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EDUCATION IN POLAND

(REPORT 2)

HIGHER EDUCATION

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This is the Polish Research and Information's Service second release dealing with education in Poland. The first release dealt with pre-school, primary and secondary education, and the next ones will cover research institutes, adult education, vocational training, and educational theories.

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INTRODUCTION

Poland has maintained a long and noteworthy record in the field of higher education. The history of Polish universities, like that of most European countries, goes back to the Middle Ages. The University of Krakow, the first university in Poland, was founded in 1364. As long ago as the latter half of the 18th century, several decades before the partitions, a thorough educational reorganization was effected which was to serve as a model for later reform in other European countries. For example, the National Committee on Education, the first institution of its kind in the world, was created in Poland in 1773. But the partitions of the country checked the free development of Polish universities, particularly in the Prussian and Russian parts, because of the notorious policies of Germanization and Russification which were pursued there. When Poland won its freedom after World War I its policy in the sphere of higher education was to build more schools and to resume the old tradition of high academic standing. This was accomplished, but, Polish universities continued to lack a popular base. Their students were recruited mostly from the middle class. The structure of the whole school system as well as general social conditions were such that very few children of peasants and workers (the two classes to which the vast majority of the Polish people belonged) could attend universities. In addition, during the last years preceding World War II the influence of fascist ideology was strong in Polish universities. For example, students committed acts of violence against their Jewish colleagues. The Minister of Education authorized the presidents of universities to make regulations designating special benches for Jewish students. (These were known throughout Poland as the "seating ghettos.")

With the coming of World War II Polish higher education suffered its greatest blow. All institutions of higher learning were abolished by the Germans, and their personnel and equipment were subjected to a policy of destruction.

When Poland was liberated after World War II it put forth as its four aims in higher education the following:

1. to rebuild higher education;
2. to perpetuate the old tradition of high academic standing; and at the same time
3. to rid higher education of its undemocratic features; and
4. to make it available to students of all social classes.

It is the task of this report to tell how these aims are being put into practice and to present factual data concerning higher education in Poland today. Inasmuch as today's picture is very closely related to what happened during the war, we will first describe in brief conditions regarding higher education in those years.

HIGHER EDUCATION UNDER THE NAZIS

One of the chief aims of Nazi occupation of Poland was to annihilate every vestige of Polish culture. As part of this overall aim, all universities and institutions of higher learning were abolished. Under penalty of death or concentration camp, individual and group instruction on the university level was forbidden. The Nazis carried out a severe and almost thorough policy of destroying personnel and equipment, and, as its direct result, forty percent of the pre-war university teaching staff was lost¹. As for equipment, of 603 pre-war laboratories, 357 or 59% were completely destroyed, 207 or 34% were partially destroyed. In addition to purposeful destruction Germans also engaged in looting. All equipment, for example was looted from the Institute of Experimental Physics one of the best of its kind in Europe, and supported by the Rockefeller Foundation². Polish Libraries suffered the same fate.

Yet, in spite of unlimited terror and the constant threat of reprisals, this vicious Nazi plan met with strong opposition from the entire population and a system of secret higher education was set up to combat it. A Joint Committee of Education was organized as early as 1939 and in 1940 this body created the underground Department of Education. The Department then coordinated underground educational activities on all levels; trained teachers, prepared programs, issued textbooks, diplomas and matriculation certificates.

On the university level, this underground learning followed two main patterns. First, it operated under cover of the technical schools opened by the Nazis during the later years of the occupation to fill Germany's great need for skilled workers. Thus, a Faculty of Medicine performed under the cover of a sanitation school. Second, secret classes were held by candlelight in private apartments, cellars, lofts, or forests - wherever they could best escape detection. These classes were of necessity limited to small groups of from eight to twelve persons.

