

MARIA GRZEGORZEWSKA'S DOCTORAL DISSERTATION IN THE CONTEXT OF THE DEVELOPMENT OF PSYCHOLOGICAL SCIENCES AT THAT TIME AND SOME ASPECTS OF HER BIOGRAPHY

The article is an introduction to Maria Grzegorzewska's doctoral dissertation on the development of aesthetic feelings in children and adolescents. It presents the course of her education at the International Pedological Faculty in Brussels and the Sorbonne in Paris, the value of her doctoral dissertation in the context of the development of psychology at that time, and the circumstances surrounding the change of her interests and life plans, which led to the creation of an original concept of teacher education and the establishment of the National Institute of Special Education.

Keywords: Maria Grzegorzewska University, Maria Grzegorzewska, pedology, International Pedological Faculty in Brussels, Sorbonne, Grzegorzewska's doctoral dissertation

According to the famous Polish writer Jerzy Zawieyski (1971, p. 23), "the life of human works is different from the life of human beings. Sometimes they die before their creators. But sometimes they regain a new life after many years, animated by the needs of later generations". This thought can be successfully attributed to the activity of Maria Grzegorzewska, who went down in the history of science as an outstanding creator of the original concept of teacher education and the initiator, founder and long-time director of the oldest Polish pedagogical university, the Maria Grzegorzewska University.

The nucleus of this University – currently offering several thousand young people a rich, constantly developing with new and unique specialties, range of bachelor's, master's and postgraduate studies; authorized to confer academic degrees of Doctor and Ph.D. in the field of humanities; employing highly qualified academic staff, maintaining extensive contacts with numerous foreign universities and actively participating in the implementation of research programmes in the field of pedagogy, special education, psychology, sociology, social work and fine arts – was a six-month Special Education Course organized in 1920 by Grzegorzewska, transformed at the turn of 1921/1922 into the one-year Special Education Seminar, which, after merging in

1922 with the Phonetic Institute,¹ was transformed into the National Institute of Special Education (PIPS).

For 45 years, Grzegorzewska managed this unique institution, deviating from all models of teacher education, using her previous experience gained during three years of work at the Ministry of Religious Affairs and Public Education, where she was first a clerk for special education, and then an inspector responsible for organization of a network of special schools and preparation of its appropriate staff. As the director of PIPS she had to face very difficult challenges: in the interwar period, the improvement of the activities of education, which was extremely neglected during the partitions; during World War II, the participation in clandestine teaching training specialists for future teacher training institutions; after the end of hostilities, the reconstruction of the Institute; during the Stalinist dictatorship, a struggle to keep its position. In each of these periods, Grzegorzewska conducted an intense activity, encompassing many diverse, deliberately interrelated, mutually complementary forms of activity. In addition to teaching at the Institute of Special Education, she taught at the National Teachers Institute, at the Department of Special Education at the Faculty of Psychology and Pedagogy of the University of Warsaw, and at numerous teacher training courses; she was socially active in various scientific associations; she was also involved in editorial activities, working in the years 1924–1967 as the editor-in-chief of the journal "Szkoła Specjalna", of which she was the founder, and in the years 1930–1934 – as the editor of the first Polish psychological journal devoted to theoretical and applied psychology, "Polskie Archiwum Psychologii", since 1938 published under the changed name "Psychologia Wychowawcza"; she was an active member of the scientific councils of journals such as: "Ruch Pedagogiczny", "Archiwum Pedagogiczne", "Praca Szkolna" or "Biuletyn Konferencji Rejonowych".

At the same time, she conducted a rich and multi-directional scientific activity, related to her keen interest in the world of the disabled and the issue of educating teachers-educators (cf. Grzegorzewska, 1930, preface). According to Ryszard Wroczyński (1967, p. 227), the basis of her research was her excellent knowledge of methodology, "a wealth of empirical facts on which she based her conclusions and scientific generalizations with a clear focus on the problems of their practical applications. Professor Grzegorzewska combined thorough scientific knowledge with practical activity in solving difficult issues of educational conduct in situations of

¹ The Phonetic Institute was founded in 1920 by an outstanding linguist, professor at the University of Warsaw – Tytus Benni, to educate future teachers of schools for the deaf and employees of speech therapy and orthophonic clinics.

organic and mental impairments. She was both a great scholar and a great educator, and she was able to combine her work in perfect harmony in both fields, science and practice, theory and educational activity".

Her writing works covered many issues in the field of special education and from the borderline of several branches of psychology and the increasingly extensive issues of disability (Hryniewicka, 2015), the presentation of which, very modern and original for those times, influenced the social understanding of "the importance of educational care for a disabled child, disseminate her teaching, initiate the development of special education, introduce special forms of aid for schools with various types of developmental deficits and create psychological foundations for revalidation and upbringing aimed at the comprehensive development of the personality of people intellectually disabled, deaf, blind, chronically ill and socially maladjusted" (Hryniewicka, 2018, p. 6).

