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The First Lecturers of the State Institute of Special Pedagogy

ABSTRACT

The establishment of the State Institute of Special Pedagogy (SISP) in Warsaw in 1922 created an opportunity to train teachers for special schools. Maria Grzegorzewska, the Institute's first director, sought to appoint teaching staff who would guarantee the comprehensive preparation of individuals aspiring to work with children with disabilities. When recommending candidates to the ministry, Grzegorzewska prioritized individuals who not only possessed theoretical knowledge but also demonstrated practical experience and expertise in their fields.

This article profiles four SISP lecturers who taught courses related to the education of children with intellectual disabilities: Władysław Sterling, Michał Wawrzynowski, Halina Jankowska, and Witold Łuniewski. The research employs methods typical of the history of education and social sciences. The achievements of these lecturers are discussed, with particular emphasis on their contributions to SISP, based on materials preserved in the State Archives in Warsaw, Branch in Milanówek. By examining their work, the article highlights the significance that Grzegorzewska placed on selecting teachers with substantial experience in working with children and youth.

KEYWORDS

State Institute of Special Pedagogy, teachers, lectures, studies

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Introduction

The first special school in Poland, a school for deaf children, was established in 1817. It was the Institute for the Deaf and Dumb, relocated from Szczuczyn and headed by Father Jakub Falkowski. Over time, other special schools were created, including institutions for blind children, children with intellectual disabilities (formerly referred to as “mentally handicapped”), and socially maladjusted children (formerly termed “morally neglected”). After the restoration of independence, at the beginning of the interwar period, Poland had seven schools for deaf children, four schools for blind children, five schools and institutions for children with intellectual disabilities, and 11 establishments for socially maladjusted children and adolescents.

In the newly independent Poland, the number of special schools gradually increased, as did the number of pupils attending them, albeit at an unsatisfactory pace. However, there was no properly organized or systematic training for teachers working in special schools. Educators typically acquired knowledge of the specific aspects of working in such institutions from colleagues already employed in the field and while gaining experience through practical work. Over time, courses in therapeutic pedagogy (a term formerly used for special pedagogy) were introduced to provide formal training. Such courses were first organized in Poland during the war, with Michalina Stefanowska leading them in 1917.

Establishment of the State Institute of Special Pedagogy

In 1922, the Jan Siostrzyński State Phonetic Institute, which had been established somewhat earlier, was merged with the State Seminar of Special Pedagogy, resulting in the creation of the State Institute of Special Pedagogy (hereafter: SISP) in Warsaw. SISP was established to provide support for “all individuals who deviate significantly from the norm to the extent ... that they require specialized methods of pedagogical influence and, therefore, special training for the educators working with them” (Archiwum PAN, syg. III-333, 73, c. 4).

That same year, the first statute of the Institute was issued. It stated that the tasks of the Institute included training candidates to

become teachers for children who were unable to attend mainstream schools due to disabilities. Additionally, the staff were tasked with carrying out research, particularly research that would result in developing improved methods for working with specific groups of children. A further objective was to disseminate necessary knowledge to teachers in mainstream schools and to provide continuing education for teachers working in special schools.

In order to facilitate these efforts, the Institute was to establish teacher training schools,¹ a library, research laboratories, and counselling centres. The staff were also responsible for organizing conventions, conferences, excursions, courses, and study trips to promote knowledge and education in the field of special education. The Institute was under the authority of the Minister of Religious Denominations and Public Enlightenment (hereafter: MRDPE), who appointed its director. This position could be held by an educator with a university degree and expertise in special education. Other staff members were appointed based on the suggestions of the director. Maria Grzegorzewska became the first director of the Institute. It was thanks to her efforts that the initial teaching staff included outstanding specialists in fields such as medicine, psychology, and pedagogy. They had extensive professional experience and scientific accomplishments and were engaged in initiatives to support individuals referred to at the time as “abnormal people,”² now understood as people with disabilities.

