv section of the PPS-Revolutionary Faction. So close that Smulikowski, together with other teachers, took part in the most famous combat action of the PPS, i.e. the **attack on a train in Bezdany in 1908** as part of an expropriation action.

Smulikowski also founded a section of the **Union of Active Struggle in Lviv**, which, according to Piłsudski's idea, was to train officers for the expected war with Russia.



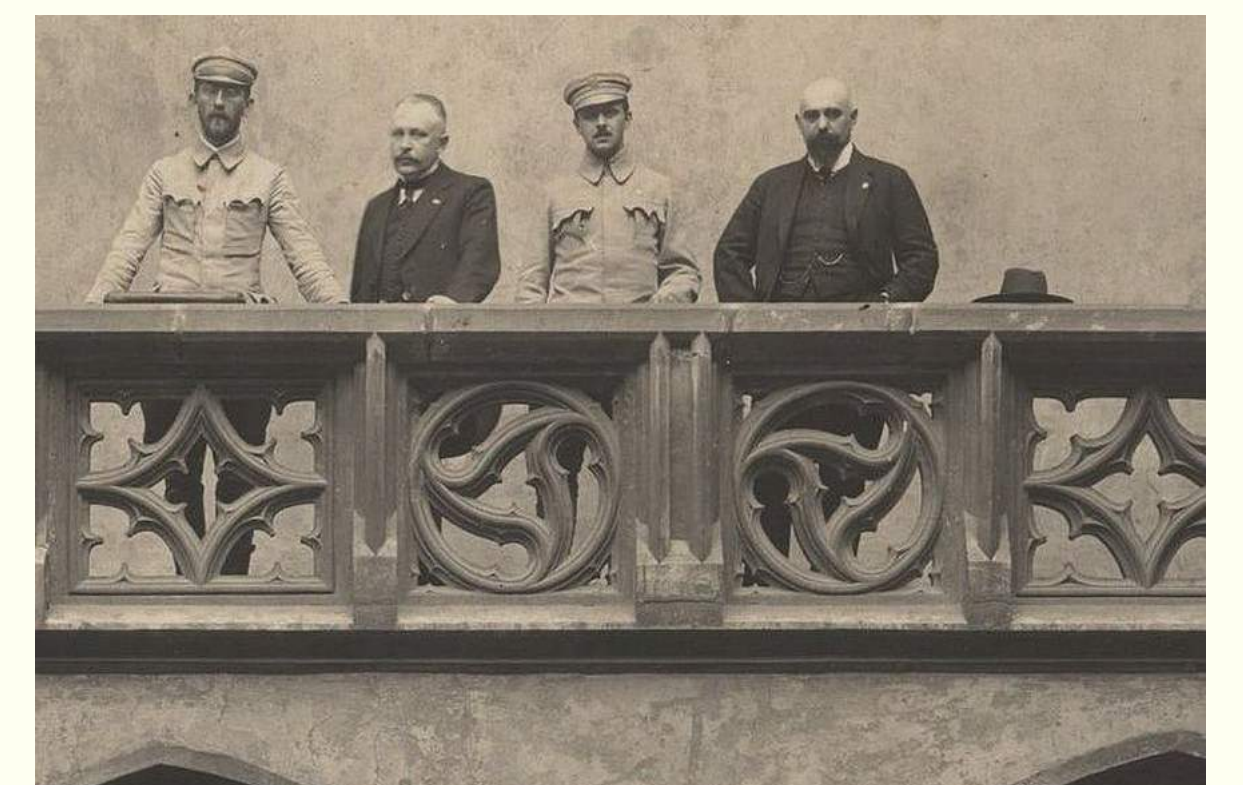
Poster, source: www.glos.pl



Club of PPS Deputies in the Constitutional Sejm (1919/1920). Julian Smulikowski stands in the second row, third from the left. Source: www.glos.pl



Members of the Central Board of ZPNSP (October 1925). In the photo, among others, are visible Bronisław Chrościcki and vice-presidents Zygmunt Nowicki, Klementyna Statterłówna, and Julian Smulikowski. Source: National Digital Archives



From the left: Julian Smulikowski in uniform, among the leadership of the Supreme National Committee (June 1915). The photograph is from the collections of the National Archives in Krakow (NKN sign. 607)



Display case with decorations saved from a house destroyed during the uprising at 55a Okopowa Street. Source: www.glos.pl



Julian Smulikowski with his son Adam, Warsaw, 1930s. Source: www.glos.pl

JÓZEF PIŁSUDSKI

1867-1935



Participants of the 1913 social and scientific teacher training course of the National People's Teachers' Union in Lviv. One of the lecturers was Józef Piłsudski – he sits third from the left, Julian Smulikowski was his close collaborator – he sits first from the right. (Archives of the Main Board of the ZNP in Warsaw), source: <https://znp.edu.pl/jozef-pilsudski-i-zwiazek-nauczycielstwa-polskiego>

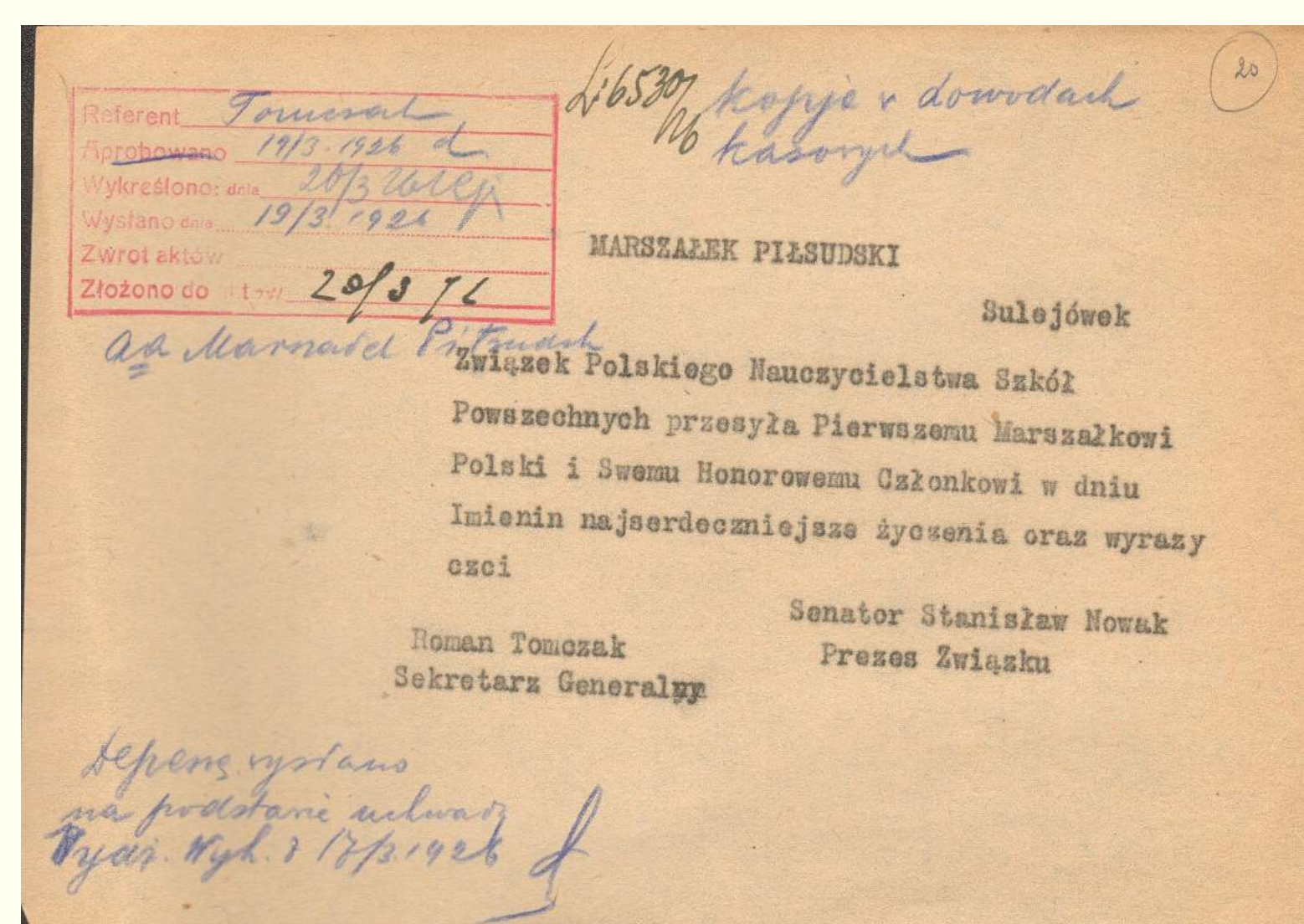
Piłsudski himself became involved in the **teaching activities of the National People's Teachers' Union**. Throughout his stay in Galicia, he gave lectures to teachers, conducted trainings and workshops. Piłsudski was m.in a lecturer at the University Summer Course in Zakopane. All this had an impact on the ideological character of the "People's Teacher's Voice" and the "Pedagogical Movement". It was in such an environment and in such moods that the "Pedagogical Movement" was born in 1912.



The moment when the resolution to establish the Central Institute of Physical Education (today the Marshal Józef Piłsudski Academy of Physical Education) was adopted. Among the individuals participating in this meeting was Julian Smulikowski, seated in the center next to Józef Piłsudski on the right side. Source: glos.pl



Józef Piłsudski with his daughters, source: <https://www.pilsudski.org>



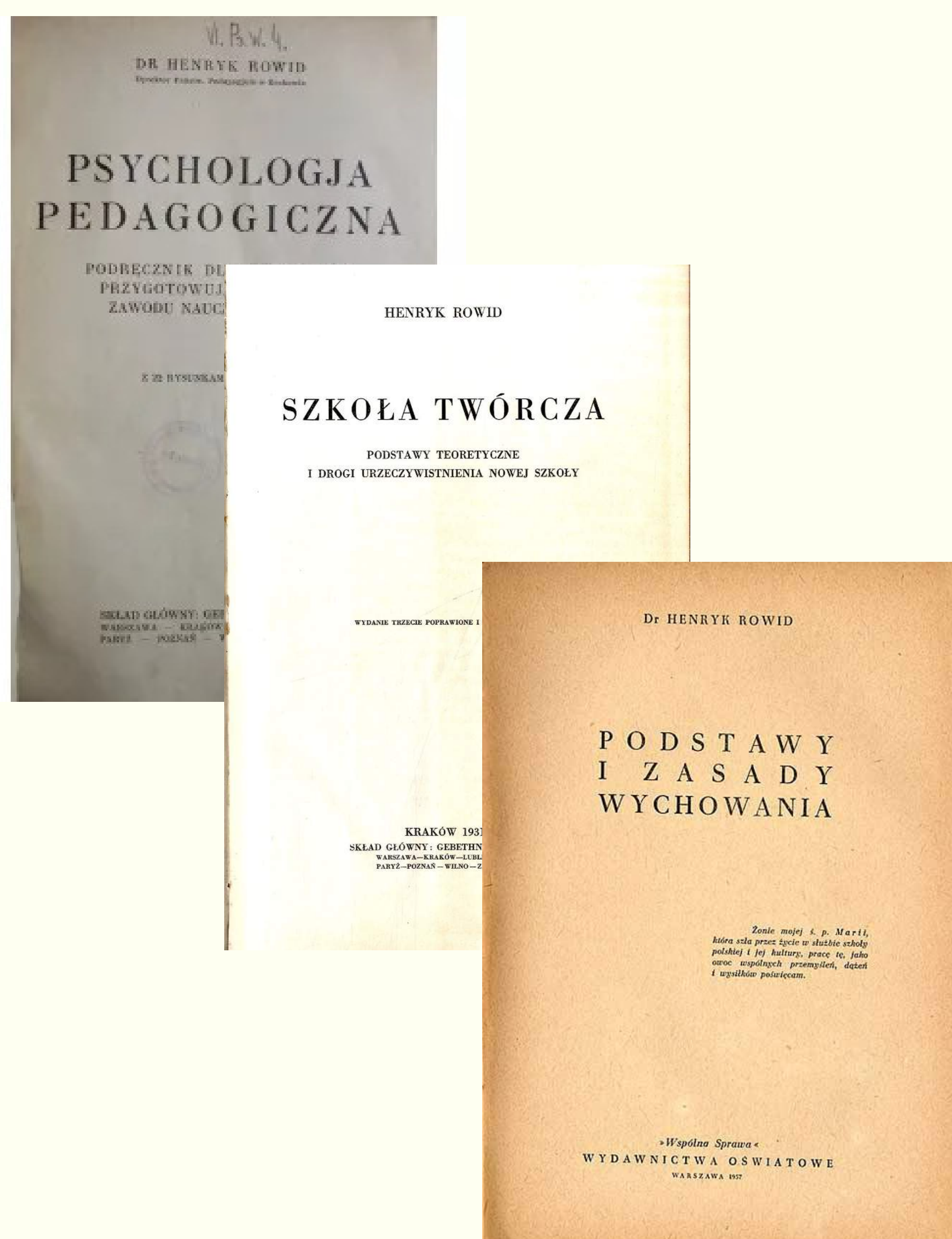
Telegram with birthday wishes for the Marshal from the leaders of ZNP, source: glos.pl



Henryk Rowid, source: znp.uj.edu.pl

HENRYK ROWID, (NAFTALI HERZ KANAREK) (1877-1944)

Henryk Kanarek, born Naftali Herz Kanarek (born on November 12th, 1877 in Rzeszów, died on August 31st, 1944 in the Auschwitz-Birkenau concentration camp), who had been using the surname **Rowid** since 1918 – a graduate of the teachers' seminary in Rzeszów and a teacher of folk schools in Rawa Ruska, Tarnów, and from 1904 also in Kraków, where he simultaneously studied at the Faculty of Philosophy of the Jagiellonian University and in 1911 obtained the degree of Doctor of Philosophy. However, this was not the end of his education: he also studied psychology and pedagogy at the University of Leipzig, and after the war – at universities in Austria, Germany, France and Switzerland. There he learned about the results of research conducted by European and world pedagogical institutes, methods of teacher education, and the functioning of educational systems and experimental schools. **Rowid was also the author of important works for Polish pedagogy** – *Pedagogical Psychology* (1923), *Creative School* (1926) and *Fundamentals and Principles of Education* (published in 1946, after the author's death).



Books authored by H. Rowid, from the left: *Pedagogical Psychology*, *Creative School*, *Fundamentals and Principles of Education*.

As an **activist of the National Union of People's Teachers in Galicia**, Rowid advocated for the reform of popular education and fundamental changes in teacher education. The authorities of the Association entrusted him with the task of **organizing the Pedagogical Section**, whose purpose was to disseminate knowledge in the field of child psychology and experimental pedagogy.

As an outstanding educator and expert in European pedagogy since 1912, **Rowid served as editor-in-chief of "Ruch Pedagogiczny" until 1933**, when he was replaced by another icon of Polish pedagogy and the founder of Polish special education – **Maria Grzegorzewska**.

Rowid's further fate was tragic. On August 10, 1943, **he was arrested by the Gestapo** and imprisoned in the German concentration camp in Płaszów near Krakow, where Jews from the Krakow ghetto were sent (Rowid was of Jewish origin). When in August 1944 The Germans began the liquidation of KL Płaszów, **the prisoners, including the founder of the "Pedagogical Movement", were murdered in the Auschwitz camp.**

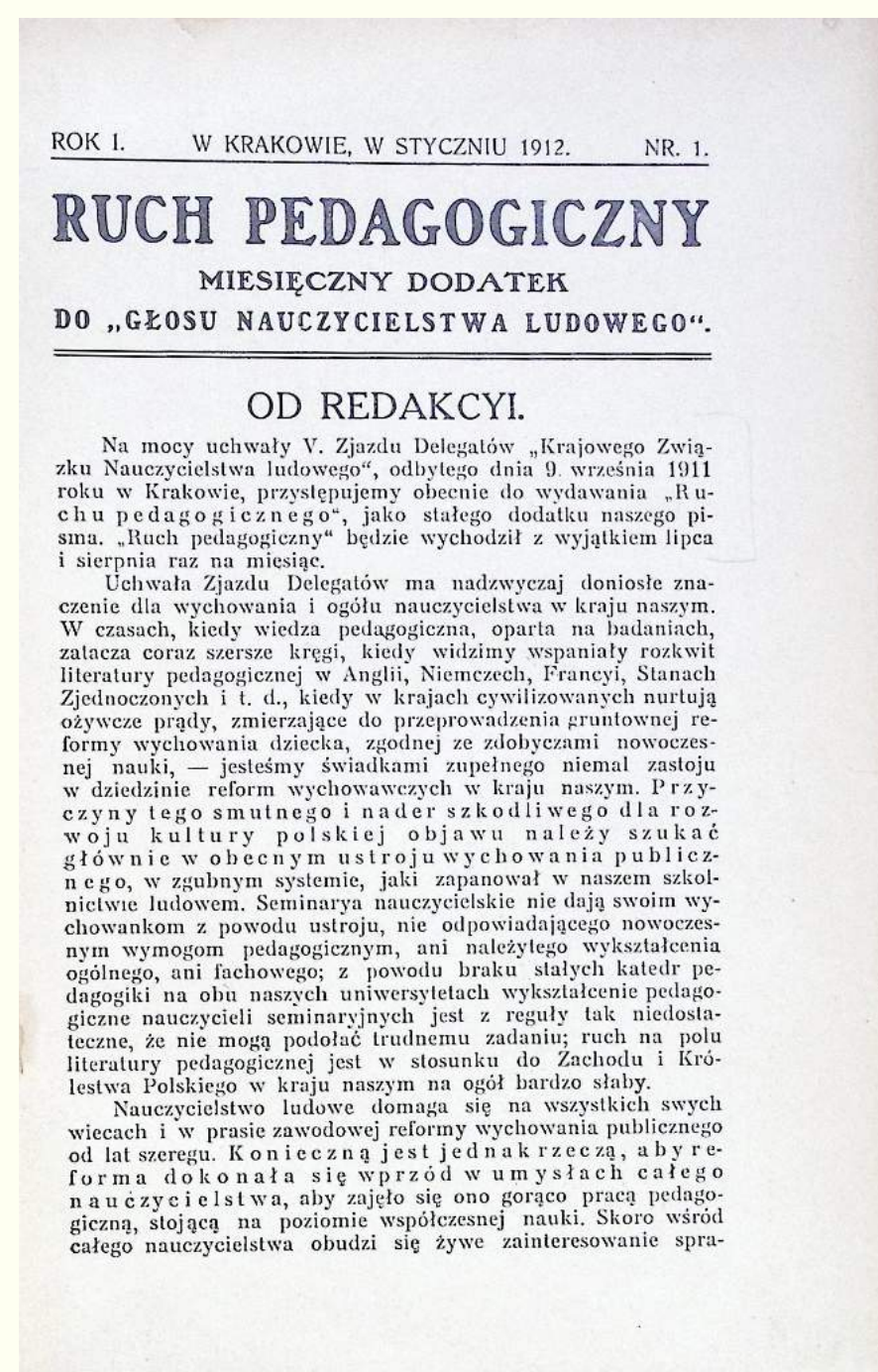


Plaque "For Merits to Education"

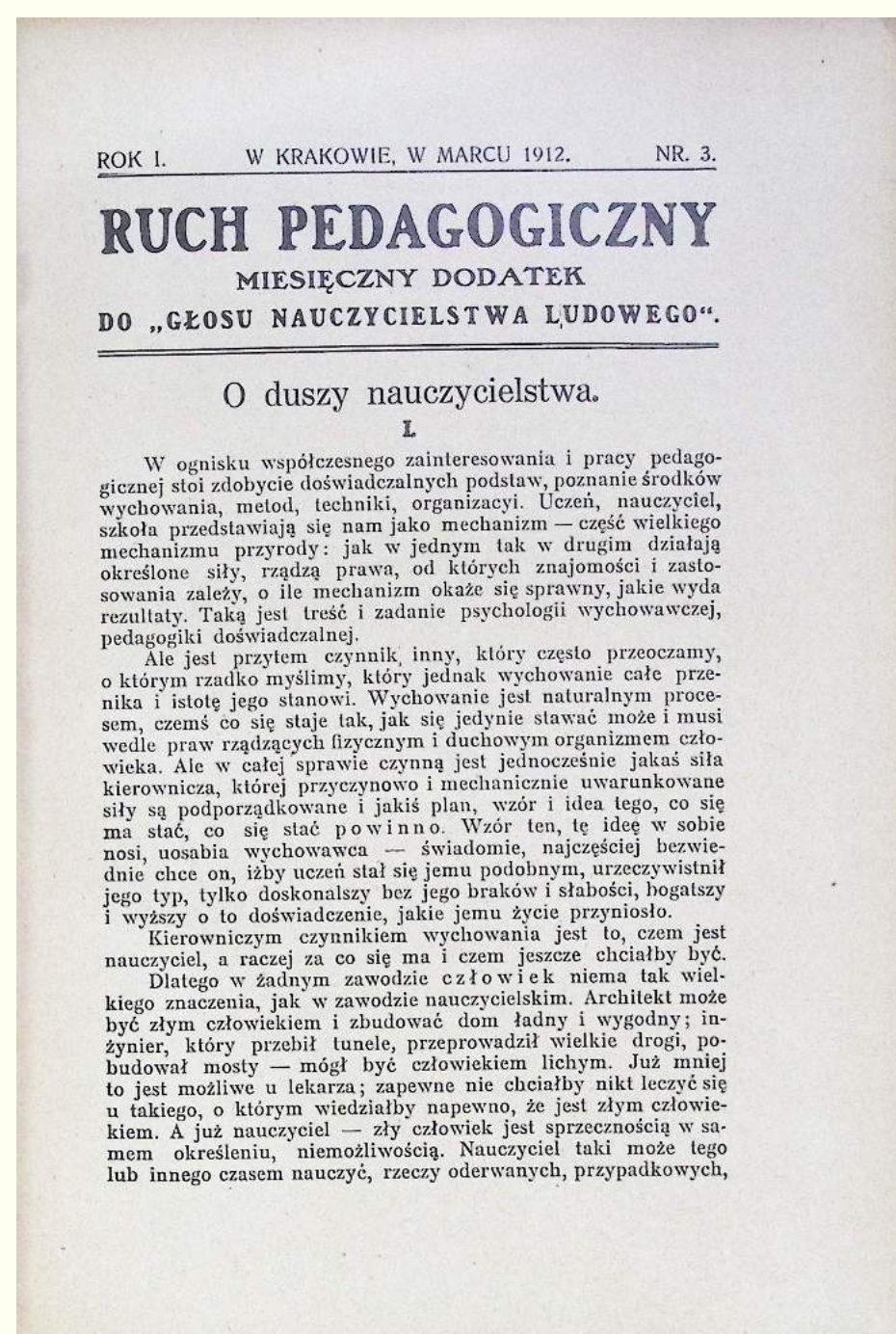
I. THE FIRST ISSUE OF "RUCH PEDAGOGICZNY"

In 1912 the first issue of "Ruch Pedagogiczny" was published. At that time, it was a monthly supplement to the "Voice of the People's Teachers" – as stated in the editorial vignette of the issue. The supplement was published monthly, with a summer break in July and August. The journal was conceived as a way to **disseminate the modern achievements of European and world pedagogy among the teachers of Galicia**. In the opening text of the first issue, probably written by Henryk Rowid himself and signed "Redakcja", one can read:

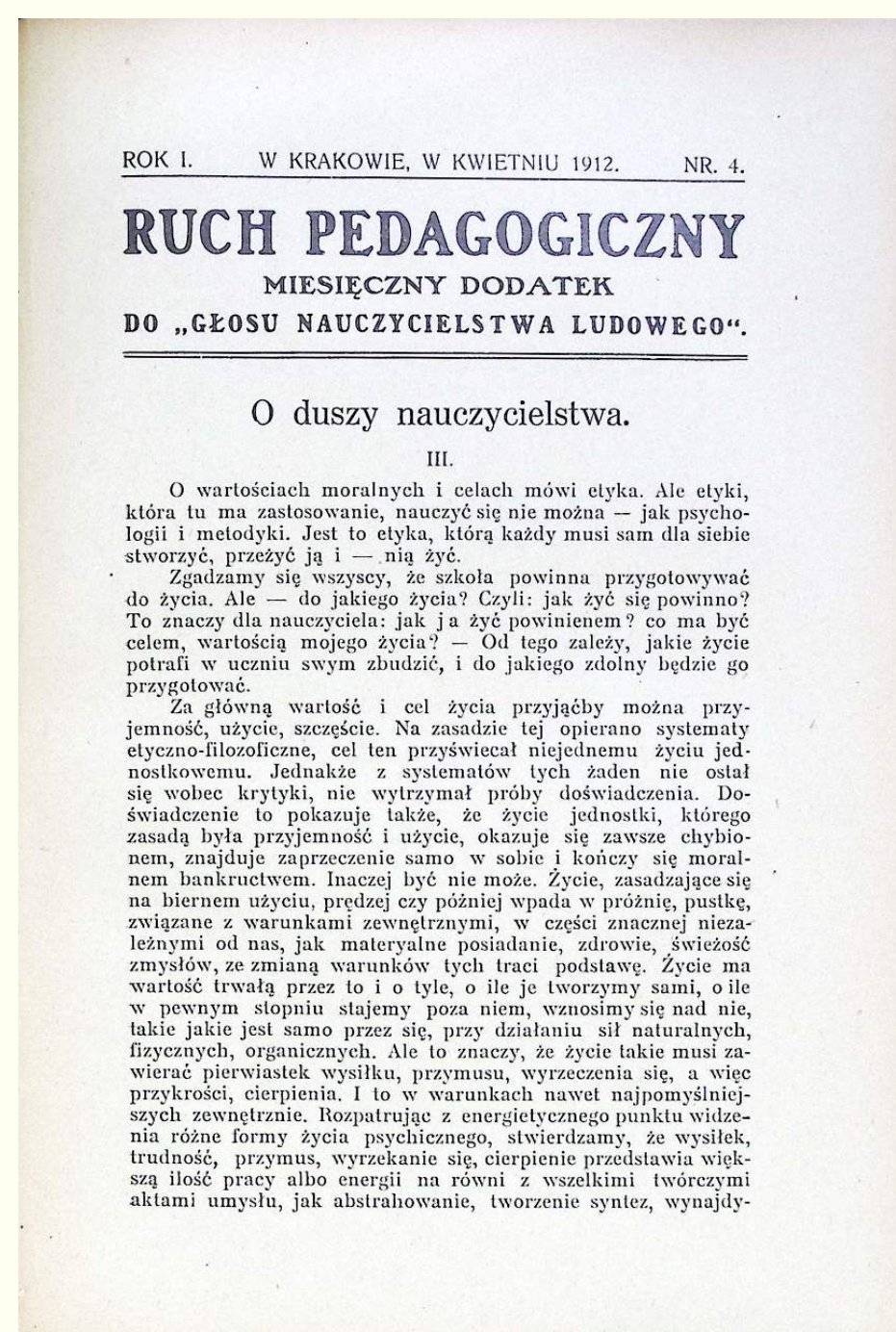
At a time when pedagogical knowledge, based on research, is becoming more and more widespread, when we are witnessing a splendid flowering of pedagogical literature in England, Germany, France, the United States, etc., when in civilized countries there are invigorating currents aimed at carrying out a thorough reform of the education of the child in accordance with the achievements of modern science, we are witnessing an almost complete stagnation in the field of educational reforms in our country.



Page from issue 1 of „Ruch Pedagogiczny” from 1912.



Page from issue 3 of „Ruch Pedagogiczny” from 1912.

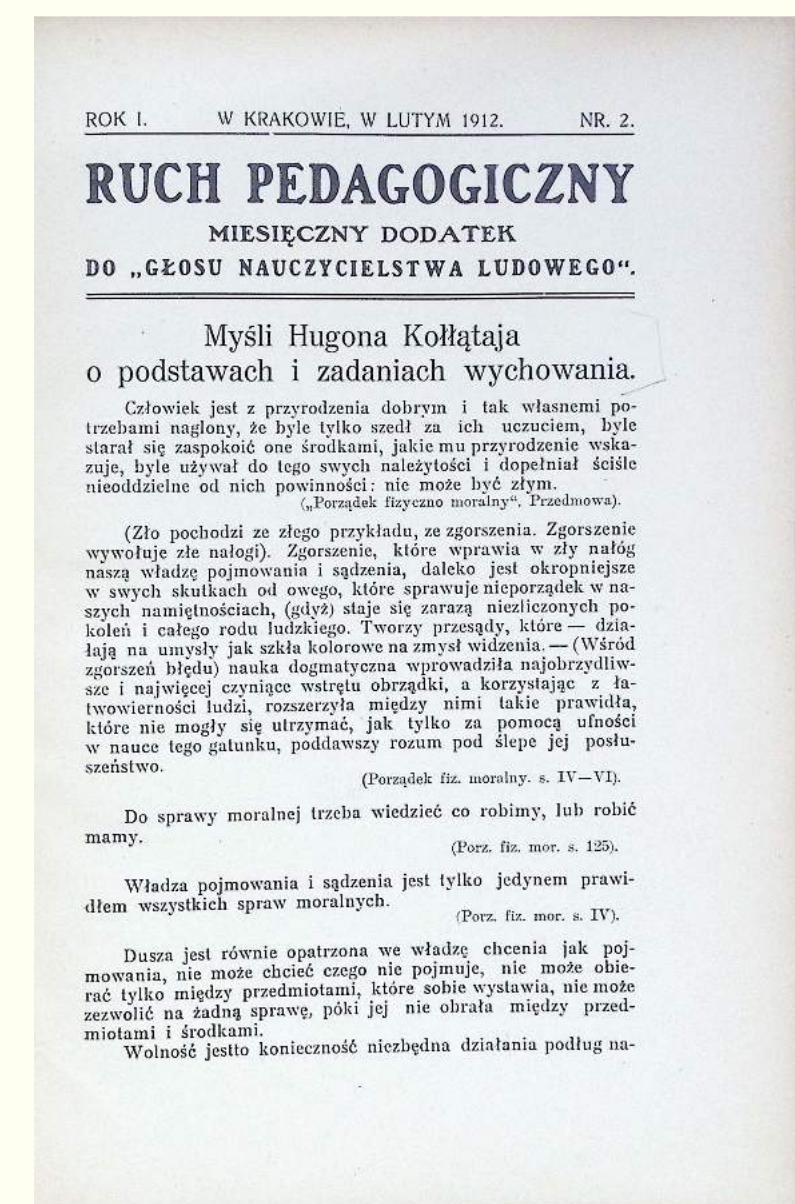


Page from issue 4 of „Ruch Pedagogiczny” from 1912.

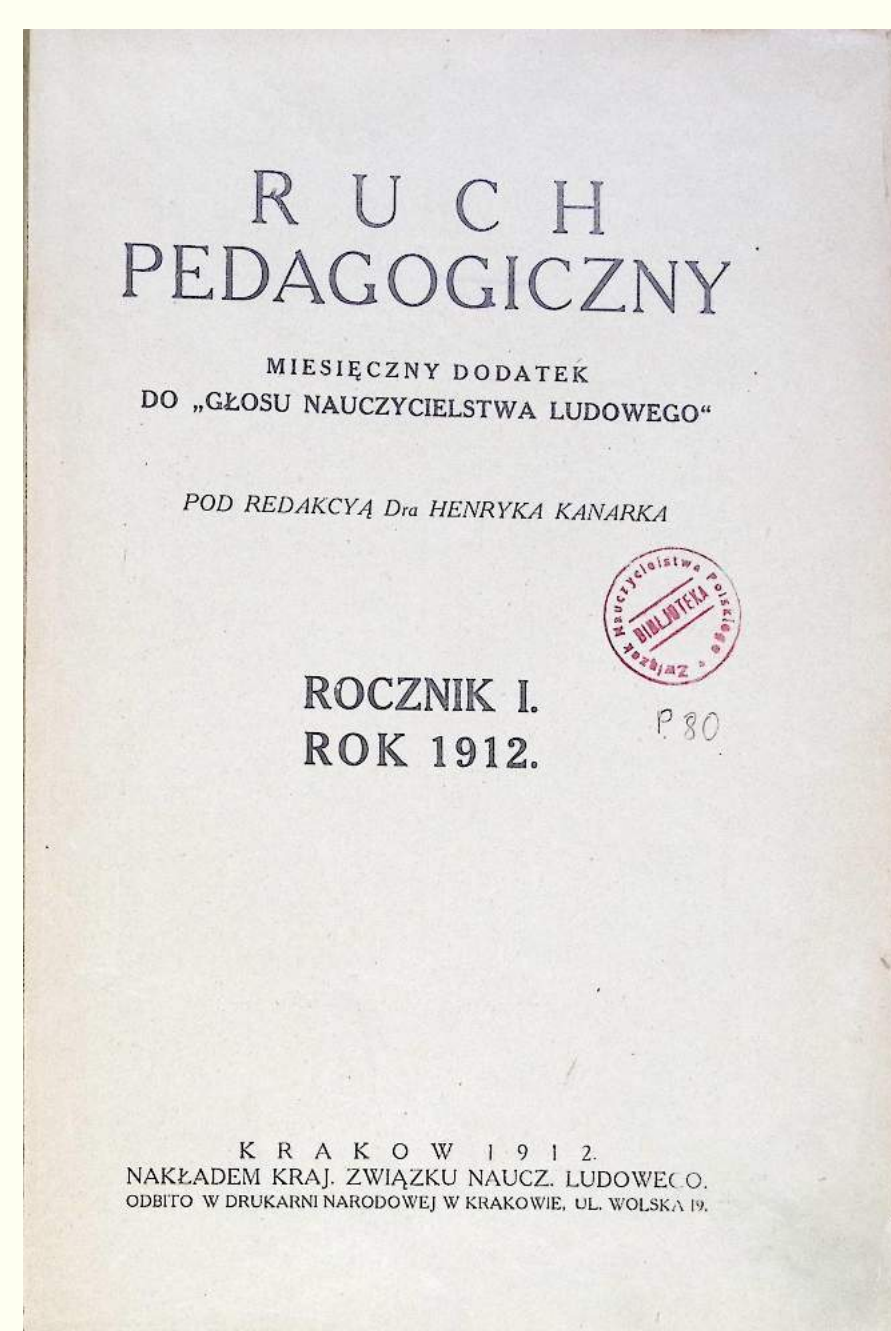
[Editor's note, p. 1]

The movement in the field of pedagogical literature is generally very weak in relation to the West and the Kingdom of Poland in our country (p. 1) – noted the editor-in-chief. In his opinion, however, one should not fall into apathy, because the reform can take place first in the minds of the entire teaching profession.

Henryk Rowid hoped that it was precisely the stimulation of interest in modern pedagogical trends among Galician teachers that would mean that the school authorities would simply have to reform teacher education – a very idealistic belief. Therefore, he called on teachers to seriously educate themselves and to work independently, aimed at getting to know the nature of the Polish child, both physically and mentally (p. 1).



Page from issue 2 of „Ruch Pedagogiczny” from 1912.



The title page of „Ruch Pedagogiczny” z 1912 r.

Henryk Rowid saw the "Ruch Pedagogiczny" in particular as a *companion and advisor to teachers*. As explained (p. 1):

With the help of this publication, we want to acquaint the widest possible spheres of teaching with the modern pedagogical movement, with the profound change that is taking place in the upbringing of children in the West and in the Kingdom of Poland. In our journal we will publish articles in the field of pedagogy, experimental pedagogy and child psychology, works of historical content with particular emphasis on the history of education in Poland, information about the movement in the field of modern education abroad and in Poland, as well as a bibliography of periodicals and pedagogical works.