Making a balance of Grzegorzewska's merits for Polish science and special education is not possible without referring to her personal biography, which underlies the creative force that controls her activity. According to Natalia Han-Ilgiewicz (1967, pp. 246–247), who during 45 years of acquaintance with Grzegorzewska perceived her as "a young enthusiast", "a fighter for a cause", "an underground activist", "a creator of a unique scientific institution" and as "a seriously ill person who, however, pointed that: «You have to hold on to something in order to live»", her actions have always been marked by passion. "This passion was present both in creation and in protest [...]. Her very perception of the world was marked by passion, her ability to delight, to see things in perspective, as well as to perceive the barely perceptible details when it comes to human being. Grzegorzewska was never a 'desk person', although she was often seen sitting at a desk. She was an artist in every detail. Ideas came up suddenly, rapidly, were often surprising. [...] She was keenly interested in various fields of science. Apart from special education, she had many other interests: biology, art in its various forms, psychology, knowledge about human being and social relations, philosophy" (Han-Ilgiewicz, 1967, pp. 246–247).

Even a cursory analysis of the historical context of all the events in Maria Grzegorzewska's life shows that from the point of view of shaping her character, the most important were the experiences from her childhood and youth. Grzegorzewska came from a large family with living patriotic and independence traditions. Her parents, fearing reprisals from the partitioning powers, fled Samogitia after the January Uprising to the Kingdom of Poland, where her father found employment in the vicinity

of Rawa Mazowiecka, first as a tenant and later as an estate administrator. At the age of only eleven, Grzegorzewska was sent by her parents to Warsaw, where she completed Paulina Hewelke's private boarding school for girls and a one-year course in mathematics and natural sciences, preparing for university entrance exams. After a year's stay in Lithuania, where she went to earn money as a "home teacher", despite many external obstacles hindering her access to education, she dared to pursue her dreams of obtaining higher education. For this purpose, she went to Kraków, where she studied at the Faculty of Philosophy of the Jagiellonian University. For the first year, as a foreigner from the Russian partition, with the status of the so-called "hospitant", she had no right to matriculation or official confirmation of participation in selected lectures. Although in the following year, after obtaining a positive opinion of the Faculty Council on her preparation for secondary school, she managed to move to a higher, but also not giving full rights, category of the so-called "extraordinary female students"², due to severe experiences related to the sudden illness and death of her fiancé, she interrupted her studies, going to Zakopane for a treatment, where, from a professor of psychology at the Jagiellonian University, Władysław Heinrich³, whom she met by chance in a boarding house, she found out about the project of Professor Józefa Joteyko⁴ to open the International Pedological Faculty⁵ in Brussels. In this city, which, like all Belgium, was famous for its highly developed culture and science, under the

² Under the regulation of the Austrian Minister of Religious Affairs and Education in 1897 and 1900, only female students from Galicia were granted equal rights to men, while the others could only study at the philosophy departments of Galician universities as "hospitants" or "extraordinary female students"; however, this status did not give any opportunities to apply for academic degrees (cf. Perkowska, 1994).

³ Władysław Heinrich (1869–1957) – a mathematician, philosopher, psychologist, precursor of behaviorism, founder of the first Polish centre of experimental psychology, member of the Polish Academy of Arts and Sciences and long-time lecturer of psychology at the Jagiellonian University (cf. Rzepa, Dobroczyński, 2009, pp. 100–107).

⁴ Józefa Franciszka Joteyko (1866–1928) – studied physical and natural sciences at the University of Geneva and medicine in Brussels and Paris; after obtaining the title of Doctor of Medical Sciences in 1896, she started a medical practice in Paris, which she resigned after two years, devoting herself to science. In 1898, she moved back to Brussels, where she worked as an assistant at the Solvay Institute of Physiology, as a lecturer in experimental psychology at the Psychophysiological Laboratory, and as a lecturer in pedagogical psychology in teacher training colleges – in Mons and Charleroi. In 1909, she organized a Pedological Seminar in Brussels, conducting summer courses for educators from various countries, which was continued by the International Pedological Faculty established in 1912; after its closure during World War I, she moved to Paris, where she was appointed to a chair at the Collège de France specially funded for outstanding foreigners (cf. Grzegorzewska, 1928). As soon as Poland regained independence, she returned to the country, where, however, she did not find a place worthy of her talent and merits (Posner, 1929, p. 113). Moved away from work at the University of Warsaw, she took over the chair of pedagogical psychology at the National Pedagogical Institute, gave lectures at the National Institute of Special Education and at holiday courses organized by the Polish Teachers Association.

⁵ The term 'pedology' was used for the first time in 1896 by the American researcher Oscar Christman to denote a science aimed at acquiring comprehensive knowledge about the development of a child by means of experimental methods; this science developed at the turn of the 19th and 20th centuries, but lost interest in the interwar period.

guidance of this outstanding, world-renowned scholar, great patriot and social activist, organizer, "and above all, educator of educators, a woman of extraordinary knowledge and work" and "of great heart and extraordinary kindness" (Sedlaczek⁶, 1928, p. 3), in 1913 Grzegorzewska began her studies at the already famous Pedological Faculty.

