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THE ORIGIN OF HUMANISTIC RESOCIALISATION PEDAGOGY IN THE THOUGHT OF STANISŁAW JEDLEWSKI: THE CASE OF THE STATE DEPARTMENT OF EDUCATION AND SCIENCE IN KRZESZOWICE²

Summary: This article seeks to present the origin of humanistic thinking about the resocialisation process based on the example of the State Department of Education and Science in Krzeszowice. The facility was founded by Stanisław Jedlewski, who, at the same time, developed his vision of how it should operate. His work laid the groundwork for the development of a methodological framework suitable for work with socially maladjusted youth, as part of resocialisation pedagogy. The article outlines the main assumptions of the educational system mentioned above, as well as its goals, principles, methods and forms of work.

Keywords: humanistic resocialisation pedagogy, State Department of Education and Science in Krzeszowice, Stanisław Jedlewski

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[...] if we could acquire a huge palace,
 where we could live as in our own home
 and gather round the common table
 Stanisław Jedlewski³

In every human there are layers of good
 and the obligation of the education is to raise them and let
 it be functional for the community
 Stanisław Sułkowski⁴

Among many different experiments, actions and pedagogical and educational projects in post-war Poland there is one that deserves the special attention. It is the extraordinary pedagogical experiment, which based on funding department of Education and Scholars – „Młodzieżowa Republika” (Youth Republic), „Archipelago of Recovered People”⁵ in Krzeszowice nearby Cracow in the former property of Potocki lords family. The history of this place activity beginnings sounds like a fairy tale, strongly contrasting the war trauma, which was experienced by the first residents of this unique place. What is interesting – this experiment was described not by its creator but by the pupils⁶.

Public department of Education and Scholars of Tadeusz Kościuszko’s name, because that is what we are talking about, was funded in 1946, right after the 2nd World War. The founder of the Institute and the creator of the concept of its functioning⁷ was Stanisław Jedlewski. He wrote in the *Poemat nie tylko pedagogiczny*⁸ that while opening the Institute he did not have any ready concept but only some inspirations. The concept was created during the implementation of different activities. „I have never thought in details, from the scientific point of view on the concept of my dream huge house [...] If it was only possible [...] to create

³ Stanisław Jedlewski, „Poemat nie tylko pedagogiczny”, in: *Mieliśmy kilkaset siostr i braci*, opr. Ryszard Abramowicz, Stefan Bratkowski, Roman Wójcik (Warszawa: Wydawnictwo Książka i Wiedza 1984), 10.

⁴ Stanisław Sułkowski, „Memory of Public department of Education and Scholars, then the Youth House of Tadeusz Kościuszko name in Krzeszowice”, in: *Setki siostr i braci. Jubileusz 70-lecia założenia Państwowego Zakładu Wychowawczo-Naukowego, Państwowego Domu Młodzieży i Państwowego Domu Dziecka w Krzeszowicach*. Brochure published with financial help from Cracow region for the 70th anniversary of funding PZWN in Krzeszowice, which took place on 24th September, 2016, 4.

⁵ Sułkowski, *Memory*, 3–13.

⁶ About ideas on PZWN functioning S. Jedlewski has not written much, in the magazine „Opieka, Wychowanie, Terapia” nr 1 (9) 1992 there is his text *Refleksje i wspomnienia. Szkic analityczny o współpracy pedagogów z młodzieżą w Państwowym Zakładzie Wychowawczo-Naukowym w Krzeszowicach w latach 1946–1950*, 4–18 and the first chapter of the book *Mieliśmy kilkaset siostr i braci* titled „Poemat nie tylko pedagogiczny”.

⁷ The basic concept on PZWN functioning was created by professor Stanisław Jedlewski, but the institute evaluated, many solving have been introduced by S. Jedlewski’s successor, and previously his official assistant – headteacher Władysław Śmiałek.

⁸ Jedlewski, *Poemat*, 9–113.

happy and rich present for the harmed youth and trully prepare them for the better future”⁹.

Stanisław Jedlewski, born in 1906 in Przemyśl, graduated from pedagogy and psychology at the Jagiellonian University. Previously he had finished Polish Studies at Jan Kazimierz University in Lviv. That is where he wrote his Master Thesis as well. Jedlewski is shown as social-worker, teacher, pedagogist, scientist and precursor of new ideas on resocialisation pedagogy¹⁰.