There were 13 secret universities operating throughout Poland in this fashion during the occupation. Best known of these were the University of Posnan and the University of Warsaw. The former ran branches in a number of smaller localities like Cestochowa and Kielce, and the University of Warsaw began to function in the early part of 1940. One of the great achievements of the latter institution was that in spite of all threats, its faculty of Medicine managed to train 600 students. Medical instruction presented particular difficulties since the students needed dissecting rooms, hospital practice and laboratories as well as books and lectures. One of these problems was met by equipping a dissecting room in the cellar of one of the Warsaw hospitals where students worked only at night to avoid detection.

In the Warsaw Ghetto, a secret medical, science and mathematics faculty worked for two years in the face of unbelievable danger.

1/ The following incident at the University of Krakow illustrates the methods the Germans used. In 1939, two months after the Germans entered Poland, all the professors at the University of Krakow were invited by the German authorities to a lecture on "The Attitude of the German Authorities Towards Science and Teaching." When the professors gathered at the lecture hall they were attacked, beaten and arrested. Only seven out of 178 were set free, and the rest were deported to Sachsenhausen and Oranienburg concentration camps. Many world reknown Polish scholars met their death in those camps.

2/ The looting of the Polish cultural heritage was directed by German scholars and by professors of German universities. It is characteristic that in the majority of cases these were scholars who of recent years had entered into friendly relations with Polish scholars and scientists. During their pre-war visits to Poland they had the opportunity to get to know Polish collections. Thanks to this, the German authorities were able to lay their hands at once on the most important objects, books, or works of art contained in the public collections.

And yet, the university students did not limit themselves to secret studies. The majority of students (in Warsaw, this included 90 percent) participated directly in the underground movement and took part in the armed resistance. Such activity naturally increased the dangers of secret studies, but the threat had little effect upon the desire and eagerness of these students to continue to learn while they fought. Even the bloody example of the arrest and subsequent murder of a ten-man sociology group in Warsaw had no deterrent effect upon the secret educational program in that city.

Fully recognizing the role and importance of secret education it must by no means be assumed that it was an adequate substitute for regular education. It was of necessity limited in scope as far as the teaching matter and number of students that could participate in it.

AFTER LIBERATION

War operations were still in progress when the Polish Committee of National Liberation in its first Manifesto (1944) included as one of its main objectives the reconstruction of higher education. This objective was being realized as universities began to function in the open with little, if any, time lost - as early as October 1944, when Lublin was only 31 miles from the front, a new university was founded in that city - the University Marie Sklodowska-Curie of Lublin which included five complete departments. In November the Catholic University of Lublin opened its doors, and in January 1945 the University of Warsaw followed suit.

And just a half a year later, in the first half of 1945, all universities that had existed in pre-war Poland were again in operation, although they functioned with extreme difficulty. There was a dire shortage of classrooms, facilities and textbooks, and in many universities, as late as 1946, the only study material available for students were the professor's lecture notes. But the reconstruction of university life progressed very rapidly as far as the overall picture was concerned. The University of Warsaw, for instance, had suffered destruction of 47 of its 48 buildings; yet in April, 1946, 22 had been rebuilt. New schools came into existence, in addition to the reconstruction of the pre-war institutions, so that today there are over 50 institutions of higher learning as compared with the 28 that had existed before.

Krakow, least touched by the war of all Polish cities, continues its role as one of the most active cultural centers in the country. And now its number of schools is even higher than in pre-war days, because side by side with old institutions like the Jagiellonian University are newly created ones such as the Polytechnic and the Higher School of the Social Sciences. However, in contrast to pre-war conditions, when institutions of higher learning were located only in such cultural centers as Krakow, today there are also numerous universities in industrial centers. Thus for example, the industrial city of Lodz, barren of universities before the war, now has a number of them which include the Polytechnic, Agricultural University and the School of Social Work. Also noteworthy in this instance is the rise and development of higher art schools which continues under the jurisdiction of the Ministry of Culture and Art. Today there are two Academies of Fine Arts, one in Krakow, and the other in Warsaw. In addition, there are six Institutes of Fine Arts which place emphasis upon applied arts.¹