In order to emphasize the rank of this university, it is worth realizing that it was established under the protective patronage of several dozen eminent scholars, including Polish ones, e.g., Kazimierz Twardowski⁷ and Michalina Stefanowska⁸ (Sedlaczek, 1928, p. 9), who highly valued her programme. According to Helena Radlińska⁹ (1929, p. 79), it was "an original, deeply thought-out work. It drew materials from almost all branches of human thought, differing fundamentally from the previous content of teaching given to educators. It was much more extensive than the Geneva programme, and greater demands were placed on admitting actual listeners". Complementing this characterization, Józefa Berggruen (1929, pp. 90–91), who as a student became thoroughly acquainted with the organizational assumptions of the first university of this type in the West, educating a new type of teacher-educator-researcher, emphasized that her programme was not limited to convey theoretical information, but also gave listeners "as many opportunities as possible to come into contact with social life, make their own observations, formulate their own worldview, based on their own experiences". Among the lectures conducted by eminent specialists from various fields, there were issues in the field of: anatomy and physiology of muscles and the nervous system, general biology, general and experimental psychology, pedology, clinical neurology and psychiatry, general pathology, school hygiene, hygiene of the hearing

⁶ Stanisław Sedlaczek (1892–1941) – an educator, instructor and scout activist, graduate of the National Pedagogical Institute and the Faculty of Philosophy of the University of Warsaw, murdered in August 1941 in the German concentration camp Auschwitz-Birkenau (https://pl.wikipedia.org/wiki/Stanisław_Sedlaczek).

⁷ Kazimierz Jerzy Skrzypna-Twardowski (1866–1938) – a Polish philosopher, psychologist, logician; editor of the Polish encyclopaedia, containing a collection of information from all branches of knowledge, published in the years 1898–1907; founder of the Lviv-Warsaw school of philosophy and the Scientific Society in Lviv. He educated 30 professors, including outstanding psychologists, such as: Władysław Witwicki, Bronisław Bandrowski, Leopold Blaustein, Stefan Baley, Stefan Błachowski, Ludwik Jaxa-Bykowski, Mieczysław Kreutz (<https://pl.wikipedia.org/wiki/KazimierzTwardowski>).

⁸ Michalina Stefanowska (1855–1942) – a neurophysiologist, biologist, psychologist; the first woman habilitated at the Universities of Geneva and Poznań and the second who, after Maria Skłodowska-Curie, became a member of the Polish Academy of Arts and Sciences. In 1917, she created the first special classes for children with intellectual disabilities, and two years later she organized a one-year course for special school teachers, which became the nucleus of the National Institute of Special Education (https://pl.wikipedia.org/wiki/Michalina_Stefanowska). Stefanowska and Joteyko have been friends since 1886 until the end of their lives, consolidated during their studies in Geneva, while living together in Paris and joint research work at the Solvay Institute of Physiology in Brussels (cf. Stefanowska, 1929, pp. 25–34).

⁹ Helena Radlińska, née Rajchman (1879–1954) – an educator, initiator of social pedagogy in Poland, education historian, social and independence activist, writer, known under the pseudonyms: H. Orsza, J. Strumiński, Warszawianin (https://pl.wikipedia.org/wiki/Helena_Radlińska).

and visual apparatus, physiology of breathing, circulation and digestion, school anthropometry, history of pedagogy, methodology of primary education, teaching the youngest, school organization in different countries, psychology and pedagogy of abnormals, psychopathology, anthropology and criminal psychology, forensic psychology, sociology of children and youth, methods of identification, voice physiology and orthophony¹⁰, rhythmic gymnastics, methodology of technical education, new education, organization of international science, harm to a child working in industry, children's legislation, moral and social education (Berggruen, 1966, pp. 223–224). Most of the lectures were combined with practical exercises in a well-equipped psychological laboratory¹¹, or with seminars familiarizing listeners with the latest scientific works. In addition, apart from regular lectures, there were short series of lectures "which shed light on a lot of vital, interesting educational, social and scientific issues", expanded "the horizon of thought, the sphere of interests, stimulated further independent cognitive work" (Beruggruen, 1929, p. 94). For this purpose, there were also trips to nurseries, institutions for the care of premature babies, children's hospitals, various schools and educational institutions, research institutions and laboratories, industrial plants, and to institutions that allowed to "get to know historical mementos, monuments, art collections" and all kinds of valuable work workshops (Beruggruen, 1929, pp. 94–95).

Thanks to such organized activities, Grzegorzewska not only entered for the first time "into the world of great Western art", which had always fascinated her, but above all "into the world of pedagogy, psychology and social sciences, pulsating with new, exciting [...] currents" and she established "permanent, almost daily contact with the person and activity of Ovide Decroly¹², who over time became her friend, and close relations with Édouard Claparède¹³, often visiting Joteyko from Switzerland" (Doroszewska, 1972, p. 15). The above-mentioned scholars greatly influenced the

¹⁰ Orthophony – the process of teaching and learning about the correct pronunciation and sound of words and their combinations (<https://pl.wikipedia.org/wiki/Ortofonia>).

