

SCHOOL STAFF OF PHYSICAL EDUCATION IN RZESZOW PROVINCE IN 1944-1989

Aneta REJMAN^{A,B,D,E,F}, Małgorzata JANUSZ^{B,F}

Faculty of Physical Education, University of Rzeszow, Rzeszow, Poland

Key words:

- Physical culture,
- history,
- school staff,
- Rzeszow region,
- 1944-1989.

Abstract:

This article is devoted to presenting the human resources of school physical education in Rzeszow Province in 1944-1989.

Directly after the war, there was the lack of qualified PE teachers and trainers. In that period only 180 teachers with higher education in this field worked in the education system. Majority of them included the graduates of pre-war Central Institute of Physical Education in Warsaw as well as university studies of physical education in Krakow and Poznan.

In such adverse staff conditions execution of physical education syllabus was significantly hindered. In primary schools the lack of qualified staff caused the replacement of PE periods with other classes.

It was believed that four-year-long pedagogical secondary schools were the solution. Despite the fact that they provided the basis essential for the start of a career, these schools were one of the most popular forms of teacher training.

Together with mentioned education forms, the Ministry of Education began to organise summer and interim courses. The campaign of training was initially seen as short-term help in staff training, subsequently it was also combined with preparation to obtain professional qualifications.

In the next years further improvement of physical education staff's situation occurred. The number of PE teachers with higher education significantly increased, simultaneously, there was a decrease in the number of teachers with secondary education, however, the number of teachers graduating from Teacher Training Colleges was almost doubled.

INTRODUCTION

The war and occupation led to biological and material devastation of Poland. There were attempts to rebuilt existing devastation and systematically supplement the lacks. Hence, in the Manifesto of Polish Committee of National Liberation of 22nd July 1944 it was proclaimed that one of the most important tasks was to restore the education as well as teaching free of charge in all levels¹. The main task of physical education was compensation for losses left by the war in mental and biological condition of the society². At the same time,

¹ J. Gaj, K. Hądzelek: *Dzieje kultury fizycznej Polsce*, Poznan 1997, p. 202.

² S. Drążdżewski: *Upowszechnianie kultury fizycznej wśród młodzieży i dorosłych mieszkańców wsi w latach 1944–1972*, Warsaw 1978, p. 179.

it was essential to formulate new methods, forms and actions suitable for the tasks that faced the physical education and sport of the youth³.

In the initial stages the process was accompanied by pathological phenomena⁴, such as increasing terror of the Ministry of Public Security or numerous restrictions on the activity of organisations and associations of the Second Polish Republic. Established associations that were connected with the right-wing political option were classed as so-called "enemies of the people" or "enemies of the classes". The total fight against all "old" and "unprogressive" began⁵.

STAFF SITUATION IN 1944-1956

Ordering the situation in the country, communist authorities in the initial stage referred to some of interwar solutions. It used also the part of pre-war administrative structure, including other structures of national management of physical education and basic training, drawing only on formal assumptions, for it differed in the content from pre-war politics⁶.

Government's activity in the range of physical culture faced enormous problems connected with the lack of proper school base⁷ or staff which directly influenced the quality of physical education. Those problems concerned not only primary education, but also higher one.

Lucjan Motyka⁸, the director of the Physical Culture's Main Bureau in the speech given on the occasion of the beginning of a new school year 1949/1950, characterised the then problems in a following way: *physical culture cannot be treated as an addition to maths or physics classes, it is an important factor in the youth's upbringing. On the playing field or gym teamwork originates as well as ability to make immediate decisions, resourcefulness. In sport competition the will to persevere and ability to make bigger effort come into being. All these features transited to school desks are a crucial element of general youth's upbringing - they will allow to use in life, in practice gained knowledge*⁹.

