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WSTĘP

W 2024 r. periodyk „Sport i Turystyka. Środkowoeuropejskie Czasopismo Naukowe” ukazuje się siódmy rok. Jest kontynuacją tytułu „Prace Naukowe Akademii im. Jana Długosza w Częstochowie Kultura Fizyczna”. W czwartym numerze zaprezentowano prace Autorów z różnych ośrodków naukowych w Polsce i na świecie.

W części I – *Dzieje kultury fizycznej i turystyki w Polsce i na świecie* przedstawiono artykuły dotyczące następującej problematyki:

- Łucjan Lange – nauczyciel kształcenia kadr wychowania fizycznego i gimnastyki leczniczej oraz pionier fizjoterapii;
- Polskie Towarzystwo Gimnastyczne „Sokół” w województwie tarnopolskim w latach 1920–1939;
- rywalizacja sportowa społeczności żydowskiej w Łodzi w latach 1945–1949;
- geneza i efekty działalności gorzowskiej filii Akademii Wychowania Fizycznego w Poznaniu w latach 1971–1984.

W części II, zatytułowanej *Teoria i metodyka wychowania fizycznego i sportu*, przedstawiono dwa artykuły dotyczące:

- opracowania modelu i wdrożenia gry sportowej opartych na lalkach-cieniach w celu zapoznania młodzieży z lalkami cieniowymi;
- *Ido* jako leczenie, uzdrowienie lub samoleczenie. O związkach tradycyjnych wschodnioazjatyckich sztuk walki z medycyną.

W części III – *Uwarunkowania zdrowia, postawy prozdrowotne, jakość życia* – ukazano artykuł odnoszący się do problematyki analizy bibliometrycznej zastosowania technologii cyfrowych w rehabilitacji fizycznej.

Część IV czasopisma dotyczy problematyki *turystyki i rekreacji*. W tej części przedstawiono artykuł przedstawiający zagadnienie deklarowanej aktywności fizycznej i wytrzymałości tlenowej studentek Uniwersytetu Pavla Jozefa Šafárika w Koszycach na Słowacji.

Ukazano również bibliografię publikacji w czasopiśmie naukowym „Sport i Turystyka Środkowoeuropejskie Czasopismo Naukowe” za lata 2018–2024 (2024, nr 1–3).

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CZĘŚĆ I

DZIEJE KULTURY FIZYCZNEJ I TURYSTYKI W POLSCE I NA ŚWIECIE



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Maciej ŁUCZAK*, Aleksy CHMIEL**

ŁUCJAN LANGE – NAUCZYCIEL KSZTAŁCENIA KADR WYCHOWANIA FIZYCZNEGO I GIMNASTYKI LECZNICZEJ ORAZ PIONIER FIZJOTERAPII

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Łuczjan Lange – a teacher of physical education and therapeutic gymnastics training, as well as a pioneer of physiotherapy

Abstract

The purpose of this work is to show the formation process, his professional career, popularizing, teaching and organizational achievements in the field of physical culture and physical rehabilitation. Lucjan Lange was a respected physiotherapist, coach, athlete, academic teacher of Physical Education at the University of Poznań (he worked with Prof. Dr. Eugeniusz Piasecki, pioneer of the history of physical culture as a new scientific discipline, and Prof. Dr. Zdzisław Grot, pioneer of the history of physical education in Poland), lecturer at the Medical Academy, the Higher School of Physical Education, the Agricultural Academy, the Medical Academy and Poznań high schools. He served as head of the Department of Therapeutic Physical Culture and as an instructor at the Department of Therapeutic Rehabilitation of the Orthopedic Medicine Clinic of the Poznań Medical Academy. He worked with the most prominent practitioners and theoreticians of Polish physiotherapy of the interwar period: Prof. Wiktor Dega, Prof. Kazimiera Milanowska and Doc. Janina Tomaszewska. He was among the forerunners of the application of new methods in therapeutic gymnastics; he organized and conducted staff training for rehabilitation departments. He served as secretary of the scientific journal “Physical Education” and was a member of district sports associations and clubs and national and international medical societies.

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While working at the University of Poznań's Department of Physical Education, he taught classes in swimming, rowing, gymnastics, national dances, hand-to-hand combat, sports games, athletics and ice skating, among others. He presented methods for improving the compensation and adaptation of the musculoskeletal organ, muscle re-education and improvement after peripheral neuron damage. He has published dozens of popular science papers, the content of which he has presented at scientific conferences.

Keywords: history of physical education and sport, rehabilitation, physiotherapy.

Streszczenie

Celem pracy jest ukazanie procesu kształtowania Łucjana Langego, jego kariery zawodowej, osiągnięć popularyzatorskich, dydaktycznych i organizacyjnych w zakresie kultury fizycznej oraz rehabilitacji ruchowej. Łucjan Lange był cenionym fizjoterapeutą, trenerem, sportowcem, nauczycielem akademickim Studium Wychowania Fizycznego Uniwersytetu Poznańskiego (współpracował z prof. dr. Eugeniuszem Piaseckim, pionierem dziejów kultury fizycznej jako nowej dyscypliny naukowej oraz prof. dr. Zdzisławem Grotem, pionierem historii wychowania fizycznego w Polsce), wykładowcą Akademii Lekarskiej, Wyższej Szkoły Wychowania Fizycznego, Akademii Rolniczej, Akademii Medycznej i poznańskich szkół średnich. Pełnił obowiązki kierownika Zakładu Leczniczej Kultury Fizycznej oraz instruktora na oddziale usprawniania leczniczego Kliniki Medycyny Ortopedycznej Akademii Medycznej w Poznaniu. Współpracował z najwybitniejszymi praktykami i teoretykami fizjoterapii polskiej okresu międzywojennego: prof. Wiktozem Degą, prof. Kazimierą Milanowską i doc. Janiną Tomaszewską. Należał do prekursorów stosowania nowych metod w gimnastyce leczniczej; organizował i prowadził szkolenia kadr dla oddziałów rehabilitacji. Pełnił funkcję sekretarza czasopisma naukowego „Wychowanie Fizyczne”, członka okręgowych związków i klubów sportowych oraz towarzystw lekarskich krajowych i międzynarodowych.

W czasie pracy w Studium Wychowania Fizycznego Uniwersytetu Poznańskiego prowadził zajęcia z pływania, wioślarstwa, gimnastyki, tańców narodowych, walki wręcz, gier sportowych, lekkiej atletyki i tyżwiarstwa. Prezentował metody doskonalenia kompensacji i adaptacji narządu ruchu, reedukacji mięśni oraz usprawniania po uszkodzeniu neuronu obwodowego. Opublikował kilkadziesiąt prac popularnonaukowych, prezentowanych podczas konferencji naukowych.

Słowa kluczowe: historia wychowania fizycznego i sportu, rehabilitacja, fizjoterapia.

Wprowadzenie

Zauważalne na progu XXI wieku zainteresowanie badaczy historią medycyny, w tym także fizjoterapią, jako integralną częścią kultury¹ skłoniło autorów do podjęcia tej problematyki. Uznaliśmy, że postać mgra Łucjana Langego jest godną upamiętnienia i prezentowania przez historyków prowadzących zajęcia z historii fizjoterapii, historii wychowania fizycznego oraz sportu i turystyki w uczelniach wyższych. Życie prekursorów ortopedii, rehabilitacji i fizjoterapii to ważne świadectwo działalności ludzi nauki, zarówno teoretyków, jak i prakty-

¹ T. Łępkowski, *Kilka uwag o historycznej biografistyce*, „Kwartalnik Historyczny” 1964, nr 3, s. 713.

ków, na tym polu. Zainteresowanie zaś ze strony studentów, czy byłych pacjentów, to ciekawość i chęć poznania ludzi będących prekursorami w tej dziedzinie wiedzy bądź wyraz wdzięczności za pomoc, jakiej doświadczyli w trakcie procesu leczenia i rehabilitacji.

Wydaje się, że postać Łucjana Langego, teoretyka i praktyka, zasługuje na bliższe poznanie poprzez ukazanie jego osiągnięć nie tylko zawodowych i dydaktycznych, ale i czysto sportowych. Był reprezentantem polskiej szkoły rehabilitacji, bliskim współpracownikiem tak wybitnych jej twórców, jak prof. Wiktor Dega, doc. Jadwiga Tomaszewska czy prof. Kazimiera Milanowska. Jego życie przypadło na trudne lata zaboru pruskiego, okres pierwszej i drugiej wojny światowej, wojny z Rosją Radziecką, a także heroicznych powstań: wielkopolskiego i warszawskiego.

Po odzyskaniu niepodległości w 1918 r. włączył się w nurt życia społecznego, sportowego i kulturalno-oświatowego. Z kolei w latach 1918–1939 i 1945–1954 uczestniczył w procesie kształcenia kadr dla potrzeb szkolnictwa w zakresie kultury fizycznej oraz w tworzeniu polskich stowarzyszeń sportowych. W tym czasie przyszło mu z niepokojem obserwować proces dominacji komunistów we władzach państwowych (w latach 1945–1989), sowietyzacji życia politycznego, społecznego i sportowego. Okres transformacji ustrojowej od 1989 r. i wejście kraju na drogę gospodarki rynkowej ucieszyły go ponowną wolnością w życiu społeczno-gospodarczym i politycznym.

W zakresie stanu badań należy wspomnieć, że Łucjanowi Langemu uwagę w swoich pracach, właściwie w postaci krótkich not biograficznych, poświęcili S. Sierpowski i J. Malinowski w publikacji *Łucjan Lange (1900–1997), sportowiec, trener, terapeuta*² oraz J. Węćławski w *Drodze poznańskiego chłopca do Akademickiego Związku Sportowego*³.

Metody i problemy badawcze

Celem pracy jest ukazanie procesu kształtowania kariery zawodowej Łucjana Langego, osiągnięć popularyzatorskich, dydaktycznych i organizacyjnych w zakresie kultury fizycznej oraz rehabilitacji ruchowej. W przygotowaniu publikacji wykorzystano metody badawcze: syntezy, analizy źródeł historycznych, indukcji, dedukcji oraz metodę porównawczą. Wysunięto też następujące pytania badawcze:

² *Łucjan Lange (1900–1997), sportowiec, trener, terapeuta*, [w:] *Sylwetki sławnych zasłużonych absolwentów Uniwersytetu im. Adama Mickiewicza w Poznaniu*, oprac. S. Sierpowski, J. Malinowski, Wydawnictwo Naukowe UAM, Poznań 2019, s. 129.

³ J. Węćławski, *Droga poznańskiego chłopca do Akademickiego Związku Sportowego*, [w:] *Akademicki Związek Sportowy 1908–1983. Wspomnienia i pamiątki*, wybór i oprac. R. Wryk, Wydawnictwo Naukowe UAM, Poznań 1985, s. 95.

1. Jakie były uwarunkowania wyboru drogi zawodowej przez Łucjana Langego?
2. W czym przejawiała się jego działalność i osiągnięcia w praktycznej realizacji celów związanych z fizjoterapią, kształceniem kadr gimnastyki leczniczej, wychowaniem fizycznym i kształceniem kadr gimnastycznych?
3. Jak Łucjan Lange godził sport i aktywność społeczną w sporcie z pracą zawodową?

Młodość i edukacja

Łucjan Lange urodził się 15 października 1900 r. w Prośnie w powiecie chodzieskim, w wielodzietnej rodzinie inteligenckiej o tradycjach nauczycielskich (dziadek, ojciec, wujek, siostra, a w późniejszych latach żona i córka byli nauczycielami⁴). Matka, Maria (z domu Kiełmińska), obok zajmowania się wychowaniem sześciorga dzieci⁵, prowadzeniem gospodarstwa domowego, pomagała mężowi w pracy w ogrodzie, hodowli inwentarza i uprawie ziemi. Ojciec, Bolesław, zatrudniony był w charakterze nauczyciela w szkole powszechnej w Koninku w powiecie wągrowieckim, gdzie zajmował z rodziną jeden pokój. Do tej szkoły uczęszczał także młody Łucjan, który spędził tam również młodość. W wolnym czasie ojciec – posiadający też umiejętność gry na kilku instrumentach – uczył go gry na pianinie, flecie i akordeonie, wyrabiając w nim wrażliwość muzyczną.

Po ukończeniu szkoły podstawowej Łucjan kontynuował od 1911 r. naukę w gimnazjach w Wągrowcu i w Pile (Schweidemühl – należącej wówczas terytorialnie do Niemiec), gdzie codziennie (rano i wieczorem) uprawiał gimnastykę domową według tzw. systemu Jörgena Petera Müllera⁶. Natomiast od 1914 r. uczęszczał do gimnazjum św. Marii Magdaleny w Poznaniu, gdzie na zajęcia z wychowania fizycznego przeznaczano 2–3 godziny w tygodniu, a jedno popołudnie na gry sportowe bądź lekką atletykę, pływanie i wycieczki piesze. Jako uczeń 8. klasy gimnazjum (na początku grudnia 1918 r.) wcielony został do od-

⁴ *Wspomnienia Łucjana Lange* (maszynopis), [w:] *Teczka akt osobowych Łucjana Lange* (bez sygnatury) Archiwum Zakładowe, Ortopedyczno-Rehabilitacyjny Szpital Kliniczny im. Wiktora Degi Uniwersytetu Medycznego im. Karola Marcinkowskiego w Poznaniu, Poznań 1955.

⁵ Tamże, s. 3. Rodzeństwo Łucjana Langego nosiło imiona: Zygmunt (był adwokatem zmarł przed rozpoczęciem drugiej wojny światowej), Stefania Urbanowska, Witostawa Kunicka, Irena (została przy matce), Maria Kucnerowicz – nauczycielka.

⁶ Tamże, s. 5. Jak wspominał Ł. Lange, system ten był zbiorem różnych ćwiczeń połączonych z hartowaniem ciała. Okazał się przydatny jako zaprawa do późniejszego uprawiania sportu. Pomogło mu to w późniejszej pracy pedagogicznej; Zob. J.P. Müller, *Mój system: 15 minut dziennie dla zdrowia, 41 rycin, 1 reprodukcja posągu i 1 tablica z rozkładem czasu. Z piątego przejrzanego i rozszerzonego wydania przełożyła K. Hojnacka*, Nakładem Księgarni Polskiej B. Połonieckiego, Warszawa: E. Wende i Sp., Lwów 1907, ss. 144.

działu saperów armii niemieckiej stacjonującej w Królewcu. Po wybuchu powstania wielkopolskiego wstąpił w szeregi powstańców, gdzie pełnił funkcję gońca przy Dowództwie Wojsk Wielkopolskich w Poznaniu.

Po złożeniu egzaminu dojrzałości 24 czerwca 1919 r. zgłosił się ochotniczo do Wojska Polskiego, walczył początkowo przeciwko Niemcom na froncie południowym⁷, a później wziął udział w wojnie z Rosją Radziecką. Od 1920 r. walczył na froncie wschodnim w okolicach Wołkowyska i Słonimia w formacjach łączności. Po zwolnieniu z wojska (w końcu sierpnia 1920 r.) wstąpił na Wydział Prawno-Ekonomiczny Uniwersytetu Poznańskiego, gdzie kolejno studiował prawo i ekonomię oraz filozofię i pedagogikę na Wydziale Filozoficznym.

W międzyczasie podjął też studia na Wydziale Lekarskim, zaliczając cztery lata, ale dalszej nauki nie kontynuował, został bowiem zachęcony przez prof. Eugeniusza Piaseckiego do studiów w zakresie wychowania fizycznego⁸. Ten wybitny specjalista roztoczył przed nim szanse i nadzieje na stworzenie załóżków medycyny sportowej i niedoszły lekarz kontynuował naukę już w Studium Wychowania Fizycznego Uniwersytetu Poznańskiego. Na lektoratach doskonalił język francuski, gdyż w tym języku ukazywała się najlepsza literatura z narciarstwa. Języki duński i szwedzki poznawał ze względu na bardzo przydatną literaturę z gimnastyki, a język niemiecki ze względu na publikowaną w tym języku bardzo dobrą literaturę sportową. Dzięki temu mógł śledzić na bieżąco literaturę z zakresu różnych sportów, a zwłaszcza treningów sportowych i innych działań ćwiczeń ruchowych.

W 1932 r. uzyskał dyplom mgr. wychowania fizycznego na podstawie pracy pt. „Z badań nad rozwojem fizycznym młodzieży”, a dyplom nauczyciela szkół średnich ogólnokształcących i seminariów nauczycielskich w 1938 r. po pomyślnym złożeniu egzaminów państwowych.

Od czerwca 1937 r. Łucjan Lange pozostawał w związku małżeńskim z Alojzą Adamówną, z którą doczekali się córki Zofii Marii (10.11.1941–15.03.2023) oraz synów: Jana (19.04.1945) i Aleksandra (6.10.1947–30.04.2021). Należy dodać, że Łucjan cieszył się też z posiadania medalu powstańczego, którym został wyróżniony za udział w powstaniu wielkopolskim.

Praca zawodowa w uczelniach i szkolnictwie średnim

Po ukończeniu kierunku wychowanie fizyczne w Studium Wychowania Fizycznego Uniwersytetu Poznańskiego, został zatrudniony w 1924 r. w tym Stu-

⁷ M. Godycki, *Nowi pracownicy nauki WSWF*, [w:] *Kronika (za rok 1957/58)*, z. 2, Wyższa Szkoła Wychowania Fizycznego w Poznaniu, PWN, Poznań 1958, s. 53.

⁸ *Wspomnienia....*, s. 5.

dium na stanowisku młodszego asystenta (1924)⁹. Wkrótce potem awansował na stanowisko asystenta (do 1931) i lektora wychowania fizycznego¹⁰. To właśnie tu wykorzystywał doświadczenie muzyczne z lat dzieciństwa i młodości uzupełnione i poszerzone w trakcie studiów o rytmikę i plastykę (jako pewien rodzaj gimnastyki estetycznej) oraz wykłady z teorii muzyki, etnografii i folkloru. Wiedzę tę i umiejętności wykorzystywał w czasie nauczania tańców narodowych.

Jako lektor prowadził wykłady i ćwiczenia w pływaniu, wioślowaniu i tańcach narodowych¹¹. To właśnie w tym czasie Lange zetknął się z wiedzą dotyczącą pomocy doraźnej w nagłych wypadkach oraz ćwiczeniami w masażu i gimnastyce leczniczej prezentowanymi przez pracującego tu dr. W. Degę. Równocześnie angażował się w prace na rzecz miejscowej społeczności, podejmując się recenzowania artykułów zamieszczanych w czasopiśmie „Sport Wielkopolski” w dziale „boks” (w 1926 r.). Przygotowywał też artykuły metodyczne¹², a od 1929 r. pełnił też funkcję sekretarza redakcji¹³ i kierownika administracji miesięcznika „Wychowanie Fizyczne” oraz sekretarza Studium WF Uniwersytetu Poznańskiego¹⁴. W tym ostatnim realizowano także zajęcia z wychowania fizycznego w oparciu o wiedzę zaczerpniętą z systemów; szwedzkiego i angielskiego. Ten pierwszy, zdaniem prof. Eligiusza Preislera,

związany był racjonalnymi podstawami doboru ćwiczeń opartych na anatomii człowieka i na ich fizjologicznym oddziaływaniu na organizm. Owe ćwiczenia mogły być wykorzystane zarówno do wszechstronnego rozwoju fizycznego organizmu jak i w lecnicztwie i szeroko pojętej profilaktyce. Pewne ograniczenia w doborze ćwiczeń fizycznych, mimo

⁹ Uniwersytet Poznański, skład Uniwersytetu w roku akademickim 1924/1925, Drukarnia Uniwersytetu Poznańskiego, Poznań 1925, s. 27. Mieszkał przy ul. Łąkowej 4a.

¹⁰ Z. Grot, *Katedra i Studium Wychowania Fizycznego na Uniwersytecie Poznańskim*, [w:] *Dzieje poznańskiej Wyższej Szkoły Wychowania Fizycznego 1919–1969*, praca zbiorowa pod red. Z. Grota, Państwowe Wydawnictwo Naukowe, Poznań 1970, s. 33.

¹¹ Tamże, s. 32; *Uniwersytet Poznański – spis wykładów i skład Uniwersytetu w roku akademickim 1932/1933*, Drukarnia Uniwersytetu Poznańskiego, Poznań 1933, s. 34–35 oraz *Uniwersytet Poznański – spis wykładów i skład Uniwersytetu w roku akademickim 1933/1934*, Poznań 1934, s. 147; *Uniwersytet Poznański – spis wykładów rok akademicki 1937/1938*, Poznań 1937, s. 48–53; Ł. Lange w roku akad. 1945/1946 jw.; *Uniwersytet Poznański – spis wykładów rok akademicki 1945/1946*, Poznań 1938, s. 25, 27, 31.

¹² Z. Grot, dz. cyt., s. 35.

¹³ Tamże, s. 67; Mgr w roku akademickim 1932/1933 i 1933/1934 Ł. Lange, w trzecim trymestrze prowadził 3 godz. z pływania i wioślowaniu dla grup męskich, z wioślowania także dla grup żeńskich (3 godz. trym. III) i ćwiczenia w tańcach narodowych w II i III trymestrze oraz w walce wręcz (w I trym. i w II trym po 2 godz.), Ponadto prowadził ćwiczenia gimnastyczne, grach i lekkiej atletyce. Jego siostra Maria Lanżanka w takim samym wymiarze dla grup żeńskich też 3 godz. tyg. z pływania, i w lekkiej atletyce w I trym. 2 godz. i trzecim trym. 3 godz.). Poza tym studentów wychowania fizycznego obowiązywały kurs narciarski i kurs łyżwiarSKI oraz dwa kursy (obozu) wakacyjne, zorganizowane lub polecane przez Studium WF; *Uniwersytet Poznański – spis wykładów...*, s. 36–40.

¹⁴ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu (do 1957/58 r.)*, z. 2, Państwowe Wydawnictwo Naukowe, Poznań 1958, s. 53.

wielostronnego oddziaływania na organizm posiadał także system angielski eklektyczny uzupełniający doskonale system szwedzki¹⁵.

W latach 1924–1939 Łucjan Lange prowadził zajęcia (w wymiarze 24 godziny tygodniowo) w Studium Wychowania Fizycznego UP z gimnastyki, gier sportowych, pływania, wioślarstwa, lekkiej atletyki, walki wręcz (judo – połączone judo), szermierki, boks, narciarstwa, łyżwiarstwa i tańców narodowych¹⁶. Od 1924 r. uczestniczył we wszystkich obozach sportów wodnych organizowanych przez Studium Wychowania Fizycznego UP jako instruktor pływania, wioślarstwa i czasem jako kierownik kursu, a od 1925 r. jako instruktor sportów wodnych na wakacyjnych kursach nauczycielskich. Od 1926 r. dodatkowo pełnił też funkcję kierownika kursów łyżwiarskich. W trakcie jednego z obozów zimowych nauczył jeździć na nartach m.in. Wiktora Degę i jego żonę Marię Deżynę¹⁷. Dlatego nie dziwi fakt, że „dał się poznać jako dobry pedagog”¹⁸.

Od 1932 r. (po uzyskaniu dyplomu mgr. wychowania fizycznego) podjął pracę nauczyciela szkół średnich ogólnokształcących, a od 1938 r. (po zdaniu egzaminów państwowych) wykładowcy seminariów nauczycielskich. Prowadził zajęcia z ćwiczeń cielesnych i higieny jako przedmiotów głównych oraz somatologii jako przedmiotu dodatkowego¹⁹. Zatrudniony był też jako nauczyciel kontraktowy w Miejskim Gimnazjum Kupieckim w Poznaniu (w latach 1935–1937), a także w Miejskim Liceum Administracyjno-Handlowym w Poznaniu (w latach 1937–1939). Zatrudnienie w jednej ze szkół stanowiło warunek dopuszczenia go do egzaminu na nauczyciela szkół państwowych²⁰.

Korzystając z jego doświadczenia zawodowego, prof. Eugeniusz Piasecki oraz płk Walerian Sikorski zlecali mu do opracowywania programy studiów, kursów i ćwiczeń, zapraszali też jako konsultanta do podobnego typu przedsięwzięć, uwzględniając jego nowatorskie spostrzeżenia dotyczące ćwiczeń wioślarskich w basenie oraz uczestnictwa kobiet w szermierce, łyżwiarstwie i innych dyscyplinach sportowych. Niewątpliwie, jak go określił Zdzisław Grot, „należał do nauczycieli wybitnych w Studium WF UP”²¹, co potwierdzały prowadzone przez

¹⁵ E. Preisler, *Niełatwa droga do dojrzałości rzeźkiej i starości krzepkiej. Studium poświęcone problemowi zdrowia i tężyzny fizycznej wielomilionowej rzeszy dzieci i młodzieży szkolnej* (maszynopis), Poznań 1995, s. 12.

¹⁶ M. Godycki, dz. cyt., s. 53.

¹⁷ Relacja ustna Jana Langego – syna Ł. Langego, z dnia 18.01.2023 r.

¹⁸ Z. Grot, dz. cyt., s. 34.

¹⁹ Archiwum Uniwersytetu im. Adama Mickiewicza w Poznaniu, Teczka Łucjana Langego, Komisja egzaminacyjna, sygn. 103 g. Dyplom nauczyciela szkół średnich, Poznań 28.10.1938 r.

²⁰ Archiwum UAM w Poznaniu, Teczka Łucjana Langego, Komisja egzaminacyjna, sygn. 103 g. Poświadczenie dyrekcji Miejskiego 4-klasowego Koedukacyjnego Gimnazjum Kupieckiego, że mgr Łucjan Lange prowadził jako nauczyciel kontraktowy ćwiczenia cielesne w latach szkolnych 1935–1937/1938, Poznań 2.08.1938 r.

²¹ Z. Grot, dz. cyt., s. 35.

niego zajęcia praktyczne i czynne uczestnictwo m.in. w Sekcji Higieny Szkolnej w czasie XIV Zjazdu Lekarzy Słowiańskich w 1933 r., a także opublikowany referat pt. *Walka wręcz w programie szkolnym*²². Niestety realizację zaplanowywanej przez niego pracy doktorskiej związanej z tańcem przerwała wojna, a zebrany materiał zaginął w zawierusze wojennej.

Sport i aktywność społeczna w sporcie Łucjana Langego

Już jako student Łucjan Lange dał się poznać jako społecznik i wszechstronny sportowiec. W 1921 r. współzałożył Korporację Akademicką „Surma” przy Uniwersytecie Poznańskim²³, propagując (w latach 1921–1931) wśród członków „Deus et Patria”²⁴ zdrowy styl życia (duchowy, intelektualny i towarzyski) oraz uprawianie szermierki²⁵. Tę ostatnią uprawiał już od pierwszego roku studiów (1920 r.) w sekcji szermierczej Akademickiego Związku Sportowego, zostając także członkiem jego zarządu. Treningi organizowano w różnych salach i właśnie w jednej z nich przy ul. Masztalarskiej w dniu 26 lutego 1926 r. doszło do eksplozji wielkiego zbiornika gazowego Gazowni Miejskiej przy ul. Grobla. Wypadek ten został opisany przez jednego z uczestników:

Powypadały olbrzymie okna sali, siejąc nie lada popłoch wśród całej rycerskiej gromady. Po wyjaśnieniu przyczyny tego wypadku, złe języki niektórych naszych miłych kolegów nie omieszkały ogłosić wszem i wobec o naszej rejteradzie z sali. Nadto tak zapatrzone w nas przemite koleżanki, przez dłuższy czas obdarzały nas śmiechem z przymrużeniem oka. Wielu z nas przeżywało te uśmiechy jak najsroźszą klęskę orężną²⁶.

W pracę na rzecz sekcji szermierczej angażował się zarówno jako zawodnik, szkoleniowiec, jak i społecznik, pełniąc w niej funkcję m.in. kapitana sportowego (czyli drugiego kierownika). W AZS-ie wspólnie z siostrą – Marią Lange-Kucnerowicz – czołową florecistką AZS, złotą (w 1932 r.) i brązową medalistką (1931, 1933) mistrzostw Polski we florecie, prowadził szkolenie adeptów tej trudnej sztuki²⁷.

²² Tamże, s. 70.

²³ Łucjan Lange (1900–1997), *sportowiec...*, s. 129.

²⁴ *Poznańska korporacja akademicka Surma*, <http://www.surma.org.pl/historia.html> [dostęp: 10.02.2023].

²⁵ Łucjan Lange (1900–1997), *sportowiec...*, s. 129.

²⁶ J. Węclawski, dz. cyt., s. 95. Treningi sekcji szermierczej AZS odbywały się w sali gimnastycznej Studium WF w Parku Wilsona, a także w sali balowej restauracji p. Jarockiego przy ul. Masztalarskiej, Sali gimnazjum Bergera przy ul. Strzeleckiej, hala sportowa przy stadionie CSWGiS na terenie koszar 57. Pułku Piechoty WP, w salce restauracji p. Tomikowskiego w oficynie domu przy ul. Szamarzewskiego. W sali przy ul. Masztalarskiej bardzo liczna grupa ćwiczących pod okiem Maksymiliana Kreuzingera i Adolfa Reinholza przeżyła w dniu 26 lutego 1926 r. eksplozję wielkiego zbiornika gazowego Gazowni Miejskiej przy ul. Grobla.

²⁷ R. Wryk, *Dzieje Akademickiego Związku Sportowego w Poznaniu 1919–2019*, Wydawnictwo Nauka i Innowacje, Poznań 2020, s. 52.

W pierwszym okresie działalności sekcji fechtunkowej AZS Łucjan Lange należał do wyróżniających się zawodników²⁸. Podczas mistrzostw Polski klasy „B” we florecie zajął drugą lokatę, a w szpadzie piątą. Zwyciężył też w trzech broniach (szabli, florecie i szpadzie) w czasie mistrzostw Poznańskiego Koła Międzykorporacyjnego, reprezentując Korporację Surma (9 i 10 maja 1931 r.). Występował także na planszach szermierczych w Łodzi oraz Warszawie, m.in. w meczach z zespołami Wojskowego Klubu Sportowego z Łodzi (16 i 17 maja 1931 r.) i Policyjnego Klubu Sportowego z Warszawy (25.01.1939 r.).

Był też „wielkim entuzjastą krzewienia pięściarstwa wśród studentów Uniwersytetu Poznańskiego”²⁹. Z jego inicjatywy w 1924 r. w AZS powołano sekcję bokserską. W 1927 r. Łucjan Lange wywalczył nawet tytuł akademickiego mistrza Polski w boksie w wadze lekkiej. W sekcji hokeja na lodzie AZS, działającej w ramach Poznańsko-Pomorskiego Okręgowego Związku Hokeja na Lodzie, występował na pozycji bramkarza, rozgrywając mecze m.in. z Toruńskim Klubem Sportowym³⁰. Był też zawodnikiem sekcji hokeja na trawie, strzeleckiej, tenisa stołowego i wioślarskiej, reprezentując tę ostatnią, w 1925 r. wywalczył brązowy medal mistrzostw Polski wraz z załogą czwórki ze sternikiem³¹.

Uprawiał też jeszcze inne sporty: lekką atletykę, pływanie³², jeździectwo, sporty lotnicze, motorowe, turystykę pieszą i rowerową. Sędziował także zawody w lekkiej atletyce, wspomnianym boksie, szermierce, pływaniu, wioślarstwie, hokeja na trawie. Był także członkiem sądu koleżeńkiego i wiceprezesem Poznańskiego Okręgowego Związku Bokserskiego, a w 1928 r. zastępcą naczelnika Klubu Wioślarskiego z 1904 r. (KW04) i pierwszym kierownikiem zespołu żeńskiego lekkiej atletyki (od 1932 r.). Posiadał również liczne uprawnienia instruktorskie i tytuł trenera (I klasy w 1949 r.) w wioślarstwie oraz wspomniane sędziowskie w: szermierce, pływaniu, lekkiej atletyce (sędzię międzynarodowego) i boksie.

Lata II wojny światowej

W dniu 28 sierpnia 1939 r. został zmobilizowany i przydzielony do 14. Korpusu Łączności Wojska Polskiego stacjonującego na Cytadeli w Poznaniu. Po wybuchu wojny brał udział w walkach pod Kutnem, gdzie został ranny i dostał się

²⁸ J. Węclawski, dz. cyt., s. 95.

²⁹ R. Wryk, dz. cyt., s. 64.

³⁰ J. Węclawski, dz. cyt., s. 165, 179.