¹¹ According to Radlińska (1929, p. 79) the faculty had four laboratories: pedological, experimental psychology, physiological and anthropometric, and chemistry.

¹² Ovide Decroly (1871–1932) – a Belgian psychiatrist, psychologist, educator, in 1901 he founded the Institute of Special Education in Brussels for children with delayed intellectual development, and in 1907, an elementary school based on his concept of the so-called "centres of interest" (https://pl.wikipedia.org/wiki/Ovide_Decroly).

¹³ Édouard Claparède (1873–1940) – a Swiss professor of psychology and head of the laboratory of experimental psychology at the University of Geneva; in the years 1897–1898, he completed an internship at the Salpêtrière hospital in Paris, where he collaborated with Alfred Binet, a French psychologist, professor at the Sorbonne, the creator of the first set of intelligence tests; in 1912, he founded a private school in Geneva – the Jean-Jacques Rousseau Institute; like Binet, he was a pioneer of pedology in Europe (Claparède.https://pl.wikipedia.org/wiki/Édouard_Claparède).

course of Grzegorzewska's research career, but the very awakening of her intellectual interests was inseparably linked to the influence of Joteyko, who, especially for Polish students, tried to create appropriate conditions for learning, "extremely subtly and discreetly" bearing in mind their needs and poverty (Grzegorzewska, 1929, p. 38). According to Grzegorzewska, Joteyko "did not know passivity at all, respect and kindness to every effort were the background for her actions, and deep and wise criticism gave creative grounds for the purposefulness of these actions. [...] Endowed with incredible liveliness and creativity of thought, completely unconquerable freshness of spirit, she had to create around herself an atmosphere of eternally insatiable pursuit of research and scientific inquiries, to derive satisfaction and pleasure from scientific and social work. Her words and thoughts awakened the most passive of students, created clear plans of purposeful work for each student within the scope of his/her abilities, aroused interest, taught to look at life and derive satisfaction and joy from it [...]. She lived with truth and beauty and she knew how to awaken those elements around, as they were the need of her soul, because she was able to find them always and everywhere, even in the tiniest sparks. She deeply loved nature and art, she always longed for music" (Grzegorzewska, 1929, pp. 44–45).

Inspired by her, Grzegorzewska not only began to participate in all scientific trips and became interested in the art and culture of Belgium, but also began to take her first steps in the world of science, intuitively following the trails leading, just like her master, from physiology to psychology and pedagogy (cf. Doroszevska, 1972, p. 16). Unfortunately, this happy time in Grzegorzewska's life was quickly interrupted by the outbreak of World War I. After a year's stay, first in the city near the frontline, which was Warsaw during the war, and then in the family home in Wilkomierz in Lithuania, where her parents moved again, and in Moscow, where after the death of her father, she and her mother found shelter in the house of her sister Wanda and her husband – prof. Mieczysław Pożaryski, thanks to the intercession of brother Zenon – a doctor at the military hospital in Daugavpils, she reached St. Petersburg, and then by warship to London, from where, under the care of Joteyko waiting for her, she went to Paris. There she studied at the faculty of "es lettre" in one of the most important and oldest intellectual centres in Europe, the Sorbonne in Paris. According to Grzegorzewska's own biography, she studied psychology at the faculty, which is equivalent to the modern faculty of humanities (cf. arch. the Maria Grzegorzewska University). What made it easier for her to acquire knowledge in the field of this scientific discipline was the cooperation and cordial friendship with Józefa Joteyko. As a publisher and an

excellent lecturer in pedology and experimental psychology at the Collège de France, the Sorbonne and the University of Lugdunum,¹⁴ she gathered around her many philosophers and psychologists. Among them were scholars such as Eugeniusz Minkowski¹⁵, Charles Robert Richet¹⁶, and Henri Louis Charles Piéron¹⁷, who often appeared for "evening talks and a poor wartime dinner" in the shared apartment of Joteyko and Grzegorzewska, as well as scholars coming from abroad, such as Claparède, Sante de Sanetis¹⁸ and William Stern¹⁹ (Doroszewska, 1972, p. 18).

The opportunity to be in such a unique environment, not to mention the close relationship with Joteyko, which, since the inaugural lecture given at the Collège de France on January 24, 1916²⁰, aroused great interest not only in the intellectual community of Paris, but also in the world, certainly confirmed Grzegorzewska in her belief in the sense and value of scientific work. Stanisław Posner (1929, p. 115) testified to her emerging fascination with this type of activity, who, as a frequent guest of Joteyko and Grzegorzewska in their Parisian apartment at 8 Montge Street, saw them "constantly busy writing and organizing manuscripts".

