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Higher School of Social Work in Lviv (1935–1939)

Studium Pracy Społecznej we Lwowie (1935–1939)

STRESZCZENIE: Niniejszy artykuł prezentuje funkcjonowanie Studium Pracy Społecznej we Lwowie, działającego w latach 1935–1939. Instytucja ta dotychczas pozostawała nieznaną w historii polskiej pedagogiki społecznej i pracy socjalnej, niniejszy artykuł uzupełnia zatem stan badań nad dziejami kształcenia służb społecznych w Polsce międzywojennej, ograniczający się jak dotąd do wiedzy na temat Studium Pracy Społeczno-Oświatowej, zorganizowanego w 1925 r. przy Wolnej Wszechnicy Polskiej w Warszawie. W artykule przybliżono genezę placówki lwowskiej, wskazując na potrzeby w zakresie wykwalifikowanych pracowników pomocy i opieki społecznej oraz animatorów działań oświatowych we Lwowie oraz na terenach byłej Galicji. Scharakteryzowano kierunki kształcenia i plany nauczania, podkreślając ich wielodyscyplinarność, odpowiadającą różnorodności zadań stojących przed absolwentami Studium. Wykazano także powiązanie studium lwowskiego z warszawskim – jego organizację konsultowano z Heleną Radlińską, twórczynią polskiej pedagogiki społecznej, a wykładowcą był Józef Czesław Babicki, jeden z twórców polskiej pedagogiki opiekuńczej. Wysoki poziom kształcenia w lwowskim Studium zapewniała starannie dobrana kadra, naturalnym zapleczem naukowo-dydaktycznym okazał się Uniwersytet Jana Kazimierza we Lwowie, jeden z najważniejszych ośrodków akademickich w międzywojennej Polsce. Analiza ewolucji planów nauczania i rozwoju organizacyjnego lwowskiego studium wykazała duże podobieństwo do warszawskiego pierwowzoru.

SŁOWA KLUCZOWE: Historia pedagogiki społecznej, kształcenie pracowników społecznych w Polsce międzywojennej, Studium Pracy Społecznej we Lwowie.

ABSTRACT: This paper is devoted to the functioning of the Higher School of Social Work in Lviv, existing in the years: 1935–1939. This institution has hitherto been unknown to the historians of Polish social pedagogy and social work, and this paper complements, therefore, a gap in the state of research into the history of educating social services in interwar Poland, until now restricted to knowledge about the Higher School of Social and Educational Work, organized in affiliation with Free Polish University in Warsaw in the year 1925. This paper sheds more light upon the origins of the institution in Lviv, indicating the needs within

the scope of qualified social care and help workers, the animators of educational activities in Lviv, and also on the former territories of Galicia. Directions of education and syllabuses were characterized, emphasising their multi-disciplinary character, matching the diversity of tasks faced by the graduates of Higher school. What was demonstrated as well was the connection between higher school in Lviv and that in Warsaw, as the organization of the former one was the subject-matter of consultations with Helena Radlińska, the founder of Polish social pedagogy, and Józef Czesław Babicki, one of the founders of Polish care pedagogy, was a lecturer. The high level of education in Lviv was ensured by carefully-selected personnel, and Jan Kazimierz University in Lviv, one of the most important academic centres in interwar Poland, was to be the natural source of scientific and didactic expertise. The analysis of the evolution of syllabuses and the organizational development of the higher school in Lviv demonstrated that it was, to a high degree, similar to its Warsaw prototype.

KEYWORDS: the history of social pedagogy, educating social workers in interwar Poland, Higher School of Social Work in Lviv.

The beginnings of social pedagogy in Poland date back to the turn of the 19th and 20th century. Its emergence as an independent science was influenced by complex social and philosophical transformations. They were connected with the positivist slogans of organic work and work at grassroots level, implemented, among others, through folk education and self-education, as well as with the development of societies seeking national independence and new political movements. The development of social sciences at that time, including sociology, psychology, pedagogy and social policy, also influenced the emergence of social pedagogy. Reaching the Polish lands, these sciences inspired social scientists and educators to reflect on the possibilities and methods of targeted support, influence and shaping of individuals and social groups (Cichosz 2006, pp. 7–8).

The scientific basis for Polish social pedagogy was provided by Helena Radlińska (1879–1954). Despite the difficult times in which she lived, she became known as an indefatigable national independence, social and educational activist, educator, and scientist. Patriotic, democratic and political activity in the Polish Socialist Party, secret education at the Warsaw Flying University, arrest and deportation to Russia, as well as historical studies at the Jagiellonian University after her successful escape from Siberia were her activities during the partitions. During World War I she was one of the members of the national independence movement, cooperating with Józef Piłsudski, and afterwards she worked in the Free Polish University in Warsaw, where in 1925 she organized the Study of Social and Educational Work, the first institutions in Poland and one of the first ones in Europe dedicated to educating socio-educational workers. Radlińska's social and educational activity did not weaken during World War II, when she taught secretly at the

Ursulines monastery in Warsaw's Powiśle district and supported the resistance movement. After the war, she created a "school of social pedagogy" at the newly established University of Łódź. She inspired the actions of other Polish representatives of social pedagogy, including Ryszard Wroczyński, Aleksander Kamiński and Irena Lepalczyk (Theiss 1997).