Among the lecturers were Felicja Łuniewska, a psychiatrist; Halina Jankowska, a psychiatrist employed at the Psychiatry Clinic of the Stefan Batory University in Vilnius; Witold Łuniewski, a psychiatrist, director of the hospital for the mentally ill in Tworki near Warsaw, and founder of the forensic psychiatry department; Feliks Wojnarowicz, a teacher; Marian Wojnarowicz, a teacher; Aleksander Manczarski, rector of the Institute of the Deaf-Mute and the Blind in Warsaw, educator, and president of the Association of Teachers of

1 In 1930, a competition was announced for the head of the teacher training school. Candidates were required to have a SISP diploma authorizing them to work in schools for children with intellectual disabilities, or to meet the qualifications established by the President of the Republic of Poland in 1926 (Dz.Urz. MWRiOP 1930: 617).

2 The text retains the terminology used during the inter-war period.

Schools for the Deaf-Mute and the Blind; Michał Wawrzynowski, a psychologist, pedagogue, and school inspector overseeing special education; Władysław Jarecki, a doctor, head of the Institute of the Deaf-Mute and the Blind in Warsaw, and president of the Deaf-Mute Society “Providence” and the Society of the Blind; Tytus Benni, a professor of phonetics; Władysław Sterling, a neurologist and psychiatrist and president of the Warsaw Neurological Society; Janusz Korczak, a doctor, writer, and pedagogue; Aleksander Mogilnicki, a lawyer and judge of the Court of Appeal and the Supreme Court; and Antoni Komorowski, a judge at the Juvenile Court in Warsaw.

This article focuses on profiling four selected SISP lecturers who taught classes on the education of children with mental disabilities.

Władysław Sterling (1876/1877–1943)

One of these educators was Władysław Sterling, about whom Maria Andrzejewska wrote, “he was, together with M. Grzegorzewska, J. Hellmann, W. Jarecki, T. Benni, and M. Wawrzynowski, the co-author of the Institute’s program. He worked on the verification, adaptation, and continuous advancement of knowledge in the physiology of the nervous system and child psychiatry” (Andrzejewska 1984: 426).

Sterling was born in 1876 or 1877 in Warsaw, the son of Leopold and Ernesta Sterling, née Kornfeld (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/768, c. 32). In 1895, he began his studies at the Faculty of Medicine of the Imperial University of Warsaw. During this time, he published articles in *Prawda* [Truth], a magazine edited by Aleksander Świętochowski, which featured his poems, reviews of plays, and other writings. His poetry also appeared in *Tygodnik Ilustrowany* [Illustrated Weekly], *Wędrowiec* [Wanderer], *Głos* [Voice], and *Życie* [Life], publications based in Kraków. A volume of his poetry was published in 1899 (Herczyńska 2005: I).

Sterling earned his medical degree in 1901³ and subsequently traveled abroad to Munich, Paris, and Berlin, where he remained until 1903. During this time, he was mainly concerned with nervous and mental diseases. In Munich, he worked at Emil Kraepelin's clinic, where his interests included using quantitative psychological experimentation in clinical diagnosis. He also constructed an instrument for analyzing perceptiveness. In 1907, he published the results of his research in a paper titled *Badania psychologiczne nad spostrzeganiem i pamięcią przy porażeniu postępującym* [*Psychological Research on Perception and Memory in Progressive Paralysis*]. This work earned him the Romuald Płaskowski Prize from the Warsaw Medical Society. He received the prize again in 1910 for his paper *Zaburzenia psychiczne przy nowotworach mózgu* [*Psychological Disorders in Brain Tumors*]. Under the supervision of Professor Hermann Oppenheim in Berlin, Sterling studied issues such as asthenic paralysis, writing about his findings in German medical journals and in the Polish journal *Medycyna* [*Medicine*]. Paris was the third European city where Sterling conducted research and gained professional experience.