Despite the numerous inconveniences, threats, feelings of depression and spiritual dilemmas that Grzegorzewska experienced in Paris due to the ongoing warfare, she enthusiastically began to recreate research materials on the aesthetic impressions of Brussels children, partly lost during the evacuation from Wilkomierz, which, after being developed and supplemented with documentation attached by Joteyko, she used as the basis for her doctoral dissertation entitled „Essai sur le Développement du

¹⁴ Roman name for the French city of Lyon.

¹⁵ Eugène (Eugeniusz) Minkowski (1885–1972) – a Polish-French psychiatrist, co-creator of the phenomenological direction in psychiatry, biochemist, psychologist, philosopher (file:///tmp/mozilla_anna0/ppin_s2-1997-01-1.pdf).

¹⁶ Charles Robert Richet (1850–1935) – a French physician and physiologist. In 1913, he won the Nobel Prize for his work on the phenomenon of anaphylaxis (sudden and severe allergic reaction that can lead to death), member of the French Academy of Sciences, lecturer at the College de France (https://en.wikipedia.org/wiki/Charles_Richet).

¹⁷ Henri Louis Charles Piéron (1881–1964) – a French psychologist and physiologist, director of the École pratique des hautes études and the Institute of Psychology in Paris, professor and head of the department of physiology of sensory impressions at the College de France, founder of a pioneering vocational training institution, long-time editor of the journal "L'Année Psychologique" (https://pl.wikipedia.org/wiki/Henri_Piéron).

¹⁸ Sante de Sanetis (1862–1935) – an Italian psychiatrist and psychologist, one of the founders of Italian child psychology and neuropsychiatry, studied sleep using the methods of experimental psychology (https://it.wikipedia.org/wiki/Sante_De_Sanctis).

¹⁹ William Stern (1871–1938) – a German psychologist and philosopher, one of the creators of psychological personalism and the psychology of individual differences, pioneer of personality psychology and intelligence research, introduced the concept of intelligence quotient. He worked as a professor at the University of Wrocław and the University of Hamburg (https://pl.wikipedia.org/wiki/William_Stern).

²⁰ Joteyko was the first woman and a foreigner, and the second person from Poland, after Adam Mickiewicz, to speak at this university, which made Poland famous during the difficult years of captivity (Grzegorzewska, 1929, s. 38).

Sentiment esthétique. Recherches d'esthétique expérimentale faites sur les élèves des écoles de Bruxelles”²¹.

This dissertation, highly appreciated by both Józefa Joteyko and the "examiners" such as Jules Courtier²² – deputy director at Ecole des Hautes Etudes, director of the Main Department of the Institute of Psychology and Dr Jean-Philippe – deputy director of the Laboratory of Physiological Psychology at the Sorbonne, was published twice in 1916, first in "Bulletin de l'Institut Général Psychologique" in the artistic psychology section²³, and then, after excluding the text from the bulletin, in the form of an independent book published by Institut Général Psychologique (Grzegorzewska, 1916, pp. 117–251)²⁴. Publishing Grzegorzewska's first work in such a renowned journal, next to the works of many outstanding representatives of European psychology, and especially the publication by the Psychological Institute in the form of a book, was a great distinction, opening the way to further scientific advancement. Grzegorzewska expressed her gratitude for the help in achieving this success in the preface to the published work, directing words of thanks to the directors of research laboratories cooperating with her: prof. Henry Piéron – director of the Laboratory of Physiological Psychology at the Sorbonne, prof. Léonce Manouvrier²⁵ – director of the Laboratory of

²¹ „Esej o rozwoju wrażeń estetycznych. Eksperymentalne badania estetyczne przeprowadzone na uczniach w brukselskich szkołach” (translation from French to Polish A. Hryniewicka) [*Experimental aesthetic research conducted on students in Brussels schools*]

²² Jules Courtier (1860–1938) – one of the first collaborators of Alfred Binet, with whom he published several papers in "L'Année Psychologique". From 1897, he worked at the Laboratory of Physiological Psychology at the Sorbonne in Paris, serving as deputy director in 1911–1926. In 1900, he was appointed secretary of the newly created Institut Général Psychologique, where, in 1905–1908, together with Charlet Richet, Serge Youriévitich and Marie and Pierre Curie, he conducted various studies in the field of spiritualism (<https://www.aspi.unimib.it/collections/entity/detail/65/>).

²³ Institut Général Psychologique – Ogólny Instytut Psychologiczny (translation from French to Polish Hryniewicka) [*General Psychological Institute*] – was founded in 1902 by a group of French psychologists who – striving to achieve complete autonomy – created, within the framework of the previously operating interdisciplinary International Psychological Institute, dealing with the study of "alleged supernatural phenomena", their own psychological company, since 1909 recognized as the Public Utility and publishing until 1933, more or less regularly, Bulletin promoting academic psychology (cf. Plas, 2013, https://www.canal-u.tv/video/universite_du_maine_pole_ressources_numeriques_prn/une_societe_savante_en_marge_de_la_psychologie_officielle_l_institut_general_psychologique_1900_1933.14394).