With a high probability scientific output of this professor, mainly the trend connected with creating innovatory methods of working with socially maladjusted youths on the ground of resocialisation pedagogy, was based on the experience from Krzeszowice. He was staying in this city only few years, till 1950, and than he was called to Warsaw to create The Higher State School of Pedagogics. Till the end of his life he was living in the capital city, as a professor working on the Faculty of Education and Resocialisation of Warsaw University, where in 1972 he had opened Institute of Social Prevention and Resocialisation¹¹. Jedlewski was controversial and unconventional in his actions, waking a lot of emotions in the world of practice and science as well. Anyway his achivements and input into the science turns out to be important, having many followers creating the modern pedaogical thought on the ground of resocialisation pedagogics¹². With his researches, educational programme and pedagogical conceptions he has bed foundations under the arising in Poland the mentioned discipline. Cooperating with such noble people as Maria Grzegorzewska or Czesław Czapów¹³ he has created an original concept and youth resocialisation programme, popularised knowledge on social prevention and resocialisation, promoting it as interdisciplinary field of researches and theoretical thinking.

Educated and clever, also with life knowlegde and experience, S. Jedlewski, during the 2nd World War had been arrested by the Gestapo. In his prison cell he swore to himself that if he survives, after the war he will open home for orphaned youth – the war victims: „I have survived despite facing so many dangers everyday. I had small children. I swore solemnly that if we will survive I will dedicate

⁹ Ibidem, 10.

¹⁰ *Służyć ludziom*, red. Lesław Pytka Aniversary book for the 80th birthday of professor Stanisław Jedlewski (Warsaw: Wydawnictwo Uniwersytetu Warszawskiego, 1990).

¹¹ Ibidem, 5–9.

¹² It seems than Marek Konopczyński's concept on creative resocialization in the paradigm of humanistic resocialization strongly bases in its assuptions on deep, integrated humanism of Stanisław Jedlewski. Marek Konopczyński, *Teoretyczne podstawy metodyki kulturotechnicznych oddziaływań resocjalizacyjnych wobec nieletnich* (Warszawa: Wydawnictwo Naukowe PWN 2006); idem, *Metody twórczej resocjalizacji* (Warszawa: Wydawnictwo Naukowe PWN 2006).

¹³ Together with Czesław Czapów he is the author of the first Polish textbook on Resocialisation Pedagogy: Stanisław Jedlewski, Czesław Czapów, *Pedagogika resocjalizacyjna* (Warszawa: Państwowe Wydawnictwo Naukowe, 1971).

all my strenght to the youth, whose parents did not survive"¹⁴. He was dreaming to create family home for youth touched by war trauma, lonely, abandoned, often dragging round Poland hungry and cold, without parents or living in such unbelievable poverty that mothers were not able to feed them. Part of these children – as it was soon to be shown – were taking part in Warsaw Uprising, called by S. Jedlewski „boys from the fire”¹⁵, guerillas, repatriates from the East and children of teachers killed during the war, Polish children transported to the West by Germans. Those children and youth were neglected in the meaning of education, socialization, pedagogics and culture. They were cursed by post war wound, mentally and physically¹⁶.

Since the half of 1946 educational authorities were sending to Krzeszowice children and teenagers from Emergency Care and Child Care Department at Cracow Education Office, children from the orphanages lead by nuns, country orphans, children from repatriation trains from Kazachstan, Syberia, Persia, Ukraine, and teenagers, who survived from street „Łapanki” (roundups). „The first group [...] was a group of few boys between 12 and 15 years old – Warsaw citizens from the Warsaw Uprising”¹⁷. Children were in a terrible psychophysical state. We should remember that they have gone through trauma and cruelty of the War. They were often witnesses of their relatives death, were hiding in the barns and cellars, in the forest, were scared, devastated, hungry, missing their dead parents. A huge group were children of the teachers, who had died on the War or had been killed on purpose.

Jedlewski was dreaming about the house-palace for youths. In his plans he referred to pedagogy by Johann H. Pestalozzi, Paul Natorp, Peter Petersen and Gustav Wyneken. Models for him were also Polish pedagogists like Janusz Korczak but also Czesław Balicki or Kazimierz Jeżewski. He was deriving his pedagogical optimism from popular by this time Anton Makarenko, but he was mostly fascinated with Stefan Szuman psychology¹⁸. Professor Szuman was S. Jedlewski's teacher, when he studied in Cracow and Szuman's detailed research on teenagers mental life had created a solid base of knowledge, from which the founder of Krzeszowice Institute drew on his dreams. The model for his Institute was also Krzemienice High School, reborn after the 1st World War.

¹⁴ Jedlewski, *Poemat*, 10.