In order to achieve such a noble goal, the involvement of eminent specialists in the work of the journal and cooperation with pedagogues from the Kingdom of Poland were to help

II. THE FIRST ISSUE OF “RUCH PEDAGOGICZNY”

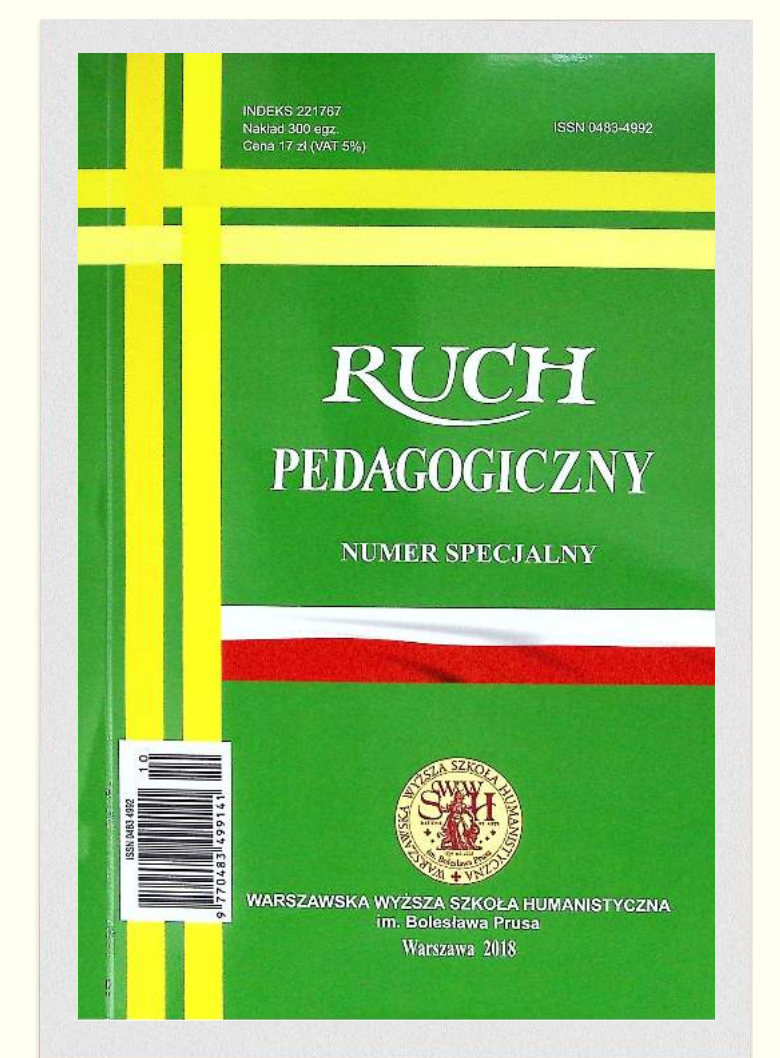
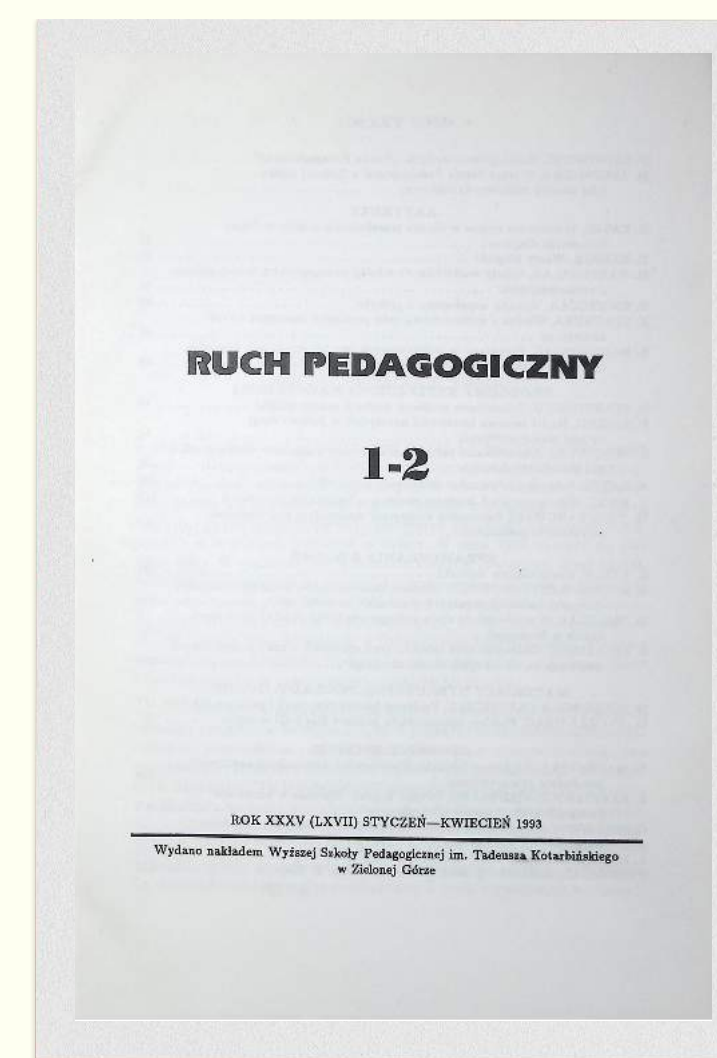
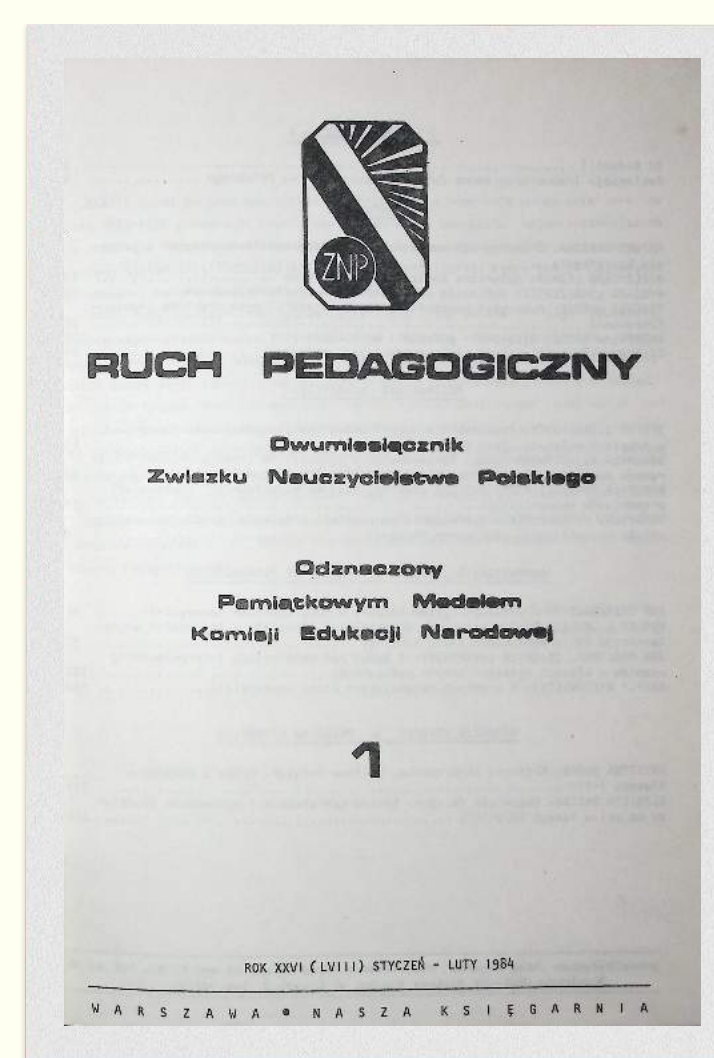
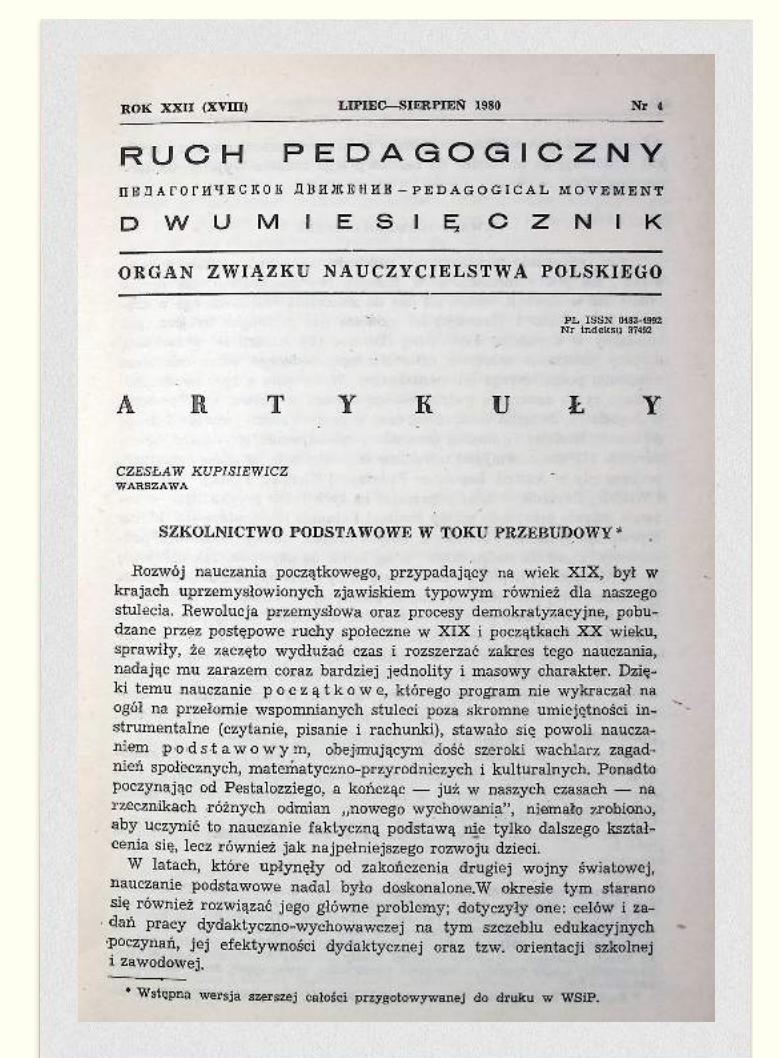
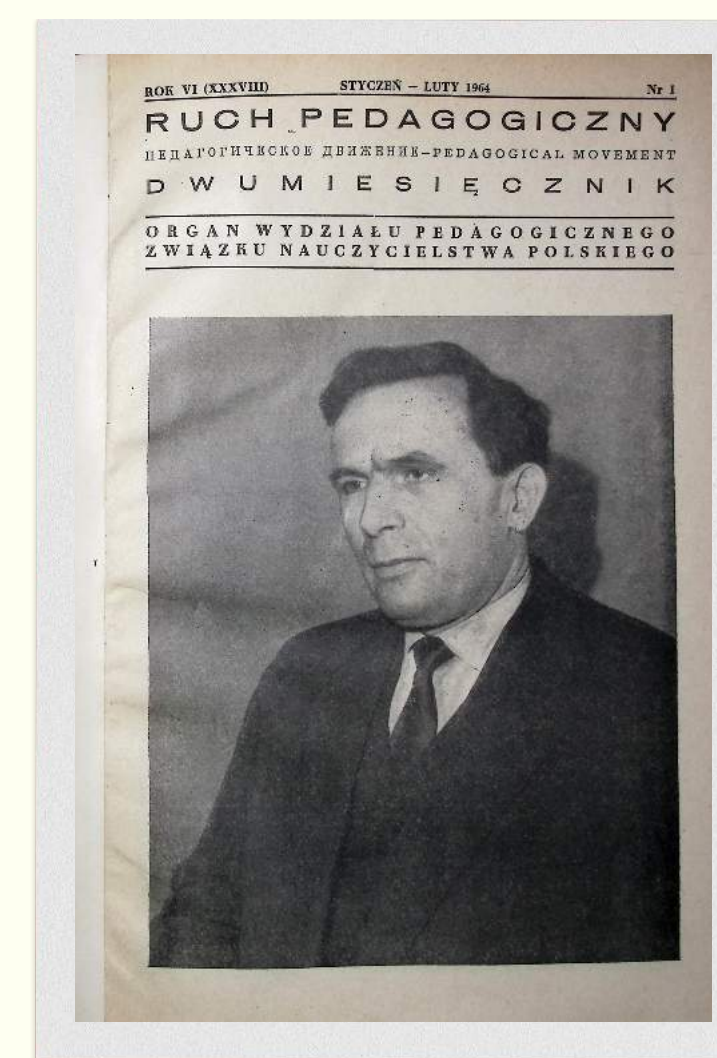
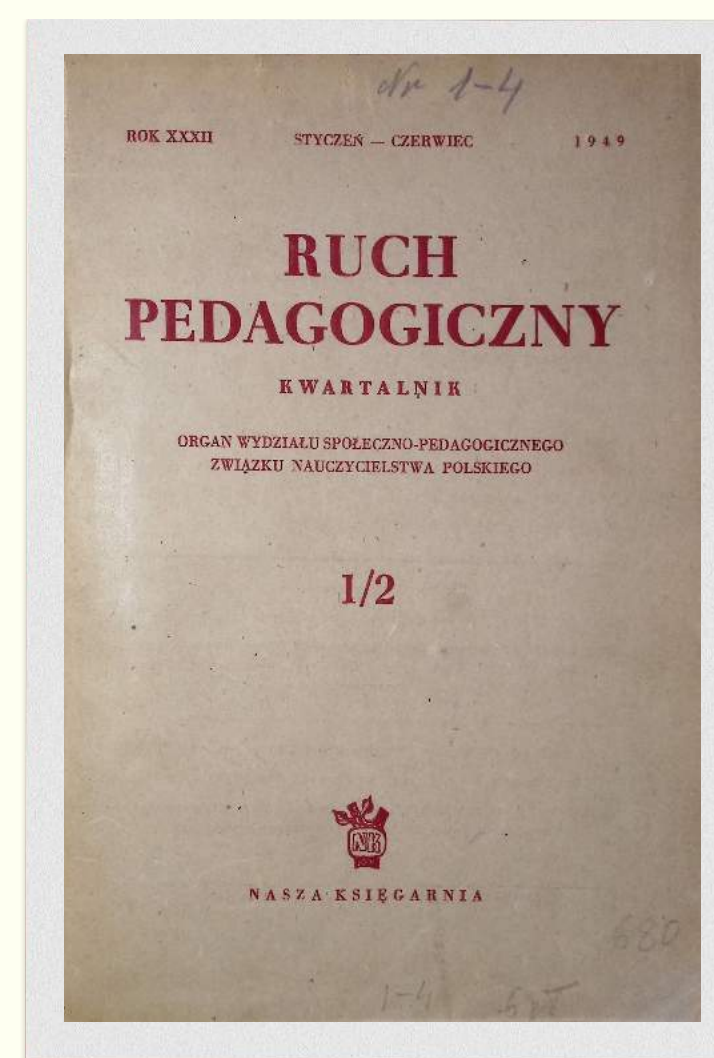
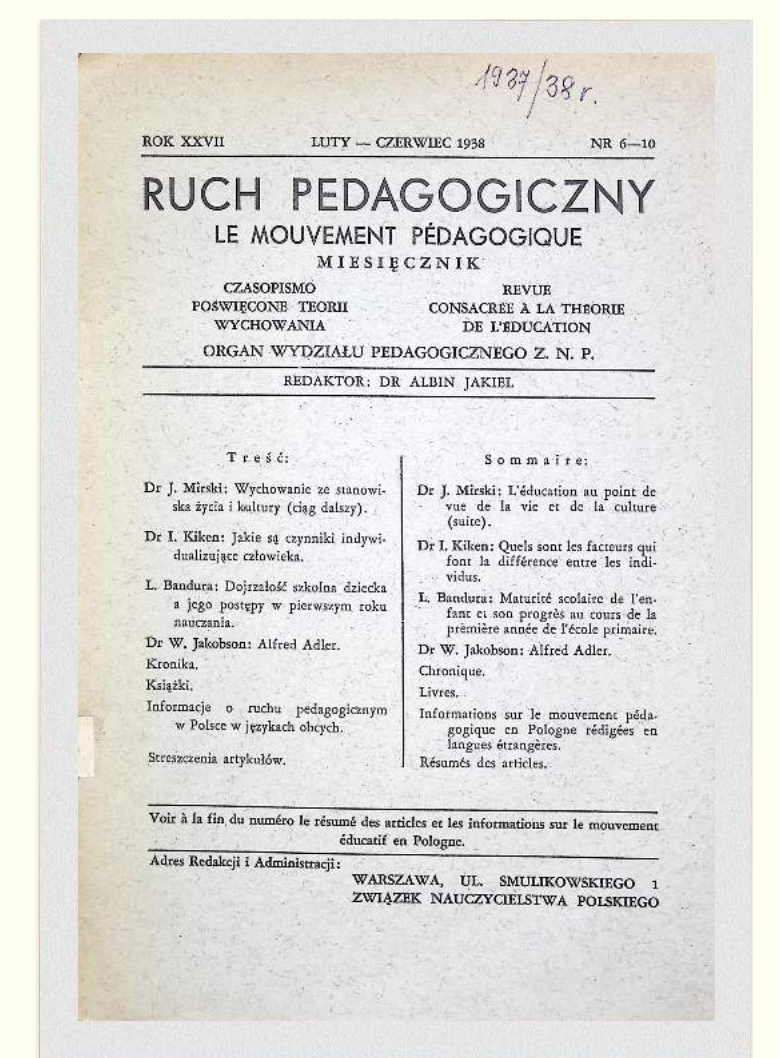
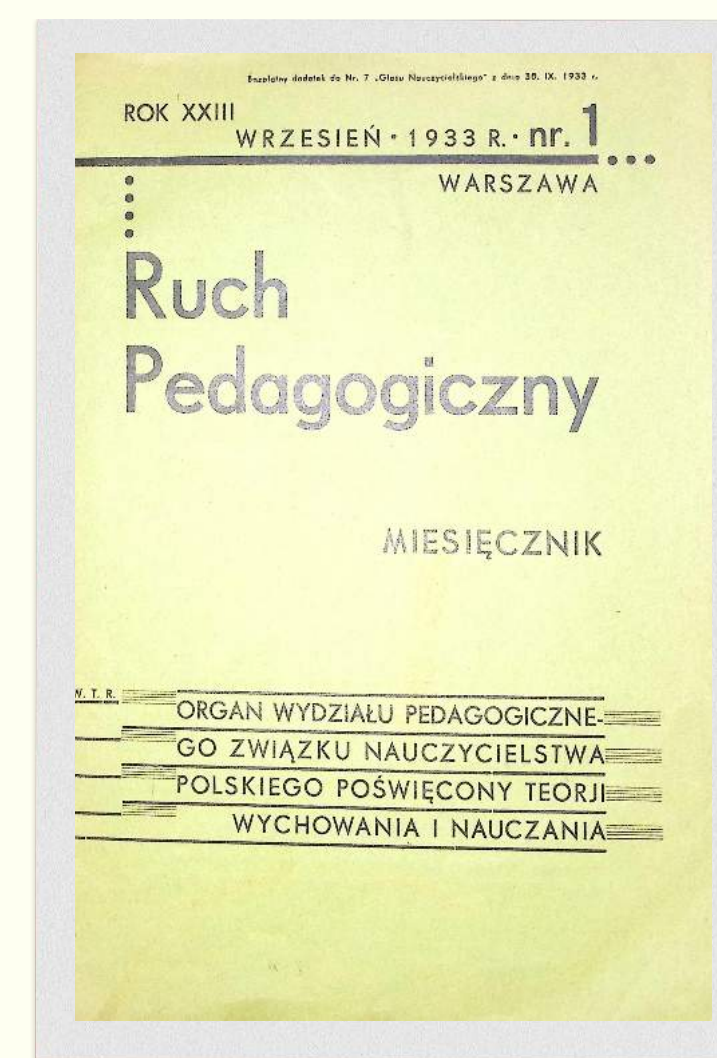
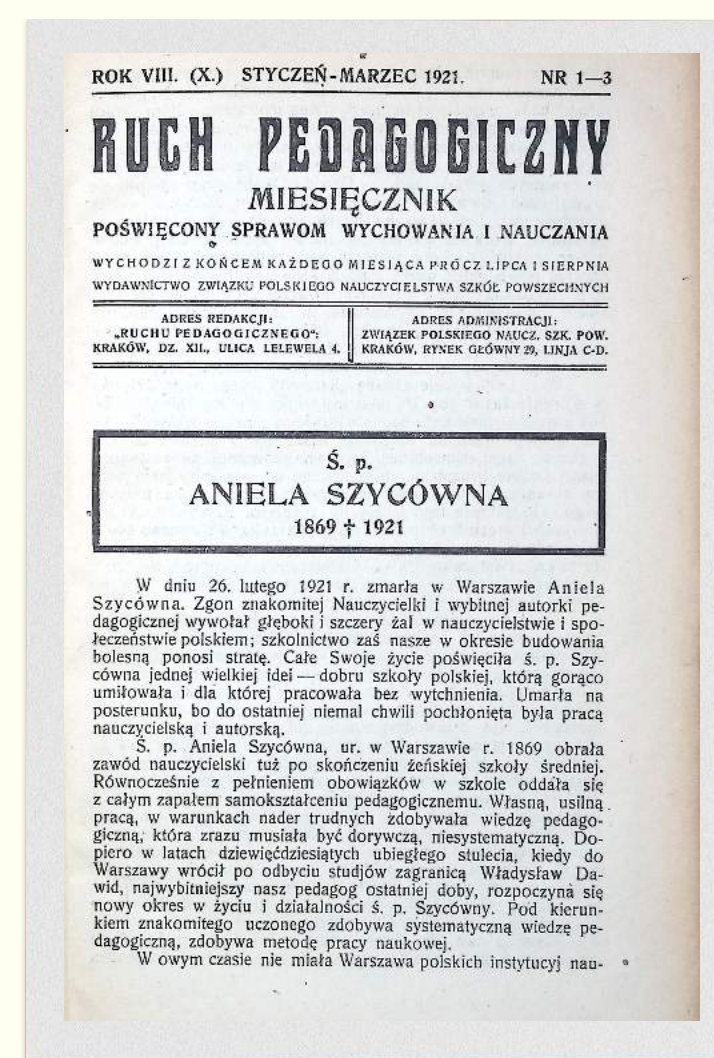
The fight for a thorough education for teachers was a manifestation of patriotism, as it was aimed at strengthening the Polish society.

Together, we will strive to awaken a strong pedagogical movement among Polish teachers, because the future of rational national pedagogy, based on scientific foundations, on a deep knowledge of the physical and spiritual nature of the Polish child, depends on the creative work of the entire teaching profession (p. 2),

Rowid concluded.

In the first issue of "Ruch Pedagogiczny" Rowid (1912) published a text of his authorship entitled "On the establishment of "pedagogical circles" in the "Teachers' Centre". It concerned the initiative of the Association, consisting in the establishment of a section of research on children by the basic links of this organization. The aim was to promote self-education and self-improvement among teachers based on the latest achievements of pedagogy – that is, to implement everything that the "Ruch Pedagogiczny" appealed for in its editorial.

The centres were to set up pedagogical libraries, reading rooms for periodicals, as well as keep lists of publications of interest to teachers or organise lectures by specialists – in other words, de facto conduct what we would today call postgraduate studies. In such libraries there was certainly a place for another text by Henryk Rowid from the first issue of "Ruch Pedagogiczny" – a study entitled *A glance at the development of pedology abroad and in Poland* (1912); At that time, pedology was defined as the science of the child.



Covers of „Ruch Pedagogiczny”, from left: from the years: 1921, 1933, 1938, 1949, 1964, 1980, 1984, 1993, 2018 (special issue)

The latest achievements in child psychology are presented in an article entitled "On the "Metric Scale of Intelligence" by Alfred Binet, concerning the results of research by French scholars on the intelligence of children going to school. Unfortunately, we do not know its author, who signed only with his initials – Dr. E.W. (1912).

JAN WŁADYSŁAW DAWID (1859-1914) AND JADWIGA SZCZAWIŃSKA-DAWIDOWA (1864-1910)



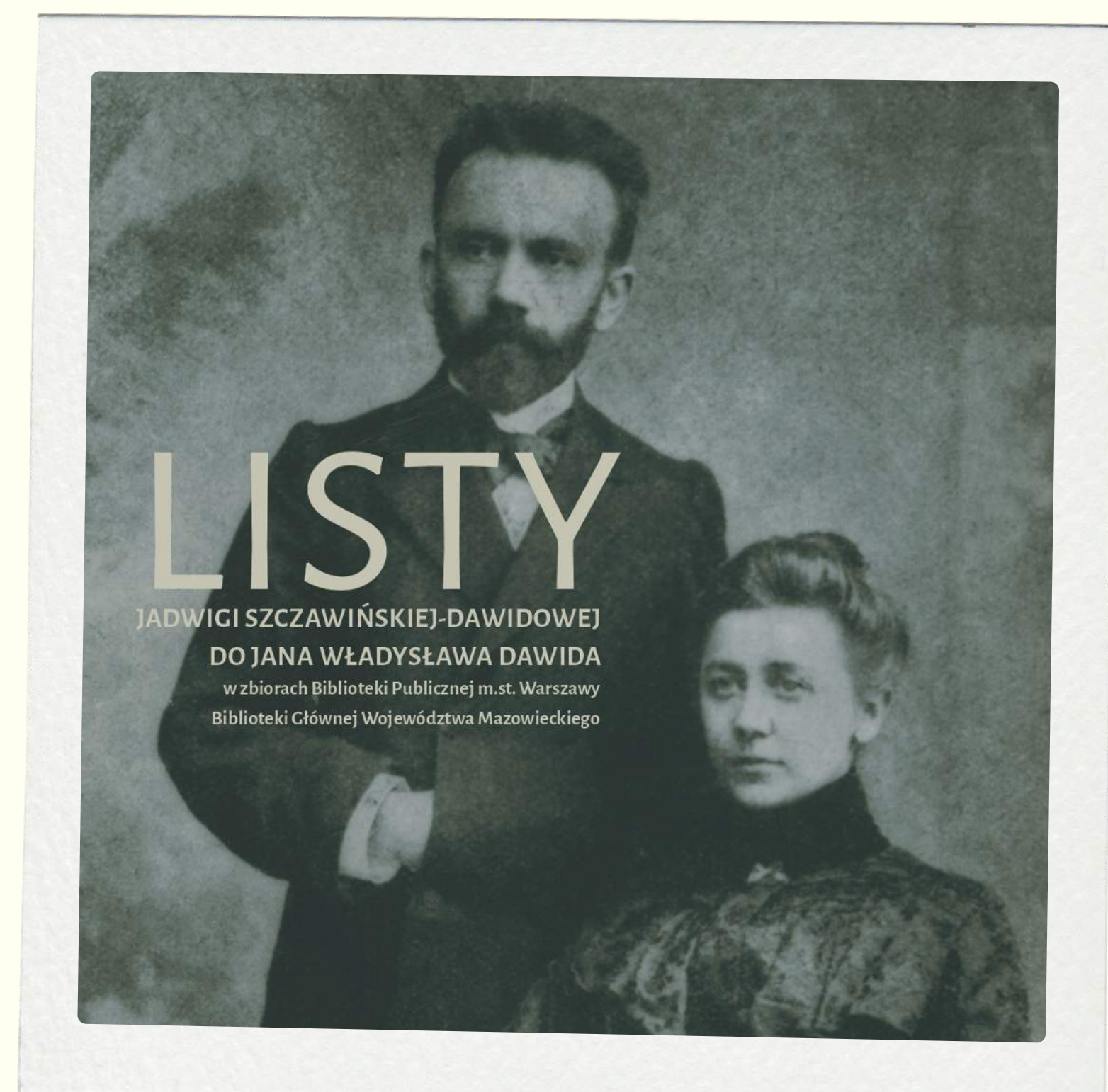
Jan Władysław Dawid. Publishing House of the Fryderyk Chopin University of Music in Warsaw [w:] *Letters from Jadwiga Szczawińska-Dawidowa to Jan Władysław Dawid in the collections of the Public Library of the Capital City of Warsaw*, Main Library of the Mazowieckie Voivodeship, ed. Justyna Myszowska, Warsaw 2017, p. 11.

Jan Paweł Władysław Dawid (born on June 26th, 1859 in Lublin, died on February 9th, 1914 in Warsaw) – an outstanding pedagogue and psychologist, **pioneer of educational psychology and experimental pedagogy**. After completing the Lublin Gymnasium, he enrolled in the Faculty of Law at the Imperial University of Warsaw, and studied psychology and pedagogy in Leipzig and Halle under the guidance of W. Wundt and H. Ebbinghaus.



Jadwiga Szczawińska-Dawidowa. „Niepodległość” 1932, v. 6, i. 2, p. 176, [in:] *Letters from Jadwiga Szczawińska-Dawidowa to Jan Władysław Dawid in the collections of the Public Library of the Capital City of Warsaw*, Main Library of the Mazowieckie Voivodeship, ed. Justyna Myszowska, Warsaw 2017, p. 4.

In 1889, he married the educational activist Jadwiga Szczawińska (born on October 1, 1864 in Warsaw, died by suicide on February 26, 1910 in Góra Kalwaria), **an educational activist, organizer of clandestine self-education courses, and the Flying University**. Jadwiga was involved in the fight for women's rights, organizing courses, promoting literacy, and engaging in active journalistic activities, including in "Przegląd Pedagogiczny" and "Przegląd Społeczny", later transformed into the weekly magazine "Społeczeństwo" ("Society")



Bookcover of *Letters from Jadwiga Szczawińska-Dawidowa to Jan Władysław Dawid* in the collections of the Public Library of the Capital City of Warsaw, Main Library of the Mazowieckie Voivodeship, ed. Justyna Myszowska, Warsaw 2017.

Under the influence of his wife, Dawid underwent a gradual turn towards social and political radicalism. Together with a group of progressive activists, they organized a **secret Scientific Reading Room, accessible to participants of the Flying University**. As part of these activities, Dawid conducted lectures on psychology and pedagogy. Dawid and his comrades contested bourgeois morality based on the idea of the "respectable, solid person", criticized Catholic ethics, and even the Catholic Church itself. They were a group of atheists and anticlericals, although Dawid appreciated the role of religious motivation in ethical conduct.

In 1912, Dawid began cooperation with „Ruch Pedagogicznym”. In the first issue, we can read his article titled *On the Spirit of Experimental Pedagogy*. He had gone through dramatic personal experiences. First, he was sentenced to exile by the tsarist authorities, and then he experienced the serious illness of his beloved wife, who died in 1910. In the text *On the Spirit of Experimental Pedagogy* (1912) Dawid explained, m.in., the **differences between child psychology and pedagogy** – to what extent pedagogy can draw from psychology and where are the limits of this kind of "fusion".



Jan Paweł Władysław Dawid, source: Illustration Archive of PWN

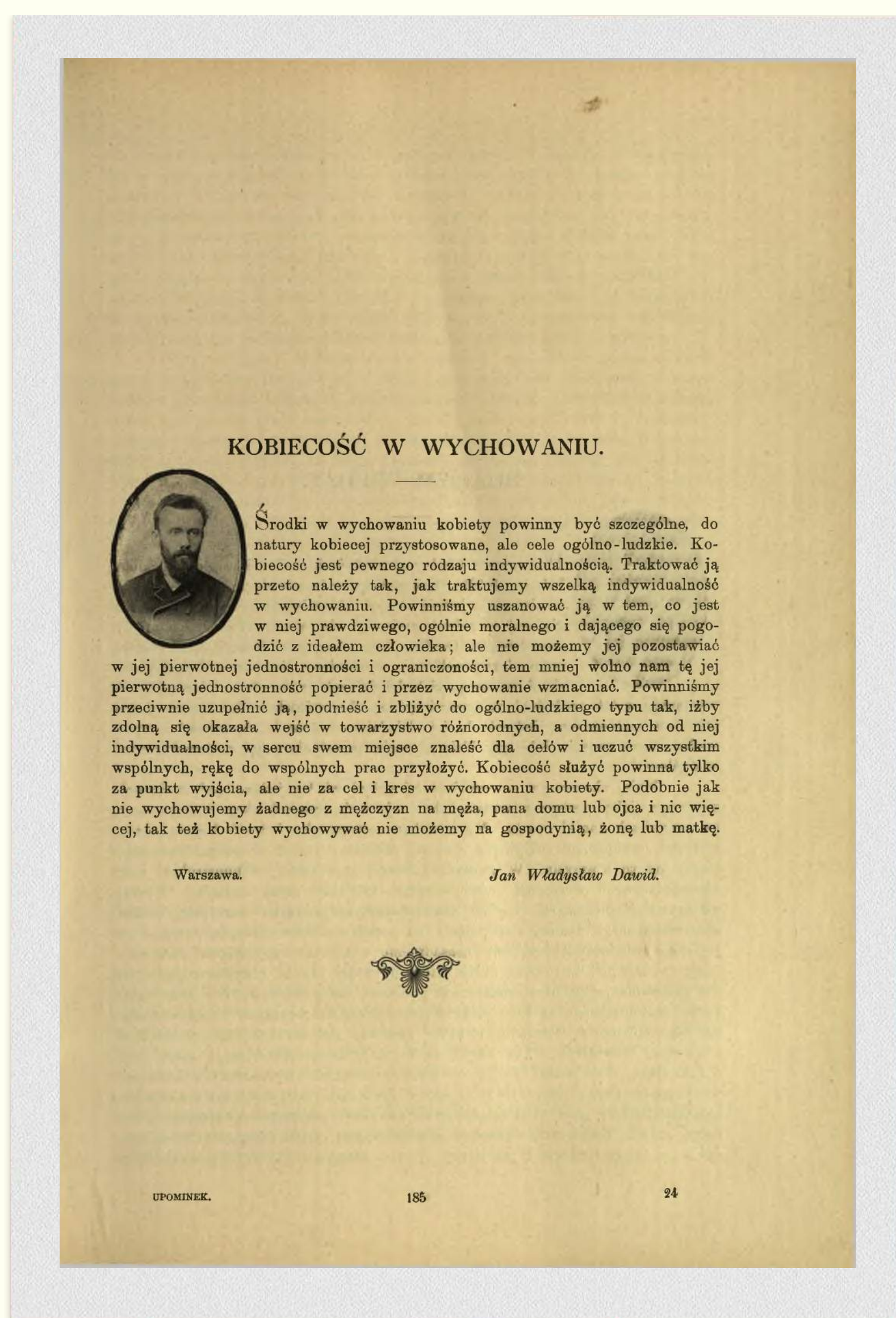
ON THE SOUL OF TEACHING

BY J. W. DAWID

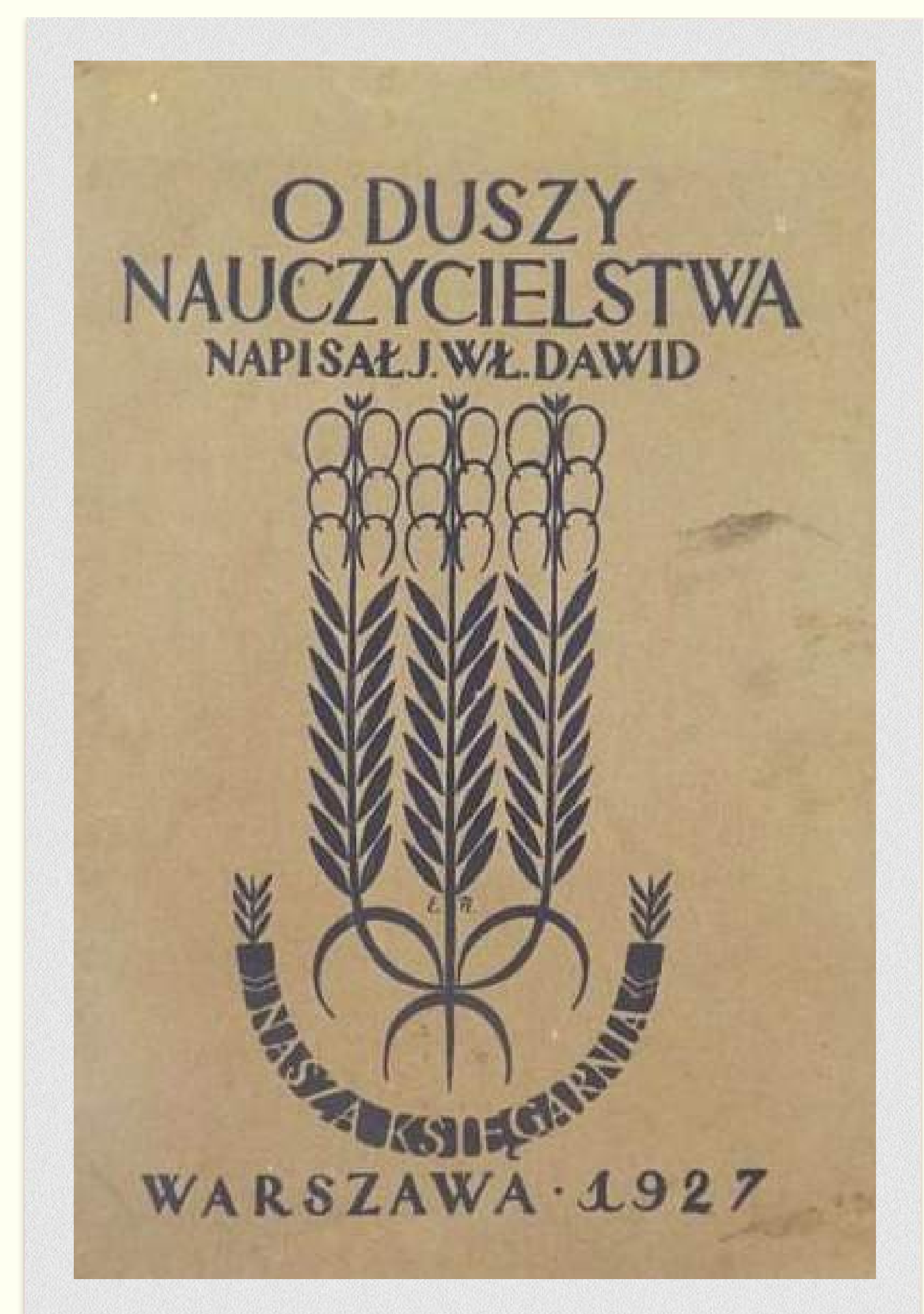
Psychology, however, is beginning to use experiment more and more often and to investigate such aspects of human capabilities as: memory, attention, thinking, will, feelings. This, in turn, opens up new possibilities for pedagogy, or rather for its new field – **experimental pedagogy**. One of David's most interesting texts is the opening for issues 3 and 4. "Pedagogical Movement". This is an article entitled On the Soul of Teaching, in which the author explains **the important role of the teacher and his attitude in education**. As he wrote,

In no profession is a person of such great importance as in the teaching profession. [...] An architect may be a bad man and build a house nice and comfortable; an engineer who has dug tunnels, made great roads, built bridges, may have been a poor man. [...] And the teacher, the bad man, is a contradiction in the very definition, an impossibility (Dawid, 1912, p. 49).