For Radlińska, social pedagogy was a practical science. She devoted much attention to the training of professional socio-educational services, establishing the aforementioned Study of Social and Educational Work in 1925. Although its activity did not meet the needs in terms of professional preparation of social, cultural and educational services throughout the country, it stimulated the interest of local communities in the issues of extracurricular education, adult education or social assistance and care. This article presents the initiative of Lviv-based social activists in the form of the Study of Social Work in Lviv, an institution hitherto unknown in the history of Polish social pedagogy. The study functioned for a short time, from 1935 to 1939, but it was an important achievement of the Lviv community and the culmination of many years of cultural, educational, and social assistance activities in the city. The aim of the article is to supplement the current state of research on the history of education of social services in Poland and the achievements of Polish social pedagogy in the interwar period. It was based on source materials stored in the Ukrainian Central State Historical Archive in Lviv (complex 179: Lviv School District Superintendent's Office), on the basis of preserved reports on the activity of the study, issues of the "Społecznik" magazine, letters from the graduates of the study, as well as articles and information scattered in various journals. The searches were carried out in the above-mentioned archive, as well as in the Ivan Stefanyk Scientific Library in Lviv, the Library of the the Ivan Franko University in Lviv, in the Jagiellonian Library and in the Library of the Ossoliński National Institute in Wrocław.

Development of the social welfare system in Lviv in the interwar period

In the interwar period, Lviv was one of the largest cities in Poland. In 1919, 198,066 people lived there, in 1930 – 241,813, and before the outbreak of World War II – 318,783 (Bonusiak 2000, p. 174). As a thriving administrative, economic and cultural centre, it attracted people from the province, impoverished during the First World War and the 1918–1920 clashes, as well as the economic crisis of the turn of the 1920s and 1930s. According

to statistics from 1931, as many as 56.3% of its inhabitants were immigrants, mainly from neighboring voivodeships (Tomaszewski 1939, pp. 9–10).

The rapid demographic development was conducive to the development of social pathologies typical for large agglomerations: homelessness, poverty and unemployment. According to Andrzej Bonusiak, the author of a monograph on Lviv in the interwar period, the average number of unemployed increased from 3508.5 in 1925 to 10,950.5 in 1932. In 1938, there were about 12,000 unemployed in the city, and counting their families – 25,310 people were without an income source (Bonusiak 2000, p. 207). Urban authorities had difficulties finding the means to mitigate and prevent these phenomena. A serious problem, which persisted mainly in the first decade after Poland regained independence, was also the war orphanage, a legacy of the First World War.

The growth of the group of people unable to function independently influenced the organization of the social welfare system in the city. The aid operation was initiated during World War I by various social associations, foundations and organizations. As early as 1917, the Municipal Office for General Care and Legal Protection of Children was established in Lviv, the first branch of this type of municipal authority in Poland. The Care Act of 1923 shifted the burden of organizing and maintaining social welfare to local governments. In Lviv, a Social Welfare Department was established in 1928, and the city had 9 welfare districts, coinciding with the district division. The districts were divided into a total of 90 *oblasts*. The Department subsidized and supervised the activities of the Municipal Welfare Commission and its subordinate district commissions and social workers. Social workers were divided into district and *oblast* workers. Their duties consisted in diagnosing the life situation of persons receiving or to be receiving social assistance, giving opinions on applications for such assistance and initiating assistance measures in the environment. If a family or a person needed support, the *oblast* social worker informed the district supervisor to whom he was subordinated, who in turn sent the application to the magistrate. The payment of benefits was made through a district social worker. The municipal council elected the social workers at the request of the Municipal Welfare Commission for a period of three years. They enjoyed the legal protection equal to that of civil servants (Feuerstein 1930).

Apart from the municipal department, there were also social associations in the town. Jews had a very well-developed help network, with extensive care of orphaned children. Lviv was the seat of the Central Committee for the Care of Jewish Orphans in Eastern Małopolska. It was established following the initiative of the local Jewish community, which organized aid for war orphans

during World War I and shortly afterwards, supported by the international organizations Jewish Distribution Committee and the Joint. The town became a gathering point for Jewish victims of warfare, pogroms, orphans and lost children from all over Galicia, at the climax of which about 15 thousand orphans were gathered there (Łapot 2011).