That unsatisfactory situation in the field of physical culture was mainly a result of lacks in material base, teaching staff as well as lack of new school programmes. The whole effort of educational authorities was focused on the restoration of education and ensuring the wide availability of education on elementary school level. Physical education and school sport were executed according to agendas and patterns of interwar period¹⁰. In many schools school

³ J. Skorowski: *Dorobek szkoły polskiej w XXX-leciu PRL w zakresie wychowania fizycznego i sportu*, (in:) *Oświata i wychowanie w naszej Rzeczypospolitej Ludowej – Dorobek 30-lecia i perspektywy rozwoju*, Warsaw 1975, p. 230.

⁴ W. Roszkowski: *Najnowsza historia Polski 1945–1980*, vol. II, Warsaw 2003, p. 171 and next.

⁵ Lt. H. Dominiczak: *Organy bezpieczeństwa PRL (1944–1990). Rozwój i działalność w świetle dokumentów MSW*, Warsaw 1997, p. 48.

⁶ J. Gaj, K. Hądzelek: *Dzieje kultury fizycznej...*, op. cit., p. 185.

⁷ National Archives in Rzeszow (next: APR), Department of Education in Rzeszow (next: KOS), sign. 3, k. 75.

⁸ He was a member of Polish United Workers' Party's Central Committee and a Member of Parliament, as well as a member of Polish Socialist Party's Central Executive Committee, the chairman of the Youth Organisation of Workers' University Association and a secretary of Trade Unions' Central Committee. In 1948, as a secretary of Union of Polish Youth's Central Board, he was appointed as a vice-president of the Supreme Council on Youth and Physical Culture. In 1949 he was a director of the Physical Culture Main Bureau, while in 1950–1951 he carried out the role of the president of Physical Culture Main Committee, (in:) L. Szymański: *Kultura fizyczna i turystyka w polityce Polski Ludowej 1944–1989*, Wrocław 2004, pp. 45–46.

⁹ S. Wilk: *Struktura organizacyjna ruchu sportowego w latach 1944–1949*, „Wychowanie Fizyczne i Sport”, 1979, No. 1, p. 168.

¹⁰ W. Trybus, W. Winkiel: *Wychowanie fizyczne i sport w okresie 25-lecia Polski Ludowej oraz perspektywy ich rozwoju*, „Wychowanie Fizyczne i Higiena Szkolna”, 1970, No. 7–8, p. 13.

sports clubs were spontaneously created and in bigger urban centres - interschool sports clubs¹¹.

Directly after the war, there was a lack of qualified PE teachers and trainers. In that period only 180 teachers with higher education in this field worked in the education system¹². Majority of them included the graduates of pre-war Central Institute of Physical Education in Warsaw as well as university studies of physical education in Krakow and Poznan. According to the report of the Section of Physical Education and Basic Training's activity in the Department of Education in Rzeszow, in 1945 in primary education the lack of physical education teachers reached 50 percent¹³.

In such adverse staff conditions execution of physical education syllabus was significantly hindered. In primary schools the lack of qualified staff caused the replacement of PE periods with other classes. It was also common to treat the PE lessons as "recreational" periods after lessons, conducted by other subjects' teachers. The PE lessons consisted in strolling or organising various forms of physical entertainment by students themselves. Simultaneously, there was no habit of changing clothes into sporty wear or there was no attendance checking during those lessons¹⁴.

Lacks in both teaching and training staff occurred not only in primary school level, but also in secondary one. In school year 1946/47 in 1277 primary schools in the Province, there were 72 PE teachers after central courses of 1st, 2nd and 3rd degree as well as a district course that had taken place in Rudnik on the San river¹⁵.

On the territory on newly created Province there were many schools in which there were less than 7 teachers. For instance, In Kolbuszowa in school year 1948/49 in 30 public primary schools 96 teacher taught, they also conducted PE lessons; only 3 of them had required qualifications¹⁶.

Thorough change of this state could not be obviously expected in the near future. Most of colleges capable of training teachers in the range of physical education were at the stage of organisation. Additionally, only a small percentage of graduates hired themselves in schools, the rest was employed in sports clubs¹⁷.