David pointed out how important it is for a teacher to be able to empathize with the situation of another person, to be sensitive to the harm of others, to be empathetic, because the essence of the teacher's vocation is the love of human souls.

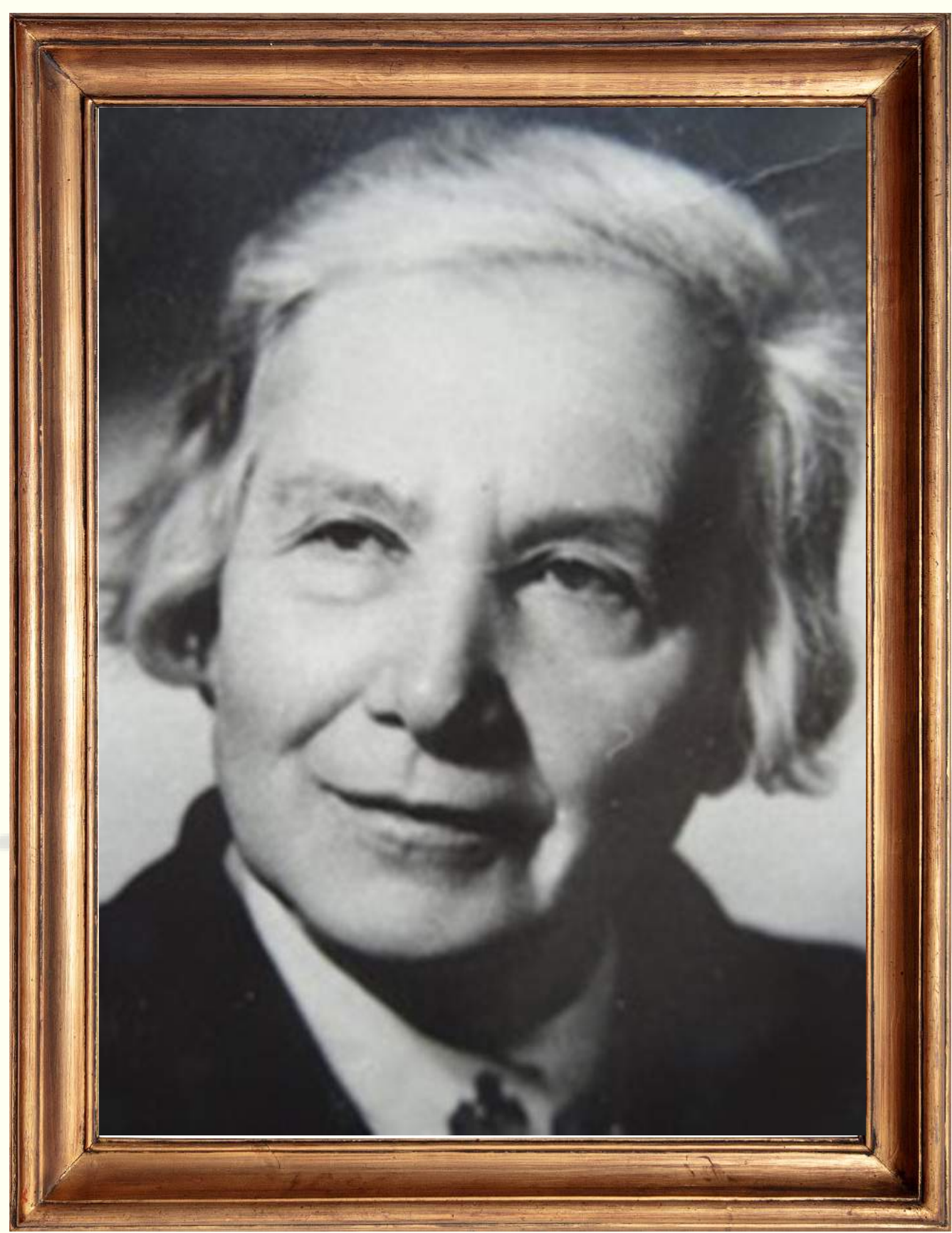


J. W. Dawid, Femininity in upbringing [in:] Gift. A collective book in honor of Eliza Orzeszkowa, Krakow 1893, p. 185.



The edition of *On the Soul of Teaching* from 1927.

According to Dawid, it is this **vocation that pushes the teacher to self-development, to improve his own competences, to acquire knowledge, and most importantly, to pass on to others what he or she has learned**. An empathetic, *soul-loving* teacher (David, 1912, p. 51) must develop because *a teacher who has a developed inner life and feels his spiritual communion with his pupil has at the same time a strong sense of responsibility, duty, and the need for perfection* (David, 1912, p. 52).



Helena Radlińska, source: www.zpsknppan.edu.pl

HELENA RADLIŃSKA 1879-1954

Card of Polish Teachers' Union, source: www.radlinska.pl



Helena Radlińska among the students of the Free Polish University in Warsaw, 1930, Author/source: National Library of Poland

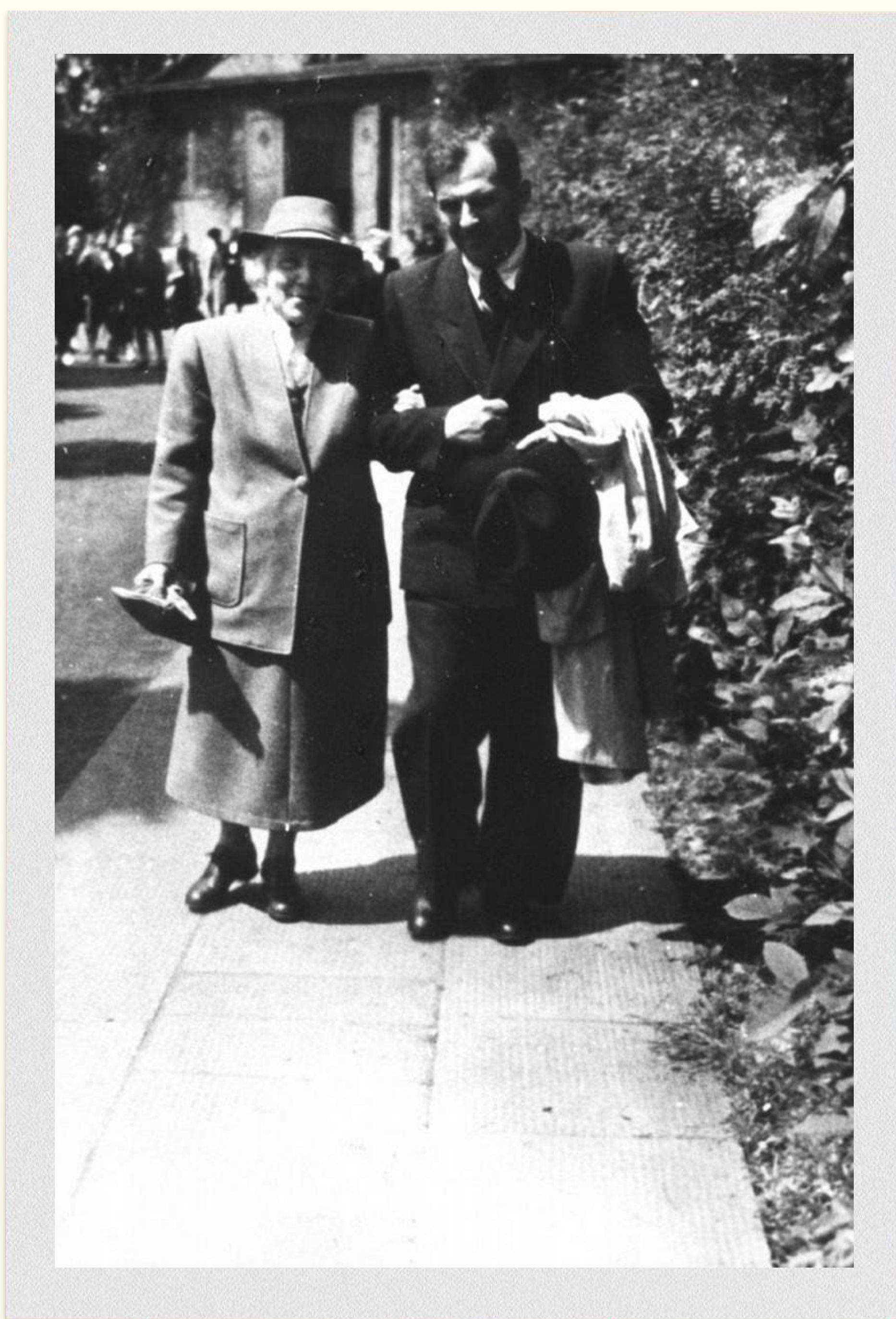
Helena Radlińska (born on May 2nd, 1879 in Warsaw, died on October 10th, 1954 in Łódź) – an eminent Polish pedagogue, the founder of Polish social pedagogy, who in the first issue of the journal published under the pseudonym Helena Orsza. Radlińska was one of the leaders in the struggle for the Polish school, for independence, and for shaping Polish statehood. Between 1913 and 1918, she held various positions in the organizational structures of the independence movement, actively participating in the activities of the PSL „Wyzwolenie” (PSL “Liberation”).

The Warsaw-born educational activist, like virtually all activists of the Union and the organizers of the „Ruch Pedagogiczny”, combined work with children and youth with patriotic and independence activities. **Associated with Józef Piłsudski's circles, the Polish Military Organisation and the Supreme National Committee**, she disseminated among teachers m.in the achievements of people important for Polish history and culture. **During the occupation, she conducted underground education.** After the Second World War, she became associated with the University of Łódź.

Radlińska reminded in her article that Polish education has a tradition going back far before the partitions, and

the tradition of educational work in Poland is rich and should be studied. All this in order to learn about the relationship between education and the life of the nation, the changes it has undergone depending on the forms of social and political life, the causes that created a flourishing or threw a heavy stone on the path of progress [...]. Then today's struggle for light will also become clearer

we read in the article



Helena Radlińska with her husband Zygmunt Radliński, source: www.uni.lodz.pl

EXPERIMENTAL SCHOOL

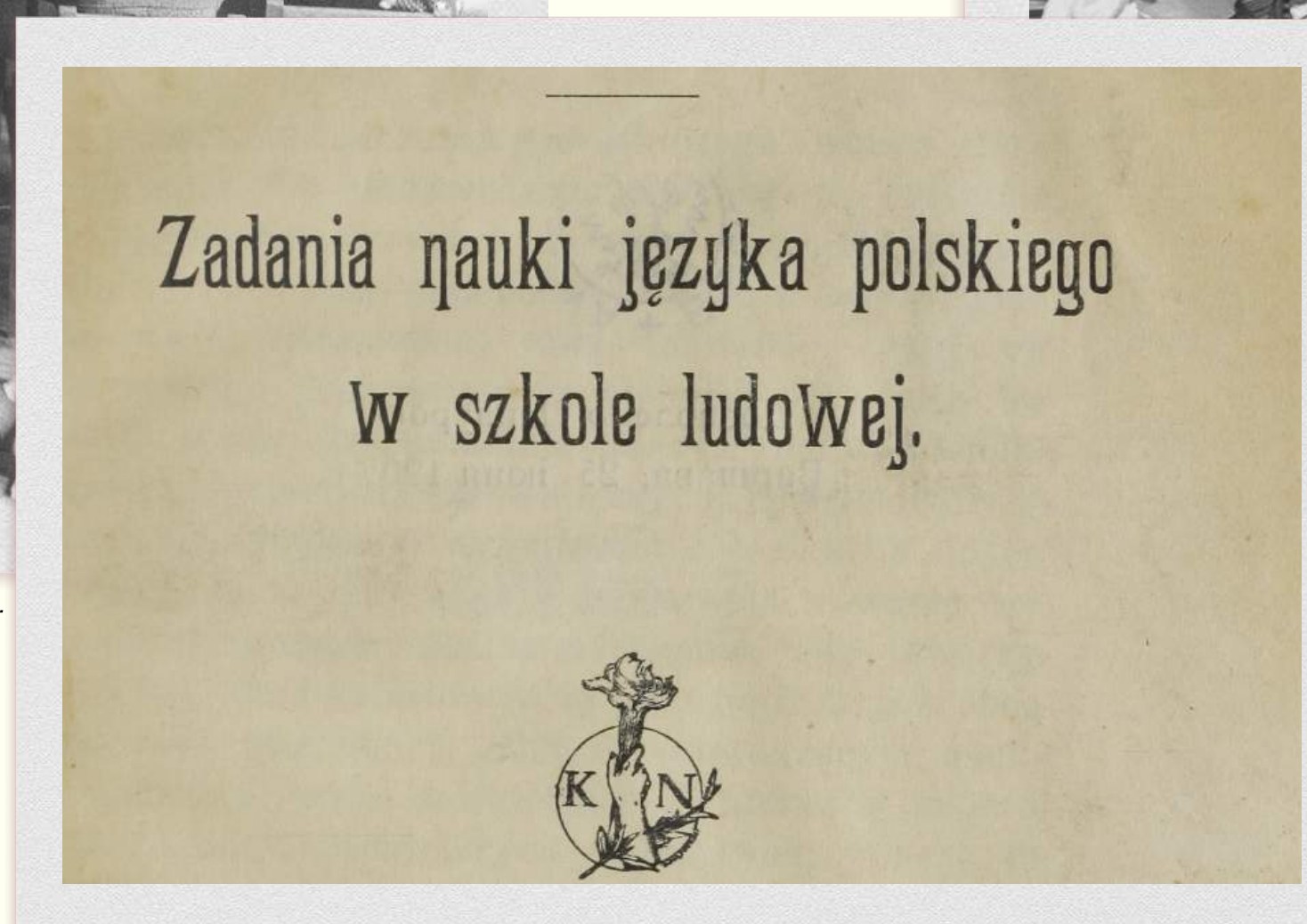
On the pages of „Ruch Pedagogiczny” many pedagogues-practitioners-innovators were featured such as Maria Laskowiczówna, a Polish educator who established a secret Polish school for rural children on her estate, risking deportation to Siberia.



Kindergarten of the TSL in Rypne. Children during playtime, 1934, source: Towarzystwa Szkoły Ludowej w Rypnem. Dzieci podczas zabawy, 1934 rok. źródło: National Digital Archives



Folk House of TSL in Kołędziny. Students and teacher of a two-class primary school, located in the Folk House, 1936, source: National Digital Archives



Tasks of learning Polish in folk school, Aniela Szcycówna, source: www.polona.pl

In the text entitled *Children's Home*, Laskowiczówna described an institution founded in Warsaw by Stanisław Karpowicz for children aged 5–9. It was an experimental institution whose aim was to implement the latest achievements of world pedagogy in teaching.

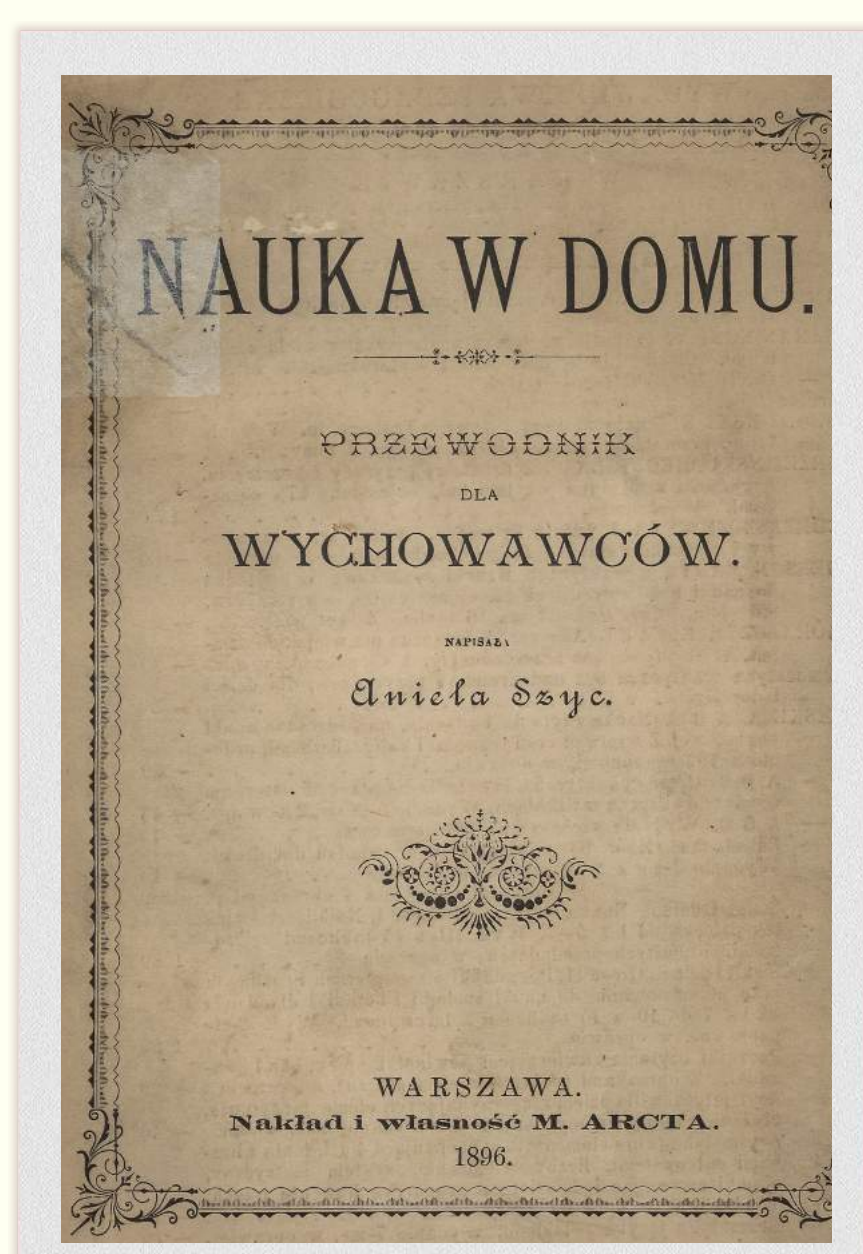
The basis and starting point of all educational procedures is the child's personal, spontaneous activity, his or her own experiences and experiences

– wrote Laskowiczówna. And further:

The educator does not impose anything, she does not dictate: she only removes from the child's path difficulties that go beyond his strength.



Aniela Szcycówna, source: www.polaczonebiblioteki.uw.edu.pl



Homeschooling - A guide for educators, Aniela Szcycówna
Source: www.polona.pl

In issue 7 of "Ruch Pedagogiczny" Aniela Szcycówna (born 31 July 1869 in Warsaw, died 14 February 1921 in Warsaw), Polish pedagogue, psychologist and publicist, presented her reflections on current pedagogic tendencies the article *New Currents in the Field of Early Childhood Education* (1912). Szcycówna was not only a pedagogue, but also a teacher, a specialist in early school education, a lecturer of pedagogy at the Society for Scientific Courses in Warsaw and the president of the Polish Society for Children's Studies. In her article, she discusses the views of the critics of the so-called Prussian school and the assumptions of the new "democratic pedagogy".

THE INTERWAR PERIOD

After two years of the publication of the "Ruch Pedagogiczny", its publication was suspended, which was directly caused by the war. The journal was reissued in 1917, with a simultaneous increase in circulation to ten thousand copies, as it was assumed that each member of the Polish Teachers' Union would receive one free copy of the magazine.

At that time, "Ruch Pedagogiczny" was published as a completely independent magazine, and the position of the editor-in-chief was held by Henryk Rowid. Their articles in the "Pedagogical Movement" were published by, among others: Jan Władysław Dawid, Aniela Szycówna, Helena Radlińska, Maria Grzegorzewska, Janusz Korczak, Bogdan Nawroczyński, Florian Znaniecki, Bogdan Suchodolski and others. As a result, "Ruch Pedagogiczny" was considered one of the most widely read pedagogical periodicals of that period. A great deal of attention was paid in the pages of the "Ruch Pedagogiczny" to topics related to the organization of education and systemic issues in Polish education.



Henryk Rowid, source: znp.uj.edu.pl



Jan Władysław Dawid, źródło: pl.wikipedia.org



Aniela Szycówna, źródło: www.polaczonebiblioteki.uw.edu.pl



Maria Grzegorzewska. Photo by PAP/CAF/Reprodukcja, source: dzieje.pl



Helena Radlińska, source: pl.wikipedia.org

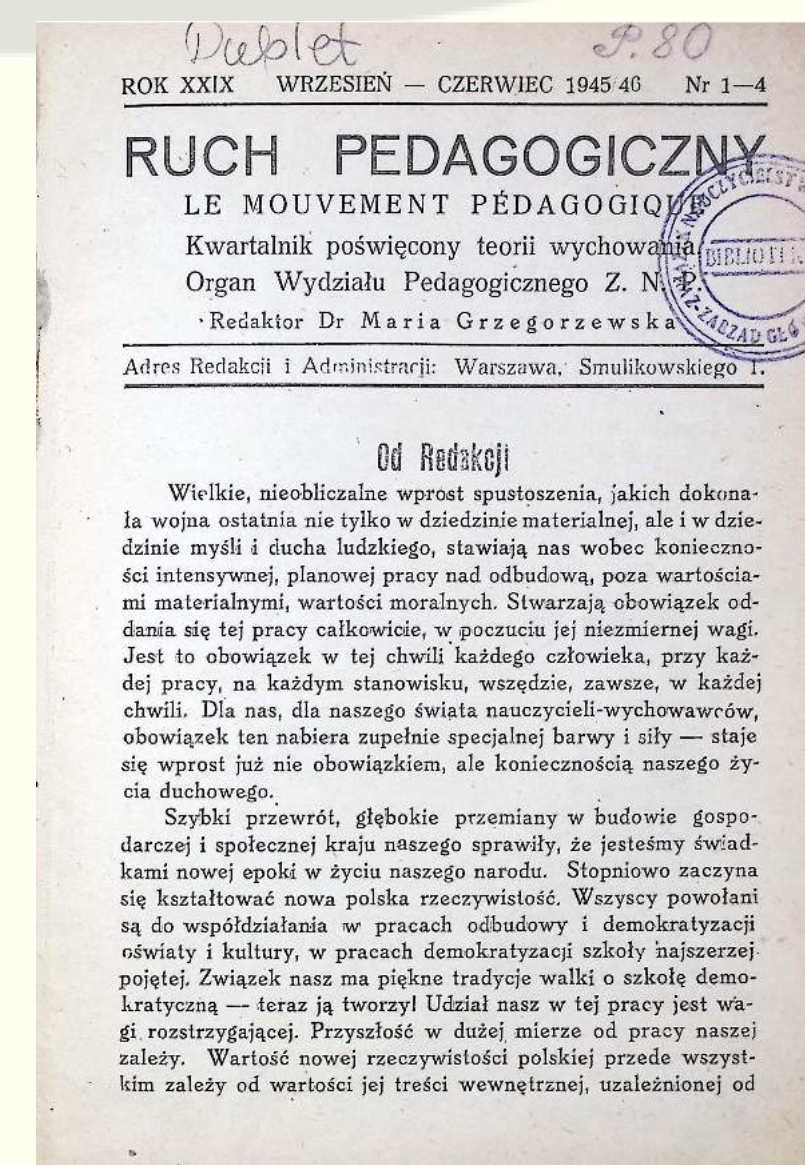


Janusz Korczak, source: pl.wikipedia.org

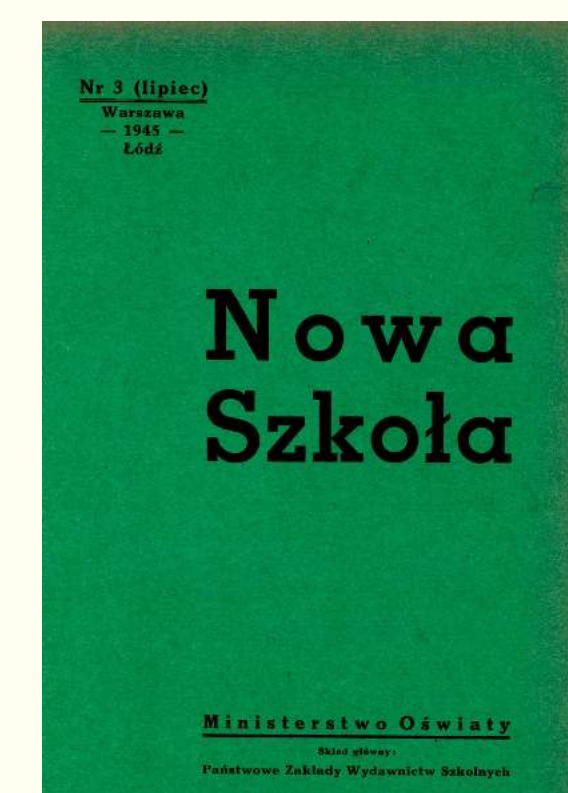
In the interwar period, the articles published in the journal also devoted a lot of space to the promotion of **active pedagogy**, aimed at the development of students' interests. There were also articles on the history of education, such as: *The Science of Education* and the *Theory of Education* by Emil Durkheim or *The Importance of the Environment in Education* by Michael Friedlaender. The periodical also published articles in the field of pedagogical psychology: *Suggestion and Upbringing* of Albert Dryjski and *Animal. Child*.

„RUCH PEDAGOGICZNY” AFTER THE SECOND WORLD WAR

The outbreak of the Second World War led to another upheaval in the publication of the "Ruch Pedagogiczny". It was reactivated at the turn of 1945 and 1946. In the 1950s, the "Ruch Pedagogiczny" merged with the "New School" magazine for a period of five years, after which the "Ruch Pedagogiczny" was again published as an independent quarterly until the 1980s. At that time, the owner and publisher of the journal was the Polish Teachers' Union.



Page „Ruch Pedagogiczny” from 1945/1946.



Cover of the magazine "New School" of 1945.



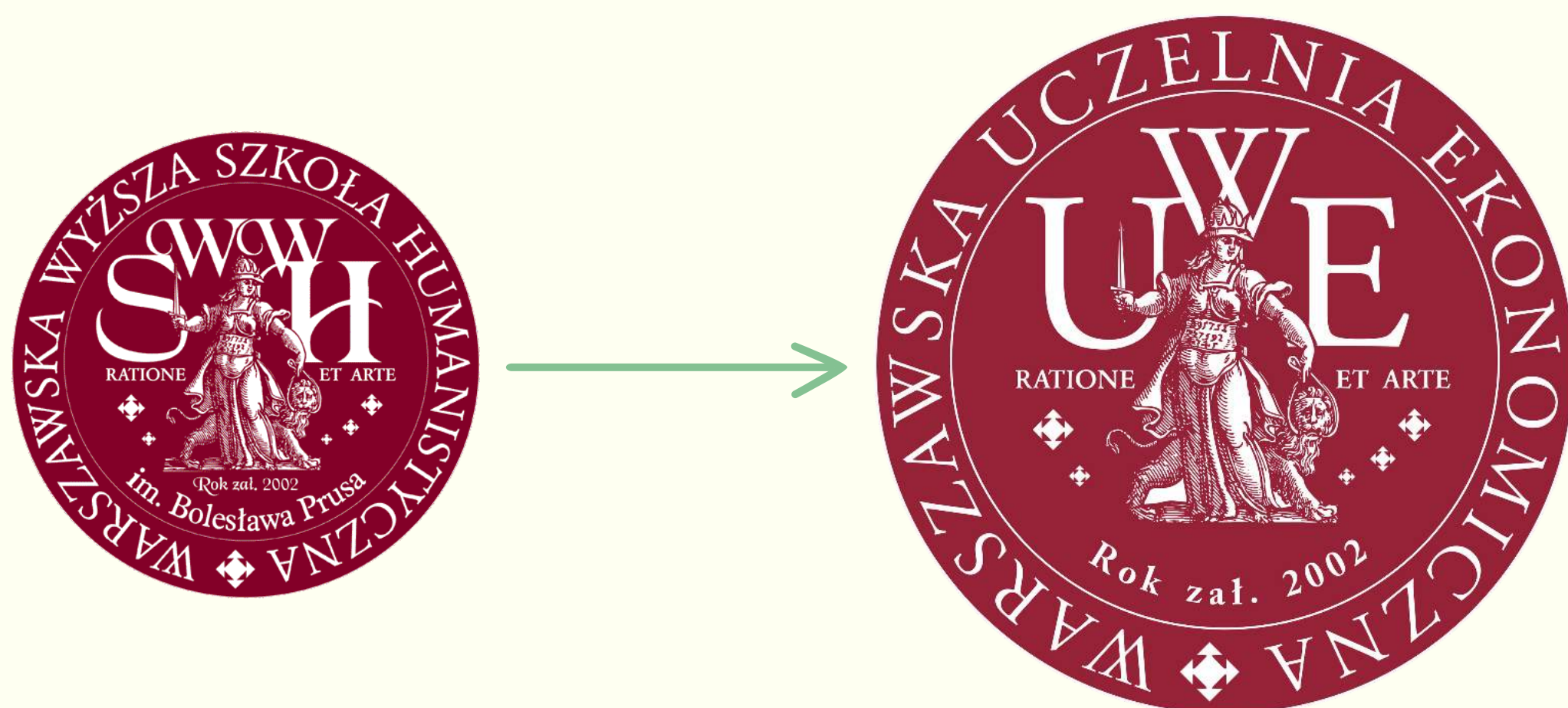
Logo of the Polish Teachers' Union

In the years 1945–1989, at a time when the history of Polish covers the period of the so-called **people's democracy**, the **"Ruch Pedagogiczny"** largely avoided ideologization. Despite the fact that there are articles referring to socialism, and the authors look for sources of inspiration and role models among authorities from beyond our eastern border, **"Ruch Pedagogiczny"** still remains the most important pedagogical journal in the country. This is thanks to the publications of great Polish pedagogists, among others: Sergiusz Hessen, Stefan Szuman, Zygmunt Mysłakowski, Bogdan Suchodolski, Wincenty Okoń, Czesław Kupisiewicz, Władysław Zaczyński, Irena Wojnar.

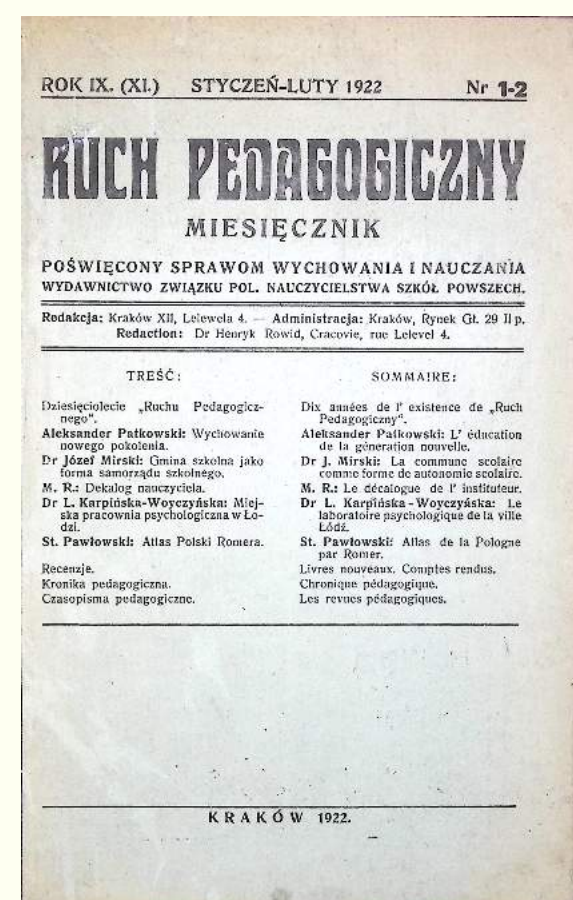
With a few short breaks, "Ruch Pedagogiczny" was published until 1998, when the Main Board of the Polish Teachers' Union handed over the magazine to the Higher Pedagogical School of the Polish Teachers' Union. The university published the journal until 2016, when it was taken over by the Warsaw Higher School of Humanities B. Prusa, now the Warsaw University of Economics – the current owner of the journal.