³¹ R. Wryk, dz. cyt., s. 67. Obok Ł. Langego skład czwórki ze sternikiem uzupełniali Franciszek Dandelski, S. Drozd, K. Doerman, Z. Królikowski (sternik). W 1926 r. sekcja wioślarska AZS w Poznaniu została sklasyfikowana przez Polski Związek Towarzystw Wioślarskich na szóstym miejscu w kraju.

³² *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu (do 1957/58 r.)*, z. 2, Państwowe Wydawnictwo Naukowe, Poznań 1958, s. 54.

do niewoli niemieckiej. W trakcie pobytu w obozie jenieckim w Żyrardowie przeniesiono go do Ośrodka Leczniczego Polskiego Czerwonego Krzyża dla rannych żołnierzy w Ubezpieczalni Społecznej (szpital) w Żyrardowie, gdzie przebywał od 19 do 24 września 1939 r. Po ucieczce ze szpitala, z Żyrardowa dostał się do Poznania, a następnie do Biedruska, gdzie pracował przymusowo. Po zwolnieniu z obozu w Biedrusku w grudniu 1939 r. został wysiedlony wraz z żoną do Sokółowa Podlaskiego (Generalna Gubernia), gdzie podjął pracę w Starostwie Powiatowym w charakterze tłumacza (do 1944 r.)³³.

W czasie powstania warszawskiego przebywał w Warszawie, skąd po upadku powstania został wywieziony do Rzeszy, gdzie pracował jako robotnik portowy w Kołobrzegu³⁴. Po oswobodzeniu tego miasta na krótko podjął pracę w Milicji Obywatelskiej, a następnie zdecydował o powrocie do Poznania. W drodze powrotnej przez pewien czas pełnił funkcję burmistrza w Mierostawcu (Märkisch Friedland) na Pomorzu.

Trudny okres powojenny i praca w Studium Wychowania Fizycznego UP

Do Poznania wrócił w końcu maja 1945 r. i z marszu podjął pracę w Wydziale Oświaty, Kultury i Sztuki³⁵ Zarządu Miejskiego stołecznego miasta Poznania. Równolegle kontynuował pracę w Liceum Administracyjno-Handlowym (od maja 1945 r. do końca sierpnia 1950 r.), a także w Państwowym Gimnazjum im. Ignacego Jana Paderewskiego (od września 1945 r. do sierpnia 1946 r.) w Poznaniu³⁶.

W 1946 r. został zatrudniony na stanowisku adiunkta w Studium WF Uniwersytetu Poznańskiego, gdzie pełnił funkcję kierownika ćwiczeń, a następnie kierownika Zakładu Sportów Różnych (1950–1952) oraz równocześnie Zakładu Pływania (1950–1951)³⁷. W tym czasie współpracował z Wyższą Szkołą Wychowania Fizycznego, prowadząc dział fotograficzno-filmowy i przygotowując szereg

³³ Archiwum Zakładowe Ortopedyczno-Rehabilitacyjny Szpital Kliniczny im. Wiktora Degi Uniwersytetu Medycznego im. Karola Marcinkowskiego w Poznaniu, Teczka akt osobowych Łucjana Lange, bez sygnatury, Życiorys Łucjana Langego, Poznań 22.09.1955 r., s. 3.

³⁴ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu (do 1957/58 r.)*, z. 2, Państwowe Wydawnictwo Naukowe, Poznań 1958, s. 54.

³⁵ Odpis. Zaświadczenie Wydziału Oświaty, Kultury i Sztuki, że Łucjan Lange jest pracownikiem Zarządu Miejskiego Stołecznego Miasta Poznania, Poznań 16.08.1945 r.

³⁶ Archiwum Zakładowe Ortopedyczno-Rehabilitacyjny Szpital Kliniczny im. Wiktora Degi Uniwersytetu Medycznego im. Karola Marcinkowskiego w Poznaniu, Teczka akt osobowych Łucjana Lange, bez sygnatury, Ankieta personalna Łucjana Lange, Poznań 22.09.1955 r., s., 4.

³⁷ *Uniwersytet Poznański – spis wykładów na rok akademicki 1946/1947*, Drukarnia Uniwersytetu Poznańskiego, Poznań 1946, s. 28.

filmów i reportaży szkoleniowych m.in. z narciarstwa³⁸. Następnie włączył się w wir pracy dydaktycznej Studium WF, prowadził wiele przedmiotów praktycznych, publikując artykuły w czasopismach fachowych i popularnonaukowych, a także w organizację pokazów, podczas których wygłaszał prelekcje. W roku akademickim 1946/1947 prowadził ćwiczenia z pływania³⁹, ćwiczenia w wiosłowaniu, tańcach narodowych i walce wręcz z mężczyznami⁴⁰ oraz ćwiczenia gimnastyczne⁴¹, a także ćwiczenia w grach i lekkiej atletyce⁴². W kolejnym roku akademickim (1947/1948) rozszerzył zakres prowadzonych przedmiotów o ćwiczenia tańców ludowych, ćwiczenia w grach i lekkiej atletyce oraz pływania, wiosłarstwa i walki wręcz⁴³. Natomiast na studiach trzyletnich w 1948 r. prowadził zajęcia pływania, łyżwiarstwa, boksu⁴⁴, wiosłarstwa, walki wręcz i tańców narodowych. W ramach powszechnego wychowania fizycznego dla ogółu młodzieży akademickiej studiującej na Wydziale Humanistycznym i Matematyczno-Przyrodniczym prowadził ćwiczenia gimnastyczne w grach i lekkiej atletyce⁴⁵.

W roku akademickim (1948/1949), roku jubileuszu 30-lecia działalności Studium, wygłosił referat pt. „Historia Studium Wychowania Fizycznego Uniwersytetu Poznańskiego” oraz zorganizował pokaz pięściarski z udziałem studentów I roku⁴⁶. W trakcie jednego z publicznych posiedzeń pracowników naukowo-dydaktycznych Studium WF UP wygłosił referat pt. „Nowoczesny styl wiosłowania”⁴⁷. Opublikował także *Naukę pływania w szkołach* (w 1948 r.)⁴⁸.

³⁸ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu (do 1956/57 r.)*, z. 1, Państwowe Wydawnictwo Naukowe, Poznań 1957, s. 78.

³⁹ *Uniwersytet Poznański...*, s. 28. Ćwiczenia z pływania w wymiarze 3 godzin tygodniowo w trzecim trymestrze.

⁴⁰ *Uniwersytet Poznański...*, s. 30. Ćwiczenia w wiosłowaniu z kobietami i mężczyznami też 3 godz. w tyg., ćwiczenia w tańcach narodowych na I i II roku 2 godz. tyg. i walce wręcz z mężczyznami.

⁴¹ Tamże, s. 34. Ćwiczenia gimnastyczne w wymiarze 2 godz. na I, II i III roku w wymiarze 2 godz. tyg.

⁴² Tamże, s. 85.

⁴³ *Uniwersytet Poznański – spis wykładów na rok akademicki 1947/1948*, Drukarnia Uniwersytetu Poznańskiego, Poznań 1947, s. 39, 42. Ćwiczenia z pływania w 3 trymestrze I roku w wymiarze 3 godz. tyg., wiosłarstwa, walki wręcz i tańców ludowych i ćwiczenia w grach i lekkiej atletyce.

⁴⁴ *Uniwersytet Poznański – spis wykładów na rok akademicki 1948/1949*, Drukarnia Uniwersytetu Poznańskiego, Poznań 1948, s. 34. Z pierwszym rocznikiem Studium WF prowadził zajęcia pływania, łyżwiarstwa (po 3 godz. tyg.), boks (2 godz. tyg.).

⁴⁵ Tamże, s. 35, 37, 39; Zob. też Z. Grot, dz. cyt., s. 80. Z drugim rocznikiem prowadził zajęcia z wiosłarstwa (3 godz. tyg.), walki wręcz (2 godz. tyg.) i tańców narodowych (2 godz. tyg.), a z trzecim rocznikiem ćwiczenia w pływaniu (w wymiarze 3 godz. tygodniowo), a także w ramach wychowania fizycznego ogółu młodzieży akademickiej studiującej na Wydziale Humanistycznym i Matematyczno-Przyrodniczym prowadził ćwiczenia gimnastyczne, w grach i lekkiej atletyce (2 godz. w tygodniu).

⁴⁶ Z. Grot, dz. cyt., s. 82.

⁴⁷ Tamże, s. 83.

⁴⁸ Ł. Lange, *Nauka pływania w szkole*, „Wychowanie Fizyczne” 1948, z. 5/6.

W 1949 r. zdobył uprawnienia trenera I klasy w wioślarstwie⁴⁹, co zaowocowało powierzeniem mu funkcji kierownika wyszkolenia unifikacyjnego kursu dla trenerów i instruktorów Polskiego Związku Towarzystw Wioślarskich. Uczestniczył też w obozie Polskiego Związku Narciarskiego w Krynicy, obozach letnich i zimowych. Prowadził również kursy z łyżwiarstwa przeważnie z udziałem 30 słuchaczy⁵⁰.

Praca w Wyższej Szkole Wychowania Fizycznego i Klinice Ortopedycznej Akademii Medycznej

Na początku 1952 r. zwolnił się z pracy w WSWF w Poznaniu. Bezpośrednią przyczyną rezygnacji była negatywna ocena prowadzonych przez niego zajęć, przez, jego zdaniem, niekompetentną Komisję Polskiej Zjednoczonej Partii Robotniczej. Wobec nieudanej obrony swoich metod nauczania, które uważał za nowoczesne, w trakcie zebrania z pracownikami WSWF stwierdził, że „niekompetentni ludzie nie będą mu dyktowali, jak ma prowadzić zajęcia i dlatego rezygnuje z pracy w WSWF”⁵¹. W zaistniałej sytuacji przez kolejny rok akademicki 1952/1953 był zatrudniony w Studium Wychowania Fizycznego Wyższej Szkoły Rolniczej jako nauczyciel wychowania fizycznego⁵².

Po tym zdarzeniu otrzymał propozycję zatrudnienia w Klinice Ortopedycznej Akademii Medycznej w Poznaniu. Skorzystał z niej, podejmując pracę od 1 kwietnia 1953 r. w charakterze starszego asystenta oraz instruktora gimnastyki leczniczej w Oddziale Usprawniania Leczniczego Kliniki Ortopedycznej Akademii Medycznej w Poznaniu (którego kierownikiem był prof. dr hab. med. Wiktor Dega)⁵³. Dodatkowo pracował w Zakładzie Szkolenia Inwalidów⁵⁴ (od grudnia 1954 r. do września 1965 r. przy ul. Szamotulskiej 67), gdzie prowadził usprawnianie lecznicze. Równocześnie ściśle współpracował z prof. Wiktorem Degą⁵⁵, prof. Kazimierą

⁴⁹ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu (do 1957/58 r.)*, z. 2, Państwowe Wydawnictwo Naukowe, Poznań 1958, s. 54.

⁵⁰ Z. Grot, dz. cyt., s. 90.

⁵¹ Relacja ustana Jana Langego – syna Ł. Langego z dnia 18.01.2023 r.

⁵² Tamże.

⁵³ Archiwum Zakładowe Ortopedyczno-Rehabilitacyjny Szpital Kliniczny im. Wiktora Degi Uniwersytetu Medycznego im. Karola Marcinkowskiego w Poznaniu, Teczka akt osobowych Łucjana Lange, bez sygnatury, s. 29.

⁵⁴ Archiwum Zakładowe Ortopedyczno-Rehabilitacyjny Szpital Kliniczny im. Wiktora Degi Uniwersytetu Medycznego im. Karola Marcinkowskiego w Poznaniu, Teczka akt osobowych Łucjana Lange, bez sygnatury, Pismo Zakładu Szkolenia Inwalidów w Poznaniu do Kliniki Ortopedycznej Akademii Medycznej, Poznań 14 września 1957 r., s. 30.

⁵⁵ Archiwum Zakładowe Ortopedyczno-Rehabilitacyjny Szpital Kliniczny im. Wiktora Degi Uniwersytetu Medycznego im. Karola Marcinkowskiego w Poznaniu, Teczka akt osobowych Łucjana

Milanowską i doc. dr hab. Janiną Tomaszewską. Jak wynika z relacji córki, Zofii, „prawdopodobnie Łucjan Lange opracował metodę chodu dla osób po obustronnej amputacji”⁵⁶, a jedną z pacjentek nauczył chodzić mimo braku obu kończyn. Wyreżyserowany przez niego film *Usprawnienia po obustronnej amputacji*, wyświetlany był poza granicami naszego kraju, zdobywając tam nagrodę⁵⁷.

Ł. Lange prowadził także wykłady i ćwiczenia dla lekarzy ortopedów oraz magistrów wychowania fizycznego. Na licznych kursach, obozach, konferencjach itp., zorganizowanych przez wyższe uczelnie i instytucje wojewódzkie oraz centralne pełnił funkcję kierownika, wykładowcy bądź instruktora⁵⁸.

Uczestnicząc w życiu naukowym WSWF i Akademii Medycznej w Poznaniu, nadal wygłaszał referaty na konferencjach, na zebraniach, nawet wtedy, kiedy był już emerytem. W 1959 r. przygotował *Osnowę gimnastyki zespołowej dla inwalidów po amputacjach kończyn dolnych* opublikowaną w książce pt. *Rehabilitacja inwalidów*⁵⁹. Dlatego mgr Maria Suwalska słusznie uznała go za pioniera fizjoterapii, jednego z tych, którzy tworzyli podstawy pod rozwój działalności praktycznej i naukowej tej dyscypliny nauk medycznych⁶⁰.

W latach 1957–1968, aż do chwili przejścia na emeryturę w dniu 31 sierpnia 1968 r., zajmował stanowisko adiunkta w Zakładzie Leczniczej Kultury Fizycznej poznańskiej WSWF⁶¹. Pełnił w nim obowiązki kierownika Zakładu Leczniczej Kul-

Lange, bez sygnatury, Pismo Dyrektora Państwowego Szpitala Klinicznego Nr 4 w Poznaniu prof. dr. W. Degi do Akademii Medycznej w Poznaniu w sprawie przeniesienia mgra Łuczjana Lange do Państwowego Szpitala Klinicznego Nr 4 w Poznaniu, Poznań 20.09.1955 r., s. 10. Mgr Ł. Lange został przyjęty do P.S.K. Nr 4 w Poznaniu z dniem 1 października 1955 r. Informacje o podejmowaniu stosunku pracy przez mgra Ł. Langego podpisywał prof. dr Wiktor Dega Dyrektor Państwowego Szpitala Klinicznego Nr 4 w Poznaniu, zob. np. Protokół dot. mgra Łuczjana Langego o zatrudnieniu jako instruktor gimnastyki leczniczej w wymiarze 23 godz. tygodniowo w PSK Nr 4 w Poznaniu, Poznań 29 lutego 1956 r., s. 12.

⁵⁶ Relacja ustna Zofii Lange – córki Łuczjana Langego z dnia 15.02.2023 r.

⁵⁷ Film nakręcił Janusz Dobrowolski.

⁵⁸ *Łucjan Lange (1900–1997), sportowiec...*, s. 130.

⁵⁹ *Rehabilitacja inwalidów*, red. J. Król, K. Milanowska, Z. Skrocki, Państwowe Wydawnictwo Naukowe, Poznań 1959 r., s. 55–56.

⁶⁰ S. Jandziś, M. Suwalska, *Okres pionierski w działalności fizjoterapeutów w Polsce po II wojnie światowej*, [w:] *Historia polskiej fizjoterapii*, pod red. S. Jandzisia, M. Kijańskiego i M. Migały, przy współprac. J. Szczeglińskiego i Z. Śliwińskiego, Oficyna Wydawnicza Politechniki Opolskiej, Opole 2013, s. 54.

⁶¹ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 2 (za rok 1957/1958), Państwowe Wydawnictwo Naukowe, Poznań 1958, s. 37. W roku akademickim 1957/1958 Klinika Ortopedii Akademii Medycznej w Poznaniu pozwoliła pracownikom Zakładu Leczniczej KF korzystać z pomieszczeń do realizacji wykładów z gimnastyki leczniczej i masażu w wymiarze 1 godziny tygodniowo dla studentów III i IV roku; obowiązkowych ćwiczeń dla studentów IV rocznika w wymiarze 2 godz. tygodniowo przez semestry VII i VIII. Przez cały rok odbywała się także specjalizacja w zakresie gimnastyki leczniczej w trzech grupach: grupa I – 12 osób i grupa II – 8 osób z III roku oraz grupa III – 14 osób z IV roku po 5 godz. w tygodniu.

tury Fizycznej (w roku akademickim 1957/1958 i 1958/1959)⁶². W kolejnych latach zmieniał status zatrudnienia, pracując w wymienionym zakładzie na $\frac{1}{2}$ etatu (w roku akademickim 1959/1960⁶³ i 1960/1961)⁶⁴, a w latach 1963/1964⁶⁵ na godzinach zleconych, a następnie na ryczałcie do roku akademickiego 1967/1968⁶⁶ w Zakładzie Medycyny Sportowej Wyższej Szkoły Wychowania Fizycznego w Poznaniu, gdzie zajmował się fizjoterapią pacjentów po amputacjach.

Włączał się także w pracę na rzecz poznańskiego AZS (do 1949 r.) oraz komisji rewizyjnej i sądu koleżeńskiego AZS (do 1948 r.). Działal w nich obok znanych sportowców i społeczników z okresu międzywojennego jak: Witalis Ludwiczak, Eligiusz Preisler, Zdzisław Hawelski i Marian Tomkowiak. Był to gwarant zachowania ciągłości ideowej oraz podtrzymywania więzi międzypokoleniowej⁶⁷.

Obok Karola Hoffmanna (olimpijczyka) i Mieczysława Balcera upowszechniał sport na Uniwersytecie, m.in. dzięki inicjatywie Senackiej Komisji do spraw Wychowania Fizycznego AZS i Studium Wychowania Fizycznego Uniwersytetu Poznańskiego, zorganizował I Międzywydziałowe Mistrzostwa Sportowe Uniwersy-

⁶² *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 3 (za rok 1958/1959), Państwowe Wydawnictwo Naukowe, Poznań 1959, s. 46. „Zakład korzystał z gościny Kliniki Ortopedycznej Akademii Medycznej w Poznaniu, prowadząc wykłady z gimnastyki leczniczej i masażu w wymiarze 1 godz. tyg. Dla słuchaczy III roku i ćwiczenia dla słuchaczy IV roku 4 godz. tyg. W VII semestrze (2 grupy). Specjalizacja w zakresie gimnastyki leczniczej odbywała się w 4 grupach dla III oraz IV roku po 5 godz. tyg. przez cały rok”. W Zakładzie studenci realizowali 3 prace magisterskie. Dr J. Tomaszewska, dr K. Milanowska i mgr Ł. Lange ogłosili drukiem niektóre rozdziały w zbiorowym wydawnictwie pt. *Rehabilitacja inwalidów*, Państwowe Wydawnictwo Naukowe, Poznań 1959.

⁶³ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 4 (za rok 1959/1960), Wyd. PWN, Poznań 1960, s. 48. W zakładzie zatrudnione były na godzinach zleconych dr med. Janina Tomaszewska i dr med. Kazimiera Milanowska. Dr med. Janina Tomaszewska przebywała za granicą w celach naukowych w okresie 15.02.–31.07.1960 r. (w Danii, Anglii i Finlandii).

⁶⁴ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 5 (za rok 1960/1961), Poznań 1961, s. 44. W zakładzie zatrudnione były na godzinach zleconych dr med. Janina Tomaszewska i dr med. Kazimiera Milanowska. W roku 1960–1961 r. dr med. K. Milanowska przebywała w Jugosławii i Austrii od 1.02. do 3.03.1961 r. Celem pobytu było zapoznanie się z pracą i organizacją ośrodków rehabilitacyjnych oraz metodami szkolenia personelu zatrudnionego w rehabilitacji.

⁶⁵ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 6 (za rok 1961/1962), Wyd. PWN Poznań 1962, s. 49; *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 7 (za rok 1962/1963), Poznań 1962, s. 55.

⁶⁶ *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 9 (za rok 1964/1965), Poznań 1965, s. 62; *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 10 (za rok 1965/1966), Poznań 1966, s. 144; *Kronika Wyższej Szkoły Wychowania Fizycznego w Poznaniu*, z. 12 (za rok 1967/1968), Poznań 1968, s. 179. W roku akademickim 1967/68 po raz pierwszy odbywały się wykłady i ćwiczenia z zakresu gimnastyki leczniczej dla Studium Zaocznego. Odbyło się 8 godzin wykładów i 12 godzin ćwiczeń w 2 grupach po 6 godzin. Przy Zakładzie zostało zawiązane Studenckie Koło Naukowe, do którego należą studenci II i III roku studiów w liczbie 8 osób. Pierwsze posiedzenie odbyło się w dniu 23 kwietnia 1968 r. ustalono program działania.

⁶⁷ R. Wryk, dz. cyt., s. 117, 122.

tetu Poznańskiego (w dniach 22–23 czerwca 1946 r.)⁶⁸. W 1948 r. przygotowywał m.in. od strony metodycznej dla studentek i studentów część praktyczną występów w trakcie uroczystego podsumowania sezonu zimowego w zakresie gier, gimnastyki sportowej i estetycznej kobiet oraz w tańcach ludowych⁶⁹. Należy podkreślić, że posługiwał się pięcioma językami obcymi, z których niemiecki znał bardzo dobrze, francuski – dobrze, słabiej operował szwedzkim i duńskim, a naj-słabiej opanował język angielski.

Podsumowanie

Wpływ na wybór drogi zawodowej Łuczjana miały tradycje rodzinne oraz nauka w gimnazjach w Wągrowcu i Pile, gdzie zetknął się z gimnastyką systemu Müllera. Z kolei w gimnazjum św. Marii Magdaleny w Poznaniu zaznajomił się z lekką atletyką, pływaniem i wycieczkami. Wybór Uniwersytetu Poznańskiego oraz studiowanie prawa, ekonomii i filozofii, a szczególnie pedagogiki był świadomym wyborem, podobnie jak i studiów na Wydziale Lekarskim. Najważniejszą rolę w drodze zawodowej i życiu odegrał jednak prof. E. Piasecki, przekonując go do studiowania w Studium Wychowania Fizycznego Uniwersytetu Poznańskiego. Po ukończeniu kształcenia w Studium i z wiedzą wyniesioną ze studiów lekarskich Łucjan Lange rozpoczął i kontynuował pełną sukcesów pracę zawodową. Jako lektor prowadził wykłady i ćwiczenia z pływania, wiosłowania i tańców narodowych, jednocześnie współpracując z prof. W. Degą, poznawał teorię i ćwiczył praktycznie pomoc doraźną w nagłych wypadkach oraz masaż i gimnastykę leczniczą.

Prowadził zajęcia ze studentami Studium z gimnastyki, gier sportowych, pływania, wioślarstwa, lekkiej atletyki, walki wręcz (judo – połączone ju-jitsu), szermierki, boksu, narciarstwa, łyżwiarstwa i tańców narodowych. Po uzyskaniu dyplomu magistra w/f prowadził zajęcia w gimnazjach i szkołach średnich ćwiczenia cielesne i higienę, a po uzyskaniu dyplomu nauczyciela szkół państwowych pracował jako wykładowca seminariów nauczycielskich. Opracowywał też programy studiów, kursów i ćwiczeń dla Centralnej Wojskowej Szkoły Wychowania Fizycznego i Sportów w Poznaniu.

Po II wojnie światowej pracował w Klinice Ortopedycznej Akademii Medycznej w Zakładzie Szkolenia Inwalidów, gdzie prowadził usprawnianie lecznicze, specjalizując się w fizjoterapii po obustronnych amputacjach. Prowadził także wykłady i ćwiczenia dla lekarzy ortopedów oraz magistrów wychowania fizycznego. Na licznych kursach, obozach, konferencjach itp., zorganizowanych przez

⁶⁸ Tamże, s. 345.

⁶⁹ Z. Grot, dz. cyt., s. 94.

wyższe uczelnie i instytucje wojewódzkie oraz centralne pełnił funkcję kierownika, wykładowcy bądź instruktora. Praca i osiągnięcia wpłynęły na to, że uznawano go za pioniera fizjoterapii, jednego z tych, którzy tworzyli podstawy pod rozwój działalności praktycznej i naukowej tej dyscypliny nauk medycznych.

W życiu i działalności Łuczjana Langego na uwagę zasługują też jego udział w sporcie oraz działalność społeczna. Sportowi poświęcił się już od 1920 roku, wstępując do sekcji szermierczej Akademickiego Związku Sportowego, w której angażował się nie tylko jako zawodnik, szkoleniowiec i społecznik, ale pełnił w niej także funkcję członka zarządu oraz kapitana sportowego. Jako zawodnik startował w zawodach szermierczych, zajmując czołowe lokaty we florecie i szpadzie na mistrzostwach Polski w grupie „B”. Uprawiał też jeszcze inne sporty: lekką atletykę, pływanie, jeździectwo, sporty lotnicze, motorowe, turystykę pieszą i rowerową, a w boksie zdobył nawet tytuł akademickiego mistrza Polski w wadze lekkiej.

W pracy społecznej wyróżniał się sędziowaniem zawodów w lekkiej atletyce, boksie, szermierce, pływaniu, wioślarstwie i hokeja na trawie. Był także członkiem sądu koleżeńkiego i wiceprezesem Poznańskiego Okręgowego Związku Bokserskiego. Posiadał również liczne uprawnienia instruktorskie i tytuł trenera I klasy w wioślarstwie oraz uprawnienia sędziowskie w szermierce, pływaniu, lekkiej atletyce (sędziego międzynarodowego) i boksie.

Po przejściu na emeryturę nie zrezygnował z działalności szkoleniowej i społecznej. Tę pierwszą wykonywał na $\frac{1}{2}$ etatu, drugą – w zależności od zapotrzebowania środowiska i samopoczucia. Ten ceniony i szanowany człowiek, teoretyk i praktyk wychowania fizycznego i fizjoterapeuta zmarł 16 sierpnia 1997 r. i został pochowany na cmentarzu Junikowo w Poznaniu pole: 19 rząd: B2, miejsce 7a.

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Teresa DROZDEK-MAŁOLEPSZA*, Elgiusz MAŁOLEPSZY**

POLISH GYMNASTIC SOCIETY „SOKÓŁ” IN THE PROVINCE OF TERNOPIL IN THE YEARS 1920–1939

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Polskie Towarzystwo Gimnastyczne „Sokół” w województwie tarnopolskim w latach 1920–1939

Streszczenie

Celem artykułu jest przedstawienie działalności Polskiego Towarzystwa Gimnastycznego „Sokół” w województwie tarnopolskim w latach 1920–1939. W okresie międzywojennym gniazda „Sokoła” z województwa tarnopolskiego wchodziły w skład Dzielnicy Małopolskiej. W latach dwudziestych i na początku lat trzydziestych XX w. na obszarze województwa tarnopolskiego działało kilka okręgów sokolich: brodzki, brzeżański, buczacki, czortkowski, tarnopolski i złoczowski. W latach trzydziestych XX w. działalność prowadził okręg tarnopolski, część gniazd natomiast wchodziła w skład okręgu lwowskiego.

Gniazda „Sokoła” uczestniczyły w pracach na rzecz kształtowania infrastruktury dla potrzeb działalności, m.in. wznoszenia budynków sokolich (sokolni) oraz obiektów do realizacji aktywności fizycznej i przysposobienia wojskowego. Sokoli uczestniczyli w kursach wychowania fizycznego.

„Sokół” prowadził aktywną działalność na polu wychowania fizycznego, sportu, przysposobienia wojskowego. W ramach działalności sportowej, realizowano m.in. gimnastykę, lekkoatletykę, gry sportowe, strzelectwo, sporty wodne, sporty zimowe, zawody marszowe. W pracy sokolej istotną rolę odgrywała działalność wychowawcza, patriotyczna i kulturalno-oświatowa, m.in. przejawiająca się w obchodach rocznic państwowych; akademii i wieczornic poświęconych m.in. Tadeuszowi Kościuszce – patronowi Sokolstwa Polskiego.

Słowa kluczowe: Polska, przysposobienie wojskowe, sport, Towarzystwo Gimnastyczne „Sokół”, województwo tarnopolskie, wychowanie fizyczne, wychowanie patriotyczne.

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Abstract

The purpose of this article is to present the activities of the Polish Gymnastic Society “Sokół” in the Province of Ternopil in the years 1920-1939. In the interwar period, the “Sokół” nests in the Province of Ternopil were part of the Lesser Poland (Małopolska) Region. In the 1920s and early 1930s, several “Sokół” regions operated in the Province of Ternopil: Brody, Brzeżany, Buczacz, Czortków, Ternopil, and Złoczów. In the 1930s, the Ternopil region functioned, while some nests were part of the Lviv region.

“Sokół” nests participated in work on shaping the infrastructure needed for their activities, including the construction of “Sokół” buildings and facilities for physical activity and military training. Sokół members took part in physical education courses.

“Sokół” was active in the field of physical education, sports, and military training. In sports activities, they engaged in gymnastics, athletics, sports games, shooting, water sports, winter sports, and marching competitions. Educational, patriotic, cultural and educative activities were important in the work of “Sokół,” including the celebration of national anniversaries, academies, and evening gatherings dedicated to Tadeusz Kościuszko, the patron of Polish Sokolism.

Keywords: Poland, military training, sports, Gymnastic Society “Sokół”, the Province of Ternopil, physical education, patriotic education.

Introduction

The purpose of this article is to present the activities of the Polish Gymnastic Society “Sokół” in the Province of Ternopil in the years 1920–1939.¹ The Province of Ternopil was established on December 23, 1920. The end date of the publication is September 1939, marked by Germany’s aggression on September 1, 1939, and then the Soviet Union’s invasion of Poland on September 17, 1939. As a result of these actions, the territory of the South-Eastern Borderlands, including the Province of Ternopil, came under Soviet occupation. The Province of Ternopil was located in the southeastern part of the Second Polish Republic. The eastern border of the Province of Ternopil was the border of the Republic of Poland with the Soviet Union. It had an area of 16,533 km² and a population of 1,600,400 inhabitants (according to the 1931 census).² The Province of Ternopil included the following districts: Borszczów, Brody, Brzeżany, Buczacz, Czortków, Kamionka, Kopyczyńce, Podhajce, Przemyślany, Radziechów, Skałat, Ternopil, Trembowla, Zaleszczyki, Zbaraż, Zborów, Złoczów.³ The urban population of the

¹ Apart from the Polish Gymnastic Society „Sokół”, the Province of Ternopil was home to the activity of the Ukrainian Gymnastic Society “Sokił”. See: S. Zaborniak, *Kultura fizyczna ludności ukraińskiej na ziemiach polskich (1868–1939)*, Wydawnictwo Uniwersytetu Rzeszowskiego, Rzeszów 2007, pp. 186–220; E. Małolepszy, T. Drozdek-Małolepsza, *The Outline of the History of Physical Culture in the Province of Ternopil in the Years 1920–1939*, Central European Journal of Sport Sciences and Medicine 2022, vol. 37 no 1, pp. 7; DOI: 10.18276/cej.2022.1-01.

² L. Gadowski (ed.), *Polska 1918–1988*, Główny Urząd Statystyczny Warszawa 1989, p. 16.

