
PRESENTATIONS

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Professor Lucyna Turek-Kwiatkowska (1925-2017) Historian and Archivist of Szczecin

Abstract

Lucyna Turek-Kwiatkowska was a member of the community of Szczecin historians and archivists. She was the director of the State Archives in Szczecin and a professor at the University of Szczecin. She researched the history of Pomerania, history of West Pomeranian towns and cities, history of archives, education in Pomerania, development of historical awareness of Pomeranian society, material and spiritual culture in Pomerania in the 19th and in the first half of 20th century. Her work had a pioneering character that supported the processes of social integration and adaptation in West Pomerania.

Keywords: Lucyna Turek-Kwiatkowska, historian of Szczecin, archivist, University of Szczecin

Outline of the biography

On the day of 11 April 2017, at the age of almost 92 years, Professor Lucyna Turek-Kwiatkowska,¹ a member of the community of Szczecin historians and archivists, died. She was the director of the State Archives in Szczecin and the academic teacher, first at the Higher School of Teachers (Wyższa Szkoła Nauczycielska), then the Higher School of Pedagogy (Wyższa Szkoła Pedagogiczna), and since 1985 the University of Szczecin.

Professor Lucyna Turek-Kwiatkowska was born on 20 August 1925 in a family of teachers, in the village of Piętno situated in the province of Wielkopolska, in the district of

¹ <http://szczecin.wyborcza.pl/szczecin/7,137466,21632506,odeszla-profesor-lucyna-turek-kwiatkowska.html> (accessed: 25.04. 2017); <http://www.szczecin.ap.gov.pl/news/pl/dziewiecdziesiate-urodziny-prof-lucyny-turek-kwiatkowskiej> (dostęp: 25.04. 2017); <http://historia.org.pl/2017/04/13/zmarla-prof-lucyna-turek-kwiatkowska/> (accessed: 25.04. 2017); <http://historia.org.pl/2017/04/13/zmarla-prof-lucyna-turek-kwiatkowska/> (accessed: 25.04. 2017).

Turek, municipality of Tuliszków. She attended the elementary school located in the village of Rychnów. After graduating in 1937, she continued her education at the Gimnazjum im. Anny Jagiellonki (Anna Jagiellonka High School) in Kalisz. The outbreak of the Second World War made her to give up her education and to take up a job as a maidservant. After the war, in 1945-1947 she graduated from Gimnazjum i Liceum dla Dorosłych im. T. Kościuszki (T. Kosciuszko High School and High School for Adults) in Kalisz, while concurrently working as a teacher of the elementary school in Rychnów, and then in Kalisz. In 1947, she obtained a certificate of secondary education. During that year's holidays, she took an exam at the State Examination Board and obtained a certificate of secondary education of Liceum Pedagogiczne (Pedagogical High School) in Wągrowiec, which licensed her to work in elementary education institutions.²

In 1947, Lucyna Turek-Kwiatkowska enrolled in extramural studies in history at the Faculty of Philosophy and History of the University of Wrocław. While studying during the first two years, she also worked as a teacher of a Kalisz primary school. In 1948, she moved to Wrocław, while continuing her studies and working as a teacher at the Polish language courses for the autochthones (Poles born in German territories that were subsequently handed over to Poland after the war) and courses for illiterates, and at Ośrodek Metodyczny Historii ZNP (Institute of Methodology of History of the Union of Polish Teachers) in Wrocław. She also gave practical classes as part of courses preparing candidates for higher education institutions. She graduated from the University in 1952.³ She took up a job at the Provincial State Archives in Wrocław. After getting married with Kazimierz Turek, a veterinary surgeon, she moved to her husband's workplace, Szczecin.⁴ In the years 1953-1975 she worked at the Provincial State Archives in Szczecin. Initially, she was the head of the Department of Judicial Files, and later worked as the head of the Department of Special Files, and during her work she organised and rearranged the Department's inventory and carried out scientific study based on the inventory in the form of introductory notes and lectures.⁵

She obtained a doctoral degree on 13 March 1967, based on a dissertation titled: *Z dziejów służby archiwalnej. Archiwa na Pomorzu Zachodnim w latach 1808-1914 (On the history of archival services. Archives in Western Pomerania in the years 1808-1914.*⁶ In 1969 she was appointed the Director of the Provincial State Archives in Szczecin. She

² TUREK-KWIATKOWSKA, L., *Moje sześćdziesiąt lat w Szczecinie. Okruchy wspomnień*, Szczecin 2015, pp. 9-15.

³ Archiwum Uniwersytetu Szczecińskiego (Archives of the University of Szczecin, hereinafter: AUS), fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska. Copy of the diploma, c. 34.

⁴ AUS, fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska. Curriculum Vitae, c. 50.

⁵ TUREK-KWIATKOWSKA, L., *Moje sześćdziesiąt lat w Szczecinie...*, pp. 17-28.

⁶ AUS, fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska. Copy of the doctoral diploma, card 13.

held this position until 1975.⁷ At that time she held an internship in Paris at Archives Nationales. She was also at scholarships in archives in Rome, Padua and Milan. As part of her archival work, she conducted training in archives management, auxiliary sciences and administrative and office management matters.

In 1973, she began part-time work at Wyższa Szkoła Pedagogiczna (Higher School of Pedagogy) as a lecturer in auxiliary sciences of history.⁸ On 1 October 1975, she was hired as a research and teaching employee at the Higher School of Pedagogy, which in 1985 was incorporated into the newly created University of Szczecin. She passed a postdoctoral examination in 1984, and was awarded a postdoctoral degree on the basis of her scientific achievements and the monograph *Obraz przeszłości regionu w świadomości historycznej społeczeństwa pomorskiego w pierwszej Polowie XIX wieku* (*The image of the past of the region in the historical consciousness of the Pomeranian society in the first half of the nineteenth century*). On 11 October 1989, she was awarded the title of Professor, based on the book *Przemiany świadomości historycznej społeczeństwa pomorskiego XIX wieku* (*Transformation of historical consciousness in the Pomeranian society of the 19th century*). Three years later, on 1 May 1993, the Minister of National Education appointed her as a full Professor.⁹

Lucyna Turek-Kwiatkowska worked at the University of Szczecin until 2005. She was an employee of the Institute of History, the Director of the Department of Modern History, and in 1985-1987 she was a Deputy Dean of the Faculty of Humanities for extramural studies. At the age of 70, she officially retired but continued her work at the Institute of History and International Relations of the University of Szczecin.¹⁰

Since 1953, she was a member of the Polish Historical Society, the Szczecin branch. In 1969 she became an extraordinary member of the Szczecin Scientific Society.¹¹ She developed a cooperation with Instytut Zachodni (the Institute for Western Affairs). Since 2000, she was an honorary member of the Polish Historical Society, and since 2002 she was an honorary member of the Association of Polish Archivists. She was an activist of the Polish-French Friendship Society, where she served as Vice President until 2003.