The network of aid institutions developed at the end of the First World War required further expansion as a result of the economic crisis of the interwar period. In autumn 1931, the City Citizens' Committee for Unemployment was established in Lviv with the following sections: childcare, kitchen, clothing distribution and medical care for the unemployed. In 1935 its tasks were taken over by the Municipal Committee of the Labour Fund in Lviv, which two years later was transformed into the Emergency Aid of the Municipality of Lviv. The Municipal Committee for Extracurricular Care (Miejski Komitet Opieki Pozaszkolnej – MKOP) was established for the benefit of the children of the unemployed and the poor. The MKOP was supra-religious and supranational in nature, and financed Ukrainian and Jewish societies as well. In order to receive urban subsidies, the associations working with the MKOP had to submit to a single action plan. The centralized social welfare network, based on the city's subsidies, provided support to all social groups expecting it. However, the scope of its activities was significantly limited by scarce financial resources.

The genesis and organization of the Social Work Study in Lviv

At the beginning of the 1930s, the city therefore had a well-developed system of aid and care institutions. For it to work effectively, qualified socio-educational workers were needed. The Lviv people gradually became aware that “the field of social, cultural and educational work, as it develops and as it widens in scope, requires thoughtful and planned consideration by professionals, who are well prepared for their role” (Sprawozdanie 1936, p. 1). To meet them, in 1934, at the initiative of the President of Lviv, Waław Drojanowski, the Organizing Committee of Social Work Courses in Lviv was established. It was created by representatives of the Voivodeship Office, the City Council, the School Board of the Lviv District and members of social organizations. The first course in social work was organized between February 4 and March 9, 1935. It was mainly based on lectures given by specialists in social welfare (Otwarcie 1935, p. 2; Kurs 1935, p. 4). The course was headed by Dr. Franciszek Szkodziński, Head of the Department of Labor and Care of the Voivodeship Office in Lviv. The course was addressed to active social activists, social workers and educational workers in order to deepen their

theoretical knowledge and familiarize them with the technique of social work (Sprawozdanie 1936, p. 3). It attracted a lot of attention and was repeated in May and June 1935.

The organization of the two courses showed the educational needs of professional workers in the social and educational field and prompted the city authorities to establish a permanent facility for the education of social and educational services (Kronika 1936, pp. 140–143; Schaff 1936, pp. 61–62, Sprawozdanie 1936, p. 5). In the same year, 1935, the Study of Social Work in Lviv (Studium Pracy Społecznej, hereinafter the SPS) was established. It was the first facility of its kind in the south-eastern voivodeships.

The studies were conducted according to the plan and program approved by the Ministry of Social Welfare in Warsaw. The certificates issued by them entitled – in accordance with the regulation of the Minister of Labor and Social Welfare of October 10, 1927, amended on September 12, 1932 – to take up employment in care and educational facilities throughout the country (Studium 1937, p. 3).

The authorities of the study consisted of the SPS Society and the SPS Pedagogical Council. The SPS Society dealt with organizational and administrative matters. It was composed of: the Chairman, Dr. Franciszek Szkodziński, the Deputy, Dr. Norbert Michalewicz – an employee of the Voivodeship Office in Lviv, the Treasurer, Zofia Ćwiklińska, and the Secretary, Dr. Marian Baran. M. Baran was appointed as the study's director (Sprawozdanie 1936, pp. 6–7; for changes in the SPS authorities in the following years, see: Piwowarczyk 2015, p. 99). The Pedagogical Council was involved in teaching. It was chaired by Henryk Błażewski – the head of the Department of the School Board of the Lviv District, and its members were the study lecturers.

The school had a private character, it supported itself mainly with tuition fees. Initially, the tuition fee amounted to PLN 5 per month for ordinary students and PLN 3 per month for visiting teachers. The entry fee of PLN 10, PLN 3 and PLN 0.50 for each colloquium was also charged (Sprawozdanie 1936, p. 22). In 1936, tuition fees were increased to PLN 10, and the handling fee to PLN 5 (Piwowarczyk 2015, p. 110). The operation of the study was subsidized by the magistrate and didactically supervised by the Ministry of Social Welfare and Labor Protection and the School Board of the Lviv District.

Regular classes began on December 2, 1935. The study made use of the premises and didactic facilities of the Stanisław Staszic People's School in Lviv at ul. Skarbkowska 10 (today Łesi Ukrainki, where the Academy of Printing is located), as well as the premises of the Industrial Museum, the City Council and the Jan Kazimierz University. The classes were initially held from Monday

to Friday between 5 pm and 8 am, and from 1936 onwards between 4 pm and 9 pm. They were intended for those already working and those wishing to take up professional work in the field of social welfare and assistance (Baran 1936a, p. 202).