Pre-University Preparatory Courses

Since the most imperative demand created after the war was the immediate functioning of universities, no changes were immediately effected in their organization, but it was clear that certain changes had to occur. Six years of German occupation had created an educational lag among the Polish student population. Talented individuals, deprived of the opportunity to attend schools during that period, did not possess the formal prerequisites for attending schools of higher learning. Yet, at the same time, there was a great shortage of, and need for university trained persons. In addition to the above factor which pointed up the necessity for reorganization of the educational system, there was still another one that existed as a consequence of the pre-war school system in Poland. Because secondary schools were in most cases inaccessible to the children of workers and peasants, university student bodies contained almost no members of these two groups.²

^{1/} The Academies belong to the academic class of schools while the Institutes to the non-academic. For differences between academic and non-academic see page 6.

^{2/} "Education in Poland", Polish Research and Information Service.

Pre-war university percentages were: worker's children - 4.1%; peasants' children - 0.2%. (In the 1946-47 school year children of peasants and workers formed 19% of the student body; in 1947-48 the percentage jumped to 42%.) The above situation lagged markedly behind the overall social changes that occurred in Poland, and so it became necessary to make certain alterations in the higher educational system. This was effected in two ways. One, the public school system was reformed and unified, and secondary education was made available to all and two, pre-university preparatory courses were established.¹ And although the first measure had the effect of preventing the perpetuation of a bad situation, it did nothing to remove the consequences of pre-war and wartime conditions. Something further had to be done to make it possible for young men and women, deprived of secondary education before the war, to attend universities.

As an outstanding Polish sociologist, Jozef Chalasiński, has said, it became necessary at this point to devise a system through which talented youth might be discovered. It was with this aim in mind, then, that the Reform of 1946 set up pre-university preparatory courses to serve the following purposes:

1. To provide opportunities for higher learning to workers and peasants who lacked such opportunity in the past;
2. To fill the country's deep need for professionals and university trained personnel, and
3. To eliminate the gap created by war years.

Pre-university preparatory courses are now open, as a result of this program, to students who did not complete secondary schooling, or who completed it so long ago that they could not pass present university entrance examinations. The above course usually lasts for one year. During the 1945-46 school year, 2600 students were graduated from such courses and the number had increased to 3893 at the end of 1947. Students in those groups came from the following classes: 28% workers' children; 24% peasants' children; 31% white collar and professionals' children, and 17% children of businessmen.

Experience has shown that students who enter universities by means of such preparatory classes perform unusually well on the higher level. Thus, for example, at the comprehensive examinations, 32 percent of such students had excellent records as compared with 25 percent of university students who were accepted through regular procedure. Polish educators state that this superiority is due to the maturity and willingness of the former group to make up for lost years. Polish educators as a whole favor these special preparatory courses and other means that are available for the encouragement of students from lower economic groups. Zymunt Myslakowski, for example, a prominent educator and sociologist expressed the following opinion: "Outstanding mental capacity and high character values provide students with the key to obtaining a higher education; wealth or political affiliation do not count. Opportunity for a life start must be equal for all classes even at what seems to be heavy expenditure by the government. It is better to spend money on grants, on board and upkeep for gifted poor students than to maintain lecture halls and laboratories for incapable, well to do students...."

Entrance Requirements

All government schools of higher learning are tuition free. However, a small registration fee is required. Students who wish to enter schools of higher learning must pass an entrance examination. Applicants may be either graduates of the above mentioned pre-university preparatory courses, or graduates of the regular secondary schools. The examination which consists of a written part and an oral part is of a general nature and tests the knowledge of subjects taught in secondary schools, including foreign languages, history and civics.

¹/ "Education in Poland", Polish Research and Information Service.

Structural Pattern

The reform not only introduced changes in method of admitting students; it also altered the structure of the universities themselves.

Polish higher schools still maintain the twofold division of 'academic' and 'non-academic' which existed before the war. According to a law passed March 15, 1933, and still operative, accredited institutions of university rank are 'academic', and they alone are authorized to confer degrees and to legalize degrees from abroad.