Professor Lucyna Turek-Kwiatkowska received a number of awards and decorations: Medal 10-lecia Polski Ludowej (the Medal of the 10th Anniversary of the People's Republic of Poland) (1955), Złoty Krzyż Zasługi (the Golden Cross of Merit) (1968), the

⁷ The L. Turek-Kwiatkowska's achievements in the field of archives management were presented by: FRANKEL, M., MACHOLAK, J., Lucyna Turek-Kwiatkowska w Archiwum Państwowym w Szczecinie. „Przegląd Zachodniopomorski” 2010, vol. 3, p. 16-17.

⁸ AUS, fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska. Permission by the Chief-Director of State Archives for taking a part-time job, card 54.

⁹ AUS, fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska. Appointment as a full Professor, card 30.

¹⁰ GAZIŃSKI, R., Jubileusz 85. rocznicy urodzin Profesor Lucyny Turek-Kwiatkowskiej, „Przegląd Zachodniopomorski” 2010, vol. 3, p. 13. Cf. GAZIŃSKI, R., Jubileusz osiemdziesiątych urodzin Pani Profesor Lucyny Turek-Kwiatkowskiej. „Szczeciński Informator Archiwalny”. 2006, no. 19, p. 6-9.

¹¹ AUS, fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska, Curriculum Vitae, card 51.

Minister of National Education Award (1978); Medal Komisji Edukacji Narodowej (Medal of the Commission of National Education) (1979), Nagroda Indywidualna Ministra Nauki, Szkolnictwa Wyższego i Techniki (Individual Award of the Minister of Science, Higher Education and Technology) (1980); Krzyż Kawalerski Orderu Odrodzenia Polski (Knight's Cross of the Order of Polonia Restituta) (1984); Odznaczenie Zasłużony Działacz Kultury (Distinguished Cultural Service Award) (1987), Złota Odznaka ZNP (Golden Badge of the Union of Polish Teachers) (1979 and 2017), awards granted by the Rector of the University of Szczecin and other awards.¹²

She conducted classes with students, exercised scientific supervision over master's degree and doctoral students. She was a respected person and renowned academic teacher, a modest and self-forgetful person. In a reportage by Małgorzata Furga and Anna Kolber she spoke about herself as follows: "I sought and obtained professorship, but not to brag about it. It's a normal life, a certain part of it, an event. But not to be proud of, to think it's the most important thing. It was a normal duty of life. Anyway, I am glad that I lived these 90 years in such a good physical and intellectual shape."¹³

In 1995, Professor Lucyna Turek-Kwiatkowska celebrated her 70th birthday. As the Director of the Szczecin State Archives of that time, professor Kazimierz Kozłowski wrote in a dedication in one of the issues of "Szczeciński Informator Archiwalny": "This is to express our respect and gratitude for 23 years of her work in the state archival service, and at the same time a certain satisfaction for accompanying troubles."¹⁴

As part of celebration of the professor Lucyna Turek Kwiatkowska's 85th birthday, the volume 3 of "Przegląd Zachodniopomorski" was devoted to her achievements. Professor Radosław Gaziński wrote about her as follows: "She is an unquestionable honourable senior of the Szczecin historical community, a still active person, full of astonishing energy. She is very intellectually efficient, still works in research; a curious person, open to contacts with young people, all the time participating in various meetings, symposiums or conferences. There is no doubt that she can be a role model for many of much younger representatives of our profession. In August 2010, Professor Lucyna Turek-Kwiatkowska celebrated 85 years of active and beautiful life."¹⁵

In August 2015, the jubilee of the 90th birthday of Professor Lucyna Turek-Kwiatkowska was held.¹⁶ On 19 October 2015, a celebration meeting with the birthday person was held in the State Archives in Szczecin, combined with the presentation of her

¹² AUS, fonds: Dział Spraw Osobowych (Department of Personal Files), ref. no. 137/789. Lucyna Turek-Kwiatkowska. Personal data form, card 11.

¹³ <http://radioszczecin.pl/1,352488,zmarla-profesor-lucyna-turek-kwiatkowska&s=1&si=1&sp=1> (dostęp: 24.04. 2017).

¹⁴ KOZŁOWSKI, K., Na jubileusz prof. zw. dr hab. Lucyny Turek-Kwiatkowskiej. „Szczeciński Informator Archiwalny” 1995, no. 9, pp. 8–9.

¹⁵ GAZIŃSKI, R., Jubileusz 85. rocznicy urodzin Profesor Lucyny Turek-Kwiatkowskiej, „Przegląd Zachodniopomorski” 2010, vol. 3, p. 9.

¹⁶ <http://www.szczecin.ap.gov.pl/news/pl/dziewiecdziesiate-urodziny-prof-lucyny-turek-kwiatkowskiej> (dostęp: 24.04. 2017).

book *Moje 60 lat w Szczecinie. Okruchy wspomnień (My 60 years in Szczecin. Little bits of memories)*.¹⁷

Further on in this paper we will discuss the topics of research by Lucyna Turek-Kwiatkowska. I have especially focused on her historical and educational research, according to the profile of the journal to publish the text.

Research interests

Professor Lucyna Turek-Kwiatkowska was an archivist and historian. She researched the history of Pomerania, history of West Pomeranian towns and cities, history of archives, education in Pomerania, development of historical awareness of Pomeranian society, material and spiritual culture in Pomerania in the 19th and in the first half of 20th century. The scientific achievements of Professor Lucyna Turek-Kwiatkowska include over two hundred items, including 14 books. In addition to the above, we may also mention active participation in many scientific conferences both in Poland and abroad.

She conducted pioneering studies on the regional separateness of Pomerania within the Prussian state, which she presented in two non-serial publications and in a series of articles.¹⁸ She researched the culture of Pomerania from the sixteenth century to the first half of the twentieth century.¹⁹ She worked on issues of shaping historical conscious-

¹⁷ TUREK-KWIATKOWSKA, L., 60 lat w Szczecinie. Okruchy wspomnień, Szczecin 2015, pp. 149.