¹⁵ *Ibidem*, 62.

¹⁶ Children were coming to the Palace ill, wounded, with frostbitten limbs: „there was a girl from Kazachstan, who was carried by boys on their hands formed in the shape of a chair, because she'd had frostbitten feet” (oral memories from interviews with Teresa Czerny).

¹⁷ Jedlewski, *Poemat*, 62.

¹⁸ Sułkowski, „Memory”, 3.

In one of the post-war numbers of weekly „Odrodzenie”¹⁹ Kazimierz Wyka had published the article on Potocki Palace in Krzeszowice, which was read by S. Jedlewski’s wife, Kamila Jedlewska²⁰. After reading the article, accompanied by the reproductions of the Palace and its surroundings, they went on the trip to Krzeszowice and, as it was going to turn out soon, with success. As Jedlewski had written in the letter to the head of Child Care Institute in Ministry of Education, Aldona Z. Niemcowa-Woźnicka²¹ in 1945:

I have to admit that I even have my dream place for which I want to fight until I’ll win. This place is wide Magnate Potocki Palace in Krzeszowice, near Cracow. [...] I have marked on different parts of the site plans where I am going to place different rooms: in the annex boys bedrooms, on the whole second floor and the West wing girls bedrooms, on the ground floor there will be classrooms, common-room, library, reading room, theater changing room, muppet theater, music rooms [...]²².

Mister and Missis Jedlewski were astonished by the Palace surrounded by a beautiful park, although in the current state it was a very neglected place. Still S. Jedlewski was sure he had found his dream place, even though he had had to face months of fighting for the Palace, its decoration, adjusting for youths needs to be ready to welcome the first group of pupils. During the 2nd World War, in 1944, Potocki Palace became summer residence of general governor Hans Frank. S. Jedlewski found this place destroyed and devastated. In addition to the Palace there was a farm and barns as well. All this belonged to the Institute of Animal Production of Farm Faculty at the Jagiellonian University. The university got rid of the Palace with relief and as fast as possible for – as few thought – unreal S. Jedlewski plans. After many troubles and problems on 2nd May 1946 Minister of Education published directive on starting the Institute and they could open the educational institution under the name of: National Public department of Education and Scholars of T. Kościuszko’s name (Państwowy Zakład Wychowawczo-Naukowy, PZWN)²³. The Institute contained of: Educational High School, Gardening High School, Wood Economy Secondary School (then turned into Vocational School), Music Classes then turned into Music School,

¹⁹ One of the first, post-war social-cultural magazines, published in years 1944–1950 in Poland. He has been funded in Lublin, but then published in Cracow and Warsaw.

²⁰ Kamila Jedlewska for the whole time of S. Jedlewski life in Krzeszowice was supporting husband in realisation of his dreams and actively engaged in the Institute actions. Family Jedlewski has moved to Krzeszowice with three children: Joanna, Łukasz and Paweł, so the whole family was engaged in the life of the Palace and a daughter Joanna Jedlewska, later actress, was attending theatrical course in the Institute.

²¹ Privately a friend of S. Jedlewski from the times before the War, they used to work together in Gimnazjum of Zamoyski in Lublin.

²² Jedlewski, *Poemat*, 15.

²³ Few years later turned into the National Youth House and finally the National Child Care Home.

Higher Course for Teachers, and primary school classes. In these primary classes older pupils could catch up educational deficiency due to the War and in one year go through the school material from the few years. To the PZWN²⁴ there was also added General Education High School after turning the private school lead by Wincenty Danek. In the Institute there was also Youth House, which used to be a boarding school, placed in Potocki Palace. In this place there was a little hospital²⁵ and gym as well.

To this huge enterprise belonged previously mentioned farm, because there were so many people, mainly young, to be fed. Headteachers of the schools and institutes were the Headteachers Board, which was lead by the Main Headteacher S. Jedlewski. He also represented the Institute outside and coordinated the work of all the schools, that were placed in this exceptional complex. Next to it existed Education Board and Economic Board. To the schools that were the part of PZWN were attending local teenagers as well. A lot of workers and farmers found work there. Jedlewski was always open for the requests from the teenagers, who lived in local villages, as he justified: „I did not want to let the institute turn into isolated getto”²⁶. He also wanted to keep in touch with the local community and create the atmosphere of exchanging the goods.

