
Stanislaus Szewczyk
Loyola University Chicago

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FEATURES OF INFLUENCE OF COMMUNISM ON THE DEVELOPMENT AND REORGANIZATION OF HIGHER STUDIES IN POLAND

1944-1969

by

Stanislaus Szewczyk

A Thesis Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Master of Arts

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LIFE

Stanislaus Szewszyk was born in Bonowice, district Kielce, Poland, January 4, 1934.

He was graduated from the Jesuit Private General Education Lyceum, Stara Wies, district Rzeszow, Poland, June, 1955. He finished the Faculty of Philosophy of the Society of Jesus, Krakow, Poland, June, 1958, with the degree of Licentiate, and the Jesuit Faculty of Theology "Bobolanum," Warsaw, June, 1963, with the degree of Licentiate.

In 1963-1964 he took two courses of English as a foreign language at Georgetown University, Washington, D.C. He participated in a ten-month course of Pastoral Theology and social and religious changes, with an international group, at Saint Jerome, Montreal, Canada, 1964-1965. Since that time he was actively engaged in religious, cultural and social work among Polish immigrants in the cities of Newark, New Jersey, Detroit, and Chicago. He began his graduate studies at Loyola University in February, 1968.
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CHAPTER I

INTRODUCTION

The study of influence of the Marx-Lenin Philosophies on the development of higher education in Poland creates a rather difficult problem. Native Polish publishers have not released any study of this kind. Literature printed in foreign languages by Polish authorities is heavily loaded with propaganda, and since it chiefly considers elementary and secondary education, there is not much about higher studies. One book, namely, "Polish Universities" was of some value to the author. It describes chronologically Polish universities from the Middle Ages to the late 1950's. However, the book was also written for propaganda purposes and thus all data had to be compared to other sources of information.

From literature printed abroad particular consideration should be given to two booklets "Higher Education in Poland" written by Seymour M. Rosen and Nellie Apanasewicz. Both publications were printed in the United States as studies in comparative education. They provide information and statistical data about higher education in Poland without any attempt to

1 Zofia Skubala and Zbigniew Tokarski, Polish Universities (Warsaw, 1959).

explain their significance or origin. Since, both booklets describe
organization of higher studies during the few years which followed a reform
of 1958, their data were of limited value to the author of this thesis.

Most of the literature on which the thesis is based was printed in
the Polish language. The author gathered all available materials concerning
the subject of his interest. In many instances he was able to reach primary
sources through his friends in Poland. In such a way he obtained, among
other materials, the original copy of the reform of higher studies, which
took place in November 1958. In addition, he had at hand the important
issues of "Zycie Szkoły Wyższej" (The Life of Higher School) a monthly
periodical, in which the decrees of the Ministry of Higher Education as
well as the other organizational problems are discussed by various scientists
from the pedagogical point of view. The periodical also contains all
suggestions and requests made by the Central Committee of the Polish United
Workers' (Communist) Party concerning ideological and educational issues.
"Zycie Szkoły Wyższej" was an important source in considering the reform of
higher studies in 1965 as well as in tracing the events which took place after
student disturbances in spring of 1968.

Unfortunately, this author was unable to get all the issues of this
periodical. Those issues which he requested from Poland together with others
located in the library of Free Europe Inc., in New York were in some instances
incomplete sets published after the year of 1960. In addition, he failed to
receive from Poland the decrees of the sessions of the Central Committee of
the Polish United Workers (Communist) Party.

Due to a weekly issue of "Biuletyn Prasowy" (News from Poland)
compiled by Free Europe Inc., in New York the above deficiencies were
lessened considerably. "Biuletyn Prasowy" had a particular value to the
author, since it is based on the government decrees, newspapers and other
periodicals of Poland. Its major concerns are political, social, cultural,
and educational events of the entire country.

The very fact that the author was born and educated in Poland and
lived there during most of the period he describes was a great advantage
in writing the thesis.
CHAPTER II

HISTORICAL BACKGROUND

Defeat of the Central Powers in World War I and the subsequent treaty of Versailles (1919) helped Poland to regain its political independence after more than 120 years of bondage. Although the country was restored within different boundaries from those that existed prior to the first partition of Poland in 1772, all the cities in which Polish higher learning had previously developed were within her new boundaries. These were: Krakow, Warsaw, Wilno and Lwow. The universities in Krakow and Lwow had continued their work almost uninterrupted during the whole period of the bondage.¹ Warsaw however, began to function as a Polish university in 1917, and in 1920 the old Jesuit University of Wilno was reopened and renamed after King Stefan Batory.²

At the beginning of independence the higher educational system of Poland was based on these four universities and a few other institutions of a professional nature, among which were two higher polytechnical schools in Lwow and Warsaw.³ Needless to say, these institutions could not meet the needs of the entire country which was rebuilding itself. Soon therefore,

²The Society of Jesus obtained King Stefan Batory's consent to open a university in Wilno, in 1578.
³Turosienski, op. cit., p. 7.
Polish authorities:

have added to the number more than 22 other institutions. These young schools include 4 universities; an academy of mines; eight occupied with commerce, Oriental and Slavonic culture, and political science; several for various kinds of teacher training; a school of dentistry; and a number for national defense.4

Before the outbreak of World War II, Poland had 35 institutions of higher learning. All but four were state supported. Those whose expenses did not come from the state budget were: The Catholic University of Lublin, The Free Polish University in Warsaw, The Institute of Foreign Trade in Lwow and The School of Political Science in Warsaw.5

The universities and other institutions of equal rank had their legal status defined in a decree of July 13, 1920. A great amount of autonomy was given to them by placing these institutions outside of the administrative machinery of the Ministry of Education.6

These schools are governed by a common, uniform code, and they have the right to teach anything they wish, and in any manner they desire. Every professor and every docent has the right to expound principles according to his scientific conviction, and treat them in a truly academic manner. Freedom is implied in selection of exercises, in drill material, and in methods of instruction.7

The decree of 1920 besides giving autonomy to the universities, "recognized scientific research as the university's chief purpose."8

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1 Ibid.
2 Zofia Skubala and Zbigniew Tokarski, Polish Universities (Warsaw, 1959), p. 106.
5 Skubala and Tokarski, op. cit., p. 105.
This situation did not last too long however. A violent change in the ruling party in 1926 established in Poland a type of military dictatorship. The new government limited the autonomy of higher institutions by a special decree of 1933.9 "All schools were placed under the administration of the ministry of Religious Denominations and Public Education (Ministerstwo Wyznan i Oświecenia Publicznego)."10 Each university and institution of higher learning had its statute approved by the Ministry. The aim of the school, its organization, and the jurisdiction of its governing body was clearly defined.11

According to the decree of March 15, 1933 a leading position in the country has been granted to "academic schools" (szkoly akademickie). These could be universities, principal schools, institutes, or academies. "The status of 'academic school' was conferred on any institution by a special law, and only academic schools were authorized to confer degrees and nostrify degrees granted to Polish citizens abroad."12 These schools were classified according to the source of funds into: government and private.13 Apart from the academic schools were other institutions of higher learning, which due to their program of studies and examination requirements were not recognized as being of academic status.14

9Henryk Barycz, **Universytet Jagiellonski w Zyciu Narodu Polskiego** (Jagiellonian University in the Life of Poland), (Wroclaw-Warsaw-Krakow, 1964), p. 119.


13Thirteen of government institutions were of academic status. From private, The Catholic University at Lublin was the only school of this rank.

14Turowsinski, *op. cit.*, p. 17.
The teaching staffs at schools of university rank were divided into two groups: academic and nonacademic. The former was composed of honorary, ordinary, extraordinary and titular professors, and docents. A special procedure was established for becoming a professor. "Professors are selected by a competitive examination from the docents with at least five years of teaching practice and, on recommendation of the Minister of Public Instruction, are appointed by the President of the Republic." The non-academic group consisted of lectors in foreign languages and various technical assistants.

Candidates for docentship had to have a doctoral degree and had to submit to "habilitation," which involved submitting a special thesis (praca habilitacyjna) in the candidate's field, then public discussion with a council of professors on the theme of the thesis and finally a habilitation lecture given by the candidate. The resolution of the council for granting a candidate title of "docent" had to be approved by the Ministry of Religious Denominations and Public Education.

Students who seek admission into institutions of higher learning must hold a "Maturity Certificate," which states that they have successfully finished general secondary education. However, many of the institutions such as polytechnic institutes, The Academy of Mines, have so many qualified candidates that each institution separately makes its selections by a competitive entrance examination.