¹⁸ TUREK-KWIATKOWSKA, L., Problem "narodowości" pomorskiej w historiografii regionalnej w I połowie XIX wieku, „Przegląd Zachodniopomorski” 1985, vol. 1-2, pp. 67-80; TUREK-KWIATKOWSKA, L., Świadomość historyczna społeczeństwa pomorskiego, „Przegląd Zachodniopomorski” 1987, vol. 2, pp. 68-74; TUREK-KWIATKOWSKA, L., Kształtowanie się świadomości regionalnej na Pomorzu w I połowie XIX wieku, in: Studia nad świadomością historyczną Polaków, Ed. J. TOPOLSKI. Poznań 1994, pp. 219-241; TUREK-KWIATKOWSKA, L., Początki Pomorza w świetle historiografii regionalnej, in: Szczecin i Pomorze Zachodnie od czasów najdawniejszych do XIII wieku, Ed. K. KOZŁOWSKI, Szczecin 1992, pp. 31-39; TUREK-KWIATKOWSKA, L., Związki Pomorza Zachodniego ze Słowiańszczyzną Południową w historiografii pomorskiej I połowy XIX wieku, „Balcenica Posnaniensia” 1989, vol. 4, pp. 353-359; TUREK-KWIATKOWSKA, L., Społeczeństwo Pomorskie wobec Rewolucji Francuskiej i wojen napoleońskich, in: Zeszyty Naukowe, Uniwersytet Szczeciński, no. 71. Szczecińskie Studia Historyczne 1991, no. 4, pp. 45-59; TUREK-KWIATKOWSKA, L., The historical consciousness of Pomeranian society in the 19th century, „Polish Western Affairs” 1990, no. 1-2, pp. 97-111.

¹⁹ TUREK-KWIATKOWSKA, L., Kultura na Pomorzu w XIX wieku, Koszalin 2000; TUREK-KWIATKOWSKA, L., Życie codzienne w Szczecinie w latach 1800-1939, Szczecin 2000; second edition, Szczecin 2002; TUREK-KWIATKOWSKA, L., Kultura szczecińska w latach 1800-1939, in: Szczecin na przestrzeni wieków. Historia – kultura – sztuka, Ed. E. WŁODARCZYK. Szczecin 1995, pp. 112-119; TUREK-KWIATKOWSKA, L., Szlachta w życiu kulturalnym Pomorza Zachodniego w XIX wieku, in: Szlachta oraz ziemiaństwo polskie i niemieckie w Prusach i Niemczech w XVIII-XX wieku, Ed. W. STĘPIŃSKI. Szczecin 1996, pp. 119-128; TUREK-KWIATKOWSKA, L., Polityka kulturalna państwa pruskiego na Pomorzu Zachodnim w XIX wieku, in: Państwo i społeczeństwo na Pomorzu Zachodnim do 1945 roku, Ed. W. STĘPIŃSKI. Szczecin 1997, pp. 171-182; TUREK-KWIATKOWSKA, L., Kultura szczecińska w dwudziestoleciu międzywojennym „Przegląd Zachodniopomorski” 2000, vol. 1, pp. 137-145; TUREK-KWIATKOWSKA, L., Kultura umysłowa na Pomorzu Zachodnim od XVI-XVIII wieku, in: Polska i Pomorze Zachodnie w XVI-XVIII wieku, Ed. K. KOZŁOWSKI, Szczecin 1994, pp. 71-78; TUREK-KWIATKOWSKA, L., Przemiany kulturalne na Pomorzu Zachodnim w XIX wieku, Zeszyty Naukowe Uniwersytet Szczeciński, no. 140. Szczecińskie Studia

ness in Pomerania after the Second World War, and she studied the society of Western Pomerania in the second half of the twentieth century.²⁰ She tackled in her research the issue of Poland's independence and the Polish-Bolshevik war.²¹ She created inventories and dealt with archive collections concerning Pomeranian towns and cities.²²

The research by Lucyna Turek-Kwiatkowska focused on the history of cities and towns of the Szczecin Province²³: Dobrzany,²⁴ Goleniów,²⁵ Gryfino,²⁶ Kołbacz,²⁷ Płoty,²⁸

Historyczne, no. 8, pp. 37-58; TUREK-KWIATKOWSKA, L., Społeczne uwarunkowanie percepcji kultury na Pomorzu Zachodnim w XIX, in: Zeszyty Naukowe. Uniwersytet Szczeciński, no. 170. Szczecińskie Studia Historyczne, 1995, no. 9, pp.117-131

²⁰ TUREK-KWIATKOWSKA, L., Kształtowanie się świadomości historycznej na Pomorzu Zachodnim po drugiej wojnie światowej, in: Społeczno-demograficzne problemy mieszkańców ziem zachodnich i północnych Polski, Ed. R. WOŹNIAK Opole 1990, pp. 59-67; TUREK-KWIATKOWSKA, L., Społeczeństwo Pomorza Zachodniego w latach 1945-1950, in: Tożsamość i partnerstwo: studia z dziejów najbliższego sąsiedztwa, Ed. M. ZYMOMRJA, Koszalin 2000, pp. 41-47; TUREK-KWIATKOWSKA, L., Związki Pomorza z Polską w powojennej historiografii polskiej, „Ziemie Zachodnie i Północne Polski” 1991, vol. 3, pp. 21-38; TUREK-KWIATKOWSKA, L., Świadomość historyczna mieszkańców Pomorza jako tło świadomości współczesnej „Roczniki Socjologii Morskiej” 1991, vol. 6, pp. 11-18

²¹ TUREK-KWIATKOWSKA, L., Niepodległość Polski w świetle prasy pomorskiej, „Przegląd Zachodniopomorski” 1992, vol. 3, pp. 61-71; TUREK-KWIATKOWSKA, L., Wojna polsko-radziecka 1920 roku w świetle prasy pomorskiej, in: Wojna polsko-radziecka 1920, Ed. J. FARYŚ, Szczecin 1990, pp. 124-137.

²² TUREK-KWIATKOWSKA, L., Zbiory archiwalne dotyczące miast pomorskich, „Szczeciński Informator Archiwalny” 1990, no. 6, pp. 8-22; TUREK-KWIATKOWSKA, L., Inwentarze zamkowe z XVI i XVII wieku, in: Zamek książęcy w Szczecinie, Ed. E. CNOTLIWY et al., Szczecin 1992, pp. 147-174; TUREK-KWIATKOWSKA, L., JANUSZKIEWICZ, B., Inwentarz przedmiotów należących do księcia Barnima, „Materiały Zachodniopomorskie” XI (1995), vol. 41, pp. 319-339.

²³ TUREK-KWIATKOWSKA, L., Zarys dziejów miast województwa szczecińskiego, in: Miasta polskie w tysiącleciu, vol. 2, Wrocław 1967, pp. 48-60.