Today, over 30 schools of the 50 schools are of the academic type and the rest are academic. Some of the latter, like the National Dramatic Institute, have recently been raised from a non-academic to an academic status. Among them several schools which had previously been located in the Eastern Territories (now part of Russia) were transferred to Poland proper. For example, the University of Lwow has become the University of Wroclaw and the University of Wilno is now the Nikolas Copernicus University of Torun.

Academic and non-academic schools are classified according to their sources of funds into two groups; government and private. Just as before the war government supported schools now predominate, but there are a number of private institutions including four of the academic type¹. The total student enrollment of privately operated universities for the school year of 1945-46 was 7,142 as compared to the 6,022 students enrolled in 1933-34.

The specific tasks of "academic" schools are:

1. To organize and pursue research;
2. To prepare students for professional status in theoretical branches of knowledge, and
3. To prepare students for high technical skills.

The task of the "non-academic" institutions, on the other hand, is limited to training persons for technical skills. These schools grant certificates or professional diplomas at graduation but may not confer degrees. Normal schools and most higher agricultural schools fall into this category. Before the war, this status of the non-academic institutions had an adverse affect upon their graduates because their credits were not recognized by the academic schools. Thus, a student who completed an engineering course in a non-academic school and possessing the title of 'technician' (technik) would not be accepted by an academic university for the degree of 'engineer' (inzynier dyplomowany) unless he began his training all over again.

Post war reform changed this wasteful duplication by introducing a system known as 'transfer of credits'. (Dwustopniowosc) This provides that graduates of non-academic institutions may enter the university without loss of former credit and work toward an academic degree. The lowest degree conferred by Polish universities is the Master's degree; Bachelor's degrees are non-existent there. The reform, however, introduced a change which approximates the Bachelor degree in a sense.

This measure was necessitated by the severe depletion of trained personnel in all fields, and now provides for two study levels - the vocational diploma and the academic degree. Thus, the student who attends a university, may, after two years of study, receive the diploma of mechanical engineer. If he wishes to continue for two years more, he then receives his Master's degree. In the fields of mathematics and the humanities, however, he must at least take the full four year course, as the

^{1/} See Appendix, page 13.

Master's is the lowest vocational and academic degree that would qualify him as a professional, and the doctorate is higher and more valued in those educational categories. When we discuss degrees awarded by Polish universities it is well to remember that the engineering and physician's degrees are in themselves equivalent to Master's degrees.¹

Curriculum

All lectures, excepting studies of foreign languages, are conducted in the Polish language. A university course leading to a Master's degree lasts four years, in every field but that of medicine. Medical studies last for six years and are divided into two parts: one - theoretical, of two years' duration and two - practical, which lasts four years. The student must spend half of each work day in hospital during the second period of training, but even after graduation he does not earn the right to practice until he has completed a year of internship.

In all fields a certain minimum hours per week of lecture attendance is required of every student. In addition to that he must complete a given amount of seminar or laboratory credits, depending on his field of study. Twice a year examinations take place. Before receiving his Master's Degree the student must pass a final examination and present a thesis in the subject of his specialization.

Administration

In the Ministry of Education there is a special department of higher education. The Minister of Education was before the war, and continues to be, head of higher education. All higher schools must present yearly reports of their activities and their programs for his approval. He is assisted in this function by the Chief Council for Higher Education, established in September, 1946. The Council consists of 15 persons named by the President at the recommendation of the Minister of Education for a term of three years. Chaired by the Minister, the Council must include men and women active in the field of education as two thirds of its membership, but the rest are chosen from the public at large. The primary functions of this Council are to plan educational policy; to plan new schools and institutes; to plan for scholarships; to decide upon subsidies for institutes and schools; to inaugurate the establishment of new departments, and to conduct research in matters pertaining to curricula. It is this body, too, which executes the provision which has opened universities in Poland to the lower economic classes.

The president or rector of the non-academic school is its director and he is appointed for a period of five years by the Minister of Education from a list of specialists in the field to which the school is devoted. The president is assisted in his academic work by the school senate, composed of the entire teaching staff.