Faculties, programmes and forms of education

In the development of the SPS faculties and curricula, the already proven model of the Study of Social and Educational Work at the Free Polish University in Warsaw was used (Regulamin, p. 43). It was the first facility of its kind in Poland. Helena Radlińska (dean of the Warsaw facility) and Józef Czesław Babicki, advisor to the Ministry of Social Welfare, who also became one of the lecturers at the Lviv school, provided help and guidance. Babicki traveled to Lviv for courses, and then to the SPS, in the years 1934–1938, he ran a department of community education for specialties of tutors of care institutions in the SPS. The course notes of his lectures were published (Kamiński 1980, p. 19; Baran 1936a, pp. 196–204).

SPS offered two faculties – a child welfare course and a social and educational course. Initially, the course lasted for one year, divided into trimesters. The first one included lectures common to both faculties, preparing for further education (see Table 1).

Afterwards, the students continued their studies in one of the two faculties of study mentioned above. Classes in the first one – child welfare – were divided into four blocks: general, pedagogical, organizational and administrative, and auxiliary subjects. The first block provided basic information on the biological development of the child, necessary to understand the processes of upbringing and rational task setting, and to manage its future. This includes: child physiology (8 hours), child psychology (14), psychological and physical types of children (8), career guidance (20) and hygiene (16). A group of pedagogical subjects familiarized the students with forms of care and collective upbringing of children in preschool and out-of-school age, as well of abandoned and difficult children. The lectures were combined with excursions to care and educational institutions (orphanages, day care centers, societies) and with discussions during seminars and practice. These were: social pedagogy (40 hours), upbringing of an abandoned child (30), upbringing of a difficult child (20), upbringing influence on the child (20). The group of organizational and administrative subjects included: forms of childcare (10 hours), administration and operation of institutions (29), social survey and guardianship (14), placement of children in foster families (10),

organization and management of camps (6), legal and judicial care of minors (8). They familiarized themselves with the administrative and legal aspects of activities in a care and educational institution. The last block comprises auxiliary subjects, i.e.: childhood reading (16 hours), physical education (10), technique of children's performances (10) (Sprawozdanie 1936, pp. 34–35).

Table 1. The course schedule for the group of common subjects

No.	Subject	Lecture hours
1	Social service	10
2	Social environments survey	11
3	Introduction to sociology	10
4	Principles of scientific thinking	16
5	Techniques of mental work	6
6	General psychology	31
7	Contemporary Poland	19
8	Self-government theory and practice	10
9	Practical knowledge of administrative law	8
10	Social legislation	17
11	Social accounting	30

Source: (Sprawozdanie 1936, p. 34).

In the second field of study, students could choose from three specializations – organization and management of extracurricular education for adults and working youths (the so-called educators group – “O”), organization of social and economic life (instructors group – “I”), librarianship (librarians group – “B”). The curriculum covered four groups of subjects: general issues and blocks of subjects preparing educators, instructors and librarians. The students were obliged to participate in general lectures and to complete two of the three proposed specialties. The choice was possible after attending the general lectures and writing tests. General lectures in this field covered such subjects as: ethics of social life (10 hours), social hygiene (27), principles of scientific work organization (10), legal and administrative basis of social activity (16), the living word technique (15). Group “O” had classes in: extracurricular education (2 hours), issues and organization of extracurricular education (4), didactics of educational work (34). The issues of library work (“B”) – since the creation of the book, its edition and organization, and library counseling – involved: librarianship (20), library science (15), reading (20), and bibliography (34). The third specialization group – “I”, had classes in: the cooperative movement (21), forms of social work (15), methodology

of instructor work (15) (Baran 1936b, p. 230, 237; Sprawozdanie 1936, pp. 35–36; S.Am. 1936, p. 5).

The final stage of education was internship. It was held in the summer months. The 1935 internship rules provided for 100 hours to be worked in the establishment indicated by the SPS management, unless the student had already completed the internship while working for a socio-educational institution. The intern was to work in different hours and places to get to know the full spectrum of work, and report back to the SPS afterwards (Sprawozdanie 1936, pp. 25–26). As early as 1936, the extent of the internship was increased to 150 hours and the best students were provided with remunerated apprenticeships (Baran 1936b, p. 238).

The curriculum content in both faculties was implemented in the form of lectures, seminars, self-education clubs, excursions and practical classes. The lectures introduced the issues covered by the curriculum by indicating the subject literature and its characteristics. During the seminars, the students prepared presentations and seminar papers, read them out and discussed their content. The seminar group could consist of up to 25 participants. When more people from a given subject applied, the seminars were conducted in several teams. Seminars were created in leading subjects in each of the specialties, such as: psychology, social environment, social pedagogy, child upbringing, the cooperative movement and bibliography. They were designed to increase knowledge on the given subject and facilitate preparation for exams. This form of classes met with great interest, most of the students attended at least two different seminars, although they were obliged to participate in one (Sprawozdanie 1936, p. 23). Self-education clubs, unlike seminars, were optional. Their aim was to increase expertise, being established by the students themselves and managed by a manager of their choice. In 1935/36 they were organized in the following subjects: upbringing of an abandoned child and social surveying. The students were divided into 3 groups. They were headed by students chosen by lecturers (Sprawozdanie 1936, pp. 23–24). Due to the fear that the activities of the clubs would not be adequately controlled and therefore ineffective, they were abandoned in the following year and replaced by the subject seminars described earlier (Baran 1936 b, p. 232).