The Crew of National Scientific and Educational Department were outstanding pedagogists and teachers. Headteacher S. Jedlewski was searching for clever and dedicated pedagogists, who loved youths and in addition were talented enough to teach in different kinds of schools. And, as Stanisław Sułkowski²⁷, one of the teachers from the Youth House, and previously the pupil from PZWN recalls there came outstanding teachers and pedagogists, of various personality, education, abilities and hobbies. They were connected by their passion of pedagogical actions, wide psychological and pedagogical knowledge, personal culture, cheerfulness and abilities of partner cooperation with the teenagers. Jedlewski engaged also repatriants teachers. „Pedagogists were coming by different ways. I wished them to be people with full university qualifications. And it was a success: among the professors of Pedagogical High School there was none without Master Thesis. How did we manage to get them? With Kama (wife: author’s note) we have decided to go for, so called, „szturc” [...] that means blind track. On every station there were such side tracks, blind tracks, where were the trains full

²⁴ PZWN – short: Public department of Education and Scholars.

²⁵ The pupils recall till nowadays the taste of obligatory cod-liver oil, which they have to cue for everyday. The hospital was opened with the help of S. Jedlewski’s brother, staying in London and the doctor, who was helping, Zdzisław Nackiewicz from Krzeszowice, was buying medicines for the Palace children for his own money. The hospital existence was necessary for the case of war-orphan’s health state and the headteacher S. Jedlewski was sure that intellectual effort depends on the children’s health state.

²⁶ Jedlewski, *Poemat*, 63.

²⁷ Sułkowski, *Wspomnienie*.

of repatriants. I was approaching them and asking to teach in Krzeszowice. I was sure that nobody else can be dedicated so much to the abandoned youths as those people”²⁸.

Teaching Crew, gathered around S. Jedlewski was working according to the programme Humanistic Educational and Scientific System²⁹. Its basis, promoted by the Headteacher, was deep belief that every person is good and the obligation of pedagogists and teachers is to find it in the process of teaching and make it functional for the society. Lesław Pytka wrote that on the basis of axiology and educational methods of house in Krzeszowice were ideas of deeply integrated humanism, to which in later writing S. Jedlewski used to refer as Professor of Warsaw University³⁰. In the Institute a pupil was and object of educational action and education and teaching was one integrated thing, that is why the teachers were also educators, and educators could teach at school. The thought around which Jedlewski was creating the Institute concentrated around that how they could minimize or solve the problems of war orphans in many aspects. The problems were connected with the lack of safety, war trauma, negligence in growing, social skills, education and teaching. It seemed optimal to create a place like family home in order to make a space for rebuilding the cross-human bound and learning social skills. So, they have created a house full of acceptance and community, music, cooperation, with conditions for learning, working, self-realization ad full of trust and believe in other human, with high individual attitude towards everyone. They were promoting the values such as loyalty, helping weaker and younger, respect for difference and other opinions, trust, friendship and knowledge. Education system was built on the pillars of self-government, self-sufficiency, self-reliance and community.

It is worth to focus for a while on the organisation of the education process in this extraordinary place. The Institute was a mixed-sexes school. Differences in the ages of the pupils were huge, the youngest children were attending the first classes of primary school and the oldest were 25 years old, so from the contemporary point of view they were not even youths but young adults with wide load of life experience. As one of the anegdotses says, there was even one married pupil, but he was hiding his marital status. There were several hundreds of pupils that were divided into educational groups of 20–30 people, called troops. Criterion of allocation was age and a kind of school. Every troop was lead by one male or female teacher, but there was also foreman or forewoman, chosen in democratic elections. Those forepeople, together with the lead teachers could speak on behalf of the troop, had to take care of discipline, raporting on everyday evening meetings and were taking part in self-governemnt deliberations of the whole Institute.

²⁸ Jedlewski, 58.

²⁹ Sułkowski, *Wspomnienie*.

³⁰ *Służyc*, 7.

Forepeople had huge authority and in the troupes other members were educating and helping each other in different situations, connected with the learning process and everyday needs. It was the evidence of large responsibility and community. Palace inhabitants were a big, strongly connected community, which has an influence till now³¹ and bonds are cherished by everybody, even though they live in different parts of the world. Every troop has its own name. Girls' troops were called after Polish rivers, like Warta, Nysa, Wisła, Olza etc. Boys' troops were called after known Polish battles or cities, like Westerplatte, Grunwald, Kutno, Kraków, Wrocław. The main obligations, connected with learning and other courses were organised within those groups and the direction and general tone was given by the lead teacher. In the troops there were meetings, evenings, chats, parties and discussions.