The president of an academic school is chosen in a different manner. When a vacancy occurs at a university, the staff council elects three members from among its staff of professors. These three are recommended for the university presidency, and the names are submitted to the Minister of Education, who, with the advice of the Chief Council selects one name. This one name is in turn submitted to the President of Poland, who appoints the individual to presidency of a university for a term of three years. The president of a university represents his school on the outside; he is the executor of decisions of the senate; responsible for the proper functioning of the school, and for its publications. Twice during the year he must report to the school senate concerning the state of the school.

^{1/} As in France, there are Polish "physicians" and "doctors of medicine".
The first title usually applies to general practitioners.

The academic senate is composed of chairmen and vice-chairmen of departments, representatives of professors and instructors (one representative per ten). The senate's tasks are to determine the school budget, the needs of the school, and to check details of school administration. In addition to the senate there is also the newly created Staff Conference which consists of the entire teaching and administrative staff and student representatives. Called together by the university president, these conferences serve the school as advice and opinion-giving organs.

Chairmen of departments are elected for two year periods by majority vote of the entire teaching staff of the given department, and the election must be confirmed by the Minister of Education. In case the Minister fails to confirm the election, the teaching staff must choose another candidate until one is selected who meets with approval. The function of the chairman is to represent his own department and to carry out decisions made in departmental meetings. He is assisted by a vice-chairman who has been elected in the same manner. A recent addition to university structure is the post of administrative director, which is filled by nomination of the Minister of Education. This office is directly responsible to the president of the university.

Teaching Staff

There are two means by which applicants may become faculty members. First, there is the regular channel which starts with a "docentship". This is usually secured from a council of professors of the faculty at which the applicant desires to teach, through a process of habilitation. However, habilitation may also be conducted by the Chief Council for Higher Education. The candidate is usually expected to possess a Doctor's degree, but this requirement may be waived by the Chief Council when the applicants are outstanding scientists or educators. Habilitation makes three further requirements of the applicant. He must submit an habilitation thesis in his special field of teaching; he must satisfy the council of professors on his knowledge of the theme of his thesis in a public discussion, and he must deliver an habilitation lecture. The majority decision of the faculty council must be finally confirmed by the Chief Council, before the applicant may receive the docentship.

Professorships may be filled by individuals who have made outstanding contributions to learning. Professors are nominated by the President of the Republic at the recommendation of the Minister of Education, and before he can recommend an individual to a professorship, the Minister must consult the faculty of the school where the vacancy exists. (This system supplements the pre-war method of selecting professors from docents with at least five years of teaching experience.)

STUDENT LIFE

The student population of Polish schools of higher education may be roughly broken down into the three following categories:

1. Student - matriculating student.
2. Doktorant - one studying for Doctor's degree.
3. Free Auditor - one who simply attends courses with no eligibility for taking examinations leading to diploma or degree.

There are 83,000 university students in Poland today as compared with a pre-war figure of 48,000. This breaks down into percentage figures of 3.4 students per thousand of population (today), contrasted with a pre-war 1.6 per thousand. Twelve thousand of the present 83,000 students work full or part time to support themselves; 5,000 have wives and children to support. The government has found that 60% of the student population needs some kind of material aid, and this is forthcoming both from government and social service sources.

Aid To Students

The government itself spends about 548,400,000 zloty yearly for aid of all types to students, because it believes that it is not sufficient merely to open tuition - free universities. In order to assure the highest standards of scholarship among the student population, the Polish government maintains the following forms of assistance:

