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DOCTORATE HONORIS CAUSA of the University of Silesia

**for Professor WINCENTY OKOŃ in the Year of the 30th Anniversary
of the Faculty of Pedagogy and Psychology (1976–2006)¹**

The origin of the Upper Silesian pedagogy and psychology should be sought for in the interwar period. In 1928 the Pedagogical Institute in Katowice was founded, whose activity was concentrated mainly on the education and supplementary education of different specialization teachers. The Institute started publishing 'Chowanna', its periodical bulletin; this semi-annual journal has been published up till now by the Faculty of Pedagogy and Psychology and it belongs among the oldest pedagogical scientific journals in Poland.

In March 1945 the Superintendent of the School District in Silesia created the Board of Education of the Pedagogical Institute and appointed prof. Józef Pieter to the function of organizer and manager of the Pedagogical Institute. Józef Pieter organized three majors in the Institute, started a pedagogical library and a pedagogical counselling centre.

In 1950 the Pedagogical Institute was included in the newly-founded Higher Pedagogical School in Katowice, where in 1952 the Chair of Pedagogy started to function, headed by Józef Pieter, who was appointed rector of the Higher Pedagogical School in 1956. This institution initiated scientific research and laid out didactic classes in pedagogical sciences in the arts and mathematical-physical studies. As a separate major, pedagogy started developing in the Higher Peda-

¹ A more detailed description of the development of Upper-Silesian pedagogy and psychology, and then the Faculty of Pedagogy and Psychology of the University of Silesia will be published in the 'Chronicle' section of the first issue of 'Chowanna' in 2007 and the English version of this historical process will be published in the 3–4/2006 issue of *The New Educational Review*.

gological School in 1956, at the beginning comprising groups of working teachers exclusively.

On 9 June, 1968 on the basis of the law on higher education, the Higher Pedagogical School merged with the branch of the Jagiellonian University in Katowice to form the University of Silesia. Pedagogy and Psychology developed in the structure of the Faculty of Arts, within the framework of two chairs: the Chair of Pedagogy, headed by doc. dr hab. (assistant professor) Jan Bohucki and the Chair of Psychology, headed by prof. Józef Pieter. The merger of the two chairs resulted in the creation of the Institute of Pedagogy and Psychology on 26 June, 1969. From that time on pedagogical studies developed and studies in psychology started. In the academic year 1971/1972 the Institute of New Techniques of Teaching and Didactics of Higher School originated, which was headed by, consecutively, doc. dr hab. (assistant prof.) Wanda Bobrowska-Nowak, doc. dr (assist. prof.) Jan Poplucz, and from 1974 dr inż. Tadeusz Bydliński.

At the beginning, psychology functioned at the University of Silesia within the framework of different organizational units, but while developing it strove for organizational autonomy and independence. Full-time studies in psychology started in the academic year 1968/1969 and they were connected with the development of the psychological academic staff. In the academic year 1970/1971, within psychology of the Institute of Pedagogy and Psychology there were already two divisions : the Division of Psychology (headed by prof. Józef Pieter) and the Division of Psychology of Work, first headed by prof. Józef Zimny and from 1972 by doc.dr (assist. prof.) Zofia Ratajczak. The Division of Developmental and Educational Psychology was created in the academic year 1972/1973 and doc. dr hab. (assist. prof.) Maria Bolechowska was appointed its head. Doc. dr (assist. prof.) Augustyn Barczyk was appointed to head the Division of General Psychology in 1972 and doc. dr (assist. prof.) Kazimierz Czarnecki headed it from 1975.

On 1 August, 1973 the Institute of Pedagogy and Psychology started to function within the structure of the newly-founded Faculty of Social Sciences, where besides full-time studies there was part-time Department of Pedagogy and Evening Department of Pedagogy and Post-graduate Pedagogical Department within the scope of the organization and management of the educational system. In that period the Institute employed 55 research-didactic workers, including 25 pedagogues and 35 psychologists.