That what was a very important link bonding together the pupils, teachers and pedagogists was an evening meeting, summing up the day and important assignments, the most important things in the Institute and other important events. On the meeting the Headteacher was giving distinction to the pupils and praising or reproving them. There was always the Headteacher, sometimes the vice Headteacher and they were listening to the report of the foreperson of the pupils' self-governemnt and a short account of the whole day. The vice Headteacher was Władysław Śmiałek, who after 1951 became the director of the Institute, that was turned into the National Youth House. There are histories and anecdotes about the meetings where Jedlewski was taking part in, even nowadays still retell by the pupils. This one shows how big authority S. Jedlewski was for them. One of the pupils curved on the agava leaf the initials of his beloved. Jedlewski appeared with this harmed leaf, threw it theatrically on the floor and left the assembly hall speechless. All the pupils were frozen with horror, all felt guilty for this act of vandalism³² and since this day none of the plants got ever harmed by any of the pupils.

In the National Public department of Education and Scholars in Krzeszowice one of the most important rules of educational system functioning was self-government. Pupils' self-government played a really important role, they were organising groups for pupils to develop their interests on different fields. There were sections as: economy, intellectual, artistic and sport and tourism. Every pupil had the right (not obligation) to choose the section according to their interests. As Teresa Czerny³³, the inhabitant of the Palace, recalls: „nobody has ever forced no-

³¹ Ex-pupils still meet every year in Krzeszowice, during the year call each others, pay visits at their friends' homes and places of living, call each others on the occasion of holidays or private anniversaries. There are few marriages as well. The pupils of PZWN never call the Institute „child care” and do not speak negatively about this place. They always say „our house”.

³² Sułkowski, *Wspomnienie*.

³³ Statement comes from one of my interviews with Teresa Czerny, on 15th February 2018, in her apartment in the building nearby the Palace. On this house S. Jedlewski used to live with his family.

one to anything. Taking part in sections was giving the pupils civil rights, triggering inventiveness, creating the feeling of social affiliation and giving something really important, that is the feeling of Us, not Me³⁴, because only than we could survive³⁵. Previously mentioned Pupils' self-government, with the time passing by, started to manage a bigger part of the Institute. Also the family-like atmosphere was becoming more visible. Among the participants of this Youth Republic were created true and amazingly strong bonds, which – as the time will show – existed decades till now³⁵. Older pupils started to take care over younger ones, helping them in everyday actions, like sewing the button, mending the socks, knitting scarves, hats or gloves. They were also helping in studying according to the rule that better ones help the weaker. It strengthen the family-like atmosphere, because everybody was taking care of each other and were living common cases. Jedlewski was for siblings separation, although he was reluctant to accept younger children, sometimes he was taking them as well. Because of need to do that, in the Institute there had been created the special educational institution, which aim was to compensate the youngest, single children this lack. Girls from the Educational High School could practice as sisters-baby sitters of younger girls and boys and, as it was soon to reveal, both sides could derive from this closeness. Pupils' self-government organized „Public forum” as discussion group. Every pupil had the possibility to take part in the discussion and speak about the Institute and make life there better. The aim was to shape a free way of life, ability to speak and discuss, practice argumentation based on the knowledge and social skills.

„Children from the Palace”³⁶ had of course a lot of obligations, besides learning was the work for the House. Considering the fact that the Palace is a huge building, surrounded by the great park, there was really a lot to do. Jedlewski was not employin any housekeepers, but only a cook, so all the obligations connected with cleaning in the Institute and the park belonged to the pupils. Every Saturday there were general clean ups. All the chores were organized by the self-goverment by taking turns. On duties were taking care of the bedrooms, bathrooms, corridors, hall, canteen, assembly hall and library. There were also turns in the kitchen, the most popular ones, due to the possibility of trying meals. Pupils helping in the kitchen could learn how to cook, bake, take care of the household. Keeping

³⁴ From the interview with Teresa Czerny, *ibidem*. Contact with Tera Czerny, who, as a little girl together with her mother Janina Czerny and sister Anna came to Krzeszowice from Lviv after the homeless wandering during the war, as half-orphanes after the executed father, is an experience that stays with you forever. Teresa Czerny is extremely warm and thoughtful person, unselfish, kind and open for helping other human. She is the evidence of education in the place, where „we” was much more important than self benefits and aims.

³⁵ There are still amazing marriages that many years ago had been bound in PZWN.