1. Grants and scholarships. Approximately 6,200 students in Poland received grants from the government in 1947. (The government spends 54 millions for this type of aid and plans, in 1948, to increase the amount to 135 millions or 240%.)
2. Housing. The government spends about 60 million zloty yearly for building and maintenance of dormitories. At the present time, university dormitories house more students than before the war, and a number of old schools offer dormitory facilities for the first time in their histories. For example, the 136 year old Warsaw Conservatory of Music opened its first housing accommodations only a few months ago.
3. Medical Aid. This is an extremely important area of government assistance (free medicines, examinations, etc.) because the health conditions of Polish students are still far below a safe standard. A fair example of all Polish student health is revealed in these figures from the Politechnic of Gliwice which reports 9% of its students as having active tuberculosis, 43% threatened by tuberculosis, and 32% victims of heart diseases.
4. Vacation Homes. A total of 150 vacation homes has been set aside for the use of students. It is noteworthy that 70% of these were granted to student organizations during the past two years.
5. Text Books. The government spends 1,800,000 zloty each month to provide textbooks for needy students, but there is still a great lack of books and other school materials.

It can be seen from the above categorical breakdown that much aid to students is provided by the Polish government. Aid is also given by local and municipal governments. In addition, various organizations are very active in bringing help to students. Notable among such organizations are political parties, the Red Cross,

World Student Relief, the Association of Friends of University Students, and Caritas-Catholic Organization. Most students in Poland receive some form of aid either from the government or other organizations. Organizations follow the general pattern for dispensing grants to students. Particularly noteworthy are the trade unions. The Central Trade Union Council (Polish Trade Union Federation) as well as most national unions maintain a number of grants for their members or children of their members.

Student Organizations

There is not an institution of higher learning in Poland which does not have dozens of students associations, engaged in all sorts of activities. Within their ranks thousands of students find training and experience for their future participation in the nation's life. These organizations fall into the following 5 categories.

SELF HELP or FRATERNAL STUDENTS AID (BRATNIA POMOC)

The Fraternal Aid Societies exist at every university and their task is mainly to bring material aid to students. They distribute commodities allocated by the government and other institutions, run cafeterias, dormitories and vacation homes; raise funds through such activities as lectures, lotteries, dances. The publishing sections produce verbatim reports of lectures. This service is especially useful in view of the great shortage of textbooks.

UNIVERSITY CLUBS

The object of these clubs which exist on every campus is to widen the knowledge of students in the particular subject or field to which the club is devoted. There are, among others, Law clubs, Economics clubs, Architecture clubs, Engineering clubs which organize lectures, excursions and debates. Since these groups are strictly limited to their particular field of work, their membership is not too numerous, but there is a large number of clubs attached to each institution.

SPORT CLUBS

There are numerous university sport clubs and most of them are affiliated with the Students Sport Association.

POLITICAL ORGANIZATIONS

Most political parties have their students sections.

- a. The student section of the Association of Democratic Youth is part of the Polish Democratic Party. It publishes "Young Democracy" devoting much space to student problems.
- b. Student Section of Peasant Youth (Wici) is an organization of peasant students, embracing members of all Polish peasant parties as well as those without party affiliation. This group is devoted to spreading knowledge about Polish peasant life. It seeks to intergrate valuable elements of peasant culture into the national culture of Poland.
- c. Youth Association "Life" (Zycie) is the student counterpart of the Polish Workers' Party. This is a leftist organization which grew out of the pre-war organization under the same name.
- d. Association of Independent Socialist Youth. This group has existed in Poland since 1918 and is based on a platform of socialism.

Membership in one of the above mentioned political groups (a student may belong to only one at a time), does not exclude membership in other students' associations.

SOCIAL, RELIGIOUS AND CHARITABLE ORGANIZATIONS

They exist in almost every university and include "Caritas", Catholic Welfare organization; the Red Cross; the YMCA; the Union of Former Underground Fighters for Independence and Democracy. Outstanding among these groups is the Students' Branch of the Union of Former Political Prisoners.