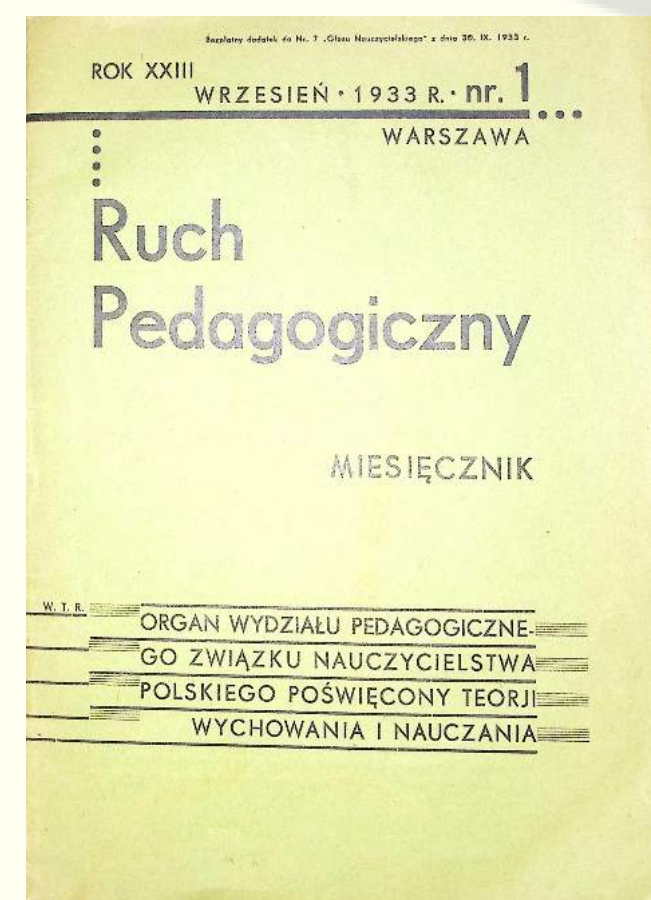
The building of the Polish Teachers' Union, the seat of the Warsaw University of Economics



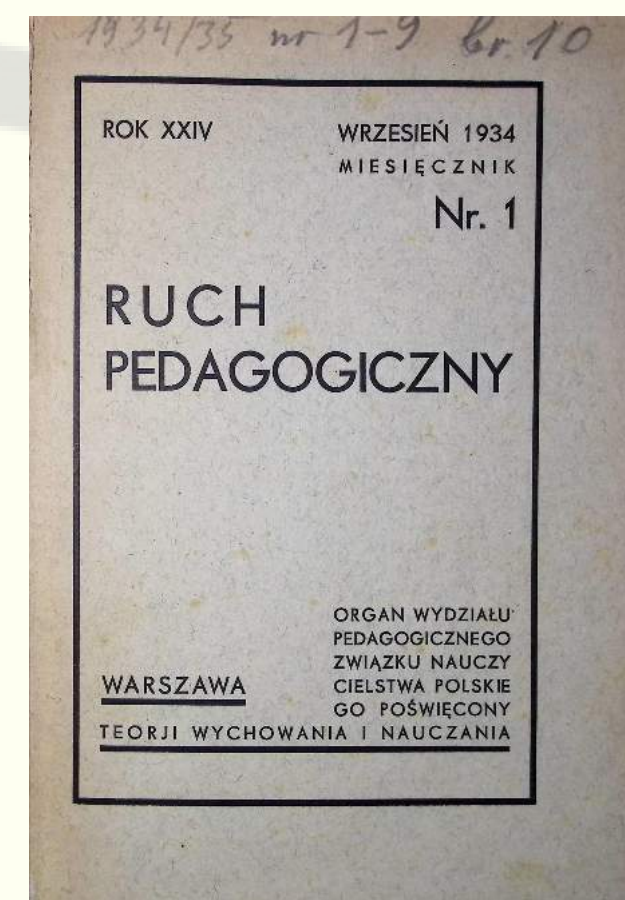
EDITORS-IN-CHIEF OF "RUCH PEDAGOGICZNY"



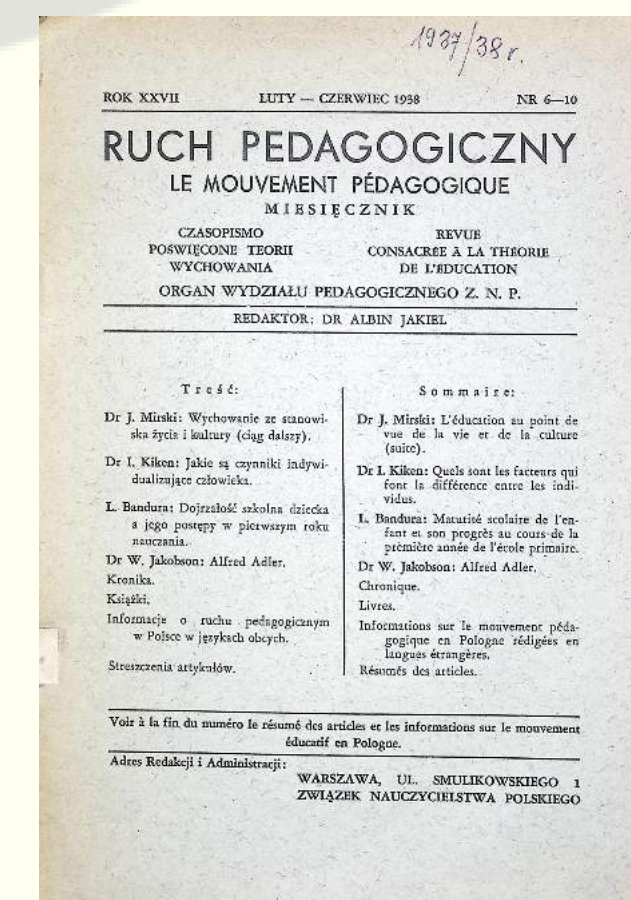
Henryk Rowid
(1912 – 1914);
1918 – June 1933 (No. 6)



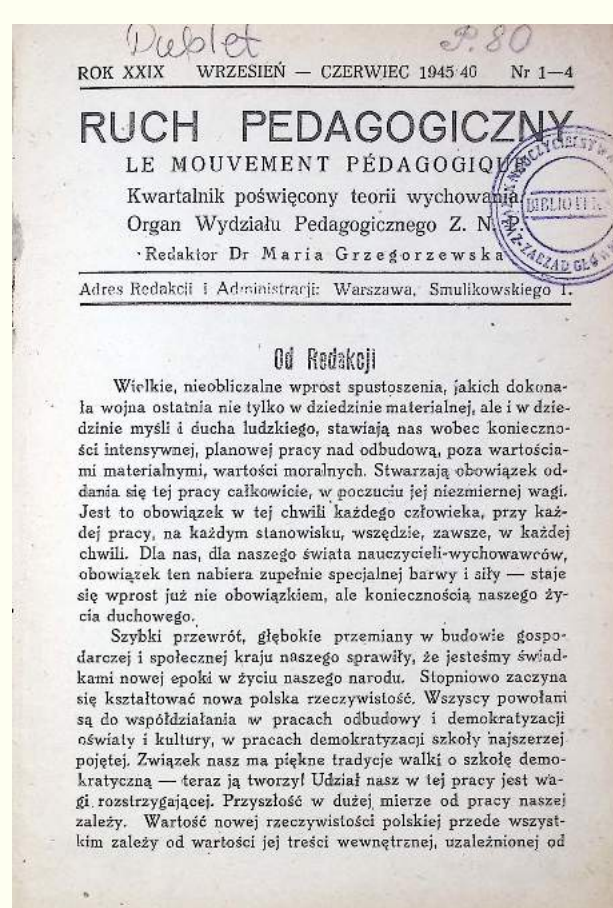
Benedykt Kubski
September 1933 (No. 1)
– June 1934 (No. 10)



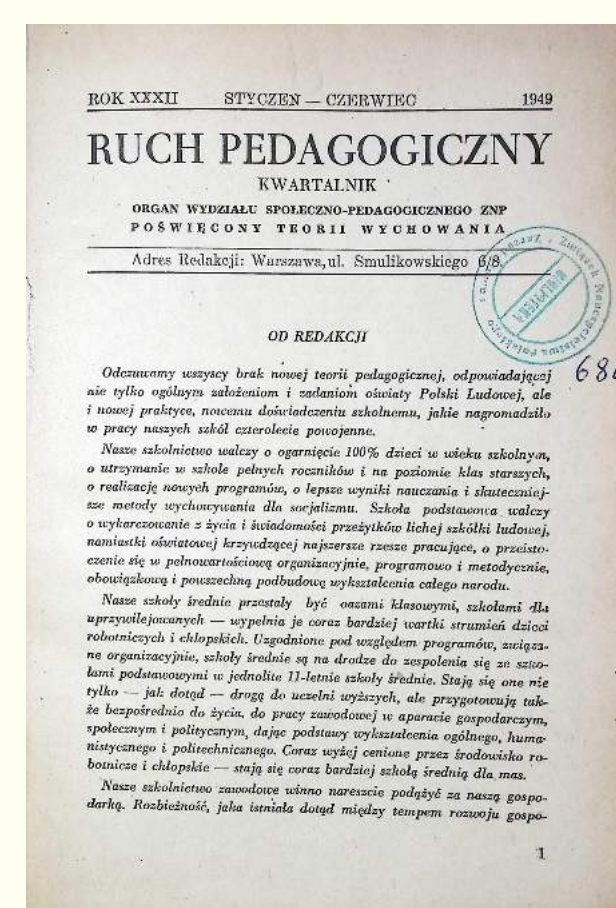
Marian Odrzywolski,
Helena Heftmanowa
September 1934 (No. 1)
– June 1937 (No. 10)



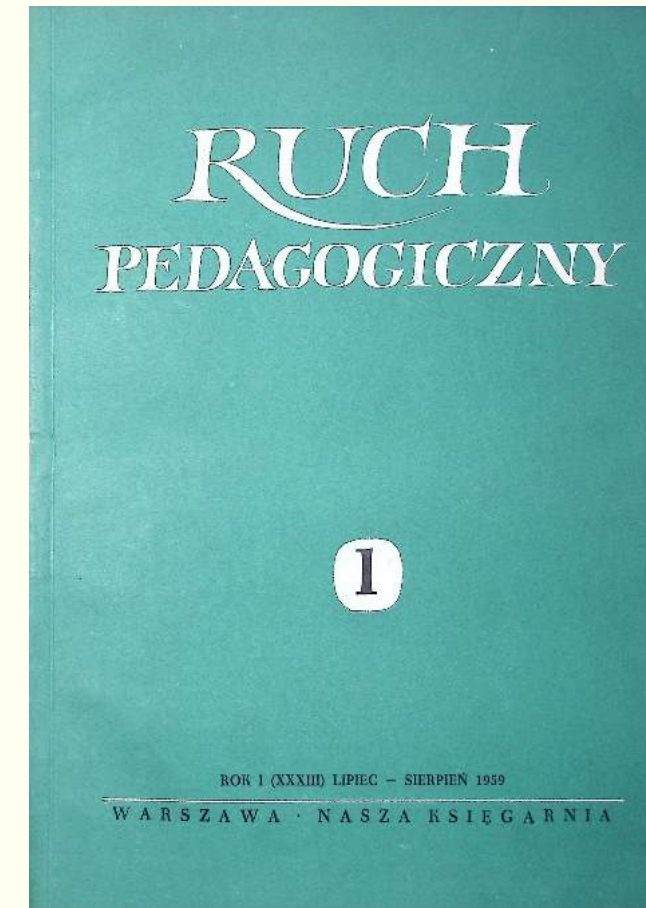
Albin Jakiel
September 1937 (No. 1) –
June 1939 (No. 10)



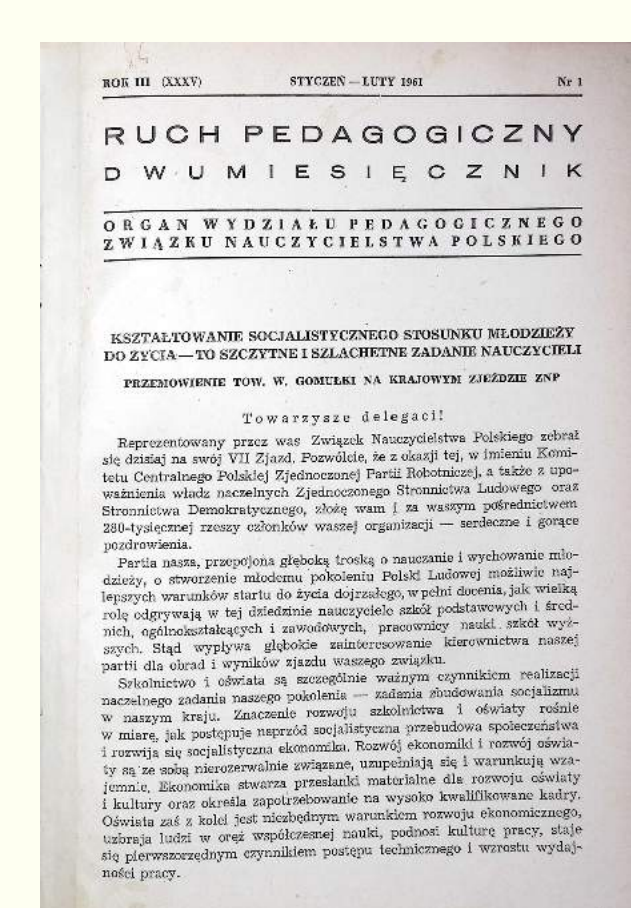
Maria Grzegorzewska
(1945 – 1948)



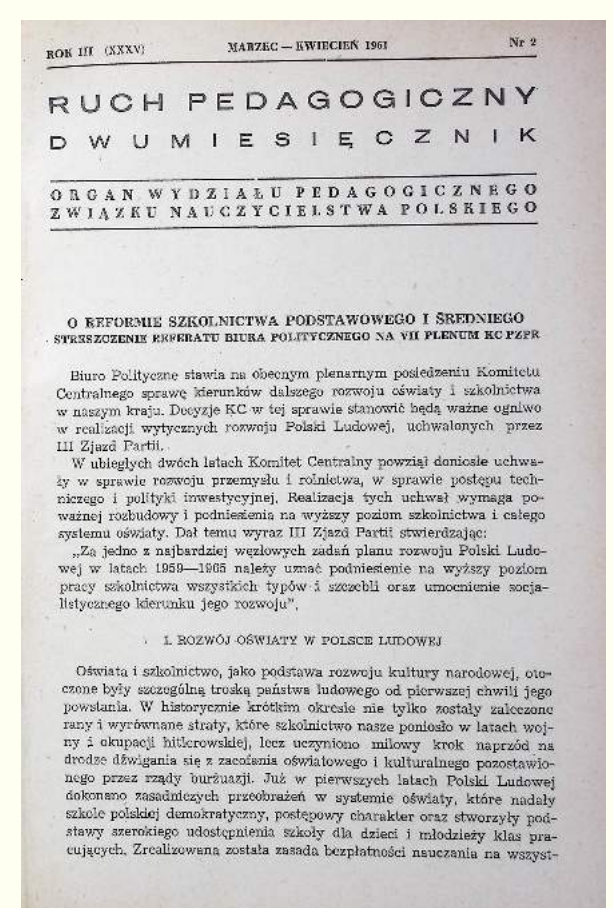
Zygmunt Mysłakowski (1949)



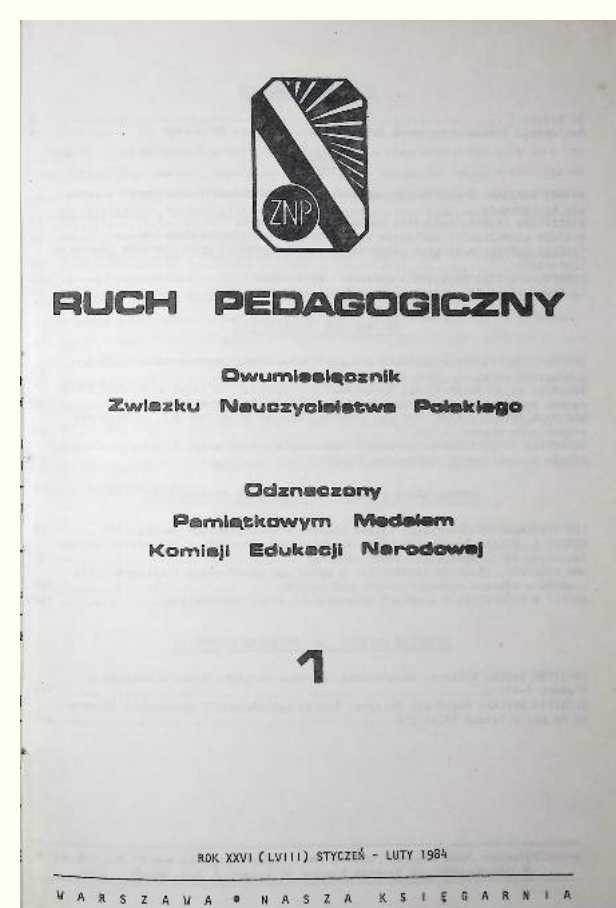
Wacław Wojtyński
(1959 – January/February 1961 (No. 2);
(July/August 1964 (No. 4);
July/August 1978 (No. 4)



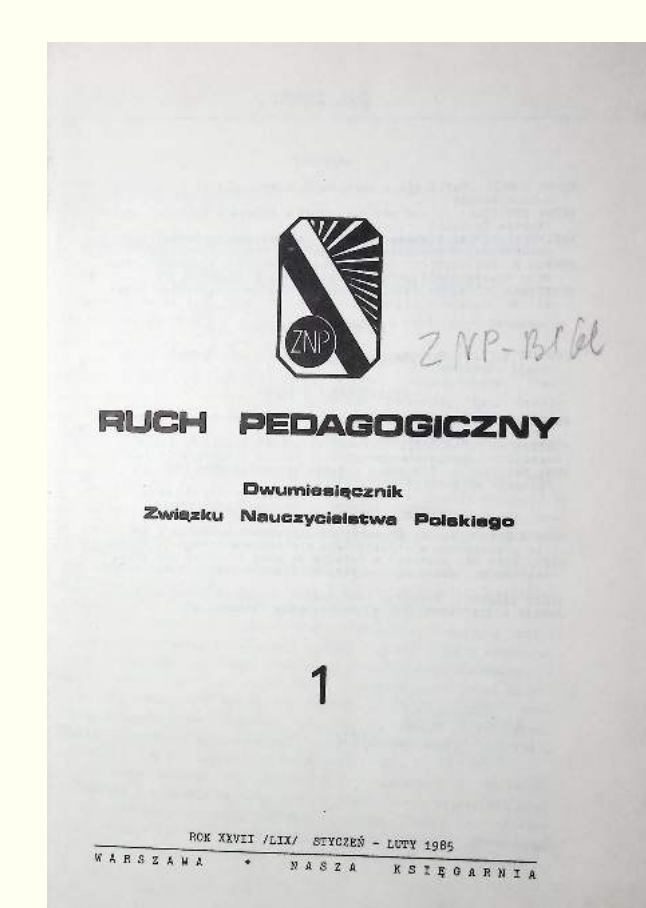
Józef Kwiatek
March/April 1961 (No. 3) –
January/February 1964 (No. 1
issued after the editor's death)



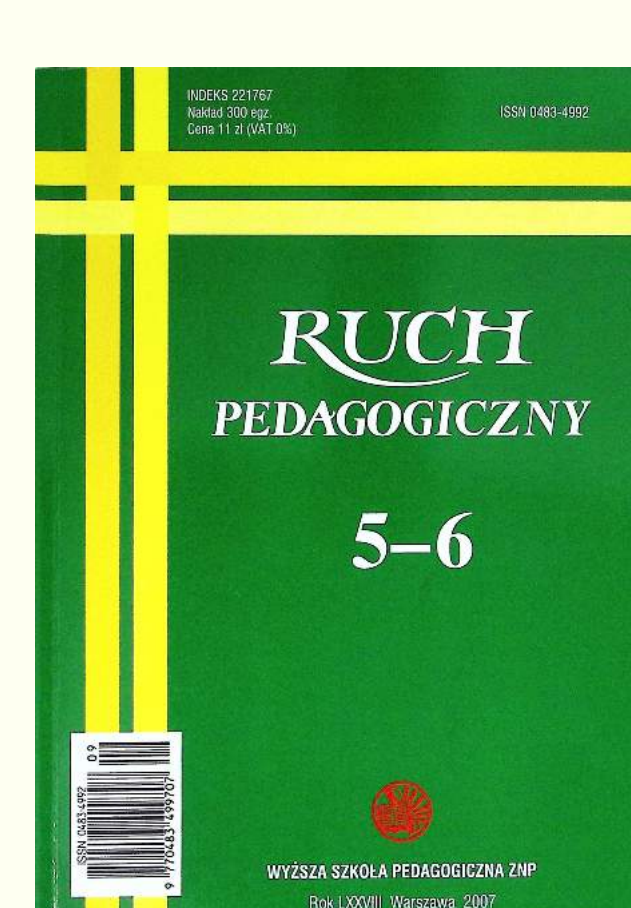
March – June 1964 (No. 2 and 3) without reviewers
Chief Executive



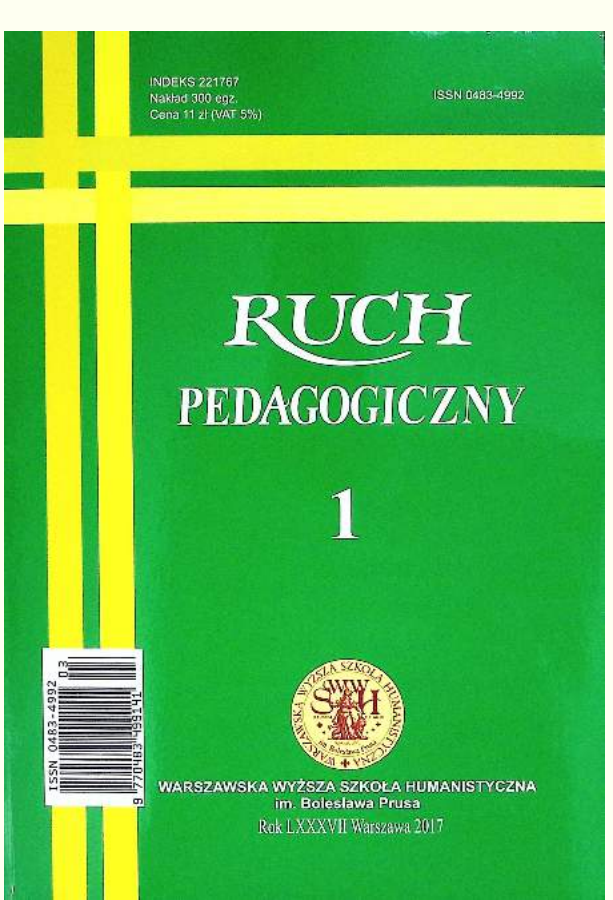
Stefan Słom
September/October 1978 (No. 5)
– March/April 1984 (No. 2)



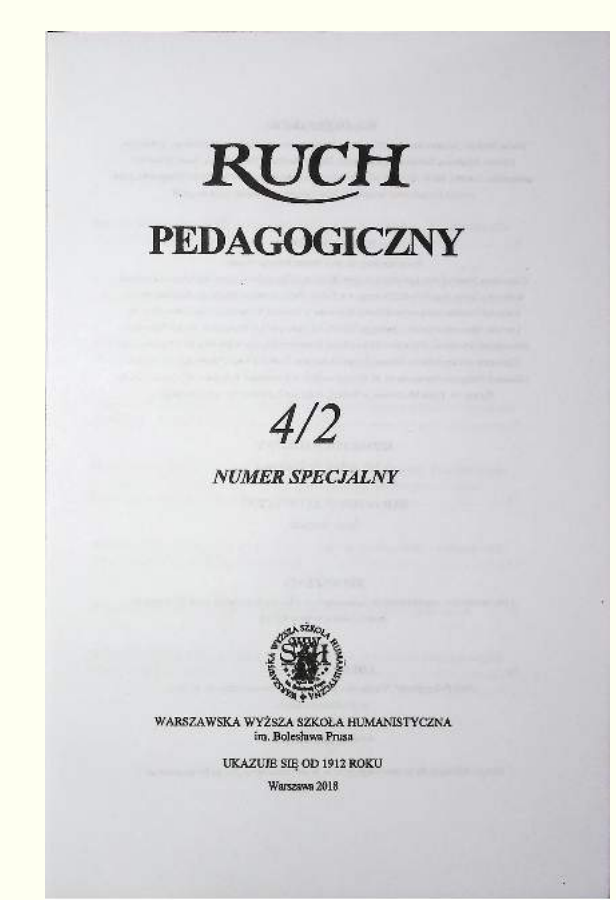
Tadeusz Lewowicki
May/June 1984
(No. 3) – 1994



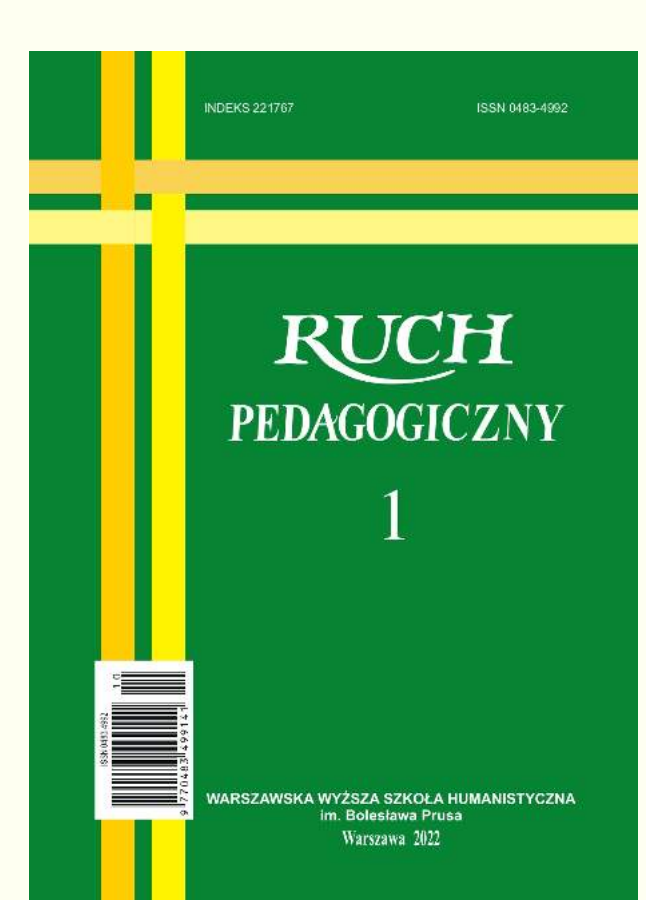
Stefan Mieszalski
1998 – 2016



Marian Walerian Nowak
2016 – 2017

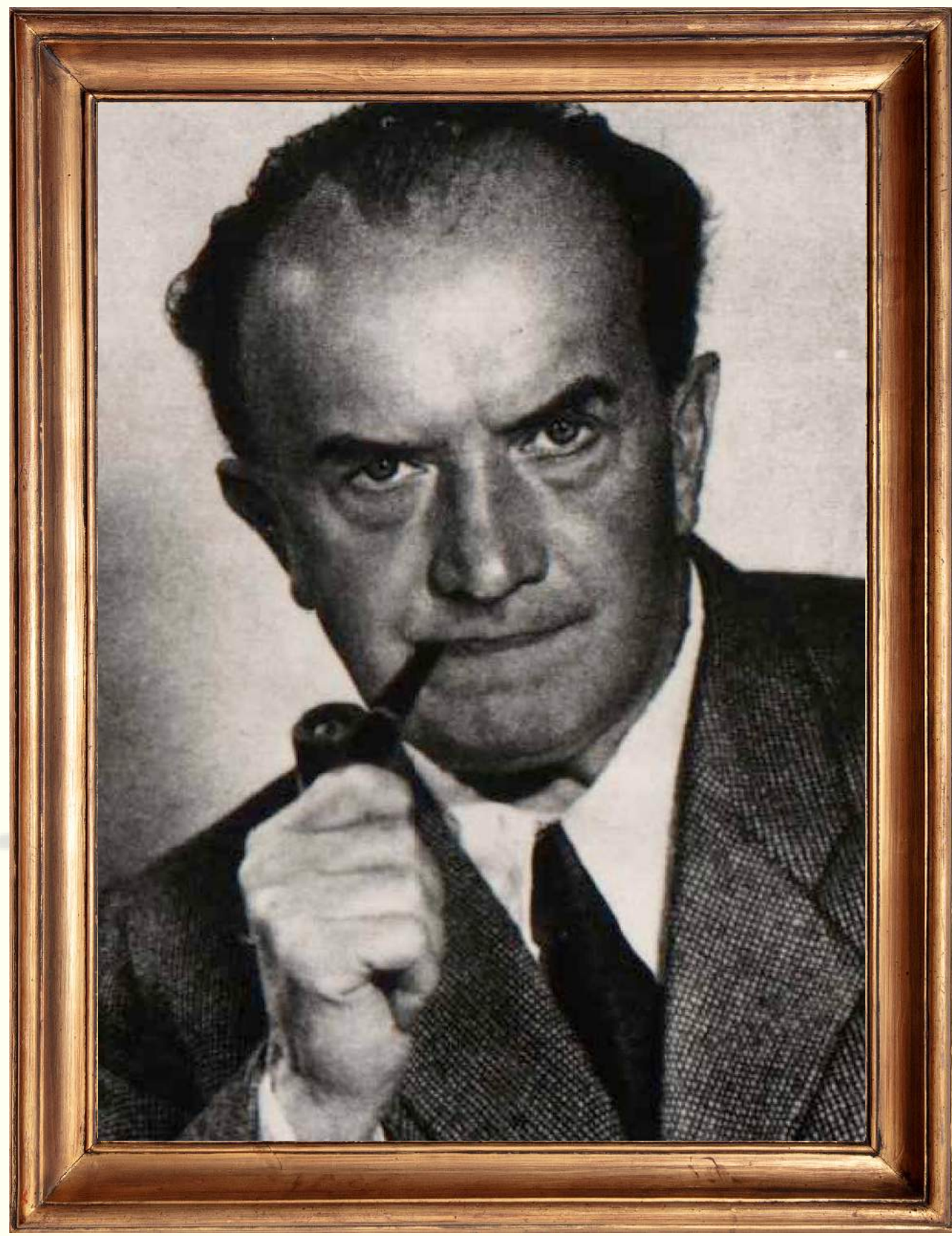


Marian Surdalski
2017 – 2018



Małgorzata Skura
(2022 – present)

During the years of the First and Second World Wars, 1950 – 1959, 1995 – 1997 and 2019 – 2021 No appeared.

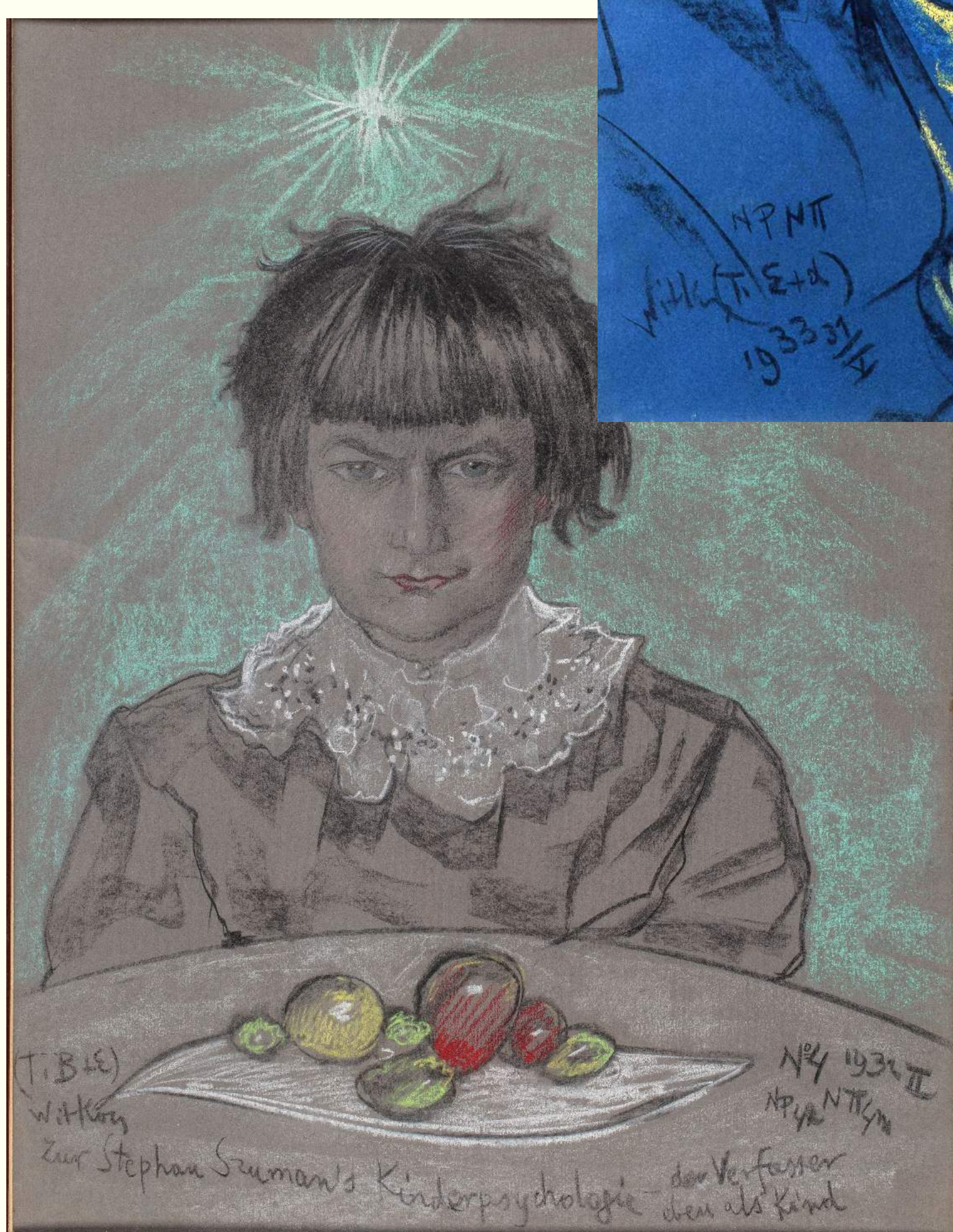
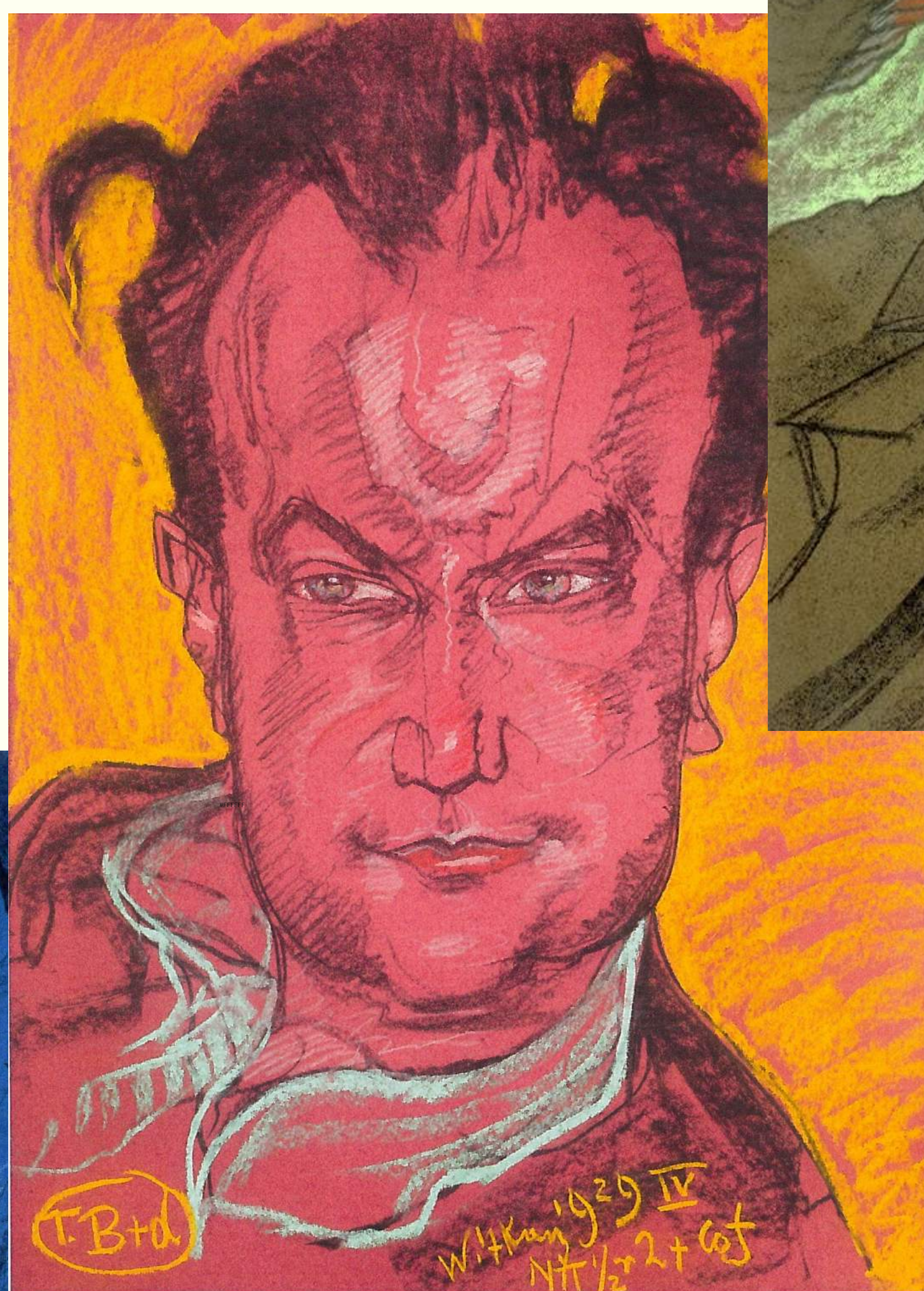
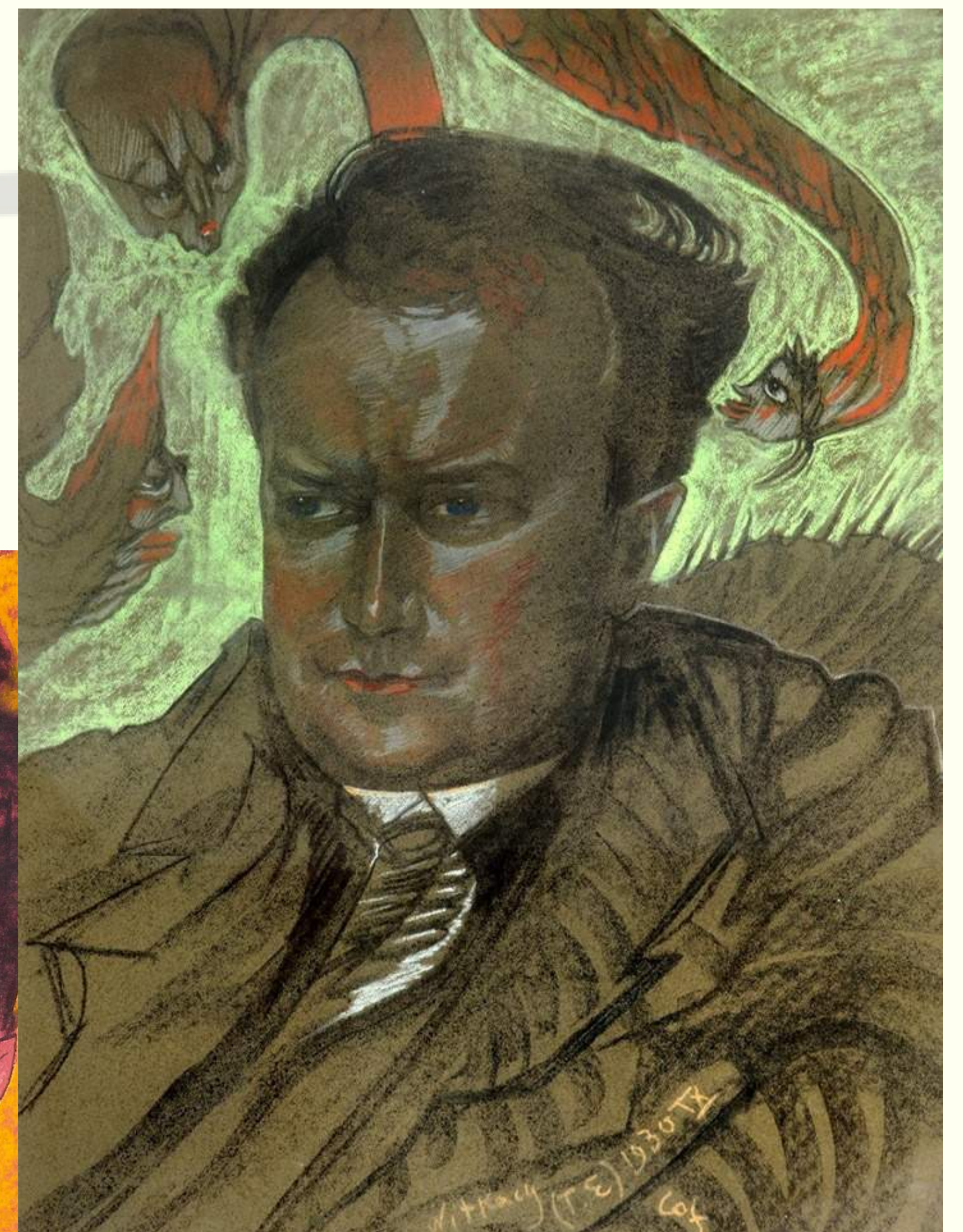


Stefan Szuman, source: www.encyklopedia.pwn.pl

STEFAN SZUMAN

1889-1972

Stefan Szuman (born January 2nd, 1889 in Toruń, died May 16th, 1972 in Warsaw) was closely associated with the Jagiellonian University, and his main field of interest was psychological sciences taught at the Jagiellonian University. He became famous for his **pioneering research on speech and art of the child and aesthetic education**. He is recognized as **one of the most outstanding Polish psychologists**, playing a key role in shaping the basics of modern child psychology. In addition, he is also the author of numerous publications in the "Ruch Pedagogiczny".