15 Libner, op. cit., p. 31.
16 Turosienski, op. cit., p. 18.
17 Libner, op. cit., pp. 31-32.
18 Turosienski, op. cit., pp. 18-19.
19 Ibid., p. 20.
The number of vacancies is limited so admission to the first year is a selective process—holders of the maturity certificate from a strong secondary school with a scientific bias are required to pass a rigid competitive examination in advanced mathematics and physics. Even so, the academy cannot accommodate all the qualified young people who seek admission.

Students who met the requirements for admission were regularly matriculated. Besides these there were also "free auditors" (wolni słuchacze), who did not meet the admission requirements and were not eligible to any examination or test leading to a diploma or degree.

The institutions of higher learning in Poland included all branches of knowledge.

Eight classical universities contained a total of eleven faculties: humanities; mathematics and natural sciences; philosophy; fine arts; law and social sciences, with a school of diplomatic studies or a school of economics and administration; medicine, with a school of physical education; pharmacy; theology; pedagogics; veterinary medicine; agriculture and silvi-culture.

Training in universities and other institutions of equal rank was completely specialized. "Students selected their courses from the prescribed curriculum of their chosen faculty. They were treated as adults and pursued their studies without discipline from university authorities."

Successful completion of four years of study qualified a student for the degree of "Master (Magister) for law and philosophy; engineer (inżynier) for the various types of engineering; and physician (lekarz) in medicine,


\[22\] Apanasewicz and Medlin, *op. cit.*, p. 10.

both general and veterinary, and in dentistry." These were the lower degrees and the first conferred by the universities and other institutions of higher learning. Degrees of this kind were sufficient for professional practice. The doctorate was a higher scientific degree and was awarded to capable scientists for original research.

The enrollment of students at the universities and other institutions of higher studies in Poland was adequately high in comparison to West European countries. The total number of students was 48,000 of whom 13,600 were women. "Almost half of the students were in law and philosophy faculties (where exact and natural sciences were included) some 12 percent studied medicine, 8 percent agriculture, 20 percent technical sciences, 10 percent other branches of knowledge." The enrollment reflected the needs of the country. Since its economy was rather poor, it did not need too many scientists. By the end of the inter-war period, however, this situation had visibly changed for the better. The importance of the humanities diminished as compared with former years and greater stress was laid on certain branches of technique, geology, and to an even greater extent, chemistry.

The universities and institutions of equal rank failed to attract a significant number of students from low income families, such as peasants and unskilled workers. The reason for that was that these people were unable

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24 Turosienski, op. cit., p. 20.
26 Stanislaw Kot, Five Centuries of Polish Learning (Oxford, 1941), p. 50.
28 Kot, op. cit., p. 48.
to pay high university fees, which included entrance fee, annual tuition, and fees for examinations. 29

In addition to the institutions of higher learning Poland possessed over three hundred scientific societies, which encouraged research. The Polish Academy of Sciences and Letters in Krakow and Mianowski Relief Foundation for Scientific Workers at Warsaw were the highest institutions of this kind in the country. 30 Besides, "the work of state, community and private scientific libraries expanded considerably and there were eighteen branches of the State Archives." 31

The outbreak of World War II halted further development of higher education in Poland and almost completely destroyed what had been built during the previous twenty-year period. After the German-Soviet agreement on the partition of Poland on November 1, 1939, eastern Poland was incorporated into the Soviet Union and for a period of almost two years remained under Soviet administration. The old Polish universities of Lwow and Wilno became Ukrainian and Lithuanian centers. 32

The Western Polish Provinces with the universities in Poznan and Lodz were incorporated into the Riech. The nazi authorities started a systematic program of elimination of even the slightest vestiges of Polish culture and even Polish language was forbidden.

29 Skubala and Tokarski, op. cit., p. 109.
31 Skubala and Tokarski, op. cit., p. 107.
32 Kalecki, op. cit., pp. 181-182.
The Germans are removing from the archives all the documents in order
to destroy them and they purloin from public and private collections
priceless manuscripts, libraries and works of art, which they system-
atically transfer to the Reich. National monuments are being exploded
with dynamite. \(^ {33} \)

Central Poland was organized under the name of General Government
with its capital in Krakow. \(^ {34} \) The Nazi's educational policy toward Polish
People was elaborated in the spring of 1940 by Himmler. In his blueprint,
which Hitler approved and which was sent to all top Nazi administrators in
Eastern Europe, Himmler explains what kind of schools should be organized
in the new territories.

The sole goal of this school should be: simple arithmetic up to 500
at the most; writing of one's name; a doctrine that it is a divine law
to obey the Germans and to be honest, industrious and good. I don't think
that reading should be required. Apart from this school there are to be
no schools at all in the East. \(^ {35} \)

Hitler's policy aimed at the complete destruction of Polish learning
and culture. The country was to be turned into a vast labor reservoir for
the Reich. \(^ {36} \) "All high schools and universities were closed. All scientific
societies and journals were forbidden. Not a single book or serious article
was allowed to be printed. All libraries were closed." \(^ {37} \) In addition, the
contents of many libraries were carried off to Germany. Scientific equipment
was looted, in many instances destroyed, and research institutes were closed.

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\(^ {33} \) Ihor Kamenetsky, Secret Nazi Plans for Eastern Europe (New York,

\(^ {34} \) Barycz, op. cit., p. 124.

\(^ {35} \) Kamenetsky, op. cit., p. 106.

\(^ {36} \) Barycz, op. cit., pp. 122-123.

\(^ {37} \) Wanda Stachiewicz, "The Jagiellonian University," The Polish
Review, IX (Spring, 1964), 106.
"German professors who arrived from the Reich were allowed to plunder at will. Whatever seemed of value in museums and collections was taken away to the Reich." The heaviest losses of this kind were in Warsaw, where about 4,700,000 volumes from libraries and archives were destroyed. 

Polish intelligentsia was severely persecuted. On November 6, 1939 Colonel of the S.S. (Sturm Staffeten), Dr. Muller, invited all professors of Jagiellonian University in Krakow to a special lecture, which he (Dr. Muller) was giving on "Views of the Reich on the Institutions of Higher Learning." Tricked into attending a meeting 183 professors were brutally pushed and kicked by the Gestapo into waiting trucks and "transported to concentration camps in Sachsenhausen near Berlin, in Dachau, and Mautausen-Guzen. More than thirty professors died (some of them eminent scholars) in concentration camps during the war."

The imprisonment of the faculty members at Jagiellonian University in Krakow was a sad event, which forced Polish scholars to organize higher education on a completely clandestine basis. "Because of a need for skilled labor, the Nazi authorities permitted technical schools to reopen." At these schools many forbidden university courses were taught. These schools

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38 Ibid.


40 Barycz, op. cit., pp. 121-122.


42 Apanasewicz and Medlin, op. cit., p. 16.
became the centers for underground studies. Additionally, higher studies were organized in private dwellings, but with a limited number of students and other security precautions, since there was great danger to both lecturers and students.

Warsaw the largest city in Poland was the best place for underground studies. Under the name of the Secret University of the Western Territories, Poznan University was established here shortly after the defeat of Poland in 1939. "It had faculties of literature, medicine, law, economics, pharmacology, mathematics, and natural sciences." By the end of the war in 1944 the university enrolled 1,600 students and employed 150 lecturers. In addition, the Free University of Warsaw, the Pedagogical Institute, and the Higher School of Commerce continued their secret instructions throughout the occupation period. The Catholic University of Lublin, however, confined its studies to theology. Jagiellonian University due to the imprisonment of the professors and the larger number of S.S. and Gestapo units in Krakow was unable to start underground studies until 1942.

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43 In Warsaw Technological School conducted secret lectures in chemistry, engineering, mechanics and architecture. Confar, Apanasewicz and Medlin, op. cit., pp. 16-17.

44 Barycz, op. cit., p. 124.

45 Skubala and Tokarski, op. cit., p. 154.

46 Apanasewicz and Medlin, op. cit., pp. 16-17.

47 Skubala and Tokarski, op. cit., p. 154.

48 Apanasewicz and Medlin, op. cit., p. 16.

49 Barycz, op. cit., p. 124.
The enrollment in all branches of these clandestine schools in the academic year 1943-1944 was about 3,500. Although far less than the country needed, the very existence of these underground institutions proved that the occupying Nazi force was able to destroy buildings and physical facilities, but not the will to re-establish the Polish cultural tradition.

