

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1922, No. 41

# EDUCATION IN POLAND

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WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1923

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## EDUCATION IN POLAND.

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Poland, reconstituted as a result of the war, comprises the territory formerly divided among the great powers of Austria-Hungary, Russia, and Prussia. Its area extends over 149,140 square miles and its population, according to the census of September 30, 1921, is estimated at 27,160,163, of which two-thirds are Poles. The remainder comprises Ruthenians, Ukrainians, Jews, Germans, Lithuanians, and others. The constitution of the Polish Republic was adopted by the Sejm (Diet), on March 17, 1921. The President, elected by general suffrage for a term of seven years, exercises the executive authority through a ministry responsible to the legislature, which consists of a Diet and Senate united in a National Assembly. As regards local government, the three parts have not yet been unified, so that the old institutions still prevail.

### CONDITIONS PRIOR TO THE REUNION.

The restitution of Poland as an independent nation, on November 9, 1918, brought forth problems in the field of education that none of her recently born sister states were called upon to confront. The fatal division of the Polish people under three essentially different political and administrative authorities had created certain organizations, articulations, and types of schools that had little or nothing to do with the real need of the people.

In the Congress Poland—i. e., the Poland as delimited and handed over to Russia by the Congress of Vienna, in 1815—educational facilities were lamentably neglected. Schools were few and inadequate, and those that existed in no way did justice to the people for whom they were intended. In Prussian Poland conditions were by no means better. Here education, though compulsory, lacked the humanizing element and was forced upon the people with a complete disregard for their needs and requirements. Far better fared education in Galicia or Austrian Poland where Polish schools were allowed to develop and were little interfered with by the central authorities.

The policy of denationalization pursued by the various governments had checked materially the development of national schools.

Yet, spontaneous attempts on the part of the Polish people to resist the dictates of the ruling authorities were not infrequent. Every defeat of the Government and every weakening of power was seized upon as the propitious moment for strengthening the national cause by means of education. When the Russian autocracy, defeated in war and facing internal troubles, by a ukase of 1906 granted concessions to the local population, the first expression of the newly acquired liberty was the establishment of the Mother of Schools (*Macierz Polska*). This voluntary organization for the diffusion of knowledge opened immediately hundreds of elementary schools, libraries, and pedagogical circles. Other educational organizations, such as the Free University courses for adults, agricultural, commercial, and industrial associations, followed in rapid succession. Unfortunately the reactionary wave that swept Russia a year later forced the Poles to close their private schools and institutions and to put a stop to all cultural activities displayed in the various fields of education. Another notable endeavor on the part of the citizens to direct the educational policy of their children was successfully carried out in 1915, when Poland, after the Russian retreat, was about to become the cockpit of fighting and its fate was at the best a matter of conjecture. On August 5 of that year the citizens' committee of the city of Warsaw created a department of education to direct the educational policy of the country. Though its existence was very brief, the results of its activities were nevertheless remarkable. Under its influence a number of elementary, vocational, and other types of schools were opened throughout the country. The department organized courses for elementary school teachers, established schools for illiterates, and called to life the two higher educational institutions, the Polytechnic School and the University in Warsaw, both closed since the Russian retreat.

The progress of education in the past few years has been remarkably steady, as can be seen from the following statistics: In 1915-16 there were in former Russian Poland 5,152 schools, with 7,120 classes; a year later there were 7,573 schools, with 10,448 classes, an increase of 47 per cent in the number of schools.

The statistical data for 1918-19 in the three parts of Poland are roughly as follows:

*School statistics of 1918-19.*

	Number of schools.	Number of classes.	Number of pupils.
Congress (Russian) Poland.....	10,000	15,000	650,000
Galicia.....	5,000	15,000	1,100,000
Prussian Poland.....	4,500	5,200	600,000
Total.....	19,500	35,200	2,350,000

When at the end of the year 1918 the Polish State was duly constituted and a national government once more assumed control over its own public schools, the question of educational reconstruction engaged at once the attention of the higher authorities. New schools were needed and also a new spirit. Loyalty to kaisers and czars, enforced by coercive means, was to make room for loyalty to the Polish flag. The national spirit, though never dormant, was now to pervade the schools in the new Republic and enhance the studies of the rising generation. Polish history, Polish literature, and Polish art were once more to inspire the youth and find an appropriate place in the new curriculum. Teachers were to be found, new schools built, old ones nationalized, adequate programs of education devised, and the whole nation trained to assume responsibilities commensurate with the duties of free citizens.

For the proper understanding of recent developments, it is well to bear in mind that at the beginning of the Polish régime the three parts constituting the new State formed separate units, each with its own self-government. The schools in Congress Poland, formerly within the Czar's domain, were put under the direct control of the Ministry of Education. In Galicia, which had been under Austrian rule, the schools continued to be administered by the local school council with headquarters at Lemberg. The Polish Ministry at the outset assumed toward it responsibilities formerly held by the Austrian Ministry in Vienna. In former Prussian Poland the school question was left entirely in the hands of local authorities. The tendency of autonomous school administration is, however, gradually breaking down in favor of one central authority, that of the Ministry of Education in Warsaw. The present Government is attempting to coordinate the three systems in order to introduce uniform schools in all the varied sections of Poland.