Practical preparation is the most important aspect of the curriculum. It was carried out during excursions to socio-educational institutions and during the above mentioned practices. The plan of the visits included a wide range of institutions. Students had the opportunity to learn about the principles of their functioning and to recognize the specifics and differences in their goal and method of operation. Visits included the Shelter for Underage Boys of the

Municipal Committee for Extracurricular Care, day rooms for the unemployed and youths, the People's Home of the People's School Association, evening schools for adults, workers' university, a school and a prison day room, Polish White Cross day rooms, the Ossolineum library and the university library, the Municipal Childcare Center, and the Grunwald Dormitory, the Abrahamowicz Blind and Deaf Facility, the "Orphan Family" facility, the Albertine Shelter and the Jewish Orphan Facility at ul. Janowska 34. Students from both facilities participated in the excursions, preparing reports, which were then discussed at special conservatories with the participation of representatives of the facility visited. During the summer holidays, some of the students went on an additional internship at summer camps organized by the the Municipal Extracurricular Care Committee, the Polish "Children to the Outback" Society, the People's School Association and the District Department in Kopyczyńce (Sprawozdanie 1936, pp. 38–41; Baran 1936 b, pp. 233–234).

In 1938, the SPS became a facility with a two-year educational cycle; the curriculum was significantly modified. The total number of hours of common subjects, including blocks of psychological, sociological, legal, social hygiene, work organization rules subjects, research techniques and seminars, reached 545. The "Social Welfare" course consisted of two class blocks: "Childcare", which includes modules – forms of childcare, general information about the child, issues of child upbringing, child holidays (a total of 780 hours), and a new block – "Adult Care" (130 hours and 80 hours of exercises and 80 hours of seminars). In the second faculty – the "Social-educational" one – the block of general subjects (social psychology and rural sociology) provided 120 hours of classes, forms of social-educational work – 570 hours, social-educational issues – 190 hours, exercises – 115 hours, additionally seminars on social psychology, rural sociology, extracurricular education and librarianship – 40 hours each. The two-year course was followed by a 3-month internship period (for a detailed SPS course plan from 1938/1939, see: Piwowarczyk 2015, pp. 114–117).

A similar cycle of development was followed by the Study of Social and Educational Work in Warsaw. Its establishment was preceded by several-day, several-week, finally several-month courses, organized by the Central Office of Courses for Adults in Warsaw. The permanent study was established in 1925 at the Free Polish University, first with an annual education plan, then supplemented by a further year of internship. During their studies, a student prepared their diploma thesis. In 1930, a two-year course was introduced with a semi-graduate examination, and a four-year course, entitling the student to receive a diploma. Finally, in 1937, a 4-year plan for teaching a full, uniform

course was drawn up. There were four specializations: a teacher of working youths and adults, an organizer of cultural life (local government, educational, cooperative instructor), a librarian, a mother and child care worker, and a youth care worker (Hulewicz 1960, pp. 137–138).

The Warsaw study started the process of professionalization of the social worker profession in Poland, as it was the first university with a socio-pedagogical profile in Poland. By educating social-educational workers, teachers and educators of working youths and adults, the cultural life organizers, labor protection and social care instructors and librarians, it met the demand for this type of employee in the country. Along with the formation of the structure of public administration after Poland regained its independence, there was a clear lack of expertise in combating illiteracy, educational and social work in rural areas, as well as in cities (Theiss 1997, p. 55).

The operation of the study also contributed to the development of social pedagogy as a science. In it, Helena Radlińska developed her research and crystallized her own system of social pedagogy. Combining theoretical reflection with practical experience in the field of education and extracurricular teaching, she came to the conclusion that the education and upbringing of adults is a separate subject of scientific cognition. She developed the theory of a new discipline on the basis of reflections from lectures on social pedagogy and from a seminar conducted as part of the study. In it, she conducted research on reading, environmental conditions of upbringing, reasons for school failure and the educator's attitude to the social environment. Their results were published in print, contributing to the identification of the key problems of social pedagogy (Radlińska 1964, pp. 444–453; Theiss 1997, p. 135.).

An important feature of the Warsaw school was the desire to liberate and shape the sense of professional mission in the students. People who were emphatically motivated to work for socially disadvantaged environments and individuals were trained. As Wiesław Theiss stated, “a graduate of the Study was a human united with his work environment, «walking in the crowd, and not in front of it», with a sympathetic interest both in individual matters and in the general problems of the community” (Theiss 1997, p. 59). They were supposed to be the opposite of an official, who were passionately performing their duties towards the petitioners.

