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Kindergartens in Toruń in the years 1945-1990

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SUMMARY

doctoral dissertation written under the supervision of dr hab. Zbigniew Girzyński , prof. UMK

The topic of the dissertation concerns the development of the institutionalized form of pre-school education, which is kindergartens. The cognitive perspective is related to gaining knowledge on the functioning of kindergartens in the changing legal and program conditions resulting from the educational policy of the state.

The upbringing of children is an important issue in shaping a person in every age. This topic was already dealt with in antiquity and was present in the views of Plato and Aristotle. The upbringing of children is inextricably linked with pre-school education, i.e. the stage of a child's development before taking up the obligation to study.

The doctoral dissertation was to show the development of kindergartens and their importance in the social space.

The author draws attention to the fact that the greater the knowledge about the child, the faster the development of preschool education took place.

The work is chronological. It has been divided into four chapters presenting the development of pre-school education in appropriate time periods.

The first chapter is introductory. This chapter discusses the issues related to the emergence of pre-school education institutions in Poland and their development, in particular in Toruń until the Second World War.

The second chapter presents a picture of the functioning of kindergartens in Toruń, starting from the end of the Second World War, when, in the difficult post-war conditions, on the one hand, the kindergarten network was reconstructed, and on the other hand, the authorities began the process of first controlling and then taking over these institutions. The time mark of this chapter is 1956, which is an important date in the history of the People's Republic of Poland. The post-war period was marked by the development of kindergartens, but in the conditions of political subordination and

communization, it is difficult to talk about success. The most measurable parameter in the development of the education system at that time was the increase in the number of kindergartens. As a positive action of the state in improving the condition of kindergartens, one should mention the emerging legal regulations regulating construction and urban standards.

The third chapter describes the development of pre-school education in Toruń against the background of the educational policy of the state in 1956-1975. The growing number of kindergartens resulted from the increased employment of women in the socialized economy. The decisively negative action of the communist authorities was to give education a secular character and to eliminate Catholic kindergartens. Positive actions to which attention should be paid are the enactment by the Sejm of the Polish People's Republic of the Act on the development of the education system in July 15th, 1961, in which the goals and tasks of preschool education were defined, as well as the Act on the rights and obligations of teachers as a document of teaching pragmatics.

The fourth chapter describes the development of kindergartens, which is an extremely important historical period in which the struggle for a democratic homeland ended. During this period, there was an increase in the number of kindergartens due to social needs, caused by the return to the labor market of women from baby boomers, as well as a systematic increase in the number of inhabitants

Seventies and eighties of the twentieth century are the secular and state character of education, which was dominated by socialist ideology. The political transformations of 1989 meant that in 1990 the education system, including preschool education, began a new chapter in its history, in different socio-political conditions. The end date of the work is 1990, when, as part of the systemic changes, the first free local government elections after World War II were held in Poland.

The conclusion from the work is that the development and functioning of kindergartens is subordinated to social needs and, secondly, that these institutions support the child in preparing for school.

At the end, the author emphasized the dependence of increasing the kindergarten network on social needs, including the intensive migration of people from the countryside to the city. It was a European and global phenomenon, including the countries of Central and Eastern Europe due to the general political conditions. In this aspect, Toruń is a perfect example of a city that grew intensively within its administrative borders.

At the end of the thesis, the author shows the most important conclusion of her doctoral dissertation, which is: education of the youngest must be understood by everyone as the most profitable because it is an investment in people.