It was believed that four-year-long pedagogical secondary schools were the solution. Despite the fact that they provided basis essential for the start of career, these schools were one of the most popular forms of teacher training. The milestone in this range appeared to be the Directive of Education Ministry of 26th June 1950, which was the basis for transforming a part of mentioned secondary schools into pedagogical secondary schools with specialisation in physical education¹⁸.

Together with mentioned education forms, the Ministry of Education began to organise summer and interim courses. The campaign of training was initially seen as short-term help in staff training, subsequently it was also combined with preparation to obtain professional qualifications. The biggest impact was put on training teachers in conducting of PE lessons in primary schools. In order to do this, 3-degree summer courses lasting from two to four weeks were introduced. The agenda of such course was organised in a way allowing the participants

¹¹J. Topisz: *Szybciej – dalej – wyżej. Sport szkolny w dwudziestopięcioleciu*, „Wychowanie Fizyczne i Higiena Szkolna”, 1969, No.9, p. 28.

¹²Z. Jaworski: *Kadry*, (in:) Z. Jaworski (ed.): *Szkolne wychowanie fizyczne w Polsce Ludowej. Podstawowe fakty i poglądy*, Warsaw 1976, p. 165.

¹³APR, KOS, sign. 18, k. 42.

¹⁴W. Winkiel, W. Trybus: *Wychowanie fizyczne i sport w okresie 25-lecia Polski Ludowej oraz perspektywy ich rozwoju*, „Wychowanie Fizyczne i Higiena Szkolna”, 1970, No. 7/8, p. 17.

¹⁵APR, KOS, sign. 18, k. 68.

¹⁶APR, School Inspectorate (next: IS) in Kolbuszowa, sign. 17, k. 17.

¹⁷A. Kalinowski: *Kadry i szkolenie w perspektywie dziesięciolecia*, „WF w Sz”, 1954, No. 2, p. 25.

¹⁸Official Journal of Ministry of Education, 1950, No. 11, item 158.

to do the entire curriculum of Higher Teacher Training Course during three summer courses of 1st, 2nd and 3rd degrees. The 1st degree secured the general orientation and prepared to teach in 1-4 classes of primary school. Course of 2nd degree, lasting three weeks, prepared teachers for working in 5 and higher classes, whereas 4-week-long course of 3rd degree allowed the graduates to take WKN exam (Higher Teacher Training Course exam)¹⁹.

Despite the diversity of education forms, the situation in the range of gaining professional qualifications of teaching staff did not improve considerably. Undoubtedly it is shown by the words of Stefan Środa, the manager of Physical Education Section in the Education Department: *in Rzeszow still can be felt the lack of young forces, from which proper recruitment for summer PE courses could be done. In this year on the first degree Krystyna Kamak, Maria Bukala, Józefa Fudala were trained, and these people are expected for further training on the second degree in 1952. For the first degree there will be only two young forces directed, who are hired in this year in Rzeszow and this will occur if they show the interest in physical education issues*²⁰. His words fully reflect the situation which occurred in the range of training of physical education specialist staff²¹, also they show the level of interest in this subject from the teachers themselves²².

In 1953 the situation in primary schools of Rzeszow Province was bad. In 1498 schools there were only 249 PE teachers employed, trained on summer courses. In connection with such state of staff, PE lessons were conducted by untrained teachers, having different interest and teaching different subjects²³.

In secondary schools situation was much better. Admittedly, here as well most of teachers were not fully qualified to teach this subject, but almost all teachers graduated from Higher Teacher Training Course and Teacher Training College or summer courses of physical education, giving the basic preparation for conducting the lessons.