50 Halecki, op. cit., p. 183.
CHAPTER III

RECONSTRUCTION AND REFORM

Liberation by Polish and Russian armies and the subsequent end of World War II left Poland under the influence of the Soviet Union. As a result Poland like other East-European countries, developed a highly centralized system of political, social, and economic life. It was modeled on Communistic Russia and totally based on the Marx-Lenin Philosophies. All factories, mines, and businesses were nationalized. Simultaneously agrarian reform began. Due to the changes of the boundaries and the resultant migration of people Poland became a nation ethnically more homogeneous than ever before. These and other changes influenced the cultural life of the country in general and the educational system in particular. 51

War operations were still in progress when the Polish Committee of National Liberation (Communist) issued its first Manifesto in 1944. It included as a prime objective the "reconstruction of higher education." 52

Following the liberation the first university to open its doors was the University Marie Sklodowska-Curie of Lublin. It was established in October 1944.

There were six hundred students applying for the medical division alone, but only six microscopes and two thermostats could be located in all of


52 Ibid., pp. 712-713.
Lublin, whereas at least two hundred microscopes and fifteen thermostats were needed. Every type of equipment was lacking: dyes to color slides, glassware for chemistry experiments, books on all subjects, and even articles of clothing, including shoes and aprons.53

In November, 1944, the Catholic University of Lublin re-opened, followed by the University of Warsaw in January. And just half a year later, in the first six months of 1945, all universities that had existed in pre-war Poland were again in operation, although functioning under difficult circumstances.54 There were very few classrooms with laboratory facilities and the only study materials available for students were the professor's lecture notes.

Several universities and institutions of higher learning, which previously had been located in the former eastern territories of Poland, were transferred within the new boundaries. The Jan Kazimierz University of Lwow, for example, is presently the University of Wroclaw, and the Stefan Batary University of Wilno is known as the Mikolaj Kopernik University of Torun.55

Under the influence of Communistic ideology a post-war development has been the establishing of entirely new institutions of higher learning situated in industrial areas throughout the country. Thus, the Polytechnic of Gdansk, the Medical Academy of Rokitnica, the Agricultural University and the School of Social Work in Lodz were created.56 Since the most

53 Libner, op. cit., p. 69.
55 Ibid., p. 122.
imperative demand caused by World War II was the immediate functioning of the universities and other institutions of equal rank, no great changes were made in their organization. However, by government decree all schools, including institutions of higher education were to be tuition free. 57

In the autumn of 1945 the Ministry of Education formed a special one-year "preparatory course" in order to offset the cultural lag created among the Polish students by the six-year war. It was organized at all institutions of higher learning for those who due to the war, had not completed secondary school or who had finished so long ago that they were unable to pass the entrance examination. 58 Another group to benefit from this innovation were children of peasants and workers who were not able financially to attend secondary schools before the war and therefore could not meet the entrance requirements of the universities. As a result of the new policy the combined percentage of peasants' and workers' children who were students increased and in the academic year of 1947-1948 reached fifty per cent at some institutions. 59

Due to a larger enrollment at higher institutions and an alarming shortage of university instructors, all pre-war professors were employed despite their political affiliations or advanced age. 60 They were free to organize courses and publish books according to their scientific convictions;

57 Woloszyn, op. cit., pp. 714 and 721.
58 Apanasewicz and Medlin, op. cit., p. 19.
59 Barycz, op. cit., p. 127.
60 Korowicz, op. cit., pp. 33-34.
however, anything that was contrary to the Communist party, Russia or the ideology of Marx- Lenin Philosophies was forbidden. 61

During the early years after the liberation higher studies in Poland were organized on the same basis as before World War II. The first decree to introduce some substantial innovations was a Decree of October 28, 1947 passed by the Ministry of Education. "It abolished the traditional forms of academic organization and nationalized all private higher schools with the exception of the Catholic University of Lublin." 63

According to the decree most of the university courses were organized on two levels. The first level, lasting from three to four years (6-8 semesters), provided higher professional education and terminated with a special diploma. The outstanding graduates of the first level were eligible for the second level, which was shorter in duration (3-4 semesters), but more advanced and leading to a Master's Degree as well as to scientific work in a chosen field. 65

The main task of such organized universities and other institutions of higher learning was to teach new cadres of socialist intelligentsia and skilled manpower to prepare them to work in the economy and culture of the People's Republic of Poland. 66

61 Ibid., p. 32. 62 Woloszyn, op. cit., p. 721.

63 Roucek, op. cit., p. 119.

64 The university faculties, which retained former organization were preparing all of their students toward Master's Degree.


In addition, a special department was established within the Ministry of Education to supervise higher studies. This department was supported by an advisory body called the Chief Council of Higher Education. It consisted of fifteen scientists representing various branches of higher studies. The members of the Council were appointed by the President of the Republic of Poland on the recommendation of the Minister of Education. 67

In the spring of 1950 control over higher schools was transferred from the Ministry of Education to the Ministry of Higher Education and the freedom of higher institutions was limited. 68

In addition to government measures for the control of research and the maintenance of ideology, the Central Committee of the Polish United Workers' (Communist) Party took special steps in this direction in the summer of 1950. It decided that the essential problem lay in the replacement of the older professors in the universities by trained young Marxist specialists. 69

Since 1949 the Polish Academy of Sciences and Letters in Krakow has been accused by some of the government officials of not acknowledging the social and political changes in the country and of not being progressive enough in its research work. As a result in June, 1951, the Academy of Krakow and all other scientific societies were abolished and a new Polish Academy of Sciences was established. This all happened at the request of the Central Committee of the Polish United Workers (Communist) Party, by a special resolution of the First Congress of Polish Science. 70

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68 Apanasewicz and Medlin, op. cit., p. 20.
69 Halecki, op. cit., p. 194.
70 Korowicz, op. cit., pp. 304-306.
The task of the Polish Academy of Sciences was to cooperate with State authorities in planning, organizing and coordinating research work carried on at various institutions in the entire country and to ensure the correctness of researchers' ideology.\(^1\)

In order to achieve its goal the Polish academy of Sciences was divided into six departments: the social; biological; exact, which included: mathematics, physics, chemistry, geology and geography; technical; agricultural with forestry and medicine. The social division included all the humanities and economical disciplines.\(^2\) In addition, the academy granted scientific degrees which the old academy did not do.\(^3\)

The Decree of December 15, 1951 was inspired by the Communist Party and brought profound changes in the organization of higher studies. The essential goals of higher education were pronounced.

The first article of this Decree stated that: "Higher schools are responsible for the development of cadres of the people's intelligentsia devoted to sacrificial service to the country, to fight for socialism and peace and to spreading the scientific outlook throughout the world."\(^4\) These three characteristics might be more clearly described as devotion to the Communist Party, the fight against the West and the struggle against religion.

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\(^1\)Korowicz, *op. cit.*, pp. 304-306.

\(^2\)*Wiuletyn Prasowy* (News from Poland), Compiled by Free Europe, Inc., No. 31 (New York, August 9, 1954), p. 2.

\(^3\)Halecki, *op. cit.*, p. 194.

\(^4\)Roucek, *op. cit.*, p. 120.
Ideologically the younger generation was supposed to be cut off from church and family and imbued with enthusiasm for building a Communist Society.  

'We are building socialism—we cannot build it without undertaking a profound resolution in the consciousness of men who are doing the building and who will continue to do so. This is why we must have a good school organization.'

As a result classrooms became the means of political and social indoctrination.

The programme of teaching in all types of schools is based on scientific foundations, takes into consideration the achievements of contemporary science, provides youth with a picture of social development and acquaints them with natural phenomena and creates favorable conditions for formation of a scientific (materialistic) world outlook.

Under the government's Six-Year Plan (1950-1955) and according to the decree of 1951 admission to higher institutions was designed to meet the goal by the creation of "new intelligentsia" connected through unbreakable bonds with the working class and the peasants. "It was specified that peasant and working class youth should constitute 70 per cent of all students in secondary and higher schools. The social background and ideological 'suitability' of candidates for admission were carefully examined."

Due to these circumstances students of the final high school classes joined the Z.M.P. (Polish Youth Organization, where future leaders and Communist Party members were trained) in order to get to the university rather than out of political convictions.