²⁴ In 2012, the Polish edition of Grzegorzewska's doctoral dissertation was also published, prepared on the occasion of the 90th anniversary of the founding of the Maria Grzegorzewska University, which title was translated from the original text into Polish as "Studium na temat rozwoju uczuć estetycznych. Badania z zakresu estetyki eksperymentalnej prowadzone wśród uczniów szkół brukselskich" [*Study on the Development of Aesthetic Feelings - Research in the Field of Experimental Aesthetics Conducted among Students of Brussels Schools*] slightly differs from the translation made by the author of these considerations, but does not alter its meaning.

²⁵ Léonce Manouvrier (1850–1927) – a French anthropologist, deputy director of the physiological station of Collège de France, professor at École d'Anthropologie de Paris; author of many works in the field of descriptive and pathological anatomy, philosophy, psychology, sociology (<http://www.gutenberg.org/word,44761>).

Anthropology at the School of Anthropology and Dr P. Langlois²⁶ – director of the Exercise Psychology Laboratory at the Paris Medical Faculty (Grzegorzewska, 2012, p. 7). The very fact that she was allowed to work on her doctoral dissertation by such influential people who were in charge of important research centres in Paris, shows great appreciation for her research skills, revealed in her approach to the issue of the development of aesthetic feelings, extremely important and rarely taken up in psychology at that time.

It was presented in three separate parts of the doctoral dissertation, of which the first – theoretical one, based on excellent knowledge of the literature on the subject, discussed the following thematic blocks related to the topic:

1) various definitions of aesthetics as the science of beauty, including the term of experimental aesthetics, taking "as its subject the scientific (and obtained by experimental methods) study of pleasure", experienced in contact with beautiful things and leading "to aesthetic evaluations, to the definition of aesthetic concepts, to defining the laws they follow, and finally to art criticism" (Grzegorzewska, 2012, p. 9); methods of aesthetic experimentation; methods of analysing feelings used by experimental psychology; research results in the field of experimental aesthetics;

2) insufficiency of the hedonistic principle in aesthetic evaluation; development of aesthetic doctrines in relation to the phases of aesthetic development in children; hierarchy of values in art; nature and art as sources of beauty, individual aesthetic criteria and social criteria, role of aesthetic associations, role of content aesthetics, role of the so-called *Einfühlung* – meaning empathy, understanding or "the projection of our emotional life onto external objects that we like" (Grzegorzewska, 2012, p. 31); Bergson's intuitionism, stating that "art is a vision of reality deeper than that which our intelligence gives us [...]. It is therefore necessary to distrust reason and replace its claims with intuition resistant to all kinds of analysis" (Grzegorzewska, 2012, p. 33);

3) value of researching experimental aesthetics on children; evolution of the sense of aesthetics with age; need to conduct aesthetic education and indications for it.

²⁶ Dr P. Langlois – a physiologist, medic, one of the scholars who took the patronage over the international rally conducted on February 23, 1905 in Paris "on the revolution in the Kingdom of Poland". According to the report of "Gazeta Robotnicza", devoted to the affairs of the Polish working people in the Prussian partition (no. 20, of March 11, 1905, p. 1), in his speech, prof. Langlois characterized the situation of Polish and Russian workers demanding an improvement in their living conditions: "What a terrible condition of these nations, if a well-fed man is already considered the fortunate one, if starvation typhus is a common phenomenon. Therefore, all thinking and feeling France is on your side. You have the right to appeal to its sacrifice and its support, because in many ways it is happier than you".

The second and third parts were a report on own research, conducted "with the participation of 823 children, boys and girls, primary and secondary school students from the suburbs of the Brussels agglomeration, as well as pedagogical schools in Hainaut (Charleroi and Mons)" (Grzegorzewska, 2012, p. 107), which, in addition to the description of the research procedure applied, characterizing in detail the research objectives and assumptions, research methods and techniques, research participants, difficulties in unifying all the conditions of the experiment and disturbances in its course, presented an in-depth quantitative and qualitative analysis of the results obtained, their interpretation, discussion with the literature and final conclusions on the development of the sense of aesthetics.