In 1952 there were 83 PE teachers employed in schools. 32 people were fully qualified, 19 finished 1st and 2nd degree of summer courses for secondary school teachers, 15 graduated from Higher Teacher Training Course with specialisation in physical education, 6 people did 1st and 2nd degree of summer course in physical education for primary school teachers and there were 11 teachers without any training. In turn, in 1953 out of 109 PE teachers 5 graduated from the University of Physical Education, 23 3-year-long PE College in Krakow, Poznan or Wroclaw, 17 passed a simplified exam, 25 finished one-year-long pre-war courses or Higher Teacher Training Courses, while the others participated in summer courses for secondary or primary schools teachers²⁴.

¹⁹ W. Pietraszkiewicz: *Szkolenie kadr nauczycieli wychowania fizycznego*, „Kultura Fizyczna”, 1951, No. 9, p. 581.

²⁰ APR, *Plan pracy kierownika Referatu WF przy MRN Wydział Oświaty w Rzeszowie*.

²¹ APR, Bureau of the National Council of the City of Rzeszów (next: MRN), sign. 961, k. 11.

²² Very favourable situation after 1949 for realisation of tasks in the sphere of staff training and physical culture was created by Resolution of Politburo of the Polish United Workers' Party of physical culture and sport of 28th September 1949. A directive concerning the need of "extending of professional staff's training system..." was formulated which was realised by the Cabinet's Decree of 5th July 1950 of transforming of all outgoing university studies of physical education into self-reliant higher schools of physical education. Except for already functioning University of Physical Education in Warsaw, three other started to operate: in Krakow, Poznan and Wroclaw which contributed to the increase in number of highly qualified staff for physical culture needs. Since 1956 the effectiveness of education in higher schools of physical education began to increase. It was influenced by studies for working people organised since 1952 in the University of Physical Education in Warsaw (with consultation points in Higher Schools of Physical Education in Poznan, Gdansk and Wroclaw). According to the directive of the Central Committee of Physical Culture and Tourism's President of 31st October 1964 Extramural College for the working in the Higher School of Physical Education in Poznan was established, with consultation point in Zielona Góra, J. Gaj: *Dzieje kultury fizycznej ...*, op. cit., p. 194 and next.

²³ APR, National Council's Province Committee in Rzeszow (next: WRN), sign. 7674, k. 5.

²⁴ APR, WRN's Committee in Rzeszow, sign. 7674, k. 5.

In years 1949 - 1956 there could be seen a big difference in the way of conducting the PE lessons. Differences in material base imposed different styles of work. Teachers more commonly had gyms at their disposal, organized more indoor activities.

HUMAN RESOURCES OF SCHOOL PHYSICAL CULTURE IN 1957-1989

In school year 1956/1957 in 1567 primary schools PE lessons were conducted by 630 PE teachers, including 6 graduated from the University of Physical Education, 84 from Higher Teacher Training Course and Teacher Training College, 135 finished 1st and 2nd degree of summer course in physical education, the remaining 405 teachers participated in general preparation course in Dęba or pedagogical secondary schools²⁵. Actual staff needs were connected with the necessity of employing additionally 120-150 teachers²⁶. According to the data of WRN' Education Department, on average every third school had a physical education and sport specialist.

The situation in primary schools were worsened by the fact that in many counties teachers with additional qualifications in physical education teaching were not "used" properly. They worked in schools where the PE curriculum recommended 1 hour of physical education or due to small amount of classes teachers were not assigned with PE periods enough for gaining the quota of teaching hours²⁷.

In most schools of Rzeszow Province physical education was conducted by graduates of pedagogical secondary schools of the region. However, those teachers were not properly prepared for teaching that classes. It was connected with, among others, too small amount of hours devoted to physical education's methodology and practical classes of this subject (realised in the dimension of 2 hours per week). There was also insufficient emphasis on fitness of the candidates for PE teachers²⁸.