On 29 July, 1974, on the basis of the ordinance of the Minister of Science, Higher Education and Technology, the Institute of Pedagogy and Psychology was separated into the Institute of Pedagogy and the Institute of Psychology. The Institute of Pedagogy was headed by, consecutively, doc. dr hab. (assist. prof.) Adolf Molak (1974-1975), doc. dr (assist. prof.) Henryk Gąsior (1976-1978), doc. dr hab. (assist.

prof.) Włodzimierz Goriszowski (1978-1980), and doc. dr hab. (assist. prof.) Wanda Bobrowska-Nowak (1980-1981).

The Institute of Psychology was headed by, consecutively, doc. dr hab. (assist. prof.) Wilhelmina Wosińska (1976-1981) and prof. Zofia Ratajczak (1981-1984).

On 30 September, 1976, on the basis of the ordinance of the Minister of Science, Higher Education and Technology, the Faculty of Pedagogy and Psychology was created where both Institutes were transferred, and the new Faculty was located in the building of a former primary school, at 53, Tyszkowski Street (now Grażyńskiego Street), to which an annexe was added in 1979, where there were research-didactic workers' rooms and seminar rooms.

The first Dean of the Faculty was its organizer, doc. dr (assist. prof.) Henryk Gąsior (1976-1981). The main research lines of the Faculty concerned the pedagogical and psychological problems of man's functioning in the situation of work, the principles of the professional education of the youth, the role and place of school in the industrial environment, shaping of social culture, the principles of the professional suitability of vocational school leavers in the economy and culture, and the modernization, organization and management of the educational system.

The condition of the staff of independent research workers and considerable scientific achievements of the whole academic community of the Faculty resulted in being entitled to conferring the degree of Philosophy Doctor (PhD) of arts in both fields of study in 1978.

In 1981 the Institute of Pedagogy was liquidated and the following chairs were created in its place : the Chair of Educational Institution Research (headed by prof. Jan Poplucz), the Chair of Social Pedagogy (headed by prof. Andrzej Radziejewicz-Winnicki), the Chair of Pre-School Education and Early Education, in 1993 changed into the Chair of Early School Pedagogy (headed by prof. Henryk Moroz), the Chair of Pedagogical Principles and History of Education (headed by prof. Wanda Bobrowska-Nowak), the Chair of Organization of the Educational System, which functioned until 1986 (headed by doc. dr hab. W. Goriszowski) and the Laboratory of Technology of Education.

In 1984 a similar structural change occurred also within psychology. In place of the Institute the following chairs were created : the Chair of General Psychology (headed by prof. Zofia Ratajczak), the Chair of Developmental Psychology (headed by doc. dr hab. Maria Bolechowska), the Chair of Psychology of Health and Human Development (headed by prof. Irena Heszen-Niejodek), the Chair of Social Psychology of Education (headed by prof. W.L. Wosińska), and the Chair of Clinical Psychology (headed by doc. dr hab. Jan M. Stanik).

In 1986, i.e. 10 years after its origin, the Faculty had about 2 500 students, including post-graduate students and students of the Intercollegiate Department of

Pedagogical In-Service Training. The staff of independent research workers included 2 professors and 14 assistant professors. During its 10-year existence the Faculty promoted 47 Doctors of Arts and 3 697 graduates left the Faculty.

Both fields of study returned to the institute form of organization in the 1990s : the chairs within psychology formed an Institute in 1993 and within pedagogy an Institute was created on the basis of chairs in 1995. Until 2006 structural changes have taken place in both Institutes resulting from the development of the academic staff, the development of new specializations and, hence, new subjects. Hence, the present structure of the Faculty of Pedagogy and Psychology is the following :

Institute of Pedagogy

1. Chair of Social Pedagogy
 - Division of Education Policy and Sociology of Up-bringing
 - Division of Health Pedagogy
 - Division of Social Pathology and Rehabilitation
 - Laboratory of Social and Welfare Pedagogy
2. Chair of Special Care Pedagogy
 - Division of Revalidation
 - Laboratory of Oligophrenic Pedagogy
 - Research Laboratory of Special Education Institutions
3. Chair of Early School Pedagogy and Media Pedagogy
 - Division of Media Pedagogy
 - Laboratory of Pre-school Education
 - Laboratory of Early Education
4. Chair of Pedagogical Principles and History of Education
5. Chair of General Didactics
 - Division of Education Methodology
6. Chair of Theory of Education
7. Division of Creativity Pedagogy
8. Division of Pedeutology and Educational Management
9. Division of Theory of Education
10. Division of Arttherapy

