

Evolution of Terminology Within the School System in Poland Viewed as a Challenge for Translators

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Despite the development of translation studies, with its introduction of numerous new trends in translation as well as translation and interpreting types, such as *context-related negotiable interpreting* introduced by Tryuk 2007, plus the development of various competences¹ shaping the profile of a translator/an interpreter, it seems that the role of a translator does remain hermeneutic in nature, with the translator viewed as being an active and analytical reader² bridging various, often foreign, cultures. Both the translator and the translated text are subject to the influence of numerous geopolitical, historical, technological, religious, cultural, as well as institutional and legal aspects. The role of being a mediator between a text, culture, a widely-understood context and linguistic peculiarities also requires from the translator to be able to use a vast range of strategies that conform to a given target pattern. Undoubtedly, one of the factors that impose a certain degree of constraint in the process of translation is standardization. The phenomenon encompasses various spheres of life, with one of them being the education system within the European context.

Keywords: education, school system, proper names, translation, life-long learning, standardization

Introduction

The long path to establish standard within the educational sector has been paved by the Bologna Process. For its signatories, the objective to establish the European Higher Education Area was crowned with success in 2010. By that time, European Universities managed to establish first-, second-, and long-cycle programmes of study. Further, in order to achieve a greater convergence between education systems and to increase mobility, the process introduced ECTS (European Credit Transfer System) points and Diploma Supplements. The supplements were also seen as a part of the Lifelong Learning concept which has been widely promoted by the Bologna signatories. To render degrees and systems more readable, to facilitate mobility of students, and to enable graduates to pursue their professional careers abroad, some terminology-related standards have been introduced. Numerous education centres, such as Eurydice or FRSE (Foundation for the Development of the Education System) in Poland, have been founded to work on the development and unified supervision over education in Bologna signatory countries. Such establishments have been working on the official corpora that are applied within the education-related documentation, plus the compilation of a thorough analysis of European education systems performed for informative purposes. Those, however, cover the time span

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¹ Compare Dybiec-Gajer 2012.

² Compare Bukowski 2012.

following the year 1999 and it appears that all and any education system terminology binding prior to 1999 has not been given an in-depth analysis in terms of translation into English. In the era of the lifelong learning, directed not so much at young people but also at the already professionally active and middle-aged citizens,³ this may and does pose a challenge for translators. As adequate translation or its lack often determines someone's future, I am fully convinced that proper names used in the Polish education systems prior to 1999 should be given a thoughtful consideration. The aim of the paper is to present the way the education system in Poland has evolved in the time span between WWII and 1999, mostly within the pre-tertiary system, to suggest translations of proper names of schools and education-related terminology that comply with the currently binding law and standards.

Evolution of Education System

WWII and the Post-War Period

The act on education officially binding in the post-war period was still the Education Act of 11 March 1932 (Polish: *Ustawa z dnia 11 marca 1932r. o ustroju szkolnictwa*). Article 1 thereof defined three general types of schools, namely: (1) *szkoły (zakłady) państwowe* [state schools (units)]⁴—educational and research schools and units, solely financed by the state; (2) *szkoły (zakłady) publiczne* [public schools (units)]—co-financed by the state and the local or commercial government subject to separate acts; and (3) *szkoły (zakłady) prywatne* (private schools/units)—including all other types of schools and units. Pursuant to Article 2 thereof, the organizational and programme basis of the education system was constituted by *szkoła powszechna III stopnia* (a III-cycle seven-year primary school).⁵ Specific provisions of the act provided for *przedszkola* (pre-schools) for three-year old children till the obligation to commence compulsory education at *szkoła powszechna*. Under Article 11(2), the educational programme of *szkoła powszechna* distinguished three program levels: The first level comprised an elementary scope of general education; the second level constituted an extension of and elaboration on the first level; while the third level was aimed at further social, civic, and economic adaptation of the youth. Education, tutorage, and guardianship of *dzieci anormalne* (children with special educational needs) were carried out in *zakłady i szkoły powszechne specjalne* (schools and units for children and youth with special educational needs).⁶ The said act also imposed an obligation of *dokształcanie* (supplementary training/education: further education) till the age of 18 for young people who have completed compulsory education but did not further attend any type of educational institution,⁷ either in *szkoły* or *kursy dokształcające ogólne* (supplementary general education courses/schools) or *szkoły dokształcające zawodowe* (supplementary vocational education schools/schools of supplementary vocational education). Article 17 stated that adults over 18 years of age may extend their education at *szkoły i kursy dokształcające ogólne* (supplementary general education courses/schools) with the help of other *instytucje oświatowe pozaszkolne* (independent education institutions), in compliance with the principles of the Minister of Religious Denominations and Public Enlightenment (*Minister Wyznań Religijnych i Oświecenia*

³ Lifelong Learning does not restrict any age limit as its primary objective is to create Europe with knowledge-based society.