According to Grzegorzewska, her research indicated a "real development of aesthetic evaluation" in both girls and boys aged 10 to 18 (Grzegorzewska, 2012, p. 107). "For the last three years of primary school (children aged 10 years and 9 months to 13 years and 9 months), there seems to be very little development. Pupils of pedagogical schools (aged 16–20) show undisputed superiority in comparison with pupils of the last three years of primary schools. The more general conclusion drawn from all these experiences from the point of view of gender psychology is as follows: in boys, the evaluation of technique and feeling elements predominates; in girls, these are feelings, emotions and imagination, stimulated by the beauty of nature or by various «states of the soul» (primarily melancholic states)" (Grzegorzewska, 2012, p. 107). According to the author of the study, the analysis of the various components of the aesthetic evaluation does not allow for an unambiguous statement of the advantage of boys or girls, which justifies the view that "none of these components considered separately can resolve the issue of the superiority of one sex over the other. It should be noted that even in the case of aesthetic memory, the presence of a greater number of transformed or imaginary elements in girls cannot be a sign of inferiority, because in this case it is about aesthetic memory. Boys are more content with reproducing a memory, while girls add imaginative elements to embellish the description. The age of 14 corresponds to the maximum imaginative activity (fantasy) and the greatest memory weakness in girls. Only a comparison of aesthetic psychograms may one day resolve the issue of superiority. However, it can be said that in reality both sexes complement each other in aesthetic evaluation, at least as far as the development of this evaluation is concerned. With age, boys present mainly the technical side and the analysis of objective elements, and girls present feelings. These two elements are in fact the basis of aesthetic emotion, and each of them plays a different role. In order to resolve issues

of superiority, it is necessary to accurately determine the artistic value of images that have evoked, on the one hand, technical evaluations and, on the other hand, the feeling. If an image has no artistic value [...], the aesthetic evaluations it evokes are erroneous or incorrect. Only valuable images should evoke higher aesthetic evaluations. This aspect was considered in our experiments and served as the basis for evaluating the age-related aesthetic evolution in children. However, since the differences between the sexes at the same age are less important than the differences that come with age, it would be appropriate – in order to compare the sexes with the required precision – to undertake a study on the technique (as revealed in boys) and on the feeling (as revealed in girls) depending on the artistic values" (Grzegorzewska, 2012, pp. 107–108).

Although for a long time Grzegorzewska was interested in issues related to the aesthetic education of children and youth and the broadly understood art, which she explored during lectures at the school of art history in the Louvre, establishing extensive contacts with the most important clinical institutions in Paris shows that she was also somehow attracted to cases concerning clinical issues. She became involved in these issues gradually under the influence of contacts with disabled people, overcoming the "panic fear and desire to escape from every contact with someone's misfortune or disability" (Doroszevska, 1972, p. 10). The first serious and direct contact with "various types of physical and mental disabilities", which became the turning point in the complete change of direction of her interests, took place while preparing for the doctoral exam, during a visit to the ward for the mentally ill at the psychiatric hospital in Bicêtre (cf. Grzegorzewska, 1964, p. 5)²⁷. As the doyen of Polish psychiatrists Zbigniew Jaroszewski (1967, p. 218)²⁸ wrote, "where before, during the French Revolution, the psychiatrist Filip Pinel removed the shackles from the hands of the mentally imprisoned, initiating human care for the patients, Maria Grzegorzewska decided to free the ill children, imprisoned by disability and cut off from the world, tear down the wall separating abnormal beings from normal life".

Today, on the eve of the celebration of the 100th anniversary of Grzegorzewska's great work, which is the Maria Grzegorzewska University, it is worth recalling that the

²⁷ The Bicêtre Hospital is located in the commune of Le Kremlin-Bicêtre, in the southern suburbs of Paris, 4.5 km from the centre. Its construction began in 1634, intended for a military hospital. Throughout its history, it has been used consecutively as an orphanage, prison, lunatic asylums, hospice and hospital. Currently, it belongs to the group of university hospitals and is one of 12 hospital groups in the Paris region (https://en.wikipedia.org/wiki/Bicêtre_Hospital).

²⁸ Zbigniew Jaroszewski (1906–2000) – a Doctor of Medicine, long-time director of the psychiatric hospital in Drewnica near Warsaw, author of publications on the history of psychiatry, documenting the extermination of the mentally ill in Poland during World War II (https://kpbk.umk.pl/Content/194368/PDF/Jaroszewski_Zdzislaw_1046_1792_Pom.pdf).

bridge connecting such different areas of interest of the university patron was her good understanding of the psychology of that time. It can be seen from the beginning of Grzegorzewska's scientific activity in her doctoral dissertation (referring to as many as 152 bibliographic items, most of which, apart from a few general or theoretical works in the field of aesthetics, were psychological studies on experimental research²⁹) and in subsequent articles devoted to the same subject from the years 1917, 1918 and 1921. According to Maria Żebrowska (1972, p. 57), these works constituted "in those times – already quite abundant in works on aesthetics and the role of art in human life – a serious contribution to the genetic and psychological analysis of aesthetics experiences and the formation of feelings and evaluations in this field.

In order to properly assess the contribution of Grzegorzewska's first works to the development of psychological thought at that time, it is necessary to recall the historical and cultural context in which they were created. On the one hand, this context determined the then development of experimental psychology, which since the experiments of W. Wundt³⁰, M. Wertheimer³¹, H. Ebbinghaus³², G.E. Müller³³ already had an established position in the hierarchy of sciences, also in France, where it had its ardent promoters, such as: Th. Ribot³⁴, A. Binet³⁵ and B. Bourdon³⁶, and Grzegorzewska's roots on the other. As we know, she came from Poland, which, due to the subsequent partitions, was removed from the map of Europe for 123 years,

²⁹ Works on aesthetics, recognized at that time by almost all aestheticians as a discipline of psychology, should also be included in this category (cf. Grzegorzewska, 2012, p. 10).