³ *Mały Rocznik Statystyczny 1939*, Główny Urząd Statystyczny, Warszawa 1939, p. 14.

province constituted 16.8%. The society of the Province of Ternopil was multinational, with the largest ethnic group being the Poles – 49.3% (789,100 inhabitants), followed by the Ukrainians – 45.5% (728,100 inhabitants), and the Jews – 4.93% (78,900 inhabitants).⁴

The beginnings of the Gymnastic Society "Sokół" date back to 1867 when the first nest was established on Polish soil in Lviv. In the 1880s, further nests were established in the Austrian partition. On December 1, 1885, in Ternopil, a general meeting was held, during which the GS "Sokół" in Ternopil was established.⁵ The first president of the nest was Tadeusz Trzcieński. In the following years, other nests were established in Podolia, in the Ternopil Land, including Rohatyn (1881), Brody (1891), Czortków (1891), Brzeżany (1892), Trembowła (1892), Zaleszczyki (1892), Załóżce (1892), Złoczów (1892), Zbaraż (1893), Buczacz (1894), Podhajce (1898), Mikulińce (1900), Olesko (1903), Podwołoczyska (1903), Zborów (1903), Busk (1904), Łopatyn (1904), Przemyślany (1904), Monasterzyska (1894), Husiatyn (1906), Mielnica (1906), Chorostków (1908).⁶ The activists of the Ternopil nest took the initiative to create other "Sokół" nests, including the establishment of the nest in Złoczów on June 26, 1892, with the assistance of Ternopil Sokol members.⁷ Over time, the "Sokół" activists from the Austrian partition created a uniform "Sokół" organization within the union. This idea was realized in 1892 with the establishment of the Union of Polish Gymnastic Societies "Sokół" in Austria (ZPGTS). With the formation of the ZPGTS, a new structure of "Sokół" was created, consisting of regions, with the union itself comprising individual nests. The ZPGTS structure included 7 regions, including the VI region – Ternopil.⁸ Ternopil became the region seat in February 1896. In the Ternopil region, "Sokół" rallies were organized. The first region rally took place on June 4, 1899, in Ternopil, with the participation of the following nests: Brody, Brzeżany, Mikulińce, Ternopil, Trembowła, Załóżce, Zbaraż, Złoczów.⁹ The second Ternopil region rally took place in Złoczów

⁴ A. Chojnowski, *Problem narodowościowy na ziemiach polskich w początkach XX w. i w II Rzeczypospolitej*, [In:] A. Garlicki (ed.), *Z dziejów Drugiej Rzeczypospolitej*, Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1986, pp. 177–194.

⁵ C.E. Blicharski, *Miscellanea Tarnopolskie*, vol. 2, Biskupice 1995, p. 270; The source of the VI Rally of Polish Sokolism. One-day Commemorative, no time and place of publication given. The date of September 10, 1885 was accepted as the date of establishing the GS "Sokół" in Ternopil, "as a unit of Lviv Sokol. The Committee consisted of: Stanisław Przyłuski, Adolf Sahaneł, Tadeusz Trzcieński and Stanisław Wierzbicki."

⁶ Cz. Kłoś, *Sokół Polski 1926*, no place and time of publication given, pp. 216–218.

⁷ C.E. Blicharski, op. cit., p. 276.

⁸ VI Rally of Polish Sokolism. One-day Commemorative, no time and place of publication given, p. 6; M.T. Olejnik, *Dzielnica krakowska Związku Towarzystw Gimnastycznych „Sokół” w Polsce w latach 1921–1939* (PhD dissertation), Jagiellonian University in Cracow, Kraków 2022, pp. 33–34.

⁹ C.E. Blicharski, op. cit., p. 282.

on June 2, 1901. Starting in 1884, “Sokół” nests began to form in the Prussian partition, and from 1905, in the Russian partition.¹⁰

On the initiative of GS “Sokół” Macierz-Lwów and the “Sokół” activists in Ternopil, starting in 1912, Polish scouting teams began to form in the Ternopil region. In 1912, five scouting teams were established (including one female team). The scouts, in addition to school gymnastics, conducted hiking trips (including longer excursions), practised camping, and engaged in field activities (even during inclement weather). Before the outbreak of World War I, “a significant percentage of older scouting youth, together with members of permanent “Sokół” teams, joined the ranks of the Eastern Legion.”¹¹ The Eastern Legion, a Polish military organization, was formed in Lviv in early August 1914. As Jan Snopko and Dobiesław Dudek write, “from the shattered Eastern Legion, J. Haller, with a unit numbering over 500 “Sokół” volunteers [...] joined the Western Legion. Until the end of the legionary brigades, the Sokol members bravely fought on various fronts of World War I, giving their lives for future independent Poland.”¹²

Regarding the state of research, there are no studies specifically addressing the activity of GS “Sokół” in the Province of Ternopil in 1920–1939. Some subject matters were presented in the publication by E. Małolepszy and T. Drozdek-Małolepsza.¹³

Research Problems and Methods

For the preparation of the article, the following methods were used: analysis of historical sources, synthesis, induction, deduction, and geographical and comparative methods. The following research problems were posed:

¹⁰ B. Woltmann, „Sokół” na terenach zaboru pruskiego i w Niemczech (1884–1918), [In:] E. Małolepszy, Z. Pawluczuk (eds.), *Zarys dziejów Sokolstwa Polskiego w latach 1867–1997*, Wydawnictwo Wyższej Szkoły Pedagogicznej w Częstochowie, Częstochowa 2001, pp. 29–41; M. Ponczek, „Sokół” w Królestwie Polskim i w Rosji (1888–1918), [In:] E. Małolepszy, Z. Pawluczuk (eds.), *Zarys dziejów Sokolstwa Polskiego w latach 1867–1997*, Wydawnictwo Wyższej Szkoły Pedagogicznej w Częstochowie, Częstochowa 2001, pp. 41–47.

¹¹ A. Domaradzki, *Odpowiedzi na ankietę o powstaniu harcerstwa Polskiego. Skauting w Tarnopolszczyźnie, Przewodnik Gimnastyczny „Sokół” 1934*, nr 7, pp. 137–139.

¹² J. Snopko, D. Dudek, *Rozwój ruchu sokolego w zaborze austriackim*, [In:] E. Małolepszy, Z. Pawluczuk (eds.), *Zarys dziejów Sokolstwa Polskiego w latach 1867–1997*, Wydawnictwo Wyższej Szkoły Pedagogicznej w Częstochowie, Częstochowa 2001, pp. 13–29.

¹³ E. Małolepszy, T. Drozdek-Małolepsza, *The Outline of the History of Physical Culture in the Province of Ternopil in the Years 1920–1939*, “Central European Journal of Sport Sciences and Medicine” 2022 vol. 37 no 1, pp. 5–11. DOI: 10.18276/cej.2022.1-01.

1. How were the structures of the Gymnastic Society "Sokół" in the Province of Ternopil shaped?
2. What were the activities of "Sokół" in the field of physical education, sports, military training, educational-patriotic, and cultural-educative activities?

Results and Discussion

After regaining independence by the Republic of Poland in 1918, conditions were created for the formation of a unified "Sokół" organization from the different partitions. On April 17, 1919, a

Congress of Delegates from three union organizations from the former Austrian, Prussian, and Russian partitions was held, during which the Inter-Union Commission was appointed as a temporary authority. [...] In 1919, all three unions with their former seats in Lviv, Poznań, and Warsaw merged into one nationwide Union, which included six regions: Mazovia, Lesser Poland, Cracow, Silesia, Greater Poland, and Pomerania.¹⁴

On March 6, 1921, the last congress of delegates of the Union of Polish Gymnastic Societies "Sokół" in Austria (ZPGTS) was held.¹⁵ Eighty-five people participated, mainly from regions that would constitute the Lesser Poland Region of the "Sokół" Union. The congress adopted a resolution to transform the existing ZPGTS into the Lesser Poland Region, which included the former regions IV to VII (Przemyśl, Lviv, Ternopil, and Stanisławów). The Cracow Region was formed by separating the following regions from the previous ZPGTS: Cracow, Tarnów, Rzeszów. The first leadership of the Lesser Poland Region included Kazimierz Czarnek (chairman), Borowiec, Czajkowski, Aleksander Małaczyński, Tucki, Wallek, and Wolański. In issue 6 of "Przegląd Sokoli" from 1921, it was reported that

the four regions of the so-called Eastern Galicia (Stanisławów, Ternopil, Lviv, Przemyśl), which today constitute the Lesser Poland Region, consisting of 136 societies and 18,500 members, can currently count 50-60 societies and at most 8,000 members. Dozens of nests in small Polish towns and larger villages no longer exist. Efforts are being made to bring them back to life. The depopulation of leading forces stands in the way. Those nests that had their own houses, and there were 69 of them, maintain and develop their activities; perhaps others will follow them.¹⁶

The magazine's editorial pointed out the difficulties in reviving and creating nests in the Lesser Poland Region.

In 1924, there were six "Sokół" districts operating in the Province of Ternopil: Brody, Brzeżany, Buczac, Czortków, Tarnopol, and Złoczów. They con-

¹⁴ J. Gaj, K. Hądzelek, *Dzieje kultury fizycznej w Polsce*, Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego, Poznań 1997, p. 126.

¹⁵ "Przegląd Sokoli" 1921, no 4, p. 6.

¹⁶ "Przegląd Sokoli" 1921 no 6, p. 4.

sisted of 31 nests and 3,350 members.¹⁷ Out of 31 nests, 21 had their own headquarters, while 2 nests rented premises for their headquarters.

Table 1. List of Regions and Members, as well as Sports Facilities in the Province of Ternopil – as of December 31, 1924.

Region	No of nests	Number of members			Sports Facilities			
					Gyms		Sports fields	
		Men	Women	Total	Owned	Leased	Owned	Leased
VI Ternopil	7	920	93	1013	3	1	3	—
VIII Brody	5	284	117	401	2	1	2	2
XII Brzeżany	4	544	154	698	4	—	4	—
XIII Czortków	9	577	117	694	7	—	7	—
XIV Złoczów	4	269	70	339	4	1	4	1
XV Buczacz	2	133	72	205	1	—	2	—

Source: Przewodnik Gimnastyczny “Sokół” 1925, no 11, pp. 209.

As of December 31, 1925, the Lesser Poland Region of the “Sokół” Union in Poland consisted of 13 regions. The regions operating in the Province of Ternopil were: Brody, Brzeżany, Czortków, and Ternopil.¹⁸ The Brody region included the following nests: Olesko – 15 members; Brody – 230 members (including 20 exercising) and 56 “young Sokół”; Busk – 88 members and 27 “young Sokół”; Łopatyn – 35 members; Dubno – 45 members (a nest located in the Volhynian Province); Załóżce – 41 members. The Brzeżany region included the nests: Brzeżany – 216 members (including 27 exercising) and 76 “young Sokół”; Rohatyn – 133 members (including 12 exercising) and 152 “young Sokół”; Podhajce – 107 members (including 14 exercising) and 59 “young Sokół”; Przemyślany – 205 members (including 21 exercising). The Czortków region included the nests: Chorostków – 60 members; Husiatyn, Buczacz, Czortków – 207 members (including 20 exercising); Kopyczyńce; Mielnica – 50 members and 9 “young Sokół”; Zaleszczyki – 70 members and 126 “young Sokół”; Borszczów, Jagielnica. The Ternopil region included the nests: Podwołoczyska – 130 members (including 32 exercising) and 36 “young Sokół”; Mikulińce; Skałat, Zborów; Złoczów; Ternopil – 352 members (including 11 exercising) and 38 “young Sokół”; Trembowla – 96 members (including 26 exercising); Zbaraż – 125 members (including 32 exercising) and 40 “young Sokół”; Kruchów.¹⁹ The Physical Education Department of

¹⁷ Przewodnik Gimnastyczny “Sokół” 1925, nr 11, p. 209.

¹⁸ Sprawozdanie Zarządu Związku Towarzystw Gimnastycznych “Sokół” w Polsce za lata 1923–1925, Warszawa 1926, pp. 54–57.

¹⁹ Ibidem.

the Lesser Poland Region included "Sokół" members from the Province of Ternopil nests, including Stefan Juzwa (Ternopil), Bastecki (Złoczów), and Władysław Bielecki (Podwołoczyska).²⁰

In the 1920s, particularly in the first half, there was an issue of region establishment and organization. The president of the Brody region – Fastnacht, at the meeting of the Board of the Lesser Poland Region on November 11, 1923, drew the participants' attention to the issue of the affiliation of nests to the region belonging to the Volhynian Province,

There is no need to assign Równe to Brody, as Równe is closer to Łuck than to Brody; it is only advisable to assign Krzemieniec to Brody; however, the region president cannot take any initiative in this matter without knowing how it would be received and understood by the Board of the Łuck Region.²¹

The Równe and Krzemieniec nests belonged to the Volhynian region.²²

The meeting of the "Sokół" Board of the Lesser Poland Region was held on December 7-8, 1929. One of the board's resolutions concerned the VIII district (Brody):

The Board of the Lesser Poland Region resolves to temporarily abolish the VIII district in Brody, and assign the nests of this region in the following way: Brody, Busk, and Olesko to the V region of Lviv, Dubno to the XIV region of Łuck, and Założce to the VI region of Ternopil. Due to the lack of unanimity in the assignment, the assignment of the Łopatyrń nest will be made by the Region Leadership after consultation with the Łopatyrń nest board.²³

Was the resolution adopted by the Region Board conducive to the development of "Sokół" structures in the north-eastern part of the Province of Ternopil (excluding the Dubno nest)? The decision to transfer the Dubno nest to the Łuck region was entirely right. The nest was located in the Volhynian Province and was much closer to the region seat in Łuck. Furthermore, the minutes of the board meeting, regarding the activities in the field of military training read as follows:

The organization of PW (military training) units has been conducted by many nests of our Region for several years. The numerical status of the units is subject to certain fluctuations both up and down – as previous statistics show – there is a downward trend, which especially in the last year has caused significant losses [...]. Only some regions, particularly IV – in Przemyśl, VIII in Brody, X in Kołomyja, and XIV in Łuck, show a more significant increase in the number of members in PW units.²⁴

The above conclusion refers to the proper activities of the nests in the Brody region. If certain structures are doing well, should they be liquidated?

²⁰ Przewodnik Gimnastyczny "Sokół" 1924, no 1–4, p. 11.

²¹ Przewodnik Gimnastyczny "Sokół" 1924, no 5, p. 26.

²² E. Małolepszy, T. Drozdek-Małolepsza, *Kultura fizyczna i turystyka w województwie wołyńskim w latach 1921–1939*, Wydawnictwo Nauka i Innowacje, Poznań 2020, pp. 78–87.

²³ Przewodnik Gimnastyczny "Sokół" 1930, no 1, p. 8.

²⁴ Ibidem, pp. 7.

In 1931, the Lesser Poland "Sokół" Region, which included the Province of Ternopil, had 13 "Sokół" regions, 121 nests, and 13,219 members.²⁵ The Gymnastic Societies owned 97 "Sokół" halls, 72 sports fields, 26 shooting ranges, 52 nests had banners, and 53 ran libraries.

As of December 31, 1934, the Lesser Poland "Sokół" Region had 7 "Sokół" regions, 112 nests, and 10,388 members (including 2,542 women). As of December 31, 1936, there were 7 "Sokół" regions, 112 nests, and 7,081 members (including 1,426 women). As of December 31, 1937, there were 7 "Sokół" regions, 113 nests, and 10,241 members (including 2,738 women).²⁶ In the following years, the number of regions in the Lesser Poland Region remained unchanged, and on January 1, 1937, it was as follows: Region I – Kołomyja, Region II – Lwów, Region III – Przemyśl, Region IV – Stanisławów, Region V – Stryj, Region VI – Tarnopol, Region VII – Wołyń. The Ternopil region had 1,163 members.²⁷

The "Sokół" nests in the Province of Ternopil had an instructional and refereeing staff. Among the regional referees of the Polish Canoeing Association (PZK) were Franciszek Daszycki, Jan Hanusiewicz, Franciszek Nycz, and Ludwik Stefczyk from Zaleszczyki, as well as Zbigniew Kulpiński (Brzeżany).²⁸ Female Sokół members from Ternopil participated in a physical education instructor course in Grandzicze (near Grodno) in August 1927. The course for physical education instructors was completed by Lidia Kościuszkówna and Zofia Romańska.²⁹ Sokół members from the Province of Ternopil nests participated in a regional physical education course held in Lviv from July 7 to 31, 1930.³⁰ The course program included the following subjects: history of physical education, history and organization of Polish Sokolism, anatomy and physiology, gymnastics systematics, daily gymnastics lessons, gymnastics with equipment and with devices (clubs), athletics, sports games, and shooting school. At the end of the course, each participant conducted a practical physical education lesson. The course was completed by members from the Province of Ternopil nests: Longin Mali (Busk), Adam Gaweł (Trembowla), Bronisław Łabędkowski (Zborów), Henryk Urbański (Złoczów), Rudolf Wiśniewski, Kazimierz Zaremba (Tarnopol), Waldemar Drak (Zabłotów), Adam Froński (Brzeżany), Witold Borowski (Zaleszczyki), and Marian Steliga (Czortków).³¹

In addition to the instructional and refereeing staff, the infrastructure for activities in the fields of physical education and sports, cultural and educational

²⁵ Przewodnik Gimnastyczny "Sokół" 1931, no 7–8, p. 141.

²⁶ Przewodnik Gimnastyczny "Sokół" 1935, no 12, p. 197; 1938 no 3, p. 93; 1939 no 3, p. 69.

²⁷ Przewodnik Gimnastyczny "Sokół" 1938, no 2, p. 67.

²⁸ Przewodnik Gimnastyczny "Sokół" 1938, no 5, p. 182–184.

²⁹ Przewodnik Gimnastyczny "Sokół" 1927, nr 22, p. 261.

³⁰ Przewodnik Gimnastyczny "Sokół" 1930, no 7–8, p. 129.

³¹ Przewodnik Gimnastyczny "Sokół" 1930, no 9, p. 134.

activities, and patriotic education was important. The "Sokół" nests in the T Province of Ternopil, as of 1924, had: 21 gymnastic halls, 22 sports fields, 4 libraries, 6 banners, and 112 Sokół uniforms (Table No. 1).³²

The Regional Department of Physical Education recommended that regional departments conduct multi-day regional courses for heads and teachers of the respective regions, following a program that included gymnastic and sports activities in the hall.³³ Region XIV (Złoczów) conducted a course from December 28–31, 1924. The course was led by Podgórski (head) with the active cooperation of President Gawlikowski. On the initiative of the head of the Ternopil region – S. Juzwa, and Sokół members Boroński, Szmilewski, and Kulesza, a region course was organized from January 12–15, 1925, for 21 members, including 18 from District VI (Ternopil) and 3 from District XII (Brzeżany). Participants in the course included: 11 members from Ternopil, 1 from Mikulińce, 2 from Podwołoczyska, 1 from Trembowla, 1 from Skalał, 2 from Zbaraż, 2 from Brzeżany, and 1 from Bohorodczany.³⁴

A significant element of the activities was the "Sokół" rallies. Sokół members from nests located in the Province of Ternopil participated in national, regional, and district rallies. Thanks to the initiative of the heads of the Ternopil region and the Ternopil nest, i.e. Antoni Domaradzki and Stefan Juzwa, several dozen Sokół members participated in the National "Sokół" Rally in Warsaw in 1921. Among other activities, the "Sokół" members took part in rally exercises.³⁵ Members of Region VI (Ternopil) participated in the VII National Polish Sokolism Rally in Poznań in 1929 and the VII National Polish Sokolism Rally in Katowice in 1937. They also participated in the Mazovia Region Rally in Vilnius on June 8–9, 1924. Fifty-four male and female members from Region VI (Ternopil) participated, including members from the Ternopil, Brody, Brzeżany, and Złoczów regions.³⁶ Important rallies were the region rallies on the occasion of the 40th and 50th anniversaries of the Ternopil nest ("Sokół" in Podolia), held in 1926 and 1936.

Region Rallies (Region VI – Ternopil) took place outside of Ternopil, including the one in 1928 in Zbaraż and the one on June 22, 1930, in Złoczów.³⁷ It is worth noting that in 1930, the president of the Ternopil region was Rajmund Schmidt. The region rally in Złoczów was attended by Sokół members from outside the Ternopil region, including those from Lviv nests. The rally program included a holy mass (celebrated by Rev. Dean Wałęga), a "Sokół" parade, and gymnastics shows and exercises. The gymnastics shows and exercises were prepared by Antoni Domaradzki (head of the Ternopil region) and Bestecki (head of the Zbaraż nest), Zajązkowski (head of the Zborów nest), Hausner (head of the Trembowla nest), Lorek (head of the Złoczów nest), and Napiórkowski (head of the Lviv IV nest).³⁸

³² Przewodnik Gimnastyczny "Sokół" 1925, no 11, p. 209.

³³ Przewodnik Gimnastyczny "Sokół" 1925, no 5–6, p. 109.

³⁴ Ibidem.

³⁵ C.E. Blicharski, op. cit., p. 290.

³⁶ Przewodnik Gimnastyczny "Sokół" 1924, no 9–10, p. 79.

³⁷ C.E. Blicharski, op. cit., p. 291.

³⁸ Przewodnik Gimnastyczny "Sokół" 1930, no 7–8, p. 126.



Photo 1. 50th Anniversary of the Gymnastic Society “Sokół” in Ternopil; Rally of Region VI (Ternopil) GS “Sokół” in Ternopil; March of the female team of the Ternopil nest across the sports field (July 1936)

Source: National Digital Archive (NAC); ref. 1-P-1140-1.



Photo 2. Rally of Region VI (Ternopil) GS “Sokół” in Złoczów on June 22, 1930

Source: NAC, ref. 1-P-1151-2.

One of the most active "Sokół" nests was the Ternopil nest. In 1924, the nest owned its building and sports field. The building was partially renovated and poorly equipped with gymnastic equipment. The nest had 442 members.³⁹ In 1926, the "Sokół" in Ternopil had 352 members, including 238 men and 114 women. Additionally, it had 2 honorary members and 38 members from the craft youth.⁴⁰ The nest's infrastructure significantly improved. The "Sokół" Gymnastic Guide reads as follows:

the nest has its own building with a beautiful gymnasium equipped with the latest gymnastic equipment [...], a scouting room, and a craft youth room. The stage adjoining the gym has numerous wings and a beautiful curtain. In addition to the abovementioned building, the nest also owns a plot of land with a one-story house and a sports field with a tennis court (in winter, an ice rink).⁴¹

Gymnastic classes were held daily, attended by 40 up to 65 people. On June 25–26, 1932, the nest members organized the 40th work anniversary celebration of the head Antoni Domaradzki. The program included a holy mass, a "Sokół" gathering, a gymnastics show prepared by members of the nests in Ternopil, Zbaraż, and Złoczów. The Ternopil nest also organized athletics competitions for the Ternopil district, which representatives of 7 nests participated in. The wandering prize named after the head A. Domaradzki was won by the Złoczów nest.⁴² This event was incorporated within the Ternopil district rally.

The 40th anniversary celebration of the Buczacz nest took place on March 4, 1934. The program included a holy mass, a gathering, a performance by a musical ensemble and a stage performance interspersed with singing and gymnastics exercises by Sokół members. During the gathering, a speech was delivered by the nest president – Engineer Przewirski, while scout Szawłowski presented the history of the Buczacz nest. The artistic and sports part was prepared by Iskrzyński and Zofia Lewartowska.⁴³

The General Meeting of the Brzeżany nest took place on February 8, 1925. The nest's board was elected, with Ludwik Gałaczyński as president and Edward Rester as vice-president. The only unit

constantly exercising in an average number of 18 is the craft youth team, which, in addition to health gymnastics, also practises military exercises under the guidance of military instructors.⁴⁴

On March 10, 1929, the General Meeting of GS "Sokół" in Czortków was held. During the meeting, the nest board members were elected and appointed

³⁹ Przewodnik Gimnastyczny "Sokół" 1924, no 1–4, p. 4.

⁴⁰ Przewodnik Gimnastyczny "Sokół" 1926, no 12, pp. 139–140.

⁴¹ Ibidem.

⁴² Przewodnik Gimnastyczny "Sokół" 1932, no 9, p. 193.

⁴³ Przewodnik Gimnastyczny "Sokół" 1934, no 4, p. 62.

⁴⁴ Przewodnik Gimnastyczny "Sokół" 1925, no 3, p. 55.

on March 14, 1929. There were the following members: Michał Gąsiorowski (president), Kazimierz Tokarski (I vice-president), Ludwik Glodt (II vice-president), Józef Opacki (secretary), Franciszek Koszałka (treasurer), Jan Kołodkiewicz (deputy treasurer), Jakub Kostecki (manager), Władysław Senecki (deputy manager), Paweł Badura, Bolesław Koleżański, Józef Krokowski, Antoni Maksymowicz, Stanisław Ornatowski, Ludwika Winkowska.⁴⁵ The Audit Commission members were: Marian Łoziński, Kacper Rysiakiewicz, and Antoni Winkowski. Delegates to the Lesser Poland Region and Region XIII (Czortków) were: Andrzej Dobrucki, Michał Gąsiorowski, Bolesław Krokowski, and Jan Uhrzynowski.⁴⁶

Józefa Reyowa donated about 10 acres of land to the “Sokół” nest in Mikulińce for building the “Sokół” centre. As stated by the editorial office of the “Sokół” Gymnastic Guide:

we extend our wishes to the Honorable Benefactor and the board of the Mikulińce nest so that the Mikulińce “Sokół” centre may soon be built and completed.⁴⁷



Photo 3. 50th Anniversary of the Gymnastic Society “Sokół” in Ternopil; Rally of Region VI (Ternopil) GS “Sokół” in Ternopil; Gymnastics shows by Sokół members

Source: NAC, ref. 1-P-1140-2.

⁴⁵ Przewodnik Gimnastyczny “Sokół” 1929, no 10, p. 119.

⁴⁶ Ibidem.

⁴⁷ Przewodnik Gimnastyczny “Sokół” 1931, no 9, p. 178.

The Podwołoczyska nest was very active. In the first half of the 1920s, one of the nest presidents was Mr. Pisz, while the head was Mr. Bielecki. On October 5, 1924, an autumn "Sokół" festival was held, including athletics competitions and gymnastics exercises (free exercises, equipment, and acrobatic gymnastics). In December 1924, the nest held ceremonies for the 94th anniversary of the November Uprising.⁴⁸ On March 1, 1925, a General Meeting was held with 75 members attending. A new board was appointed, including E. Witwicki (president), Żmuda (II vice-president), Z. Bielecki (head), Tomasz Kowal (secretary), Węgiel (treasurer), Płader (manager), Ignacy Kowal, Józef Książek, Jan Mrozowski, Pundyk, Robak, Sawicki, Sielecki, and Stanisław Wolański (members).⁴⁹ The nest conducted various activities, including infrastructure (renovating the "Sokół" centre, building a fence around the sports field), gymnastics displays, athletics competitions, and patriotic and artistic activities. In 1934, F. Gromnicki was the nest president, E. Witwicki was the vice-president, Wojciechowski was the secretary, K. Burghard was the head, and Oborski was the treasurer. In the autumn of 1933, a female team was established at the nest. The girls travelled to nearby towns organizing gatherings and gymnastics exercises.⁵⁰ In 1936, the nest had 54 members, 5 of whom had the State Sports Badge (POS).⁵¹ The "Sokół" centre was renovated in the same year.

The president of GS "Sokół" in Podhajce in 1937 was Rev. Dean Stanisław Popkiewicz. The nest was active in the educational, patriotic, and cultural areas. One example of such activities was organizing "Evenings." One of them was held on February 8, 1937, with the participation of the Lesser Poland Region delegate – Antoni Pelczarski.⁵²

GS "Sokół" in Kamionka Strumiłowa had 201 members (including 21 exercising) in April 1924. It owned its own one-storey building, which housed a hall with a stage, partially furnished.⁵³ On February 27, 1929, the annual General Meeting of "Sokół" members in Ternopil took place. During the meeting, a new board was elected and it was composed of: Tadeusz Kaniowski (president), Józefa Sidorowiczówna (secretary), Stanisław Rolski (deputy secretary), Aleksander Lisowski (deputy treasurer), Jan Rojek (standard-bearer), Wincenty Dolinkiewicz, Władysław Tarnawski (managers), Stanisław Rolski (commander of the athletics section), Aleksander Lisowski (commander of the military training section), Stanisław Nowosad, Franciszek Pieniążkiewicz, Jan Poznański, Maria Rojek (board members). The Audit Commission members were Emilia Berwida, Zygmunt Hu-

⁴⁸ Przewodnik Gimnastyczny "Sokół" 1925, no 2, p. 39.

⁴⁹ Przewodnik Gimnastyczny "Sokół" 1925, no 4, p. 81.

⁵⁰ Przewodnik Gimnastyczny "Sokół" 1934, nr 8–9, pp. 156–157.

⁵¹ Przewodnik Gimnastyczny "Sokół" 1936, no 6–7, p. 183.

⁵² Przewodnik Gimnastyczny "Sokół" 1937, no 5, p. 206.

⁵³ Przewodnik Gimnastyczny "Sokół" 1924, no 6, p. 36.

mowicz, and Stanisława Nazarewicz.⁵⁴ One of the most important resolutions adopted during the meeting was the decision to take a loan for building a “Sokół” centre, “which this nest, despite 35 years of existence, does not yet have.”⁵⁵

Another active nest was the Zbaraż nest. The nest president was Mr. Tyc. Thanks to his efforts, in the first half of the 20th century, “Sokół” rebuilt the “Sokół” centre, which housed a gymnasium. The nest organized regular “Sokół” teams.⁵⁶

On September 2, 1928, the General Meeting of the Zborów nest was held. One of the points of the agenda was the election of a new nest board, which included: Stanisław Balaryn (president), Jan Jankowski (vice-president), Jan Karabiński (head), Jan Hurich (secretary), Helena Zawadowska (treasurer), Józef Gungesberger (manager), Józef Buczkowski, Stanisław Fedorowski, Izabela Janusiewiczówna, Franciszek Korczowski, Julian Strzałkowski (members).⁵⁷

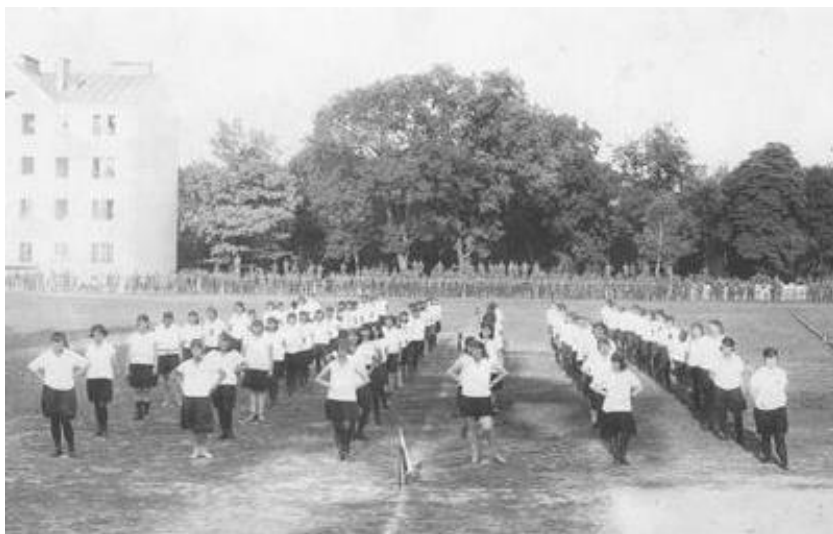


Photo 4. Rally of Region VI (Ternopil) GS “Sokół” in Złoczów on June 22, 1930. Gymnastics display by female Sokół members

Source: NAC, ref. 1-P-1151-1.

The “Sokół” in Złoczów owned its building (with two halls) and a sports field. The smaller hall was intended for gymnastic and theatrical activities. In 1924, the nest had 262 members, including 27 exercising youth. The nest ran sports sections, including a football team.⁵⁸

⁵⁴ Przewodnik Gimnastyczny “Sokół” 1929, no 10, pp. 110–111.

⁵⁵ Ibidem, p. 110.

⁵⁶ Przewodnik Gimnastyczny “Sokół” 1924, no 5, p. 25.

⁵⁷ Przewodnik Gimnastyczny „Sokół” 1928, nr 24, p. 283.

⁵⁸ Przewodnik Gimnastyczny „Sokół” 1924, no 1–4, p. 4.



Photo 5. Gymnastic Society "Sokół" in Ternopil. Members of the sports games team (1936)

Source: NAC, ref. 1-P-1139.

The "Sokół" nests conducted activities in the field of physical education and sports. According to Paweł Król, in the Lesser Poland "Sokół" Region, in 1934, 27 athletics sections were operating.⁵⁹

In the field of sports, the Ternopil nest stood out. The Ternopil "Sokół" sports games team had an excellent performance during the union competitions held on the occasion of the VIII National Polish Sokolism Rally in Katowice, on June 26–28, 1937.⁶⁰ The Ternopil nest represented the Lesser Poland Region. It won in volleyball competition, ahead of teams from the Silesian Region and the Cracow Region; in handball competition, the Ternopil team took the 2nd place, with the Silesian Region team winning.⁶¹ As D. Pietrzyk writes,

At the turn of 1935–1936, however, a rapid liquidation of hazena and handball teams operating under the patronage of the Polish Gymnastic Society "Sokół" in Poland began, and in December 1937, the "Grażyna" Nest from Warsaw, which had pioneering traditions in promoting hazena among female "Sokół" members in our country, was removed from the records of the Polish Handball Association. The actions of "Sokół" activists had mainly political motives, as the union authorities used the growing crisis in the reform (*Sanacja*) camp after the death of Józef Piłsudski (1935) and decidedly stood up for the patriotic-national character of the sports-educational activities carried out in the nests,

⁵⁹ P. Król, *Lekkoatletyka w województwie lwowskim (1920–1939)*, Podkarpackie Towarzystwo Naukowe Kultury Fizycznej, Rzeszów 2015, p. 187.