²⁴ L. Lucyna Turek-Kwiatkowska, Dobrzany na tle osadnictwa wczesnohistorycznego, in: Dobrzany: dzieje miasta, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1989, pp. 1-10; TUREK-KWIATKOWSKA, L., Rozwój miasta w okresie feudalnym 1336-1648, in: Dobrzany: dzieje miasta, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1989, pp. 11-17; TUREK-KWIATKOWSKA, L., Dobrzany w okresie narastania stosunków kapitalistycznych 1648-1806, in: Dobrzany: dzieje miasta, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1989, pp. 28-39; TUREK-KWIATKOWSKA, L., Dobrzany w okresie rozwoju stosunków kapitalistycznych 1806-1939, in: Dobrzany: dzieje miasta, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1989, pp. 40-54; TUREK-KWIATKOWSKA, L., Dobrzany w 1945 roku, in: Dobrzany: dzieje miasta, L. TUREK-KWIATKOWSKA, Szczecin 1989, pp. 55-93; TUREK-KWIATKOWSKA, L., Życie gospodarcze, in: Dobrzany: dzieje miasta, L. TUREK-KWIATKOWSKA, Szczecin 1989, pp. 109-143

²⁵ TUREK-KWIATKOWSKA, L., Oświata i szkolnictwo, in: Dzieje Goleniowa (XIII-XX) wiek, Ed. H. LESIŃSKI, pp. 159-175.

²⁶ TUREK-KWIATKOWSKA, L., Miasto w czasach książęcych, in: Dzieje Gryfina i okolic, Ed. P. KŁOSOWSKI, Gryfino 2005, pp. 77-96; TUREK-KWIATKOWSKA, L., Pod panowaniem szwedzkim i pruskim, in: Dzieje Gryfina i okolic, Ed. P. KŁOSOWSKI, Gryfino 2005, pp. 97-115; TUREK-KWIATKOWSKA, L., Gryfino w dobie kształtowania się niezależnego samorządu miejskiego, in: Dzieje Gryfina i okolic, Ed. P. KŁOSOWSKI, Gryfino 2005, pp. 117-138.

²⁷ Kołbacz - przeszłość i teraźniejszość, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1979;

²⁸ TUREK-KWIATKOWSKA, L., Rozwój miasta w okresie wczesnofeudalnym 1277-1648, in: Płoty: dzieje miasta, Ed. L. TUREK-KWIATKOWSKA, Słupsk 1991, pp. 21-33; TUREK-KWIATKOWSKA, L.,

Szczecin²⁹ and other towns/cities and monuments of architecture in Pomerania.³⁰ Radosław Gazinski has written that the Lucyna Turek-Kwiatkowska's works on the history of Western Pomeranian towns and the Pomeranian studies "were intended to make Polish inhabitants of the region familiar with their new place of settlement."³¹

A list of all scientific work by Professor Lucyna Turek-Kwiatkowska was published by Agnieszka Chlebowska in "Szczecińskie Studia Historyczne".³²

It should be noted that Lucyna Turek-Kwiatkowska worked with the Historical Commission of the Union of Polish Teachers (ZNP) in Szczecin. The result of this collaboration was two books published under her editorship, in which a comprehensive attempt was made to show the activity of the Union of Polish Teachers in the Szczecin Pomerania. The first work, covering the years 1945-1975 discussed the origins of ZNP, whose work was being carried out "under new geographical and administrative conditions", and which was later hampered by the high proportion of unqualified teachers (63%) who were not experienced in the trade union work."³³ The organisational development of ZNP in the Szczecin district constituted the implementation of programmes of the Main Board of ZNP. The ideological activities of the Union included education, further training and professional development of teachers and the functioning of professional sections of the Union. In addition, ZNP in Szczecin carried out social, cultural and educational activity as well as the activity in the areas of tourism, sports and social welfare.

In the second book, concerning the years 1975-1985 and having a similar structure to the previous one, discusses the organizational activity of ZNP in the Szczecin Pomerania in the period under research, the activity of their professional sections, the cultural and ed-

Ploty w okresie narastania stosunków kapitalistycznych 1648-1806, in: *Ploty: dzieje miasta*, Ed. L. TUREK-KWIATKOWSKA, Słupsk 1991, pp. 33-48; TUREK-KWIATKOWSKA, L., *Ploty w okresie rozwoju stosunków kapitalistycznych 1806-1945*, in: *Ploty: dzieje miasta*, Ed. L. TUREK-KWIATKOWSKA, Słupsk 1991, pp. 49-83; TUREK-KWIATKOWSKA, L., *Położenie Plot na tle osadnictwa wczesnohistorycznego*, in: *Ploty: dzieje miasta*, Ed. L. TUREK-KWIATKOWSKA, Słupsk 1991, pp. 17-21.

²⁹ TUREK-KWIATKOWSKA, L., KOZIŃSKA, B., *Dzielnica Niebuszewo-Bolinko*, „Przegląd Zachodniopomorski” 1990 no. 4, pp. 63-82; *Szczecin stary i nowy. Encyklopedyczny zarys historycznych dzielnic i osiedli oraz obiektów fizjograficznych miasta*, Ed. T. BIAŁECKI, L. TUREK-KWIATKOWSKA, Szczecin 1991, ss. 406.

³⁰ TUREK-KWIATKOWSKA, L., *Zabytki architektury jako walor turystyczny Pomorza Zachodniego*. Szczecin, 2010; TUREK-KWIATKOWSKA, L., *Zamek książęcy w Szczecinie i jego rezydenci*, „Studia Historia” 1990, no. 3, pp. 5-20; TUREK-KWIATKOWSKA, L., *Organizacja dworu książęcego w Szczecinie*, in: *Mecenat artystyczny książąt Pomorza Zachodniego*, Ed. W. FILIPOWIAK, B. JANUSZKIEWICZ, Szczecin 1990, pp. 165-175.

³¹ GAZIŃSKI, R., *Jubileusz 85. rocznicy urodzin Profesor Lucyny Turek-Kwiatkowskiej*. „Przegląd Zachodniopomorski” 2010, vol. 3, p. 11. Cf., TUREK-KWIATKOWSKA, L., *Wrastanie w Pomorze. Wokół zamowionych pomorskich osadników*, „Przegląd Zachodniopomorski” 1961, no. 1.

³² CHLEBOWSKA, A., *Bibliografia prac prof. Lucyny Turek-Kwiatkowskiej za lata 1956-2000*, „Szczecińskie Studia Historyczne” 2000, no. 13, pp. 7-18. Cf. AUS, *fonds: Dział Spraw Osobowych (Department of Personal Files)*, ref. no. 137/789. Lucyna Turek-Kwiatkowska. Publications, cards 168-170; TUREK-KWIATKOWSKA, L., *Moje sześćdziesiąt lat w Szczecinie...*, pp.137-149.