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75 Halecki, op. cit., p. 197.
76 Stanislaw Dobosiewicz, Education in People's Poland (Warsaw, 1957), pp. 3-4.
77 Ibid., p. 4.
78 Clifford, op. cit., p. 342.
79 Ibid., p. 343.
The Decree of 1951 provided for the preparation of future university professors and research personnel for institutions of higher learning. "The Law established a system of education of scientific workers and scientific teaching cadres called 'aspirancy' (aspirantura)."\(^{80}\)

The university graduates holding Master's Degree were considered as candidates for the aspirancy program. To be accepted for the term of two years with a special scholarship and privileges an aspirant had to pass examinations in fundamentals of Marx-Lenin Philosophies, a foreign language (preferably Russian), and in a field of future specialization. The test had to demonstrate his capability for research work and his proper ideology.\(^{81}\) The graduate of the "aspirancy" system received the title of "Candidate of Science" (Kandydat Nauk), which was introduced in place of a former Doctor of Philosophy degree. Modeled on Russia, Poland accepted "Doctorate of Science" as the highest title in her educational system. This however, was rarely granted for outstanding research work.\(^{82}\)

All university professors were appointed to their posts by the Ministry of Higher Education.\(^{83}\) In addition, a decree in 1951 provided for collective chairs as a basic university organizational cell. To each chair were assigned professors and assistants who could lecture on a given subject. The head of a collective chair was responsible directly to the Minister of Higher Education for the scientific organization of the chair and for the ideological conduct of all his associates.\(^{84}\)

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\(^{80}\) Halecki, *op. cit.* , p. 193.  
\(^{81}\) Ibid.  
\(^{82}\) Korowicz, *op. cit.*, pp 276-278.  
\(^{83}\) Ibid., p. 278.  
\(^{84}\) Biuletyn Prasowy (News from Poland), compiled by Free Europe Inc., No. 27 (New York, July 26, 1954), p. 5.
University students also were divided into small groups under the leadership of "Tutors" (Opiekuni). A tutor was a student ideologically dependable and able to gather information about student activities and performances of the instructors. Since lecture attendance became important, it was made obligatory for all. 85

These two methods provided a very effective Communist Party control over all activities at the universities and other institutions of higher learning.

During the period of 1950-1956 higher studies were conducted under Soviet influence. "The teaching of philosophy, political science, and economics was carried on in the Marxist context, and Pavlovien psychology was taught."36 Many conferences were arranged during which Russian scientists explained new tendencies in education. 87 In addition, courses dealing with the Soviet Union were expanded and a large number of students was sent to Russian universities for higher studies. 88 Finally, many books for the use of students were rewritten according to the Communist ideology or simply translated from Russian into Polish. In addition, intellectual contacts with the West were limited to a minimum and the government index of forbidden books was introduced. 89

85 Biuletyn Prasowy (News from Poland, No. 51 (New York, December 19, 1960), p. 3.
86 Apanasewicz and Medlin, op. cit., p. 27.
87 Biuletyn Prasowy (News from Poland), No. 23 (New York, June 14, 1954), p. 6.
88 Ibid., No. 42, October 15, 1956, p. 4.
89 Ibid., No. 29, July 16, 1956, p. 4.
The increased enrollment at universities and other institutions of higher learning, the insistence upon ideological qualifications, and the wide practice of discrimination against religious students of middle class origin lowered the standards of these schools. As a result, both the Communist officials and the opponents of the government began to criticize the universities and other institutions of higher studies. The main target of their criticism was the lack of general education and the early specialization required of students. Since enrollment was sufficient, the stress was laid on improving the quality of studies.

In the spring of 1956 the university professors and scientific personnel sent an open letter to the Polish Sejm (Polish Parliament) in which they expressed their opinion as follows:

No one in Poland doubts that the present system of higher education has failed. This conviction is common among the professors and students. It has been expressed so many times in the newspapers and during various scientific meetings. Thus the educational system must be thoroughly re-examined and changed. The new system has to be organized on a basis of close relation to the real life whereby students would be able to develop the skill of independent thinking and research procedures. Obligatory lecture hours would be reduced and stress would be placed upon individual work at the library.

Much of the criticism was turned against the Ministry of Higher Education and its bureaucratic power. "We are convinced that the essential impediment in the development of higher education in Poland is caused by the very fact, that the ultimate decision on a program of studies comes not from

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90 Halecki, op. cit., p. 196.


92 Po prostu (Simply), No. 15 (April 22, 1956), p. 5.
the professors and scientific personnel, but from politically determined clerks of the Ministry of Higher Education." 93

The intellectual revolution which was evolving in the minds of many after Stalin's death caused much unrest in Poland, as well as in other East European countries. In order to lessen the tension among the professors and scientists the Vice Minister of Higher Education (Eugenia Krassowska) announced the news that the higher schools reform is being prepared. 94

During the Hungarian Revolution, in October, 1956, Gomulka's government granted some autonomy to the universities and other institutions of higher learning. The universities were given the right to elect the members of the Chief Council of Higher Education as well as the membership of their own governing bodies. 95 They were allowed to develop their own courses of study and organize scientific research. They could make decisions within a framework of the budget approved by the Ministry of Higher Education. 96 In addition, imports of foreign publications increased and restrictions on literature were lessened. Scientific contacts with the West were made easier and a number of students was allowed to study abroad. 97

The two level school system introduced in 1947 was pronounced impractical and abolished by the decree of the Ministry of Higher Education.

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93 Ibid., p. 5. 94 Ibid., No. 6 (February 5, 1956), p. 2.
95 The Chief Council of Higher Education was established in 1947. Its members were appointed by the President of Poland on recommendation of the Minister of Education.
96 Trybuna Ludu (Popular Tribune), February 5, 1958, p. 4.
Instead, a uniform pattern of studies was established. It was long (8-11 semesters) and terminated with a Master's Degree for all students. 98

Insistance upon Marx-Lenin ideology was lessened considerably, but not eliminated. "The Central Committee of the Polish United Workers' (Communist) Party requires that all ideology contrary to the Communistic society must be eradicated from universities and other institutions." 99 The students have to be taught how to live in a communist society and how to fight for a new system of socialism. 100

Two years of vivid discussions among educators ended on November 5, 1958, when a full scale reform of higher studies was introduced by a special law. The first article of this law defined the goals of higher institutions in Poland.

Higher schools actively participate in the development of socialism by: conducting scientific research; educating scientists or undertake teaching positions or independent research work; training the cadres of skilled workers able to fill important posts in modern institutions and factories; and developing and conserving national culture. 101

All institutions were divided into: Higher Schools and Higher Vocational Schools. The first had the right to confer scientific degrees of Master of Arts, Master of Engineering, and Physical (Lekarz). The Higher Vocational Schools however, terminated with a special diploma. The

98 Po Prostu (Simply), No. 6 (February 5, 1956), p. 2.
99 Polityka (Politics), No. 54 (Warsaw, December 24, 1957), p. 7.
100 Biuletyn Prasowy (News from Poland), No. 41 (New York, October 13, 1958), p. 3.
titles of "Candidate of Science" and "Doctor of Science" introduced in 1951 were abolished. The doctor of philosophy degree replaced them and it was granted for original research work. 102

The chief authority over higher studies was entrusted to the Ministry of Higher Education, though some institutions were placed under immediate jurisdiction of various ministries as follows: The Ministry of Higher Education directly operated: Universities, Higher technical schools, Higher schools of agriculture, Higher schools of economics, and Higher schools of pedagogy; the Ministry of Health and Social Welfare controlled Medical academies; the Ministry of Culture and Art kept under its jurisdiction Higher schools of art, which included: music, plastic arts, theater, and films; the Ministry of National Defense operated Higher military schools; finally, the Physical Academies were entrusted to a Central Committee on Physical Education and Tourism. 103 Pedagogical work of all the Ministries was carried out under the supervision of the Ministry of Higher Education as well as of the central government. 104

The Minister of Higher Education was given complete authority over all activities at higher schools. School officials were accountable to him in all matters. He could nullify any resolution or decision of higher institution, if it was contrary to the law or public interest. In particular, the Minister:

102 Woloszyn, op. cit., p. 722.

103 Ustawa o szkołach wyższych z 1958 (Law of Higher Schools of November 5, 1958), op. cit., pp. 5-6

104 Ibid., p. 5.
(1) Periodically projects plans for the development of higher education. (2) Establishes directives regarding the work of higher schools, the framework for their scientific research, and their study and teaching programs. (3) Establishes criteria for selecting the staff and establishing the budget of individual higher schools. (4) Establishes principles of organizing and financing scientific research in higher schools, and determines the manner in which these schools will cooperate with other research centers.  