Upon returning to Poland, Sterling began working in the neurological clinic at the Old Jewish Hospital in Czyste. In 1932, he became the head of the hospital's neurological department. During the competition for this position, he delivered a lecture that Władysław Stein described as follows: "It was not just the lecture of a scientist; the beautiful literary, almost poetic language, the vivid description of the case, and the freedom and expressiveness of his gestures revealed a speaker who was not merely a neurologist of renown but also a poet and artist" (Stein 1950: 11). In addition to his work at the hospital, Sterling also ran a private practice.

He was a member of numerous professional societies. In 1905, he joined the Warsaw Medical Society. From 1907 to 1912, he served as secretary of the Polish Psychological Society. He also sat on the board of the Polish Society for the Study of Children, where he organized a Commission for the Study of Mentally Handicapped Children. Established in October 1909, the Commission researched children's

3 He did his specialisation in neurology in 1903; he was awarded a postdoctoral degree in neurology in 1932, and in therapeutic psychopathology in 1933 (Hryniewicka 2022: 180).

intelligence development and deviations from the norm. Members of the Commission developed the *Questionnaire for the Study of Children's Intelligence* in 1910 and the *Questionnaire on Juvenile Suicide* in 1915. Sterling delivered lectures at the Commission's meetings, in which he presented the findings of his research. These included talks such as: "Samobójstwo dzieci i młodzieży w świetle psychopatologii" [Suicide Among Children and Young People in the Light of Psychopathology] (1918); "Organizacja szkół dla dzieci nienormalnych i niedorozwiniętych" [Organization of Schools for Abnormal and Mentally Handicapped Children] (1919), and "Spostrzeżenia nad dziećmi w szkołach pomocniczych warszawskich" [Observations of Children in Warsaw Auxiliary Schools] (1921) (*Pamiętnik Polskiego Towarzystwa Badań nad Dziećmi* 1910: 7; Bodanko, Kowolik 2007: 25–26).

He also participated in both national and international scientific meetings. In 1909, he attended the First Congress of Polish Neurologists, Psychiatrists, and Psychologists in Warsaw, as well as conventions of neurologists and psychiatrists in Dijon and Brussels. During the Warsaw Congress, he presented three papers: "Padaczka a stany pokrewne" [Epilepsy and Related Conditions]—in the neurological section; "Zaburzenia umysłowe w przebiegu nowotworów mózgu" [Mental Disorders in the Course of Brain Tumors]—in the psychiatric section; and "Psychologia doświadczalna w zastosowaniu do badań nad dziećmi" [Experimental Psychology in the Application for the Study of Children]—in the psychological section (*Prace I-go Zjazdu Neurologów, Psychiatrów i Psychologów Polskich: odbytego w Warszawie 11–12–13 października 1909 r.* 1910: 245–265, 543–551, 899–920). He also served on the editorial committee of the journal *Neurologia Polska* [Polish Neurology]. In the 1920s, while working as a clerk in the Psychiatric Department of the Ministry of Public Health, he developed a program for three-year nursing schools at state psychiatric institutions.

He began working at the State Institute of Special Pedagogy (SISP) in 1922, initially employed as a contract doctor⁴ for the teacher training school, working six hours per week (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/768, c. 2). According to his contract, his responsibilities

4 He resigned from his job as a doctor in 1936.

included “total medical care of the children” and holding conferences with the teaching staff of the teacher training school on: (a) understanding the physical development of the children, (b) determining the type of handicap to which ... the child belongs, and (c) collaborating in the education and physical development of the children” (Ibidem, c. 3). Beginning in 1930, he also worked as a lecturer at the Institute, teaching two hours per week (Ibidem, c. 34). He continued teaching there until the outbreak of World War II. He taught classes in child psychopathology, which were designed for all students, regardless of the department of education they had chosen. Topics covered in his courses included: degeneracy, childhood nervousness, the application of experimental psychology to child psychopathology, moral degeneration, psychopathic constitutions, school-age suicide, hysteria, epilepsy, chorea, intellectual disability, idiocy, Down syndrome, the physiology and pathology of endocrine glands, disorders of the child psyche related to childhood psychopathology, schizophrenia, manic-depressive psychosis in children, and organic brain diseases in children (Grzegorzewska 1928/29: 165–167).