According to the state of 31st December 1966, in secondary and primary schools physical education was conducted generally by 2573 teachers. 257 of them received higher education with the specialisation in physical education, Teacher Training College with that specialisation was finished by 469 people, the rest graduated from WKN or summer courses. In primary schools worked 52 PE teachers graduating from higher studies with the specialisation in physical education and 424 graduating from Teacher Training College with that specialisation. In country schools generally worked 308 PE teachers²⁹. In those schools in majority worked teachers trained in the range of physical education. So it should be concluded that the number of qualified staff of this subject had grown.

²⁵ APR, WRN's Committee in Rzeszow, sign. 6791, k. 34,

²⁶ *Ocena stanu wychowania fizycznego w województwie rzeszowskim*, APR, sign. 21652, cat. „A”, Association of Physical Culture Promotion.

²⁷ „Nowiny Rzeszowskie”, 1960, No. 247, p. 3.

²⁸ APR, WRN's Committee in Rzeszow, sign. 6791, k. 35.

²⁹ J. Krzanowski: *Kartka wychowania fizycznego w jednym powiecie*, „Wychowanie Fizyczne i Higiena Szkoła”, 1968, No. 1, p. 8.



Photo. 1. Coach Edward Lichnowski with the volleyball team MKS "Zryw"³⁰ (first from right)

The intention of the Department of Education in Rzeszow was to secure all primary schools with at least one teacher with qualifications to conduct the classes of physical education until the end of 1970³¹. The reason for such formulated staff tasks by the Department was pro-health and pro-sport policy. Its important element was a proper formation of youths' physical development, preparing them to sport competitions on the following levels: school and interschool ones, creating and conducting classes in School Sports Associations, clubs and sports associations. In order to realise planned tasks effectively, the staff with proper educational and care training as well as organisational one was essential. Unfortunately, due to lack of sufficient number of PE teachers, those intentions were impossible to fulfil.

In 1970 in Polish schools subordinated to the Ministry of Education and Higher Education 15 571 PE teachers worked, including 4 888 graduating from colleges with physical education subject, while the rest finished the Teacher Training College with specialisation in physical education as well as Higher Teacher Training Course and summer courses³². In Rzeszow region in that period 704 qualified PE teachers worked in 1846 schools. For full satisfying of staff needs in primary schools still 800 PE teachers were needed³³.

Despite the significant progress in the range of teaching staff training, the situation was still a far cry from the desired ideal. It was particularly visible in juxtaposition of number of students for one graduate of physical education colleges. A small number of physical education colleges' graduates in school year 1970/1971 was caused by the fact that graduates realised only 7 percent of physical education and sport amount of time in primary schools. However, the analysis of their employment in schools showed that the differences between provinces in Poland were significant and they were deepening from year to year. In addition,

³⁰ The photo is in a private album of Wanda Lichnowska.

³¹ *Wychowanie fizyczne i sport województwa rzeszowskiego w liczbach*, „Wychowanie Fizyczne i Higiena Szkolna”, 1968, No. 1, p. 4.

³² W. Trybus: *Warunki i możliwości unowocześnienia systemu wychowania fizycznego dzieci i młodzieży*, (in:) *Nowoczesność w wychowaniu fizycznym dzieci i młodzieży*. Materials from scientific conference Warsaw 13th December 1971, Warsaw 1974, p. 70.

³³ W. Cyran: *Aktualny stan wychowania fizycznego w szkołach województwa rzeszowskiego*, „Wychowanie Fizyczne i Higiena Szkolna”, 1972, No. 1, p. 2.

in primary education of Rzeszow Province less and less graduates from physical education colleges were employed, while there were more not fully qualified teachers.



Photo. 2. Coach of MKS Sanok Adam Polityński (first from right)³⁴

In 1976 in Rzeszow there were 567 teachers employed for a full time job. 280 of them held Master's Degree in Physical Education, 115 - higher vocational education, 155 graduated from Teacher Training College and only 17 had secondary school education. Many of them had additional qualifications in the range of various sport disciplines and numerous physical abilities showing that their physical education was of high level.