³⁶ The documental movie title under the direction of Ewa Świąż-Kucybała from 2016 about PZWM, showing memories of living pupils, recorded on the 70th anniversary of funding the Institute.

the park clean was a real challenge, especially taking care of the lawns and paved alleys. The oldest pupils were helping in such works as transporting coal for winter, crops and taking care of the farm animals. There was always someone to bring the milk from the farm, which was transported at 5 a.m. in big barrels. Growing fruit and vegetables was a practice for the Gardening High School. Boys loved to work with horses or farm machines and due to that admiration there were many mechanical or technical talents revealed.

Another interesting option for the pupils, having huge meaning for the proper and efficient functioning of the Institute, was „house labor cooperative”. Thanks to it the pupils had the opportunity to earn their own money. They could work as shoemaker, tailor, hairdresser, carpenter, locksmith or bookbinder. The labor cooperative owned a school shop as well. As S. Jedlewski had written in the letter to the head of Child Care Institute in Ministry of Education, Aldona Z. Niemcowa-Woźnicka in 1945: „The Institute’s inside life will be organized on the basis of self-governing cooperatives, which will work physically for the Institute as well, farm will have to be perfectly developed and equipped, so we will be able, as much as possible, to stay independent from the current market situation”³⁷. It seems that he had almost realized the plan. Coming back to the workshops, some of them used to have full-time workers, like for example carpenter or locksmith workshop, but in most of them there were only pupils under the supervision of their lead teachers working all the time. The pupils were taking paid work during summer holiday as well. The earned money they could spend on their own needs, what aimed in teaching economy. Once a week there was „independent day”. This day the youth were taking all obligations of their teachers. All forms of the workshops were a great school of life, with multifaceted approach towards education, have different aspects and in various skills, teaching respect for work, money, giving the feeling of community.

The basic obligation and main occupation of every pupil was studying. The marks were the basis of possibility to take part in courses, learn in workshop or attend the music school. Every day in the evenings from 5 to 7 p.m. there were lessons in so-called „studying room”. In few, adjusted for learning and equipped with teaching aids rooms, all the pupils, under lead teachers supervision, were doing their homeworks, learning, catching up on lacks in knowledge. During this time everyone could count on help of the lead teachers or better colleagues. The pupils very often studied not only during this time, as we can read or hear in memories from different published sources³⁸. The huge role was played by the Headteacher S. Jedlewski, who could motivate for learning even the most insub-

³⁷ Jedlewski, *Poemat*, 15.

³⁸ Maciej Szaszkiewicz, Stanisław Sułkowski, Barbara Mutzek-Waryło, Grzegorz Skrzypiec, *Nasz Dom w Krzeszowicach. Koło byłych wychowanków PZWN, PDM i PDDZ w Krzeszowicach* (Krzeszowice – Kraków: Wydawnictwo Delta 2016).

ordinate pupils. Besides this learning site almost every action taken or offered by Jedlewski and his crew was waking hunger for knowledge and provoking for learning. The example are, previously mentioned, discussion groups or courses, such as: pedagogical, historical, Polish, political. They were discussing various topic there, from psychology through ethics, philosophy, economy, love, loneliness, happiness, the meaning of life. The topics were proposed by the pupils themselves and discussions were lead on the basis of national or literary heroes. That is why the library played so great role in pupils' education and Palace space. Its resources were impressive and increasing all the time. Jedlewski was getting the first books from Czytelnik publishing house, but also from Jagiellonian Library or even from the Poles, living in the US. Library was a place of cultural life development, there were reading competitions, books exhibitions, meetings with interesting people, who were coming to Krzeszowice for the purpose of meeting the pupils. Krzeszowice used to host famous scientists writers, musicians, actors, professors, for example professor Zygmunt Mysłakowski³⁹, professor Stefan Szuman, Kazimierz Wyka, Kazimierz Kordylewski (astronomer), Jalu Kurek, Gustaw Morcinek, Hanna Mortkowicz-Olczakowa and many more. In the library there was a reading room as well, which offered magazines and diaries, albums, encyclopedias, dictionaries. The most dedicated readers, what the biographies show, have become library directors or university professors.

Another for of educational process were trips and visits to philharmonic, theatre, cinema, art exhibitions and participation in readings of Cracow department of Polish Academy of Sciences. The pupils were going on sightseeing trips, trekking camps⁴⁰. Tourism was promoted and contact with nature, views and meetings with famous people were enriching their personalities and awaking patriotic feelings, teaching independence, dealing with obstacles and developing fortitude.