Owing to the racial mix-up of the population, the rights of the minority groups have been safeguarded. The law of March 3, 1919, provides that if in a given locality there is a sufficient number of children of school age whose mother tongue is not Polish, the language of instruction in the public school may be other than Polish. The minimum number of children in a grade must be not less than 40. Besides schools for the German and Russian population there are special schools for Jewish children. This arrangement was deemed necessary in view of the fact that the school week in Poland lasts six days and the Jews celebrate Saturday instead of Sunday as a day of rest.

#### ELEMENTARY EDUCATION.

One of the first acts of the Government was the promulgation of a compulsory education law for children between the ages of 7 and 14 in areas where school facilities can be provided for all those of

school age. This restriction was unfortunately rendered necessary by the serious lack of school buildings and an inadequate supply of trained teachers for the new institutions. The duty of establishing schools rests with the communities. These are compelled to provide educational facilities in any locality where an attendance of not less than 40 children can be assured. If need be, two or more communities must combine their efforts for the purpose of opening a school in an area not exceeding 3 kilometers in circumference. The Government pays the teachers their salaries, while the communities cover the expenses connected with the upkeep of the schools. The law provides for a seven-year elementary school for all, yet it is not expected that all localities will in the near future be in a position to comply with this regulation. This would seem impossible, especially for the poor and sparsely populated sections.

In such cases the minimum requirement imposed upon the communities is the establishment of a four-year school course with supplementary continuation classes. The attendance in these classes is compulsory for those who are of school age and have not completed the regular school. The continuation school is to be kept open all the year round, pupils being compelled to attend it 4 hours a week, or 120 hours a year, for a period of not less than three years, i. e., until the completion of the age of 14. The elementary school and the continuation classes are free to all.

The subjects taught in the elementary school are: Religion, Polish, arithmetic and geometry, nature study, geography, history, drawing and practical arts, singing, games, and gymnastics. For girls there are added lessons in sewing. A foreign language can be taken only in the higher grades, beginning with the fifth. The schools are open six days a week. The school day includes 6 periods of 50 minutes each. The length of recitations varies from 25 to 50 minutes, according to subjects taught. The number of recitations attended by the pupils depends upon the general equipment and type of school.

*Hours per week in elementary schools.*

Subjects	Grades						
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.
Religion.....	2	2	2	2	2	2	2
Polish.....	9	8	6	5	4	3	4
Foreign language.....					4	3	3
Arithmetic and geometry.....	3	4	4	4	4	4	4
Nature study.....			2	3	2	3	4
Geography.....			2	2	2	2	2
History.....			2	2	2	2	2
Drawing.....	1	2	2	2	2	2	2
Manual training.....	2	3	3	4	4	4	4
Singing.....	1	2	2	2	2	2	1
Physical training.....	3	3	3	2	2	2	2
<b>Total.....</b>	<b>21</b>	<b>21</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>30</b>	<b>30</b>
Needlework for girls.....			2	2	2	2	2



At present, as far as elementary education is concerned, the lowest type of school predominates. In May, 1920, the majority of public schools in former Russian Poland were one-class schools, constituting 86 per cent of the total number, while only 2 per cent of these institutions were six or seven class schools.

In Galicia conditions are somewhat more favorable, although even here one-class schools constitute 53 per cent of the total number of schools.

As regards the actual attendance, the statistical data for the year 1919-20 indicate that in Congress Poland the number of children of school age not attending classes is about 50 per cent; in Galicia about 30 per cent; and in former Prussian territory, where before the war only 2 per cent of children were not attending school, the percentage at present is much higher.

To remedy this is not an easy matter. First, there is a serious lack of school buildings. In the former Russian territory alone there is an immediate need of 9,000 buildings, with housing accommodations for the teachers. Second, there is a lack of teachers, and also inadequate preparation of those already in the school system.

In what was formerly Prussian Poland, of 3,600 Polish teachers, one-fourth possess no qualifications, and a large percentage of the remainder do not master sufficiently the Polish language. In Galicia the teachers, although qualified, do not come up to the standard required. In Russian Poland conditions are considerably worse.

The Government expenditure on education in 1920 was 2 per cent of the general budget, while in 1921 the proposed expenditure was 13 milliard marks or 54 per cent of the general budget.

*Public and private elementary schools.*

Provinces.	Year.	Schools.	Teachers.	Pupils.
Russian Poland	1918	10,281	15,062	840,214
Galicia	1918-19	5,205	15,653	910,524
Prussian Provinces <sup>1</sup>	1920-21	4,193	9,838	505,688
Other parts <sup>2</sup>	1920-21	19	1,056	49,770
Total		20,130	38,609	2,312,196

<sup>1</sup> The statistical data presented in this table are based on the figures of the Statistical Monthly, published by the central statistical office of the Republic of Poland. According to that source, the returns from a number of districts could not be procured at the date of publication. The figures for the entire State are therefore incomplete.

<sup>2</sup> Comprising the counties of Posen and Pomorze.

<sup>3</sup> Comprising the counties of Silesia (Teschen) and Polesie.