³⁰ Wilhelm Wundt (1832–1920) – a German psychologist and philosopher, in 1879 he founded the famous psychological laboratory in Leipzig, which initiated the development of classical experimental psychology (https://pl.wikipedia.org/wiki/Wilhelm_Wundt).

³¹ Max Wertheimer (1880–1943) – a German psychologist and philosopher, one of the founders of Gestalt psychology, from 1910 associated with the Institute of Psychology at the University of Frankfurt, in 1933 he fled to the United States where he worked as a lecturer at the New School for Social Research in New York (https://pl.wikipedia.org/wiki/Max_Wertheimer).

³² Hermann von Ebbinghaus (1850–1909) – a German psychologist, professor at the Universities of Wrocław and Halle, pioneer of experimental research on verbal memory, creator of the so-called "forgetting curve" (https://pl.wikipedia.org/wiki/Hermann_Ebbinghaus).

³³ Georg Elias Müller (1850–1934) – a German psychologist, professor at the Universities of Chernivtsi and Göttingen; he mainly dealt with the psychology of memory, created the theory of interference and pre- and retroactive inhibition; two years after Wilhelm Wundt, he founded a laboratory of experimental psychology (https://pl.wikipedia.org/wiki/Georg_Elias_Müller).

³⁴ Théodule-Armand Ribot (1839–1916) – a French philosopher and psychologist, since 1885 he taught courses in experimental psychology at the Sorbonne; in 1888 he became professor of experimental and comparative psychology at the Collège de France (https://pl.wikipedia.org/wiki/Théodule-Armand_Ribot).

³⁵ Alfred Binet (1857–1911) – a French psychologist, creator of the first set of tests to measure intelligence, since 1894 professor of experimental psychology and head of the laboratory of physiological psychology at the Sorbonne (https://pl.wikipedia.org/wiki/Alfred_Binet).

³⁶ Benjamin B. Bourdon (1860–1943) – a French psychologist, pioneer of experimental psychology in France, in 1896 creator of the first laboratory of experimental psychology and linguistics at the University of Rennes (https://en.wikipedia.org/wiki/Benjamin_B._Bourdon).

becoming for most of this period "just a concept – a memory of the past or a hope for the future, and an image in the present times. Hence, the basic sources of its history should be sought less in social, political and economic development, and more often in the field of the Polish spirit, which allowed people to live according to their own beliefs, against the imposed order, and often in spite of the law" (Davies, 1995, p. 155). In such conditions, Polish psychology developed at the end of the 19th century and at the beginning of the 20th century. Although it did not develop as expansively as in most European countries, but it had its representatives: Władysław Heinrich in Krakow, Kazimierz Twardowski in Lviv and Edward Abramowski³⁷ in Warsaw, who "established the first departments and psychological laboratories, thus creating the institutional foundations of psychology as an independent science. The involvement of these scholars and the studies and empirical research they conducted led to the creation of works whose significance went beyond the local scientific community" (Rzepa, Dobroczyński 2009, p. 18). Most of these works were also available to Grzegorzewska, who, like many other psychologists educated in Western Europe, she had access to the most important publishing houses and scientific journals presenting the latest publications in the field of psychology and pedagogy, including native authors. Undoubtedly, to some extent, they had an impact on Grzegorzewska's further activity, which was directed in accordance with the social demand for broadly understood child psychology. Emphasizing Grzegorzewska's merits, it is worth remembering her great ability to combine theory with practice, which is so important not only for the development of developmental, educational, clinical and social psychology, but also for developing appropriate programmes for the care and education of children with developmental disorders.

These considerations do not exhaust all aspects related to the initial stage of Maria Grzegorzewska's work, because – as Zawieyski excellently described it (1971, p. 3) – "scientific work is not all that is associated with her name. There is other work, not written, Grzegorzewska's influence on people, the impact and influence of her personality". This was experienced by numerous generations of teachers, educational activists and students, thanks to whom the legacy of Grzegorzewska's thought was passed on to the next generations. Hoping for this process to continue, I present my

³⁷ Józef Edward Abramowski (1868–1918) – a Polish "political thinker", philosopher, psychologist and sociologist, spiritual leader of the anarchist organizations he created in Poland, co-organizer of the Polish Psychological Society, founder of the first psychological laboratory in Warsaw founded in 1907 and later renamed the Psychological Institute. From 1915, he headed the Department of Psychology at the University of Warsaw, where he also gave lectures on experimental metaphysics (https://pl.wikipedia.org/wiki/Edward_Abramowski).

reflections on the historical conditions of her activity, trusting that they will arouse the need to refer to the history of the development of such scientific disciplines as psychology and pedagogy, and will become a source of inspiration for personal activity.

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