But that, what was the most unique, in the discussed educational method of working with youth and had a huge influence on their mental rehabilitation after war traumas was the cultural and artistic life, mainly the theater, which director in the Palace was the Headteacher himself⁴¹. Of course, the pupils were attending plenty plays in Cracow. Jedlewski tried to choose plays of great patriotic value and connected with Polish tradition, such as *Wesele* or *Warszawianka* by Stanisław Wyspiański or *Pan Tadeusz* by Adam Mickiewicz. On of the popular actors of

³⁹ Zygmunt Mysłakowski: teacher, pedagogist, theoretician of education, connected with the Institute of Pedagogy at the Jagiellonian University in Cracow.

⁴⁰ The first scouts in Krzeszowice had been started in the Palace, headteacher S. Jedlewski with scoutmistress Irena Grodecka organized two groups, and that were: female group „Słoneczna” lead at the beginning by Janina Kajzer and male „Zawiszy Czarnego”, with scoutmaster Witold Wusatowski.

⁴¹ As Teresa Czerny, acting in plays directed by S. Jedlewski, recalls: „Jedlewski was a crazy director, he really loved the culture” (interview from the 15th February, 2018).

those times was Ludwik Solski⁴². Participation in the plays was an extraordinary feeling but it also had to teach pupils theatrical culture, savoir-vivre rules, behaviour in public places, meeting the actors and their theatrical workshop and play. We should mention the fact that in those days a trip from Krzeszowice to Cracow was not so easy and it was a huge journey. Very often right after the play the pupils did not have much time to catch the last train to the Palace. There is some anecdote connected with that fact⁴³. In 1950 for the first time in Teatr Stary in Cracow there was acted the most well-known Leon Kruczkowski's play *Niemcy*. It was a meaningful and important event in the history of Polish theatre and for Poland for the fact of trying to manage with the War trauma. On S. Jedlewski's request, when the applause after the end has started, all the pupils, not waiting for the end of applause and without going to the cloakroom⁴⁴, ran out of the theatre⁴⁵ to catch the last train. There was a gossip in Cracow than that the spectacle was so bad that the audience is running away. Jedlewski was taking his pupils so often to the theatre for the reason to teach them how to act. In the National Public department of Education and Scholars there was a theatre made by the pupils. The theatre has broadcasted many spectacles, like *Zemsta* and *Damy i huzary* by Aleksander Fredro, *Antigone* by Sophokles, *Mieszczanin szlachcicem* by Moliere or *Odprawa posłów greckich* by Kochanowski under the direction of S. Jedlewski. These are, of course, only few of the plays. There was also a muppet theatre, cooperating with Cracow Muppet Theatre Groteska and scenography painting group. Spectacles were set outside to integrate with local people, but also to earn money. For the money they have earned youths could pay for the trips. Beside the theatre pupils were accompanied by music all the time, every week there were music lessons and youths from the Palace had their own song⁴⁶, which was sung on the evening meetings. In the Institute there were music courses (next to the music school), folk dance and music band, deriving from folk of lubelskie and Polish mountains, brass orchestra and choires. Music was also present on dancing evenings and different kinds of parties, connected with competitions or fancy dresses. In organising the parties there was preventive thread as well. Jedlewski was taking care of every aspect of Institute functioning: „during our parties drinking alcohol was forbidden, institute was taking care of youths, the highest classes had to give the right model. Non-alcoholic parties were accepted in the Krzeszow-

⁴² Polish actor, theatre director and leader.

⁴³ The story comes from the interview with Teresa Czerny.

⁴⁴ It was even more surprising that every pupil has been taught the culture and etiquette of behaviour in the place such as theatre.

⁴⁵ We speak about a hundred of spectators!

⁴⁶ A fragment of song text: „When we gather together we are happy altogether, never can we like here, as in our friendly group. Chorus: Our mouth smile themselves, in our veins the blood comes faster, our hearts beat with hope, we feel as good as in the family” (From the brochure *Setki sióstr i braci* published on the 70th anniversary of PZWN in 2016).

ice Institute and soon have become its tradition and habit⁴⁷. Besides theatrical and musical activities and other discipline of educational values was sport. It had been practised with enthusiasm and ambition, there were even volleyball and football teams and athletics section. Every year skiing competitions took place and mentioned trips and trekking camps were fix component of sports lessons.