**ARTICULATION BETWEEN ELEMENTARY AND SECONDARY SCHOOLS.**

The relation between the elementary and secondary schools has been embodied in a report worked out by the department on secondary education attached to the Ministry of Education. According to the new project the articulation between the two types of schools

seems to be simple and direct. The course of study in the secondary institutions is to be based directly on the elementary school course and open to pupils having successfully completed their sixth school year. This articulation is intended for cities provided with a complete elementary school. Different arrangements have been deemed necessary in small towns and localities, where educational facilities are below the standard of city schools. In rural districts, as noted in the foregoing, the obligatory type of school is only a 4-year school, and those wishing to continue their studies must be transferred elsewhere. It is interesting to note that a suggestion was made to the effect that a city child should enter high school after his sixth year, while the country-bred pupil should not be admitted before the completion of his seventh year of schooling. This seeming injustice was based on the assumption that the standard in city schools is much higher than in country schools; that the city child has, in comparison with the country child, greater educational opportunities; and that the staff of teachers in city institutions by far excels that likely to be found in little country places.

#### SECONDARY EDUCATION.

The organization of a definite school system implied several material changes in the type of institutions already in existence. The prevalent school in the three parts of Poland was the gymnasium. This institution, generally with an 8-year program, comprises a 3-year elementary followed by a 5-year secondary course. Like its progenitor, the German gymnasium, it cared little for the common people, being primarily designed for those who were to take up a professional career.

Its course of study was rigid, inflexible, and inarticulate, and, on the whole, little adapted for the introduction of studies that make for efficiency. The new scheme which is being introduced shows marked improvements in this field of education and bids fair to bring satisfactory results and remedy conditions inherited from the former régime. The new proposal to do away with the elementary, or the lower classes, and turn the upper course of the former gymnasium into a regular secondary institution has found the approval of, and been adopted by, the Ministry of Education.

Thus the school system of Poland, as recently devised, tends to a 7-year elementary (6 for those who intend to enter high school), followed by a 5-year secondary course. The reform is not limited, however, to mere outward changes; the inner organization of the courses of study deserves great credit. The new high school program, as devised by the department on secondary education, calls for four distinct courses of study: Mathematico-scientific, liberal arts, liberal arts with Latin, and classical.



As the name indicates, the mathematico-scientific course is based primarily on studies such as mathematics, physics, chemistry, and natural sciences. Its course of study has been arranged with the view of concentration on a few carefully chosen subjects, rather than dissipation among many. For this reason allied subjects, generally offered simultaneously, do not figure in the course of study as separate items, but, whenever practical, are combined into one composite subject. Thus elementary chemistry and physics form one subject. In the higher classes instead of chemistry cosmography is substituted and offered again in connection with physics. Hygiene is treated as a part of physiology. Further, geography, which is taught in the lower classes as a separate subject, becomes later united with history; this for the purpose of acquainting pupils with the history of Poland and her relation to other nations. Special emphasis is to be laid, however, on the economic and social development of the country. The instruction in science must include practical work by the pupils. The purely scientific studies are supplemented in the mathematico-scientific course by general subjects, such as Polish language and literature; one foreign language, and the elements of social science. As to the study of Polish, it is interesting to learn that in higher classes the reading of Polish authors is to be supplemented by works of foreign authors in Polish translation. The avowed purpose of the latter scheme is not only to make pupils acquainted with foreign literature, but to bring home to them by comparison with the world literature a deeper appreciation of the works of Polish writers.

The liberal arts course is based on the studies of the Polish language and literature, one modern language and literature, history, and science. The Polish language is treated here more extensively than in the mathematico-scientific course, the extra hours being devoted particularly to the study of foreign classics rendered in Polish. Stress is also laid on history and sciences, which are offered throughout the course. The subjects forming the liberal arts course are, as can be seen, organically connected and serve to acquaint the high-school pupil with the modern trend of thought.

The liberal arts course with Latin, although declared unsatisfactory from a pedagogical point of view, has been offered as a compromise between the adherents and the opponents of the classical philology. In this course Latin is entered on the program at the expense of physicochemistry.

Finally, the classical course has been designed for those who exhibit special ability in that direction. It is expected that only very few pupils will select this course, which lays emphasis on the civilization of the ancient world, as embodied in the language, literature, and history of Greece and Rome. The study of the Polish language has

been curtailed to a certain extent, while mathematics, and natural sciences have likewise suffered considerable reduction in the number of hours. In all four courses adequate provision has been made for drawing, physical exercise, manual instruction, and singing.

The total number of hours per week ranges in the various courses from 30 to 34. The number of theoretical studies from 24 to 30, which with a 6-day school amounts to 4 or 5 hours a day. Of the four different types, only three, namely, the mathematico-scientific course, the liberal arts course with Latin, and the classical course, have been actually introduced by the ministry in the various secondary schools. The fourth one, i.e., the liberal arts course, is now under consideration and will be opened in the near future for experimental purposes.

The transfer of students from one course to another does not offer many difficulties, and, according to the courses involved, can be effected in the lower classes without any or with few examinations.

The aim of the new school is summed up in the following quotation from the report prepared by the department on secondary education:

We wish particularly to mention that we desire the transformation of the middle school from an institution of instruction to that of education. This is the fundamental demand of our educational reforms. We therefore consider the building up of character our chief aim in education. Everything else must be subordinated to it and toward this end our schools must work.

The three different courses of study newly introduced in the school system of the country are given below. As the first three grades of the middle school are still maintained and as the subjects of study are the same in the different courses, they are grouped separately under one heading.