Institute of Psychology

1. Chair of Psychology of Work and Organization
 - Division of Economic Psychology
2. Chair of Psychology of Health and Human Development
 - Laboratory of Psychology of Health
 - Laboratory of Clinical-Educational Psychology of Children and the Youth

- Laboratory of Psychology of Development and Education
3. Chair of Social and Environmental Psychology
 4. Chair of Clinical and Judicial Psychology
 - Laboratory of Clinical Psychology of Adults
 - Laboratory of Judicial Psychology
 5. Division of General Psychology
 6. Division of Social Psychology of Gender
 7. Laboratory of Psychology

Faculty Units

- Centre of Educational Senior Staff Development
- Centre of Pedagogical Preparation
- Doctoral Studies since 1 September, 2006

The major of psychology was accredited by the State Accreditation Commission in 2004, and the major of pedagogy was accredited in 2005. The Institute of Psychology offers uniform full-time and part-time (evening) Master's studies in the following specializations : clinical psychology of adults, clinical and judicial psychology, clinical and educational psychology of children and the youth, psychology of work and organization, and psychology of health and disease. Whereas in the academic year 2006/2007 the Institute of Pedagogy enrolled students for uniform full-time and part-time Master's studies in the following specializations : rehabilitation pedagogy with social prevention, social and welfare pedagogy, health pedagogy and integrated early school education with pre-school education. From the academic year 2007/2008 on, the Institute of Pedagogy is going to enroll students for Bachelor's studies (i.e. of the first degree) and complementary studies (of the second degree), however, since 2004 it has offered Bachelor's full-time and part-time studies of two specializations : integrated early school education and pre-school education as well as integrated early school education and IT education, and, since the 1990s two-year complementary studies for Master's degree for graduates of Bachelor's studies. From the academic year 2007/2008 the fifth specialization will be introduced : integrated early school education and oligophrenic pedagogy. Since September 2006 the Faculty has offered full-time and part-time doctoral studies, i.e. studies of the third degree.

In 1997, together with a pedagogical editorial team, prof. Andrzej Radziewicz-Winnicki founded a pedagogical quarterly journal '*Auxilium Sociale – Social Support*' and became its editor-in-chief.* In 2002 the journal was awarded 'B' category by the State Committee for Scientific Research. It has a unique profile and represents the humanities (social sciences). Its main objective is stimulation of the

national public opinion's interest in disability and other situations and problems especially difficult for many individuals and social groups requiring organized help (e.g. functioning of social support among unemployed families, realization of mental support for parents of disabled children, therapeutic help for juvenile aggressors, etc.).

In 2003 the third journal (quarterly) of the Faculty, *The New Educational Review*, was founded by three universities : Matej Bel University in Banská Bystrica (the Slovak Republic), Ostrava University in Ostrava (the Czech Republic) and the University of Silesia in Katowice (Poland). Its honorary editors are nestors of Polish (prof. Wincenty Okoń), Czech and Slovak pedagogy. The editor-in-chief of the journal is prof. Stanisław Juszczyk. The consecutive volumes of the quarterly (so far 10 have been issued) are the exemplification of the development of contemporary educational and social sciences in Poland, Czechia and Slovakia, in this way filling the publishing gap in this field in the countries of Central Europe. Since the journal is open for the presentation of scientific works from all over the world, it has published papers by researchers from other countries, like England, Austria, Finland, Latvia, Germany, Norway, Switzerland, Sweden, Hungary, Italy, Belarus, Japan, Turkey, the Republic of South Africa, and the USA.

Since 2002 the Faculty of Pedagogy and Psychology has had the second category in the classification of the State Committee for Scientific Research, and pedagogy and psychology have been improving their nationwide rankings published in the weekly magazines 'Wprost' and 'Polityka.'