The Chief Council of Higher Education was reaffirmed. Its members were to be independent scientific workers representing the main branches of higher studies. Two-thirds of the Council's body were elected and one-third appointed by the Minister. The task of the Council was to advise the Minister in all matters pertaining to higher education.

According to the law of 1958 the higher school was headed by a rector elected for a term of three years by the school's senate. The senate was composed of the rector, prorectors, deans, and a representative of each faculty council. Its duty was to cooperate with the rector in the management of the higher school. Faculties were headed by deans. Faculty (Branch) councils were made up of deans, heads of chairs (professors), independent scientific workers and representatives of the lecturers.

The decline of worker-peasant students and more autonomy granted to higher institutions worried government officials during the years after the

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105 Ibid., p. 4.
106 The advise was particularly in the following: (1) Establishment, reform, or abolishment of a higher school. (2) Plans for the development of higher education. (3) The organization of studies and teaching programs. (4) The organization of scientific research in higher schools, cooperation of higher schools with other research centers, and completed research reports.
reform of 1958. 108 The Central Committee of the Polish United Workers' (Communist) Party requested that the school administration should insist upon ideological development of youths as well as on scientific instructions. In order to maintain this balance a book entitled "The Principles of Marx-Lenin Philosophies" was translated from Russian into Polish and given to students for private use. 109

In January, 1961, at the Seventh session of the Central Committee of the Polish United Workers' (Communist) Party the reform of elementary and secondary education was voted. 110 As a result during the following two years the teaching program and the length of study were readjusted to the cultural and economical needs of the country.

In the general secondary schools called "Lyceum" teaching materials were planned so as to enable a graduate to undertake higher studies in all fields without additional preparation. Apart from this, the "Pedagogical Lyceums" and the "Industrial Technicums" provided their pupils with secondary profession qualifications and with basic elements of general education, which made it possible to continue studies in higher institutions.

Due to all these changes it was necessary to reorganize the program of higher studies, and thus the reform of April 9, 1965 came into existence. The general organization of the school system in Poland since that time is shown in Table 1 (page 30).

TABLE 1

PRESENT ORGANIZATION OF SCHOOLS IN POLAND

<table>
<thead>
<tr>
<th>Year of Attendance (Age of Student)</th>
<th>25 University Faculties</th>
<th>24 Other Higher Institutions</th>
<th>Polytechnics</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>17</td>
<td>16</td>
<td></td>
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<td>15</td>
<td>14</td>
<td>13</td>
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<td>12</td>
<td>11</td>
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<td>7</td>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td></td>
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<tr>
<td>1</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

2-Year Nursing Schools and Schools for Primary Teachers

4-Year Pedagogical Lyceum

4-Year General or Artistic Lyceum

4 or 5 Years Technical Schools

2 or 3 Year Vocational Schools

Elementary School

Preschool

Adopted from Woloszyn, op. cit., p. 735.
The main goal of the 1965 reform was to educate new specialists better and sooner, in order to maintain and develop national economy.\textsuperscript{111} The government officials were afraid that with the present enrollment and the spread of studies the national economy would suffer severe shortages of skilled men by the middle of 1970.\textsuperscript{112}

As a result the length of studies was shortened in many fields to four years, instead of five.\textsuperscript{113} Since the internal structure and program of higher education was still very traditional, it was necessary to develop new courses of study more closely related to scientific progress of this age.

"The reform of a program should fit the social need of the country and remain in harmony with contemporary education as well as with principles of Pedagogy."\textsuperscript{114}

In addition, the reform established a new procedure in receiving the scientific title of Doctor of Philosophy degree. This title could be granted to graduates of higher schools holding Master's Degree, to those from higher vocational institutions, and even to some who had not finished school at all. The last two groups however, had to demonstrate their independent scientific achievements and ability for research work. Besides, their title of Doctor of Philosophy Degree had to be approved by the Ministry of Higher

\textsuperscript{111}Henryk Jablonski, "Wezlowe problemy realizacji reformy studiow" (Realization of Reform of Studies and Its Central Problems), \textit{Zycie Szkoły Wyszej}, No. 11 (1966), p. 8.

\textsuperscript{112}\textit{Ibid.}, p. 4.

\textsuperscript{113}Henryk Golanski, "O wyszechstronna realizacje reformy studiow wyzszych" (For a Complete Realization of Reform of Higher Studies), \textit{Zycie Szkoły Wyszej}, No. 1 (1966), p. 6.

Education or the Polish Academy of Sciences. 115

In connection with the reform, at a meeting held on September 22, 1966 with rectors of higher institutions in Warsaw the Minister of Higher Education, H. Jablonski, stressed again ideological development of students.

Our educational efforts will not bring success, unless students realize their own responsibilities. The graduates of higher schools in addition to receiving technical knowledge in a field of specialization should also possess ideological maturity and should know their obligations toward the socialistic society in which they live.116

The student disturbances at the university of Warsaw and other institutions in March, 1968, alarmed government officials as well as the Communist Party members.

The Fifth session of the Central Committee of the Polish United Workers' (Communist) Party which followed took direct steps toward a reform of higher education. The First Secretary of the Party, W. Gomulka, complained that many scientists and professors aside from their lectures and examinations were unable to discuss with students political, social and ideological problems. In addition, during the last few years the government even tolerated the non-communist ideology of some professors which finally caused an open rebellion against the Party and its leadership.117 Due to this very fact several scientists from philosophy and social sciences were expelled from higher institutions.

115 Walery Taborski, "Przepisy wykonawcze w sprawie przewodów doktorskich i habilitacyjnych" (Rules for Doctorateship and Habilitationship), Życie Szkoły Wyższej, No. 5 (1966), pp. 9-10.

116 Jablonski, op. cit., p. 16.

In the exact sciences leaders of the Party never controlled scientific research. However, since social disciplines cannot be separated from ideological and political affairs, they must be of great concern to the Party to the extent of Party control. This control is the purpose of the Party and the effect of its leadership. On the other hand, the Party does not want to bind scientific discussions. It will help them to develop, if the discussions have roots within the framework of the Marx-Lennin Philosophies.118

Thus, the reform of higher studies which still continues tends to develop more direct influence of the Communist Party upon internal affairs of higher institutions and its scientific personnel. According to the request of the Party officials the courses of social sciences have to be changed. Students must learn the solution of social, political and economical problems in accordance to Communistic ideology. 119

The present internal structure of the universities and other institutions of equal rank is based on the reform of 1958, though it was criticized by the Party after student disturbances last spring. 120

In the development of higher Polish education there has been a trend to remove technical departments from the universities and to increase the number of higher technical schools. Thus, for example, medical departments were separated from the universities and became Medical Academies. Two Theological faculties at the universities of Krakow and Warsaw were removed

118 "Wystapienie W. Gomulki na spotkaniu kierownictwa Partii z pracoenikami nauki" (W. Gomulka's speech during the meeting with scientific personnel), Zycie Szkoły Wyzszej, Nos. 11-12 (1968), p. 7.


120 "Wystapienie W. Gomulki na spotkaniu kierownictwa Partii z pracoenikami nauki" (W. Gomulka's speech during the meeting with scientific personnel), op. cit., p. 9.
and set up as the Academy of Catholic Theology in Bielany and the Academy of Christian Theology in Hylice. This trend also affected the agricultural and technical departments. 121

As a result of these changes, the universities in People's Poland now include chiefly law and economics, the humanities, biology and the natural sciences as well as the exact sciences. Universities in Poland differ from universities in West-European countries in that they have fewer branches of study. 122

At present there are seventy-five higher institutions of learning, including eight universities. All of them are State supported, but one, the Catholic University of Lublin.

Poland is the only country in the entire Communist world, which allows the existence of a Catholic University. Established in 1918 in the city of Lublin, this Catholic University provides four branches (faculties) of learning: Theology, Canon Law, Philosophy, and the Humanities. However, after agreement with the government in 1952 the History of the Workers Movement and the Marx-Lenin Philosophies were added. The university enrollment is small (about 2,000 students), and its administration follows the program of studies set up by the Ministry of Higher Education in fields not related to the church. 123

121 Biuletyn Prasowy (News from Poland), No. 4, New York, January 23, 1956, p. 2.


123 Biuletyn Prasowy (News from Poland), No. 29, New York, July 26, 1954, p. 3.
CHAPTER IV

ADMISSION AND CURRICULA

Admission to higher educational institutions in Poland is determined by the central government on the basis of planning to meet economic needs and other requirements, and according to the higher school facilities available.