⁶⁰ Przewodnik Gimnastyczny "Sokół" 1937, no 9, pp. 416–418.

⁶¹ Ibidem.

and the turning point in this process were the resolutions adopted during the VI Ordinary Union Council (1936) concerning mainly the separation of the gymnastic nature of the association and its national traditions.⁶²

However, (as mentioned earlier), the presence of handball competition during the VIII National Polish Sokolism Rally in Katowice is worth noting.

Within the structures of GS "Sokół," sports competitions were organized at the district and regional levels. On March 26–27, 1927, the Lesser Poland Region competitions were held. 113 people participated in the competitions (including 72 men and 41 women). In the women's team gymnastics competition, in the free exercises category, the Ternopil region team took the 3rd place.⁶³ The shooters from the Brzeżany nest had a very good performance during the Lesser Poland Region competitions, which took place on June 1, 1930, in Lviv. In the men's individual competition in shooting at a distance of 100m with a long gun and at a distance of 50m with a small-bore gun, Adam Froński took the 1st place; in the team competition, the Brzeżany team took the 2nd place. In the women's competition, in individual shooting at a distance of 25m with a small-bore gun and at a distance of 50m with a small-bore gun, Karolina Mazurkiewicz took the 2nd place. In the overall classification, the Brzeżany nest won, receiving the Challenge Cup.⁶⁴

Another Lesser Poland Region shooting competition with the participation of Sokół members from the Province of Ternopil (Brzeżany and Busk nests) took place in Lviv on April 26, 1931. Teams from 13 nests participated in the competition. In the men's team competition in shooting at a distance of 200m, the Brzeżany team took the 2nd place; in the women's team competition in shooting at a distance of 50m, the Brzeżany team took the 3rd place, and Busk took the 5th place. In individual shooting at a distance of 50m, Mazurkiewiczówna (Brzeżany) took the 4th place.⁶⁵ In 1927, the VI (Ternopil) region winter competitions took place, which Sokół members from 5 nests participated in (5 male teams and 2 female teams). In the men's gymnastics competition, Trembowla took the 1st place, Złoczów the 2nd place, Zbaraż the 3rd place, Ternopil the 4th place, and Mikulińce the 5th place; in the women's competition, Zbaraż took the 1st place, ahead of Ternopil. In the shooting competition, Ternopil took the 1st place among men, ahead of Trembowla, Mikulińce, and Złoczów; among women, Ternopil took the 1st place, ahead of Zbaraż.⁶⁶

⁶² D. Pietrzyk, *Piłka ręczna w Polsce w latach 1918–1945* (PhD dissertation), AWF Poznań 2023, pp. 480–481.

⁶³ Przewodnik Gimnastyczny "Sokół" 1927, no 9, pp. 105–106.

⁶⁴ Przewodnik Gimnastyczny "Sokół" 1930, no 6, p. 108. As the editor of the journal writes, "The Lesser Poland region introduced the shooting competition in order to make shooting popular among as many Sokół members as possible."

⁶⁵ Przewodnik Gimnastyczny "Sokół" 1931, no 6, p. 113.

⁶⁶ Przewodnik Gimnastyczny "Sokół" 1927, no 9, p. 107.

Athletics competitions were held on May 30, 1936, on the occasion of the 50th anniversary of the Przemyśl nest. In the women's competition, Mrozkówna (Ternopil) stood out. She won the 60m run (8.7 s), the 100m run, and the 200m run (32.1 s).⁶⁷

Sokół members participated in marching events, including the V Winter March "Hucul Trail of the II Brigade of the Polish Legions," which took place on February 16-19, 1938.⁶⁸ The Ternopil nest fielded a team in the 3rd class march competition. The Ternopil team completed the event.⁶⁹

It should be noted that the Brzeżany "Sokół" nest planned to organize a "Sokół" skiing competition on January 17, 1937. This event was listed in the schedule of camps and events for the winter season of 1936/1937 of GS "Sokół" in Poland.⁷⁰ The sports program of the "Sokół" kayak sections for 1938 and 1939 included organizing sports events in Brzeżany (on the Jezioro reservoir) and in Zaleszczyki (on the Dniester River).⁷¹

Sokół members from the Province of Ternopil nests participated in attempts to obtain the State Sports Badge (POS).⁷² The Lesser Poland Region Leadership, regional districts, including Region VI – Ternopil, and nests in Brody, Brzeżany, Czortków, Kamionka Strumiłowa, Podhajce, Ternopil, Zbaraż, Zborów, and Złoczów were authorized to conduct POS tests.⁷³

The "Sokół" nests in the Province of Ternopil participated in activities for military training.⁷⁴ As of January 1, 1925, military training units could be found in the nests of the Złoczów region (Złoczów – 30 exercising; Kruchów – 12 exercising); the Brzeżany region (Brzeżany – 27 exercising; Podhajce – 29 exercising; Rohatyn – 15 exercising); and the Brody region (Brody – 15 exercising; Busk – 46 exercising). Six individuals from the Złoczów region, 21 from the Brzeżany region (including 1 woman), and 12 from the Brody region participated in summer military training camps.

The Gymnastic Societies "Sokół" in the Province of Ternopil conducted activities in the fields of education, patriotism, and cultural and educational activ-

⁶⁷ Przewodnik Gimnastyczny "Sokół" 1936, no 8, pp. 230–231.

⁶⁸ D. Dyląg, *Marsz zimowy „Huculskim Szlakiem II Brygady Legionów Polskich” (1934–1939)*, "Prace Naukowe Akademii im. Jana Długosza w Częstochowie. Kultura Fizyczna" 2013 z. 2, pp. 73–86.

⁶⁹ Przewodnik Gimnastyczny "Sokół" 1938 no 5, pp. 205–206.

⁷⁰ Przewodnik Gimnastyczny "Sokół" 1936, no 11, pp. 296–299.

⁷¹ Przewodnik Gimnastyczny "Sokół" 1938 no 4, pp. 139–140; 1939, no 6, pp. 186–187.

⁷² L. Szymański, *Kultura fizyczna w polityce II Rzeczypospolitej*, Wydawnictwo Akademii Wychowania Fizycznego we Wrocławiu, Wrocław 1995, pp. 123–125.

⁷³ Przewodnik Gimnastyczny "Sokół" 1934, no 6, p. 112.

⁷⁴ L. Szymański, op. cit., pp. 69–88; See also: J. Kęsik, *Naród pod bronią. Społeczeństwo w programie polskiej polityki wojskowej 1918–1939*, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 1998; J. Kęsik, *Wojsko Polskie wobec tężyzny fizycznej społeczeństwa 1918–1939*, Wydawnictwo AWF Wrocław, Wrocław 1996.

ities. In this regard, annual events (gatherings, evening gatherings) were organized in honour of the patron of Polish Sokolism – Tadeusz Kościuszko. Such a gathering was organized by the Ternopil nest on October 26, 1929; in Brzeżany on October 25, 1930; and in Zbaraż on December 7, 1930, as well as in Ternopil, Trembowla, and Zbaraż in November 1931 and in Ternopil on November 9, 1932.⁷⁵ Sokół members participated in national and state anniversaries. The “Sokół” nests annually organized the “Sokół Wafer,” combined with a patriotic and artistic part.⁷⁶ These events often included gymnastics shows. The “Sokół” nests organized carnival and New Year’s Eve parties. They served to raise funds for “Sokół” activities, e.g. covering participation in regional courses.⁷⁷

The GS “Sokół” nests supported each other and provided assistance in their activities. As stated by the editorial office of the “Sokół” Gymnastic Guide,

We have received a request from the board of the nest in Załoźce to publish the resolution adopted at the general meeting of members of the “Sokół” nest in Załoźce – to express heartfelt thanks to all the nests and Sokół regions that have so far come to the financial aid of our nest, which is in a difficult financial situation.⁷⁸

For their outstanding activities, Sokół members received awards and distinctions. On October 3, 1937, the Board of the Union of Gymnastic Societies “Sokół” in Poland passed a resolution to award the Honorary Sokół Badge to the vice-president of the Buczacz nest – Antoni Turczański.⁷⁹ The Honorary Sokół Badge was also awarded to, among others, the president of GS “Sokół” in Zbaraż – Antoni Tyc, and the head of “Sokół” in Zbaraż – Jerzy Bestecki; Kazimierz Mędrzak, Kazimierz Pękalski, Edward Schutt, Józef Wyrobiec from the Przemyślany nest; Mieczysław Czechowicz, Stanisław Kulpiński, Ludwik Gałczyński, and Edward Reiter (Brzeżany nest).⁸⁰

As Czesław Blicharski writes, “after the entry of Soviet troops into Ternopil on September 17, 1939, Mr. Leon Kukułka took two banners from the “Sokół” building: from 1892 and 1935. During the occupation of Ternopil, the Kukułka and Bałaj families kept and saved them.”⁸¹ According to the documentation of the collections of the Jasna Góra Monastery Museum, the banners of GS “Sokół” in Ternopil, dating from 1892 and 1935, were handed over to the Częstochowa

⁷⁵ Przewodnik Gimnastyczny “Sokół” 1930 no 1, p. 12; 1930 no 11, p. 170; 1931, no 1, p. 13; 1931 no 12, p.247; 1933 nr 1, p. 17.

⁷⁶ Przewodnik Gimnastyczny “Sokół” 1931, nr 2, pp. 32–33. See also: R. Urban, *Patriotic and religious activity of the Gymnastic Society “Sokol” in the Polish lands (until 1939) – an outline*, “Sport i Turystyka. Środkowoeuropejskie Czasopismo Naukowe” 2023, vol. 6, no.4, pp.11–33.

⁷⁷ Przewodnik Gimnastyczny “Sokół” 1930, no 1, p. 7.

⁷⁸ Przewodnik Gimnastyczny “Sokół” 1933, no 2–3, p. 37.

⁷⁹ Przewodnik Gimnastyczny “Sokół” 1937, no 10, pp. 462–466.

⁸⁰ Przewodnik Gimnastyczny “Sokół” 1931, no 2, p. 32; 1838 no 8, pp. 292–293; 1938 no 11, pp. 434–436.

⁸¹ C.E. Blicharski, op. cit., s. 291.

sanctuary on June 17, 1988, by Czesław E. Biluchowski.⁸² The 1935 banner was made of silk, embroidered, measuring 98cm x 94.5cm. On one side of the flag, above the crown, there is a silver-pink-gray falcon with outstretched wings, holding two crossed dumbbells in its claws. Below, in an arch, the inscription in gold letters writes as follows, "Gymnastic Society Sokół in Ternopil." In both upper corners, the dates are embroidered in gold: "1885-1935". On the other side, the flag is white, with the image of the Blessed Virgin Mary of Częstochowa. Above the image, in an arch, the inscription in gold letters reads, "God Honor Fatherland." The flag has a white-red sash finished with gold fringes. The second one, also white-red, is wider and shorter, with gold fringes and a white-red rosette.⁸³

Conclusion

The Gymnastic Society "Sokół" was quite active in the Province of Ternopil in the years 1920–1939. The outbreak of World War II, Germany's aggression on September 1, 1939, and the Soviet Union's invasion of Poland on September 17, 1939, marked the end of the nests' activities. In the interwar period, the nests were part of the Lesser Poland Region. In the 1920s and early 1930s, several "Sokół" regions operated in the Province of Ternopil: Brody, Brzeżany, Buczacz, Czortków, Ternopil, and Złoczów. In the 1930s, the Ternopil region functioned, while some nests were part of the Lviv district.

"Sokół" nests participated in the work of shaping the infrastructure needed for their activities, including the construction of "Sokół" centre buildings and facilities for physical activity and military training. They took part in "Sokół" rallies: national, district, and regional. The region rallies were particularly important as they testified to the potential and possibilities for the Society's development. An important element was the "Sokół" teaching staff, trained in courses organized by the GS "Sokół" in Poland.

"Sokół" was actively involved in physical education, sports, and military training. In sports activities, they engaged in gymnastics, athletics, sports games, shooting, water sports, winter sports, and marching competitions. The nests that achieved the most significant success include Ternopil (sports games) and Brzeżany (shooting). Sokół members participated in attempts to obtain the State

⁸² Jasna Góra Monastery Museum (Muzeum Jasnogórskie – MJ), inv. no 129, banner of GS „Sokół” in Ternopil dating back to 1892; MJ, inv. no 128, banner of GS "Sokół" in Ternopil dating back to 1935; W. Baczyński, E. Małolepszy, *Sztandary Towarzystwa Gimnastycznego "Sokół" w zbiorach Muzeum na Jasnej Górze*, M. Mirkiewicz (ed.), *Działalność Towarzystwa Gimnastycznego "Sokół"*, Polskie Towarzystwo Naukowe Kultury Fizycznej, oddział w Rzeszowie, Rzeszów 1996, pp. 189–194.

⁸³ Ibidem, p. 191.

Sports Badge (POS) and military training activities. An important role in the work of “Sokół” was played by educational, patriotic, and cultural-educational activities, including national celebrations, gatherings, and evening gatherings dedicated to Tadeusz Kościuszko, the patron of Polish Sokolism.

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SPORTS COMPETITION AMONG THE JEWISH POPULATION IN ŁÓDŹ IN THE YEARS 1945–1949

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Rywalizacja sportowa społeczności żydowskiej w Łodzi w latach 1945–1949

Streszczenie

Oswobodzenie spod okupacji niemieckiej Łodzi umożliwiło odrodzenie się kultury żydowskiej, w tym kultury fizycznej. W latach 1945–1949 ludność żydowska zamieszkująca Łódź reaktywowała ruch sportowy. Sport żydowski w Łodzi nie osiągnął przedwojennego poziomu. Głównym powodem była migracja oraz mniejsza liczebność ludności żydowskiej. Niekorzystnie na rozwój sportu żydowskiego wpływał brak obiektów i sprzętu sportowego oraz kosztowne remonty sal klubowych i boisk. Powodowało to okresowe zawieszanie szkolenia sportowego. Utworzone kluby: Żydowski Klub Sportowy, Żydowski Klub Sportowy „Makabi”, Żydowski Klub Szachowy, Żydowski Klub Sportowy „Jedność”, Żydowski Robotniczy Klub Sportowy „Gwiazda” rywalizowały w ramach związków sportowych. Walkę z najlepszymi w kraju i regionie nawiązali zawodnicy Żydowskiego Klubu Szachowego w Łodzi. Dwukrotnie wywalczyli drużynowe mistrzostwo Polski (1946, 1947 r.) oraz mistrzostwo miasta Łodzi (1947 r.). Indywidualnie największe sukcesy odnosił Izaak Grynfeld, zdobywca III miejsca w mistrzostwach Polski (1946 r.) oraz 2-krotny drużynowy mistrz Polski. Wśród kobiet mistrzostwo Polski w 1949 r. wywalczyła dr Róża Herman. Przemiany w sporcie polskim oraz utrata autonomii kulturowej przez Żydów doprowadziły w 1949 r. do likwidacji żydowskich klubów sportowych. Połączone w Związkowy Klub Sportowy „Spójnia-Solidarność” w Łodzi wtopiły się w ruch sportowy stworzony przez władze komunistyczne.

Słowa kluczowe: sport żydowski, Łódź, lata 1945–1949.

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Abstract

The liberation of Łódź from German occupation enabled a revival of the Jewish culture, including physical culture. In the years between 1945 and 1949, Jewish people living in the city of Łódź reactivated their sporting movement. Jewish sport in Łódź did not achieve the pre-war level. The main reason was migration and a smaller Jewish population. The development of Jewish sport was adversely affected by lack of sports facilities and equipment and costly renovations of club rooms and sports fields. This resulted in the periodic suspension of sports training. The clubs that were formed: The Jewish Sports Club, Jewish Sports Club "Makabi", Jewish Chess Club, Jewish Sports Club "Jedność" ("Unity"), Jewish Workers Sports Club "Gwiazda" ("Star") competed as part of sports associations. The players of the Jewish Chess Club of Łódź were a match for the best in the country and the region. They won the Polish team championship twice (1946, 1947) and the City of Łódź championship (1947). Individually, the most successful player was Isaac Grynfeld, who won the 3rd place in the Polish championship (1946) and was 2-time Polish team champion. Among women, the Polish championship in 1949 was won by Róża Herman, PhD. The changes in Polish sport and the loss of cultural autonomy for Jews led to the dissolution of Jewish sports clubs in 1949. They were incorporated in Union Sports Club "Spójnia Solidarność" in Łódź and blended into the sporting movement created by the communist authorities.

Keywords: Jewish sport, Łódź, years 1945–1949.

Introduction

The inclusion of Łódź as an industrial city in 1820 caused the rapid development of the city on a scale never seen before in the Polish lands. The arrival of migrants to Łódź, mainly Poles, Germans and Jews, gave the city a multi-ethnic character. In the reborn Republic of Poland, Łódź became the second largest city. Until 1939, the Jewish population was the largest national minority in Łódź (30-33%).¹ It influenced the industrial and socio-cultural development of the city. Initiated by the Łódź Society of Chess Supporters (1897), sports activity during the Second Polish Republic was promoted by 25 Jewish sports clubs.² The outbreak of World War II interrupted all cultural activities. Out of 230,000 population of Jews in Łódź, 7,000–10,000 survived the Holocaust in 1939,³ including 877 members of Aufräumungskommando in the Łódź ghetto.⁴ The escape of German troops from Łódź resulted in the return of surviving Jews and the influx

¹ Archiwum Państwowe w Łodzi (APŁ), Biblioteka, file number 4690/Ł, *Rocznik statystyczny miasta Łodzi. Rok 1924*, Łódź 1926, Table no 3. In 1921, Łódź was inhabited by 451 974 people including: 279846 Poles, 138851 Jews, 31 670 Germans and 1607 people of other nationalities; *Rocznik Statystyczny m. Łodzi 1945–1947*, Łódź 1949, p. 84.

² A. Bogusz, *Dawna Łódź sportowa 1824–1945*, Łódź 2007, pp. 391–394; *Żydowskie stowarzyszenia sportowe Łodzi 1897–1939*, Łódź 1992, p. 2

³ T. Bojanowski, *Łódź pod okupacją niemiecką w latach II wojny światowej (1939–1945)*, Łódź 1992, p. 61.

⁴ D. Siepracka, *Żydzi łódzcy po likwidacji getta (wrzesień 1944 – styczeń 1945)* [in:] J. Żelazko (ed.), *Rok 1945 w Łodzi. Studia i szkice*, Łódź 2008, pp. 48, 51.

of Jews from the Eastern Borderlands. Their stay in Łódź was short-lived. The majority of them emigrated to the established state of Israel or other countries, while others settled in the “reclaimed land” or returned to their native cities. Estimates indicate that in 1949 there remained 10,000–15,000 Jews in Łódź. This constituted about a quarter of the Jewish population in Łódź from 1946, when the city of Łódź had the largest population of Jews in Poland (about 28%).⁵ Enjoying cultural autonomy, Jews reactivated their socio-political and cultural activity. In Łódź, among others, the following were functioning: Central Jewish Historical Commission, Jewish Press Agency, Łódź Jewish Theatre, “Kinor” film co-operative and two Jewish schools. Jewish newspapers were published in Łódź (20 titles) and 11 Jewish political parties operated.⁶ The attitude of the Soviet Union and satellite states to the Jewish question changed for the worse after the establishment of the State of Israel. The cultural and national autonomy of the Jewish community, the Central Committee of Jews in Poland and Zionist organizations were abolished. The Social and Cultural Society of Jews, loyal to the Communists, was established in Poland (1950).⁷

The purpose of this study was to present the sports rivalry of the Jewish population in Łódź in 1945–1949. The beginning of the period in question, i.e. 1945 is connected with the departure of the German army from the city of Łódź, the end point, i.e. 1949 is connected with the dissolution of Jewish sports clubs in Łódź.

Methods and research problem

The work is of a source-based nature. The preliminary research was conducted at the Archives of the Jewish Historical Institute in Warsaw, the Archives of New Records in Warsaw, the State Archives in Łódź, and the Łódź Branch of National Remembrance Institute. The author reviewed the Jewish and local press and literature on the history of the Jewish population. The collected material was compiled in accordance with the methodology of historical research. First of all, the method of source analysis and criticism was used. Inductive, de-

⁵ L. Olejnik, *Łódź wielonarodowa w pierwszych latach po II wojnie światowej*, „Rocznik Łódzki” 1998, vol. 45, s. 196–197; A. Rykała, *Spółeczność żydowska*, [in:] A. Lech, K. Radziszewska, A. Rykała (eds.), *Spółeczność żydowska i niemiecka w Łodzi po 1945 roku*, Łódź, 2010, pp. 278, 281.

⁶ L. Olejnik, *Spółeczność żydowska w Łodzi w latach 1945–1950. Zarys problemu*, „Acta Universitatis Lodziensis. Folia Historica” 1997, no 60, pp. 135–143; *Mniejszości narodowe w Łodzi w 1945 r.* [in:] J. Żelazko (ed.), *Rok 1945 w Łodzi. Studia i szkice*, Łódź 2008, pp. 137–143.

⁷ S. Redlich, *Na rozdrożu. Żydzi w powojennej Łodzi 1945–1950*, Łódź 2012, p. 215; J. Mizgalski, *60-lecie TSKŻ. Towarzystwo Społeczno-Kulturalne Żydów w Polsce*, Warszawa 2010, p. 24; L. Olejnik, *Spółeczność żydowska w Łodzi...*, p. 145.

ductive and synthesis methods were used, and a comparative and statistical method were also included.

The issue of Jewish sports in Poland after 1945 was occasionally addressed by researchers.⁸ The research problem formulated in the title was treated as a contribution to the issue under study.⁹ The following research problems were put forward:

1. What factors determined the sports movement of Jews in Łódź in 1945–1949?
2. What forms of sports activity did the Jewish population in Łódź undertake?
3. At what sports were Jewish athletes successful?

Organization of the Jewish sports movement

After the liberation from the German occupation, the city of Łódź became the cradle of resurgent Jewish culture.¹⁰ The Jewish institutions that were founded sought to revive Jewish culture. In addition to the theatre or cinema, the Jews again turned to physical activity. The first, unsuccessful, attempt was the establishment of the Jewish Sports Club (1945). Belonging to the Łódź District Football Association (ŁOZPN), the club failed to develop its activities and soon ceased to exist.¹¹ The beginning of the sports activities of Jewish clubs should be dated to 1946. At that time, the Jewish Sports Club (ŻKS) “Makabi” in Łódź¹² and the Jewish Chess Club were established.¹³ In 1947, the Jewish Workers’ Sports Club (ŻRKS) “Gwiazda”¹⁴ and the Jewish Sports Club “Jedność”¹⁵ were

⁸ R. Urban, *Der jüdische Sport in den Jahren 1945–1950*, [in:] *Jüdischer Sport und Jüdische Gesellschaft*, Berlin, 2010, pp. 248–254; T. Włodarczyk, *Sport żydowski na Dolnym Śląsku w latach 1945–1959*, [in:] J. Maliniak, P. Sroka, G. Strauchold (eds.), *Z dziejów sportu na Ziemiach Zachodnich i Północnej Polski po II wojnie światowej*, Wrocław 2014, pp. 97–117; D. Blecking, *Marxism versus Muscular Judaism sport in Poland*, [in:] *Studies in Physical Culture and Tourism*, 2001, vol. 8, pp. 183–189.

⁹ A. Bogusz, *Sport w Łodzi po II wojnie światowej*, [in:] J. Żelazko (ed.), *Rok 1945 w Łodzi. Studia i szkice*, Łódź 2008, p. 320; A. Rykała, *Spoleczność żydowska...*, p. 315.

¹⁰ L. Olejnik, *Spoleczność żydowska w Łodzi...*, p. 137.

¹¹ APŁ, Prezydium Rady Narodowej m. Łodzi (PRNmŁ), file number 2359, Sprawy rozwiązania i likwidacji stowarzyszeń (1952), p. 129, Sprawozdanie Łódzkiego Okręgowego Związku Piłki Nożnej za rok 1945.

¹² Archiwum Żydowskiego Instytutu Historycznego (AŻIH), Organizacje Syjonistyczne (OS), file number 547, Makabi Łódź. Akta organizacyjne. Sprawozdania, p. 1, Sprawozdanie z dotychczasowej pracy Ż.K.S. “Makabi”.

¹³ Archiwum Akt Nowych w Warszawie (AANW), Polski Związek Szachowy (PZSz), file number 20/9, no pagination, Zgłoszenie; no pagination, Wykaz.

¹⁴ “Express Ilustrowany” 1947, no 237, p. 5.

¹⁵ “Dziennik Łódzki” 1947, no 296, p. 4; “Express Ilustrowany” 1947, no 296, p. 4.

established. These were the only Jewish sports clubs operating in Łódź in the years 1945–1949. Some clubs were prevented from reactivation by the communist authorities. A negative opinion issued by the Provincial Office of Public Security (WUBP) in Łódź blocked the registration of the ŻKS “Bar-Kochba”.¹⁶

The abolishment of the cultural autonomy of Jews and Zionist organizations after 1948 coincided with the Stalinization of the sports in Łódź.¹⁷ In 1949, Jewish clubs in Poland came under the supervision of the Central Manufacturing Cooperative (CSW) “Solidarity” and were incorporated into the “Spójnia” Sports Association. On June 28, 1949, the Union Sports Club (ZKS) “Spójnia-Solidarność” was formed from the merger of ZRKS “Gwiazda” and ZKS “Jedność” in Łódź.¹⁸

Despite the relatively small destruction of the city of Łódź, the established Jewish sports clubs struggled with housing problems. The premises they owned required costly renovations. The remaining funds were used to purchase sports equipment, pay salaries and maintain the facilities. The funds came from membership fees, grants from the Central Committee of Jews in Poland, the United Democratic Zionists (ZSD) “Ichud”¹⁹ and the so-called “donations from America” (American Jewish Joint Distribution Committee),²⁰ from 1949 from the CSW “Solidarity”.²¹ The biggest obstacle in the development of sports activities was the migration of the Jewish population, which led, among others, to the dissolution of clubs.

On the initiative of pre-war activists²² the Jewish Sports Club “Makabi” in Łódź was established on 16 May 1946.²³ Close ties with the Zionist party ZSD

¹⁶ Instytut Pamięci Narodowej Oddział w Łodzi (IPNOŁ), Wojewódzki Wydział Bezpieczeństwa Wewnętrznego w Łodzi (WWBPŁ), file number IPN Lgpf 10.690 t. I cz. I Sprawy na członków organizacji syjonistycznych z terenu Łodzi, p. 19, Do Kierownika III sekcji V Wydziału W.U.B.P. w Łodzi.

¹⁷ J. Jaroszewski, *Stalinizacja sportu w województwie łódzkim w latach 1949–1956*, „Prace Naukowe Akademii im. Jana Długosza w Częstochowie. Kultura Fizyczna”, 2018, t. 17, nr 2, pp. 85–100.

¹⁸ “Solidarność” 1949, no 17–18, p. 34.

¹⁹ AŻIH, OS, file number 458, Makabi Łódź. Akta organizacyjne, p. 63, Do Resortu Organizacyjnego Centralnego Komitetu “Ichudu”.

²⁰ AŻIH, OS, file number 547, Makabi Łódź. Akta organizacyjne. Sprawozdania, pp. 4, 8, Sprawozdanie z pracy z dnia 1 X do dnia 15. X. 1946 r.; Centralny Komitet Żydów w Polsce (CKŻP), Wydział Młodzieżowy (WM), file number 26, Akta organizacyjne, p. 76, Do Zarządu ZKS “Spójnia Solidarność” w Łodzi.

²¹ APŁ, Komitet Łódzki Polskiej Zjednoczonej Partii Robotniczej, file number 1581, Towarzystwo Społeczno-Kulturalne Żydów w Polsce, (1948–1949, 1951), p. 50 Sprawozdanie Spółdzielni Solidarność w Łodzi.

²² APŁ, PRNmł, file number 2358, Sprawy związane z likwidacją..., p. 278, Podanie. The activists were: Adam Wałfach, Lejb Solarz, Jan Dobrzecki, Ignacy Feldon, Mieczysław Zajbert, Ludwik Chęciński, Ignacy Fryszman, Adam Feldom, Leon Zybersztajn, Zygmunt Widawski, Szymon Rogoziński, Jakub Kempinski, Dawid Ruszeck, Rubin Fein, Zygmunt Sztrauch i Józef Kronmam

²³ AŻIH, OS, file number 547, Makabi Łódź..., p. 1, Sprawozdanie z dotychczasowej pracy Ż.K.S. “Makabi”.

“Ychud” did not escape the attention of the WUBP in Łódź.²⁴ Despite the negative opinion issued by the WUBP in Łódź, on 10 August 1946, the statute of the ZKS “Maccabi” in Łódź was approved by the city authorities.²⁵ The Makabi Secretariat was located at 20, Zachodnia Street,²⁶ the sports ground at 2, Sterlinga Street.²⁷ The established Club struggled with the above-mentioned problems. In 1946, the departure of members of the board of directors of “Maccabi” led to the suspension of its activities.²⁸ The reactivation took place in 1947,²⁹ and the following were elected to the board: Zajbert, L. Chęciński, L. Dobrzecki, Wajskopf, Gutentag and Henryk Zglinowicz.³⁰ Emigration was the reason for frequent changes in the management boards. The last one in 1948 was chaired by Zajbert, assisted by: Szapiro (vice chairman), Pacanowski (treasurer), Majer and Rozanykwiata (sports management), Artman (secretary) and Mowszowicz (administrator).³¹ On 26 May 1948, the inactive ZKS “Makabi” was dissolved by a decision of the President of the City of Łódź, Eugeniusz Stawinski.³²

In the years 1946–1948, ŻKS “Makabi” was a multi-section club with 70–80 members³³. Most of the members were Jewish youth and team games (volleyball, football, basketball) were the most popular activities.³⁴ In 1946, the club offered activities in volleyball, basketball, Swedish gymnastics and table tennis. Sports games and gymnastics in the ‘open air’³⁵ were conducted by L. Stalarz

²⁴ IPNOŁ, WWBWŁ, file number IPN Lg pf 10.690 vol. I cz. I Sprawy na członków organizacji syjonistycznych z terenu Łodzi, p. 19, Do Kierownika III sekcji V Wydziału W.U.B.P. w Łodzi.

²⁵ APŁ, PRNmŁ, file number 2358, Sprawy związane z likwidacją..., p. 276, *Pismo Nr.XX.SP.IV.1d/22/46*.

²⁶ AŻIH, OS, file number 458, Makabi Łódź..., p. 15, Sprawozdanie z działalności w przeciągu grudnia 46 r.; “Express Ilustrowany” 1947 file number, no 69, p. 7.

²⁷ APŁ, Prezydium Dzielnicowej Rady Narodowej Łódź Śródmieście (PDRNŁŚ), file number 723, Stowarzyszenia (statuty, likwidacja, sprawozdania, korespondencja), 1947–1952, p. 316, Sprawozdanie z działalności Ż.K.S. “Makabi” Łódź, ul. Sterlinga 2 za rok 1946; file number 2358, Sprawy związane z likwidacją..., p. 211, Pismo z dnia 24 grudnia 1951 r. do Wojewódzkiego Urzędu Bezpieczeństwa Publicznego.

²⁸ APŁ, PRNmŁ, file number 2358, Sprawy związane z likwidacją..., p. 269, Sprawozdanie z działalności Ż.K.S. Makabi Łódź, ul. Sztterlinga 2 za rok 1946.

²⁹ “Opinia” 1947, no 13, p. 5; “Express Ilustrowany” 1947, no 69, p. 7.

³⁰ APŁ, PDRNŁŚ, file number 723, Stowarzyszenia..., p. 316, Sprawozdanie z działalności Ż.K.S. Makabi Łódź, ul. Sztterlinga 2 za rok 1946.

³¹ APŁ, PRNmŁ, file number 2358, Sprawy związane z likwidacją..., p. 232, Protokół z walnego zgromadzenia ŻKS Makabi w Łodzi z dnia 25/II 1948.