*Hours per week in the first three classes in all middle schools.*

Subjects.	Classes.			Subjects.	Classes.		
	First.	Second.	Third.		First.	Second.	Third.
Religion.....	2	2	2	Drawing.....	4	2	2
Polish.....	5	4	4	Singing.....	2	2	1
Modern language.....		6	5	Manual training.....	3	2	2
History.....	2	2	2	Physical training.....	2	2	2
Geography.....	2	2	2	Pennmanship.....	2		
Mathematics.....	6	4	4	Total.....	30	33	33
Physics and chemistry.....		3	5				
Natural science.....	2	2	2				

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*Hours per week in the upper classes of the scientific course.*

Subjects.	Classes.				
	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.
Religion.....					
Polish.....	2	2	2	2	2
Modern language.....	4	4	4	4	4
History.....	3	3	3	3	3
Geography.....	3	4	4	3	2
Natural science.....	3	2	2	2	2
Physics.....	3	3	3	3	2
Chemistry.....	5	3	3	3	4
Mathematics.....	5	21	3	3	5
Philosophy.....	5	5	5	5	5
Drawing.....	2	2	2	2	3
Music and singing.....	2	2	2	2	2
Manual training.....	2	2	2	2	2
Physical training.....	2	2	2	2	2
Total.....	34	32	33	32	31

*Hours per week in the upper classes of the liberal arts course with Latin.*

Subjects.	Classes.				
	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.
Religion.....					
Polish.....	2	2	2	2	2
Latin.....	4	4	4	4	4
Modern language.....	6	6	6	5	5
History.....	4	4	4	4	4
Geography.....	3	5	4	4	3
Physiology.....	3	2	2	2	2
Physics and chemistry.....	3	2	2	2	2
Mathematics.....			4	4	4
Philosophy.....	4	4	4	4	4
Drawing.....	2	2	2	2	3
Music and singing.....	2	2	2	2	2
Physical training.....	2	2	2	2	2
Total.....	33	33	34	33	33

*Hours per week in the upper classes of the classical course.*

Subjects.	Classes.				
	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.
Religion.....					
Polish.....	2	2	2	2	2
Latin.....	3	3	3	2	2
Greek.....	8	6	6	4	5
Classic culture.....		6	6	5	5
Modern language.....	2	2	1	6	6
History.....	3	3	3	2	2
Geography.....	3	3	3	3	2
Physiology.....	3	2	2	3	3
Physics and chemistry.....	2	2	2	8	1
Mathematics.....			3	4	4
Philosophy.....	3	3	3	3	3
Drawing.....	2	2	2	2	3
Physical training.....	2	2	1	2	2
Total.....	33	34	34	34	34

There are public and private secondary schools, the latter particularly in Congress Poland. The Government is, however, gradually taking over these schools, with the result that the proportion of private schools is steadily diminishing.

Admission to the State institutions is based on a special entrance examination. The age of the pupils entering the present 8-year secondary school is generally from 9 to 10 years.

Graduation diplomas, entitling the holders to enter a university, are conferred by the State or private institutions enjoying the right of public schools. Diplomas can be granted to any person outside the school system who passes a special examination conducted by the State.

According to article 119 of the constitution of March 17, 1921, all public secondary schools are to admit pupils free of charge.

In 1921-22 there were in Poland 231 public secondary schools, with 85,884 pupils, and 490 private schools, with 118,920 pupils, or a total of 721 secondary institutions, with 204,804 pupils. Of the total number of pupils, 123,154 were boys, and 81,650 girls. Of the total number of public schools, 173 were for boys, 29 for girls, and 29 were coeducational, while of the total number of private schools, 115 were for boys, 231 for girls, and 144 coeducational.

The following figures throw an interesting light on the development of secondary education in Poland:

*Secondary schools.*

Provinces.	Number of schools.			Number of instructors.		Number of pupils.		
	1910-11	1918-19	1921-22	1910-11	1918-19	1910-11	1918-19	1921-22
Congress (Russian) Poland .....	260	423	397	4,494	5,703	55,892	102,823	113,558
Galicia .....	119	135	153	3,019	2,875	41,378	37,903	47,781
Posen .....	39	65	79	740	700	12,635	16,256	18,907

<sup>1</sup> School year 1912-13.

#### SCHOOL ORGANIZATION AND ADMINISTRATION.

The three component parts of Poland, with three separate school organizations and systems, are gradually losing their distinct characteristics. The Government is attempting to unify the system by placing all school matters exclusively under the authority of the Minister of Education. The law of June 4, 1920, is the first move in that direction. According to it the control of public education throughout the country is exercised by the Minister of Education, while higher education comes under his direct administration.

For administrative purposes Poland is divided into large school circuits, each headed by a curator appointed by the President on



the recommendation of the Minister of Education. The appointment must be approved by the Council of Ministers. The curator has large powers with respect to the administration of public schools. He also controls and supervises preschool and adult education, determines the school budget, appoints certain officers, and in general provides for the cultural development of the territory under his jurisdiction. Until the final reorganization of school matters the minister has the right to call to the assistance of the curators the regional school councils whose members may be drawn from the educational, vocational, social, and religious interests. The curator is assisted by school inspectors.

The large school circuits are subdivided into smaller units, the school districts. In accordance with the law of February 17, 1922, dealing with the organization, establishment, and maintenance of public schools, these are to be created on the following basis: (1) The distance between the school and the home of the child shall not exceed 3 kilometers; (2) the school districts are to be so arranged that the maximum number of children of compulsory school age in a district shall not be more than 650 nor less than 40.