4 portraits of Stefan Szuman by Witkacy, source: wikipedia

He was educated in a Prussian gymnasium, and after graduating he began his medical studies in Breslau, as his father wished. He continued his studies in Munich and Würzburg. **Already during his medical studies, he developed his knowledge of philosophy and art.**

Szuman is the author of **important works for Polish psychology and pedagogy**: *The Development of the Child's Questions* (1939), *Children's Art. The Psychology of Children's Drawing Creativity* (1st ed.: 1927; the last one: 1970), *On Art and Aesthetic Education* (1962), *Pedagogical talent* (1st ed.: 1939; Last: 1962), *On Attention. Activating and shaping students' attention during school lessons* (1961).

In 1954 he was awarded the **Officer's Cross of the Order of Polonia Restituta Polish**. In the later years of his life, he moved to Warsaw, where he died on May 16th, 1972. FHe was friends with Witkacy (Stanisław Ignacy Witkiewicz), who portrayed the Professor many times.



17-year-old Maria Grzegorzewska on the eve of graduating from Paulina Hewelke's Warsaw boarding school, source: www.muzeum.aps.edu.pl

MARIA GRZEGORZEWSKA 1887-1967

Maria Grzegorzewska (April 18th, 1887 – May 7th 1967) was a Polish pedagogue, psychologist and professor. Recognized as a **pioneer and one of the most important figures in the field of education for children with intellectual disabilities in Poland**. She studied psychology in London and at the Sorbonne in Paris. While working on her doctoral dissertation (*A Study on the Development of Aesthetic Feelings – Research on Experimental Aesthetics Conducted Among Brussels School Students*), she was interested in culture and art, focusing on research on **development of aesthetic feelings of children and adolescents**.



Maria Grzegorzewska during her studies in Brussels and Paris 1912 – 1914, source: www.muzeum.aps.edu.pl



Maria Grzegorzewska with lecturers and students from 1946/1947 in front of the ZNP headquarters at 6/8 Smulikowskiego Street in Warsaw – at the site of the current exhibition, source: www.muzeum.aps.edu.pl

After Poland regained its independence, Maria Grzegorzewska became involved in educational activities. She started working at the **Ministry of Religious Denominations and Public Enlightenment**. It focused on the training of educators for special institutions. Grzegorzewska made efforts to convince the public about the **need to organise educational institutions for children with disabilities**. She also founded the **Special Education Section at the Main Board of the Polish Teachers' Union**. For many years she was the editor-in-chief of "Ruch Pedagogiczny".

Maria Grzegorzewska was the **director of the Institute of Special Education** (today's Academy of Special Education) until the end of her life. She is also the author of important works for Polish psychology and pedagogy, such as: *The Deaf Blind* (1928), *The Psychology of the Blind* (1930), *Educational care for blind and deaf-blind children* (1933), *The phenomenon of compensation in the blind and deaf* (1959).



Maria Grzegorzewska among the students and lecturers of PIPS in 1925/1926, source: www.muzeum.aps.edu.pl



Maria Grzegorzewska in her apartment at 16 Spiska Street, Warsaw 1950, source: www.muzeum.aps.edu.pl



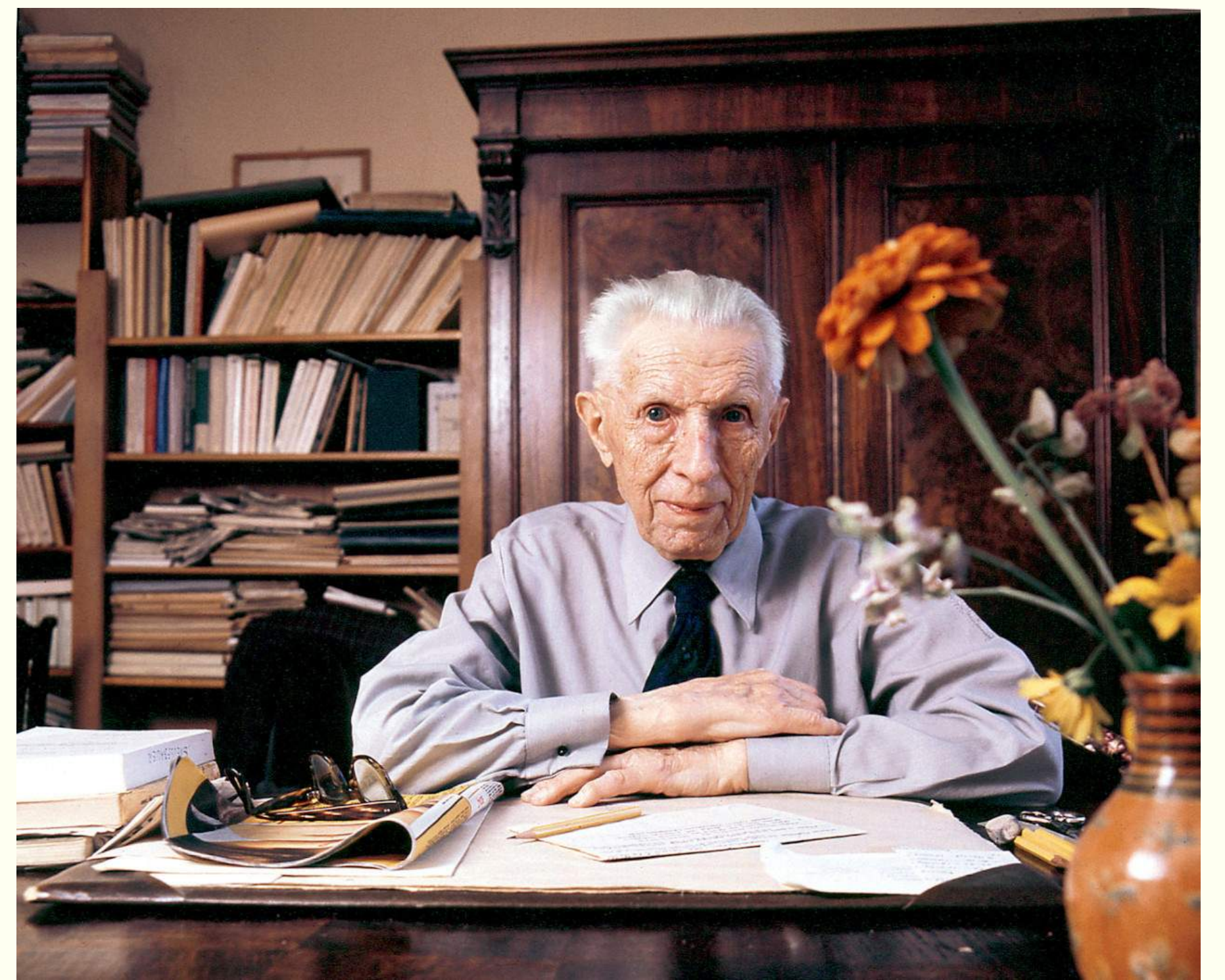
On the occasion of the Teacher's Day, the Chairman of the Council of State, Aleksander Zawadzki, decorates the Maria Grzegorzewska – as the first woman in Poland – with the Order of the People's Republic of Poland, Belvedere, October 1959, source: www.muzeum.aps.edu.pl



Marian Falski, source: www.wikipedia.pl

MARIAN FALSKI, ALIAS RAFAŁ PRASKI, JANKA SWAJAK

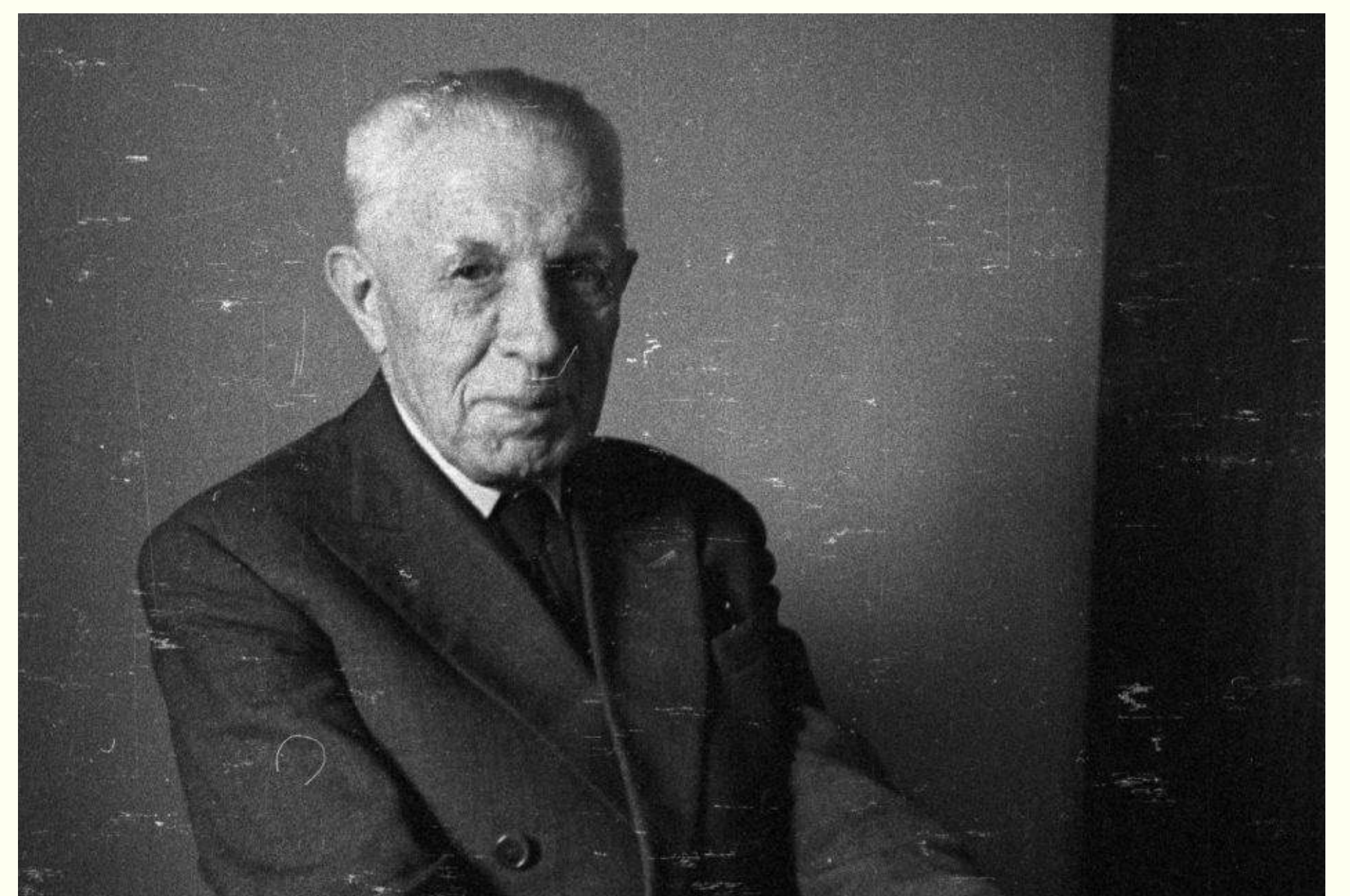
Marian Falski (December 7th, 1881 – October 8th, 1974) was a Polish pedagogue and educational activist, a specialist in the field of the system and organization of education, and the **author of the most popular Polish primer**. In 1903 he joined the **Polish Socialist Party (PPS)**, organized school strikes in the Kingdom of Poland, developed conspiracy among students, and conducted illegal rallies and clandestine classes. In 1910 he published *Learning to read and write for children*, which is the first edition of his revolutionary primer for Polish education. He was involved in the creation of the "Ruch Pedagogiczny", agreeing with all the postulates put forward by the journal from the very first issue – with Polish, modern pedagogy, based on research and the latest scientific achievements.



Marian Falski, source: static.polityka.pl



Marian Falski with his wife Regina Oxner-Falska, source: www.pai.media.pl



Marian Falski, source: www.s1.tvp.pl

The educator was developing **his own method of learning to read and write** over many years, often modifying it, giving up some ideas, replacing some techniques with other, more effective ones.

In the early stages of learning, when the student does not yet have much practice in reading, when it is easy to make mistakes and mix up individual letters or words, the selection of texts that correspond to the interests, way of thinking, and expression of the student becomes of paramount importance. Understanding the principle and mastering the technique of reading is such a difficult matter that it should always be carried out under the simplest and easiest conditions possible.

– he wrote in the first issue of "Ruch Pedagogiczny".



Marian Falski, source: www.twitter.com

FALSKI'S ABCs

ABCs – over 80 editions and 20 million printed copies, i.e. **Marian Falski's textbook**, the first edition entitled *Learning to Read and Write for Children* was published in **1910** in Krakow and revolutionized the methodology of learning to read in Poland. In the following years, **versions adapted to the needs of the public** were published, and this is how *ABCs for urban children, ABCs for rural children, and ABCs for soldiers and civilians illiterate were published.*



Title pages of Zadania elementarzone dla uczniów szkół miejskich by M. Falski

Religious issues did not appear in the ABCs until the 1930s.

The *ABCs* have been supplemented with *ABCs and a textbook for teachers* entitled *Methodological Notes*. Marked by the spirit of Stalinist times, the **ABCs of 1949 were censored**, texts about the destruction of Warsaw and people's return home after the war appeared, while the religious elements removed by the censorship disappeared. The next edition of the *ABCs* was published in 1958 – it contained new colour illustrations, as well as texts by Aleksander Fredro and Julian Tuwim.

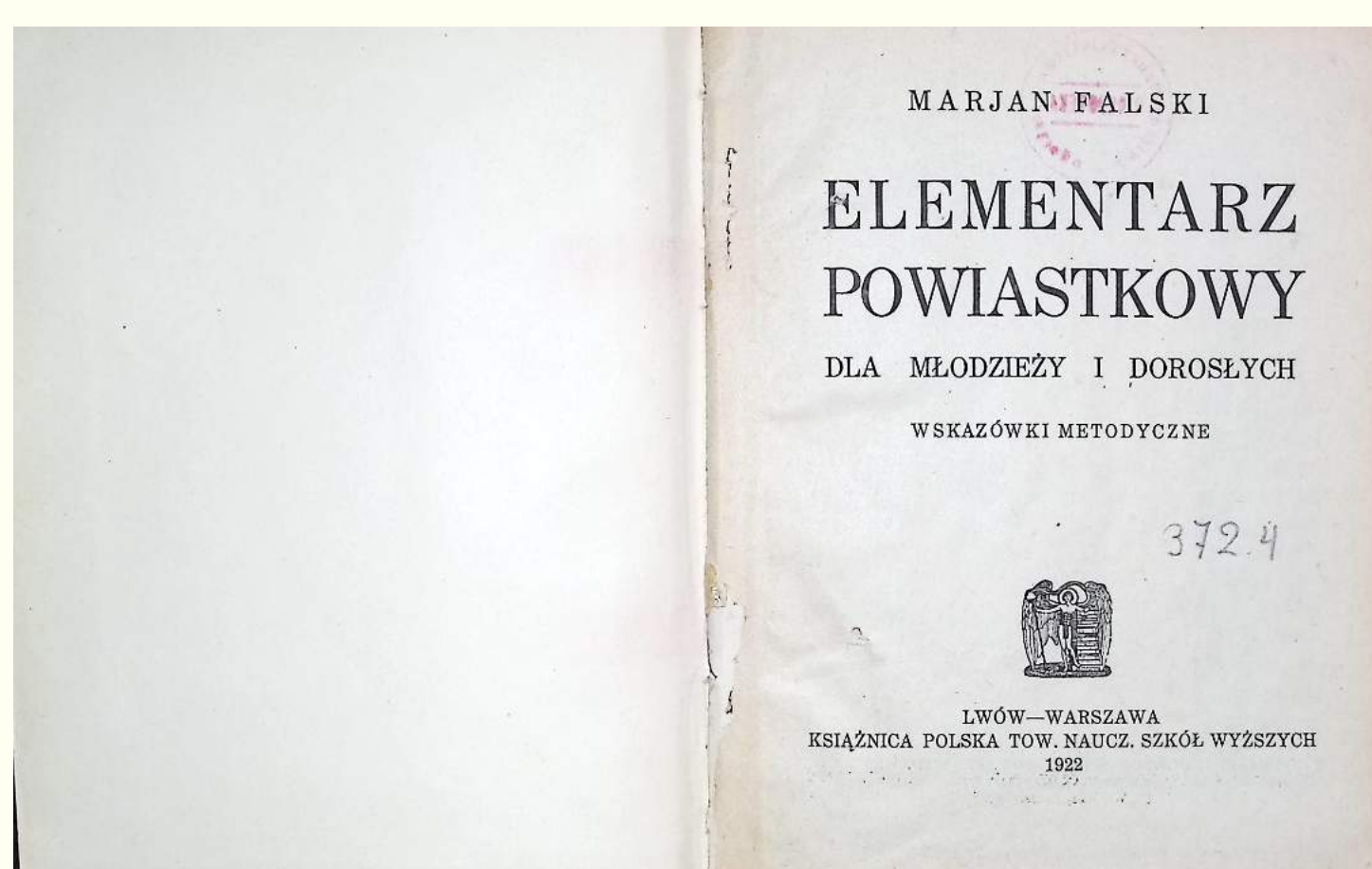


Cover of Elementarz dla szkół miejskich by M. Falski

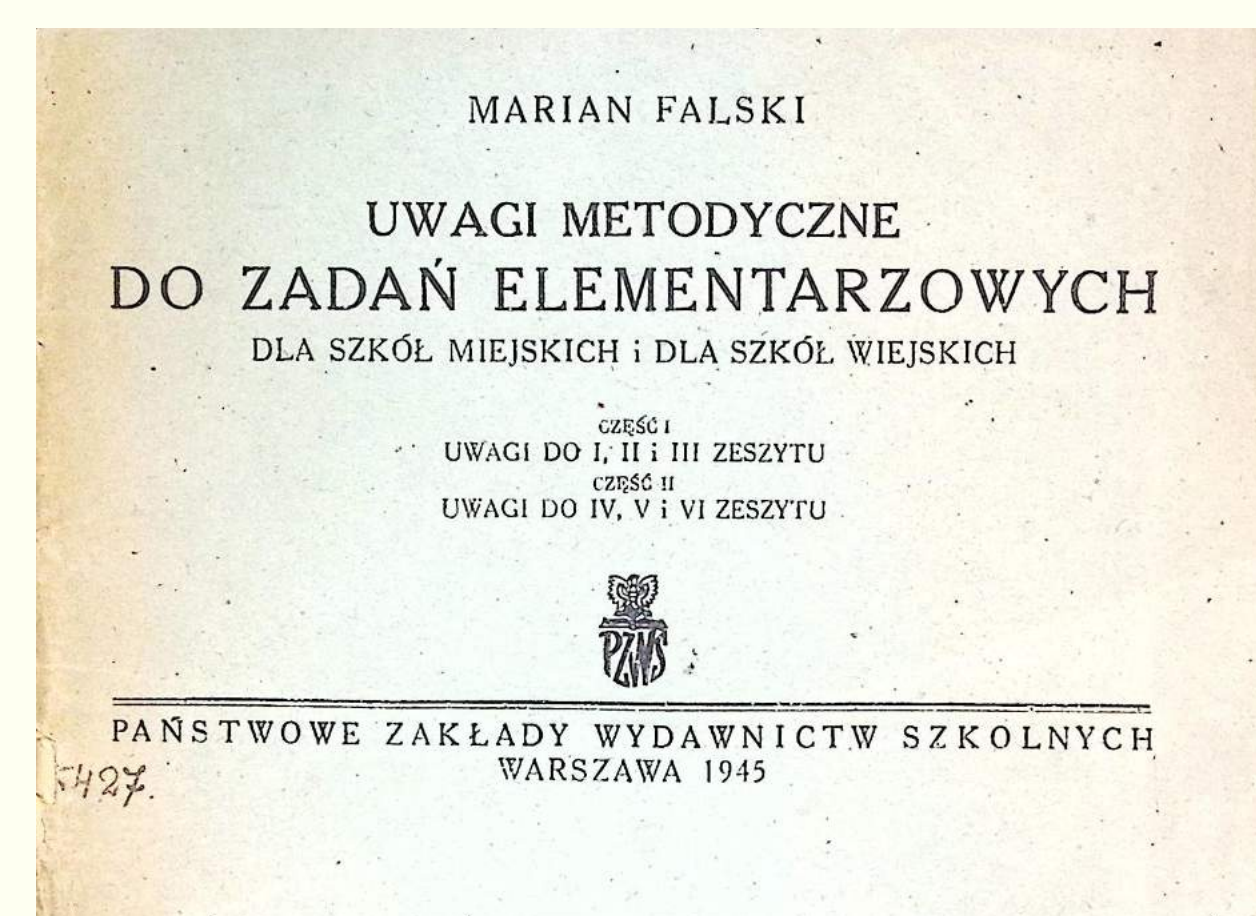


OCover of Elementarz dla szkół wiejskich by M. Falski

The penultimate version, in 1969, introduced new elements of life, such as space flight; it was the last version published during the author's lifetime. **After Falski's death in 1974, the last revised version of the ABCs was published.** The authors of the illustrations for subsequent editions are: Jan Rembowski, Kamil Mackiewicz, Konstancy Maria Sopoćko, Wacław Borowski, Jan Samuel Miklaszewski, Jerzy Karolak, Tadeusz Gronowski, Janusz Grabiański and Władysław Skoczylas. Calligraphy in subsequent variants of the *ABCs* was made by: Klemens Kostecki, Stefan Ślęzak and E. Sobczyński, Włodzimierz Oniszczak, Aleksander Kwiatkowski, Wacław Rafalski.



Title page of Elementarz powiastkowy dla młodzieży i dorosłych by M. Falski, Lviv-Warsaw 1922.



Title page of Uwagi metodyczne do zadań elementarzone dla szkół miejskich i dla szkół wiejskich by M. Falski.

FALSKI'S ABCs

1971

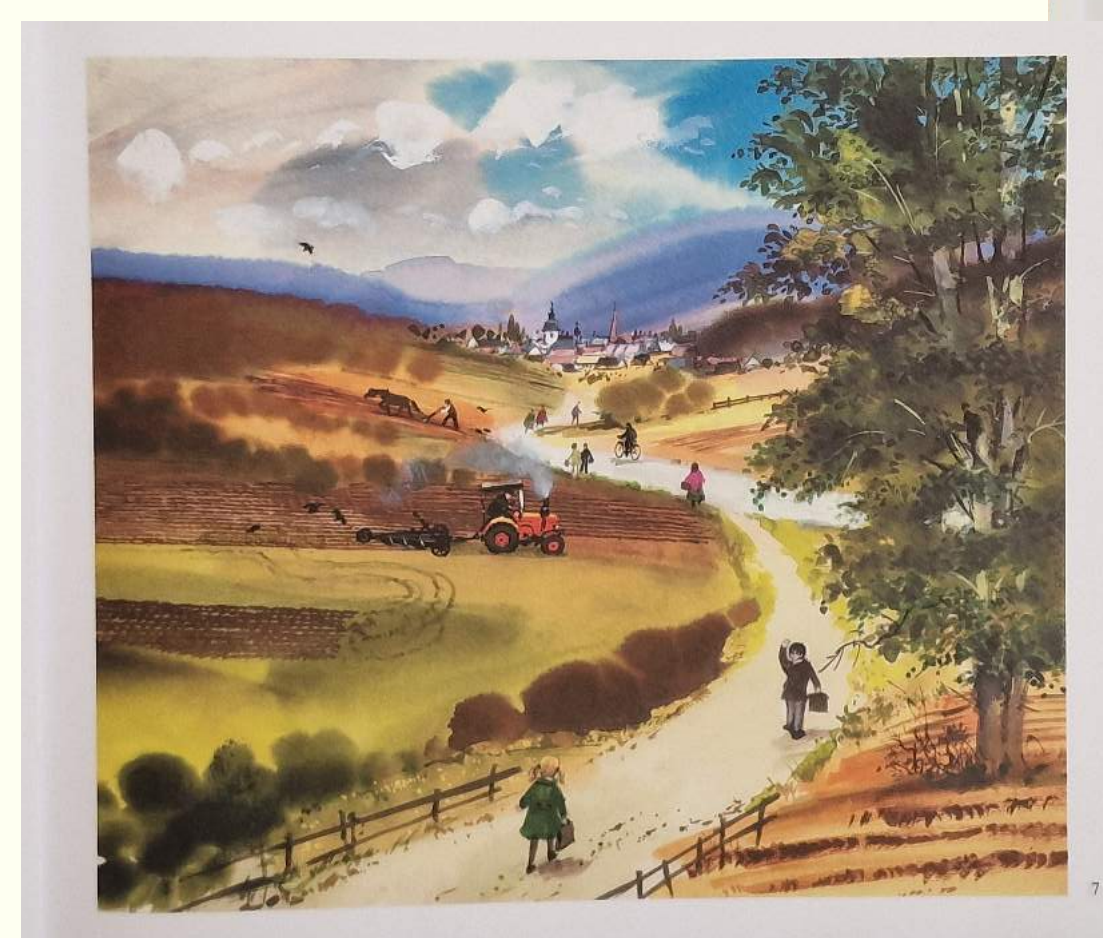
1974



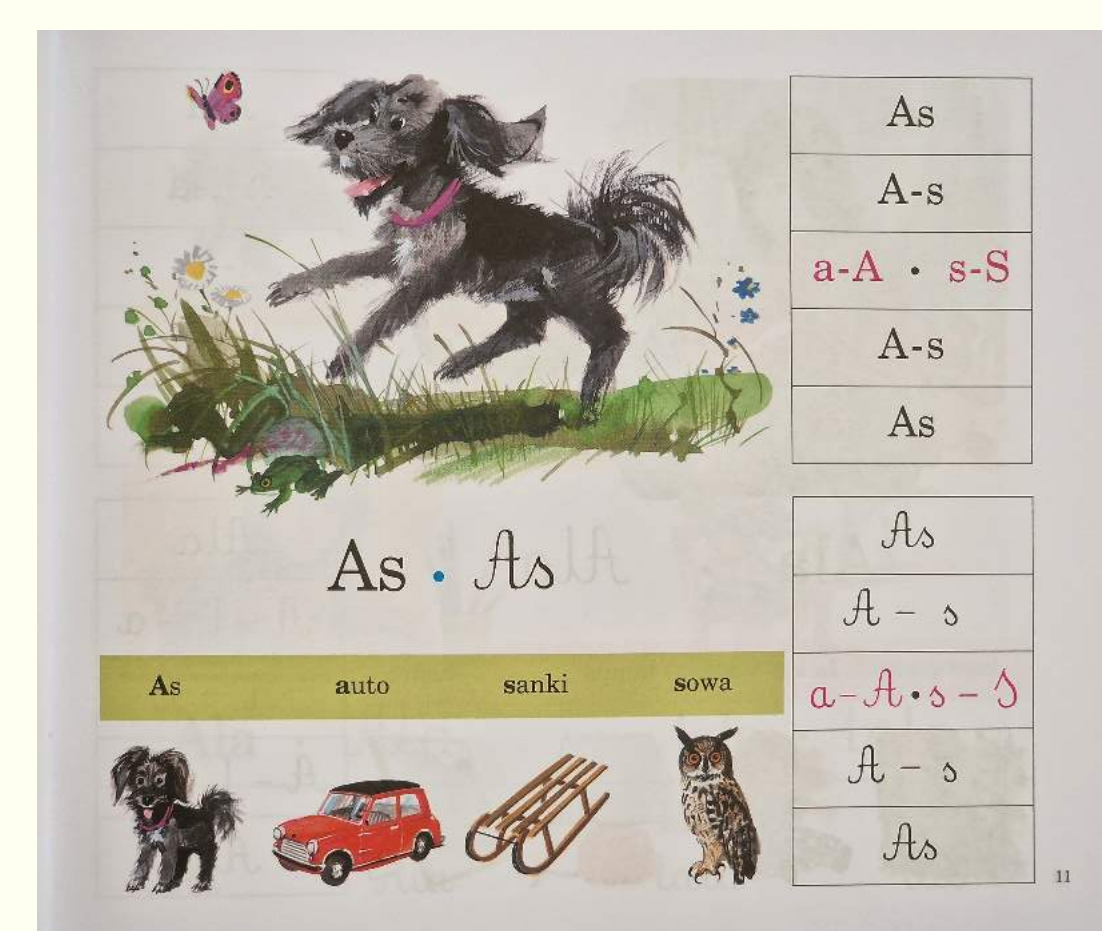
Cover of the *Elementarz* by M. Falski from 1971.



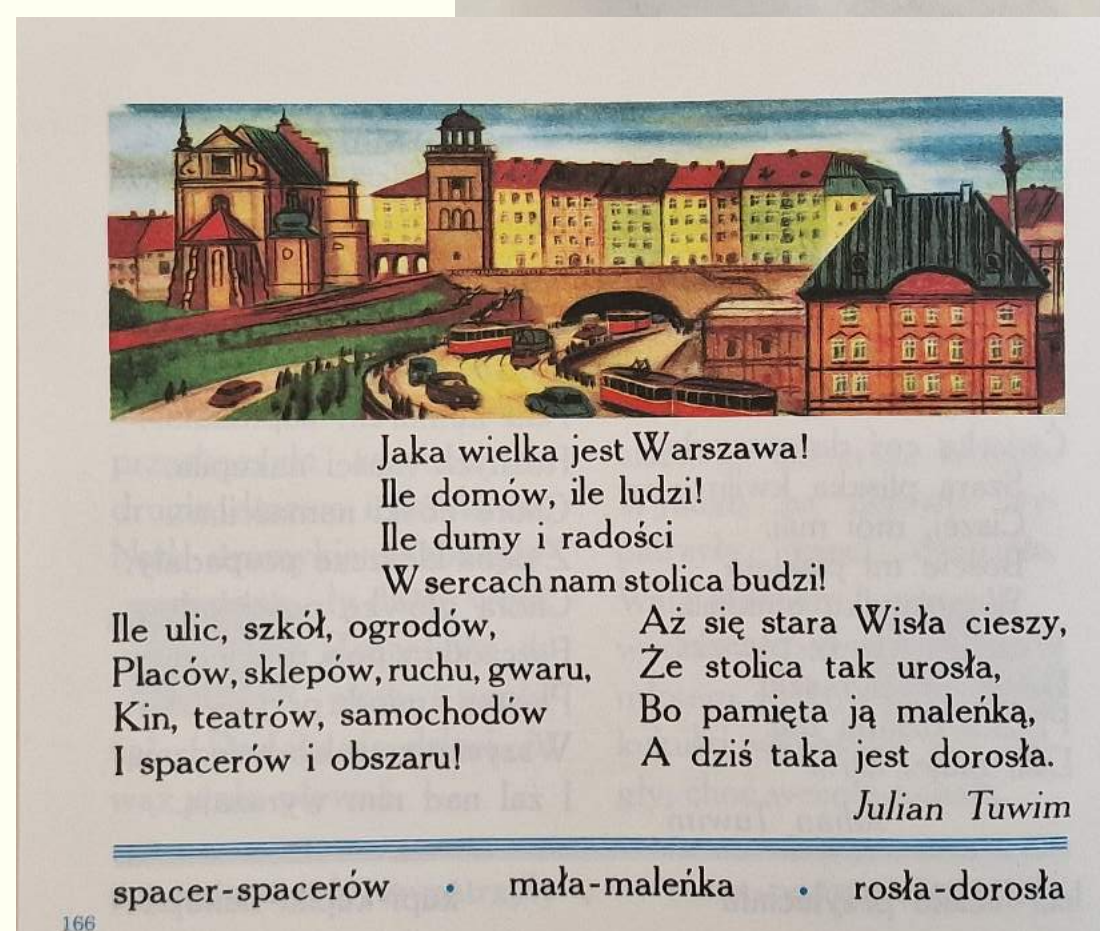
Cover of the *Elementarz* by M. Falski from 1974.