The SPS in Lviv followed to a large extent the path outlined by Radlinska in Warsaw, both in terms of organization and ideology. The aim of the Lviv study was “to develop the students’ sense of society, ability to organize coexistence in every environment, their ability to sense the needs of different social groups and to develop personalities [...]” (S.G.). 1939, p. 2).

The teaching staff

The SPS Lviv lecturers were academic and social workers, as well as representatives of the administration responsible for the functioning of the social welfare system. The most important people working at the SPS include Józef Czesław Babicki, who was the co-founder of the Polish pedagogy of care and the organizer of the methodology of family education in the closed care institutions, mentioned earlier. In the SPS, he conducted exercises and a seminar on the following subjects in the first of the faculties: raising a child, organizing and reviewing forms of childcare, placing children in foster families, raising an abandoned child.

The classes in social pedagogy and sociology were conducted by Dr. Wojciech Gottlieb (1884 Prague-1941 Lviv). The Czech-born foreign language teacher hid in Lviv during the First World War. Here, he married a Polish woman, Polonized himself, wrote scientific dissertations in Polish, and in 1935 published a book on Polish culture and history in Vienna, becoming an ambassador of Polishness abroad (Zagajewski 1959–1960, p. 387). In Lviv, he worked as a teacher at the State Economics and Commerce High School. He was the author of the *Socjologiczne podstawy wychowania* [Warsaw 1934] and co-editor of the *Encyklopedia wychowania dzieci i młodzieży*. He also published works on pedagogy and sociology, among others in “*Studia Pedagogiczne*”.

The study took advantage of the rich scientific facilities offered by the Jan Kazimierz University in Lviv. These included Dr. Marian Zimmermann (1901–1969), who was employed as an assistant at the Faculty of Law at the Jan Kazimierz University (later a Prof. at the University of Poznań), an expert in administrative law, who taught the social environments survey (in 1938 changed to applied sociology) at the SPS. The subject of social hygiene was taught by Prof. Zdzisław Steusing, Head of the Hygiene Facility at the Medical Department of the Jan Kazimierz University, and the subjects physiology and hygiene in human life were taught by Dr. Artur Chwalibogowski (paediatrician, assistant at the Paediatric Clinic of the Jan Kazimierz University).

The students of the study had the opportunity to participate in lectures by representatives of the so-called Lviv School of Philosophy. The ethics of social life was taught by the excellent Polish philosopher, Prof. Roman Ingarden. Other equally well-known member of this school, prof. Kazimierz Ajdukiewicz, lectured on the principles of scientific thinking.

The Jan Kazimierz University also employed Dr Adam Bardecki, a lecturer on general psychology and exercises in general psychology at the

SPS, as well as a director, Dr Bronisław Dąbrowski, an actor at the Municipal Theatre in Lviv, and a theatre director, and a lecturer on the pronunciation of the Jan Kazimierz University. In the course of his studies, he taught the technique of children's performances and the living word technique, together with exercises.

The lecturer at the Lviv University of Technology was Stanisław Zwoliński, Eng. (labor inspector), who conducted lectures at the SPS on work protection, holidays and organization of rest.

In turn, Dr. Mieczysław Ziemnowicz (1882–1971), a lecturer, head of the Department of the School Board of the Lviv District, and since 1936 the director of the Nicolas Copernicus Lviv Junior High School, since 1937, he was the head of the State Pedagogical Institute in Lviv (after the war, he was an employee of the UMSC in Lublin), where he lectured in the Lviv study on educational influences in childcare.

Also noteworthy were Franciszek Sedlaczek (1894–1978), an educator and librarian from Lviv, and Dr. Janina Stankiewiczówna, the author of studies on the organization of reading at school, who conducted classes in librarianship, library science, and reading.

Lectures on the cooperative movement were delivered by Dr. Jan Sondel, a teacher at the State School of Economics and Commerce in Kraków, and in 1938 the director of the Agricultural School in Bojanów, Wielkopolska. One of the teachers of child psychology was Tadeusz Tomaszewski, MA, a graduate of Polish Philology and Psychology at the Jan Kazimierz University (he completed his doctoral studies in 1938, after the war he worked at the Maria Curie-Skłodowska University in Lublin and at the University of Warsaw). In turn, Dr Władysław Wisłocki (1887–1941), a well-known Slavic studies expert, bibliographer and librarian, custodian of the Library of the Ossolinscy National Department in Lviv, he taught bibliography and literature at the SPS.