As to the type of school to be established, much will depend upon the prospective school population. If the number of children in a school district in three successive years does not exceed 60, the new school is to be a one-room school in charge of a single teacher. A school population of 61-100 will require a two-room school, with two teachers in charge; a school population of 101-150 will require a three-room school, with three teachers, etc. The highest type of public school organization, i. e., a seven-class school, can be established in a community only when the number of children to be served is not less than 300. In case of a larger population provision is to be made for the introduction of parallel classes and additional teachers. The school district may or may not coincide with the administrative political unit.

The erection of one-room schoolhouses, so typical of conditions in rural districts, is severely criticized by those who have the welfare of children in mind. The school authorities justify the creation and retention of one-room schools, however, on the ground that under the present circumstances such schools seem to be the speediest and most efficacious medium through which to bring education to all the children. They hope, however, that a higher type of school will be instituted as soon as conditions will permit the discontinuance of all one or two-room schools.

The cost of the erection and maintenance of public schools are met by the State treasury and the communities. The State treasury is responsible for all the expenditures in connection with school libraries, school prints, and scientific accessories. The community is responsi-



ble for the expenditure involved in the erection and upkeep of school buildings and the equipment of classrooms. In poor communities where no school funds can be raised for the erection of school buildings the State treasury is authorized to come to the assistance of the local population. It is interesting to note that in connection with school organization provision is made for the establishment of school gardens and school playgrounds, as well as the erection of teacherages for the accommodation of the staff.

#### MEDICAL CARE.

The medical care of school children, prevention of disease, and general school sanitation are maintained by two distinct bodies, the Ministry of Education and the Ministry of Public Health. The school hygiene section of the Ministry of Education takes care of the physical education of school children, the training of teachers in gymnastics, and the introduction of hygiene into public elementary schools. It also directs the work of school physicians, outlines school schedules, with a view to safeguarding the pupils' health, and takes interest in the establishment of special schools for the mentally weak, deaf, and other deficient children.

The school hygiene section of the Ministry of Public Health supervises the sanitary arrangement in school buildings, conducts campaigns against contagious diseases among school children, and directs the work of county physicians in localities which are not provided with individual school medical officers.

The work of the two distinct ministries in the field of school hygiene and sanitation is coordinated by a special commission attached to the Ministry of Education and represented by both departments.

Each elementary, middle, or higher educational institution, public or private, is under the permanent care of a physician. He examines each entrant, assigns his seat in the classroom, and in cases of indigence issues tickets which entitle their holders to free school lunches. The school physician does not attempt to cure diseases, but whenever medical treatment is desirable he notifies the pupils' parents to that effect. Besides the physician, each school is also provided with a dentist, who attends to the pupils' teeth, with the result that in many schools dental defects of children have been completely eradicated. At present, on account of a serious lack of physicians, only large schools are provided with medical officers. The small country schools must still depend upon the county physician or the good will and intelligence of the rural teacher.

#### TEACHER TRAINING.

The training of teachers, so essential to the success of the newly established school system, was likely to present many difficulties. Of the three component parts of Poland, Galicia alone had formerly

a staff of native teachers who had been through a training school course and had used Polish as a means of instruction. In the two other parts, conditions were far less satisfactory. When with the retreat of the enemy armies the schools opened under the Polish authorities, the dearth of native teachers was so great that it was necessary to appoint persons without special preparation or training. The Ministry of Education is aware, however, of the seriousness of the situation and is endeavoring to remedy the evil in two ways: By raising the standard of efficiency of those already in the service; and by providing a number of training institutions for the reduction of the proportion of unqualified teachers. The ministry is offering educational facilities to teachers by placing at their disposal district libraries containing books on school problems. Regional conferences have been organized in rural districts at which lectures are given by a staff of distinguished educators. These addresses are generally followed by discussions or model lessons. The ministry has further established vacation courses, general and professional, for the benefit of the teachers. Those who have shown special proficiency in the classroom are privileged to attend a one-year course arranged with the view of training educational leaders. Finally, the ministry is also responsible for the organization that aims to promote educational outings and trips, thus furthering the teachers' interests in their own country.

Another and more direct means of raising the standard of teaching would be the establishment of more training schools for teachers. The problem is not, however, so simple as it may at first appear.

The entrance requirement to the newly inaugurated training schools is graduation from a seven-year public school or its equivalent. Unfortunately, there are at present very few public schools with a full course of study; moreover, not all the graduates of these institutions can be induced to engage in the work of education. The ministry has been compelled, therefore, to devise a scheme that will meet the situation and yet in no way lower the prescribed standard of teacher training. The scheme consists in opening a number of teachers' preparatory schools that confine themselves exclusively to preparing students to enter the regular normal schools. The students in these preparatory schools are chiefly persons from rural districts with inadequate educational attainments. The course covers two years and is general in character.

The normal schools (teachers' seminaries) are educational centers for the training of elementary school-teachers. They are maintained by the State or private agencies. Admission to the normal schools is granted to any person between 14 and 20 years of age holding a common-school certificate or its equivalent. The course of study in normal schools lasts five years. The subjects taught during the

first three years are general in character. The last two years are devoted to purely professional studies. The following required subjects are offered in these institutions: Religion; the Polish language and literature; one foreign tongue; history; civics; geography, with geology and cosmography; mathematics; physics; chemistry, with mineralogy; biology; botany; zoology; anatomy and physiology, with some instruction in anthropology; general and school hygiene; gardening and agriculture; drawing and music; singing; physical training; manual work; penmanship; psychology; logic; pedagogy; history of education; school organization, and school laws; special methods of instruction and practice teaching. Boys take up besides modeling, card-board work and sloyd; girls, sewing and cooking. For the practice of future teachers, there is attached to each normal school a garden for nature study and for practice in gardening and agriculture. Girls' normal schools offer in addition to the general course a two-year course for the training of matrons for orphanages, children's homes, and similar institutions.