³³ *Związek Nauczycielstwa Polskiego na Pomorzu Szczecińskim w latach 1945-1975*, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1975, pp. 9.

ucational activities and the functioning of the Pedagogical and Welfare Services Centre. This volume has annexes attached, containing short biographical notes of educational pioneers in the years 1945-1948: teachers from the city of Szczecin and teachers from the region of Szczecin and the former Western Pomerania district.³⁴

Research on the historical consciousness of the Pomeranian society

One of the main Lucyna Turek-Kwiatkowska's research areas was the transformation of the historical consciousness of the Pomeranian society in the 19th century. The results of her research were presented in three stages: for the years 1789-1823; 1823-1870; 1871-1914.³⁵ When studying the first stage, the author pointed out to the traditions of consciousness. She presented the attitudes of consciousness of particular social groups: peasants, bourgeoisie, gentry, intellectuals, and detailed the ways in which the Pomeranian-German consciousness was shaped. According to L. Turek-Kwiatkowska, the consciousness of Pomerania residents was not openly expressed. It was rather provincial, not based on historical knowledge but rather on tradition, limited to the immediate neighbourhood, largely cosmopolitan. Only intellectuals with bourgeoisie and clergy background and teachers had a modest knowledge of the region from the ancient chronicles.

After the Napoleonic wars and alterations of the borders of Pomerania, the creation of a modern Pomeranian society began. At this moment, regional history studies were developing, "a sense of strong historical unity emerged, a growing interest in one's own past, and a change in the criteria of assessment of that past."³⁶ The transformation of consciousness of inhabitants of the region towards a specific social and political maturity of the Pomeranian society.

The third period (1971-1914) was the time of formation of a new historical consciousness of the Pomeranian society, including the formation of national unity, the development of historical research (historical societies, archives, dissemination of historical knowledge) new understanding of history and development of the attitude of the society to the past of the region (to the beginnings of Pomerania, the Christianisation and colonisation of Pomerania, the Reformation, princes, the Thirty Years' War and Pomerania under Prussian rule). According to Lucyna Turek-Kwiatkowska, the historical research in Pomerania evolved from "pure Pomeranian" history, focused on the independence of the West Pomeranian state, through emphasizing the Pomeranian nationality in the history of this region when subordinated to foreign states, and the negative assessment of the Prussian state, leading to studies showing the distinctiveness and independence of

³⁴ Związek Nauczycielstwa Polskiego na Pomorzu Szczecińskim w latach 1975-1985, Ed. L. TUREK-KWIATKOWSKA, Szczecin 1988.

³⁵ TUREK-KWIATKOWSKA, L., *Przemiany świadomości historycznej społeczeństwa pomorskiego w XIX wieku*, Szczecin, 1989, p. 6.

³⁶ *Ibidem*, p. 275. Por., TUREK-KWIATKOWSKA, L., *Obraz przeszłości regionu w świadomości historycznej społeczeństwa pomorskiego w pierwszej połowie XIX wieku*, Szczecin 1986.

Pomerania, its Slavic origins and its annexation by Prussia. This type of historical consciousness was characterized by few inhabitants of Pomerania. Neither the individual social classes nor the newly born bourgeoisie were interested in historical studies. Only the intellectual elite, seeking to make changes in the content of teaching, tried, by publishing and participating in cultural activities, to prepare the inhabitants of Pomerania for political, public and cultural life, pointing to their distinctiveness and independence.³⁷

The transformation of the Pomeranian people's consciousness took place within the boundaries of the Prussian state, which won the support of peasants and the nobility. The successful Franco-Prussian war and the creation of the German Empire led, as L. Turek-Kwiatkowska wrote, to the wide acceptance of that state. "Germanism was accepted by the Pomeranians easily, since it meant entering into a great family of German culture on the same terms as South Germany or even Holstein, without foreign Prussian coercion."³⁸ The Pomeranian intelligentsia became involved in the cultural policy of the German Empire, as a result of which "Pomerania was Germanised and lost its Pomeranian historical consciousness."³⁹ The historical relationship between Pomerania and the German Hohenzollern dynasty was mentioned, the Slavic origins of Pomerania were ignored, it was rather mentioned that Pomerania had German origins, and the unique role of Pomerania in the Prussian monarchy was emphasized. As L. Turek-Kwiatkowska put it: "The historiography of the period 1870-1900 is predominantly "German", aimed at emphasizing relations with the state, only as soon as in the twentieth century (until 1914) regional history begins to be appreciated, to shortly become the central point of all historical research."⁴⁰ It was not until the beginning of the 20th century that a new historical consciousness emerged as a result of the new historiography – the German-Pomeranian consciousness, a provincial one, which was disseminated through education.

Research on education, culture and science in Szczecin in the years 1800-1939

Professor Lucyna Turek-Kwiatkowska distinguished three stages of the cultural life of Szczecin in the years 1800-1939. The Szczecin's cultural life fell into decline during the Napoleonic wars. The 1830s brought a revival of education, science and culture. The first period concerned the autonomy of Szczecin and the first half of the nineteenth century, in which cultural life referred to the Pomeranian burgher tradition of developing culture within the guild tradition.⁴¹ The second period, covering the second half of the nine-

³⁷ Ibidem, p. 277.

³⁸ Ibidem, p. 276.

³⁹ Ibidem.

⁴⁰ Ibidem, p. 279.

⁴¹ TUREK-KWIATKOWSKA, L., *Oświata, nauka i kultura szczecińska w latach 1800-1939*, Szczecin 1986, p. 149.

teenth century and continuing until 1918, was characterized by the domination of the German and capitalist culture. At that time Szczecin became a metropolitan centre. Due to the proximity of Berlin, a new cultural trend started to develop, involving painting, agricultural exhibitions and other forms. The third stage is the years 1918-1939 which was the embodiment of a Nazi culture.

L. Turek-Kwiatkowska researched education, scientific life and culture of Szczecin. In the context of the Prussian educational policy, she presented the organisation of elementary education in Szczecin between 1806 and 1871 (the condition of education at the beginning of the 19th century, the reform in 1806-1816, the school network and compulsory schooling) and education after the creation of the German Empire in 1871-1939. She wrote about the teaching staff of incomplete and complete (humanistic schools and Realschule) secondary schools and vocational schools. She stated that the development of education in Szczecin in the years 1800-1939 had been similar to other provinces. The prosperity of primary, secondary and vocational education came after Prussia won the war with France. Moreover, "the significant spatial, demographic and economic development of the city resulted in an increase in the number of schools and the number of students."⁴²

While reflecting on the scientific life in Szczecin, she showed the development of historical science, which at the beginning of the nineteenth century was seen in nascent forms. In 1824, the Archaeological and Historical Society was established, whose aim was to conduct research on the history of Pomerania. Before the First World War, it brought together 750 members.⁴³ Apart from the Archaeological and Historical Society, Szczecin was home also to the M. Luther Society, the Society of Studies on Press and Printing in Pomerania, the Pomeranian Patriotic Association, various nature research associations and other associations. An important cultural role was played by scientific journals, showing primarily the researchers' interests in history, and the emergence and activity of the provincial archives.⁴⁴ Both these forms (the press and archives) in the second half of the nineteenth century and in 1918-1939 demonstrated the unbreakable relationship between Pomerania and the Reich and the German character of the region. They pursued the German state policy.