The selection of candidates for higher studies is made with a view to the needs of our national economy and culture, as well as the university's capacity; plans are worked out every year to decide how many candidates may be accepted to the various branches of study.\textsuperscript{124}

The higher school system in Poland is an integral part of economic and political planning.\textsuperscript{125} The Ministry of Higher Education, after consultation with higher school officials, and other Ministries, ascertains the requirements of skilled manpower needed in the country. "Economic plans specify the number of semiskilled, skilled, technical, and professional personnel to be graduated annually."\textsuperscript{126} Having this in mind the Minister of Higher Education decides on the number of students who can be accepted for a given year in a particular field of studies. Finally, "the Department of Planning and Organization, which is a branch of the Ministry of Higher Education, sets up quotas of available places in each higher school by

\textsuperscript{124}Skubala and Tokarski, \textit{op. cit.}, p. 133.
\textsuperscript{125}Clifford, \textit{op. cit.}, p. 34\%.
\textsuperscript{126}\textit{Ibid.}
specialty, and determines the kinds of entrance examinations to be given for each field.”

Students who have a Certificate of Maturity, or its equivalent, which connotes completion of secondary school, are considered as candidates for admission to higher studies. Acceptance by higher schools usually depends on the results of entrance examinations, and may also depend on the completion of vocational practice or work for those who seek admission to technical departments. The required entrance examinations are of a general nature and cover the subjects taught in secondary schools.

Candidates for higher studies may be excused from taking an entrance examination if:

a/. They are winners of the Mathematics or Physics Olympiads (national competitions) and are applying for acceptance to one of the following faculties: Mathematics, physics, or chemistry in the universities and

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127 Ibid.

128 The secondary schools in Poland are divided into: general-academic, and industrial-technicum. The first called Lyceum lasts for four years and constitutes a continuation of the primary school. The Lyceum program is uniform for all pupils and includes learning in all the fundamental scientific disciplines, presented in a systematic fashion as well as the teaching of two foreign languages or one modern and Latin. The selection of teaching materials is planned so as to enable a graduate from the Lyceum to undertake higher studies in all fields without additional preparation.

The industrial technicums, which include Pedagogical Lyceums are usually five years. They provide their pupils with secondary profession qualifications and with basic elements of general education, which makes it possible to continue studies in higher institutions. Considerable emphasis in the work of these schools is placed on trade practice which is held in school workshops and in factories.

The graduates of Lyceum receive a Certificate of Maturity, and the others a Special Certificate, which is equivalent, for admission to higher studies, but not into the humanities.

129 Roucek, op.cit., p. 100.
higher pedagogical schools or to any of the optional faculties of the higher technical schools.

b/. They are winners of the Chemistry Olympiads and are applying for acceptance for chemistry or geology study in universities; for chemistry study in higher pedagogical schools; to one of the following faculties in the higher technical schools: chemistry, consumer chemistry, ceramics, metallurgy, casting, textiles, or sanitary engineering; for geology study to the agriculture faculty and to the pharmacy faculty of the medical academies.130

"Moreover, participants in the mathematics, physics, and chemistry olympiads who have passed the semifinals are accepted in those fields without an entrance examination by universities, and higher pedagogical schools."131

In addition to listed examinations (see Tables 2 and 3) all university candidates are required to pass an examination in one of the modern, foreign languages: Russian, English, French or German. The test of these languages is based on a program of study in the secondary schools, and each student is free to choose the language he prefers.132

The entrance examinations, written and oral, vary according to the field of study (see Tables 2 and 3). In the humanities and social sciences examinations are usually given in Polish literature and history or geography. In physical sciences and engineering fields, examinations are given in mathematics and physics.

According to the educational policy of Poland the universities and other institutions of higher learning can only accept a limited number of students. "In the academic year 1969-1970, there will be about 100,000

131 Ibid.
132 Ibid., pp. 46 and 55.
TABLE 2
FIRST YEAR ENTRANCE EXAMINATIONS FOR POLISH UNIVERSITIES AND HIGHER PEDAGOGICAL SCHOOLS*

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Written Examination</th>
<th>Oral Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>Polish Literature</td>
<td>History</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History with Polish Literature</td>
</tr>
<tr>
<td>Psychology</td>
<td>Polish Literature</td>
<td>Biology</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Polish Literature</td>
<td>History, Biology or Physics (Chosen by Candidate)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
<td>Physics</td>
</tr>
<tr>
<td>Biology, Biochemistry, Microbiology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Geology</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Physics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Geology</td>
<td>Geography</td>
<td>Fundamentals of Astronomy</td>
</tr>
<tr>
<td>English Philology</td>
<td>English Language</td>
<td>Physics</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>History-Freehand Drawing</td>
<td>Polish Literature</td>
</tr>
<tr>
<td>Political Economy</td>
<td>Mathematics</td>
<td>History</td>
</tr>
</tbody>
</table>


Note: This table only enumerates some of the fields of studies, not all of them.
<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Written Examination</th>
<th>Oral Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Trade</td>
<td>Two modern foreign languages, History</td>
<td>Geography</td>
</tr>
<tr>
<td>Maritime</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics of</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Consumer</td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td>Industry</td>
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<tr>
<td>Architecture</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Economics of</td>
<td></td>
<td></td>
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<tr>
<td>Road</td>
<td>History</td>
<td>Geography</td>
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<tr>
<td>Transportation</td>
<td></td>
<td>Mathematics</td>
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<tr>
<td>Agriculture:</td>
<td></td>
<td></td>
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<tr>
<td>Animal Husbandry, Gardening, Fishing,</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Forestry</td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td>Agriculture-Economics</td>
<td></td>
<td></td>
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<tr>
<td>Veterinary</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Agricultural</td>
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<tr>
<td>Consumer</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td>Dairying, Wood Technology</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Water Melioration, Geodesy in Agriculture</td>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td>All Medicine</td>
<td>Biology</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
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</tbody>
</table>


Note: This table only enumerates some of the fields of studies, not all of them.
candidates for higher studies. From these only 41,120 will be accepted, since all institutions of higher studies have only so many openings for the first semester. 133 Due to this situation the entrance examinations are always competitive in their character. 134

Candidates who fail to enter higher institutions in one year are free to do so a year later. Poland, unlike Western European countries, does not have any regulation concerning this matter and unaccepted students may try to enter a university or other institution as many times as they desire. 135

Students in applying to the university or another institution of equal rank may choose from specific fields of study according to their own interest. 136 This freedom, however, develops a problem for a central government and its economic and national policy. There are indications, for example, that too many applicants are interested in architecture and the humanities, and too few in mathematics and physics. There is a sufficient number of candidates for medical studies, electronics and chemical engineering, but too few for mechanical, agricultural and teacher training courses.

In a year 1969 the majority of the graduates of secondary schools applied for the following departments of higher learning: Biology,


134 Skubala and Tokarski, op. cit., p. 134.

135 Informator, op. cit., p. 18.

Psychology, History, Polish philology and library science, Russian philology, Sociology, Pedagogy and Archeology. For polytechnical sciences there are 20,600 candidates, but all institutions of this kind in the country can only accept 13,000 students. Among the most popular fields of study are: Chemistry, Architecture and Engineering geology. On the contrary, the teacher training colleges suffer lack of candidates. For example, for 2,280 openings in these schools only 1,330 graduates applied for admission.137

Future employment and consequently better salaries and housing facilities are the most frequent motivations, which cause students to select a certain field of study in preference to another.138

The flow of applicants to more popular fields of higher education is well controlled by central government.

As has been mentioned above, each department of the university and higher institutions can accept only a limited number of students. Since there are usually two or three times as many candidates for a given field than the university can accept, the unfortunate students have to quit their educational careers or, more probably, seek admission into less crowded fields of study.

In addition, there are more stipends (a form of scholarship) in hard to fill departments. "Stipends are of two major types: those given by government, which cover an academic year of ten months, called regular stipends, and those given by factories, sponsored stipends, covering a full twelve months year."139 The latter stipends are greater than those

138 Ibid.
given by the government. However, a student receiving such a stipend has to work in a given factory for a certain period of time, usually one year for every year of sponsored stipend he has received. 140

Finally, admission examinations are often made easier in less attractive fields of study.