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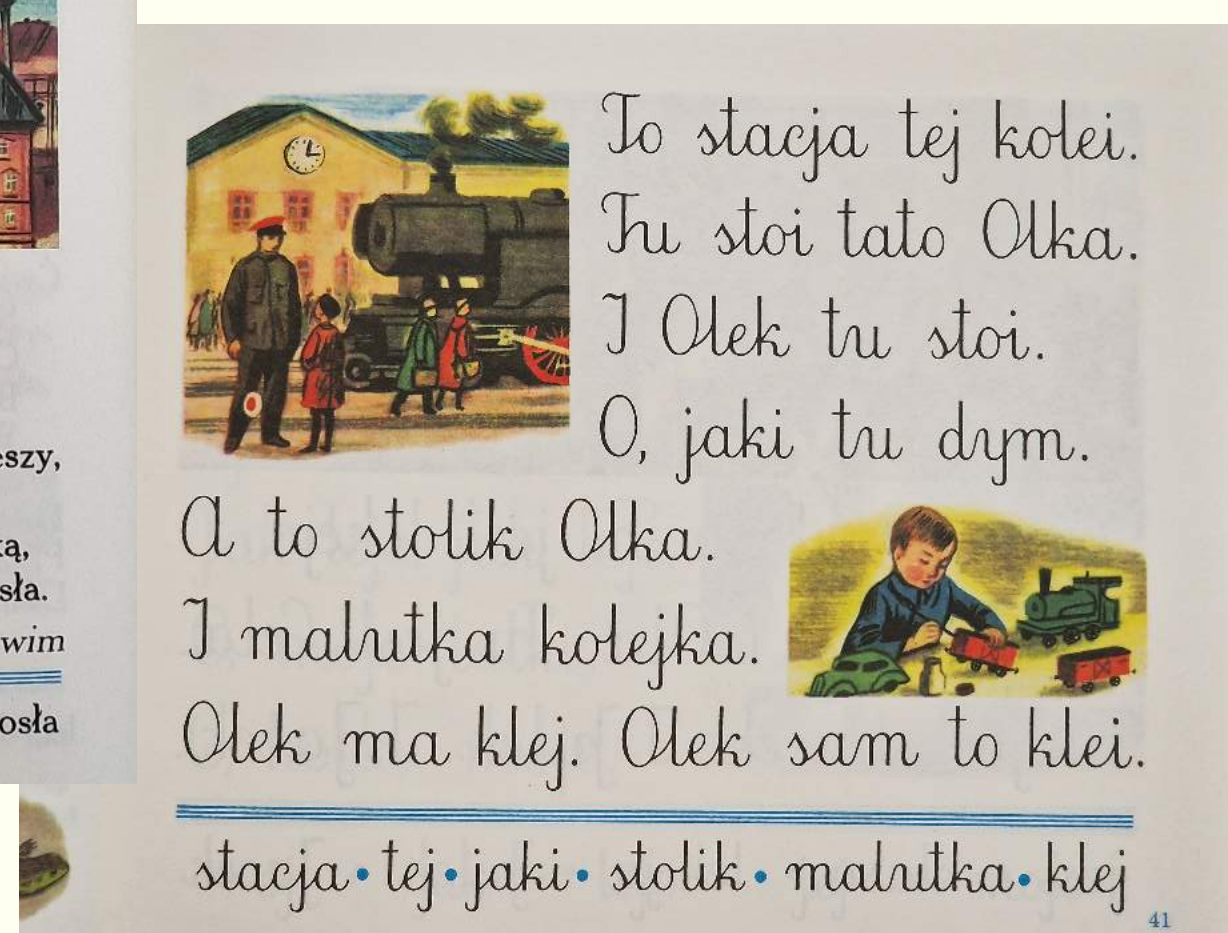


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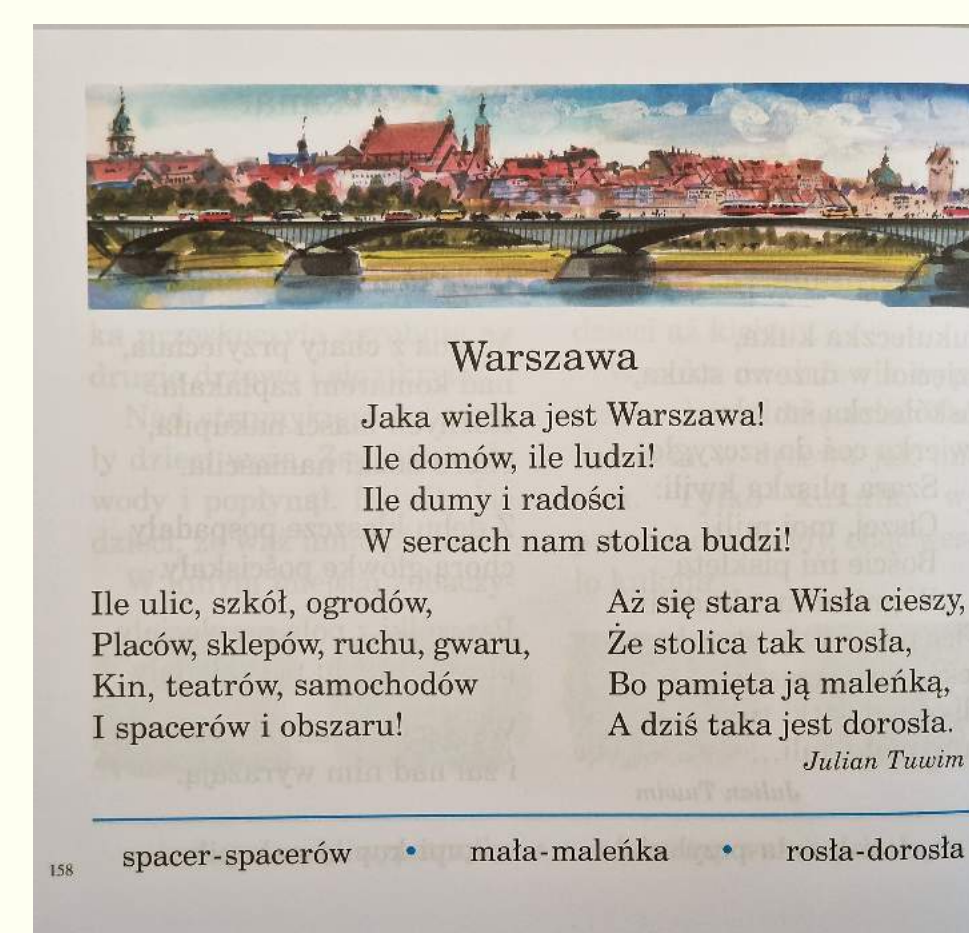


spacer-spacerów • mała-małeńka • rosła-dorosła

108



Illustrations of the *Elementarz* by M. Falski from 1971.



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108



Illustrations of the *Elementarz* by M. Falski from 1974.

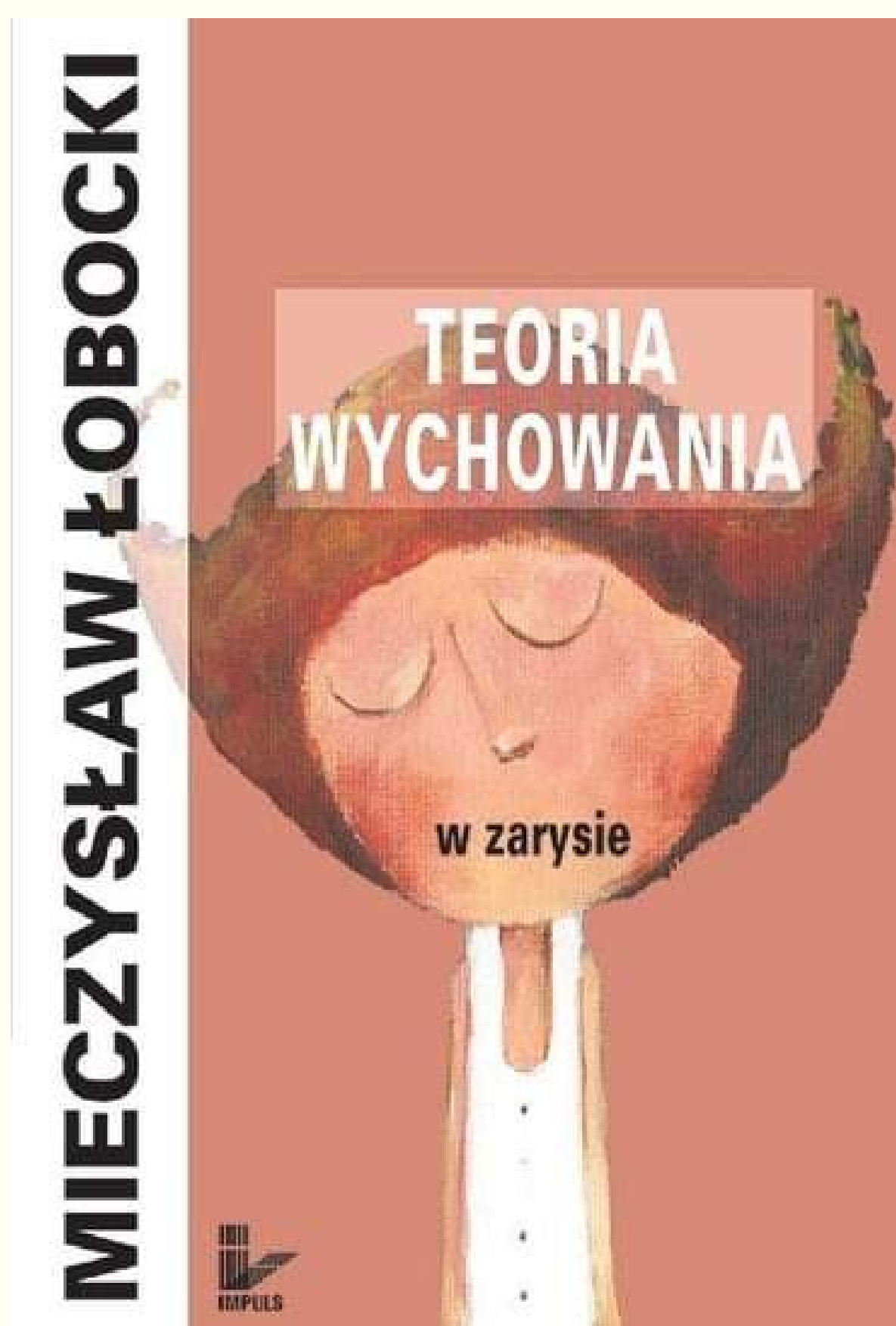


Profesor Mieczysław Łobocki, source: wydawnictwo.umcs.lublin.pl

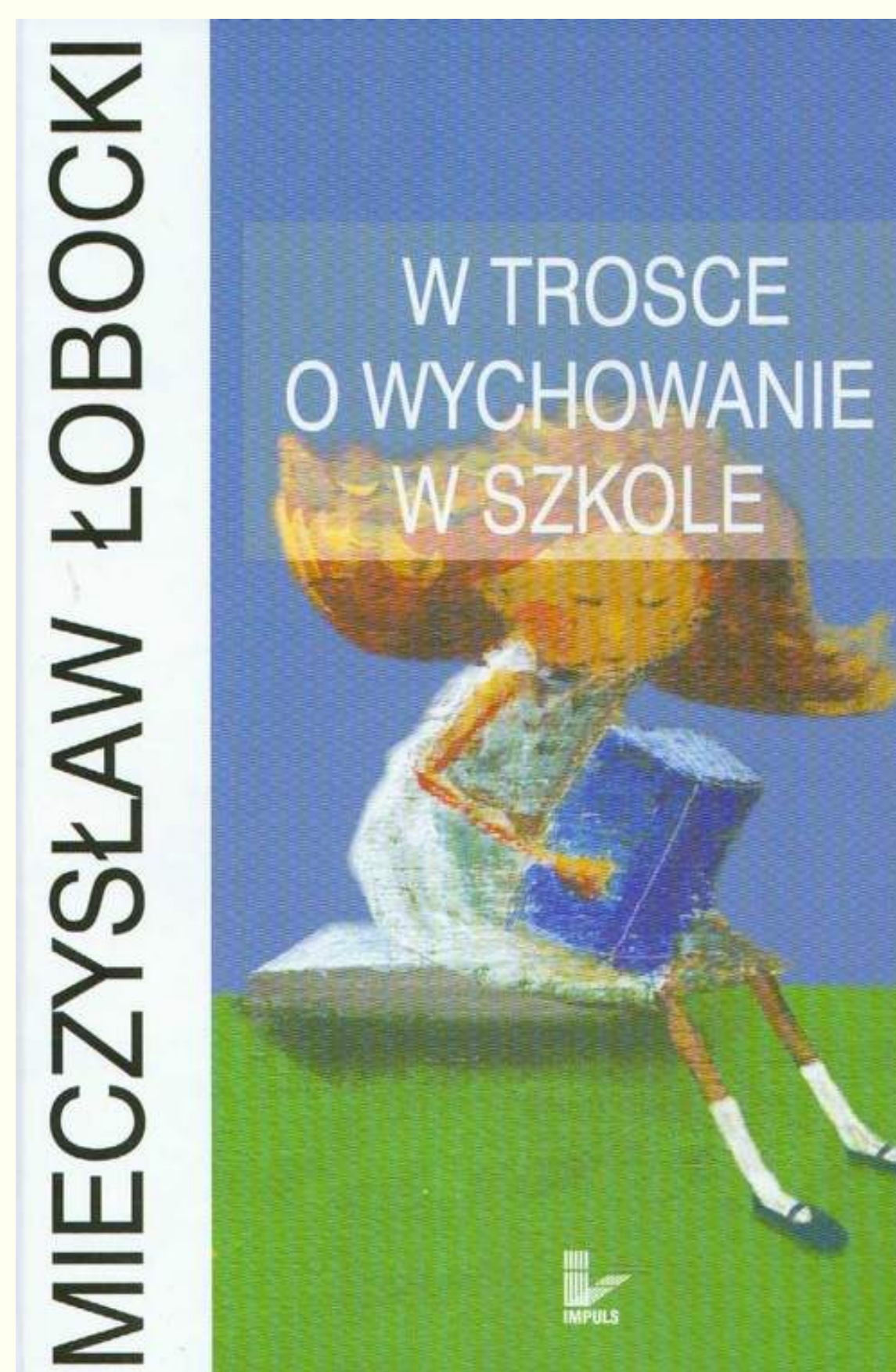
MIECZYŚLAW ŁOBOCKI 1929-2012

Mieczysław Łobocki (born on August 18th, 1929, in Starogard Gdański, died on August 6th, 2012, in Lublin) after graduating in 1958 began working as an assistant at the Department of Educational Psychology at the Catholic University of Lublin. At that time, he was mainly concerned with the **psychology of personality and the problems of social maladjustment**. In 1962 he moved from the Catholic University of Lublin to the Maria Curie-Skłodowska University, first to the Department of Pedagogy, and then to the Institute of Pedagogy at the Faculty of Pedagogy and Psychology.

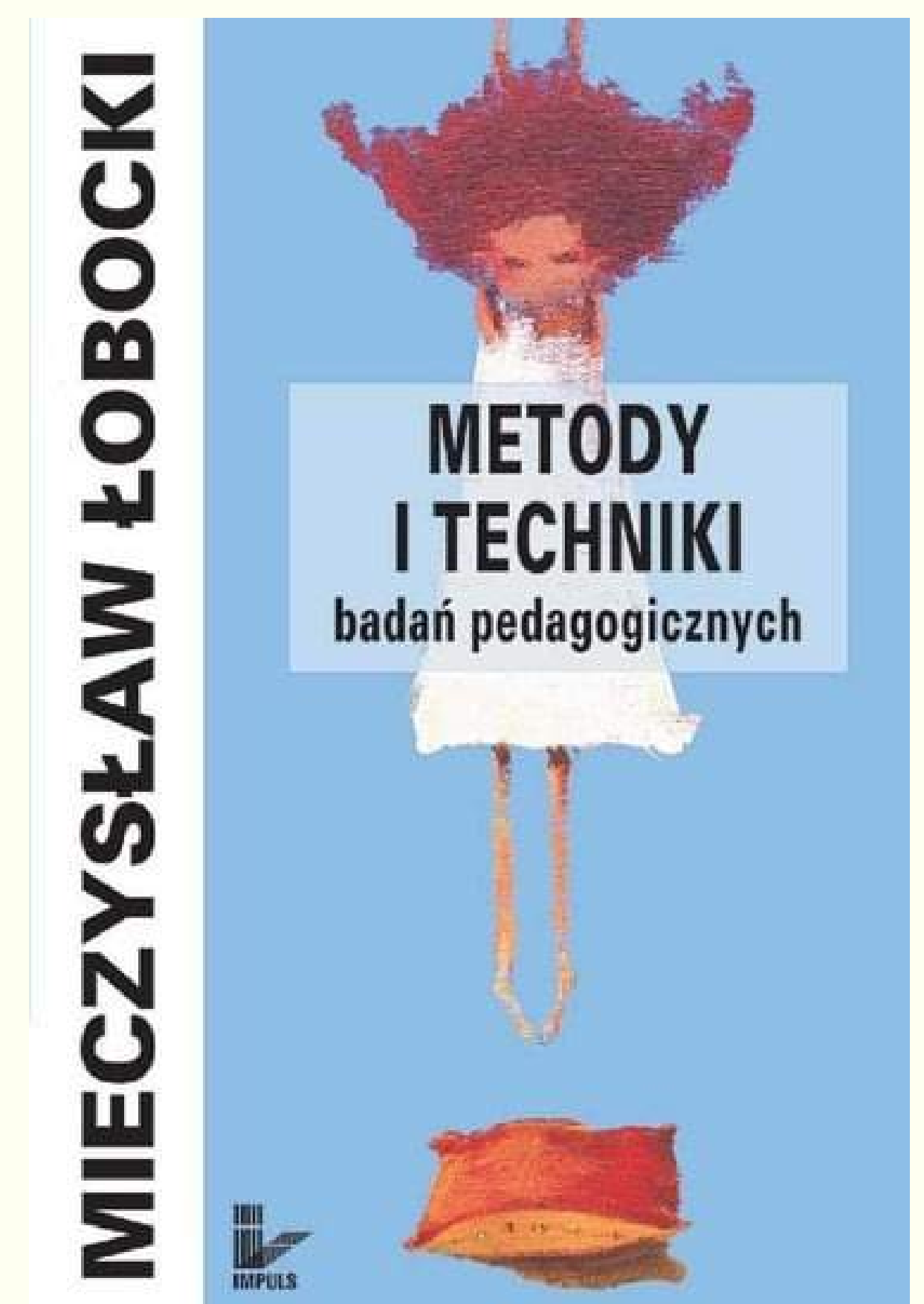
At UMCS, he was the **Deputy Director of the Institute of Pedagogy, Deputy Dean at the Faculty of Pedagogy and Psychology, and Head of the Department of Educational Theory**. In recognition of his achievements, he received many state decorations and distinctions, including the Badge of the Child's Friend (1973), the Gold Cross for Servants (1977), the Medal of the Commission of National Education (1979), and the Officer's Cross of the Order of Polonia Restituta Polish (2003) tags. Łobocki was named **Man of the Year 1999** by The American Biographical Institute.



Teoria Wychowania w Zarysie (Theory of Education in Outline), Mieczysław Łobocki



W trosce o wychowanie w szkole (In concern for education in school), Mieczysław Łobocki



Metody i techniki badań pedagogicznych (Methods and techniques of pedagogical research), Mieczysław Łobocki

Łobocki's scientific work focused on three main issues: **educational work at school, the dynamics of student groups, and the methodology of pedagogical research**. Even today, students use Łobocki's books to conduct their research. Łobocki was a long-time member of the editorial committee of "Ruch Pedagogiczny" and the author of numerous articles and publications in the journal, such as: *Participation of students in the didactic and educational process* (1975), *Methods of pedagogical research* (1978), *Altruism and Education* (1998), *Theory of Education in Outline* (2003), *Moral Education in Outline* (2008).



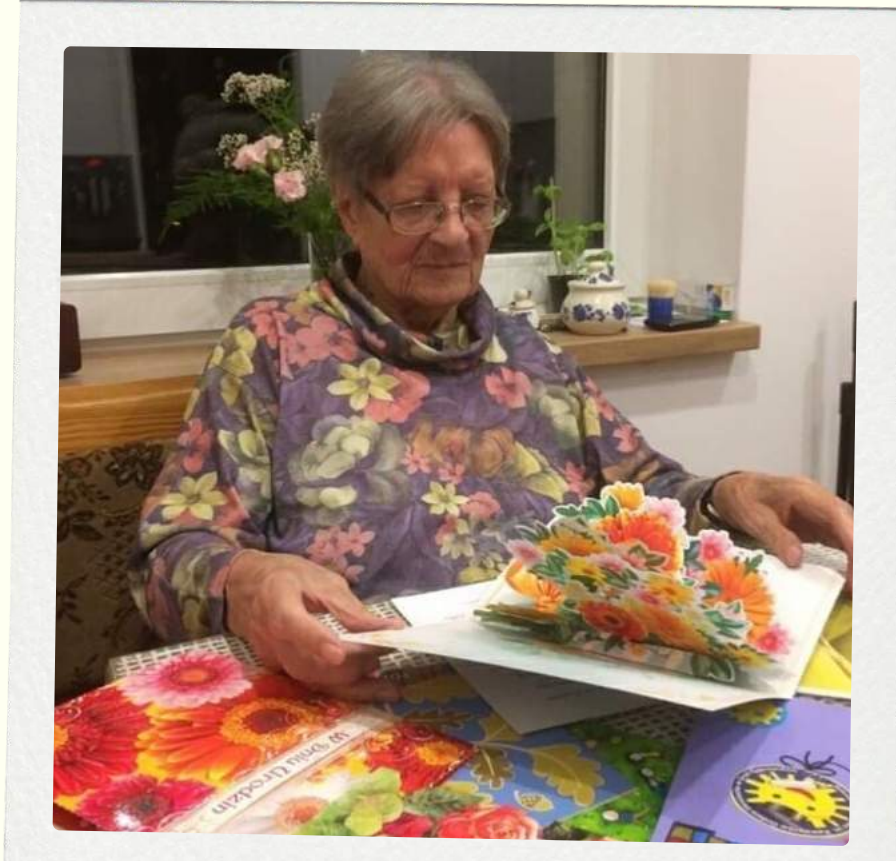
Jadwiga Bińczycka, source: www.naszemiasto.pl

JADWIGA BIŃCZYCKA 1930-2019

Jadwiga Bińczycka (born on October 25th, 1930, in Wolbrom, died on August 9th, 2019, in Warsaw) graduated from the Faculty of Polish Studies at the University of Warsaw, after graduation she became involved in academic work, she was a **deputy dean at the Faculty of Pedagogy of the University of Silesia and a dean at the Maria Grzegorzewska Higher School of Pedagogy Special**. She has educated many educators who have devoted their professional lives to defending children's rights.



Jadwiga Bińczycka, source: www.sliwerski-pedagog.blogspot.com



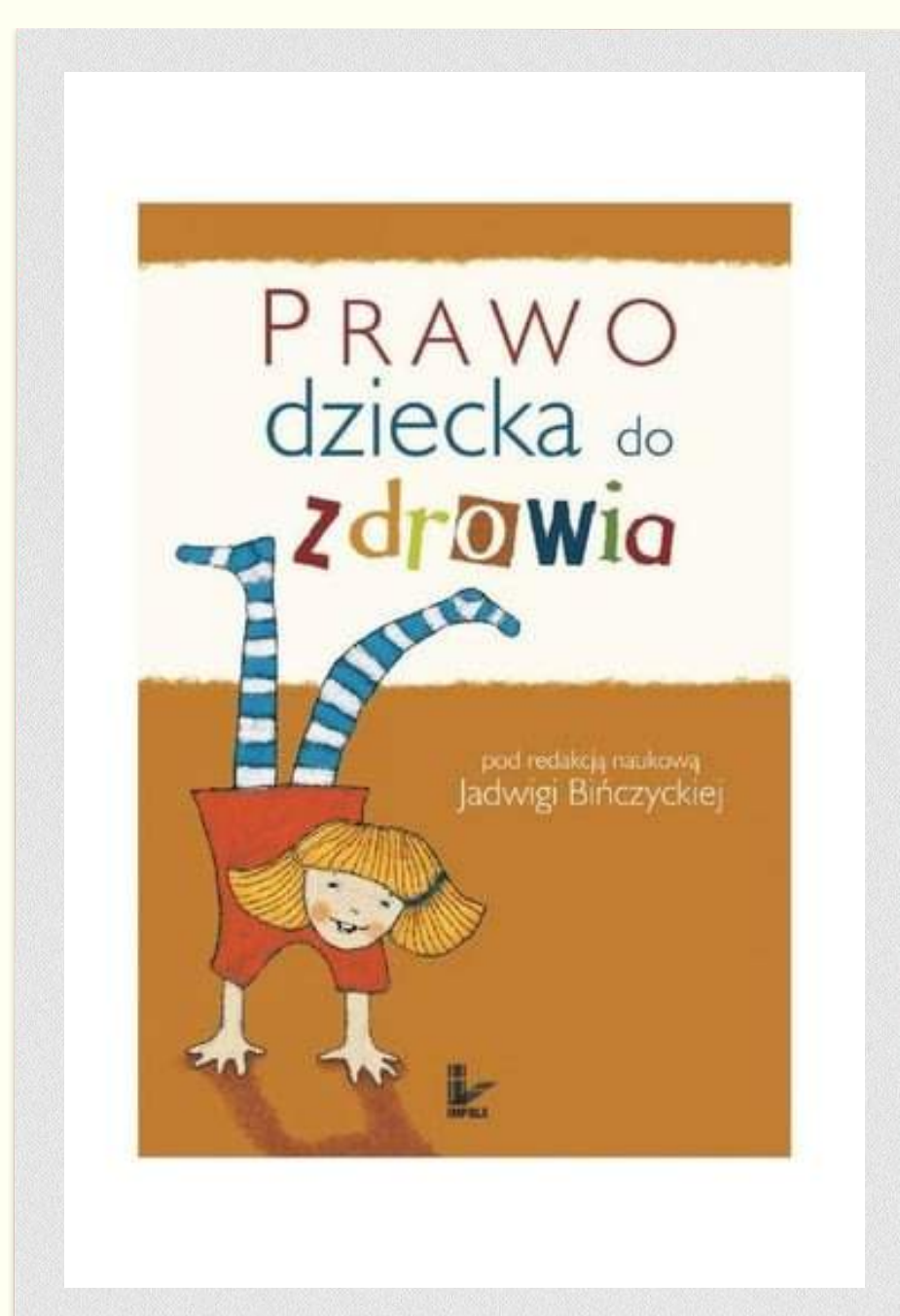
Jadwiga Bińczycka, source: www.orderusmiechu.pl



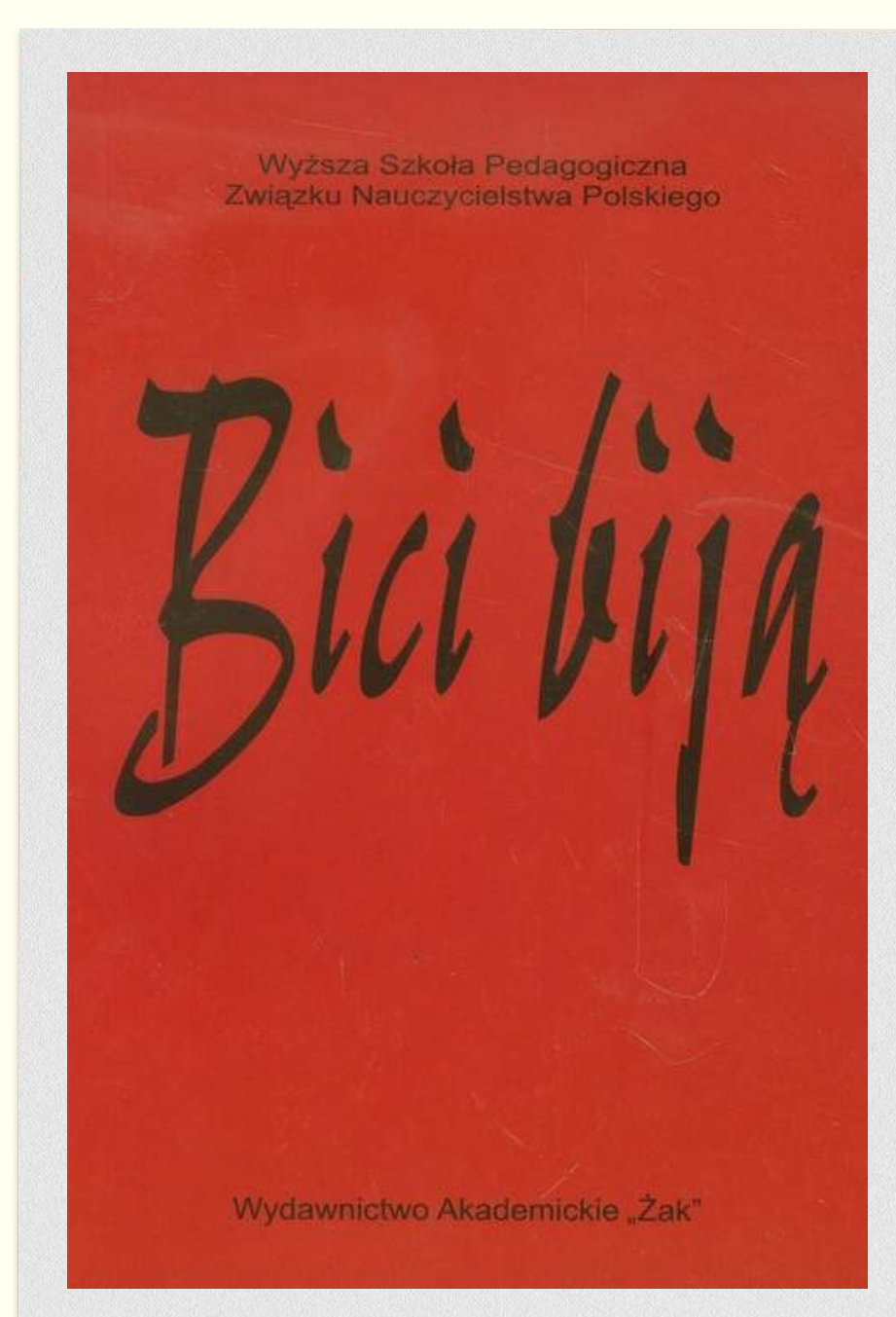
Jadwiga Bińczycka, source: www.glos.pl

She chaired the **Polish Association of Janusz Korczak**, supported various Korczak initiatives, and over time became an icon of the Korczak movement. She was commonly referred to as "Korczak's widow". She was **the editor and author of scientific books and hundreds of articles on pedagogy, upbringing, teacher education and children's rights**. She has published many times in "Ruch Pedagogiczny". Among the awards, she valued most the one received from children in 2007, the Order of the Smile – she became a member of the International Chapter of the Order of the Smile. She was a supporter of a total ban on beating children. She argued that those who are beaten – beat, and warned that anarchy and training could not be accepted either in upbringing or in interpersonal relationships. Until December 14th of 2018 she was a social advisor to the Ombudsman for Children.

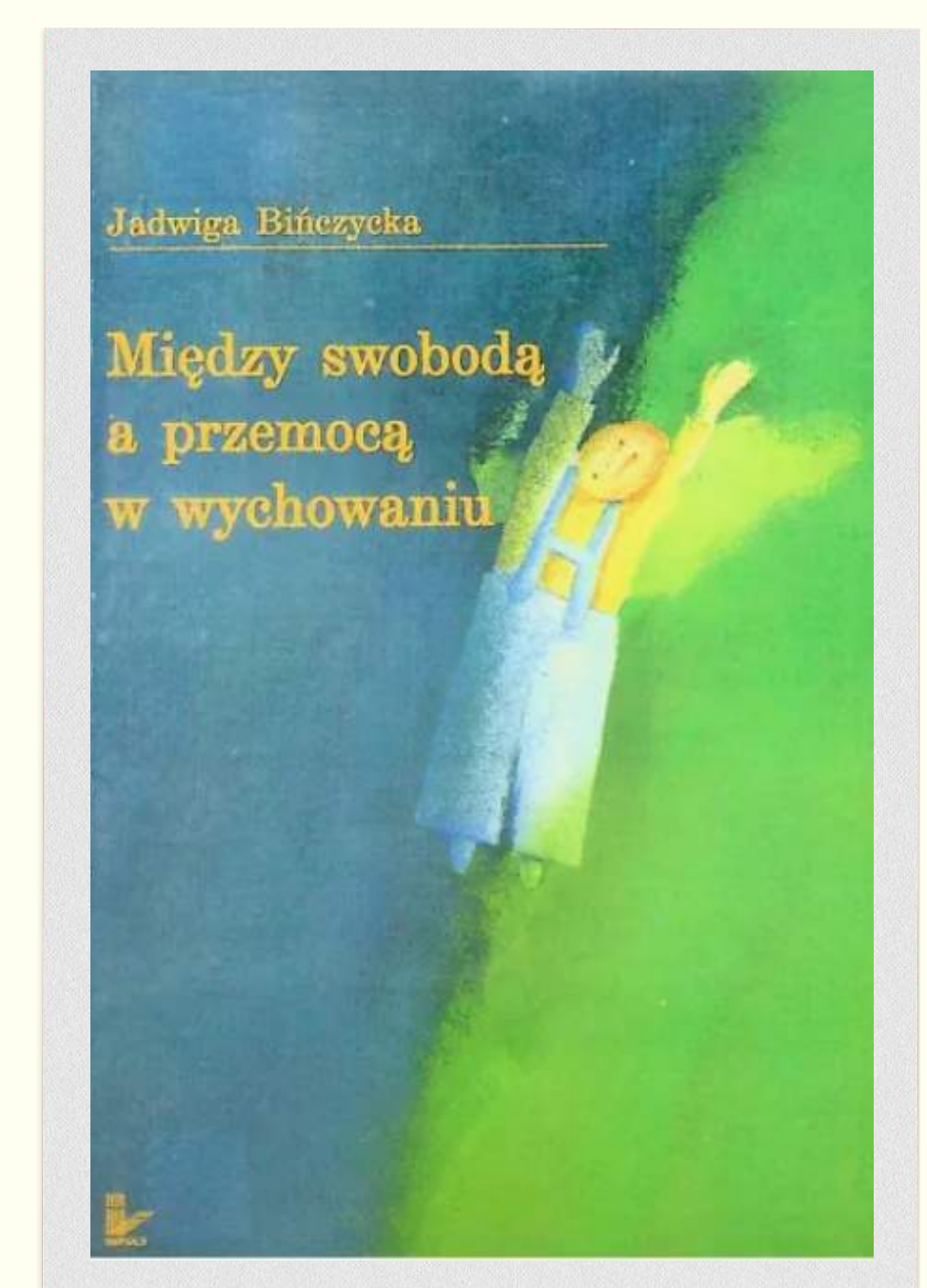
She is the author of important books for teachers, among others: *Between Freedom and Violence in Upbringing* (1997), *Meetings with Korczak* (2009).