⁴ Translations provided in square brackets should be treated as translations suggested by the author and shall not be deemed as binding.

⁵ The suggested translation remains in line with the “cycle” term applied within the Bologna process even though it does not refer to higher education. By analogy with the system binding in the UK in 1964, the term “cycle” could be used interchangeably with “tier”.

⁶ Article 13.

⁷ The term *educational institution* is applied purposefully as it does not impose any equivalence restrictions.

Publicznego). Article 20(1) thereof stated that *szkoła średnia ogólnokształcąca* (general/comprehensive secondary school) lasted six years and comprised *4-letnie gimnazjum* (a four-year gymnasium/lower secondary school) plus *2-letnie liceum* (a two-year upper secondary school). Age-related admission requirement for *gimnazjum* was 12 years of age, for *liceum*—16. Part V of the act defined and stipulated provisions related to *szkolnictwo zawodowe* (vocational education), which, under Article 25(1), comprised *szkolnictwo zawodowe* (vocational schools) and *kursy zawodowe* (vocational courses). *Szkoły zawodowe* (vocational schools) were divided into: (1) *dokształcające* (supplementary training vocational schools/continuous vocational development schools; supplementary vocational education schools; supplementary vocational training schools); (2) *typu zasadniczego* (basic vocational schools); and (3) *przysposobienia zawodowego* (post-graduate vocational schools). *Szkoły dokształcające zawodowe* (supplementary training vocational schools/continuous vocational development schools; supplementary vocational education schools; supplementary vocational training schools)⁸ provided under-age but professionally active people who had completed the obligation of schooling and were subject to obligatory *dokształcanie* (supplementary training) with necessary theoretical knowledge and elaboration on practical education received at *warsztat pracy zarobkowej* (vocational work workshops). Article 27(1) stated that *szkoły zawodowe typu zasadniczego* (basic vocational schools) provided both theoretical and practical experience and were further sub-divided into *szkoły stopnia* (degree/cycle school): (1) *niższego* (first cycle vocational school⁹; short cycle vocational schools); (2) *gimnazjalnego* (second cycle vocational schools; middle vocational schools¹⁰; lower vocational schools); and (3) *licealnego* (third cycle vocational school; upper vocational school). Article 27(2) additionally provided for *szkoły mistrzów* (school of masters) and *szkoły nadzorców* (school of supervisors). *Szkoły zawodowe niższe* (basic vocational schools) comprised the following types of schools: *mechaniczna* (school of mechanical engineering), *stolarska* (school of carpentry), *kołodziejska* (school of wheelwrighting), *obuwnicza* (school of shoe industry/footwear), *krawiecko-bielizniarska* (school of tailoring), *krawiectwa męskiego* (school of male tailoring), *rolnicza* (school of agriculture), *gospodyń wiejskich* (word for word translation: school of country housewives; suggested translation: school of farming for women), *ogrodnicza* (school of horticulture), and *kucharska* (school of cooking). *Gminazja zawodowe* (lower vocational secondary schools) managed a wider range of vocations, comprising lower vocational secondary schools of: *odlewnicze* (foundry), *mechaniczne ogólne* (comprehensive mechanical engineering), *drobnej mechaniki* (general mechanical engineering), *grawerskie* (engraving), *jubilersko-złotnicze* (jewellery and goldsmithery), *elektryczne* (electrical engineering), *stolarskie* (carpentry), *przędzalnicze* (spinning), *tkackie (ręczne i mechaniczne)* [weaving (manual and machine)], *koronkarsko-hafciarskie* (lacemaking and embroidery), *bielizniarskie* (linen production), *introligatorskie* (bookbinding), and *kupieckie* (commerce). *Szkoły stopnia licealnego* (upper vocational secondary schools) catered for the following industrial vocations: *hutniczy* (metallurgy), *ogólno-mechaniczny* (general mechanical engineering), *elektryczny* (electrical engineering), *przemysłowo-leśny* (industry and forestry), *garbarski* (tanning), *tkacki* (weaving), *farbiarsko-wykończalniczy* (dyeing and finishing), *ceramiczno-szklany* (ceramics/pottery and glass making), *technologiczno-chemiczny* (technology and chemistry), *budownictwa naziemnego* (land development), *drogowego* (road infrastructure), *wodno-melioracyjnego* (land reclamation), *mierniczy* (measurement system), *młynarski* (milling), *przetwórstwa mlecznego* (milk processing), *przemysłu fermentacyjnego* (fermentation industry), *krawiecki* (tailoring),