³² Ibidem, p. 258, Decyzja.

³³ AŻIH, OS, file number 547, Makabi Łódź..., p. 1, Sprawozdanie z dotychczasowej pracy Ż.K.S. „Makabi”; p. 6, Sprawozdanie z pracy i działalności Ż.K.S. „Makabi” w Polsce; pp. 7,9, Sprawozdanie pracy Ż.K.S. “Makabi” za VIII miesiąc; file number 251, Spis członków ŻKS Makkabi w Łodzi z roku 1948.

³⁴ Ibidem, file number 549, Makabi Łódź. Akta personalne. Deklaracje członkowskie Żydowskiego Klubu Sportowego Makabi, pp. 1–105.

³⁵ APŁ, PDPNŁŚ, file number 723, Stowarzyszenia..., p. 316, Sprawozdanie z działalności Ż.K.S. “Makabi” Łódź, ul. Sterlinga 2 za rok 1946.

(Solarza) and F. Kępińska.³⁶ Table tennis trainings were organized in “sniff”³⁷ (Łódź branch of “Ichud”), then on their own premises at 20 Zachodnia Street. Initially amateur activity of the table tennis players changed its character in December 1946. As a consequence of the renaming of the veteran organization “Maawak” at ZSD “Ychud” to ZKS “Makabi,”³⁸ the “Maccabi” table tennis players joined the Łódź Regional Table Tennis Association (ŁOZTS). Work in “Makabi” was not continuous. The high mobility of the Jewish population and the seasonal decrease in activity made systematic sports work impossible. Sections were launched annually in the most popular sports. In 1947, these were boxing, sports games, gymnastics and table tennis,³⁹ and in 1948, gymnastics, athletics, sports games, chess, table tennis and football (juniors).⁴⁰

In 1946–1948, the Jewish Chess Club (ŻKSz) began its activity. It continued the pre-war tradition of the Łódź Society of Chess Supporters (ŁTZGS), which had 90% of Jewish chess players. As a result of war operations, many members of the ŁTZGS lost their lives.⁴¹ Luckily, Isaac Grynfeld (a member of the pre-war Board of the Łódź District Chess Association) survived the war.⁴² In 1946–1948, he headed the Games and Discipline Department of the Łódź District Chess Association (ŁOZSz).⁴³

ŻKSz was affiliated with the Łódź District Chess Association, 9 Jewish players were put forward to the Polish Chess Association (PZSz).⁴⁴ Chess players from ŻKSz took part in district and Polish championships.

In 1947, the Jewish Workers’ Sports Club “Gwiazda” and the Jewish Sports Club “Jedność” (“Ichud”) were established in Łódź. ŻKS “Jedność” was a multi-section club, offering its members activities in soccer, sports games, boxing, table tennis, and from 1948 also in chess. The secretariat of the Club was located at 32, Więckowskiego Street.⁴⁵ Its activity was limited by the high popularity in

³⁶ AŻIH, OS, file number 547, Makabi Łódź..., p. 1, Sprawozdanie z dotychczasowej pracy Ż.K.S. „Makabi”; p. 6, Sprawozdanie z pracy i działalności Ż.K.S. “Makabi” w Polsce, pp. 7, 9, Sprawozdanie pracy Ż.K.S. “Makabi” za VIII miesiąc.

³⁷ Ibidem, p. 4,8, Sprawozdanie z pracy z dnia 1 X do dnia 15 X 1946 r.

³⁸ Ibidem, p. 65, Do Łódzkiego Okręgowego Związku Tenisa Stołowego.

³⁹ “Opinia” 1947, no 13, p. 5; “Express Ilustrowany” 1947, no 69, p. 7.

⁴⁰ APŁ, PRNm.Ł, file number 2358, Sprawy związane z likwidacją..., p. 253 Sprawozdanie z działalności ŻKS Makkabi w Łodzi z roku 1948.

⁴¹ A. Bogusz, *Dawna Łódź sportowa 1824–1945*, Łódź 2007, p. 220; “Szachista” 2001, no 7, p. 17.

⁴² APŁ, Urząd Wojewódzki Łódzki 1918–1939, file number 1611, Łódzki Okręgowy Związek Szachowy w Łodzi, no pagination., Do Urzędu Wojewódzkiego Łódzkiego Wydział Społeczno-polityczny w miejscu (17 kwietnia 1937 r.).

⁴³ AAN, PZSz, file number 20/9, no pagination, Sprawozdanie z działalności sportowej Ł.O.Z. Szach. za rok 1947; no pagination, Protokół z Walnego Zebrania Łódzkiego Okręgowego Związku Szachowego odbytego dnia 30 grudnia 1947 r. w obecności 18 delegatów reprezentujących 6 klubów.

⁴⁴ Ibidem, file number 20/9, no pagination, Zgłoszenie.

⁴⁵ “Dziennik Łódzki” 1947, no 296, p. 4; “Express Ilustrowany” 1947, no 296, p. 4.

the youth environment of the rival ŻRKS "Gwiazda" and by housing and financial problems. In 1948, the club had 47 members in the football, table tennis, swimming and juniors sections. The swimmers trained at the *Young Men's Christian Association* (YMCA) swimming pool in Łódź. The players took part in "C" class games of ŁOZPN, and table tennis players in "B" class of ŁOZTS.⁴⁶

The largest Jewish sports organization in Poland after World War II was the Union of Workers' Sports Clubs "Gwiazda". In the years 1945–1950, it united 12 clubs,⁴⁷ one of which was the Jewish Workers' Sports Club "Gwiazda" in Łódź, established in 1947.⁴⁸ In the years 1947–1949, it was the strongest multi-section club for the Jewish population, promoting football, table tennis and boxing among its members. Table tennis players took part in "A" class district games (1948),⁴⁹ football players in "C" class games.

Results of sports competition

Boxing

From 1947 boxing was promoted among the Jewish population in Łódź by the ŻKS "Makabi", ŻKS⁵⁰ "Jedność"⁵¹ and ŻRKS "Gwiazda".⁵² The highest level was reached by the boxers of ŻRKS "Gwiazda". Training in the sports hall at 26, Zachodnia Street was conducted by: Aleksandr Polus (1947/1948) as well as Erichman and Szepsel Rotholc (1948).⁵³ The sports rivalry was initiated by a friendly match with "IKP" Łódź. Losing the match 7:9 to the "A" class boxers should be regarded as a good result of the Jewish boxers.⁵⁴ In 1948, the ŻRKS "Gwiazda" team consisted of: Szytglitz (Szytglis), Rajchenberg, Kotlowski, Sabinek, Zyldeberg (Zilberberg), Rozenwajg (Rozennewaig), Zyngerman (Singerman) and Wartaki.⁵⁵ In 1948, the opponents of the "Gwiazda" boxers in friendly matches were the boxers of the Union of Youth Struggle "Zryw", the Central School of Agricultural Education and the Łódź Sports Club (team champion of

⁴⁶ AŻIH, CKŻP, WM, file number 26, Akta organizacyjne, pp. 14, 26–27, *Protokół z zebrania ogólnopolskiej komisji sportowej odbytego w Warszawie w dn. 23 XII 1948 r.*; "Express Ilustrowany" 1949, no 83, p. 6.

⁴⁷ R. Urban, *Der jüdische Sport...*, p. 250.

⁴⁸ "Express Ilustrowany" 1947, no 237, p. 5.

⁴⁹ *Ibidem*, 1948, no 131, p. 5.

⁵⁰ "Opinia" 1947, no 13, p. 5; "Express Ilustrowany" 1947, no 69, p. 7.

⁵¹ "Dziennik Łódzki" 1947, no 296, p. 4; "Express Ilustrowany" 1947, no 296, p. 4.

⁵² "Express Ilustrowany" 1947, no 237, p. 5.

⁵³ *Ibidem*, 1948, no 21, p. 5; 1948, no 264, p. 5.

⁵⁴ *Ibidem*, 1947, no 355, p. 5.

⁵⁵ *Ibidem*, 1948, no 31, p. 5.

Poland).⁵⁶ The results of the matches were not published by the press. There were also few reports on the rivalry for the "B" class championship of ŁOZB (from 1949). In the inaugural match of the district competition, the "Gwiazda" team faced the "Tramwajarz" Sports Club. The match ended with the victory of the ŻRKS "Gwiazda" team (8:6). The winning team featured the following athletes: Szyglis (flyweight), Runian (bantamweight), Rozennewaig (bantamweight), Singerman (lightweight), Zilberberg (light heavyweight), Warski (middleweight) and Waintraub (heavyweight).⁵⁷ The last report about the "Gwiazda" boxers was that they lost their match (16:0) with the KS "Energetyk" boxers. The reason for the defeat was the incomplete team of ŻRKS "Gwiazda".⁵⁸

Football

The first attempt after World War II to unite Jewish football supporters was the establishment of the Jewish Sports Club. In 1945, despite belonging to the ŁOZPN, the club did not participate in the games. The following season it ceased to exist. In 1947, the football sections of ŻRKS "Gwiazda" and ŻKS "Jedność" were established.⁵⁹ In the season of 1947/1948 only the players of "Gwiazda" Łódź took part in the "C" class championship matches. Their start did not go well. In the autumn round, losing all their matches put the team in the last place in the league table. In the spring round, "Gwiazda" was promoted to the penultimate place in the group (1 win out of 10 matches).⁶⁰ From 1949, the players of ZKS "Jedność" joined the "C" class games of ŁOZPN. Out of the two Jewish teams, the players of ZKS "Jedność" performed better (the 4th place among 7 teams) than ŻRKS "Gwiazda" (last place in the group).⁶¹ In 1948, in a friendly match between Jewish footballers, the ŻRKS "Gwiazda" team could celebrate its victory (8:1). The goals for the winners were scored by: Kuchidło (3), Zejtman (2), Szrajjer (2) and Momankiewicz (1).⁶²

In 1949, after the merger of the Jewish clubs, ZKS "Spójnia Solidarność" Łódź participated in the "C" class championship. After losing all their matches in the autumn round, they were in last place in the league table.⁶³ The reports by the Youth Department of the Central Committee of Jews in Poland from 1949 on

⁵⁶ "Dziennik Łódzki" 1948, no 77, p. 4; "Express Ilustrowany" 1948, no 16, p. 5; 1948, no 31, p. 5.

⁵⁷ "Express Ilustrowany" 1949, no 8, p. 5.

⁵⁸ Ibidem, 1949, no 37, p. 5.

⁵⁹ APŁ, PRNmŁ, file number 2359, Sprawy rozwiązania i likwidacji..., p. 72, Sprawozdanie z działalności Zarządu Ł.O.Z.P.N. za rok 1947.

⁶⁰ Ibidem, pp. 78–86, Sprawozdanie Wydziału Gier i Dyscypliny Ł.O.Z.P.N.; p. 49, Sprawozdanie Kapitana Związkowego Ł.O.Z.P.N. za rok 1948.

⁶¹ Ibidem, p. 16, Sprawozdanie WGiD za r. 1949.

⁶² "Express Ilustrowany" 1948, no 156, p. 5.

⁶³ APŁ, PRNmŁ, file number 2359, Sprawy rozwiązania i likwidacji..., p. 10, Sprawozdanie z działalności Zarządu Ł.O.Z.P.N. za rok 1949.

games of ZKS "Spójnia Solidarność" Łódź in the "B" class⁶⁴ are not confirmed in the reports by the ŁOZPN.

Table tennis

A table tennis section was formed in the ŻKS "Makabi", which was established in 1946. Initially, the section had a recreational character. The renovation of its own premises forced the players to train on the premises of the "Ichud" branch.⁶⁵ The aforementioned renaming of "Maawaku" to ŻKS "Makabi"⁶⁶ changed the character of this section. The table tennis section "Maawak",⁶⁷ belonging to the Łódź District Table Tennis Association (ŁOZTS), developed its sports activity. In December 1946, Z. Inzelsztajn (secretary of ZKS "Makabi") put forward the table tennis section to the ŁOZTS. It consisted of Wolf Szapsznowicz, Adam Becher, Lolek Zybersztajn, Jakob Sznajner, Karol Majer, Leon Mazur, Abe Gutenberg, Marek Milsztajn and Lutek Czarny. Trainings and games for the ŁOZTS championship were held on the premises of "Makabi".⁶⁸ The actions of Z. Inzelsztajn had a formal character and despite the renaming procedure, the table tennis players of "Makabi" appeared under the name "Ichud" in correspondence. The team's level did not make it possible for them to compete in championships. In 1947, in the district team championships, "Ichud" ("Maccabi") occupied the eighth place (out of 12 teams).⁶⁹ In the individual championships of the ŁOZTS, none of "Maccabi" 5 representatives (Wolf Shapshonovich, Lolek Zybersztajn, Abe Gutenberg, Moniek Zajtman and Lutek (Czarny) advanced to the final group.⁷⁰ Soon the activities of the section became less frequent. A number of players continued their sporting activities in the clubs established in 1947, namely ŻRKS "Gwiazda" and ŻKS "Jedność" (Moniek Zajtman (Zajdeman) went to "Gwiazda").⁷¹ A higher level of sports skill was demonstrated by the tennis players of the ŻRKS "Gwiazda", from December 1947 they belonged to the "B" class of the ŁOZTS.⁷² In the fight for the class "B" champion's title they competed mainly with KS „Filmowiec”. In the decisive match, the "Filmowiec" team won. The defeat of "Gwiazda" was due to poor health condition of the

⁶⁴ AŻIH, CKŻP, WM, file number 26, p. 43 Wykaz klubów i kół sportowych.

⁶⁵ AŻIH, OS, file number 547, Makabi Łódź..., pp. 4,8, Sprawozdanie z pracy z dnia 1 X do dnia 15 X 1946 r.

⁶⁶ Ibidem, p. 65, Do Łódzkiego Okręgowego Związku Tenisa Stołowego.

⁶⁷ Ibidem, p. 67, Do Zarządu Ł.O.Z.T.S. w Łodzi.

⁶⁸ Ibidem, p. 15, Sprawozdanie z działalności w przeciągu grudnia 46r.; p. 66, Do Zarządu Ł.O.Z.T.S. w Łodzi.

⁶⁹ "Express Ilustrowany" 1947, no 30, pp. 7; 1947, no 44, p. 7.

⁷⁰ AŻIH, OS, file number 458, Makabi Łódź..., p. 68, Do Zarządu Ł.O.Z.T.S. w Łodzi; "Express Ilustrowany" 1947, no 31, p. 7; 1947, no 42, p. 7.

⁷¹ AŻIH, OS, file number 548, Makabi Łódź, p. 68; "Express Ilustrowany" 1948, no 42, p. 5.

⁷² „Express Ilustrowany" 1947, no 339, p. 7.

player Kadzidło, the team was supplemented by Waksman and Zajdeman (after 2 wins).⁷³ The title of “B” class vice-champion enabled the team to fight for the right to play “A” class games. They competed against the following teams: KS „Filmowiec”, Scout Sports Club (HKS) and KS „Pilica” Tomaszów. The promotion to class “A” was won by the following teams: ŻRKS “Gwiazda”, KS “Filmowiec” and HKS.⁷⁴ “A” class games went on with varying fortunes for the “Gwiazda” players. Among the 8 teams, the Jewish club took the sixth place.⁷⁵ In 1949, the second Jewish club “Jedność” participated in “B” class games and the top position won in the group made it possible for them to fight for “A” class games. These efforts were not successful.⁷⁶ The start of the “Gwiazda” players in the individual championships of Łódź ended without much success, with the highest place taken by Waksman (7th place).⁷⁷

After the transformations in Polish sports, in 1949 the only Jewish club that took part in the ŁOZTS games was ZKS “Spójnia-Solidarność” in Łódź.⁷⁸ Soon the admission of new players of Polish nationality (Stanisław Krygier) caused the club to lose its former Jewish character.

Chess

With the departure of the German army from Łódź, chess activities were resumed in the city. The wartime losses among Łódź chess players were particularly evident in the first post-war years. However, against all odds, from 1946 the Jewish Chess Club (ŻKSz) brought together the lovers of the royal game. In 1946-1947, its members included: I. Grynfeld, Jerzy Szapiro (brother of M. Szapiro), Aleksander Goldsztajn, M. Lewkowicz, L. Korenfeld, J. Iwicz, J. Kleczewski and Hampel.⁷⁹ The highest level of sports advancement was demonstrated by: Izaak Grynfeld (national champion) and Marek Szapiro, PhD (1st category).⁸⁰ In 1946, they took part in the first Polish Chess Championship after the war in Sopot. A high third place was won by I. Grynfeld⁸¹ (together with K. Plater from Warsaw), M. Szapiro, PhD (15th/18th place).⁸² In 1946-1947, Izaak Grynfeld won the Polish team championship 2 times with the representation of the city of

⁷³ Ibidem, 1948, no 42, p. 5.

⁷⁴ Ibidem, 1948, no 131, p. 5; 1948, no 142, p. 5.

⁷⁵ Ibidem, 1949, no 35, p. 7.

⁷⁶ Ibidem, 1949, no 83, p. 6; 1949, no 114, p. 6.

⁷⁷ Ibidem, 1949, no 114, p. 6.

⁷⁸ “Solidarność” 1949, no 17-18, p. 34.

⁷⁹ AANW, PZSz, sygn. 20/9, no pagination, Wykaz członków Łódzkiej Okr. Zw. Szach.

⁸⁰ Ibidem, no pagination, Zgłoszenie; no pagination Wykaz.

⁸¹ “Szachista Polski” 1946, no 5-6, p. 15.

⁸² AANW, PZSz, file number 20/9, no pagination bp., Do Polskiego Związku Szachowego Warszawa (15 kwietnia 1949 r.).

Łódź. In 1947, the following were on the reserve bench in the Łódź team: Leszczyński and Wróblewski from the ŻKSz.⁸³

The players of the ŻKSz were among the leading players in the Łódź district. In 1947, they took part in the first team and individual chess championships of the city of Łódź after the war. The team, consisting of I. Grynfeld, Szapiro, Lewkowicz, Leszczyński, Iwicz, Kleczewski, Goldstein and Konfeld won the team championship.⁸⁴ This ensured that the ŻKSz qualified for "A" class of the ŁOZSz.⁸⁵ In 1947, the following players from the ŻKSz participated in the qualifiers for the individual championships of Łódź: Szapiro, J. Iwicz, Farbiarz, Lewkowicz, Rosenwasser, Leszczyński and Konfeld.⁸⁶ The right to compete without any qualifying round was held by I. Grynfeld.⁸⁷ He won the title of vice-champion, losing only to Jan Piechota (YMCA). From the ŻKSz players, M. Szapiro, PhD and Leszczyński were also classified in the top ten positions of the championship.⁸⁸

The last championship with a ŻKSz representative was the championship of the city of Łódź in 1948 and only one representative of the ŻKSz took part in it (no mention of the participant's surname).⁸⁹ After 1948, the club's activity died down. The former players of the ŻKSz migrated from Łódź (I. Grynfeld went to Warsaw, worked in the monthly called "Szachy" and in the Polish Chess Association), the others changed clubs (Marek Szapiro, PhD – Academic Sports Team in Łódź, Aron Lewkowicz – YMCA Łódź).⁹⁰

In 1949, Jewish chess players belonged to the chess section of the ZKS "Spójnia-Solidarność". The club had 9 players, in reports they appeared under the name KS "Solidarność". In 1949, after winning the "B" class team championship, it was promoted to "A" class games.⁹¹ In the years 1945–1949, Róża Herman, PhD (Hermanowa) participated in chess competitions in Łódź. In 1947, to-

⁸³ Ibidem, no pagination, Sprawozdanie z działalności sportowej Ł.O.Z. Szach. za rok 1947; no pagination Protokół. Z Walnego Zebrania Łódzkiego Okręgowego Związku Szachowego odbytego dnia 30 grudnia 1947 r. w obecności 18 delegatów reprezentujących 6 klubów; "Szachista Polski" 1946, no 9–10, pp. 1–11; 1947, no 11–12, pp. 1–13.

⁸⁴ "Szachista Polski" 1947, no 3, p. 12; 1947, no 4, pp. 11–12.

⁸⁵ APŁ, PDRNŁŚ, file number 723, Stowarzyszenia..., p. 385, Protokół z walnego Zebrania Łódzkiego Okręgowego Związku Szachowego odbytego 30 grudnia 1947 r.; "Express Ilustrowany" 1947, no 107, p. 7.

⁸⁶ "Express Ilustrowany" 1947, no 96, p. 7.

⁸⁷ Ibidem, 1947, no 73, p. 7.

⁸⁸ AANW, PZSz, file number 20/9, no pagination, Sprawozdanie z działalności sportowej Ł.O.Z. Szach. Za rok 1947.

⁸⁹ APŁ, PDRNŁŚ, file number 723, Stowarzyszenia..., p. 381, Do Starostwa Grodzkiego Śródmiejsko-Łódzkie Oddział Administracyjny.

⁹⁰ AANW, PZSz, file number 20/9, no pagination, Do Polskiego Związku Szachowego Warszawa (15 kwietnia 1949 r.).

⁹¹ Ibidem, no pagination, Do Polskiego Związku Szachowego Warszawa (16 kwietnia 1949 r.); „Solidarność” 1949, no 17–18, p. 34.

gether with male players, she took part in the championships of the city of Łódź (she took the 16th place).⁹² She was the leading chess player in Poland. In 1949 she became the champion of Poland.⁹³ During the period in question, there is no information on club affiliation.

Conclusion

One of the manifestations of the revival of Jewish culture after World War II in Łódź was the reactivation of the Jewish sports movement. In the years 1945–1949, Jewish sport in the city of Łódź did not regain its pre-war level or its range in terms of Jewish people's participation. In the area of the city of Łódź, sports activities were developed by: the Jewish Sports Club (football), the Jewish Sports Club "Makabi", the Jewish Chess Club, the Jewish Sports Club "Jedność", the Jewish Workers' Sports Club "Gwiazda". They offered to their members such activities as boxing, basketball, volleyball, football, table tennis, gymnastics, chess, athletics and swimming. The classes were mostly recreational and their goal was to strengthen Jews biologically. Sports activities in the clubs were promoted by sports sections formed in sports associations: Łódź District Football Association (ŻKS, ŻRKS "Gwiazda", ŻKS "Jedność"), Łódź District Table Tennis Association (ŻKS "Makabi" – "Ichud", ŻRKS "Gwiazda", ŻKS "Jedność"), Łódź District Chess Association (Jewish Chess Club) and Łódź District Boxing Association (ŻRKS "Gwiazda", ŻKS "Jedność"). The greatest success was achieved by the chess players from the Jewish Chess Club in Łódź (championship of Łódź, 1947). The leading chess player was Isaac Grynfeld (ŻKSz), 2-time Polish team champion (1946, 1947), winner of the 3rd place in the Polish championship (1946). In 1949, the Polish chess championship was won by R. Hermanova, PhD. Among table tennis players, the highest professional level was demonstrated by the players of the ŻRKS "Gwiazda" ("A" class).

The lack of facilities and sports equipment, costly renovations and financial problems were a hindrance to the development of sports activities. This resulted in seasonal suspension of training activities. The biggest obstacle to the clubs' functioning was the migration of the Jewish population, which was the reason why the clubs' activities dwindled and the clubs were dissolved.

The change in the policy of the Soviet Union and its satellite countries towards the Jewish population and the adjusting of Polish physical education culture to the Soviet model were the reasons for outlawing Jewish sports in Łódź in

⁹² AANW, PZSz, file number 20/9, no pagination, *Sprawozdanie z działalności sportowej Ł.O.Z. Szach. za rok 1947.*

⁹³ W. Litmanowicz, J. Giżycki, *Szachy od A do Z*, T. 1: (a-m), Warszawa 1986, p. 346; „Szachy” 1949, no 7–8, p. 70

1949. Jewish sports clubs were dissolved or consolidated into the Union Sports Club “Spójnia-Solidarność.” Some Jewish athletes emigrated, others continued their sporting activities within the framework of the model created by the communist authorities of Poland.

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GENESIS AND EFFECTS OF THE ACTIVITIES OF THE BRANCH OF POZNAŃ UNIVERSITY OF PHYSICAL EDUCATION IN GORZÓW WIELKOPOLSKI FROM 1971 TO 1984

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Geneza i efekty działalności gorzowskiej filii Akademii Wychowania Fizycznego w Poznaniu w latach 1971–1984

Streszczenie

Celem artykułu jest ukazanie 13 lat działalności gorzowskiej filii Akademii Wychowania Fizycznego. Artykuł przygotowano zgodnie z metodologią badań historycznych. Opiera się on na analizie materiałów archiwalnych, dokumentów oraz relacji. W wyniku wieloletnich starań władz lokalnych oraz wojewódzkich w 1971 roku w powiatowym wówczas Gorzowie Wielkopolskim powstał zamiejscowy ośrodek Wyższej Szkoły Wychowania Fizycznego (od 1973 roku Akademii Wychowania Fizycznego) w Poznaniu. Początkowo nowa uczelnia działała jako Filia (1971–1984). Był to najtrudniejszy i najmniej znany okres w jej pięćdziesięcioletnich dziejach. Brakowało własnej kadry wykładowców, wielu nauczycieli dojeżdżało z Poznania, a baza dydaktyczna była skromna. W latach 1971–1984 gorzowska placówka kształciła w trybie dziennym i zaocznym na kierunku wychowanie fizyczne. Ogółem w omawianym okresie studia ukończyło 1,4 tys. absolwentów studiów magisterskich. Istotny wkład w rozwój uczelni wnieśli jej szefowie w randze prorektora: doc. Lech Erdmann (1972–1974), doc. Tadeusz Łobożewicz (1974–1976), prof. Jerzy Gaj (1976–1984). W latach 1971–1984 nieocenionej pomocy udzieliła macierzysta uczelnia – Akademia Wychowania Fizycznego w Poznaniu. Wyróżnił się zwłaszcza rektor prof. Stefan Bączyk, który doprowadził do utworzenia Filii, oraz jego następcy – prof. Zbigniew Drozdowski oraz prof. Aleksander Kabsch. W 1982 roku w okolicznościach stanu wojennego doszło do niespodziewanej, nieudanej próby usamodzielnienia się Filii i przekształcenia w samodzielną szkołę wyższą.

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Słowa kluczowe: Akademia Wychowania Fizycznego w Poznaniu, Filia WSWF/AWF w Gorzowie, wychowanie fizyczne, kształcenie, badania naukowe.

Abstract

The purpose of the article is to present the 13-year-long activity of the Gorzow branch of the Academy of Physical Education. The article was prepared in accordance with the methodology of historical research. It is based on the analysis of archival materials, documents and files. The branch of the Higher School of Physical Education in Poznań (since 1973 known under the name of the Academy of Physical Education) was established in 1971, in the Gorzow district as a result of the efforts of local and provincial authorities. Initially, the new educational institution functioned as the Branch (1971–1984). The period of 1971–1984 was the most difficult and least known in the fifty-year history of the university. Many teachers commuted from Poznań, and the teaching base was modest. From 1971 to 1984, the Gorzow school educated full-time and part-time students. During the period under review, a total of 1,400 graduates completed their master's degrees. Significant contributions to the development of the university were made by: associate professor Lech Erdmann (1972–1974), associate professor Tadeusz Łobożewicz (1974–1976), Professor Jerzy Gaj (1976–1984). The rector, Prof. Stefan Bączyk, and his successors Prof. Zbigniew Drozdowski and Prof. Alexander Kabsch were also meritorious. In 1982, under martial law, an unexpected, unsuccessful attempt was made to make the Branch independent and transform it into an independent university.

Keywords: Poznań University of Physical Education, the Branch in Gorzów Wielkopolski, physical education, learning, research.

Introduction

The article constitutes a historical study, whose aim was to depict 13 years of organizational and didactic activity of the Branch of the Academy of Physical Education (AWF) in Gorzów. The timeline covers the years 1971–1984, i.e. the pioneering, scarcely known stage of its activity – from its establishment in 1971 to 1984 when the Branch was transformed into the Overseas Faculty of Physical Education.¹ In this period of time, the Faculties were active in the province of Zielona Góra (1971–1975) and Gorzów (1975–1984). During the period of time in question, 1376 Physical Education students graduated from Poznań AWF in Gorzów and were granted their M.A. degrees. What is more, students attended numerous instructor and coaching courses, gaining additional training qualifications and other specialist skills in the field of physical culture, and especially sport. It was an educational establishment at the academic level, and the place where science research was conducted both by the teaching staff and the students.

¹ The publication does not present detailed data concerning the scientific, socio-cultural and sports activity of students that the authors shall discuss in separate publications.

The professional literature on the Gorzów Branch of the AWF in Poznań is quite ample, but of a varying nature and it does not cover the whole period during which the AWF Branch in Gorzów operated. There are three works that should be regarded as the most comprehensive studies of this establishment (in chronological order): *Gorzów Academic Centre in the years 1971–1996 (Gorzowski ośrodek akademicki w latach 1971–1996)*,² *35 years of the Gorzów Branch of Poznań University of Physical Education (1971–2006) (35 lat działalności gorzowskiego ośrodka akademickiego Akademii Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu (1971–2006))*,³ and *Half a century of the Gorzów Branch of Poznań University of Physical Education (1971–2021) (Pół wieku gorzowskiego ośrodka AWF im. Eugeniusza Piaseckiego w Poznaniu (1971–2021))*.⁴ What is more, among the publications reviewed one can find works dedicated to the 15th,⁵ 30th⁶ and 45th⁷ anniversary of the institution as well as several articles and announcements authored mainly by historians affiliated to the AWF in Poznań.⁸ However, what is lacking is a synthetic study which would comprehensively depict these worthy achievements of the Gorzów Branch in its first, most difficult period of its functioning. Hence the initiative to write and publish an article, indispensable to learn about a complex history of the Gorzów Branch of the AWF in Poznań.

Research problems and methods

The publication uses unknown archive sources stored in the State Archive in Gorzów Wielkopolski, the Archive of Poznań University of Physical Education,

² B.J. Kunicki, B. Woltmann (eds.), *Gorzowski ośrodek akademicki w latach 1971–1996*, Wyd. Polskie Towarzystwo Naukowe Kultury Fizycznej, Gorzów 1996. The group of authors: P. Godlewski, T. Jurek, M. Kołakowska-Kiełbasiewicz, B. J. Kunicki, L. Nowak, R. Turko, B. Woltmann.

³ T. Jurek (ed.), *35 lat działalności gorzowskiego ośrodka akademickiego Akademii Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu (1971–2006)*, Monografie AWF w Poznaniu, nr 371, Wyd. Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu, Poznań 2007. The group of authors: P. Godlewski, T. Jurek, J. Kuriańska-Wołoszyn, L. Nowak, J. Płaczek, G. Sopalak, R. Turko, B. Woltmann, T. Zaleska.

⁴ T. Jurek, D. Pilecka, *Pół wieku gorzowskiego ośrodka AWF im. Eugeniusza Piaseckiego w Poznaniu (1971–2021)*, Monografie AWF w Poznaniu, nr 460, Wyd. Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu, Poznań 2021.

⁵ B.J. Kunicki (ed.), *Gorzowski ośrodek poznańskiej Akademii Wychowania Fizycznego w latach 1971–1986. Rozwój – dorobek naukowy – perspektywy*, Monografie AWF w Poznaniu, nr 242, Wyd. Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu, Poznań 1986. The authors of the texts were: J. Gaj, B.J. Kunicki, M. Kwilecka, L. Nowak, S. Strzyżewski, B. Woltmann.

⁶ B.J. Kunicki, *Instytut Wychowania Fizycznego w Gorzowie Wlkp. (1971–2001)*, Wyd. Fundacja Rozwoju IWF „Academia” w Gorzowie Wlkp., Gorzów Wlkp. 2001.

⁷ T. Jurek, P. Pieczyński, *45-lecie Zamiejscowego Wydziału Kultury Fizycznej w Gorzowie*, Wyd. ZWKF Gorzów Wlkp. 2016.

⁸ The other publications were listed in the footnotes and bibliography.

the Archive of the AWF Branch in Gorzów Wielkopolski, printed sources and thematic studies regarding the history of Gorzów academic centre of the AWF in Poznań. In accordance with historical methodology, the research material was analysed with the help of analysis and synthesis of historical sources, induction and deduction as well as comparative method. The authors put forward the following research problems:

1. What were the origins of the branch of Poznań University of Physical Education in Gorzów Wielkopolski?
2. Which faculties and forms of education were implemented in the years 1971–1984 and what were didactic outcomes in the area of physical culture?
3. What were external (socio-political, economic, regional) and internal (human resources, material, strategic) factors impacting the development of the Branch?