Prawo dziecka do zdrowia (Child's right to health), edited by Jadwiga Bińczycka



Bici biją (Those who are beaten beat), Jadwiga Bińczycka



Między swobodą a przemocą w wychowaniu (Between freedom and violence in upbringing), Jadwiga Bińczycka



Wincenty Okoń, source: „Nauczyciel i Szkoła” 2 (54), 307-311.

WINCENTY OKOŃ 1914-2011

Wincenty Okoń (born on January 22nd, 1914, in Chojeniec, died in October 18th 2011 in Warsaw), graduated from the Faculty of Pedagogy at the Free Polish University in Warsaw. After the war, Okoń was offered a job at the Department of General Pedagogy at the University of Lodz. While working as a scientist, he met eminent figures, such as: Tadeusz Otarbiński and Bogdan Suchodolski.

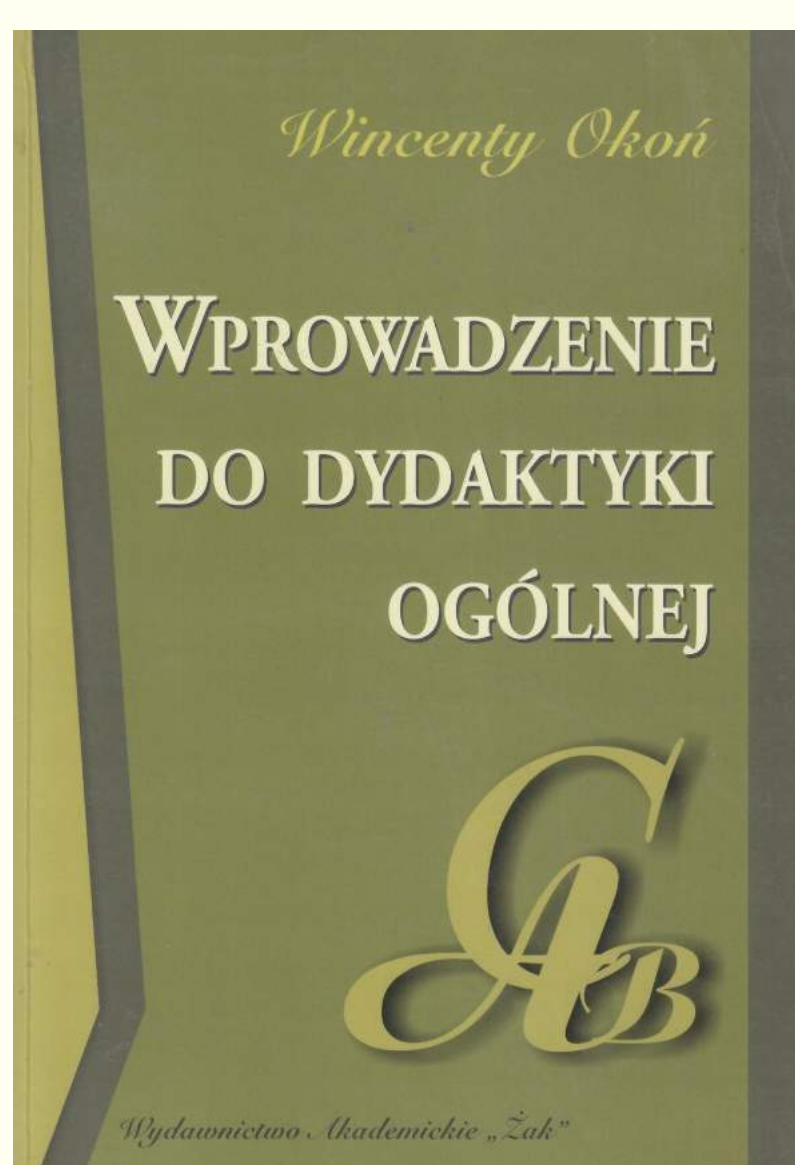


The photograph shows the Tadeusz Kościuszko Scout Team in Trąbki. Wincenty Okoń is seated on the left, Władysław Szewczyk on the right, 1937, source: www.garwolin.org.

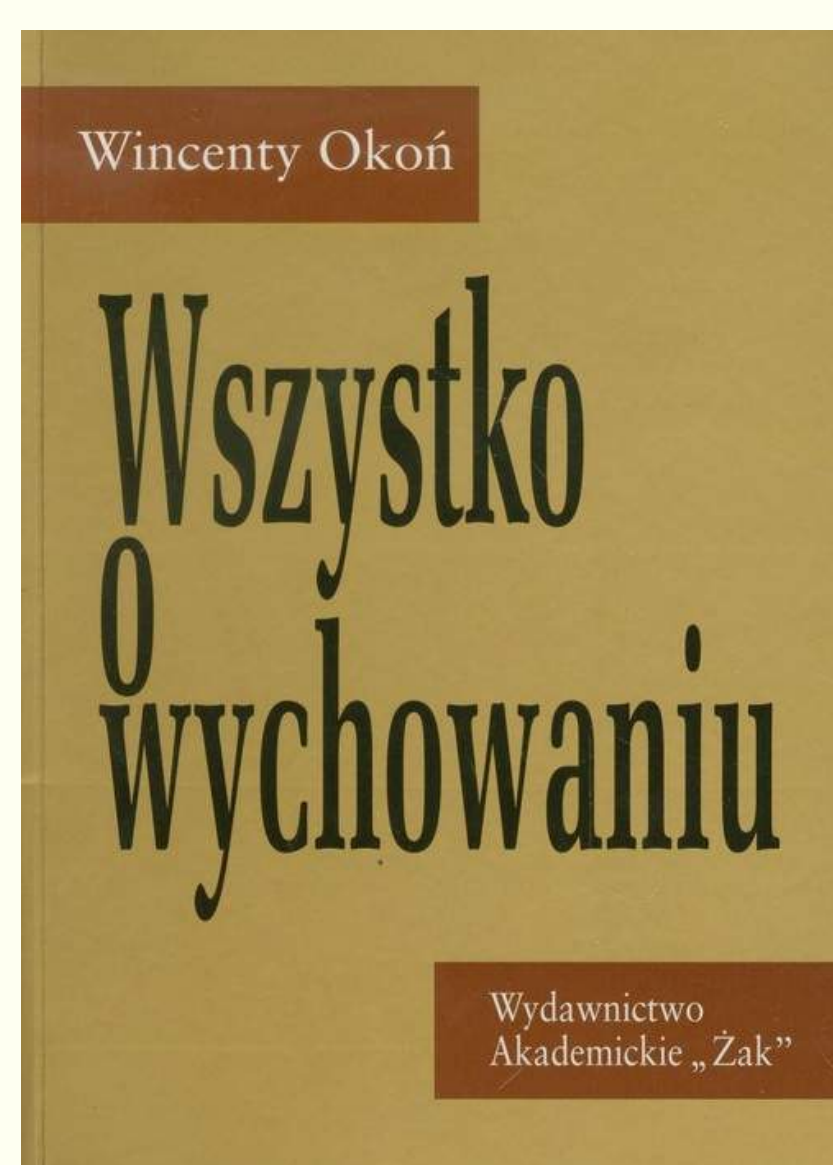


Wincenty Okoń, source: www.gazeta.us.edu.pl

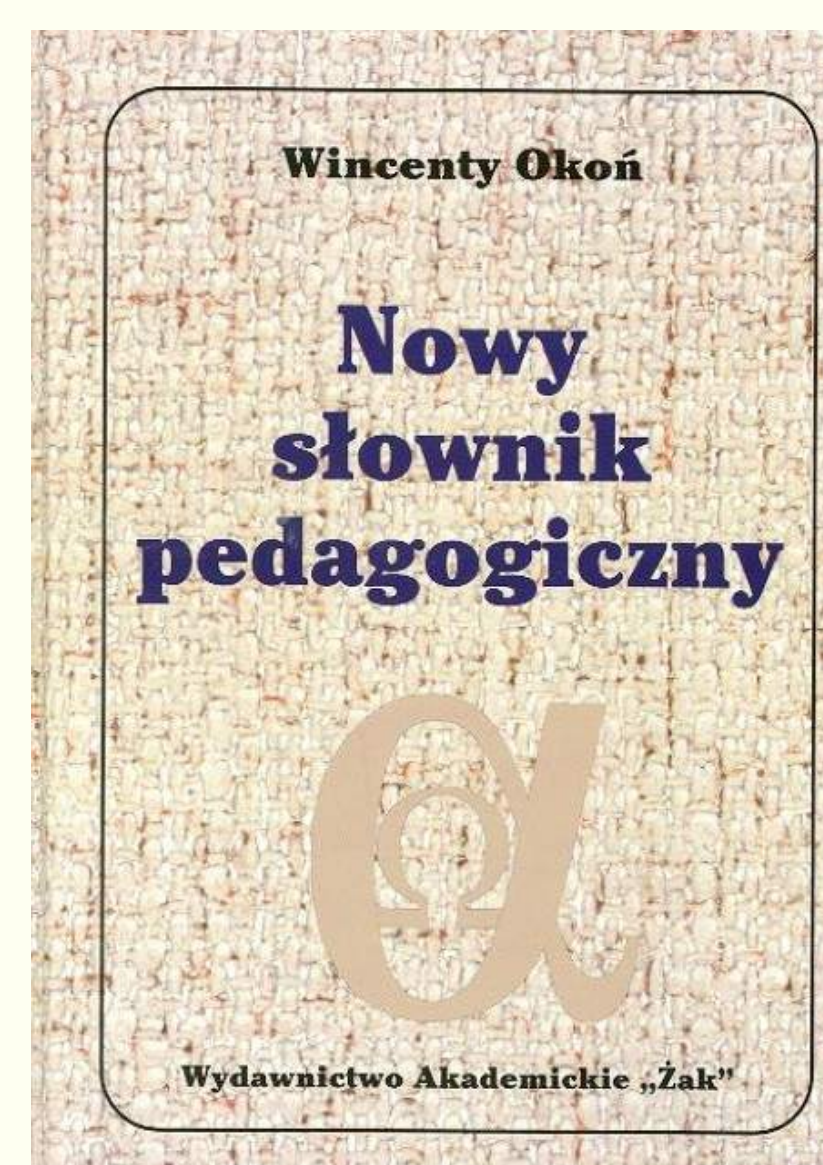
Most of his research work was associated with the University of Warsaw and the University of Silesia in Katowice. He dealt with the **didactic process** and its determinants, **multilateral education**, **the history of pedagogical thought of the nineteenth and twentieth centuries**, issues related to **pedeutology**, **the problems of the organization of pedagogical research**, he published in "Ruch Pedagogiczny".



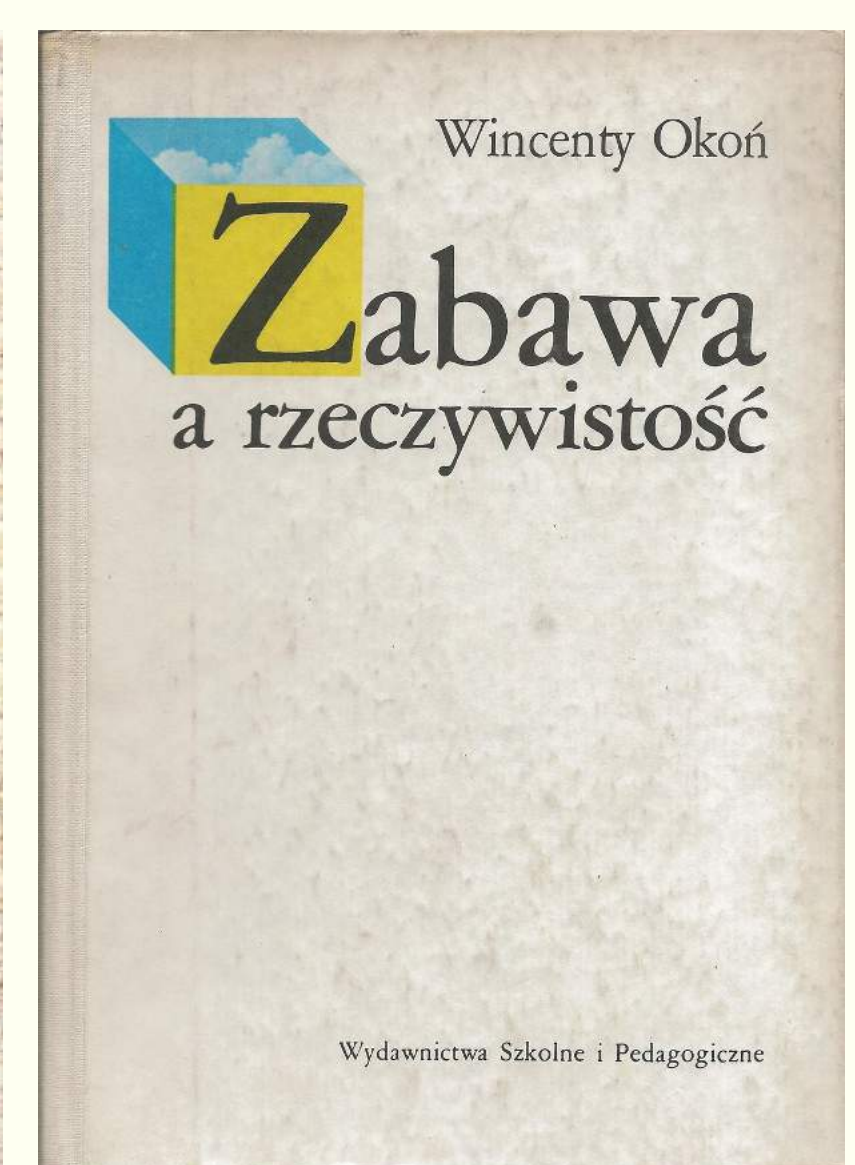
Wprowadzenie do dydaktyki ogólnej (Introduction to general didactics), Wincenty Okoń