When writing about the culture of Szczecin in the years 1800-1939, Lucyna Turek-Kwiatkowska characterized museums and libraries and their collections, book selling and printshops, the press, theatre, cinemas, music, unions and associations.⁴⁵ She carried out research on the everyday life of Szczecin in the years 1800-1939.⁴⁶

⁴² Ibidem, p. 85.

⁴³ Ibidem, p. 98.

⁴⁴ Cf., TUREK-KWIATKOWSKA, L., *Z dziejów służby archiwalnej. Archiwa na Pomorzu Zachodnim w latach 1808-1914*, Warszawa 1968.

⁴⁵ Ibidem, pp. 119-148. Cf., TUREK-KWIATKOWSKA, L., *Kultura na Pomorzu w XIX wieku*, Koszalin 2000.

⁴⁶ TUREK-KWIATKOWSKA, L., *Życie codzienne w Szczecinie w latach 1800-1939*, Szczecin 2000; TUREK-KWIATKOWSKA, L., *Życie codzienne w Szczecinie w latach 1800-1939*, Third Edition, Szczecin 2012.

Education in West Pomerania in the second half of the 20th century

Professor Lucyna Turek-Kwiatkowska studied the contribution of the education system to the socio-economic development of the Szczecin region in the years 1945-1970. These were important studies, given regional differences, historical, political, urban and demographic conditions, the state of the settlement network, and other factors influencing the development of education in Western Pomerania. The author put the research results in the context of a broad background of socio-political changes, emphasizing the different character of the Western and Northern Territories (i.e. territories gained by Poland as a result of WW2) and the dependence of the development of the education system on the starting point, which resulted from the "dependence on the scope of settlement, material resources held by the teaching staff and the need to fulfil the social task of adaptation and integration of local communities."⁴⁷

The difficult beginnings of the education system were related to the poverty of the settlers and the fluctuations in settlement activity, resulting in sudden changes in the number of children and adolescents to whom schools were to be provided.⁴⁸ Supply shortages, harsh living conditions, the lack of school equipment, no textbooks, the shortage of qualified teaching staff are just the main problems that have resulted in poor teaching outcomes and poor preparation of the qualified teaching staff in Western Pomerania.⁴⁹

The organisational difficulties of the schooling system were exacerbated by the social tasks to be fulfilled by schools in Western Pomerania, namely the fact that "it was schools that bore, to a large extent, the burden of creating integration ties with the rest of the country; raising the awareness of historical relationships with Poland or the historical necessity of the return of the Western and Northern Lands to the Motherland. and active participation in the process of integration of different settlement groups and their adaptation to the surrounding environment."⁵⁰ The author presented the ways in which these ideas were implemented by schools to the pupils and the whole local community. She stated that the above-mentioned social responsibilities imposed on the education system, which were implemented in the years 1945-1948, hampered its development, because schools became a place of integration and social adaptation, they developed social ties, unified Polish language, spread historical knowledge by pointing to the past of the Western and

⁴⁷ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego w latach 1945-1970* Warszawa-Poznań 1977, Państwowe Wydawnictwo Naukowe, p. 216; TUREK-KWIATKOWSKA, L., *Polityczne i społeczno-demograficzne przesłanki kształtowania się szkolnictwa na Pomorzu Zachodnim*, in: *Pionierskie lata oświaty szczecińskiej, 1945-1948*, Poznań 1975. Por., BIAŁECKI, T., *Struktura ludności polskiej Pomorza Zachodniego w świetle spisu powszechnego w r. 1948*, „Przegląd Zachodnio-Pomorski” 1968, no. 1.

⁴⁸ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 13-16.

⁴⁹ *Ibidem*, pp. 16-27. Cf., TUREK-KWIATKOWSKA, L., *Oświata szczecińska w latach 1945-1949*. Szczecin 1989, pp. 279.

⁵⁰ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 217.

Northern Territories, their Polish roots and the need to remain within Poland.⁵¹ Schools addressed their adaptation efforts not only to children and adolescents, but also to the adult population, which forced the school authorities to cooperate with administrative authorities, political parties and social organisations.⁵² The tasks of school were extended to include cultural activities, courses, including courses of Polish language, work in day cultural centres, day centers, choirs, organisations, theatres and other places attended by the adult population.⁵³

The author presents the process of organising education in Western Pomerania, the implementation of the principle of universality of teaching, school network, the fulfilment of compulsory education obligations, the results of teaching, she characterised the graduates, infrastructure of the schools, the teaching staff.⁵⁴ According to Lucyna Turek-Kwiatkowska, the year 1950 began a new chapter of educational development in Western Pomerania, affected by political changes, administrative changes, unification of school plans with the plans of the whole province. The school authorities took care of the fulfilment of compulsory education obligations, expansion of the school network, regulation of the number of schools in particular districts. Parallel progress was made on improving the organisational level of primary schools. The years 1950-1970 - according to the author - had lower results in teaching primary schools as compared to the whole country. Such a situation led to "the inhibition in raising the education level of the whole society and the preparation of qualified personnel."⁵⁵

Lucyna Turek-Kwiatkowska tried to find out the causes for the lower education results in West Pomeranian primary schools. The main factor was the high birth rate that occurred after 1950, which resulted in the shortage of sufficient number of teachers and limited the possibility of raising the organisational level of schools. Due to the migration of people from the countryside to cities, resulting from the efforts of the socialist authorities to transform Poland from an agricultural country into an industrial one, the number of primary schools in rural areas decreased, which became another cause of organisational difficulties in the field of education.

Besides, the West Pomeranian educational system suffered from the poor condition of the infrastructure resulting from failing to invest in education in the years 1945-1950. The demographic boom resulted in the need to increase the number of classrooms. Schools

⁵¹ Ibidem, pp. 27-39. Cf., SADAJ, B., *Udział szkoły i nauczyciela w procesach integracyjnych ludności wiejskiej województwa szczecińskiego w latach 1945-1960*, Poznań 1960.