Results and discussion

The interest in a higher school in Gorzów Wielkopolski⁹ goes back to the post-war period of the 20th century. In the second half of the 40s, in the district town located on the north-western outskirts of Poznań province, there were talks about bringing a tertiary education institution to life. It was regarded as a civilisation advance and bigger development opportunities for the town in question. The town already hosted the Lower Theological Seminary (1946–1960)¹⁰ and the Higher Theological Seminary (1947–1961),¹¹ educating future priests, the latter one being the first educational establishment in the history located on the Warta river. Yet, there was no school of a larger range and profile of education for the inhabitants of the town and the whole region. Those aspirations could be attributed to the fact that in the years 1946–1950, Gorzów hosted the Branch of the Poznań Province Office and the voivode deputy held his office there.¹² From 1945, the town also enjoyed the prestigious status of the seat of the Apostolic Administration covering the seventh part of Polish territory, where bishops resided since 1956.¹³

⁹ Further on in the article, the authors use the widely-used, shortened name of the town, i.e. Gorzów.

¹⁰ J. Sikorski, *Niższe Seminarium Duchowne w Gorzowie. Powstanie i likwidacja (1946–1960)*, „Nadwarciański Rocznik Historyczno-Archiwalny” 2006, no 13, pp. 169–179.

¹¹ D. Mazurkiewicz, *Ingerencje Wydziału do Spraw Wyznań w Zielonej Górze w funkcjonowanie seminariów duchownych Kościoła gorzowskiego w latach 1946–1972*, „Studia Paradyskie” 2019, vol. 29, p. 76.

¹² See also: H. Szczegółka, *Działalność Ekspozytury Urzędu Wojewódzkiego Poznańskiego w Gorzowie Wlkp.*, „Przegląd Zachodni” 1967, no 5, pp. 109–124.

¹³ P. Socha, *Sylwetki administratorów apostolskich i biskupów diecezji zielonogórsko-gorzowskiej*, „Nadwarciański Rocznik Historyczno-Archiwalny” 1998, no 5, pp. 334–335.

Academic education in Gorzów was performed by E. Estkowski Teachers Training College (SN) established in 1958.¹⁴ It was founded on the traditions of Adam Mickiewicz Pedagogical Secondary School established in 1950.¹⁵ In the 60s, there was a need to establish a pedagogical higher education institution, which derived from the fact of these two former schools' existence and an acute shortage of teachers.¹⁶ Thanks to the approval of the province's and the town's political authorities, the attempts to establish a higher education institution gained new perspectives. The most important factor that contributed to the aforesaid idea of the Teachers Training College and sped the process of founding a new establishment was also a reform of pedagogic training that was about to shut down teachers' training centres within the framework of existing studies. Thus, in 1971, the SN in Gorzów was to be shut down as well.¹⁷ Facing the situation in question, the local government in Gorzów (the Municipal State Council) and the political one (the Municipal and Provincial Committee of the Polish United Workers' Party – PZPR) began to look for possibilities to establish a new institution or at least a branch in place of the former SN. The first opportunity was not approved by the provincial and central authorities as two new “developing” educational establishments were setting sail in the province's capital. In 1971, the Higher Teachers College in Zielona Góra was founded and in the reality of central planning the limit of higher education pedagogical institutions for the province was exhausted. There was only a compromise solution left – organizing a branch of an already existing tertiary education institution.¹⁸

¹⁴ Among 4151 graduates of this establishment, there were teachers – specialists in Physical Education with Biology and Pre-school Education with Physical Education. K. Stachura, *Leksykon gorzowski. Studium Nauczycielskie*, “Ziemia Gorzowska” Jednodniówka GTSK, Gorzów Wlkp. lipiec 1976, p. 21; J. Zysnarski, *Encyklopedia Gorzowa*, Wyd. Tekst, Bydgoszcz 2007, p. 596.

¹⁵ Pedagogical Secondary School (LP) in Gorzów existed in the years 1950–1970. The school was graduated by 771 students. Till 1964, both schools (LP and SN) were located in the same building at 13 Estkowskiego St. D. Koźmian, *Działalność Liceum Pedagogicznego imienia Adama Mickiewicza w Gorzowie Wielkopolskim w latach 1950–1970*, Wyd. PWSZ, Gorzów Wlkp. 2005, pp. 48, 51–52, 59, 64, 115.

¹⁶ Cf. D. A. Rymar, *Gorzów Wielkopolski w latach 1945-1998. Przemiany społeczno-polityczne*, Wyd. Dokument Oficyna Wydawnicza Archiwum Państwowego w Szczecinie, Szczecin – Gorzów Wlkp. 2005, pp. 257.

¹⁷ Written report – A. Natanek (in the authors' collection).

¹⁸ Higher School of Physical Education in Poznań (AWF since 1973) was established in 1950. Apart from the AWF in Warsaw and the Higher School of Physical Education (WSWF) in Cracow, it belongs to the oldest Physical Education teacher, coach and sports instructor training centres in Poland. In the years 1950–1974, it was a one-faculty establishment. Since 1969, it has had the right to grant PhD degrees, and since 1993 to grant post-doctoral degrees and run the procedure to obtain the professor's degree in the area of Physical Education and Physical Culture sciences. Up to 2021, 36 885 students graduated the school with the M.A. degree in Physical Education, Tourism and Recreation and Physiotherapy. The AWF in Poznań has granted 638 PhD degrees, 69 post-doctoral degrees and 25 professor degrees. More information on the

The fact of establishing the branch in Gorzów attracted the attention of the rector of the Higher School of Physical Education (WSWF) in Poznań, Prof. Stefan Bączyk.¹⁹ In the academic year 1970/1971, the rector appointed Prof. Zbigniew Drozdowski to be his representative dealing with the establishment of the Gorzów branch of the WSWF in Poznań. On April 24, 1971, the Head of the Main Committee of Physical Culture and Tourism issued the directive to establish the Poznań WSWF Branch in Gorzów.²⁰ Once the historical document was issued, Lech Erdmann, PhD²¹ became the proxy of the Branch rector. Further on, at the rector's request, he was appointed by Włodzimierz Reczko, the Head of the Main Committee of Physical Culture and Tourism, for the position of the Branch pro-vice chancellor, which he held till January 1, 1972. This new function of pro-vice chancellor was a sign that the WSWF authorities attributed a high rank to the Branch and were willing to witness its further development.²² Establishing the

history of the WSWF/AWF in Poznań can be found in: T. Jurek, M. Łuczak, I. Wyszowska, *Akademia Wychowania Fizycznego im. E. Piaseckiego w Poznaniu w latach 1950-2019*, Wyd. Naukowe UAM, Poznań 2019; J. Gaj (ed.), *Dzieje Akademii Wychowania Fizycznego w Poznaniu (1919–1994)*, Monografie AWF w Poznaniu, no 312, Wyd. Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu, Poznań 1996; Z. Grot (ed.), *Dzieje poznańskiej Wyższej Szkoły Wychowania Fizycznego 1919–1969*, PWN, Poznań 1970.

¹⁹ Stefan Bączyk (1911-2001) was a distinguished biochemist. In 1939, he graduated from the Faculty of Chemistry at Poznań University. From 1947, he was affiliated to the Faculty of Medicine of Poznań University, and then the Medical Academy, where he worked till his retirement in 1982. He obtained his PhD degree (1950), post-doctoral degree (1960), professor's degree (1975). At the same time, he lectured at the WSWF/AWF (1954–1982), holding many functions such as the Head of the Institute of Sports Biochemistry, the Dean of the Faculty of Physical Education (1961–1965), the Rector (1965–1975). Altogether, he promoted 10 students with PhD degrees, including B. Sobańska from the Branch in Gorzów. See: T. Jurek, M. Łuczak, I. Wyszowska, *Akademia Wychowania Fizycznego...*, pp. 293–294, 341–346; oral report – I. Bączyk.

²⁰ Ordinance no 27 of the Head of the GKKFiT of 24.04.1971 (Zarządzenie nr 27 Przewodniczącego GKKFiT z dnia 24 IV 1971 r.) Dziennik urzędowy GKKFiT, no 3, item. 8.

²¹ Lech Erdmann (1931–2021) was educated and worked in Poznań. He studied at the WSWF (1951–1954, M.A. degree in 1957). He obtained his PhD degree at the AWF in Warsaw (1965, promoted by Prof. Halina Szwarz). He ran the first Physical Recreation Studio in Poland (1967–1972). In the years 1971–1974, he was the Head of the WSWF Branch in Gorzów. From 1974, he was a lecturer at the Faculty of Tourism and Recreation. Initially, he was the Head of the Institute of Theoretical Foundations and Recreation Programming (1974–1984) and the Institute of the Theory of Leisure Time and Recreation (1991–1997). He was the promoter of five PhD degrees, including L. Gębka and A. Wójtowicz from the Gorzów Branch of the AWF. See: Archiwum Zamiejscowego Wydziału Kultury Fizycznej w Gorzowie (AZWKFG), Akta osobowe L. Erdmanna; L. Erdmann, Z. Kozłowiecka-Tyll, *Instytut Teoretycznych Podstaw i Programowania Rekreacji w 60-lecie Akademickiego nauczania Wychowania Fizycznego*, Monografie AWF, nr 172, Wyd. Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu, Poznań 1979, pp. 4–6, 9–10, 21; B. Pluta, *Lech Erdmann*, [In:] S. Bosiacki, M. Stuczyński, *40 lat kształcenia na Wydziale Turystyki i Rekreacji Akademii Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu*, Poznań 2015, pp. 74–75; oral report – Lech Erdmann.

²² Many publications quote the year 1971, but till the end of this year, L. Erdmann was the rector's proxy. See: AZWKFG, Personal files of Lech Erdmann 1971-1974, The Rector's letter of

Branch of Poznań Academy in Gorzów also constituted part of a larger plan regarding Physical Education teachers' training and development as their number was scarce in Poland, and Zielona Góra province was not an exception.²³

Once the academic year 1970/1971 was over, on August 31, 1971 the SN was closed down and its facilities were gradually taken over by a new owner. All the SN property was inventoried and its facilities were quickly adapted to the needs of the WSWF. Former specialist classrooms were to fulfil a different function, being converted into didactic offices and teaching and research rooms. Teaching aids not needed any more were given to other schools, and the building at 13 Estkowskiego St. was gradually changing into a complete academic establishment, while a boarding house at 1 Nowotki St. became a dormitory with rooms for academy teaching staff. The value of the property taken over was estimated to be PLN 32 861 thousand, so it was significant.²⁴ Few SN teachers were given an opportunity to continue their career in the new establishment, while the majority of its staff were looking for new positions, mainly in secondary schools. The newly-opened Branch was looking for PhD employees, but there were only three of them with such qualifications in Gorzów (Maria Kwilecka, Kazimierz Stachura, Józefat Zywert), so, to a large extent, the teaching personnel was recruited from the outside. Nevertheless, it made it possible to employ only five teachers with PHD degree, which clearly showed staffing difficulties at that time. The rest of the teaching staff consisted of M.A. employees, mainly PE teachers, usually straight after graduation. The age average of the teaching personnel did not exceed 30, but there was great enthusiasm and faith in overcoming all the difficulties. For many people, the prestigious position of a junior lecturer was the fulfilment of their dreams and meant genuine social advancement.²⁵ Due to a challenging personnel situation in the Gorzów Branch, especially lack of specialists with PhD degrees, Rector's council took a decision to temporarily supplement the branch staff with specialists from the main establishment.²⁶

The Branch commenced symbolically its activity at the grand inauguration of the academic year on October 28, 1971. It was the first event of that kind in Gorzów, gathering not only 25 lecturers and 110 students, but also many guests, including Head Deputy of the GKKFiT (the Chief Committee of Physical Culture and Tourism), Leszek Benarski, and Head of the Provincial National Council

30.12.1971 appointing L. Erdmann for the position of pro-vice chancellor (Pismo rektora w sprawie powołania L. Erdmanna na funkcję prorektora z dnia 30.12.1971 r.)

²³ J. Gaj, B. Woltmann, *Rozwój i dorobek Zamiejscowego Wydziału Wychowania Fizycznego poznańskiej AWF w Gorzowie*, [In:] B. J. Kunicki (ed.), *Gorzowski ośrodek...*, p. 9.

²⁴ Kronika. Akademia Wychowania Fizycznego w Poznaniu, z. 16, 1971/72, Poznań 1973, p. 31.

²⁵ Written report – B. Woltmann (the authors' collection).

²⁶ T. Jurek, M. Łuczak, I. Wyszowska, *Akademia Wychowania Fizycznego...*, pp. 365–370.

(WRN) in Zielona Góra, Jan Lembas.²⁷ In his inauguration speech, Prof. S. Bączyk said, “[...] today’s event is undoubtedly a special moment in the history of the province. It is the fulfilment of its community’s dreams that has been striving for years to have such tertiary education at their disposal.”²⁸ Further on, the dean of the Faculty of Physical Education, associate professor Wanda Rożynek-Łukanowska, led first year students’ matriculation. The next day, “Gazeta Gorzowska”, organ of the Provincial Committee of the Polish United Workers’ Party (PZPR), informed its readers of the inauguration ceremony on the first page of the issue.²⁹

In the first year of the Branch’s activity, it was supervised by the rector’s proxy (who obtained the title of pro-vice chancellor in 1972), associate professor, Lech Erdmann, PhD, who was supported by the Branch deputy dean, Bernard Woltmann, PhD³⁰ arriving from Kołobrzeg SN. The pro-vice chancellor focused on the Branch’s development and contacts with his home establishment,

²⁷ Kronika..., z. 16, 1971/72, Poznań 1973, p. 25.

²⁸ The Rector said, “It is not a coincidence that Poznań Academy was given the task to create its Branch. We are the oldest Establishment in Poland, and the third in Europe, educating Physical Education specialists at the academic level. We are proud to employ highly-qualified specialists, lecturers and researchers among whom there are 14 professors and associate professors, 8 lecturers, 23 PhD specialists.” Ibidem, pp. 28–29.

²⁹ “So, we already have three tertiary education institutions in Lubuskie Lands. *Gaudeamus igitur* could be heard for the first time at the inauguration of the academic year in the Branch of Poznań Higher School of Physical Education in Gorzów. In the morning, the students laid flowers at the monument of Victory and the monument of Adam Mickiewicz. Next, on the branch’s premises, research and teaching staff took the oath of office at the hands of the dean, associate professor, dr hab. Wanda Rożynek-Łukanowska. The staff consisted mostly of the lecturers from the former Teachers Training College, and the rest of them came from Poznań. Lech Erdmann, PhD, was appointed the rector’s proxy for the Branch in Gorzów. At 11:00 a. m., the ceremonial inauguration began in the school’s auditorium. [...] The opening lecture entitled “The Role of Physical Culture in a Contemporary Society” was given by Prof. Zbigniew Drozdowski”. “Gazeta Gorzowska” 1971, no 257.

³⁰ Bernard Woltmann (1932–2013) came from Szamocin. He graduated the WSWF in Poznań in 1954 r. For 48 years he worked in the field of education, out of which 41 years at Gorzów AWF (1971–2012). He was granted his M.A. degree (1958), PhD degree (1970), post-doctoral degree (1981) and professor’s degree (1993). He was the Branch’s pro-vice chancellor (1971–1982, 1984), education pro-vice chancellor (1982–1984), dean (1984–1987), rector deputy (1987–1990, 1993–1999), head of the Institute (1999–2003). He was the promoter of 21 PhD theses, including seven written by the employees of Gorzów AWF (P. Godlewski, T. Jurek, L. Nowak, P. Pieczyński, J. Płaczek, Z. Szafkowski, R. Urban) and over 500 M.A. theses. On the whole, he published 280 works. See: T. Jurek, R. Urban, *Profesor Bernard Woltmann 1932–2013. Nauczyciel i naukowiec*, PTNKF, Gorzów 2018; T. Jurek, *B. Woltmann (1932–2013)*, Kultura Fizyczna. Prace Naukowe Akademii im. Jana Długosza”, vol. 12, Częstochowa 2013, pp. 237–244; *B. Woltmann 1932–2013 – prekursor polonijnej kultury fizycznej*, [In:] T. Jurek, M. Łuczak, I. Wyszowska, *Akademia Wychowania Fizycznego...*, pp. 426–431, AZWKFG, Akta osobowe prof. Bernarda Woltmanna.

town and region authorities, and the Department of Physical Culture, whereas B. Woltmann predominantly took care of the teaching process and students' cultural-sports activity. The Branch's organizational-didactic structure mirrored the main establishment. The academic year 1971/1972 saw the opening of three laboratory units gathering 11 independent laboratories whose names referred to units in Poznań and its didactics. Apart from the laboratories' structure, there was also an autonomous laboratory of foreign languages. The following laboratory units initiated their activity in the first academic year: I. The Unit of Natural Foundations of Physical Culture (the Laboratory of Human Physiology, the Laboratory of Functional Anatomy), II. The Unit of Humanistic Foundations of Physical Culture (the Laboratory of Psychology, Pedagogy and Pre-School Education, Social-Political Sciences), III. The Unit of Theory and Methodology of Physical Education (the Laboratory of Methodology of Physical Education, Gymnastics, Music-Motor Exercise and Dance, Theory and Methodology of Athletics, Theory and Methodology of Team Games, Theory and Methodology of Swimming and Water Rescue, Theory and Methodology of Tourism and Campsites).³¹

On September 1, 1974, the rector created the post of the Branch's deputy dean for student affairs, which was initially occupied by Włodzimierz Puczyński, PhD³² (1974–1977), and later on by Wojciech Sroczyński, PhD³³ (1977–1980). Apart from the foundation of teaching and didactics structure, there were necessary administrative and technical facilities of the teaching process and scientific activities in the form of the administrative unit led by the administrative director deputy. He supervised and provided the following units with personnel: the vice-chancellor's Office, the Branch's secretariat, the library, the HR and Finance Department, the Teaching Department and the Dean's Office, the Stu-

³¹ L. Nowak, *Podstawy rozwoju uczelni*, [In:] T. Jurek, *35 lat działalności...*, pp. 9–10.

³² Włodzimierz Puczyński (1931–2011) came from Chojnice. He was an extramural student at the WSWF in Poznań (1953–1956, 1962–1965). He was granted his PhD degree in his alma mater in 1971. He worked in Gorzów AWF in the years 1972–1992 at the position of lecturer and associate professor. He also held the function of deputy dean for student affairs (1974–1977), for studies (1986–1987), for didactics (1987–1990), for extramural studies and training (1989–1990). He was also head deputy of the Institute of Physical Education and Sport (1984–1987), head of the Extramural Unit for Working Students (1977–1984). See: AZWKFG, Akta osobowe dra Włodzimierza Puczyńskiego; oral report – M. Puczyńska.

³³ Wojciech Sroczyński (born in 1944) graduated from Adam Mickiewicz University (UAM) in Poznań at the Faculty of Pedagogy (1969). He was granted his PhD degree at UAM in 1976, and his post-doctoral degree at the Faculty of Social Sciences of University of Warmia and Mazury (UWM) in Olsztyn (2009). He worked in Gorzów AWF in the years 1972–1994. During the term of 1977–1980 he was deputy dean for student affairs and head of the Institute of Pedagogy, Department of Pedagogy, Department of Pedagogy and Psychology. All in all, he published 142 works. See: AZWKFG, Akta osobowe dra Wojciecha Sroczyńskiego; written report – W. Sroczyński (in the authors' collection).

dents' Canteen and the Economic Department.³⁴ The first administrative head deputy of the WSWF for administrative and economic affairs in Gorzów Branch was Zygmunt Brzeziński (1971–1974), and then the post went to Marian Mielczarek (1974–1975), Krzysztof Kozłowski (1976–1978), Witalis Mańszewski (1978–1984).³⁵ In the initial period of its activity, the structure of Gorzów Branch underwent numerous modifications, catering for its current needs and reflecting the changes experienced by tertiary education in Poland. In the academic years to come, i.e. 1972/1973–1973/1974, the already existing laboratories were joined by the following ones: the Laboratory of Anthropology, the Laboratory of Biochemistry of Sport, the Laboratory of Biology, the Laboratory of Biomechanics, the Laboratory of Hygiene, the Laboratory of History and Organisation of Physical Culture, the Laboratory of Rehabilitation. Within the framework of the Laboratory of Physical Education and Sport, in 1975 the Laboratory of Various Sports Disciplines was created, followed by the Laboratory of Theory and Methodology of Sport in 1976. In the academic year 1977/1978, the Laboratory of Medicine (within the framework of the Unit of Natural Foundations of Physical Culture) was established. The restructuring process also covered the Military School founded in the academic year 1973/1974 and the Centre of Scientific Information operating at the library. To modernise the teaching process, the Laboratory of Teaching and Scientific Aids was created in 1977. Within the framework of managerial operations, during the pro-vice chancellor's meeting in 1975, a 10-year Regulations and Branch Development Plan up to 1985 was drawn. Due to the evolution of the organizational structure, in the academic year 1978/1979 the Branch had the following units at its disposal: the Branch Rectorate, Dean's Office, Secretariat, Independent Section for Employees Affairs, Independent Inventory Section, Finance Office, Investment-Technical Department, Administration and Economic Department, Scientific Information Centre, the Branch Main Library, Students' House. All the administrative and didactic units of the Branch operated in conjunction with their counterparts in Poznań establishment.³⁶

After three years of a fruitful activity, the term of L. Erdmann came to an end. He did not want to prolong his function in Gorzów. The lack of any candidates from alma mater made it possible for associate professor Tadeusz Łobożewicz, PhD³⁷ to take over. So far, he had been working in the AWF in War-

³⁴ W. Sroczyński, D. Stachura, *Działalność Filii Poznańskiej Akademii Wychowania Fizycznego w Gorzowie Wlkp. w latach 1971/72–1978/79*, Monografie AWF w Poznaniu, no 183, Wyd. Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu, Poznań, 1979, pp. 7–8.

³⁵ T. Jurek, M. Łuczak, I. Wyszowska, *Akademia Wychowania Fizycznego...*, pp. 295–296; oral report – W.S. Kuhnert, F. Molski, J. Znoj.

³⁶ AZWKFG, Regulamin i plan rozwoju Filii do 1985 r. Maszynopis, Gorzów 1975.

³⁷ Tadeusz Łobożewicz (1935–2002) came from Toruń. In the years 1955–1959, he studied at the AWF in Warsaw, where he stayed after his graduation. He was granted his PhD degree in 1965, and his post-doctoral degree in 1992. In the years 1974–1976, he was pro-vice chancellor of

saw and in the Chief Committee of Physical Culture and Tourism. He gained experience while running the Consultation Point of the AWF in Łódź (1973–1974). The choice of the Warsaw lecturer for the term of 1974–1977 was surprising for Poznań Academy as its rector, Prof S. Bączyk was planning to appoint a candidate from Poznań.³⁸ After two years, associate professor Tadeusz Łobożewicz, PhD unexpectedly resigned from his post in Gorzów and during the academic year, at the end of April 1976 he came back to Warsaw. The issue of this unexpected leave and abandoning the Branch without any supervising authority resonated with the academic community in Poznań.³⁹ Years later, pro-vice chancellor T. Łobożewicz explained his disappearance by difficulties in acclimatizing in Gorzów and a negative mark of his post-doctoral procedure.⁴⁰

Surprised by the aforesaid situation and the vacancy at Gorzów Branch, rector S. Bączyk undertook an urgent search for a new candidate for the post of pro-vice chancellor for the Branch's affairs, which he found in the person of a distinguished historian, associate professor, dr hab. Jerzy Gaj.⁴¹ Due to the fact that he had organizational experience and knowledge about the AWF in Poznań, where he had previously worked for 15 years, J. Gaj agreed to the rector's proposal and at the beginning of May 1976 as a matter of urgency he began his duties as pro-vice chancellor in Gorzów. It marked the beginning of a long, 11-year period of stabilization as far as managing the Branch in Gorzów was concerned. In 1979, the post of the third pro-vice chancellor was created and that person was to be responsible for science matters in the Branch. The first person

the AWF Poznań Branch in Gorzów, where he headed the Unit of Natural Foundations of Physical Culture. In 1980, he came back to the AWF in Warsaw, where, in 1993, he became head of the Faculty of Tourism and Recreation and head of the Institute of Tourism and Recreation (1999–2000). From 1994, he was also professionally linked with Warsaw School of Economics. "Gazeta Wyborcza Stołeczna" 31.10.–1.11.2006, p. 24; K. Hądzelek, A. Mazur, *Słownik Biograficzny Pracowników CIWF i AWF*, vol. 3, Wyd. AWF w Warszawie, Warszawa 2002, pp. 33–35.

³⁸ Archiwum Centralne AWF w Warszawie (ACAWFw), Akta osobowe T. Łobożewicza, Pismo kierownika Działu Spraw Osobowych AWF w Warszawie Elżbiety Stasikowskiej z dnia 7.09.1974 r. o przeniesieniu doc. dra T. Łobożewicza z AWF w Warszawie do AWF w Poznaniu Filia w Gorzowie na okres trzech lat od 1.09.1974 do 30.09.1977.

³⁹ Written report – B. Woltmann (in the authors' collection).

⁴⁰ ACAWFw, Życiorys T. Łobożewicza z dnia 25.04.1984 r.

⁴¹ Jerzy Gaj (1929–2016) was born and raised in Leszno. He graduated from the WSWF in Poznań (1954) and the Faculty of History in UAM (1960), where he was granted his PhD degree (promoted by Prof. Zdzisław Grot). In 1973, he was granted his post-doctoral degree, and his professor degree in 1978. In the years 1954–1969, he was a lecturer of the WSWF in Poznań, and then from 1969 he worked in the newly-open WSWF in Gdańsk. In 1976, he arrived at the AWF Branch in Gorzów, where he was pro-vice chancellor (1976–1987) and head of the Institute of Humanities (1987–1991). He was the first lecturer of Gorzów Branch with professor degree, which he was granted in 1978. Altogether, Prof. J. Gaj published 160 works, and promoted 11 students with PhD degrees, including one from the AWF Branch in Gorzów (A. Natanek). See: AZWKFG, Akta osobowe prof. Jerzego Gaja, nr 1129; *J. Gaj (1929–2016) – współtwórca historii sportu i turystyki* [In:] T. Jurek, M. Łuczak, I. Wyżowska, *Akademia Wychowania Fizycznego...*, pp. 377–382.

appointed to this position was associate professor Lucjan Agapow, PhD (1979–1982).⁴² The main aim of pro-vice chancellor, J. Gaj's activity was an increase in the number of Branch's students and improvement of its teaching facilities. The first goal was not reached as in the years 1976-1984 the number of the AWF students in Gorzów remained constant, which mainly derived from the fact that more and more of them studied full time but, at the same time, from 1981, the number of part-time students was gradually decreasing.⁴³ On the other hand, a much needed, new teaching facility in the shape of the sports hall was built. Thanks to Prof. J. Gaj's efforts, in 1979, the AWF sports hall at Słowiańska St. was open.⁴⁴ The place was ideal for practical laboratories (and then faculties) running classes in the field of sports games, athletics and various sports disciplines, as well as the theory and methodology of sport. Once the sports complex at Słowiański Park was available, the situation of sports-teaching facilities of the Branch in the 80s could be considered satisfactory.

The first decade of the Branch's activity (1971–1981) was relatively calm, producing tangible results in the form of better teaching and learning conditions and promoting the first thousand of alumni. However, the end of this period is linked with dramatic events.⁴⁵ The mood in the Branch gradually polarized, and the establishment of the Staff Committee of the Independent Self-Governing Trade Union (NSZZ) "Solidarity" on November 10, 1980, and then the Independent Students' Association (NSZ) contributed to the surge of anti-system sentiment. It was reflected in students' strikes organized by the Independent Stu-

⁴² Lucjan Agapow (1934–2018) was from the region of Lublin. In 1957, he graduated from the Faculty of Biology and Earth Sciences of the University of Łódź. He was granted his PhD degree in 1971 (promoted by Prof. Franciszek Wojtas), post-doctoral degree in 1989, and the degree of Professor of Biological Sciences in 1999. In the years 1973–1990, 1991–1997 and 2000–2005 he worked at the AWF Branch in Gorzów, where he occupied the following positions: pro-vice chancellor for science (1979–1982), pro-vice chancellor for didactics (1990), head deputy of the Institute of Natural Foundations of Physical Culture (1984–1987), head of the Unit Complex (1976–1979), head of the Laboratory of Biology and Nature Protection (1973–1990). In the years 1990–2000, he was employed at the University of Szczecin, and in the years 2000–2002 he was lecturing at PWSZ (State Higher Vocational School) in Gorzów. See: J. Zysnarski, *Nekrolog gorzowski. Lucjan Agapow*, „Nadwarciański Rocznik Historyczno-Archiwalny”, nr 26, Gorzów 2019, pp. 499–500; AZWKFG, Akta osobowe prof. Lucjana Agapowa.

⁴³ Part-time students were recruited among active teachers and employees of physical culture institutions. The system of part-time studies with students applying after secondary school graduation did not exist yet.

⁴⁴ There were many locations taken into account as for the development of this complex: Estkowskiego, Żelazna St., Słowiański Park, Chwałęcice. See: Archiwum Państwowe w Gorzowie (APG), Urząd Miejski w Gorzowie, sygn. 788, Teczka: Lokalizacja ogólna i szczegółowa inwestycji 1977, volume 4, pp. 855–875.

⁴⁵ More information in: D.A. Rymar, *Niezależny Samorządny Związek Zawodowy Solidarność w Regionie Gorzów Wielkopolski w latach 1980–1982*, Wyd. Region Gorzów Wielkopolski NSZZ "Solidarność", Gorzów Wlkp. 2010.

dents' Association (NSZ) and supported by the lecturers – members of NSZZ "Solidarity". The peak of students' protests in the only Gorzów higher education institution fell for November and December 1981.⁴⁶ The strikes led to breaks in teaching activities. After the imposition of martial law and the ban on strikes, they were suppressed. There was a tense situation at the branch, illustrated by the fact that Prof. Eugeniusz Wachowski was forced to resign from his post under the threat of the university militarization and students being called up for military service. Facing the blackmail, the dean of the Faculty of Physical Education stepped down.⁴⁷ In the Branch, Adam Wójtowicz⁴⁸ was forced to resign from his deputy dean's post for student affairs on January 31, 1982. On the basis of the disclosed documents of the Provincial Defence Committee in Gorzów, it is possible to partly reconstruct the Branch's management actions towards its employees and students. On January 25, 1982, the Provincial Defence Committee (WKO) analysed the situation at the only higher education institution in the Province of Gorzów. Prof. Jerzy Gaj informed the members of the WKO in Gorzów that in accordance with the decision of this body, the Branch's authorities conducted the staff's evaluation and developed the action plan covering the aforesaid assessment and the ideological and educational work plan.⁴⁹ The pro-vice chancellor advocated staffing implications for some teachers.⁵⁰

⁴⁶ A. Marczyk, D.A. Rymar, *Warto było: Niezależne Stowarzyszenie Studentów, Akademia Wychowania Fizycznego w Poznaniu filia w Gorzowie Wielkopolskim – wspomnienia uczestników*, Wyd. Naukowe Państwowego Instytutu Badawczego w Radomiu, Radom, 2010, pp. 22–23.

⁴⁷ Archiwum AWF w Poznaniu, Akta osobowe prof. E. Wachowskiego, Ankieta osobowa.

⁴⁸ Adam Wójtowicz (ur. 1949) comes from Tomaszów Lubelski. He studied at the AWF in Poznań, and in 1972, after graduation he started working at Gorzów Branch of the AWF, which he was linked with up till 2008. He specialised in physical recreation, and he was granted his PhD degree in that field in his alma mater in 1980 r. (promoted by associate professor Lech Erdmann, PhD). In the years 1980–1982, he was deputy dean for student affairs. Under the pressure from the university authorities at the time, he stepped down from his office on 31.01.1982. He was head deputy for teaching-educational affairs at the Institute of Physical Education and Sport (1986–1990), head of the Faculty of Theory and Methodology of Tourism, Recreation, Various Sports and Combat Sports, and the Laboratory of Tourism and Recreation. See: AZWKFG, Akta osobowe dra Adama Wójtowicza; written report – A. Wójtowicz (in the authors' collection).