Wszystko o wychowaniu (Everything about upbringing), Wincenty Okoń



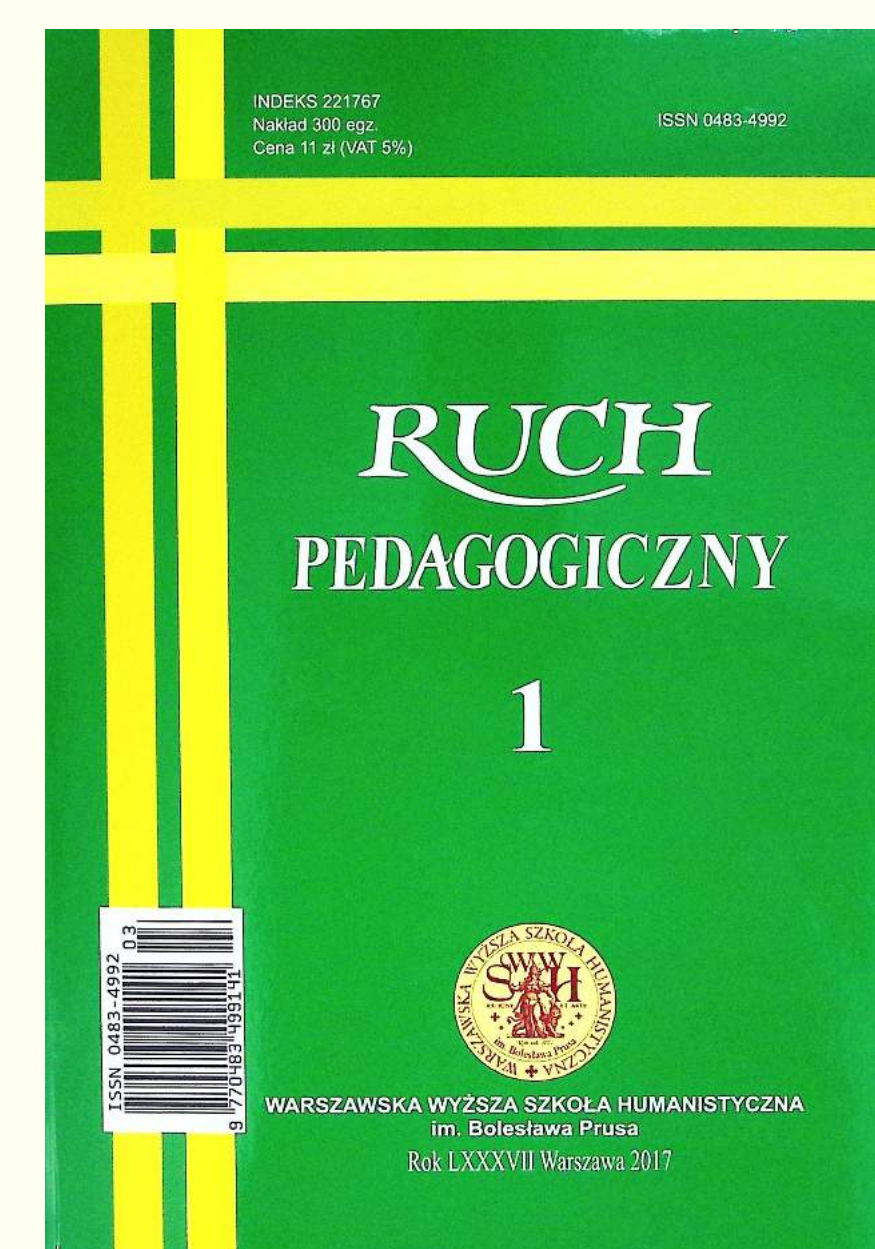
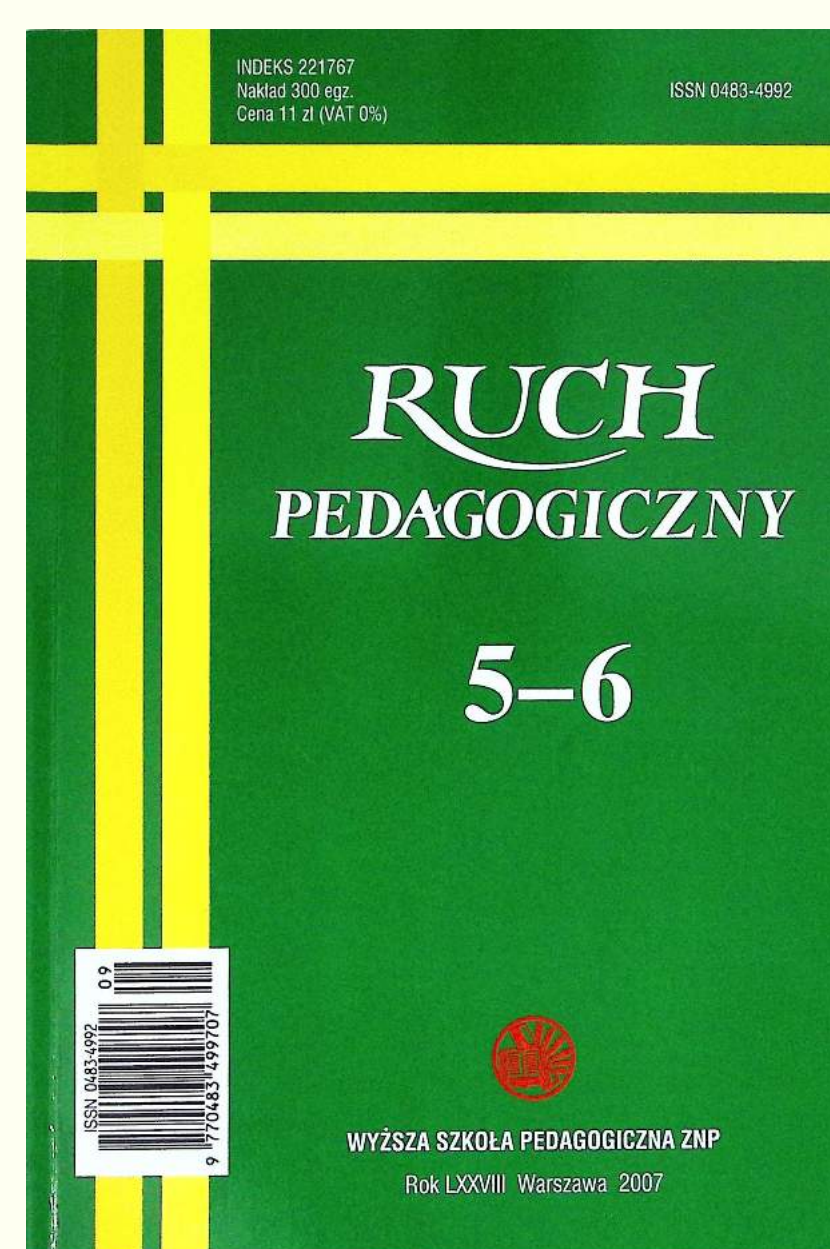
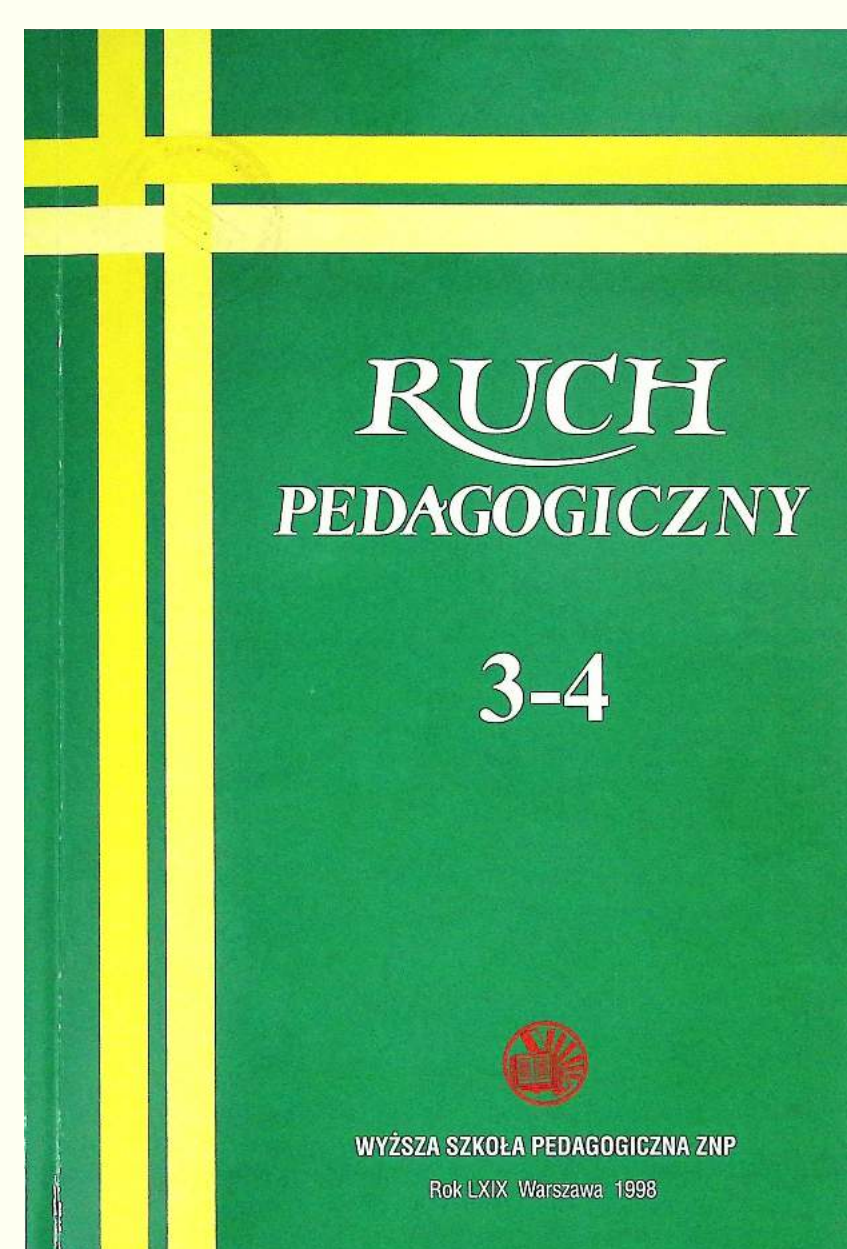
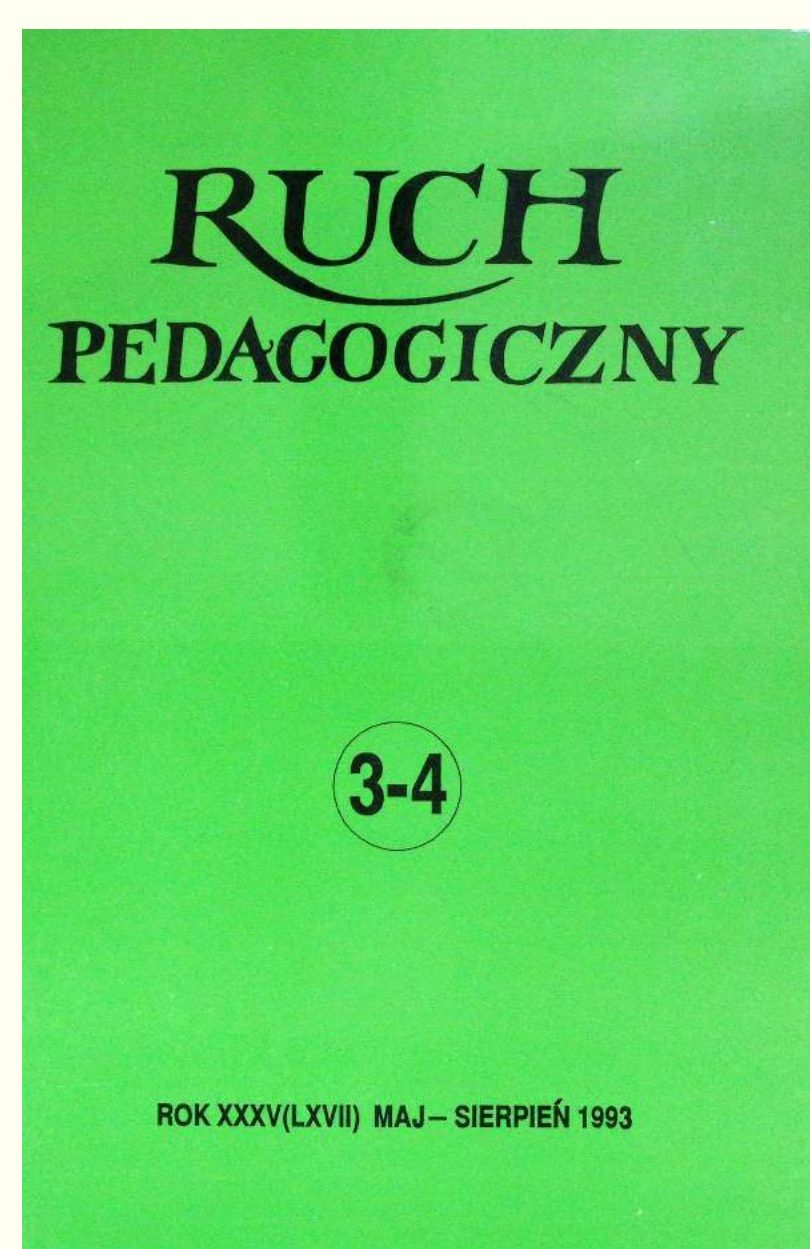
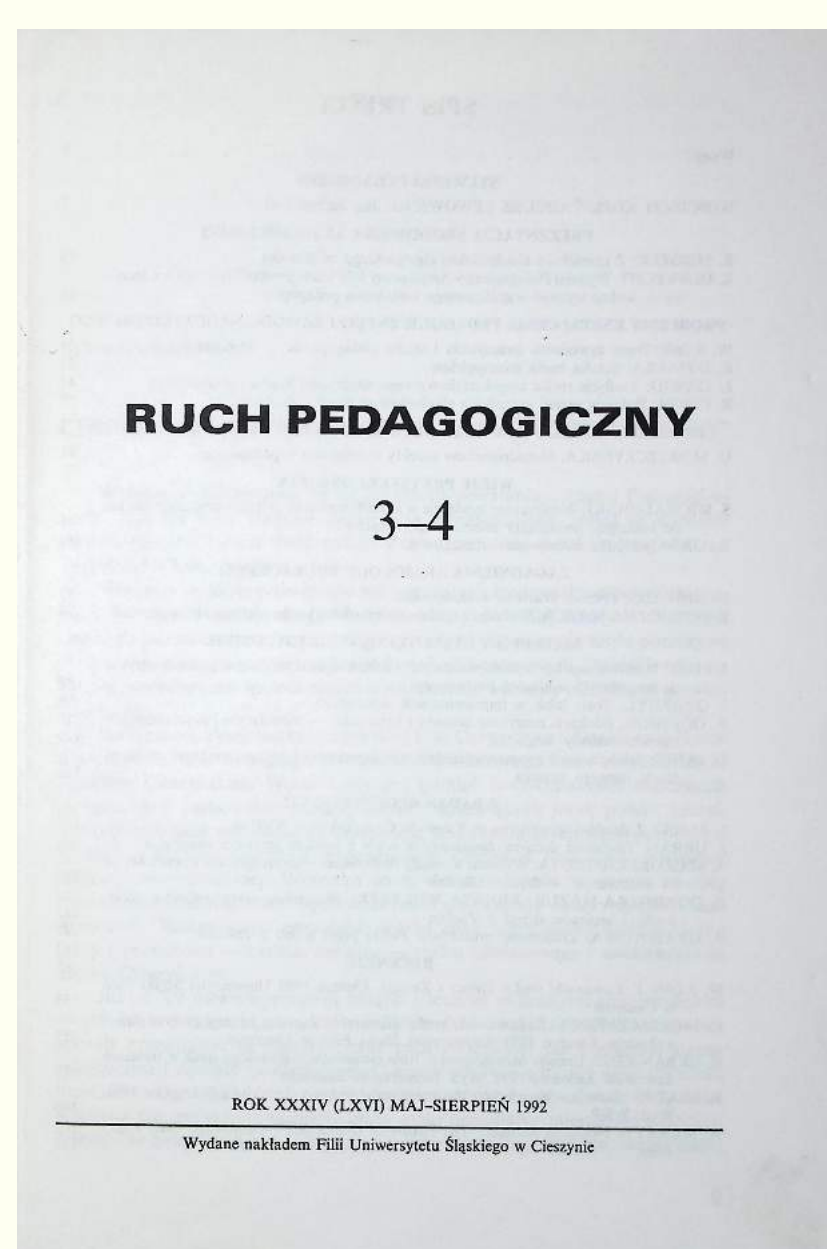
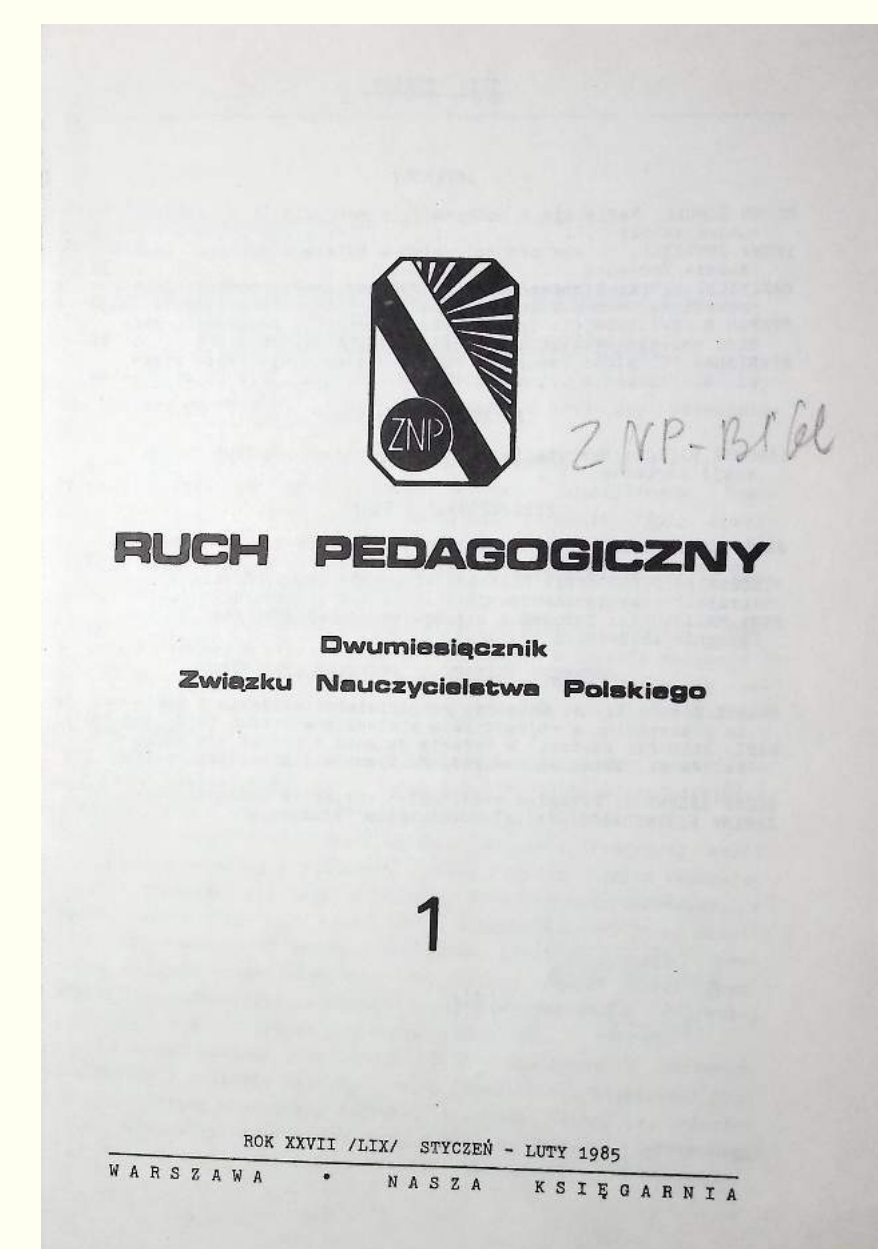
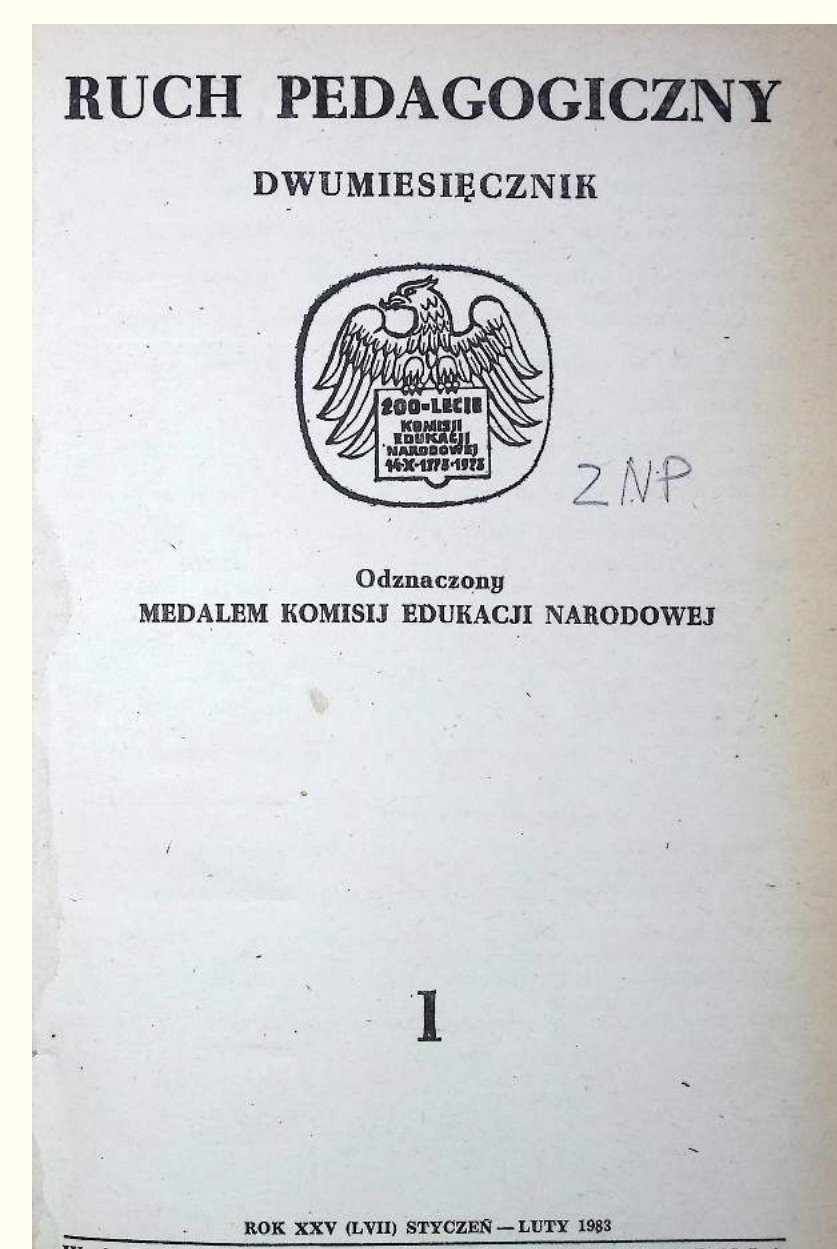
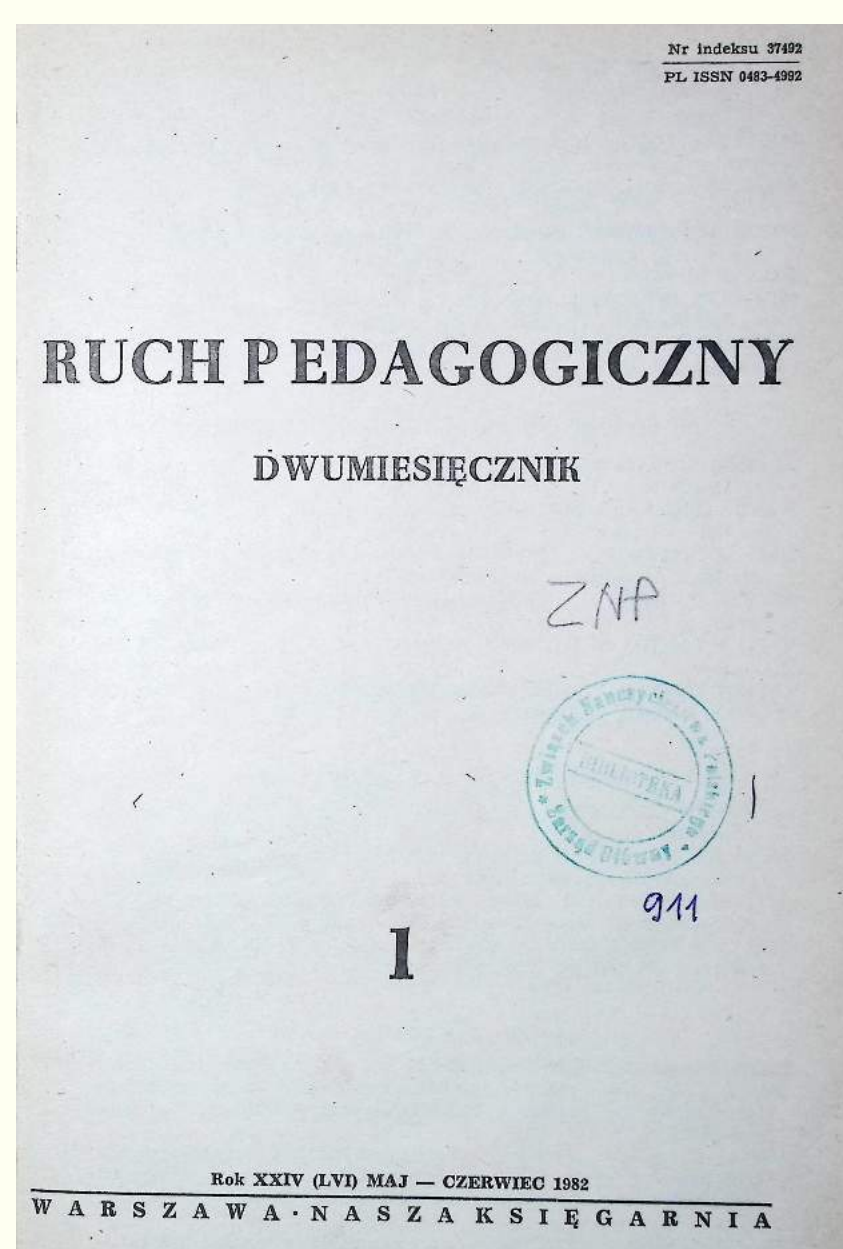
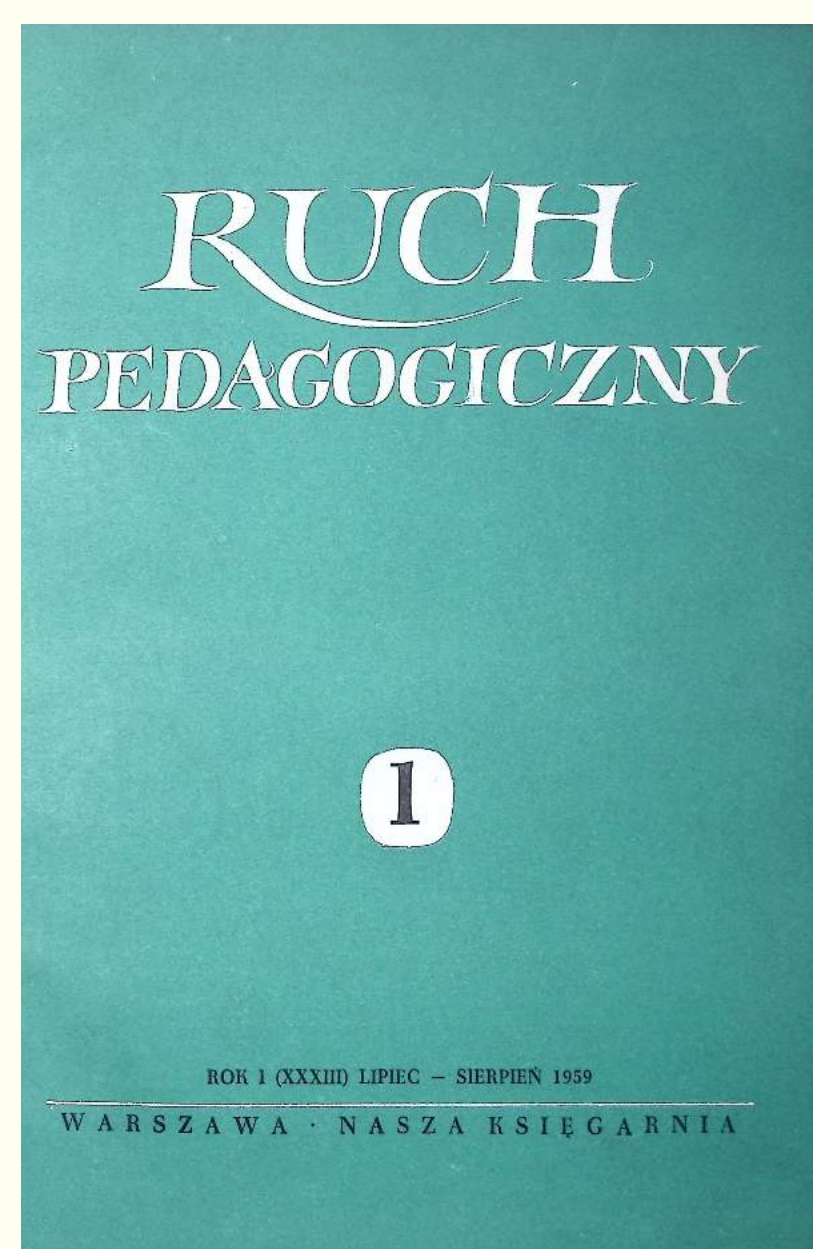
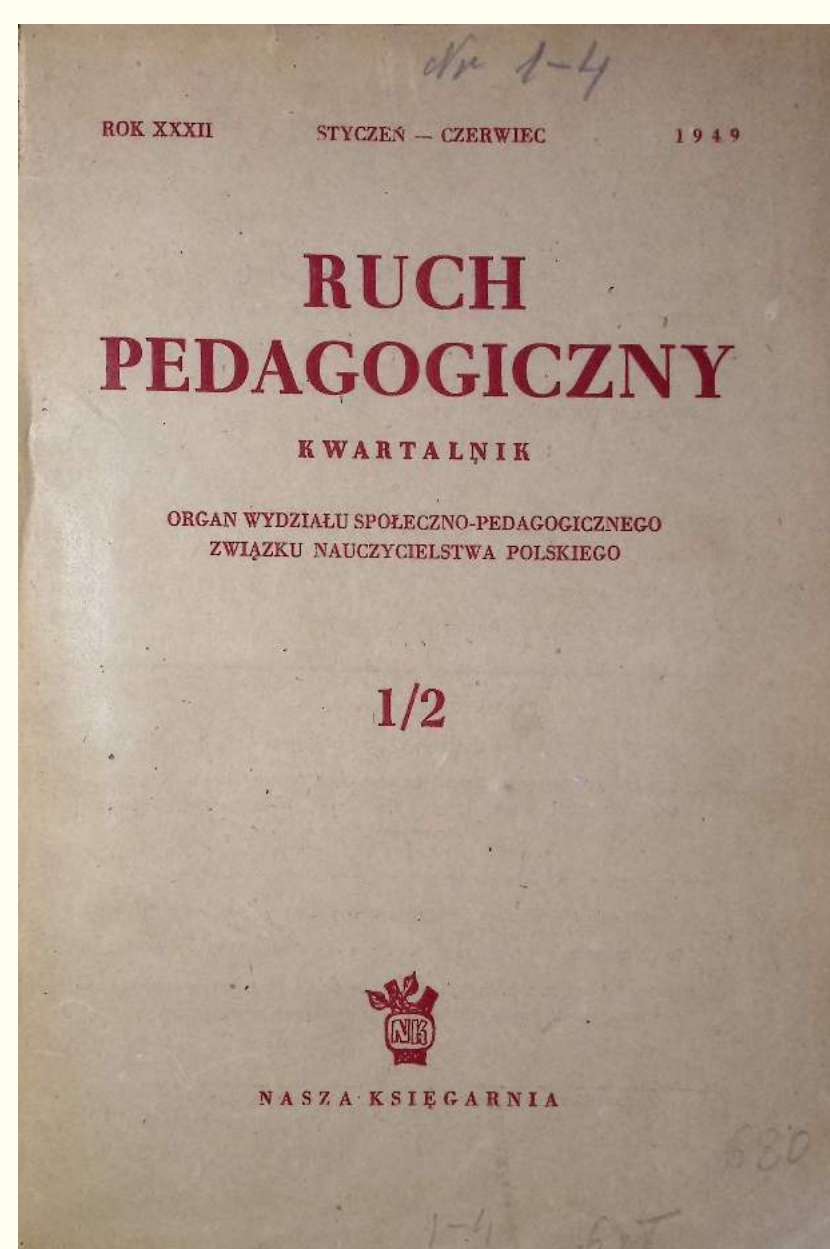
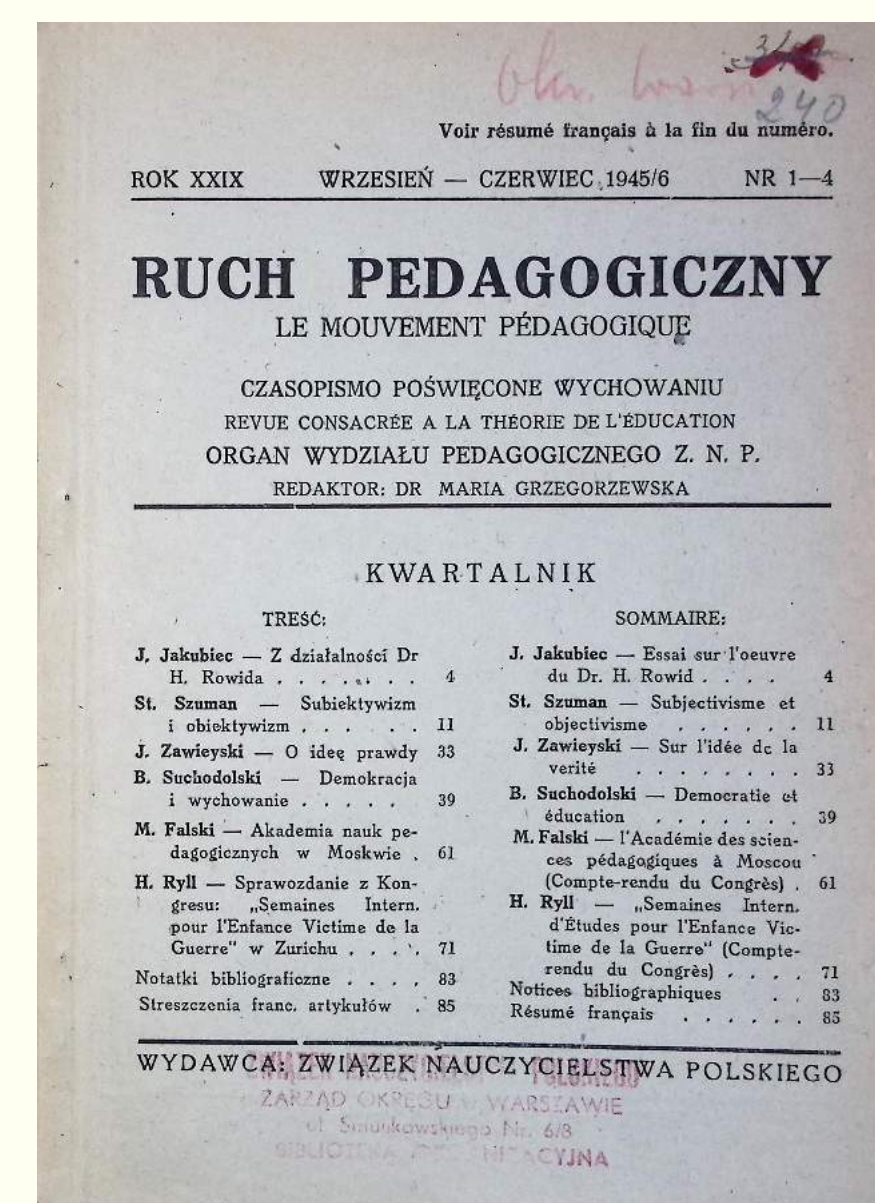
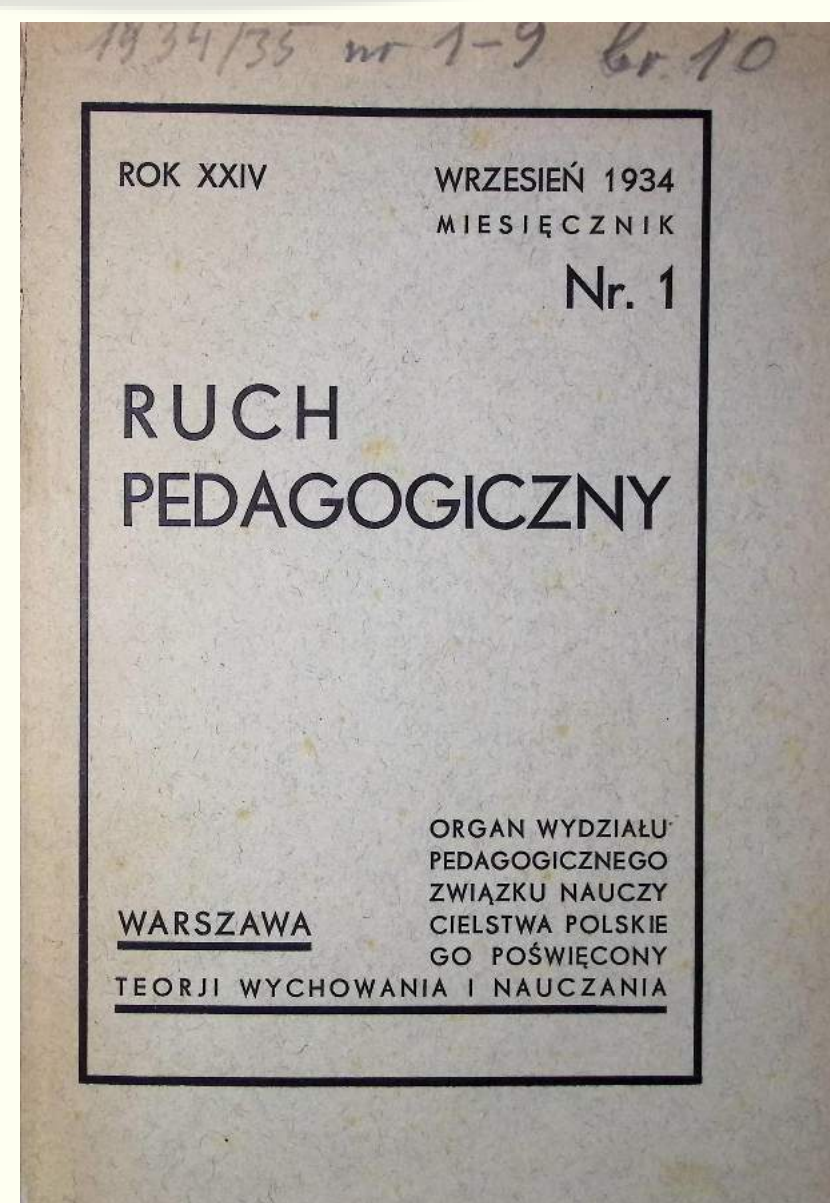
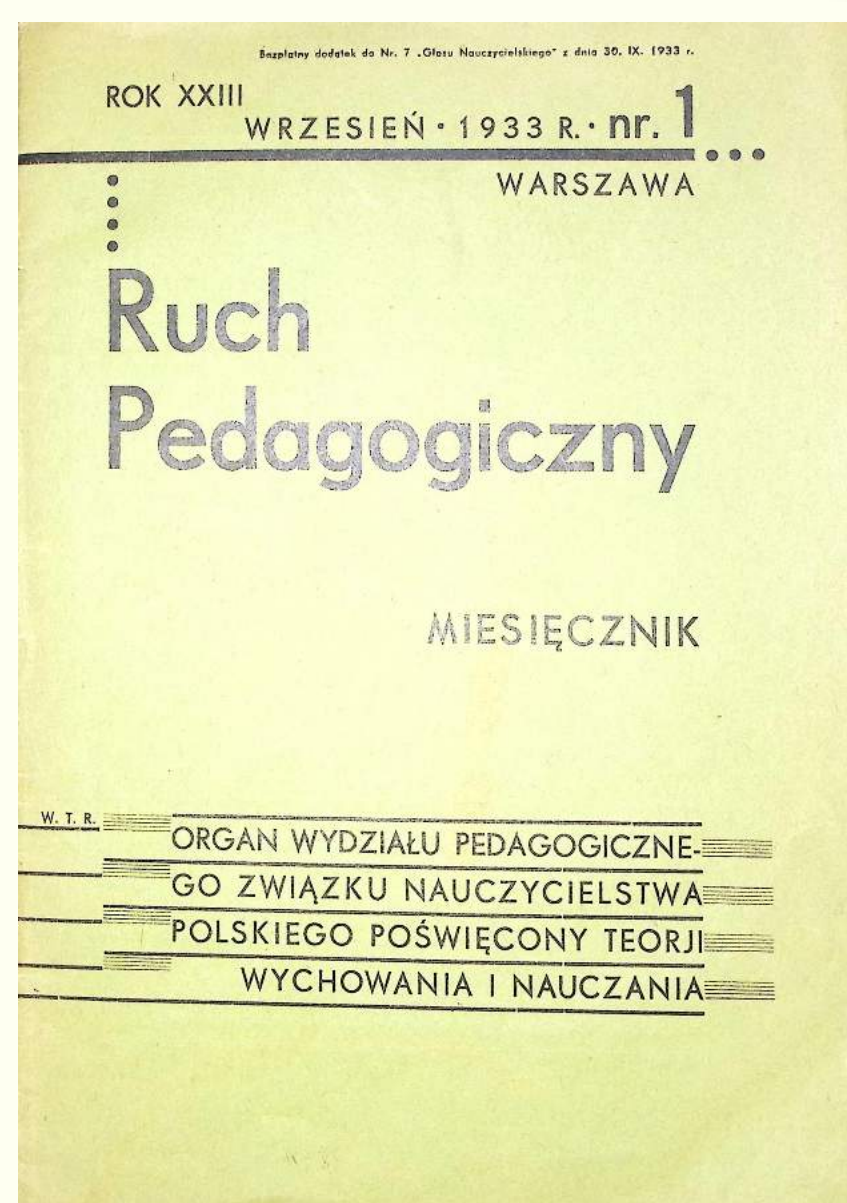
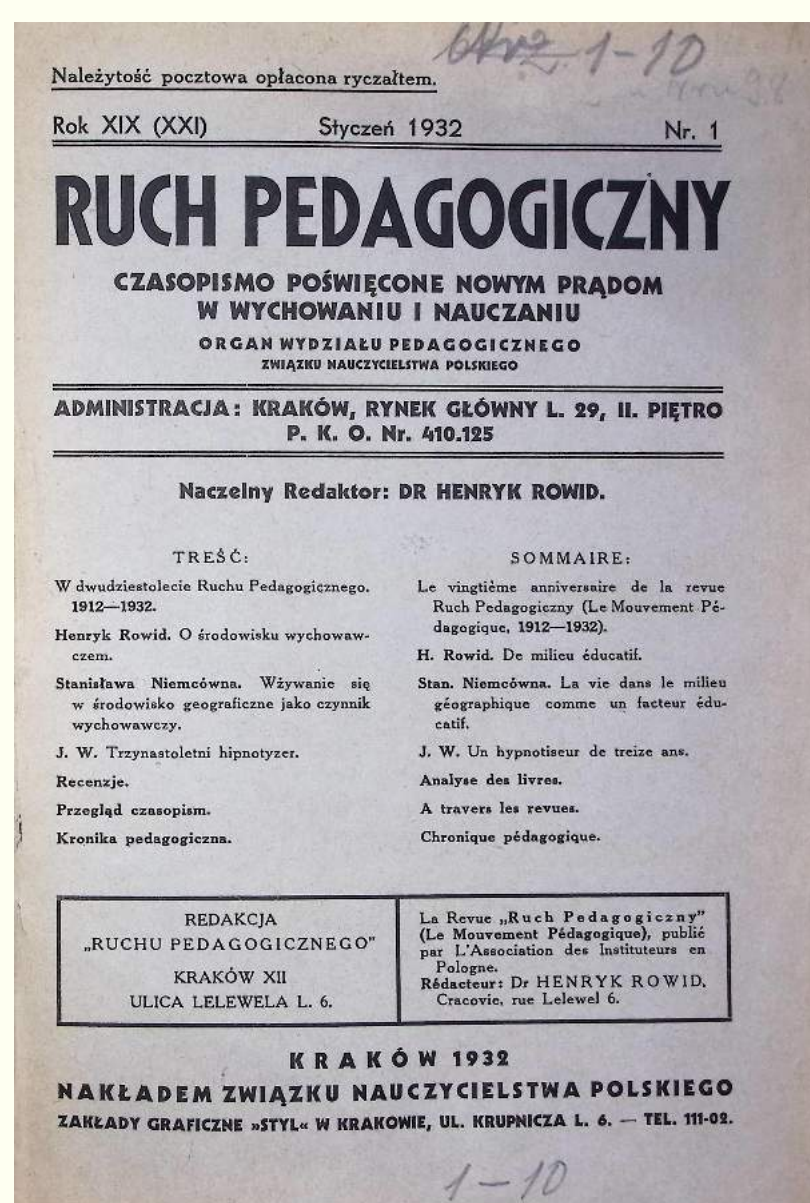
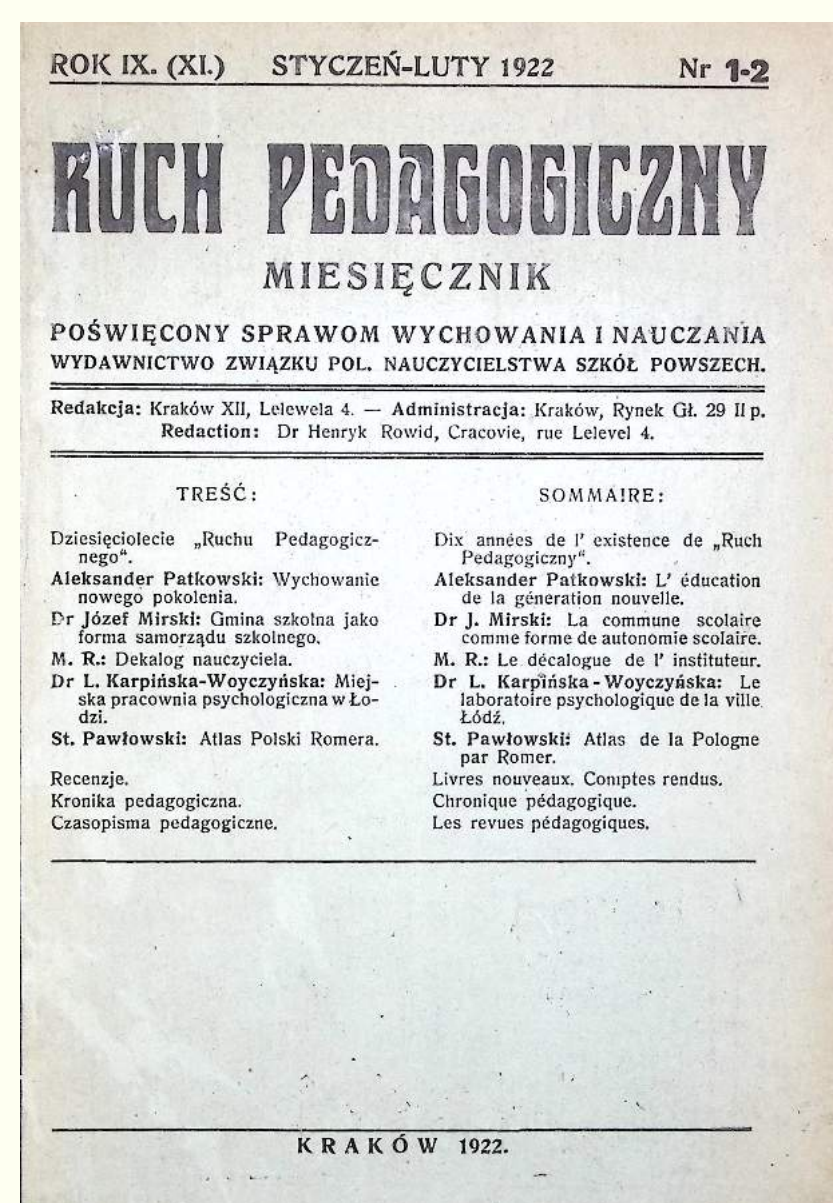
Nowy słownik pedagogiczny (New pedagogical dictionary), Wincenty Okoń



Zabawa a rzeczywistość (Play versus reality), Wincenty Okoń

He received **honorary doctorates** from the Pedagogical University in Krakow, the University of Silesia in Katowice and the Technical University of Braunschweig in Germany. For decades, students have been learning (and continue to do so) from the Professor's books: *The Teaching Process* (1954), *The Outline of General Didactics* (1968), *Elements of Higher School Didactics* (1971), *Introduction to General Didactics* (1987), *Fun and Reality* (1987), *Images of Famous Educators* (1993), *All About Education* (1999).

THIS IS HOW THE "RUCH PEDAGOGICZNY" CHANGED



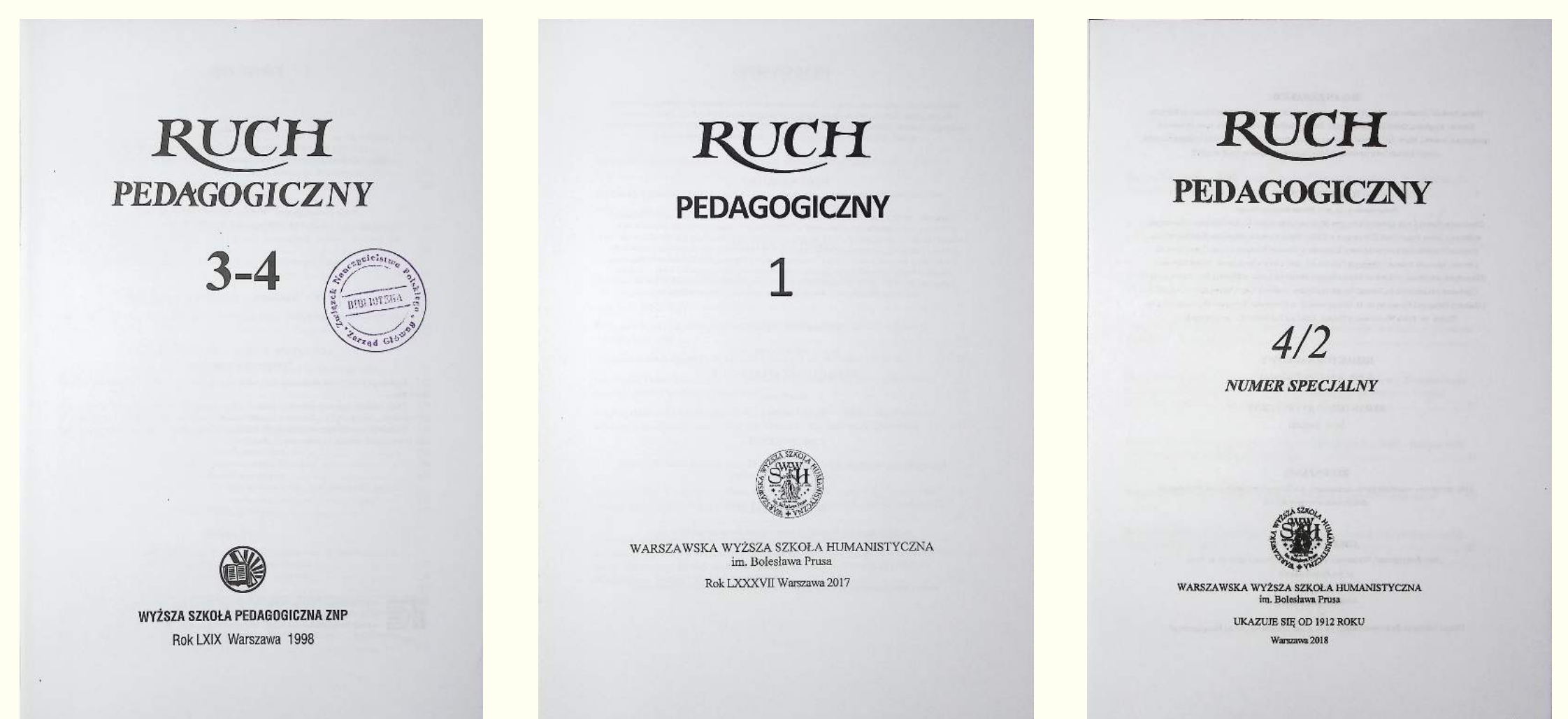
Covers of "Ruch Pedagogiczny" from the years (from the top left): 1922, 1932, 1933, 1934, 1945/45, 1949, 1959, 1982, 1983, 1985, 1992, 1993, 1998, 2007, 2017.

„RUCH PEDAGOGICZNY” TODAY

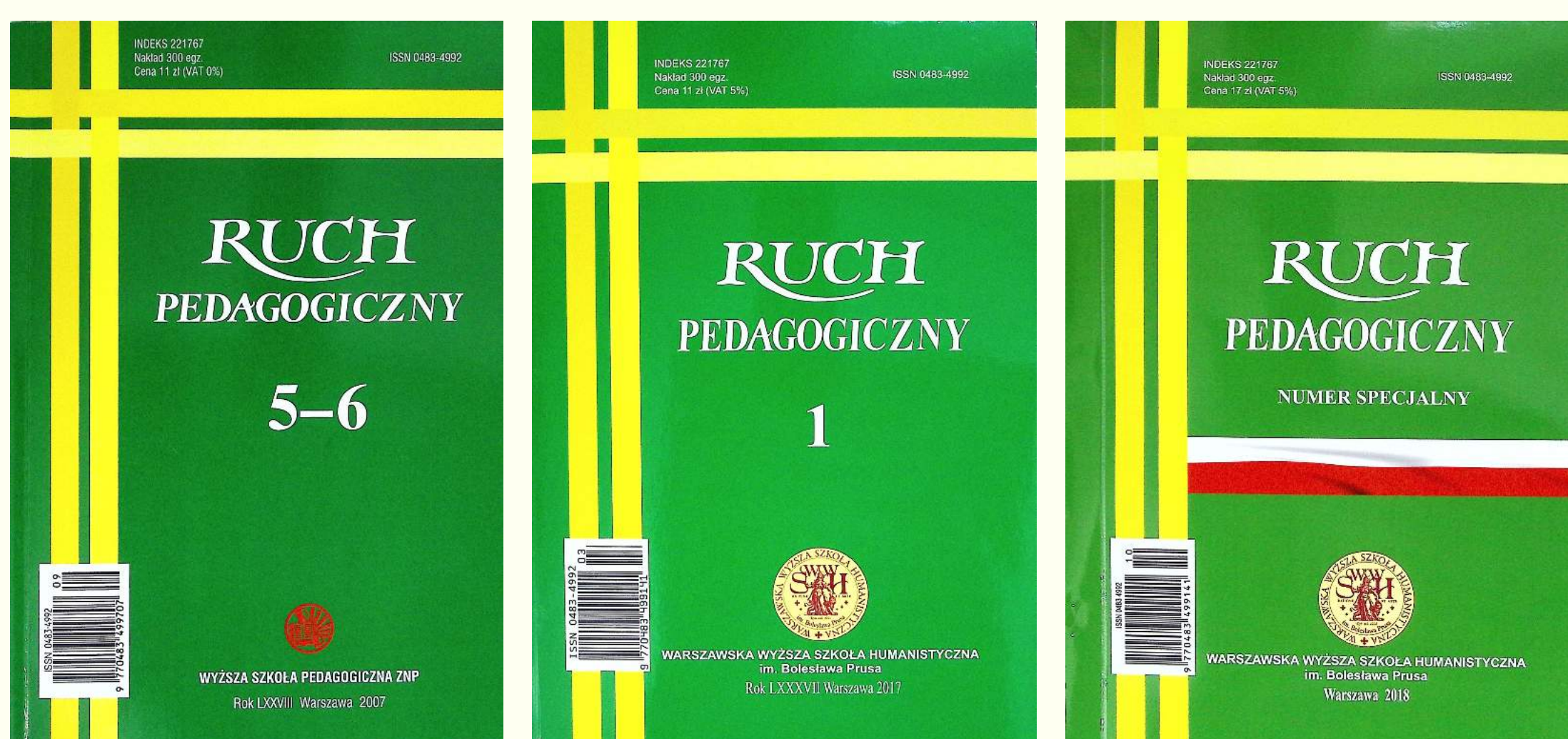


Covers of the 2012 special issue of "Ruch Pedagogiczny"

In the journal's more than a hundred years of publishing tradition, the content of its articles has always concerned issues related to the **educational changes taking place in Poland**. It is worth emphasizing that despite the fact that the publication of the journal has been suspended several times, the scientific character of the journal has not been compromised. Care was taken to preserve the selection of articles that **touched on the mission of the teaching profession and new areas of its development**. The content of the journal is selected in such a way that each issue can be devoted to a separate issue.



Title pages of "Ruch Pedagogiczny" from the years (from the left): 1998, 2017, 2018



Cover of "Ruch Pedagogiczny" from the years (from the left): 2007, 2017, 2018 (Special Edition)

An unquestionable advantage of the journal, which is published with a three-month frequency, is that it **presents news, research and innovations in various areas of pedagogical activities and related disciplines**. Another important advantage of the "Ruch Pedagogiczny" is the opportunity to present one's scientific achievements both by outstanding representatives of pedagogy from Poland and abroad, as well as by people who are just taking their first scientific steps in this field. (Anna Weissbrodt-Koziarska, University of Opole, "Ruch Pedagogiczny" no. 1/2018)