⁵² TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 30; TUREK-KWIATKOWSKA, L., *Praca oświatowa wśród dorosłych na Pomorzu Zachodnim w latach 1945-1946*, „Przegląd Zachodniopomorski” 1963, no. 1.

⁵³ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 32. Cf., KWILECKI, A., *Rola społeczna nauczyciela na Ziemiach Odzyskanych w świetle pamiętników nauczycieli-osadników*, Poznań 1960.

⁵⁴ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 39-96.

⁵⁵ Ibidem, p. 218.

needed to be renovated, buildings to be adapted to the teaching needs for particular teaching subjects, labs needed to be built.

According to Lucyna Turek-Kwiatkowska, one of the weaknesses of West Pomeranian education in the years 1945-1970 was the teaching personnel. Especially in the 1940s and 1950s, the shortage in teaching personnel were a still unresolved problem for the education authorities. This educational drawback was addressed by the development of teacher education institutions and the training of secondary school graduates to work in schools. The problems with teaching personnel were also generated by low salaries, housing shortages in rural areas, migration of teachers to cities, or their low professional skills. Adoption of the Act of 15 July 1961 on the development of the education system⁵⁶ and its implementation positively resulted in the development in teacher training. Despite this, the teacher personnel were still lacking in specialists, for example more than 60% of them worked in schools in Szczecin alone.⁵⁷

The author mentioned the difficulty with implementing the educational reform of 1961, including infrastructural deficiencies and the staff shortages mentioned above which had resulted in postponing the planned changes in the education system. It was only after 1966 when the conditions of the functioning of the education system in Western Pomerania improved. However, the development of education was noticeable in urban areas. Rural schools were still the weakest schools in terms of school network and qualified teaching personnel, even after collective rural schools were established under the Sejm resolution of 13 October 1973, aimed at providing better conditions for education for rural children and the closing of small rural schools with lower quality of teaching.⁵⁸ Collective rural schools in practice caused such results as lengthening the distances to schools for students. This condition of elementary education in rural areas has resulted in that graduates of rural primary schools to a lesser degree participated in further education. They tended to choose basic farming schools and agricultural vocational schools.

Lucyna Turek-Kwiatkowska analysed secondary education in the years 1945-1970 as compared to the government education policy. As mentioned above, the assumptions of this policy, which were in line with the 6-year plan implementing foundations of socialism, were aimed at transforming the agricultural country into an industrial one. According to L. Turek-Kwiatkowska "the accelerated industrialisation led to a rather one-sided development of vocational education. From that moment on, the vocational education was primarily to be training for the needs of industry with a clear preference for schools preparing employees for heavy industry. Other sectors of the national economy were margin-

⁵⁶ Dz. U. [Journal of Laws]1961, no. 32, item 160.

⁵⁷ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 220.

⁵⁸ *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania [Official Journal of the Ministry of Education]*1973, no. 3, item 89.

alised in the educational plans.”⁵⁹ A new vocational training system was developed, which emphasized its mass character and synchronisation with economic plans.⁶⁰

Although the West Pomeranian education system faced many difficulties in the years 1945-1970, the number of primary school graduates increased to 96% of students.⁶¹ In spite of the effect of screening out the students at the primary school level, the educational policy of central and territorial educational authorities, implemented after 1950 (after administrative reform which separated the Koszalin region from the existing Szczecin Voivodeship), aimed at increasing the numbers of adolescents at the secondary level, contributed to development of secondary education. As Lucyna Turek-Kwiatkowska wrote, this meant “choosing a white-collar job, resulting from a reluctant attitude towards training at the level of basic vocational school”, which allowed the students to work as a skilled worker.⁶² The author analyses the process of providing secondary schools to young people, taking into account the network of general secondary schools and technical and vocational schools, the number of students, their social backgrounds, the attitude of Szczecin’s residents to education and the effects of education.⁶³ It turned out (in line with the dominant ideology of that time) that in the 1950s there was an increase in female adolescents who trained for male professions and an increase in the share of girls in general secondary and vocational education.⁶⁴

According to the government policy, also the Szczecin region was a place where basic vocational schools were strongly promoted. By training educated skilled workers, they contributed to the economic development of the so-called Recovered Territories in north-western Poland. On the other hand, the increase in employment resulting from the economic development of the West Pomeranian region was conducive to the development of vocational education, which aptly adapted the education subjects to the needs of the region such as transport, chemical industry, agricultural machinery, maritime economy, con-

⁵⁹ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 99. Cf., RAJKIEWICZ, A., *Zatrudnienie w Polsce Ludowej w latach 1950-1970*, Warszawa 1965.

⁶⁰ Pursuant to the Act of 10 February 1949 on the change in the organisation of the central government authorities competent for the national economy, the Central Office for Vocational Training was established, the responsibilities of which included “matters of training and vocational training for the needs of the national economy” (Dz. U. [Journal of Laws] 1949, no 7, item 43, article 11). Cf., OŻGA, W., *Organizacja szkolnictwa w Polsce*, Warszawa 1960.

⁶¹ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 221.

⁶² *Ibidem*. Por., KRÓL, J., *Licea ogólnokształcące w województwie szczecińskim w latach 1945-1961*, Toruń 2009.

⁶³ TUREK-KWIATKOWSKA, L., *Udział szkolnictwa w rozwoju społeczno-gospodarczym regionu szczecińskiego...*, p. 104-139.

⁶⁴ Cf., KRÓL, J., *Obraz kobiety w ideologii wychowawczej Polski Ludowej*, in: *Kobieta a patriotyzm: konteksty historyczno-pedagogiczne XVI-XX wieku*, Ed. E.J. KRYŃSKA, Ł. KALISZ, A. KONOPACKI, Białystok 2012, pp. 163-176.

struction, manufacturing and others.⁶⁵ Basic and secondary vocational schools of agriculture, shipbuilding, port exploitation, economics, commerce, health care and others were developing.

The economic development of the Szczecin region area nourished the need for skilled workers who were solicited not only from among secondary school graduates, but also thanks to education provided to adult people. The significant development of this process can be observed in the period from the mid-50s to the mid-60s of the twentieth century. Therefore, it can be said that the training of people who were already working played an important role in improving the educational level of the residents of the former Szczecin province. L. Turek-Kwiatkowska researched the adult education of the period 1945-1970, invoking the aim of eradicating cultural backwardness and illiteracy and completing people's education up to full the primary school programme. The development of primary education for adults opened the door to undertake vocational education at the basic level.