All of the above organizations were united in the early part of 1947 through the efforts of a coordinating committee of students from each group. The committee's purposes are to fight for the furtherance of academic freedom; to improve the material conditions of Polish students and to maintain relations with students of other countries. Tangible evidence of how the committee (Coordinating Committee of Polish Student Organizations) has functioned in line with its stated aims is provided by the following example:

On September 4, 1947, the Committee drew up a plan to exchange Polish students with those of other countries. Large numbers of students will go to the following countries to study during their summer vacations: England, Sweden, Denmark, Finland, Switzerland, USSR, Holland, Hungary, Rumania, Belgium and Czechoslovakia. In March 1948, this committee held a convention at which it was decided to form a permanent organization (Federation of Student Organizations.) Its newest project is the compilation of a history of the Polish student movement.

The year 1947 was the first post war year in which any student exchange during vacation was possible in Poland. In the summer of that year there were present in Poland 210 students from Czechoslovakia, England, France and Yugoslavia, and in each of those countries were students from a total group of 200 which Poland had sent in exchange. There are today in Poland a few American students, among whom is Ann Waterman who also teaches English at the University of Warsaw.

As for Polish students in the U.N., they are mainly doing graduate work here although there are a few undergraduates. There are at present about twenty-five, and more are expected for the summer. They were given scholarships by various agencies of the U.N., the Rockefeller Foundation and individual American universities. The largest obstacle in the way of expanding the number of Polish students in the U.S. is the cost of transportation. Poland is very short of American dollars.¹

^{1/} At the recent convention of university presidents and professors the Minister of Education emphasized the need for further international cooperation in the field of Education, and one of the main points stressed in his talk was the need to widen student exchange facilities.

TASK NOT COMPLETED

There is still much to be done in the field of higher education in Poland, and there are many deep needs which produce gaps still to be filled. For instance, as 50% of Polish doctors were lost during the war, there are now only three doctors for each 10,000 persons. Because of this situation, institutions must accept a far greater number of students than their physical plants are equipped to handle.

The problems that confront Poland in the field of higher education are largely in the area of material and tangible needs such as lack of study space, lack of textbooks and equipment, and shortage of trained personnel. It is encouraging to Polish educators that in spite of these obvious needs, the work of training students is progressing with concrete results. As the shattered buildings are renovated and new ones are built, the important task of education continues apace. The changes in the overall educational plan which have been discussed in this bulletin are largely responsible for the great progress under way, and the enthusiasm of students and teachers provides the impetus which will keep it in motion as the task of rebuilding goes on.

APPENDIX

List of Schools of Higher Learning

ACADEMIC GOVERNMENT SCHOOLS

<u>School</u>	<u>City</u>
University of Warsaw	Warsaw
Warsaw Polytechnic	Warsaw
Academy of Fine Arts	Warsaw
School of Dentistry	Warsaw
School of Agriculture	Warsaw
National Dramatic Institute	Warsaw
University of Lodz	Lodz
Polytechnic of Lodz	Lodz
School of Social Work	Lodz
University Marie Sklodowska-Curie	Lublin
Polytechnic of Gdansk	Gdansk
Academy of Medicine	Gdansk
University Nicholas Copernicus	Torun
University of Poznan	Poznan
University and Polytechnic	Wroclaw
Silesian Polytechnic	Gliwice
Jagiellonian University	Krakow
Academy of Mines	Krakow
Academy of Fine Arts	Krakow
5 Music Conservatories	
4 Teachers Colleges	

ACADEMIC PRIVATE SCHOOLS

School of Political Science	Warsaw
Academy of Commerce	Warsaw
Academy of Commerce	Lodz
Catholic University	Lublin
Academy of Commerce	Poznan
Academy of Commerce	Krakow
2 Academies of Music	

NON-ACADEMIC GOVERNMENT SCHOOLS

School of Mechanical And Electrical Engineering (Wawelberg and Rotwand)	Warsaw
Higher School of Agriculture	Lodz
Higher School of Maritime Trades	Gdynia
Higher School of Agriculture	Cieszyn
School of Engineering	Poznan
Central Institute of Physical Education	Warsaw
Normal Schools	
6 Institutes of Fine Arts	

NON-ACADEMIC PRIVATE SCHOOLS

School of Business Administration	Czestochowa
School of Socio-Economic Studies	Katowice