⁴⁹ The report no 010/82 from the WKO meeting of 25.01.1982 reads as follows, "Professor Gaj informed the members of the WKO that in accordance with the WKO's last decision, the AWF authorities conducted the staff's evaluation and developed the plan of future undertakings that consists of the following documents: general evaluation of the staff and students, ideological and educational work plan and the deans' offices undertakings (new arrangement of the academic year), the year shall be five weeks longer at the cost of winter courses, spring break and free Saturdays. The opinion was drawn in a 7-person group, where it was determined which staff members should be partially removed from teaching, and the decisions concerning the working regulations were taken." See: APG, Urząd Wojewódzki w Gorzowie Wlkp. (UWG), sygn. 1753, Protokół nr 010/82 z posiedzenia WKO 25.01.1982 r.

⁵⁰ No one from the whole university was interned at that time, and the group of rebellious teachers in Gorzów that should be fired was enlarged by deputy dean Adam Wójtowicz, PhD, Aniela

The beginning of 1982 is linked with an interesting event, not known so far. It concerned an unexpected attempt to establish an independent university in Gorzów on the base of the already existing Branch. It is proven by the reports of the Provincial Defence Committee, during which the invited guests, i.e. Prof. Jerzy Gaj and the First Secretary of the Works Committee (KZ) PZPR, associate professor Arkadiusz Ogródowczyk, PhD strongly advocated for the establishment of an independent university. They resorted to the Bureau of the WKO and the First Secretary of the Provincial Committee (KW) PZPR in Gorzów, Florian Ratajczak, to support their initiative. In the outcome of the discussion it was agreed that Prof. Jerzy Gaj, acting in the capacity of pro-vice chancellor, was to write a special letter to the head of the Chief Committee of Physical Culture and Tourism, Marian Renke, with supporting signatures of political and administrative authorities of Gorzów province and the proxy of the National Defence Committee. There is no information in the WKO meetings reports concerning further development of this project. Other surviving sources from the university are also silent.⁵¹ Prof. Aleksander Kabsch knew nothing of that initiative: he stated that the situation in Gorzów was tense at that time but he did not expect that such an idea of cutting off the Branch from its alma mater could arise.⁵²

Initially, the Branch developed largely thanks to the help provided by its alma mater, which proved priceless especially during the first stage.⁵³ In 1971,

Czarnecka, PhD and Tadeusz Rynkiewicz, PhD. Rector A. Kabsch, who arrived at the WKO meeting in Gorzów, supported the resumption of classes in Gorzów from February 1, 1982. See: APG, UWG, sygn. 1753, Protokół nr 012/82 z posiedzenia WKO z 1.02.1982 r., pp. 116–118.

⁵¹ APG, UWG, sygn. 1753, protokół nr 018/82 z posiedzenia WKO z 10.03.1982 r., pp. 236–238. The Provincial Commander of Citizens' Militia (MO) was critical of the Branch authorities' attitude. He claimed that, "[...] Prof. Gaj and Woltmann do not feel guilty, among all, because in November at the AWF the party's executive was smashed and now all of those who were against and as it turns out innocent, did what they could and are full of hope – they are running individual and group talks – that order should be restored." See: APG, UWG, sygn. 1753, Protokół nr 05/82 z posiedzenia WKO z 11.01.1982 r., p. 45.

⁵² Oral report – A. Kabsch.

⁵³ It is worth writing about Poznań lecturers who regularly commuted to Gorzów at the time of the Branch's activity: Prof. Stefan Bączyk (1971–1984), Krystyna Błachnio, M.A. (1971–1972), Józef Burbelka, M.A. (1974–1977), Prof. Zbigniew Drozdowski, Danuta Dytz-Świttek, PhD (1982–1983), Lechosław Dworak, PhD (1973–1976), Alicja Gajewska-Stańda, PhD (1972–1975), Danuta Harasymowicz, PhD (1982–1983), Marian Jakubowicz, PhD (1972–1975), Grzegorz Jarecki, M.A. (1975–1979), Maria Jaruga, M.A. (1982–1983), Andrzej Jastrzębski, PhD (1983–1984), January Jaśkowski, PhD (1971–1973), Prof. Aleksander Kabsch (1973–1984), Teresa Kania-Gudzio, M.A. (1975–1983), Prof. Zdzisław Kołaczkowski (1971–1974), Bogdan Kosicki, PhD (1973–1974), Prof. Witold Kraśnik (1974–1983), associate professor Bogusław Marecki (1974–1976), Janina Mikołajczak-Bartz, PhD (1972–1975), Prof. Kazimiera Milanowska (1974–1983), associate professor Gertruda Olszewska, PhD (1971–1983), Wiesław Osiński, PhD (1974–1975), Tadeusz Ostrzycki, MD (1975–1976), Prof. Wanda Rożynek-Łukanowska (1971–1984), associate professor Janina Skarżewska, PhD – General Pedagogy and Pedagogy of Sport (1971–1972),

the Branch employed only 25 academic teachers, a laboratory employee and a librarian, whereas in 1975 there were more than 50 teachers.⁵⁴ In his report on the Branch operation in the academic year 1975/1976, pro-vice chancellor for the Branch, assistant professor, dr hab. Jerzy Gaj wrote highly of the staff's professional engagement and their scientific development during the first five years of the Branch's activity.⁵⁵ In the academic year 1977/1978, the number of employed teacher-assistants (trainees, assistants, senior assistants) equalled 47, there were 4 lecturers and senior lecturers, 10 adjunct professors, 3 assistant professors, 3 foreign language teachers, 6 librarians and employees of the Scientific Information Centre.⁵⁶

The development of research and teaching staff was crucial for the Branch and its functioning, which was emphasized many times in the reports and during the inauguration of a given academic year. The first lecturer of Gorzów Branch who was granted the professor's degree was associate professor dr hab. Jerzy Gaj (in 1978). This fact resonated in Gorzów and young Gorzów province. In the academic year 1979/1980, twenty employees were holders of PhD degrees, including five associate professors and one professor. At that time, thirty teachers were preparing their doctoral dissertations, thirteen of them had their doctoral theses open, and four employees were preparing their post-doctoral dissertations.⁵⁷ Up till 1984, 32 lecturers of Gorzów Branch were granted PhD degrees. All in all, there were 174 staff members employed at that time. There were 62 academic teachers among them. In the following academic year, there were 40 M.A. degree holders, 27 PhD degree holders, four associate professors and one professor.⁵⁸ In 1984, the Branch employed 94 academic teachers, including seven independent research employees (1 professor, 7 staff members with their post-doctoral degrees, 41 PhD degree holders and 45 M.A. degree holders).

In the years 1971–1984, students could only study at the Faculty of Physical Education. They could choose a teaching specialization or a training one, and

Prof. Zdobysław Stawczyk (1971–1980), Ryszard Strzelczyk, PhD (1974–1982), Col. Jerzy Swarowski, M.A. (1972–1973), Piotr Sworowski, PhD (1983–1984), Seweryn Toboła, PhD (1971–1973), associate professor Eugeniusz Wachowski, PhD (1974–1984), Stanisława Wasilewska-Hładka, PhD (1974–1982), Andrzej Winkler, M.A. (1974–1982), Stanisław Wylegalski, PhD (1974–1984), Ewa Ziółkowska, PhD (1983–1984). The employees listed above were mentioned with their academic degrees and titles from the period of their work in the AWF Branch in Gorzów. See: L. Nowak, *Aneksy*, [In:] B. J. Kunicki, *Gorzowski ośrodek...*, p. 85.

⁵⁴ In the first year of the Branch's activity, 15 teachers of the former Teachers College started their work there. Archiwum Państwowe w Gorzowie, Urząd Miejski w Gorzowie, sygn. 711, Teczka: Plany wieloletnie 1976, volume I, p. 104.

⁵⁵ *Kronika...*, 1976/77, z. 21, Poznań 1978, p. 39.

⁵⁶ *Kronika...*, 1977/78, z. 22, cz. I, Poznań 1979, p. 41.

⁵⁷ *Kronika...*, z. 24, 1979/80, z. Poznań 1981, p. 47.

⁵⁸ *Ibidem*, p. 40.

various forms of studying, both full time and part time. In the academic year 1971/1972, 110 full time students started their education in the field of Physical Education and Pre-School Education. The recruitment process was conducted in Poznań. Only in June 1972, the first recruitment process was conducted in Gorzów. Some candidates came from a supplementary recruitment process conducted in Poznań.⁵⁹ In the following year, the teaching process covered 3-year vocational studies at the Faculty of Physical Education, without pre-school education. In 1973, due to the changes in educational programmes, four-year M.A. studies were initiated also in Gorzów. First M.A. diplomas of Physical Education in the history of Gorzów Branch were given to 56 alumni in 1975.⁶⁰ It is worth adding that in January 1973, the Extramural Unit for Working Students commenced its activity, running part-time studies.⁶¹

There was a great need for such a teaching institution in Gorzów, which was illustrated by the recruitment process conducted in June 1976, when the number of candidates exceeded the number of places. The general number of students in the academic year 1975/1976 was over 900 – 513 full-time and 393 part-time, extramural students.⁶² In 1981, the overall number of graduates exceeded 1000 people, and in 1984 it equalled 1376. The students mainly came from the area of former Gorzów, Zielona Góra, Koszalin and Szczecin provinces. After graduation, they usually came back to their hometowns and cities and most often worked as Physical Education teachers at school. Many of them got promoted and worked as heads of educational institutions. Three graduates from the aforementioned period became Members of Parliament (Elżbieta Rafalska, Stefan Strzałkowski, Wojciech Ziemniak).

Conclusion

Concluding, it can be stated that in the years 1971–1984, the Branch created organisational, personnel and material foundations of the teaching process and scientific research. The help of Poznań Academy proved priceless at that time, as it supported its branch with their employees, i.e. professors, associate professors and PhD degree holders, who regularly organized lectures and seminars and who were severely lacking in Gorzów. As a result of this academic activity, one could notice the development of teaching staff (one professor, three post-

⁵⁹ T. Jurek, P. Pieczyński (eds.), *45-lecie Zamiejscowego Wydziału Kultury Fizycznej w Gorzowie Wlkp. 1971–2016*, Gorzów Wlkp. 2016, p. 14.

⁶⁰ T. Jurek, P. Pieczyński (ed.), *45-lecie...*, p. 16.

⁶¹ During the first graduation of part-time students in 1976, 123 alumni received their diplomas. *Kronika...*, z. 19, 1974/75, Poznań 1976, p. 396.

⁶² *Kronika...*, z. 22, cz. I, 1977/78, Poznań 1979, p. 43.

doctoral degree holders and 32 PhD degree holders were promoted) and completing M.A. studies by 1376 alumni. The AWF students environment contributed to the enrichment of the town's cultural life by new artistic projects in the form of the International Student Week, Lubuskie Student Spring and others. Thanks to the achievements of students training in the AZS AWF students club and other associations, in the years 1971–1984 Gorzów belonged to mid-size towns with the biggest sports potential in Poland. On the other hand, the Branch employees contributed to the intellectual and cultural life of Gorzów, creating new regional associations and enriching the activity of already existing ones. The educational establishment changed the town's image, especially after 1975 when Gorzów province was created and it has definitely made a positive mark on the history of Gorzów.

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The authors declared no potential conflicts of interests with respect to the research, authorship, and/or publication of the article *Genesis and effects of the activities of the Branch of Poznań University of Physical Education in Gorzów Wielkopolski from 1971 to 1984*.

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CZĘŚĆ II

TEORIA I METODYKA WYCHOWANIA FIZYCZNEGO I SPORTU



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DEVELOPMENT OF A MODEL AND IMPLEMENTATION OF A SHADOW PUPPET-BASED SPORTS GAME TO INTRODUCE SHADOW PUPPETS TO ADOLESCENTS

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Opracowanie modelu i wdrożenie gry sportowej opartych na lalkach-cieniach w celu zapoznania młodzieży z lalkami cieniowymi

Streszczenie

Lalki cieniowe zaczynają być porzucane przez nastolatków w Indonezji z powodu globalizacji. Niniejsze badanie ma na celu opracowanie jawajskiej gry sportowej opartej na lalkach cieniowych, aby zapoznać z nimi nastolatki – badania rozwojowe Borga i Galla. Etapy badań obejmują badania wstępne, ocenę walidacyjną przeprowadzoną przez sześciu ekspertów w dziedzinie gier sportowych, ekspertów od lalek cieniowych i ekspertów od projektowania graficznego. Walidacja przy użyciu techniki Delphi, z analizą danych przy użyciu współczynnika ważności treści V Aikena. Ponadto przeprowadzono etap próbny na próbie 34 nastolatków w wieku od 12 do 19 lat, podzielonych na 14 w próbie na małą skalę i 20 w próbie na dużą skalę. Technika gromadzenia danych wykorzystywała ankietę z kwestionariuszem wykorzystującym skalę Likerta z zakresem

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wyników 1–5. Wyniki tego badania zaowocowały stworzeniem gry sportowej Javanese Kigfun Game (J-KIG), która łączy gry sportowe w piłkę nożną i softball z postaciami z Ramajany. Gra J-KIG uzyskała prawidłowe wyniki z wynikiem 0,8–1. Próba na małą skalę uzyskała ocenę wykonalności na poziomie 87% z kryteriami „Bardzo wykonalne”, podczas gdy próba na dużą skalę uzyskała ocenę wykonalności na poziomie 83% z warunkami „Wykonalne”.

Słowa kluczowe: prototyp, gra sportowa, Jawajska Lalka Cieni, J-KIG.

Abstract

Shadow puppets are starting to be abandoned by teenagers in Indonesia due to globalization. This study aims to develop a Javanese shadow puppet-based sports game to introduce shadow puppets to teenagers – Borg & Gall development research. The research stages are preliminary studies, validation assessment by six experts in the field of sports games, shadow puppet experts, and graphic design experts. Validation using the Delphi technique, with data analysis using Aiken's V content validity coefficient. Furthermore, the trial stage with a sample of 34 adolescents aged 12–19 years, divided into 14 on a small scale trial and 20 on a large scale trial. The data collection technique used a survey with a questionnaire instrument using Likert scale with a score range of 1–5. The results of this study produced a Javanese Kigfun Game (J-KIG), a sports game product that combines soccer and softball sports games with shadow puppet characters from the Ramayana story. The J-KIG game obtained valid results with a score of 0.8–1. The small-scale trial received a feasibility assessment of 87% with the criteria "Very Feasible," while the large-scale trial obtained a feasibility assessment of 84% with the terms "Feasible."

Keywords: prototype, sports game, Javanese Shadow Puppet, J-KIG.

Introduction

The era of world globalization influenced our nation to make the process of integrating local culture into adolescents constrained, especially with the development of technology and social media in the adolescent environment, making them open to outside cultures (Nahak, 2019) and attracted to outside cultures so that they forget their nation's culture (Gentina & Parry, 2020). Indeed, globalization has a positive and negative impact on any nation. The positive impact is that they will be able to develop with the world of renewable technology for the development of their nation. However, the negative impact can make the teenage generation easily attracted to outside cultures and abandon their local culture (Husnul Hidayat, 2020).

The Indonesian nation is a large nation with a population of thousands of islands. It takes pride in its cultural diversity with uniqueness and distinctive characteristics that differ from other countries (Idianto Muin, 2013). The Indonesian state has a tribe that dominates this country, namely the Javanese because it is spread throughout the territory of Indonesia and constitutes almost 40% of the total population of Indonesia (BPS, 2021). The ancestors of the Javanese tribe taught their descendants about Javanese cultural values through

many symbols (Sumpna et al., 2019), one of which was shadow puppets (Nugraha et al., 2018; Ruastiti et al., 2020). Shadow puppets themselves are the work of Adiluhur from the ancestors of the Indonesian people, and in 2003, wayang received an award from the UNESCO as part of the World Heritage (Ruastiti et al., 2020).

The ancestors of Javanese people used shadow puppets to convey noble teachings, knowledge, and experience of good and bad life so that humans can live harmoniously side by side with others, in the world where the universe is called guidance (Kiswanto, 2022). Shadow puppets are used for modeling people's life behavior carried out to get peace, harmony, and welfare. In the Javanese language, it is known as *upload-ungguh* or manners, it is also called order. Shadow puppets function as entertainment in the community, so that all groups favor puppets as a spectacle (Kiswanto, 2022). Javanese people believe that the teachings of their ancestors taught through lectures, dances, shadow puppets, traditional clothing, traditional buildings, art, and language have good things to do and can improve critical thinking skills (Farida et al., 2023).

The data above shows that the phenomenon of shadow puppets is very important in the civilization of the Indonesian nation because it has noble values contained in philosophy and physical form. However, shadow puppets are being gradually forgotten by younger generations nowadays (Setiawan et al., 2020). Many parties realize that it is not easy to attract teenagers to get to know Javanese culture for various reasons such as looking old-fashioned, being challenging to learn, dull, young people more interested in outside culture, interested in modern games, being busy with gadgets, lack of parental guidance (Helmi, 2019). The researchers' preliminary data demonstrates that adolescents interested in shadow puppets tend to be moderate and to see and participate in shadow puppet performances in the low category (Wibowo, Sukarmin, Purwanto, & Iwandana, 2023). The same research found out that adolescents like games that tend to be physical and non-physical; physical games are traditional games and sports, while non-physical games are games using gadgets (Wibowo, Sukarmin, Purwanto, & Iwandana, 2023). The data above shows that great effort is urgently needed to introduce Javanese culture to adolescents in the era of globalization (Nahak, 2019).

Sport is a series of regular, planned movements to maintain motion, improve movement ability, and exercise aims to stimulate physical, spiritual, and social growth and development (Morela et al., 2016). Besides being able to be used for competition and recreation, sports can also be used as a means to introduce culture because sport itself is culture in many ways; through sports, we can share our culture with others (Francesca Butt, 2019).

The novelty of this study is to create a sports game by combining football and softball games and then including shadow puppet characters from the Ma-

habarata story in the game. The reason researchers include football and softball sports games is that adolescents have an interest in team sports games, which is proven by the results of preliminary research (Wibowo, Sukarmin, Purwanto, Agung, et al., 2023). Besides that, football and softball are popular sports games (Isdianto & Tendy, Y. R, 2014; Wibowo & Kushartanti, 2013). Researchers see that there have not been many studies that examine and implement sports games used to introduce shadow puppets, so this research is fundamental to be the beginning of a new focus on sports games used to introduce shadow puppets.

Materials and Methods

Research Design. This research uses research and development methods (Borg, W. R & Gall, 2003) to create a shadow puppet-based sports game product, Javanese Kigfun Game (J-KIG). Initial research was done, seven experts carried out prototype validation, and then small-scale trials and large-scale trials were conducted; the trials aimed to assess the feasibility of J-KIG sports games by users, namely teenagers, and coaches, so the final game product is ready to be tested for effectiveness. As for data collection techniques, the authors used surveys (Sugiyono, 2016). As for the data collection tool, they used questionnaires.

The prototype development was initially validated by the participants, and then by six experts with the title of professor of sports, PhD in game sports, M.A. in shadow puppets, and B. A. in graphic design. Sports experts were Prof. Komarudin, PhD, S. Pd., M.A, Agus Susworo Dwi Marhaendro, PhD, S. Pd., M. Pd., Bernadeta Suhartini, PhD, M. Kes. Shadow puppet expert Ki Aneng Kiswantoro, MS. The small Sakal trial research involved 34 adolescents divided into 14-adolescent groups for small-scale trials in Sleman Regency, Yogyakarta, and 20 adolescents for large-scale problems in Bantul Regency. For sample criteria, the authors used purposive sampling techniques with age limits for adolescents aged 12–19 years spread across Yogyakarta Province. The time for the implementation of this research was validation on September 1–5, 2023, and for the performance of small-scale and large-scale trials it was October 12–20, 2023.

The data obtained are quantitative data for prototype assessment data from experts in validation and feasibility assessment of sports products in small-scale trials or large-scale trials, while qualitative data was obtained from expert input when assessing prototypes and input from samples of adolescents and coaches in small-scale or large-scale trials. The validation instrument uses a Likert scale consisting of 7 questions rated by experts on a scale of 5 consisting of 1 “Strongly Disagree,” 2 “Disagree,” 3 “Neutral,” 4 “Agree,” 5 “Strongly Agree.” Statistical Analysis was obtained from experts in the form of qualitative data for input on

improvements and quantitative data to assess the feasibility of this prototype. For validation the authors used the Delphi technique and for data analysis it was Aiken's V content validity coefficient (Azwar, 2021; Dewanti et al., 2023). The content-validity coefficient based on the assessment results of 6 experts was calculated in the following way:

$$V = \sum s / [n(c-1)]$$

$$S = r - lo$$

Information:

Lo: the lowest validity rating number (e.g., 1)

C: highest validity assessment number (e.g., 5)

R: The number given by the appraiser/expert

While assessing the feasibility of this J-KIG sports game product, the formula below was used:

Formula for processing per item: $P = \left(\frac{X}{X_i} \right) \times 100\%$

Q: Introduce yourself

X: Respondent's answer in one item

x_i : Ideal value in one item 100%: Constant

The formula for processing or item cap $P = \left(\frac{\sum X}{\sum x_i} \right) \times 100\%$

$\sum X$: Total number of respondents in all items

$\sum x_i$: The ideal overall amount of chlorine in one item

100%: Constant

Norms for the presentation of feasibility trials of J-KIG game products were depicted as follows, according to (Sugiyono, 2016).

Table 1
Norms of data analysis results

No	Test Results			Follow-up
	Category	Presented	Qualification	
1	4	86%-100%	Very Worth It	Implementation
2	3	76%-85%	Proper	Implementation
3	2	56%-76%	Pretty Decent	Revision
4	1	<55%	Less Decent	Revision

Results

Expert validation

The assessment data on the prototype of sports games to introduce shadow puppets was obtained from 6 experts consisting of sports professors, sports

players, PhD degree holders, masters of culture and shadow puppets, and graphic design education graduates.

Table 2

Quantitative data from experts

NO	Material Expert	Number of questions													
		1	s	2	s	3	s	4	s	5	s	6	s	7	s
1	Football Expert	5	4	5	4	5	4	4	3	5	4	4	3	5	4
2	Softball Game Expert 1	4	3	5	4	3	2	4	3	3	2	4	4	5	4
3	Softball Game Expert 2	5	4	5	4	5	4	5	4	5	4	5	4	5	4
4	Movie Member 1	4	3	4	3	5	4	5	4	5	4	4	3	5	4
5	Movie Member 2	5	4	5	4	5	4	5	4	5	4	5	4	5	4
6	Graphic design experts	5	4	5	4	5	4	4	3	5	4	4	3	5	4
	$\sum s$		20		23		21		23		22		23		24
	In		0.83		0.95		0.87		0.95		0.91		0.95		1

The range of V numbers (Validity) obtained is between 0-1, so the results of the V value of the data above 0.8–1 can be interpreted as a “very high” coefficient because it is close to the highest number 1. This means that the results of the expert validation assessment of the Javanese Kigfun Game (J-KIG) sports game prototype are excellent and support trial continuation at the next stage.

Table 3

Qualitative data from experts

NO	Material Expert	Input
1	Football Expert	1. Considering the use of the ball adjusted to the width of the field, it is better to use a plastic ball
2	Softball Game Expert 1	1. The rules try to see the reference to the game of Kickball. 2. The size of the field can look like the size of Baseball 5 for <i>street numbers in baseball</i> 3. It should be specific to the <i>Javanese Kickfun Game</i> , not sports games. 4. The size of the ball must be tested first.

Table 3
Qualitative data from experts (cont.)

NO	Material Expert	Input
3	Softball Game Expert 2	<ol style="list-style-type: none"> 1. Rules are made separately so that teenagers can easily understand them. 2. The rules for substitution in the game should use time limits and turn off as many as three players only at a time. 3. The number of players should be emphasized for the limit so that it is not confusing, given a minimum limit of 5 according to the number of <i>bases</i>.
4	Puppet master and puppeteer practitioner 1	<ol style="list-style-type: none"> 1. The picture of the puppet model is only the original photo of the shadow puppet. 2. Enter the color of the character to be included in each <i>base</i>. 3. The semar image should not be included on the ball but replaced with a batik motif as a typical Javanese symbol.
5	Wayang expert and Dalang 2 practitioner	<ol style="list-style-type: none"> 1. The image of the semar should not be included on the ball because its ethics will be incorrect. 2. Put the names of the Pandava and Kurawa teams on their vests.
6	Graphic design experts	<ol style="list-style-type: none"> 1. Adjust the image size so that it is clearer 2. Play with the sharpness and color of the image 3. Position the leaflet design between the image and the writing closer; for example, in the stamping or below the image, there is an explanation

All input from the experts is used as data to revise the prototype to make it ready to be tested in the field. The results and prototype form of the sports game are named J-KIG sports game (Javanese Kigfun Game) with an explanation of the rules of the game shown by Figure 1.

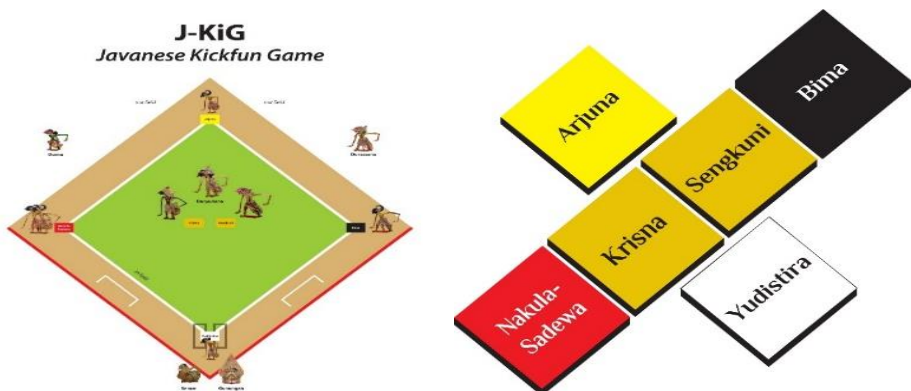


Figure 1
J-KIG Field Picture and Base

The shape of the field is like a softball field with a size of 10m x 4, with each base named after one shadow puppet character, namely Base Yudistira, Base Bima, Base Arjuna, base Nakula&Sadewa with colors according to the characters of the Pandavas in the Ramayana story. Then, in the field, symbols of shadow puppet figures, namely Pandava figures, are installed at each base and Kurawa figures are installed in the spread at guard positions. The characters Pandava, Kurawa, Semar, Krisna, and Gunungan are the designs in this game.



Figure 2
Picture of the ball and Players' vests

The vests used for in-game clothing are given a symbol of hittam and white colors with the name on the front of the chest in white for the Pandava team and black for the Kurawa team. The game uses a size 4 ball with Kawung batik design that has become a characteristic of Javanese batik culture. The game time is 15 minutes x 2, and this J-KIG game is played by throwing the ball which is passed to the opponent and throwing the ball to the players who play; the rules of the game are a combination of softball and football.

Implementation of small-scale trials and large-scale trials

Table 4
Quantitative data on small-scale trials

Sam- ple	Number of scores obtained (X)	Max number of scores (Xi)	%	Percentage per item	Qualifica- tion	Percentage of Total Results	Qualifi- cation
1	35	35	100	100	Very Worth It	87	Very Worth It
2	24	35	100	69	Pretty Decent		
3	33	35	100	94	Very Worth It		
4	29	35	100	83	Proper		
5	32	35	100	91	Very de- cent		
6	29	35	100	83	Proper		

Table 4
Quantitative data on small-scale trials (cont.)

Sample	Number of scores obtained (X)	Max number of scores (Xi)	%	Percentage per item	Qualification	Percentage of Total Results	Qualification
7	28	35	100	80	Proper	87	Very Worth It
8	30	35	100	86	Very decent		
9	29	35	100	83	Proper		
10	26	35	100	74	Pretty Decent		
11	33	35	100	94	Very decent		
12	32	35	100	91	Very decent		
13	33	35	100	94	Very decent		
14	32	35	100	91	Very decent		
Total amount	425	490	100				

As for the small scale trial results, eight samples give a value of “very feasible,” and four samples give a value of “feasible.” In comparison, two samples give a value of “Decent enough,” and from the overall data, it can be concluded that this J-KIG sports game is ‘very feasible’ to be continued in large-scale trials with minor revisions. The feasibility data is graphically illustrated by the bar chart (Figure 2).

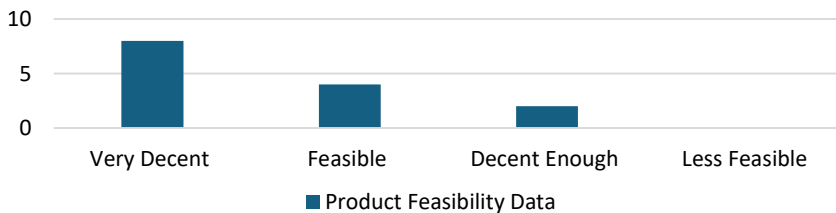


Figure 3
J-KIG game product eligibility data diagram

The quantitative results of the large-scale trial were obtained by filling in 19 adolescent samples and one adolescent supervisor sample so that the total sample in the large-scale trial was 20.

Table 5
 Data on the results of the large-scale feasibility assessment test

Sample	Number of scores obtained(X)	Max number of scores(Xi)	%	Percentage per item	Qualification	Grand item totals	Qualification
1	29	35	100	83	Proper	84	Proper
2	33	35	100	94	Very decent		
3	28	35	100	80	Proper		
4	28	35	100	80	Proper		
5	30	35	100	86	Very decent		
6	26	35	100	74	Pretty Decent		
7	32	35	100	91	Very Worth It		
8	28	35	100	80	Proper		
9	32	35	100	91	Very Worth It		
10	28	35	100	80	Proper		
11	27	35	100	77	Proper		
12	30	35	100	86	Very Worth It		
13	28	35	100	80	Proper		
14	28	35	100	80	Proper		
15	30	35	100	86	Very Worth It		
16	33	35	100	94	Very Worth It		
17	28	35	100	80	Proper		
18	31	35	100	89	Very Worth It		
19	27	35	100	77	Proper		
20	28	35	100	80	Proper		
Total amount	584	700					

The data above shows 14 samples assessing this J-KIG game as “Decent” and to be continued to the next stage, and six samples assessing this J-KIG game as “Very Decent” and to be continued. Thus, the overall total qualification states that this J-KIG game is in the “Decent” category. The above data can be presented with the help of a bar chart (Figure 4).

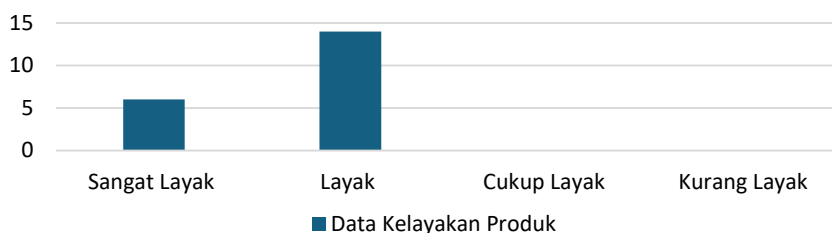


Figure 4

The product bar chart and its diligence results

Table 6

Qualitative data of input from users and coaches on small-scale and large-scale trials

NO	Input	
	User	Designer
1	Time is too short; it needs to be added	Time extended again
2	The field area is too close	Costtim is made interesting again.

The implementation assessment data on small-scale and large-scale trials shows that users, namely adolescents, and coaches, assessed that the J-KIG sports game was “feasible” and finally became a product of the Javanese Kigfun (J-KIG) sports game. After the feasibility assessment and input from the users, the Javanese Kigfun Game (J-KIG) game product was produced (Figure 5).

Field size

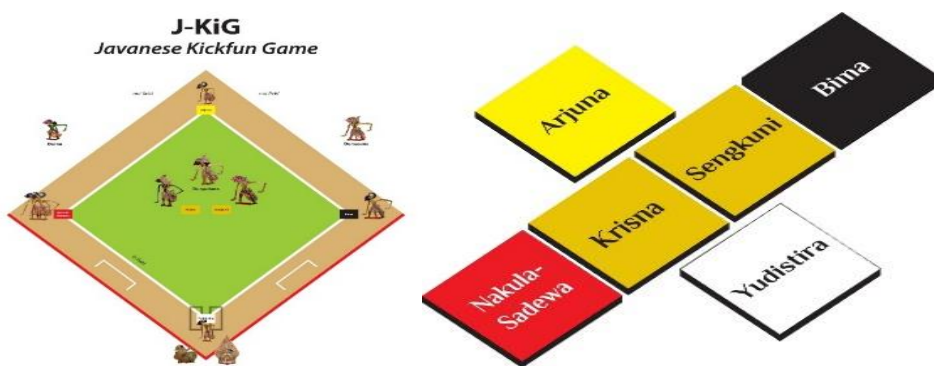


Figure 5

J-KIG Field and Base Picture

The shape of the field is like a softball field with a size of 15m x 4, with each base named after the shadow puppet characters, namely Base Yudistira, Base

Bima, Base Arjuna, base Nakula&Sadewa, with colors matching the characters of the Pandavas in the Ramayana story. Then, in the field, it was given a symbol of shadow puppet figures, namely Pandava figures installed at each base and Kurawa figures installed in the spread at guard positions. The characters Pandava, Kurawa, Semar, Krisna, and Gunungan are the designs in this game.