In 1932, Sterling embarked on a journey to gain new experience and broaden his knowledge. During his trip, he visited institutions for children with intellectual disabilities in Czechoslovakia, Austria, Germany, Belgium, France, Italy, the Netherlands, Yugoslavia, Romania, and Spain (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/768, c. 14–15). In December 1936, he temporarily substituted for Maria Grzegorzewska as director of the Institute during her holiday and Christmas break (Ibidem, c. 6). SISP was not the only institution where Sterling taught. From 1923 to 1936, he lectured at the Free Polish University, and from 1930, he also taught at the University of Warsaw and the Institute of Teacher Education. The latter was another institution established by Maria Grzegorzewska, who led it for five years. The Institute trained primary school teachers who had completed a one-year advanced teacher training course (Domański 1972: 117). In 1932, the Institute’s staff were authorized to teach neurology at the Faculty of Medicine at the University of Warsaw, and the following year, they were permitted to teach child psychopathology and therapeutic pedagogy at the Faculty of Humanities (Herczyńska 2005: V). That same year, Sterling also lectured at a summer course in special pedagogy held in Nowy Targ.

In 1923, Sterling co-founded the journal *Rocznik Psychiatryczny* [*Psychiatric Yearbook*]. He earned two postdoctoral degrees: in 1932, in neurology at the Faculty of Medicine of the University of Warsaw, and in 1933, in child psychopathology and therapeutic pedagogy at the Faculty of Humanities at the same university. Sterling was actively involved in numerous societies, including the Warsaw Neurological Society, the Polish Neurological Society, the Polish League of Mental Hygiene, the Polish Committee of International Neurological Congresses (where he served as secretary), the Polish Pediatric Society, the Polish Psychiatric Society, and the Józefa Joteyko Psychological Society (where he held the position of chairman). His research interests spanned psychopathology, neurology, psychiatry, and physiology. Among his achievements are descriptions of extrapyramidal epilepsy (1924), genito-parietal degeneration (1916–1926), and pyramidal-extrapyramidal degeneration (1933–1934). He also identified the migraine-tetanic syndrome and the hand-finger flexion reflex. Sterling is regarded as a pioneer of child neuropsychiatry in Poland.

In the early 20th century, his works were published as part of the “Book for All” series. These included *Cierpienia nerwowe, ich przyczyny, objawy i leczenie* [*Nervous Illnesses, Their Causes, Symptoms and Treatment*] in 1902, *Dziecko nerwowe* [*The Nervous Child*] in 1903, and *Fizjologia człowieka objaśniona rysunkami* [*Human Physiology Explained by Drawings*] in 1914. He also authored several other influential works, including *Dziecko psychopatologiczne* [*The Psychopathological Child*], *Dziecko histeryczne* [*The Hysterical Child*], *Opieka lecznicza nad dzieckiem anormalnym* [*Medical Care of the Abnormal Child*], *Psychologia doświadczalna w zastosowaniu do badań nad dziećmi* [*Experimental Psychology Applied to the Study of Children*], and *Badania psychologiczne nad spostrzeganiem i pamięcią przy porażeniu postępującym* [*Psychological Research on Perception and Memory in Progressive Palsy*].

Sterling also authored numerous articles and book chapters. Notable among these are his contributions to *Choroby dzieci* [*Diseases of Children*] edited by Waclaw Jasiński. His chapters, titled “Diseases of the Nervous System” and “Diseases of the Endocrine Glands,” were groundbreaking; in the latter, he introduced clinical endocrinology in children for the first time in Poland. During the Second World War, in 1941, Sterling was forced to relocate to the Warsaw Ghetto, where

he led the department of nervous diseases. He also lectured on child psychopathology at the Courses of Sanitary Preparation for Combating Epidemics and taught neurology at a continuing education course in epidemiology organized by Ludwik Hirszfeld. In 1942, he escaped from the ghetto, but the following year, he was tragically murdered by the Germans (Sroka 2004–2005: 445–447; Herczyńska 2005: I–V).