Separate but important question was religious education. In the initial period, when the headteacher was S. Jedlewski attending holy masses in the church was not a problem at all. Every Sunday all the pupils in forms of fours were marching to the church (Palace is situated on the hill). We should mention the fact that there were few hundreds of people, so a huge number, in the pair of four in a huge parade was marching to the church as an army, singing march and scout songs. Usually the scouts were in the front. The impression was intensified by the clothing, as youth were wearing converted uniforms from american demobil⁴⁸, scouts also hade their uniforms and always entered the church like in the movie of some kind. Sometimes this wide crowd of children and teenagers was late for the mass, so the priest, Józef Popielarczyk had to calm down the other believers from the pulpit: „We will start in the moment, we are waiting for the Palace⁴⁹. Religious Education classes were conducted till 1950, so till the end of S. Jedlewski term of office. Then the situation has change. The pupils were not forbidden religious practice but Sunday, group marching to the church had come to an end. As one of the pupils and then the lead teacher recalls it required bravery from the headteacher⁵⁰. The conflicts based on the different world views have never occured. In the Palace they were celebrating the holidays and fetes. During the Christmas holiday they were mostly celebrating the Christmas Eve. The first post war Christmas Eve in the Palace recalls Teresa Czerny⁵¹ a very moving and important event, attended by everybody, pupils and teachers and their families and other workers. The tables were covered with white tablecloths, assembly hall was beautifully decorated and there was a huge Christmas Tree from Krzeszowice forest. As Stanisław Sułkowski⁵² writes „impression was extraordinary, fetching and

⁴⁷ Jedlewski, *Poemat*, 86.

⁴⁸ We must remember that in post war times there was extremely poverty, children could not afford wearing new clothes. S. Jedlewski was trying to gain public deliveries, mostly army uniforms, which were changed in the Palace's sewing room to suit the pupils.

⁴⁹ Sułkowski, *Wspomnienie*.

⁵⁰ *Ibidem*, 13.

⁵¹ Beautiful Christmas Eve stories by Teresa Czerny refer also to the situation when after S. Jedlewski moved to Warsaw, she was in the capital city with her mother and sister and they have decided to visit headteacher, who was always happy to host everyone from Krzeszowice in his house in Warsaw. As it was Christmas Eve S. Jedlewski asked them to come for the Christmas meal. They were really surprised and moved when they came to headteacher's house and saw not only plates, prepared for them but also little, symbolic gifts next to them. Mrs Teresa does not remeber if they were angels or other Christmas Tree decorations.

⁵² Sułkowski, *Wspomnienie*.

moving, that it is so hard to compare this experience with anything – large family – people of different ages, experiences, memories, attitudes, but with the same feelings... and that is why at the same table”.

Summing up, S. Jedlewski in his educational optimism and enthusiasm for work and in belief in youths as well, even though met many obstacles in the material and people meanings, had made something, thanks to which he was able to brought up people, even in this hard conditions. People who could find their place in life. We can mention four dominating rules on which the education action of the Institute were based:

The rule of acceptance the pupil as he is currently.

The rule of respecting the pupil because of his potential and positive abilities, on which we can count and develop.

The rule of perspectivisation so showing the pupils future achievements in life and work.

The rule of requirements so leading the pupil to trials and efforts to meet standards and obligations.

In his memories S. Sułkowski writes: „that is how the life of children and teenagers – victims of war and than so-called social orphans, which, thanks to humanistic education method of teaching could find the lost home, restore the happiness of life, belief in the future, to which was prepared in this extraordinary common house”. The plans and dreams of house creator, headteacher Stanisław Jedlewski have fully come true. The creation have been continued by long-lasting headteacher of National Youth House Władysław Śmiałek and other dedicated coworkers, members of Headteachers Board and very professional crew. Jedlewski, asked after years for his biggest success, answered: „Krzyszowice! Organization and leadership of the house for children orphaned due to war has given me the biggest satisfaction of all my life undertakings”.

Geneza humanistycznej pedagogiki resocjalizacyjnej w myśli Stanisława Jedlewskiego na podstawie funkcjonowania Państwowego Zakładu Wychowawczo-Naukowego w Krzeszowicach

Streszczenie: Tekst ma na celu prezentację genezy humanistycznego nurtu w pedagogice resocjalizacyjnej na przykładzie funkcjonowania Państwowego Zakładu Wychowawczo-Naukowego w Krzeszowicach. Jego założycielem i twórcą koncepcji funkcjonowania był Stanisław Jedlewski. Jego dzieło stało się później podstawą do stworzenia systemu metodyki pracy wychowawczej z młodzieżą społecznie niedostosowaną na gruncie pedagogiki resocjalizacyjnej. Artykuł prezentuje główne założenia powstałego systemu wychowawczego, jego cele, zasady, metody i formy pracy.

Słowa kluczowe: humanistyczna pedagogika resocjalizacyjna, Państwowy Zakład Wychowawczo-Naukowy w Krzeszowicach, Stanisław Jedlewski

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