Instruction in normal schools is free to everybody, and, moreover, necessitous students may receive maintenance allowance or free boarding facilities. In such cases they must pledge themselves to serve as teachers in public schools for a period of years equivalent to the time they were receiving State aid. After two years of practice in teaching a candidate may present himself for a higher examination that will qualify him for a permanent position.

In addition to the five-year training schools that admit those with a public-school education, the ministry opened several one-year courses for graduates from a secondary institution. The one-year course of study is naturally professional in character.

The Pedagogical Institute in Warsaw is a higher institution for the training of teachers. Its aim is twofold: (1) To prepare teachers for secondary schools and teachers' training institutions; and (2) to conduct scientific studies in the field of pedagogy and didactics. It admits persons with secondary education as regular students. The course of study lasts 4 years and is divided into five different types: (1) Linguistic-literary; (2) historical; (3) philosophico-pedagogical; (4) mathematical; and (5) natural-scientific.

There are at present 168 Government and private normal schools in Poland, four teachers' courses maintained by the Government for graduates from middle schools, three institutions for the training of matrons, and one for the training of teachers of religion for Jewish children.

Teachers are civil servants paid by the State. Qualified teachers in public schools are ranked in Grade X on the civil-service list. The initial basic monthly salary for this grade is 800 Polish marks. Promotions are automatic and depend upon the length of service.



The highest salary available for public-school teachers is reached after 24 years of service. It amounts to 1,600 marks a month and corresponds to grade 7 of the salary schedule. Teachers, like other civil servants, are also entitled to the high cost bonus, dependent upon the family conditions and the place of residence of the recipient. A periodic increment amounting to 2½ per cent of the salary paid is also granted for each year of service. The State supplies public teachers with fuel, or it pays them an equivalent sum of money. The principal of a school receives from the community two acres of land, if possible near the school. Ordinary teachers may also claim it under certain circumstances. Elementary teachers with higher education receive compensations scheduled for teachers in secondary schools. They are not entitled, however, to free fuel and land.

#### AGRICULTURAL EDUCATION.

The paramount importance of agricultural education for the general uplift of the country, essentially agricultural in its nature, has been fully recognized by the Government. Mr. Bujak, at one time Minister of Agriculture, in a speech before the Diet pointed out that State aid for agricultural schools must be broad and extensive. Agricultural schools in Poland, in contradistinction to those in Denmark, can not exist merely by private initiative, first, because their growth will be too slow for the immediate need of the country; second, because the type of school that it is desirable to develop will suffer too wide a modification when left entirely in private hands. This is unquestionably due to the national traits of the Polish people; traits that differentiate them, for instance, from a people like the Danes. Close cooperation between the Government and the communal district associations, chambers of agriculture, and similar bodies interested in raising the cultural level of the country is essential. The Ministry of Agriculture has created a special educational department for the promotion of public agricultural schools in rural communities. The ministry was also instrumental in passing a law which puts rural education on a new basis. Under the provisions of the act of July 9, 1920, public agricultural schools are placed under control of the Ministry of Agriculture. The term "public" includes schools supported by the Government and commercial district associations or chambers of agriculture. According to the new law each larger administrative unit is to have two public schools of agriculture, one for boys and one for girls. To further the establishment of schools by communal district associations or chambers of agriculture, the State provides a grant of land and considerable financial support, including teachers' salaries. The course of study in the agricultural schools must extend over not less than 11 months and be open to graduates from public elementary schools. Theoretical

studies are to be supplemented by practical experiments on the farm attached to the school. Boys under 16 years of age and girls under 14 are not to be admitted. For the purpose of administration of rural schools, established by communal district associations and chambers of agriculture, there are to be created district-school commissions. These will comprise: Three delegates elected by the district diet, a representative from the Ministry of Agriculture, the school inspector of the common public schools, and the director of the existing public schools of agriculturé. Private schools of agriculture can not be established without the consent of the Ministry of Agriculture, which has general powers over all elementary training centers of agriculture. The ministry is also charged with seeing that the curricula are up to the required standard.

The establishment of popular training centers of agriculture is closely connected with the broader problem of agrarian reform.

Under the act of July 15, 1920, the great agricultural estates are to be divided up, and help given to farmers to establish themselves on land acquired by agreement or by compulsory purchase. Before parceling out land the central estate office must consult the Ministry of Agriculture, which has general powers to reserve all suitable lands and buildings for agricultural centers.

#### TRADE AND INDUSTRIAL EDUCATION.

This branch of education is one of the Government's most serious problems. The trade and industrial schools in Poland, developed under numerous unfavorable conditions, did not receive the attention, or emphasis given to them in other parts of Central Europe. The present authorities feel, however, that a well-organized system of vocational training will materially contribute to the restoration of the country, and they spare no efforts to insure greater progress in that field of education.