⁸ Article 26(1).

⁹ On the analogy of the Bologna process terminology.

¹⁰ On the analogy of middle schools in UK.

graficzny and *fotograficzny* (design and photography). Within the area of commerce, the upper secondary educational offer comprised: *licea kupieckie* (upper secondary schools of commerce) and *licea administracyjno-handlowe* (upper secondary schools of administration and commerce), and in the agricultural sector: *licea rolnicze* (upper secondary schools of agriculture), *gospodyń wiejskich* (upper secondary schools of farming for women), *ogrodnicze* (upper secondary schools of horticulture), and *leśne* (*upper secondary schools of forestry*). Within the household sector: *licea gospodarczo-społeczne* (upper secondary schools of farming and social studies) and *hotelarskie* (upper secondary schools of hotel industry). Those were tailored to qualified workers and industrial or technical workers and provided development of vocational knowledge.¹¹ Under Article 33, *szkoły przysposobienia zawodowego* (post-graduate vocational schools) were directed to graduates of all types of schools of any degree and they provided elements of vocational knowledge and introduction to a profession. Those were one-year schools which aimed at making youth acquainted with the basic and practical elements of professional knowledge. Under Article 35 thereof *kursy zawodowe* (vocational courses) were targeted at persons specializing in some sections of a given profession. The length of a course was conditional upon requirements of a given field of specialization. Article 37(1) stated that education of candidates for pre-school teachers was provided in: (1) *4-letnie seminarium dla wychowawczyń przedszkoli* (long cycle seminary/college/lower secondary school for pre-school teachers); and (2) *2-letnie liceum dla wychowawczyń przedszkoli* (upper secondary school for pre-school teachers). The age requirement for the commencement of *seminarium* (seminary/college/lower secondary school) was at least 13 and *liceum* (upper secondary school)—16 years of age. Article 40(1) stipulated that education of candidates for teachers of *szkoły powszechne*¹² (primary schools) was carried out in: (1) *3-letnie liceum pedagogiczne* (first cycle secondary school of pedagogy; 3-year pedagogical lower secondary school); and (2) *2-letnie pedagogjum* (second cycle secondary school of pedagogy; 2-year pedagogical upper secondary school). The age requirement for candidates of *liceum pedagogiczne* was at least 16 and for *pedagogjum*—18 years of age. The said act also covered tertiary education, i.e., *szkoły wyższe* (higher education institutions], in which Article 51(1) divided *higher education institutions* into *akademickie* (university/university-type higher education institutions) and *nieakademickie* (non-university/non-university type higher education institutions). Further, Article 53 stated that *studjum w zakresie obrony technicznej Państwa i nauki obywatelstwa oraz sprawności fizycznej* (post-secondary school of national defence, citizenship and physical fitness) was to be organized for students, either in the form of institutional units or as separate units. The act did not cover *szkoły artystyczne* (higher education institutions of arts) governed by the Resolution of the Minister of Religious Denominations and Public Enlightenment, *szkoły: organizowane dla celów wojskowych* (military schools), *bezpieczeństwa publicznego* (schools of national security), *straży granicznej* (border guard schools), and *szkoły rolnicze* (schools of agriculture and farming), subject to the jurisdiction of the Minister of Agriculture, and *szkolnictwo zawodowo-sanitarne* (vocational and occupational health and safety education), remaining within the jurisdiction of the Minister of Internal Affairs.¹³ In 1956, the decree of March 23rd (Polish: *Dekret z dnia 23*

¹¹ Admission open to persons who had taken vocational examination (egzamin czeladniczy) or possessed any other education deemed satisfactory by the Minister of Religious Denominations and Public Enlightenment and who had completed a 3-year vocational practice.