Photo. 3. Groups of athletes from Nowa Dęba with coaches Mieczysław Dziemianko (on the left) and Julian Zięba (on the right)³⁵

³⁴ The photo is in a private album of Adam Polityński.

Until the mid 1980s the number of PE teachers with higher education specialised in physical education had been still growing. For instance, in 1986 the number of teachers employed in all types of school of the region was 958, including 234 graduating from Teacher Training College, 461 with secondary school education, while 263 of employed teachers had no qualifications to teach that subject. In 1988 the situation slightly changed. The amount of PE teachers with higher education slightly grew (additional 9 people), whereas the number of secondary school education's teachers decreased (by 81 people), while the number of teachers graduating from Teacher Training College on the territory of Rzeszow Province grew almost twice (by 183 people)³⁶.

CONCLUSION

The beginning of 1990s was the period of positive changes connected with the employment of teachers with higher education. For instance, among the teachers teaching physical education in primary schools, 49,8 percent had higher education, 3,2 percent - higher vocational in physical education, 26,3 percent of the teachers graduated from Teacher Training College, while 18,2 percent had no specialised education. In 1996 among the teachers teaching physical education in primary schools 55,9 percent had higher education, 4,1 percent - higher vocational in physical education, 17,5 percent of the teachers graduated from Teacher Training College, 4,6 percent was specialised additionally in physical education, whereas 17,9 percent had no specialised education.

BIBLIOGRAPHY

1. Dominiczak H.: *Organy bezpieczeństwa PRL (1944–1990). Rozwój i działalność w świetle dokumentów MSW*, Warsaw 1997.
2. Drażdżewski S.: *Upowszechnianie kultury fizycznej wśród młodzieży i dorosłych mieszkańców wsi w latach 1944–1972*, Warsaw 1978.
3. Gaj J., Hądzelek K.: *Dzieje kultury fizycznej Polsce*, Poznan 1997.
4. Jaworski Z.: *Kadry*, (in:) Z. Jaworski (ed.): *Szkolne wychowanie fizyczne w Polsce Ludowej. Podstawowe fakty i poglądy*, Warsaw 1976.
5. Roszkowski W.: *Najnowsza historia Polski 1945–1980*, vol. II, Warsaw 2003.
6. Skorowski J.: *Dorobek szkoły polskiej w XXX-leciu PRL w zakresie wychowania fizycznego i sportu*, (in:) *Oświata i wychowanie w naszej zeczypospolitej Ludowej – Dorobek 30-lecia i perspektywy rozwoju*”, Warsaw 1975.
7. Szewczyk C.: *Stan i struktura zatrudnienia nauczycieli w województwie rzeszowskim (raport diagnostyczny)*, Krakow 1990.
8. Szymański L.: *Kultura fizyczna i turystyka w polityce Polski Ludowej 1944–1989*, Wroclaw 2004.
9. Trybus W.: *Warunki i możliwości unowocześnienia systemu wychowania fizycznego dzieci i młodzieży*, (in:) *Nowoczesność w wychowaniu fizycznym dzieci i młodzieży*. Materials from scientific conference Warsaw 13th December 1971, Warsaw 1974.
10. „Kultura Fizyczna”, 1951, No.9.
11. „Wychowanie Fizyczne i Sport”, 1979, No. 1.
12. „Wychowanie Fizyczne i Higiena Szkolna”, 1954, No. 2; 1968, No. 1; 1969, No. 9; 1970, No. 7/8; 1972, No. 1.
13. „Nowiny Rzeszowskie”, 1960, No. 247.

³⁵ Chronicle of School Sports Association in Tarnobrzeg 1975-1998 (located in private collections of Zbigniew Kocharński).

³⁶ C. Szewczyk: *Stan i struktura zatrudnienia nauczycieli w województwie rzeszowskim (raport diagnostyczny)*, Krakow 1990, p. 9;