The trade and industrial education is imparted either outside the industry in special schools designed for that purpose or within the industry by the system of apprenticeship that obtains in Poland.

The apprentice system with its antiquated provisions, some of which dating as far back as 1816, is totally inadequate for the training of youth for modern trades and industries. The existing law requiring all apprentices to attend continuation schools is generally disregarded, partly because of inadequate school provisions, and partly because of the hardships that such attendance entails. The vocational continuation schools are held at present either in the afternoon or in the evening. In some places classes are even conducted on Sundays. The Government is, however, greatly discouraging such practice and is on the point of taking measures with the view of abolishing compulsory instruction on legal holidays. The number of hours in the vocational continuation schools ranges from 9 to 12 or 14. The



subjects taught are general in character. They include religion, Polish language, arithmetic, elementary physics and chemistry, merchandise, drawing, and penmanship. Admission to these schools is limited to those 14 years of age who possess an elementary education. There are at present 324 vocational continuation schools in all parts of Poland. The present inadequate provision for the training of apprentices has been severely criticised by representative bodies, interested in industrial education. The Government is likewise aware of the present unsatisfactory conditions and is bending all its efforts towards improvement in this field of education. A bill now pending in the Polish Diet makes attendance upon continuation schools compulsory for the young men and women engaged in trade, industry, and commerce, while another bill regulates the system of apprenticeship throughout the Republic.

The trade and industrial schools, more modern in nature, serve the same purpose in a more direct and efficient way. They admit pupils at 14 years of age possessing an elementary education. These schools, with a variety of programs and interests, arrange their courses of study over a period ranging from one to four years, according to the subjects involved. Their aim is to prepare master workmen for the local trades, carpentering, carving, tailoring, shoemaking, weaving, stonecutting, blacksmithing, etc.

There are at present 101 trade and industrial schools in Poland, of which 41 are open to girls. As an illustration of some of the programs in trade schools, the following curricula are offered:

*Course of study of a trade school at Stanislawow.—Section A. School for woodworkers.*  
Length of study, 3 years.

Subjects required.	Hours per week.			Subjects required.	Hours per week.		
	First year.	Second year.	Third year.		First year.	Second year.	Third year.
Religion.....	1			Commerce, civics, and hygiene.....		4	4
Polish language.....	4			Technical drawing.....		8	6
Arithmetic.....	4			Study of artistic forms.....		1	1
Natural science.....	3			Technology.....			2
Physics.....	2			Workshop.....	36	41	41
Penmanship.....	1			Total.....	54	54	54
Drawing.....	4						

*Trade school at Stanislawow.—Section B. School for foremen and carpenters.*  
Length of study, 1 year.

Subjects.	Hours per week.	Subjects.	Hours per week.
Mechanical drawing.....	14	Commerce and civics.....	4
Ornamental drawing.....	5	Hygiene (total, 10 hours).....	
Artistic forms.....	3	Workshop.....	22
Construction.....	2	Total.....	41
Technology and motor studies.....	4		

Elective subjects: Foreign language 2 hours, and gymnastics 2 hours.

Section C. School of sculpture—wood and stone. Length of study, 4 years. Hours per week, 52.

Subjects: Religion, technical drawing, projection, ornamental design, modeling artistic forms, technology, anatomy, history of sculpture, building construction, Polish language, arithmetic, natural science, physics, bookkeeping, industrial law, first aid, and workshop.

General and special subject. Hours per week, 13 to 21.

Shop work: Hours per week, 31 to 39.

The general subjects are taught by teachers drawn from the public schools, while technical subjects are presented by persons skilled in their art.

Another type of school is the technical institution which is classified according to the training offered in the elementary school and the higher technical school. The elementary technical school, with a course of study ranging from three to four years, aims to prepare assistants for the technical specialists in building, highway engineering, mining, etc. The requirement for admission is a certificate of graduation from a seven-year public school or one attesting the completion of the four lower classes of a secondary institution. Candidates for graduation from the elementary technical school must devote two years to practical work and be able to pass a special examination at the end of that period before they can obtain a final certificate of graduation.

The higher technical school prepares independent workers. To this school students are admitted from the sixth year of a secondary institution. The length of study in the higher technical school is generally from three to three and one-half years. After the completion of the studies, students working for a diploma are required to spend two years in practical work at the end of which they must submit to a special examination.

The total number of elementary and higher technical schools is 20.

In addition to the day schools, there are also numerous evening courses with a technical bias.

All vocational schools are supervised by a special division of the Ministry of Education. The State supports the schools to the amount of one to two thirds of the necessary expense; the municipalities or private corporations bear the rest.

#### COMMERCIAL EDUCATION.

In the field of commercial education two types of schools stand out definitely—the business school and the commercial school. Both types are fulfilling a real need by training definite groups of people for a definite purpose. The business school looks after the interest of the retail store keeper who conducts his business on a small scale; the commercial school aims to give vocational training to men and

women who prepare themselves for clerical positions in commercial and banking institutions.

The business school is of elementary grade. Its course of study, according to the new schedule of the Ministry of Education, covers from two to three years and consists of religion, Polish, arithmetic, nature study, geography, Polish history, drawing, penmanship, singing, elementary physics, chemistry, commercial geography, merchandise, correspondence, bookkeeping, and commercial arithmetic. For practical experience of the pupils, the schools maintain a model store, attached to the school. The program is scheduled to cover from 30 to 31 hours of instruction per week. Requirements for admission are 12 to 15 years of age and a certificate from a lower primary school.