Michał Wawrzynowski (1899–1943)

Michał Wawrzynowski was a lecturer at SISP, head of the teacher training school, and a colleague of Maria Grzegorzewska, who described him as “an outstanding specialist in the methodology of teaching mentally handicapped children” (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/773, c. 63).

Born in 1899 in Raba Wyżna, Wawrzynowski was the son of a teacher. In 1906, he lost his father and his siblings (three sisters and two brothers). That same year, he moved to live with his uncle, a priest in Nowy Targ, and attended secondary school there. During the First World War, he fought in the First Brigade of the Legions (Ibidem, c. 71). He served in the army until February 1918, after which he settled in Rabka. Wawrzynowski completed the Pedagogical Course in Cracow, organized by Henryk Rowid, and began working as a teacher (Ibidem, c. 7). He later began studies in Warsaw and Vienna, becoming fluent in spoken and written German. In 1922, he applied to the MRDPE for a scholarship and a year’s paid leave to study issues related to special pedagogy (Ibidem, c. 6).

In 1923, he joined the teacher training school at SISP as a teacher (Ibidem, c. 11). In 1924, he was granted leave to prepare lectures on the Methodology of Teaching and Educating Mentally Handicapped Children (Ibidem, c. 8). Subsequently, he took up a lecturing position of 15 hours per week⁵ (Ibidem, c. 1). These classes were divided into three hours per week for both the winter and summer

5 From September 1937, this workload was reduced to 12 hours per week (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/773, c. 48), but in 1938, it increased again to 15 hours per week, reflecting a change in his workload (Ibidem, c. 63).

terms. During his lectures, Wawrzynowski educated his students on the care of mentally handicapped children, as well as their physical and mental development. He presented the classification of mentally handicapped children and outlined the educational responsibilities of special schools. He also discussed the curriculum, principles of teaching and upbringing, instructional methods, the importance of excursions, assessment techniques for pupils' work, classroom equipment, and the application of special school teaching principles (Grzegorzewska 1928/29: 189–191).

In 1925, Wawrzynowski was appointed head of the teacher training school operating at SISP (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/773, c. 12). In 1927,⁶ the School Superintendent's Office for the Warsaw School District granted him paid leave on the basis of a medical certificate (Ibidem, c. 2). He was also on leave from 1928 to 1935, which was granted due to his membership in the Polish Parliament during its second and third terms (Ibidem, c. 3).

When discussing Wawrzynowski, one cannot fail to mention his adaptation of Ovide Decroly's method of "centres of interest" to Polish conditions and needs. He contributed to introducing this approach in Polish special schools. As Wawrzynowski himself explained, in this method, "the starting point ... of all school work is the child, their personality, interests, and stock of acquired experiences. It is a thorough understanding of the child and their interests and the environment in which they develop and grow that provides the foundation for shaping and expanding the school curriculum. The teaching material flows from life and gradually develops with the child's developing interests" (Wawrzynowski 1931: 38). Wawrzynowski was also a member of the Special School Section, founded in 1924 and operating under the General Board of the Union of Polish Common School Teachers. He contributed to the editorial board of the Section's press organ, *Special School*.

Among Wawrzynowski's works are studies such as *Program i metody nauczania w szkole dla upośledzonych umysłowo* [*Program and*

6 He had also taken sick leave earlier—between November and December 1923, and again between September and December 1924 (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/773, c. 8).

Methods of Teaching in Schools for the Mentally Handicapped] and *Opieka wychowawcza nad dziećmi upośledzonymi umysłowo* [*Educational Care for Mentally Handicapped Children*], both published in the book *Opieka nad macierzyństwem, dzieckiem i młodzieżą* [*Care for Motherhood, Children and Youth*] (1931) edited by Bronisław Krakowski. Another notable work, *Program i metody nauczania w szkole dla upośledzonych umysłowo* [*Program and Methods of Teaching in Schools for the Mentally Handicapped*], was published in 1928 as part of the *Biblioteka Pedagogiki Leczniczej* [*Library of Therapeutic Pedagogy*] edited by Maria Grzegorzewska. This book was regarded as a supplementary resource for teachers in special schools for the mentally handicapped (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/773, c. 9).