The enlisting of four professors of pedagogy from outside the Faculty (prof. Teresa Borowska, prof. Wojciech Kojs, prof. Erich Petlak, and prof. Jerzy Zieliński) and awarding scientific titles to three independent researchers of the Institute of Pedagogy (prof. Stanisław Juszczyk, prof. Mirosława Knapik, and prof. Adam Stankowski) have considerably improved the condition of the academic staff of the Institute of Pedagogy (at present there are 10 titular professors and 8 holders of post-doctoral degrees, including 6 holders of the posts of associate professors of the University of Silesia) and made it possible in 2005 to apply to the Central Committee for Degrees and Titles for entitling the Faculty to confer a post-doctoral degree in arts, in the field of pedagogy. The application was unanimously supported first by the Senate of the University of Silesia and then by the Presidium of the Main Council for Higher Education, and in the end by the Presidium of the Central Committee, which conferred full academic powers on the Faculty on 27 March, 2006, which is very important for its further development. In this way the Faculty of Pedagogy and Psychology is among the elite group of a few pedagogical faculties of higher education institutions in Poland that have 'active' powers to confer a post-doctoral degree in arts, in the field of pedagogy.

Making use of the powers, the Faculty Council passed a resolution in May 2006 to confer the highest academic title, i.e. the title of doctor *honoris causa* on prof. Wincenty Okoń, a member of the Polish Academy of Sciences and an eminent pedagogue, and on the basis of the resolution the Senate commenced the appropriate procedure. The fact, coinciding with the 60th anniversary of Professor's creative scientific activity, is expected by not only the community of Silesian pedagogues and students, but also by pedagogues from numerous Polish academic centres.

Professor Wincenty Okoń's scientific life has always been for him a kind of service for his students, society and country. The optimistic realism represented by Professor Okoń has been conducive to searching for what could lead to progress, but he has not concentrated on criticizing what disturbs him. Professor's profound knowledge, unequalled capability of piecing together facts, acumen, aptness of opinions, high capability of conceptualization and drawing conclusions determine the high value of his works carrying a meaningful message for students already in the 21st century.

The Professor's most important achievements, presented in the reviews by prof. Tadeusz Lewowicki, prof. Zbigniew Kwieciński and prof. Wojciech Kojs, as well as in the laudation by prof. Andrzej Radziewicz-Winnicki² on the occasion of conferring the title of doctor *honoris causa* of the University of Silesia on prof. Wincenty Okoń, their greatness, strength and broad range of influence are an excellent occasion to present them to the young generation of pedagogues, many of whom want to follow in the Scientist's footsteps and develop in a creative way many of his profoundly humanistic thoughts and results of his indefatigable work.

At present 148 academic teachers work at the Faculty, among them : 13 titular professors, including 5 full professors, 15 holders of a post-doctoral degree, and among them 9 associate professors of the University of Silesia, 79 doctors (PhD), and 19 assistants. During the thirty years of the Faculty's functioning 16 744 Masters of pedagogy and psychology were promoted and 205 doctors of arts.

In 2005 the researchers of the Faculty of Pedagogy and Psychology published 49 works in total (they are author's books and edited books), where the researchers of the Institute of Pedagogy published 35 works, including 5 published abroad, and the researchers of the Institute of Psychology published 14 works. Also 297 articles were published in reviewed national journals (220 by the researchers of the Institute of Pedagogy and 77 by the researchers of the Institute of Psychology) and 37 articles were published in reviewed foreign journals and foreign-language collective papers (29 by the researchers of the Institute of Pedagogy and 8 by the research-

² Prof. A. Radziewicz-Winnicki's laudation will be published in the 3-4/2006 issue of *The New Educational Review*.

ers of the Institute of Psychology). 227 researchers actively participated in national and foreign conferences presenting totally 322 papers (251 at Polish conferences and 71 at conferences abroad), where the pedagogues presented 227 papers (including 46 at conferences abroad) and the psychologists presented 95 papers (25 at foreign conferences inclusively).

Both Institutes broaden their cooperation with foreign academic centres, concerning conducting shared research, organizing seminars and international conferences, publishing shared works, exchanging researchers and students within the international Socrates/Erasmus programmes. Each year more and more scientific teams actively participate in international scientific projects funded by the EU.

Our academic teachers' participation in national and international scientific and university life is worth noticing. Cummulation of all forms of scientific and counselling-expert activity is characteristic of titular professors. Inviting the professors to participate in different esteemed enterprises, such as reviewing and expressing opinions on works, participating in scientific councils, boards, and societies, etc. proves the University of Silesia pedagogues' and psychologists' *citizenship* in the academic world.

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