The teaching staff was also composed of Dr. Roman Belohlavek (1892–1940), a Doctor of Law of the Jan Kazimierz University in 1930, lecturer, musician and composer, teacher at the State Foreign Trade University in Lviv, captain of infantry murdered in Katyn, Dr. Adam Ćwikliński – member of the Polish Hygiene Association, co-founder of the Hygiene Museum in Lviv in 1937, and Dr Jan Poratyński (1876–1941) – pharmacist, social activist, vice-president of the Polish Pharmaceutical Society, author of scientific works in the field of health.

Among the lecturers there were also Polonized Jews. Child's psychology, psychology and environmental research, as well as social psychology were taught by Dr Leopold Blaustein (1905–1942/44), a philosopher – a student

of Kazimierz Twardowski, and a psychologist – an expert in the philosophy of Edmund Husserl. Dr. Maksymilian Schaff, also a lecturer at the SPS, was an organizer of Jewish social welfare in the city and the author of many scientific publications published in Lviv's "Przegląd Społeczny" (Łapot 2005, p. 317–326).

The study ensured a high level of education, carefully selecting the lecturers. Most of them were academics or graduates of the Jan Kazimierz University. The others were active machers of cultural and educational institutions and municipal authorities responsible for social activity in the city. As a result, theoretical knowledge was skillfully combined with practical skills.

Students and graduates

The SPS students came mainly from the south-eastern voivodships, but following its development, especially since 1938, the study gained a nationwide reach. Its students were employees of socio-educational institutions and candidates applying for employment in similar centers (for example, during the first course in 1935, 40% of the students worked or studied at Lviv universities; Baran 1936a, p. 202). Candidates were expected to be at least 19 years of age, hold a general secondary school or vocational school diploma, or have completed 6 years of general education and two years of social training. It was possible to admit other persons if they demonstrated a longer period of service and pass an entrance examination. The application had to be accompanied by a baptismal certificate, a curriculum vitae, a school certificate and proof of experience in social practice (Pierwsza 1935, p. 2; Otwarcie 1935, p. 2). Candidates for the faculty: "Social welfare" had to demonstrate completion of a general secondary school, while in the "Social and educational" faculty – a vocational school diploma or enrollment in a university (Piwowarczyk 2015, p. 112).

In December 1935, 180 students enrolled in the first SPS course, but in June 1936 there were 115 left, and only 80 completed it (Sprawozdanie 1936, p. 59). Due to the fierce selection, in the second year of operation the number of students was reduced to 100, by more carefully selecting candidates and by increasing enrollment fees and commissions. This resulted in higher quality of the seminar activities and financial independence.

Already after the first course there were opinions that the study fulfilled its purpose by preparing a group of 80 graduates. However, considering that it covered the area of three south-eastern voivodeships of the Second Republic, this number was too small to meet the needs.

As far as the education of students is concerned, it is known that in October 1936, four students graduated from the first SPS course after 6 years

of junior high school, five after vocational school, 37 after secondary school and five after higher education. On the other hand, there were two persons with six grades of lower secondary education, one with vocational education, 19 with secondary education, and seven with higher education (Sprawozdanie 1936, p. 57). As can be seen, the first faculty (51 graduates) was more popular than the second (29 graduates).

The school was supra-religious in nature. In 1935, 133 Roman Catholics, 25 Greek Catholics and 22 Jews enrolled in the first course. In October 1936, 64, 8 and 8 people remained respectively (Sprawozdanie 1936, p. 54).

The study was feminized, women constituted about 70% of the students. This trend resulted from high unemployment among women and greater interest in social service than among men (Baran 1936 a, pp. 198–199). In December 1935 there were 82 women and 27 men in the first faculty, and 31 women and 40 men in the second, respectively, while in December 1936 there were 41 women and 10 men in the first, and 19 women and 10 men in the second (Sprawozdanie 1936, p. 55; Baran 1936a, p. 201).

The age of the students varied, the largest number of people were aged 25–40. Thus, in December 1935, 7 people aged 20–29, 75 students aged 25–29, 47 students aged 30–39, 38 aged 40–49 and 13 people over 50 were admitted. In October 1936, there were 3, 42, 21, 11 and 3 persons in each age group respectively (Sprawozdanie 1936 1936, p. 56).

In 1936, the Association of Graduates of Social Work Studies in Lviv was founded. It was chaired by Ms Laryssa Chomsowa. It brought together the first graduates of the courses, with previous professional experience. Its main task was to create agendas that would make it easier for subsequent students to take up employment, as well as to provide one-off financial aid, to publish scripts of study employees, to run the library, to advertise the study in the press and on the radio, and to prepare occasional forms (Sprawozdanie 1936, pp. 61–62; Babicki 1937, p. 183; Baran 1936b, p. 234).