¹² *Szkola powszechna*—the name applied for a primary school before the implementation of the Decree of March 23rd 1956 introducing, into the Polish education system, *szkoły podstawowe* (primary schools) which actually substituted the name and introduced amendments to the system of primary education.

¹³ Article 58(1); Article 58(2).

marca 1956r. o obowiązku szkolnym) on compulsory education unified provisions regulating the compulsory education of children and youth, determining that the obligation covered primary school education lasting seven years and commenced at the age of seven.¹⁴

The legislation that followed was the Act on the development of the education system as of 15 July 1961 [Polish: *Ustawa z dnia 15 lipca 1961r. o rozwoju system oświaty i wychowania*]. Under Article 5(3), pre-school education was targeted at children of three years of age and lasted till the commencement of school education. In Article 7(1), the act in question introduced *8-klasowa szkoła podstawowa* (8-year primary school).¹⁵ Compulsory education applied to children of seven years of age. As for vocational education, Article 11(1) provided that the education of qualified workers, employees, and farmers was carried out at *zasadnicze szkoły zawodowe* (basic vocational schools). Article 12(1) thereof stated that *zasadnicze szkoły zawodowe* (basic vocational schools) might be organized as *zasadnicze szkoły zawodowe przyzakładowe* [Translation provided by Kierzkowska, Rybińska 1994: Basic Vocational School Attached to Work (Plant/Factory); Suggested translation: Plant/Factory/Workplace units/schools of basic vocational education], which were established, run, and maintained by workplace establishments. Education lasted two or three years, depending on the field of specialization.¹⁶ Article 14(1) provided for the establishment of *szkoły przysposobienia rolniczego* (agricultural and farming training school), offering education required for the performance of the profession of a farmer. The education lasted two years and was aimed at graduates of the primary level education.¹⁷ *Szkoły średnie* (secondary schools) comprised (Article 16): *lyceum ogólnokształcące* (secondary school/upper secondary school), *technikum zawodowe* [vocational technical (upper) secondary school], *lyceum zawodowe (przemysłowe, ekonomiczne, pedagogiczne, artystyczne i innych specjalności)* [vocational upper (secondary) school (of industry/economics/pedagogy/arts and other fields of specialization)]. Under Article 17, *lyceum* provided general and polytechnic education, necessary for undertaking tertiary education as well as professional work training. The school lasted four years. Pursuant to Article 18, *technikum zawodowe* [vocational technical (upper) secondary school] and *lyceum zawodowe* [vocational upper (secondary) school] prepared students for performing the function of a technician or other equivalent functions as well as general education necessary for undertaking studies. Those schools were organized for both graduates of primary schools plus *zasadnicze szkoły zawodowe* (basic vocational schools) and *szkoły przysposobienia rolniczego* (schools of agricultural training). For primary school graduates, education lasted four or five years, depending on the field of specialization, while for the latter—two or three years, which was also contingent upon the field of specialization. As in the case of *zasadnicze szkoły zawodowe przyzakładowe* [Translation provided by Kierzkowska, Rybińska: Basic Vocational Schools Attached to Work (Plant/Factory); Suggested translation: Plant/Factory/Workplace units/schools of basic vocational education], *technikum zawodowe* (vocational technical upper secondary school), and *lyceum zawodowe* (vocational upper secondary school) could be organized as *szkoły przyzakładowe* (Plant/Factory/Workplace units/schools of vocational education).¹⁸ Education for chronically ill, mentally and physically disabled children and youth was carried out, pursuant to Article 20, in *specjalne przedszkola, szkoły* and *oddziały przy szkołach podstawowych* or *ośrodki*

¹⁴ Article 1, Article 2.

¹⁵ The justification provided for lengthening primary education was supposed to better education of children, enabling further education and gaining professional skills.

¹⁶ The body in charge of education was the Minister of Education.

¹⁷ Article 14(2); Article 14(3).