In 1930, Maria Grzegorzewska wrote to the MRDPE concerning the second of these works. She requested that it be officially recommended for teachers. In her justification, she wrote:

The work is an extension and supplement to *Program and Methods of Teaching at School for the Mentally Handicapped*, a book that has already provided invaluable guidance for working with mentally handicapped children. Since the edition is now out of print, it would be highly desirable for this revised and expanded work by the author to also reach the hands of every special school teacher. (Ibidem, c. 5)

Later that year, the ministry approved this request (Ibidem, c. 22).

In 1925, Wawrzynowski was appointed a ministerial inspector for special education, and five years later, he transitioned to administrative work at the MRDPE (Ibidem, c. 13). At the Ministry, he served as a counsellor (Ibidem, c. 20). In 1937, the MRDPE granted him permission to accept the Commander's Cross of the Yugoslavian Order of Saint Sava (Ibidem, c. 72).

During the Second World War, he oversaw civilian education as part of the "Jerzyki" Insurgent Special Units. After his arrest in 1942, he was imprisoned in Majdanek and killed in April 1943 (Małeczka: 1–8).

Halina Jankowska (1890–1944)

Halina Jankowska was another distinguished lecturer at the university. She was born in 1890 in Berdychiv, Volhynia, to Janusz Ziemowit and Zofia Wielawska. After graduating from Jadwiga Sikorska's private boarding school in Warsaw, she began her medical studies at the Women's Medical Institute in St. Petersburg. She obtained her medical diploma in 1918 and began working in a hospital for the mentally handicapped in Vinnytsia, Podolia. Shortly afterward, she worked at an Institution for the Mentally Handicapped in Tworcki.

In 1920, after validating her diploma at the University of Warsaw, Jankowska began working at St. John of God Hospital in Warsaw. In 1923, she moved to Vilnius where she took up a position as an assistant at the psychiatric clinic of Stefan Batory University, later becoming an assistant professor. Committed to advancing her knowledge, she traveled extensively to Germany, France, and England.

In 1935, she returned to Warsaw to become the head of a ward at St. John of God Hospital. From 1937, she worked as a contract lecturer at SISP, teaching two hours per week (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/730, c. 9). She taught Psychopathology of the Child, a class previously led by Sterling (*Ibidem*, c. 15).

During the Second World War, Jankowska collaborated with the Home Army. She was killed in August 1944 (Got 1964–1965: 530–531).

Witold Łuniewski (1881–1943)

Witold Łuniewski, a colleague of Maria Grzegorzewska and regarded as a co-founder of the SISP program, was born in 1881 in Warta to Hipolit and Maria, née Dłużniakiewicz. Having completed his secondary school in Kalisz, he enrolled in the Faculty of Medicine at the University of Warsaw in 1900. During this time, he taught anatomy and physiology of the nervous system as part of secret courses intended for manual workers.

After five years, Łuniewski moved to Kraków, where he worked at the Jan Piltz Neuropsychiatric Clinic. His health issues forced him to leave for Switzerland where he earned his medical degree in Zurich.

Upon returning to Poland, he began working in Kochanówka near Łódź and later validated his diploma in Kazan. Subsequently, he worked at the Neurological and Psychiatric Clinic in Kraków before returning to Switzerland, where he took up a job as an assistant at a sanatorium in Davos. During this period, he published research on mental disorders associated with tuberculosis.

In 1908, Łuniewski became an assistant at the psychiatric clinic in Zurich. The following year, he returned to Poland and organized a psychiatric institution in Warta. He continued to expand his knowledge of innovative patient care methods through travels to Germany, Austria, France, and Italy, including taking a supplementary psychiatric course in Munich under the supervision of Emil Kraepelin. During the final stages of World War I, he was deported to a German camp in Havelberg. From 1919 to 1940, Łuniewski served as the director of the hospital for the mentally ill in Tworki, where he championed patient welfare and hospital expansion. He attached great importance to the scientific development of doctors and the ongoing training of nurses. He also authored a textbook on forensic psychiatry.