Due to such organized policy, the government can have a sufficient number of students in any department of higher education.

According to the philosophy of Marx-Lenin, the human society should be homogeneous, i.e., without any social classes within itself. 141 However, since a new bureaucratic intelligentsia has appeared and the proportion of worker-peasant students in the universities of Poland has declined, the government passed an unwritten law, which states that the acceptance of two candidates to higher education who have the same intellectual ability should be decided on the basis of class origin. 142 One whose father is a manual worker should be given priority over him whose father's occupation does not require hard labor. The practice of this law, however, is often obscure and difficult to determine.

The goal of such an organized movement is the creation of intelligentsia firmly connected with the working class and the peasants. 143

The school year in the universities and other institutions of higher

140 Informator, op. cit., p. 19.

141 Władysław Tatarkiewicz, Historia Filozofii (History of Philosophy), Part III (Krakow, 1950), pp. 360-361.

142 Skubala and Tokarski, op. cit., p. 134.

143 Clifford, op. cit., p. 342.
learning in Poland is organized according to a uniform pattern. It lasts nine months and is composed of two semesters. Since summer is considered as a vacation time, there are no courses for the university students during this period of the year. Classes generally begin on October 1, and are completed by the end of June.

Each field of higher education has a previously established curriculum, which consists of many different subjects that can be compared to the courses in the American higher educational system. The only difference between them is that the subjects do not have to be finished during one semester and many of them, like Marxist philosophy and theory of social development, are taught three, or even more semesters (see Tables 4, 5, 6, and 7). Students who are admitted to a certain field of study, for example, Sociology, have to take all the subjects that the Sociology department offers. Additionally, the higher institution determines which subjects should be taken first and which later.

In all areas, a certain minimum number of hours per week of lecture attendance is required. Each student must also complete a given amount of seminar or laboratory credits. Examinations are held twice a year, usually at the end of each semester and students are obliged to pass them within a prescribed time. The examinations are oral, and tend to test how much information from the lectures and seminars was absorbed by the students. 144

The lowest degree conferred by Polish universities is a Master's Degree. A university course leading to this degree continues from four to six years, depending on the subject of study. Master or doctorate degree

### TABLE 4

**WEEKLY CURRICULA IN A DEPARTMENT OF EDUCATION DURING THE FIRST YEAR OF STUDIES**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject (course) of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00-10:00</td>
<td>A.M.</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td>10:00-12:00</td>
<td></td>
<td>Botany or Ancient History (left to the choice of student)</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>P.M.</td>
<td>Physical education for women</td>
</tr>
<tr>
<td>3:00-5:00</td>
<td></td>
<td>Ancient History</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>8:00-10:00</td>
<td>Seminar in general psychology</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>General psychology (lecture)</td>
</tr>
<tr>
<td></td>
<td>6:00-8:00</td>
<td>Seminar in logic</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>All day</td>
<td>Military training for men only</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>8:00-10:00</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Introduction to pedagogical profession (lecture)</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>Seminar in pedagogy</td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td>Seminar in anatomy and physiology</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>8:00-10:00</td>
<td>Seminar in Botany</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Principles of Marxist philosophy</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>Seminar in Marxist philosophy</td>
</tr>
<tr>
<td></td>
<td>4:00-6:00</td>
<td>Seminar in general philosophy</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>8:00-10:00</td>
<td>Anatomy and physiology (lecture)</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Logic (lecture)</td>
</tr>
<tr>
<td></td>
<td>1:00-2:00</td>
<td>Physical education for men</td>
</tr>
</tbody>
</table>

**Note:** Adopted from the program at the Jagiellonian University in Krakow.
### TABLE 5

**WEEKLY CURRICULA IN A DEPARTMENT OF EDUCATION DURING THE SECOND YEAR OF STUDIES**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject (course) of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>All day</td>
<td>Military training for men</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sanitary Training for women</td>
</tr>
<tr>
<td></td>
<td>8:00-10:00</td>
<td>Seminar in Educational Theory</td>
</tr>
<tr>
<td>Tuesday</td>
<td>11:00- 1:00</td>
<td>Zoology (lecture)</td>
</tr>
<tr>
<td></td>
<td>3:00- 5:00</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td></td>
<td>6:00- 8:00</td>
<td>Educational Theory (lecture)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:00-10:00</td>
<td>History of Education</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Modern European History (lecture)</td>
</tr>
<tr>
<td></td>
<td>2:00- 4:00</td>
<td>History of Poland</td>
</tr>
<tr>
<td></td>
<td>4:00- 6:00</td>
<td>Ethics (lecture)</td>
</tr>
<tr>
<td></td>
<td>6:00- 8:00</td>
<td>Seminar in ethics</td>
</tr>
<tr>
<td>Thursday</td>
<td>10:00-12:00</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>Psychology of development (lecture)</td>
</tr>
<tr>
<td></td>
<td>3:00- 5:00</td>
<td>Seminar in psychology</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00-10:00</td>
<td>Seminar in Zoology</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>History of Education (lecture)</td>
</tr>
<tr>
<td></td>
<td>2:00- 4:00</td>
<td>Physical education for women</td>
</tr>
<tr>
<td></td>
<td>4:00- 5:00</td>
<td>Physical education for men</td>
</tr>
<tr>
<td></td>
<td>5:00- 7:00</td>
<td>Theory of social development</td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00-10:00</td>
<td>Physiology of vegetation (lecture)</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Seminar in Physiology of vegetation</td>
</tr>
</tbody>
</table>

**Note:** Adopted from the program at the Jagiellonian University of Krakow.
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject (Course) of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00-10:00</td>
<td>Teaching methods</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>History of Poland (lecture)</td>
</tr>
<tr>
<td></td>
<td>2:00 - 4:00</td>
<td>Seminar in Political Economy</td>
</tr>
<tr>
<td></td>
<td>6:00 - 8:00</td>
<td>Seminar in teaching methods</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00-10:00</td>
<td>Seminar in History of Education</td>
</tr>
<tr>
<td></td>
<td>4:00 - 6:00</td>
<td>History of Education (lecture)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:00-10:00</td>
<td>Teaching methods</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Political economy (lecture)</td>
</tr>
<tr>
<td></td>
<td>12:00 - 2:00</td>
<td>Psychology of Education (lecture)</td>
</tr>
<tr>
<td></td>
<td>3:00 - 5:00</td>
<td>Seminar in Psychology of Education</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00-10:00</td>
<td>Research methods in Education</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Anatomy</td>
</tr>
<tr>
<td></td>
<td>1:00 - 3:00</td>
<td>Modern European History (lecture)</td>
</tr>
<tr>
<td></td>
<td>3:00 - 5:00</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>6:00 - 7:00</td>
<td>History of Education (lecture)</td>
</tr>
<tr>
<td>Friday</td>
<td>All day</td>
<td>Military training</td>
</tr>
<tr>
<td>Saturday</td>
<td>Day off</td>
<td></td>
</tr>
</tbody>
</table>

Note: Adopted from the program at the Jagiellonian University in Krakow.
TABLE 7
WEEKLY CURRICULA IN A DEPARTMENT OF EDUCATION DURING THE FIFTH YEAR OF STUDIES

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject (course) of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9:00-11:00</td>
<td>Selected problems in teaching of adults</td>
</tr>
<tr>
<td></td>
<td>3:00- 5:00</td>
<td>Experimental methods in teaching</td>
</tr>
<tr>
<td></td>
<td>5:00- 7:00</td>
<td>Seminar in History of Education</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00-10:00</td>
<td>Seminar concerned with writing a thesis</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Methods of teaching in elementary school</td>
</tr>
<tr>
<td></td>
<td>12:00- 2:00</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td></td>
<td>2:00- 4:00</td>
<td>Practical teaching</td>
</tr>
<tr>
<td></td>
<td>5:00- 7:00</td>
<td>Practical teaching of adults</td>
</tr>
<tr>
<td></td>
<td>7:00- 9:00</td>
<td>Selected problems of culture (lecture)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>All day</td>
<td>Military training</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00-10:00</td>
<td>Retarded children</td>
</tr>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Methods of teaching in elementary school</td>
</tr>
<tr>
<td></td>
<td>4:00-7:00</td>
<td>Seminar in teaching methods</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00-10:00</td>
<td>How to teach adults (seminar)</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>Teaching methods (lecture)</td>
</tr>
<tr>
<td></td>
<td>6:00-8:00</td>
<td>Selected problems of culture (lecture)</td>
</tr>
<tr>
<td>Saturday</td>
<td>All day</td>
<td>Visitation of experimental schools</td>
</tr>
</tbody>
</table>

Note: Adopted from the program at the Jagiellonian University in Krakow.
specialization is determined by each student and must be approved by the respective professor or Academy of Sciences.