¹⁸ Article 19.

szkolno-wychowawcze [pre-schools/schools/school units for children/youth with special educational needs, (or) SEN Pre-schools/Schools/School Units]. Article 28 provided for working people with the possibility of education and supplementary training at all levels of education including: *wieczorowe i korespondencyjne (zaoczne) wydziały przy szkołach* or *osobne szkoły, uniwersytety robotnicze, ludowe i powszechne, kursy zawodowe i inne placówki oświatowe* [school departments of evening (part-time) and distance and correspondence education; Working Class University/University for the Working Class; People's University; Public University/Open University/Community University, vocational courses and other educational units]. Article 36(1) stated that schools and other *placówki kształcenia artystycznego* (centres/units for the education of arts) were run by the Minister of Culture and Art.

The '90s

It was not earlier than in 1991 when a new act was adopted. The School Education Act of 7 September 1991 [*Ustawa z dnia 7 września 1991r o systemie oświaty*] determined, under the Article 2, the scope of the education system, including: (1) *przedszkola, w tym z oddziałami integracyjnymi, przedszkola specjalne oraz inne formy wychowania przedszkolnego* (pre-schools with integrated classes, special educational needs pre-schools and other forms of pre-school education); and (2) *szkoły*: (a) *podstawowe, w tym specjalne, integracyjne, z oddziałami integracyjnymi i sportowymi, sportowe i mistrzostwa sportowego* (primary, including special educational needs primary schools, integrated primary schools, primary schools with integrated and sports classes, primary schools of sport and sports championship primary school); (b) *gimnazja, w tym: specjalne, integracyjne, dwujęzyczne, z oddziałami integracyjnymi,, dwujęzycznymi, sportowymi i przysposabiającymi do pracy, sportowe i mistrzostwa sportowego* (gymnasium/lower secondary compulsory school, including: special educational needs gymnasium/lower secondary compulsory school, bilingual gymnasium/lower secondary compulsory school, integrated gymnasium/lower secondary compulsory school, gymnasium/lower secondary compulsory school with integrated, bilingual sports and vocational/professional training classes, gymnasium/lower secondary compulsory school of sport and sports championship); (c) *ponadgimnazjalne* (post-gymnasium, upper secondary schools), including: *specjalne, integracyjne, dwujęzyczne, z oddziałami integracyjnymi, dwujęzycznymi i sportowymi, sportowe, mistrzostwa sportowego, rolnicze i leśne* (post-gymnasium schools/upper secondary schools including: special educational needs upper secondary schools, bilingual upper secondary schools, integrated upper secondary schools, upper secondary schools with integrated, bilingual and sports classes, upper secondary schools of sport and sports championship, agriculture, forestry), and (d) *artystyczne* (schools of arts). Further, the act also provided for (a) *placówki kształcenia ustawicznego, placówki kształcenia praktycznego, ośrodki dokształcania i doskonalenia zawodowego, umożliwiające uzyskanie i uzupełnienie wiedzy, umiejętności i kwalifikacji zawodowych* (lifelong learning/continuous learning educational centres/practical training centres and centres of continuous and supplementary education/vocational development and vocational training centre); (b) *placówki doskonalenia nauczycieli* (public and non-public teacher training colleges/foreign language teacher training colleges)¹⁹; and (c) *Kolegia pracowników służb społecznych* (colleges of social work). The last act legally binding prior to 1999 was the Law of 25 July 1998 (*Ustawa z dnia 25 lipca 1998r o zmianie ustawy o systemie oświaty*), which introduced amendments to the act of 1991 within the scope of *szkoły ponadgimnazjalne*

¹⁹ Both public and non-public teacher training colleges/foreign language teacher training colleges as well as colleges of social work were classified as post-secondary/tertiary educational institutions; though, not university-type higher education institutions.

(post-gymnasium/upper secondary schools). Those were subdivided into: *trzyletnie licea profilowane* (3-year specialized upper secondary schools), *dwuletnie szkoły zawodowe, kończące się egzaminem zawodowym oraz dające możliwość dalszego kształcenia w dwuletnim liceum uzupełniającym* (suggested translation: 2-year first-cycle vocational schools), and *dwuletnie licea uzupełniające* (suggested translation: 2-year second-cycle upper secondary schools).

Conclusion

The objective of the paper was to present the evolution of the education system and terminology applied in Poland prior to 1999, viewed as insufficiently analysed in terms of translation into English but still playing, to some extent, a significant role in the concept of the Lifelong Learning. The analysis of the evolution of terminology was traced on the basis of legal acts. As any final decision always requires sound justification, this paper should be treated as an introduction to further discussion on translations of no-longer existing names of Polish educational institutions that operated under the acts presented herein.

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