In 1923, Łuniewski was awarded the degree of Doctor of Medicine for his dissertation *O gonitwie wyobraźni* [*On the Chase of Imagination*]. In 1932, he was awarded the degree of Associate Professor for his dissertation *Uczucia moralne i znaczenie samoistnego ich braku w patologii psychiki ludzkiej* [*Moral Feelings and the Significance of Their Spontaneous Absence in the Pathology of the Human Psyche*]. He introduced the term *kryerotymia* into scientific language, which refers to the underdevelopment of moral feelings. Since the establishment of SISP⁷ Łuniewski taught Fundamentals of General Psychopathology for two hours per week (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/748, c. 1). In his initial classes, he introduced students to the field of psychopathology, reviewed the structure of the nervous system, and explained aphasia. Teachers preparing to work with deaf children attended only part of these lectures, which covered topics such as the semiotics of mental

7 In the State Archives in Warsaw, Milanówek Branch, the first surviving employment contract signed by Łuniewski is dated 1930 (APW, Oddział w Milanówku, Państwowy Instytut Pedagogiki Specjalnej, 72/220/0/748).

disorders and the etiology of mental disorders and diseases, including apparent and essential causes (Grzegorzewska 1928/29: 167–169).

In addition, Łuniewski taught forensic psychiatry at courses for court assessors and trainees, as well as criminal psychopathology at the Institute of Mental Hygiene. Beginning in 1927, he served as a psychiatric consultant for the Department of Health Service under the Ministry of the Interior and later for the Ministry of Social Welfare. From the following year, he also acted as a consultant for the hospital for mentally ill prisoners in Grodzisk Mazowiecki. He was involved in the work of numerous scientific and research organizations. Starting in 1924, he served as vice-president of the Polish Psychiatric Society, where he also chaired its Warsaw branch. From 1933, he was a member of the commission for criminal-biological research at the Ministry of Justice. Additionally, he held the position of secretary of the Slavic Neurological and Psychiatric Society and was a member of the editorial committees for *Nowiny Psychiatryczne* [*Psychiatric News*], *Rocznik Psychiatryczny* [*Psychiatric Yearbook*] and *Higiena Psychiczna* [*Mental Hygiene*].

In addition to numerous articles, his published works include several notable books: *Wiadomości początkowe z psychopatologii ogólnej* [*Basic Knowledge of General Psychopathology*] (1925), *Uczucia moralne i znaczenie samoistnego ich braku w patologii psychiki ludzkiej* [*Moral Feelings and the Significance of Their Spontaneous Absence in the Pathology of the Human Psyche*] (1932), and *Zarys psychiatrii sądowej* [*Outline of Forensic Psychiatry*] (1950). He died in 1943 (Zakrzewski 1973: 510–511).

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All the SISP lecturers were deeply engaged in working with children and youth with disabilities. They were not merely theorists in their fields; they worked daily with deaf, blind, intellectually disabled, and socially maladjusted children, adolescents, and adults. Consequently, they were first and foremost practitioners, and the knowledge they imparted was enriched by descriptions of their own experiences. They consistently pursued scientific development, authored articles and research papers, and devised new methods for working with children. They maintained connections with international researchers and

participated in numerous congresses and conferences, making significant contributions to the advancement of special pedagogy.

As Ewa Tomasiak observed, the selection of lecturers made by Maria Grzegorzewska provided

the opportunity to learn in depth and establish constructive cooperation with related disciplines, which also allowed students to become acquainted with valuable empirical material from a given discipline and thus to achieve a deeper understanding and gain broader scientific and methodological perspectives on the knowledge provided at the Institute. For example, lectures on psychopathology could be supported by observation of patients at the Psychiatric Hospital in Tworki, where the lecturer of this subject was employed. (Tomasik, Janeczko 1995: 54)

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