According to the Polish Constitution every citizen is equal under the law, and has equal right in pursuing his education. However, practice proves something different.

Eight-year elementary education is compulsory for all children and even legal sanctions are provided for those who deliberately neglect this obligation. The graduates of these schools are usually fifteen years of age and are considered as candidates for secondary education. There are various types of secondary schools: general academic and vocational (see Table 1).

In order to be accepted into secondary school the candidates have to pass an examination, which is usually difficult for those who apply to the academic program, and easier for others who seek admission to various vocational schools.

From now on the examinations will be held as a condition of enrollment into post-secondary vocational schools, institutions of higher learning, and universities.

The selective system and the examination policy create an atmosphere of competition among students. The competition arises by the end of elementary school and lasts throughout further studies. Its existence constitutes a positive value in the educational system of Poland.

Youth organizations in Poland had been strong before the World War II, but not directly connected with schools. In 1948 they were remodeled to conform with the Soviet Komsomol and Pioneers. "The Union of Polish Youth

145 Woloszyn, op. cit., p. 734.
(Z.M.P. Związek Młodzieży Polskiej) was an adjunct to the Communist Party and to a considerable extent amounted to a training ground for future members.\(^ {146} \) The organization was designed to organize and promote the young people's enthusiasm for Communism. Membership was not compulsory, but members found easier entrance to the university or higher institution.\(^ {147} \)

The Z.M.P. was disbanded in December, 1956 (the time of Hungarian Revolution). During the previous summer 1956 a number of independent youth organizations with political affiliations were founded. However, at the beginning of 1957 most of them were merged into two groups: the Union of Rural Youth (Z.M.S. Związek Młodzieży Wiejskiej) and the Union of Socialist Youth (Z.M.S. Związek Młodzieży Socialistycznej). For a period of time both organizations tried to maintain independence, but later on fell under the control of the Central Committee of the Polish United Workers' (Communist) Party.\(^ {148} \)

During the time of higher studies all students (men) have military training but are considered as a reserve.\(^ {149} \)

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\(^ {146} \) Clifford, op. cit., p. 343.

\(^ {147} \) Personal experience of the author in the years of 1949-1951.

\(^ {148} \) Clifford, op. cit., pp. 344 and 110-113.

\(^ {149} \) Biuletyn Prasowy (News from Poland), No. 1 (New York, January 5, 1959), p. 1.
CHAPTER V

CONCLUSIONS AND FINAL REMARKS

The chapter will draw some conclusions from previous considerations. The higher educational system of Poland is based on a philosophical theory that a development of human society is more valuable than that of an individual. In accordance with this conviction the people are considered as "manpower" who should primarily work for common good of the nation under detailed supervision of the Communist Party and its leaders. Personal achievements are of secondary importance and less desired. Thus, the educational goal of the universities and other institutions of higher studies in Poland is a development of a socially oriented specialist. "Higher schools must educate not only a dentist, a physician or an engineer, but a socialistic dentist, a socialistic physician and a socialistic engineer." 150 The graduates of higher schools have to be socially and politically mature and their world outlook must be based on Marx-Lenin Philosophies, which, according to the Communists, are the only philosophies worthy of consideration. Since all enterprises are government owned the graduates of the universities and institutions of equal rank are prepared

to work in public offices rather than in private ones.

The higher educational system is an integrated part of economic planning of the country. Due to the highly centralized organization and detailed admission policy at each school the government can control the enrollment of students into different branches of learning. Since, there is greater stress on industrial development, the technical and vocational schools have more numerous enrollment than the others (see Table 8). According to the government, for each student in Liberal Arts School there should be four to five in vocational institutions.151

The government policy according to which only a limited number of students may be accepted into various branches of higher learning causes some abnormalities. Many candidates are using a kind of bribe in order to get into institutions of higher studies. The others, afraid of not being admitted at all, are applying into less popular branches of higher education even though these are the fields of secondary interest to them. As a result, this group studies without enthusiasm or personal satisfaction.

In comparison to the inter-war period (1918-1939) the present enrollment at the universities and other institutions of equal rank is greater and the proportion of working class and peasant students increased.152

The very fact that the education is uniform in the entire country and tuition free on all levels creates equal opportunity for students. from

151 Woloszyn, op.cit., p. 734.
## TABLE 8

ENROLLMENT IN HIGHER INSTITUTIONS*

<table>
<thead>
<tr>
<th>Kind of School</th>
<th>(In Thousands)</th>
<th>1937-1938</th>
<th>1967-1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>49,5</td>
<td>287,3</td>
</tr>
<tr>
<td>Universities</td>
<td></td>
<td>30,6</td>
<td>47,0</td>
</tr>
<tr>
<td>Higher Technical Schools</td>
<td></td>
<td>7,9</td>
<td>88,2</td>
</tr>
<tr>
<td>Higher Agricultural Schools</td>
<td></td>
<td>1,7</td>
<td>18,9</td>
</tr>
<tr>
<td>Higher Economical Schools</td>
<td></td>
<td>6,7</td>
<td>14,4</td>
</tr>
<tr>
<td>Higher Pedagogical Schools</td>
<td></td>
<td>--</td>
<td>11,2</td>
</tr>
<tr>
<td>Medical Academies</td>
<td></td>
<td>0,5</td>
<td>22,9</td>
</tr>
<tr>
<td>Higher Schools of Physical Education</td>
<td></td>
<td>--</td>
<td>2,3</td>
</tr>
<tr>
<td>Higher Schools of Arts</td>
<td></td>
<td>2,1</td>
<td>4,9</td>
</tr>
<tr>
<td>Theological Academies</td>
<td></td>
<td>--</td>
<td>0,6</td>
</tr>
<tr>
<td>Correspondent Studies</td>
<td></td>
<td>--</td>
<td>76,9</td>
</tr>
</tbody>
</table>


lower classes as well as to those from "the intelligentsia" in entering into higher institutions.

According to the Marx-Lenin Philosophies a Communist Party decides what is right and the best for human society at a particular stage of history development. As a result of this, the higher educational system of Poland has been reorganized several times according to the will of a central government and the Communist Party leaders, since World War II. Insistence upon ideological development and a freedom of higher institutions were usually major issues at each reform. The period from 1950 to 1956 was the
most difficult for the development of higher studies in Poland. Freedom of research and speech were practically non-existent. The years following Hungarian Revolution in 1956 brought considerable changes and insistence upon "correctness" of ideology were lessened. At present, however, due to the student disturbances in March, 1968, the government takes direct steps toward limiting the freedom at the universities and other institutions of higher learning. Since all scientific problems must be solved within the framework of Marx-Lenin Philosophies various branches of higher studies and social sciences especially suffer considerable limitation of freedom in their research work.

Aside from insistence upon ideological development of students, the program of studies at the universities and other institutions of higher learning in Poland is well balanced between theory and practice. The very fact that students have to take all the subjects (courses) in a prescribed manner at a given department leaves Polish graduates better prepared theoretically and practically for their profession than some of their colleagues in other countries. Polish students, in addition to the field of their specialization, are taught basic knowledge in all disciplines related to their major interest (see Tables 4 to 8). As a result, they are aware of various problems of human life, history and culture.

Despite all negative effects the Communist government of Poland played an important rule in a rapid development and reconstruction of higher education during the twenty-five year period.
BIBLIOGRAPHY

I. Primary Sources

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<table>
<thead>
<tr>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
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Po prostu (Simply). No. 15. Warsaw, April 22, 1956.


"Fragmenty Uchwały V Zjazdu Polskiej Zjednoczonej Partii Robotniczej" (Fragmentary Decrees of the Fifth Session of the Central Committee of the Polish United Workers Party).

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Articles


The thesis submitted by Stanislaus Szewczk has been read and approved by members of the faculty of the School of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

Jan. 17, 1976
Date

Signature of Adviser