When concluding about the contribution of education to the socio-economic development of the former Szczecin province, L. Turek-Kwiatkowska wrote that in the first two periods discussed (1945-1948 and 1948-1956), more attention was paid to its social values than to economic benefits. In the first period, it meant a serious work on the integration of Pomerania with other parts of Poland, in the second period - the work on the creation of a socialist education system, the elimination of cultural backwardness, the uniformity and universality of education and the struggle for a new programming and educational content. In view of such circumstances, the achievements in training of qualified staff were small. In the third period: 1957-1970 – regardless of the social values carried by education in every period and every community, the education system in Szczecin played a significant role in the area of economy, by preparing highly qualified staff for the modern economy of the region.”⁶⁶

When conducting the research with Zdzisław Chmielewski, Lucyna Turek-Kwiatkowska addressed the issue of “the contribution of higher education institutions and the regional community to the socio-cultural, conscious and economic transformation of Polish lands on the Oder River and the Baltic Sea” in 1945-1967.⁶⁷ The humanities and social sciences, such as history, archaeology, sociology, Polish literature studies, linguistics and pedagogy, legal and political studies, were much involved in the integration and cultural processes taking place in Western Pomerania. The transformation of the professional structure of the society in 1945-1985 was largely due to the efforts of higher education institutions of Western Pomerania, which provided teaching services for the needs of the sectors of education, agriculture, economics, medicine, maritime economy and culture.

⁶⁵ Ibidem, p. 222.

⁶⁶ Ibidem, p. 223.

⁶⁷ Z. CHMIELEWSKI, TUREK-KWIATKOWSKA, L., *Udział nauki, szkolnictwa wyższego i regionalnych towarzystw w przemianach społecznych na Pomorzu Zachodnim*, Szczecin 1992, p. 5. Cf., TUREK-KWIATKOWSKA, L., *Gospodarka a oświata szczecińska w latach 1970-1980*, in: *Lata 1970-1980: nowe perspektywy a realia na Pomorzu Zachodnim*, Ed. H. KOMARNICKI and K. KOZŁOWSKI, Szczecin 2000, pp. 139-150.

Professor Lucyna Turek-Kwiatkowska was a renowned and widely respected employee of the State Archives in Szczecin, a university teacher, educator of several generations of historians and a University of Szczecin scholar who promoted the history and culture of Western Pomerania, as well as the history of Polish education after 1945 in the Szczecin region.

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Subjects of research conducted by the employees of the Department of History of Science, Education and Upbringing of the Institute of Pedagogy at the University of Gdańsk

Introduction

The beginnings of the development of history of education in Gdańsk date back to the second half of the 1950s and are closely related to the person of Associate Professor Kazimierz Kubik, Ph. D., a lecturer at the State Higher Pedagogy School established in 1946 (renamed the Higher School of Pedagogy in 1952) in Gdańsk. Based on the achievements of Professor K. Kubik, Ph. D. and his colleagues, the Chair of the History of Science, Education and Upbringing was established on the 1st of October 1959 in the Faculty of Philology and History of Higher School of Pedagogy in Gdańsk. In 1969, due to the imposed regulations, the Chair was reorganized and transformed into the Department of the History of Education and Upbringing (ZHOiW), which was then incorporated into the structure of the Institute of Pedagogy and Psychology of the Higher School of Pedagogy in Gdańsk. Since 1970, ZHOiW became one of the units subordinate to the University of Gdańsk, which was established as a result of the merger of the Higher School of Pedagogy in Gdańsk with the Higher School of Economics in Sopot.¹

The position of the first head of the Department was held by Professor K. Kubik, Ph. D. (he served as the head in 1959-1980.) He was succeeded by Professor Klemens Trzebiatowski, Ph. D. (1980-1983).² Shortly before his death, the department was head-

¹ GRZYBOWSKI, R., *Pięćdziesięciolecie gdańskiej historii wychowania*, „Biuletyn Historii Wychowania” 2008, vol. 24, p. 140-142; cf. ŻERKO, J., *Profesor Kazimierz Kubik (1910-1986) pionier i organizator środowiska naukowego historyków oświaty i wychowania w Gdańsku*, [in:] *Oświata, wychowanie i kultura fizyczna w rzeczywistości społeczno-politycznej Polski Ludowej (1945-1989). Rozprawy i szkice*, ed. R. GRZYBOWSKI, Toruń, 2004, p. 359-369.

² GRZYBOWSKI, R., *Gdańska pedagogika i historia wychowania w latach 1945-1980. Struktury, twórcy i realizowane przez nich kierunki badań*, [in:] *Tradycje gdańskiej humanistyki*, eds. J. BORZYSZKOWSKI, C. OBRACHT-PRONDZYŃSKI, Gdańsk, 2008, p. 350-353.



The employees of the Faculty of History of Science and Education of the Institute of Pedagogy at the Gdansk University in 2017. From the left: Krzysztof Jakubiak, Jacek Taraszkiewicz, Mariusz Brodnicki, Kazimierz Puchowski, Andrzej Kołakowski, Elżbieta Gorloff, Romuald Grzybowski, Paweł Śpica. Gdansk, 5 April 2017, photo by Paweł Śpica (photo taken by means of self-timer).

ed for many years by student of Professor Kubik – then Lech Mokrzecki, Ph. D. (who would later become Professor and Doctor Honoris Causa of the University of Linköping).³ Professor L. Mokrzecki headed the department in 1983-2005. Taking into account the profile of his research carried out in the first half of the 1980s, the former name of the Department was changed to Department of History of Science, Education and Upbringing of the Institute of Pedagogy (ZHNOiW). After Professor L. Mokrzecki retired, Romuald Grzybowski,⁴ Ph. D. (later promoted to Professor) took charge of the Department.

Over the course of less than sixty years of its existence, the Department's roster has changed multiple times. In addition to the above-mentioned professors, the list of scholars employed full-time at ZHNOiW in various periods included: Jerzy Szews, Ph. D., Józef Żerko, Ph. D., Witold Wierzbicki, Ph. D., Lidia Burzyńska-Wentland, Ph. D., Tomasz Maliszewski, Ph. D., Jerzy Szmytka, Henryk Rostek, Ph. D., Janina Siwoszko, Ph. D., Małgorzata Lachowicz-Strugała, Zofia Anikiej, Anna Tomkiel, Ph. D. In the first half of the

³ Cf. PUCHOWSKI, K., ŻERKO, J., *Profesor Lech Marian Mokrzecki – badacz dziejów nauki, kultury i oświaty*, [in:] *W służbie historii nauki, kultury i edukacji. Księga pamiątkowa dedykowana prof. Lechowi Mokrzeckiemu z okazji jubileuszu pięćdziesięciolecia pracy zawodowej*, eds. R. GRZYBOWSKI, T. MALISZEWSKI, Gdańsk, 2006, p. 17-24.

⁴ GRZYBOWSKI, R., *Pięćdziesięciolecie...*, p. 146.