The graduate association also showed initiative in establishing aid institutions. On December 10, 1938, it established the Accommodation House at ul. św. Teresy 8, intended for homeless men over 18 years of age. The establishment of an overnight accommodation facility for this group of clients was dictated by the growing number of young men looking for work in the city and the increase in crime rates in this particular age group. There were 35 beds arranged in 4 rooms. The dormitory was open from 6 p.m. to 8 a.m. and during the day the wards used the day care centers of the Municipal Civic Committee for Winter Assistance or went to work. Before admittance, the customers were subjected to bathing and disinfection, and they were also given

clean bedding. They were provided with accommodation and food (morning and evening meal consisting of black coffee and a portion of bread). Not only their physical needs were looked after, but they also had the opportunity to listen to the radio, use the library, there were talks, reading competitions with prizes, and excursions. Medical care was also organized for them. The shelter was overcrowded. Between December 10, 1938 and March 10, 1939, there were 2730 accommodations and 5460 meals were issued (Społecznik 1939, p. 20). Practical classes were held there by the students of the SPS.

The operation of the dormitory was connected with the Winter Assistance operation, which ended on June 15th, and with it the funds from the magistrate. However, it was not closed, a camp was organized during the summer period (15 June – 15 September) (Społecznik 1939, pp. 19–21; Opieka 1939, p. 2). Thanks to this, the SPS students had an opportunity to learn the methodology of organization of camps for children and youths.

The members of the SPS graduate association, with the support of the Municipal Civic Committee for Winter Assistance, also established a day care centre at the Brother Albert Shelter in Lviv (Opieka 1939, p. 2; Piwowarczyk 2015, p. 111; Sprawozdanie 1939, pp. 17–19). It was used by 80 men. The SPS students led three work departments. The first one – educational and cultural – initiated talks, lectures, a self-education club, a library, newspaper reading, fun and games (chess and ping-pong), a cinema and a choir. The propaganda and party department organized the following events: academies, e.g. on the occasion of the 75th anniversary of the January Uprising, the birthday of Ignacy Mościcki and Marshal Śmigły-Rydz, the President of the Republic of Poland, events – i.a. on the radio, and the editing of press releases. The third department – material aid – provided food, footwear and bedding (Społecznik 1939, pp. 18–19).

The association also developed cultural and educational activities for its members and city residents by organizing open lectures, radio plays, talks, articles in the daily press, ran a job agency, medical assistance and housing agency (S.Am. 1937, p. 183).

In addition, the association of graduates of the SPS issued a magazine entitled “Społecznik. Czasopismo Słuchaczy Studium Pracy Społecznej we Lwowie”. The editorial committee consisted of: Stanisław Goertner, Franciszek Szombara, Tadeusz Warsz, Lucyna Matusiewicz, Marian Dub, Robert Krebs, Kazimierz Sokołowski. By the outbreak of World War II, only three issues had been published, the last one in April 1939. “Społecznik” contained published scientific works in the field of social work, education, psychology and sociology, as well as reports on the activity of the study and current problems of its functioning (Społecznik 1939).

Summary

The study of Social Work in Lviv grew out of the social needs of the city's inhabitants. The First World War and its economic consequences, as well as the economic crisis of the 1920s/1930s. brought to the forefront the need to prepare "a qualified, intelligent social worker, aware of their rights and obligations" (Zakończenie 1936, p. 253). Arguing that the study should be continued after the first year of its operation, its manager, M. Baran, wrote: "Professional training does not require any special argumentation, as many needs, goals and tasks related to it [related to social life – MŁ] await realization, and only those who are sufficiently prepared to perform these important social functions must take it up" (Baran 1936, p. 235).

The curriculum of the study was multidisciplinary, as was the variety of tasks facing its graduates. It provided preparation in the field of humanities, life sciences and social sciences. It focused on shaping appropriate social attitudes and motivations, provided knowledge on the subject of activities (child, adult, group) and tools for effective implementation of the undertaken objectives.

It educated educators, camp workers and managers, organizers of excursions, societies, day care centers for children and youths, as well as librarians, cooperative members, and social life instructors (animators). These areas of activity were not prioritized, all of them intertwined around the idea of cooperation. The statement by Arkadiusz Żukiewicz: "The multiplicity of professionals serving specific recipients is due to the complexity of individual, family or group, professional, neighborhood, local and supra-local life situations. It is therefore difficult to look at this multitude of specializations from the perspective of competitiveness or any rivalry" (Żukiewicz 2014, p. 82), although it is a characteristic feature of the Warsaw School of Social Services from the interwar period, it can also be successfully applied to Lviv's SPS. It is not a coincidence that the first subject in the block of common lectures was "Social Service". Apart from equipping graduates with the instruments of a social worker, the SPS also developed an ethos of service for others based on an axiological category of duties. The education consisted in building the identity of a person dedicated to the mission of helping and caring for individuals who could not function independently. The result SPS's activities was to prepare the social and educational staff and to stimulate through it, speaking in words of Helena Radlińska, "the overt and hidden social forces" in the area of Eastern Małopolska.

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