The commercial school has a higher standard of organization based on six years in an elementary or three years in a secondary school. The course of study lasts three years, exclusive of the preparatory class attached to the school for candidates insufficiently prepared. The general academic subjects include religion, Polish language, one foreign language, Polish history, geography, algebra and geometry, elementary physics and chemistry, and nature study, also drawing, penmanship, singing, and gymnastics. Special subjects include commercial arithmetic, bookkeeping, correspondence, stenography, economic geography, commerce, commercial history, economics, merchandise, and typewriting. The academic subjects are placed at the beginning of the course, while the more technical commercial subjects are postponed to the last two years. The weekly program in commercial schools averages 33 hours of work. The commercial schools in Poland are not uniform either in grade or subject matter. Some of them are of secondary grade with courses of study covering eight years and entrance requirements such as obtain in other secondary institutions. In addition to the day schools, commercial education is also imparted in evening courses and continuation classes. There are at present 182 commercial schools in Poland, of which 139 are for boys and 43 for girls.

#### HIGHER EDUCATION.

Poland has a number of higher institutions of learning. These are the older universities at Cracow, Warsaw, and Lemberg (Lwów), and the newly constituted universities at Lublin, Posen (Poznan), and Wilno. Centers of technical teaching and research are springing up. In Warsaw and Lemberg important colleges of mechanical and electrical engineering, of applied chemistry, of architecture, etc., are well attended; and in 1919 a higher school of mines was established in Cracow. These institutions are equipped with appliances for practical teaching. Agricultural science also receives a good deal of attention. In addition to faculties or other schools of university

rank existing in Cracow, Warsaw, Lemberg, and Posen, a National Institute of Agricultural Research was founded at Pulawy in 1917. For the study of the mineral resources of Poland, a National Geological Institute was created in 1920 in Warsaw, and a branch institution in Cracow has for its object the investigation of oil-bearing regions.

The universities are State institutions, with the exception of the Lublin University, which is a Catholic institution under the auspices of the Polish Episcopate. It comprises four faculties: (1) Theological, (2) common law and moral sciences, (3) law and social and economic sciences, and (4) liberal arts. The universities at Warsaw, Cracow, and Lemberg have each four faculties: Theology, law, medicine, and philosophy. The latter embraces as a rule literature and philology, history and philosophy, mathematical, physical, and natural sciences. The Posen University comprises the following divisions: (1) Philosophy; (2) law, economic and political sciences; (3) medicine; and (4) agriculture and forestry. The Wilno University is to have among other faculties one devoted exclusively to the fine arts.

In addition to the institutions mentioned in the foregoing, the Free Polish University, founded in 1905, under the name of the Association of Scientific Courses, is worth noting. Its aim is to offer higher education to wider circles of society and to facilitate scientific investigations to persons with proper educational preparation.

The courses extend over three to four years. Any person over 16 years of age can be admitted, but students wishing to matriculate must present certificates attesting their graduation from a secondary school.

Admission to higher educational institutions is accorded to graduates from a public secondary school, with general course of instruction, or from a private institution certified by the Ministry of Education. The academic year in the universities is divided into 3 trimesters of 10 weeks each. The minimum number of teaching days is 180, exclusive of the period set for examinations.

University professors, ordinary and extraordinary, are appointed by the Minister of Education on the recommendation of the council of the faculty concerned. The nomination of a candidate to a university chair must be first approved by the general assembly of professors, respectively the academic senate, before its submission to the Ministry of Education for the final confirmation. A majority vote determines the selection of a candidate. If the higher authorities find the selection unsatisfactory, the case is referred back to the faculty council responsible for the nomination. The election procedure is then renewed until both sides come to an agreement. Under no circumstances can an appointment be made against the wish and without the recommendation of the faculty concerned.

Professors with 35 years of service in this capacity are entitled to retirement with a full pension. They may remain in active service for an additional period of 5 or 10 years, but not beyond the age of 65, provided they are reappointed by the ministry with the consent of the faculty of which they are active members. No professor can be dismissed by the higher authorities, except by a majority vote of two-thirds of the members present at the general assembly of professors, respectively the senate.

The highest autonomous bodies in higher institutions are the general assembly of professors and the university senate.

The general assembly of professors in academic institutions, whose statutes provide for its existence, is the highest authority in matters pertaining to the whole institution. It is composed of honorary, ordinary, and extraordinary professors, and the docents sitting at the faculty councils. The presiding officer of the general assembly is the rector or his representative. The chief duties of the general assembly are the enactment of the university statutes in accordance with the ministerial decrees, the approval of the budget, the election of the university rector, the confirmation of the resolutions passed by the faculty councils, and the presentation of the list of professors and docents for the approval of the ministry.

In institutions with no general assembly of professors, the highest authority is vested in the senate. This body comprises the rector, the pro-rector, and the faculty deans. The senate confirms the resolutions of the different faculties, presents for the confirmation of the ministry the outlined courses of study, determines the school budget, and, in general, exercises the same authority as the general assembly, except in matters concerning the election of the rector.

The rector, who is at the head of an academic institution, is elected for a period of one year by the general assembly of professors or in institutions with no such organization by the representatives of the faculty councils. At the end of his term the rector may be reelected. Ordinary and honorary professors who are members of the faculty councils have the right to be elected to the headship.

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