Gaming equipment



Figure 6
The ball and players' vests

The vests used in the game are given a symbol of Uttam and white colors with a name on the front of the chest in white for the Pandava team and black for the Kurawa team; behind the vest are given the names and pictures of other puppet figures who are teams from the Pandava and Kurawa. The game uses a size 4 ball with a Kawung batik design which has become a characteristic of Javanese batik as Javanese culture.

Number of players, game time, and substitutions

The game time is 18 minutes x 2., As this sports game is not ready for official competition yet, there are free substitutions for free substitutions. As for the number of players, there is a minimum of 5, and the maximum is not defined, depending on the number of players available in the community.

How to play it

To play this J-KIG game, one should use a combination of techniques taken from football and softball games. The two teams are divided into a group of players and a group of guards. The guard player places his player as a ball thrower and can use ball throwing techniques such as the throw-in technique with both hands or one hand throwing the ball to the player who starts the game. The group of players starts the game sequentially, kicking the ball from the thrower. To start this game one does not need a bat stick like in a softball game, but players use their feet to kick the ball thrown by the guard team. As for the guards in positions on the field and off the field, they can combine kicking techniques, catching techniques, and throwing techniques.

How to turn off the opponent so that they change position in the game? It can be done by (1) burning the base when the player runs to the base, (2) the ball touching the body of the running player, (3) the kicker player failing to kick three times. Everything can happen to change guards and players if the player who is playing eliminates three players.

Discussion

Indonesia is a large country with a population of 267 million people and is an archipelagic country consisting of 17,000 islands with various tribes and cultures (Bapenas, 2019). Javanese culture contains life teachings that have inherited noble values from ancestors, which are guidelines for the behavior and philosophy of community or state life, with their nobility being a guide in statehood (Nugraha et al., 2018; Rahayu et al., 2014). Javanese people are the largest ethnic group both in Indonesia and in Southeast Asia as a whole; their mother tongue is Javanese, which is the largest Austronesian language as far as the number of native speakers is concerned, and also the most significant regional language in Southeast Asia (Ananta et al., 2015).

The ancestors of Javanese people used shadow puppets to convey noble teachings, knowledge, and experience of good and bad life so that humans can live harmoniously side by side with others, in the world where the universe is called guidance (Kiswanto, 2022). Shadow puppets are used for modeling people's life behavior carried out to get peace, harmony, and welfare. In the Javanese language, it is known as *upload-ungguh* or manners, it is also called order. Shadow puppets function as entertainment in the community, so that all groups favor puppets as a spectacle (Kiswanto, 2022).

Efforts to introduce shadow puppets to adolescents require innovation and breakthroughs through the use of technology (Prilosadoso et al., 2019), performance innovation (Hendriana & Aziz, 2016), the development of puppet-themed projects (Utomo, 2020), and many more businesses so that shadow puppets are in demand and not abandoned by teenagers (Grehenson, 2013). The real challenge faced by the Indonesian nation in this era of globalization is to prepare the nation's next generation of young people with a high spirit of nationalism to maintain the existence of their regional culture. The efforts that can be made to maintain the existence of regional culture can take various forms, including efforts to teach the traditional culture to each individual, examine the values contained in traditional culture, add insight by learning about cultures from other regions, instill values in the younger generation to be proud of the traditional culture of the archipelago, and create a forum or institution to channel the talents and creativity of younger generations in terms of culture (Ermawan T, 2017).

Adolescents get access to all information and media from all over the world, making them have a greater interest, especially in outside cultures and sacrifice their own culture (Slepneva et al., 2019). Two thousand twenty-two research data found that adolescents in the Yogyakarta region interested in shadow puppets in the “medium” category tended to go to the low limit. In contrast, as for the implementation of seeing shadow puppets in the “low” category in the same research, it was found that adolescents like traditional sports games in the “high” category (Wibowo, Sukarmin, Purwanto, & Iwandana, 2023). Sports games, some of which are traditional games, are characterised by sports competition. In addition to traditional games forming the players’ physique, another positive impact, especially for adolescents who are school students, is training to focus on learning. What is more, one can increase emotional control or emotional intelligence due to regular practice and participating in sports matches (Gatsis et al., 2021).

Researchers also conducted preliminary research by conducting systematic literature reviews (SLR) with the theme of preserving Javanese culture and traditional Javanese games, obtaining 705 articles with appropriate themes. After being sorted and filtered based on the theme’s suitability, 21 articles were reviewed. The author concludes that Javanese culture is a noble teaching that has a good philosophy. The introduction of Javanese culture is carried out in various ways, for example, by creating shadow puppet animations, developing traditional clothing, designing Javanese houses, making Javanese dance creations, presenting the Javanese social environment, and efforts from various other areas made for the benefit of Javanese culture.

SLR research and preliminary research show that sports games have not been touched a lot as the research focused on traditional games (Hayati et al., 2017). Traditional games are widely used for research purposes because they are widely used to improve students’ character and the quality of student learning both in early childhood and in case of upper secondary students (Pratiwi & Kuryanto, 2019). In addition, in the world of sports, many focus on cultivating sports in the community by implementing sports culture so that it becomes a daily habit (Masyhuri & Suherman, 2020). In this study, the logic is reversed as sports games are used to introduce Javanese culture, especially shadow puppets. Sports games can be played in everyday life, starting from PE lessons and community activities. They can permeate social life by using sports for health, education, achievement and recreation (Małolepszy & Drozdek-Małolepsza, 2023). Therefore, introducing Javanese culture in games can be a way of introducing shadow puppets to adolescents, especially in sports games with teams and matches favored by adolescents, such as football and other games (Böge et al., 2022). Games using teams and played with a small-sided games (SSG) game model attract children’s attention and, at the same time, improve their physical

abilities (Tajudin et al., 2022) so that the type of team sports game becomes an alternative for development.

The focus of this research is on developing sports games based on Javanese culture to introduce shadow puppets to adolescents. Apart from that, this development will be an alternative to preserve and introduce shadow puppets to adolescents through this developed sports game. The sports game product named J-KIG (Javanese Kigfun Game) has received its validation from experts. It has been implemented in small-scale trials and large-scale trials. Then, from the two trials, it was revised to produce a finished product named the Javanese Kigfun Game (J-KIG) sports game.

Conclusions

The results of this research resulted in a shadow puppet-based sports game product called J-KIG (Javanese Kigfun Game), which is a sports game combining Football and Softball sports games with shadow puppet characters from Ramayana stories. The characters included are Pandavas, Kurawa, Semar, Krisna, and Kayon (Gunungan). The J-KIG game obtained valid results from experts with a score of 0.8-1 and, in small-scale trials, received a feasibility rating from users of 87% with the criteria of "Very feasible", while in large-scale trials received a feasibility rating of 83% with the criteria of "Eligible." So, this J-KIG game product has become the final product that is ready to be used for effectiveness test research so that it can convince the public it is worth publishing.

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STATEMENT OF ETHICS

This study was conducted in accordance with the Declaration of Helsinki of the World Medical Association. This research protocol has been reviewed and approved by the Faculty of Sport and Health Sciences, Yogyakarta State University (B/73/U34.16/PT.01.04/2023, Yogyakarta, Indonesia). And all samples gave written consent to participate in this study with proof of availability to be a research sample in the form of an attendance signature.

DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interests with respect to the research, authorship, and/or publication of the article *Development of a Model and Implementation of a Shadow Puppet-Based Sports Game to Introduce Shadow Puppets to Adolescents*.

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Wojciech J. CYNARSKI*

IDO AS TREATMENT, HEALING OR SELF-HEALING. ABOUT THE RELATIONSHIP BETWEEN TRADITIONAL EAST ASIAN MARTIAL ARTS AND MEDICINE

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Ido jako leczenie, uzdrowienie lub samoleczenie. O związkach tradycyjnych wschodnioazjatyckich sztuk walki z medycyną

Streszczenie

Ido w znaczeniu „medycyny sztuk walki” (*bujutsu idō*) analizowane jest w wielu aspektach w perspektywie Ogólnej Teorii Sztuk Walki. Szczególnie interesujący jest odbiór społeczny tej i pokrewnych form medycyny naturalnej, co jest tutaj głównym tematem refleksji. Pojęcia „zdrowie” i „człowiek” są tu rozumiane całościowo. Odbiór społeczny analizowany jest tu pośrednio, poprzez obecność w opiniotwórczych tygodnikach i innych periodykach. Źródłem są wybrane czasopisma z lat 1982–2023 oraz bezpośrednie wywiady z trzema ekspertami. Zastosowano jeszcze dwie metody jakościowe – długoterminowa obserwacja uczestnicząca oraz analiza treści literatury przedmiotu. Scharakteryzowano zestaw metod leczenia lub samoleczenia oraz przedstawiono ogólny obraz medycyny alternatywnej w kulturze masowej na podstawie treści publikowanych w różnych czasopismach. Ostra krytyka miesza się tu z zainteresowaniem – poszukiwaniem nefarmakologicznych metod terapii. Zróżnicowany obraz medycyny alternatywnej (naturalnej, holistycznej) w kulturze masowej kształtują media. Tradycyjne sztuki walki nieczęsto łączy się z medycyną naturalną.

Słowa kluczowe: medycyna naturalna, odbiór społeczny, *bujutsu ido*, *Aiki-Jindo*.

Abstract

Ido, in the sense of “medicine of martial arts” (*bujutsu idō*), is analyzed from the perspective of the General Theory of Fighting Arts in many aspects. In particular, the social reception of this and

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related forms of natural medicine is interesting, which is the main topic of reflection here. The terms “health” and “human” are understood here holistically. Social reception is analyzed here indirectly, through the presence in opinion-forming weeklies and other periodicals. Selected magazines from the years 1982–2023 and direct interviews with three experts constitute the sources. There are also two more qualitative methods, i.e. long-term participant observation and analysis of the content of the literature on the subject. A set of healing or self-healing methods was characterized and a general picture of alternative medicine in mass culture was shown, based on the content published in various magazines. Sharp criticism is mixed here with interest reflected in the search for non-pharmacological methods of therapy. The diverse image of alternative medicine (natural, holistic) in mass culture is shaped by the media. It is rare to associate traditional martial arts with natural medicine.

Keywords: natural medicine, social reception, *bujutsu ido*, *Aiki-Jindo*.

Introduction

Martial arts are associated with many areas of life (physical culture, safety, education), as indicated by the instructors of various types (Redzisz, 2004), but they are very rarely associated with medicine. Meanwhile, in the educational systems of some schools and organizations, there is “martial arts medicine” (*idō* or *bujutsu idō*). These are the issues of prevention, diagnostics, many different therapies, including rehabilitation – from healing and traditional medicine, through sports medicine, to various forms of alternative medicine. This issue is most often analyzed in the perspective of the General Theory of Fighting Arts in many aspects (Cynarski, 2019a: 317–331). In particular, the social reception of this and related forms of natural medicine (mainly of Chinese origin) is interesting, which is the main topic of reflection here.

Masters of martial arts of the highest rank, and these are usually people of advanced age, direct their interests towards issues of health and medicine. This is influenced by their age, health (as a result of many years of hard training) and interests, as well as the traditions of individual martial arts schools. This applies to historical master-teachers, as well as to today’s representatives of various traditionally oriented varieties of martial arts. Among the martial arts masters directly known to the author and cooperating with him at various times, there are or were (among others): Stanisław Cynarski 10 dan, Rudolf Gabert 9 dan, Tetsuhiro Hokama 10 dan, Keith Kernspecht 10 dan, Helmut Kogel 8 dan, Hisashi Nakamura 10 dan, Volodymyr Pilat (no dan given), Sergio Mor-Stabilini 9 dan, Lothar Sieber 10 dan, Yoshio Sugino 10 dan, so from *Takeda-ryū aikijutsu* to *Wing Tsun kung-fu*. The author also experienced the need for rehabilitation after a serious knee injury and other health problems, so the issues of pro-health activities became closer and more interesting to him than in the years of youth and high fitness. Some indications of *bujutsu idō* are practiced by the author himself, such as massage and *shiatsu*, dietary indications, breathing, relaxation [*Vide*: Annex. Relaxation exercise].



Photo 1

The author in the office of natural medicine Prof. Lothar Sieber, workshop in Weichs (Germany), February 2023 [from the author's collection – courtesy of L. Sieber]

The terms “health” and “human” are understood here holistically. The systemic theory of health according to F. Capra (Capra, 1987) and Weil's (1997) concept of self-healing are an inspiration here. On the other hand, we treat man as a person, as a psycho-physical being, with needs of a higher order, including spiritual ones.

The description covers the following topics:

1. Traditions, diagnosis and forms of therapy;
2. Learning centres and knowledge transfer;
3. The image of alternative medicine in mass culture;
4. Connections between natural medicine and martial arts tourism.

For this study, a set of four complementary qualitative methods was used. Social reception is analyzed here indirectly, through the presence in opinion-forming weeklies and other periodicals (analysis of the content of mass media). Selected magazines from the years 1982–2023, and two direct interviews (interview method) with *bujutsu idō* experts constitute the sources. There are also two other methods, i.e. long-term participant observation (over 40 years in the martial arts community) and analysis of the content of the literature on the subject (analytical method).

Traditions

Perhaps the cradle of medical knowledge combined with practising martial arts is India. It is there that vital spots / points are studied to this day. They are used in therapeutic massage and are the target of attack in combat. They are

about life and death (cf. Kogel, 2006, 2008; Sieler, 2015: 95–177). Probably this knowledge was carried from India to neighbouring countries by Buddhist missionaries, merchants and warriors.

In the Chinese tradition, medicine is mixed with martial arts in the theory of vital points and energy circulation (acupuncture, acupressure, *moxa*), energizing exercises (*qigong*) and the pursuit of balance. *Taijiquan* and *qigong* are often practiced to improve health (Braksal, 1991: 121–122; Skrzeta *et al.*, 2021). There is also herbal medicine and other forms of natural medicine, which the Shaolin Monastery was famous for (Cynarski & Swider, 2017).

Similarly, in the Korean tradition, e.g. *in-sul* in *hwarangdo*, medical issues are part of the teaching system (Lind, 1996: 324, 697; cf. Wąsik & Wójcik, 2017). This ancient medical knowledge has travelled from China to Korea and Japan, where it is often taught along with martial arts methods and techniques.

Traditional medicine functions in many schools of old Japanese martial arts, e.g. *bujutsu/ kobudō*. In *Tenshinshōden Katorishintō-ryū* (continuity of tradition since the 15th century) it is called *te-ate*, in *Hakkō-ryū* school – *kohō shiatsu*, in *Takeda-ryū* – *bujutsu idō*. It was practised by a famous martial arts movie actor, Steven Seagal, but he is *mudansha* (no master degrees) in this regard. In addition, *jūjutsu* schools taught methods of *kappo / kuatsu* reanimation, which have survived in a reduced form, e.g. in *judo* (cf. Craig, 1995: 74–76; Punzet, 2001; Kuboyama, 2015).

Takeda-ryū idō bujutsu is practised by **Bernard A. Lalandre** (FR) – 9 dan, *hanshi*. Dr Roland J. Maroteaux (FR) holds 1 dan *h. c.* awarded by the IPA, but *bujutsu idō* is not currently taught at *Takeda-ryū Maroto-ha*, the school and organisation of the Maroteaux *shihan*. Here, health science specialists are licensed in *idō-jutsu*.

Hakkō-ryū kohō shiatsu, in the *Okuyama-ryū* version, created by **Terry Risier** (S. Okuyama, FR), is cultivated and propagated today, among others by Zenon Liszkiewicz and Piotr Jaskólski (PL). It is basically a kind of gymnastics and massage, which is supposed to improve the circulation of energy in the body (Cynarski, 2012).

Tenshinshōden Katorishintō-ryū te-ate contained psycho-magical healing methods and herbal medicine. *Shihan Yoshio Sugino* (1904–1998) ran a counselling and herbal pharmacy until the end of his activity.

Bujutsu idō in the *Idokan* system (Idokan Poland Association, IPA) is practised as a form of natural medicine by, among others, **Lothar Sieber** (10 dan, Germany) and **Romuald Włodyka** (8 dan, Poland). L. Sieber focuses on developing strength for self-healing of the patient's body. He also teaches sports medicine within the DDBV (up to and including 2022). R. Włodyka is a specialist in Chinese medicine. Both of these specialists try to treat sick people. In turn, **Wojciech J. Cynarski** (10 dan *ido / idō*) promotes the method of developing the positive potential of health, as it applies to healthy people who train martial arts

(Cynarski & Sieber, 2015). This positive potential is described by: the level of the body's efficiency, physical fitness, hardened state (to changes in temperature, pressure, humidity, etc.) and mental resistance (emotional self-control and effectiveness in a difficult situation).

Just like Japanese schools, the Chinese tradition cultivates care for health. **Chen Yong Fa**, PhD, Grand Master of the *Choy Lee Fut kung-fu* style, gives lectures on Chinese medicine and the use of "*Luchan qigong*" exercises (Kieta, 1999). In turn, one of the leaders of a *kung-fu* organisation in Poland recalls: "When I was a student, I first learned anatomy, studied acupuncture and *qi* circulation in the human body. The first teaching I received emphasized that medicine and good health are the true basis of all *kung-fu*" (Szymankiewicz, 1998: 12).

In further analysis, we will focus on the system cultivated within the *Yoshin* Academy and the IPA.

Diagnosis and forms of therapy

Iridology, as a method of diagnosing from the retina, is used by both L. Sieber and R. Włodyka. It is a non-invasive form, preferred in alternative medicine [photo 1]. Symmetry disorders in the retina are interpreted as indications of pathological changes in the body that have already occurred or will appear soon.



Photo 2

Chinese medicine includes a map of energy circulation, which complements the knowledge of human anatomy [from the author's collection]

Also, both specialists use symptom assessment for homeopathic therapy in diagnosing, mainly on the basis of an *interview with the patient*. Holistic medicine here even enters the areas of psychology during a direct relationship with the patient and during interaction (conversation, facial expressions, gestures, assessment of the state of emotions). However, homeopathy, known for 200 years, is also changing, evolving. Therefore, a natural therapist must constantly improve their education (*cf.* Furmaniuk, 2023).

An interesting method is the diagnosis with the use of *electrical acupuncture* on the map of the auricle. Electrical impact on the receptor points is to help in determining the disturbance of the "energy flow" or in eliminating this disorder. The idea here is similar to that of acupuncture (a map of energy meridians) (Garnuszewski, 1988; photo 2).

Bioenergy therapy

There were at least two healers whose achievements (effective therapeutic help) the author can confirm. These are namely, Prof. dr hab. **Wojciech Pasterniak** and the late **Mieczysław Kwolek** (and, to a lesser extent, his brother Tadeusz Kwolek). They were, in a way, "independent *shihan*", healing people. Both drew strength from God by praying to Jesus Christ or Our Lady. So, in their opinion, it was not a transfer of magical, cosmic energy. Moreover, spiritual help can be obtained only from a person remaining in a state of purity of heart. M. Kwolek, a student of **T. Khachaturian**, claimed that "moral purity is a condition for the ability to heal with bioenergy" (Kwolek, 2001–2002). American Christian researchers and therapists, Loyd and Johnson (2012) think similarly.

W. Pasterniak practised treatment and therapeutic "quantum training" with a method related to bioenergy therapy, but using images and music. It is like a borderline between sports medicine, psychology, pedagogy and training theory, where spiritual training is a form of therapy. The author conducted workshops with him several times and carried out numerous conversations (Pasterniak, 2012-2016), which also resulted in joint publications (Pasterniak & Cynarski, 2014; Cynarski, Błażejowski, & Pasterniak, 2016).

Homeopathy

It is a field of medicine that functions alongside its mainstream. It is preferred by supporters of natural medicine and opponents of pharmacological treatment. To a greater extent, it is to be based on the body's immanent ability to self-organize, i.e. self-healing, rather than using appropriate doses of bioactive substances. It is supposed to be an interference in the cellular functions of the body at the level of the genetic code. This effect of trace amounts of active substances is supposed to cause self-regulation. **Lothar Sieber** prefers this

method of treatment [photo 3]. Werner Lind pointed to the relationship between traditional Chinese medicine and homeopathy (Lind, 1996: 525–526). It is about improving the circulation of energy in the body, i.e. blood, lymph, nerve impulses, as well as hormones, oxygen and nutrients carried by blood.



Photo 3
GM Lothar Sieber at work [from the author's collection].

On the other hand, the method of L. Sieber includes the use of vitamin support, such as, in particular, larger portions of vitamin C (1000 mg per day, or even 3000 mg) or apricot and apple seeds (amygdalin called vitamin B17). Appropriate herbal teas are used and a special diet is recommended. GM Sieber draws on both the knowledge of the Far East and the knowledge of European representatives of natural medicine.

Chi kung (qigong) / ki-keiko and tai chi (taiji)

Chi kung – these are sets of exercises applied to improve health or maintain it at a good level. They are conducive to the proper functioning of the digestive system, the nervous system, the improvement of motor coordination skills, etc. (Kalisz, 1995). Similar breathing and energizing exercises in the *Idōkan Yōshin-ryū bujutsu idō* system are called *ki-keiko*.

Tai chi, especially the *Yang* style forms, when practised for health purposes have similar effects. *Chen* style fighting forms of *tai chi chuan (taiji quan)* are not recommended here. Only soft, flowing movements give a health effect similar to *chi kung* exercises. There is even a name *tai chi kung (taiji qong)* for the therapeutic distinction of *tai chi*.

Training for health

The method of W. J. Cynarski entitled *Aiki-Jindō* was founded in 1993–1997. In 1997, *sōke* (leader, successor, main master) Hans Schöllauf 10th dan, President of Idokan Europe International, awarded Cynarski 5th dan in *ido* and called him a professor. On February 8, 2013, two German international martial arts federations awarded this trainer the highest rank of 10 dan *ido*, and the certificate was signed by Lothar Sieber 10 dan and Klaus Härtel 9 dan. At that time, K. Härtel also received 10 dan *ido*, but he focuses on teaching *jūdō-dō* techniques. W. J. Cynarski also has 9 dan *aiki-jūjutsu* (Swider, 2018).

Aiki-Jindō can be translated as "harmonization of energies in the path of humanity". It is a method of comprehensive self-regulation and harmonization of broadly understood health in connection with the practice of martial arts. It contains *ki-keiko* energizing exercises (modelled on *qigong*), massage and *shiatsu* and *aikitaisō* gymnastic exercises, relaxation and meditation exercises, dietary, hygienic and ethical and ascetic recommendations. It is a form of *bujutsu idō* and a component of the *Idōkan Yōshin-ryū budō* system. The theory here is based on the concept of systemic health theory, the mechanism of psychoneuro-immunology and the self-healing hypothesis (Weil, 1997). Its verification took place in confrontation with the knowledge and experience of sports doctors, such as Marvin Solit, PhD, Didier Rausseau (6 dan *judo*), Lothar Sieber (10 dan *jūjutsu*, *karate* and *idō*), Wong Kiew Kit (2001), and with the author's own experience over 45 years (*cf.* Annex. Relaxation exercise).

There are four stages here: 1) preliminary (learning to relax, concentrate, *ki-keiko*); 2) self-regulation I (acting on receptors, toning the nervous system); 3) self-regulation II (balancing the energy system); 4) striving for a state of harmony (striving for inner peace and in various relational systems with the outside world).

The diet should be varied, providing all the ingredients. Natural stimulants such as honey and propolis, garlic and horseradish are recommended. Among the stimulants, only cocoa, green tea, coffee, possibly small amounts of beer or wine are accepted. Both in nutrition and training, the principle of moderation should apply, i.e. nothing should be exaggerated. We know that a healthy diet can even prevent cancer and support the treatment of this serious disease, as in the method of Don Colbert, PhD (2016).

Training barefoot on the mat is automatically a foot massage, and many exercises performed on the back – a back massage. Additionally, *shiatsu*, *aikitaisō*, *kiatsu* (according to Koichi Tohei), sports self-massage and others are practised (e.g. elements of *yumeihō*, *dō-in*) (Mucha, 1997; Kasperczyk & Kmak, 1998). First of all, you should exercise regularly and do everything on both sides, i.e. symmetrically.

Ki-keiko are breathing exercises that improve lung capacity, strengthen the diaphragm and tone the emotional states (*cf.* Kondratowicz, 1996; Swami Rama,

Ballentine, & Hynes, 2000). Like mental training, it is a form of complementary exercise. There is also running, swimming, stretching, biological regeneration and body-hardening treatments. The original method of *Aiki-Jindō* has been described in detail as "*Bujutsu Ido – Method IPA 2009*" (Cynarski, 2009: 161–175; Cynarski & Sieber, 2015: 18–21).

Many methods of natural medicine are based on the ability of the living organism to heal itself, which was described by Andrew Weil, PhD (1997). Sometimes it is enough not to interfere in this process. Sometimes, however, it is worth helping by using, for example, relaxation exercises with positive autosuggestion (*cf.* Kondratowicz, 1982).

Science has not yet explained how acupuncture, acupressure and related methods work. The theory of energy meridians and energy circulation is more poetic than rational. However, that does not mean it does not work. In China, it has been used for two or even four thousand years, and in Europe it is supported by medical authorities (Garnuszewski, 1988).

There are ongoing disputes about the effectiveness of homeopathic remedies. Their operation has not yet been adequately explained. Similarly, there is no scientific explanation for bioenergetic interactions so far. There are actions against healers, but there are also voices in their defence:

A new media campaign against alternative medicine and healers has begun. This is nothing new, we have already observed similar "actions" many times. This is a one-sided action, because the spokesmen of the other side have nowhere to defend themselves (Kuncewicz, 2002).

Some paramedical methods are strongly opposed by the representation of academic medicine, which is probably right. Especially in the case of necessary surgical procedures, natural or alternative medicine is unlikely to work.

Proponents of the electrodynamic theory of life point to its discovery in the mid-twentieth century by Harold Saxton Burr and F.S.C. Northrop of Yale University (Bodnar, 2001: 50). Also in this method, the thing is about the body's self-regulation, but we talk about the bioenergetic field.

Are not the interests of the pharmaceutical industry the main source of conflict as advocates of natural/alternative medicine claim? Doctors themselves, being often drug addicts (belief in pills), do not know and do not understand alternative methods.

Learning centers and knowledge transfer.

***Bujutsu ido* in martial arts tourism**

Does martial arts tourism imply learning *bujutsu idō*? *Bujutsu idō* – these are different traditions of natural medicine, knowledge transfer, teachers and cen-

tres – also outside of Asia. Master-teachers operate in different countries, also in Europe.

The transmission of the Japanese tradition (Japan → France) is carried out, for example, by *shihan* **Bernard Alain Lalandre**, 9 dan *idō-jutsu Takeda-ryū*, 9 dan *Tanaka-ryū*, *dai-hanshi*, *menkyō kaiden*; also 8 dan *aiki-jūjutsu Takeda-ryū*, 6 dan *Nihon kenpō*, *kyōshi*. Here traditional medicine is called *toyō-igaku* (Lalandre, 2022). It is strictly martial arts medicine present in the tradition of classical schools (*ko-ryū / ryū-ha*). According to this master-teacher, the teaching centres of this original Japanese tradition are three Japanese schools of martial arts, i.e. *Takeda-ryū*, *Tanaka-ryū* and *Yagyū Shingan-ryū* (Lalandre, 2022). He himself represents the first two of these schools. In *Takeda-ryū Nakamura-ha*, i.e. in the transmission of **Hisashi Nakamura's sōke** (10th dan), this tradition is simply called *bujutsu idō*, literally “martial arts medicine”. It was adopted under the same name in the IPA (Cynarski & Sieber, 2015). But already in *Takeda-ryū Maroto-ha* the name *idō-jutsu* functions (Cynarski, 2021: 33, 68). The leader here is *shihan* Roland J. Maroteaux (9 dan *aiki-jūjutsu*), who works closely with *shihan* Lalandre and also with *shihan* Ghislaine Driutti (4 dan *aiki-jūjutsu*) (Blach *et al.*, 2021: 62).

The transmission of the Chinese tradition [China → the rest of the world] is carried out by many teachers. One of the world's historical and more famous martial arts centres is the Shaolin Center. Shaolin is also an important religious centre (Chan / Zen Buddhism) and is a place of practising Chinese natural medicine (Shahar, 2008; Cynarski & Swider, 2017; Hung *et al.*, 2017; Su, 2017). Therapeutic gymnastics comes from *dao-yin* exercises, and these derive from breathing exercises, which there are also special massage techniques applied to (more: Lind, 1996: 72–74, 188–189, 688–692, 752–754, 930–931, 962–965). Today's *qigong* is practised both in schools of internal and external styles of *wushu / kung-fu*, as well as separately, only for health. This is taught by masters of various styles, such as GM **Chen Xiaowang** (*Chen taijiquan*). The Chinese tradition in the field of natural medicine is referred to, among others, by Prof. of sports science Keith R. Kernspecht (10th master degree of *Wing Tsun kung-fu*) from Germany, Prof. of acupuncture Mohsen Kazemi (7 dan *taekwondo* ITF) from Canada, and earlier also by Prof. of medicine Zbigniew Garnuszewski from Poland (*cf.* Garnuszewski, 1988).

In the Central European *Idokan* tradition, the leaders in teaching martial arts medicine (*bujutsu idō*) are especially EMAC Professor, *meijin* **Lothar Sieber** (10 dan *hanshi*) in Germany and **Romuald Włodyka** (8 dan *hanshi*) in Poland. The first of them runs an office in Weichs (Bavaria) [photos 3–4], 50km from Munich, where he also ran his martial arts school until recently. It is also an alternative medicine, natural medicine of Asian origin, combined with the achievements of specialists from Europe (iridology, homeopathy, etc.). The latter operates in Rzeszów and is based especially on traditions of Chinese origin (herbal medicine, acupuncture, *qigong / ki-keiko*).



Photo 4

Professor Lothar Sieber in the pose of Shakespeare's Hamlet. Weichs, Germany 2023 [from the author's collection]

Working here, Prof. **Wojciech J. Cynarski** (10 dan *ido* of *Idokan*) collaborated with the late pedagogy Prof. Wojciech Pasterniak (original methods of therapy and training) (Pasterniak & Cynarski, 2012, 2013, 2014), Prof. of medicine Ryszard Cieślak (honorary 1st dan *bujutsu-idō*), Mieczysław Kwolek (bioenergo-therapist). In particular, he still collaborates with the above-mentioned L. Sieber, R. Włodyka, as well as with Prof. of medicine Helmut Kogel (8 dan *kyūsho-jutsu*), *shihan* Stanisław Cynarski (10 dan *aikijūjutsu, hanshi*), Jacek Cynarski, MD (endocrinologist) and many other physicians and physiotherapists (Cynarski & Sieber, 2015; Cynarski, 2018; Skrzeta *et al.*, 2021). He was also invited as an invited speaker to participate in the 2nd Online International Conference on Traditional and Alternative Medicine – “Advancement and the Future of Traditional and Herbal Medicine” (August 29–30, 2022, Greenville, USA), International Experts Summit on Traditional and Alternative Medicine / IESTAM 2023 (Oct. 4–6, 2023, Dubai, UAE), etc. In this case, the acquired knowledge is, among others, the result of martial arts tourism, when under the guidance of GM L. Sieber, the Polish *shihan* learned martial arts (in particular *jūjutsu, karate* and *iaidō*), but also *bujutsu idō* [cf. photos 1–4].

In addition, there are similar traditions in *Tenshinshōden Katorishintō-ryū* (known under the name *te-ate*), in *Hakkō-ryū* and *Okuyama-ryū* (as *kohō shiatsu*), and in other schools of Far Eastern provenance. Traditional schools of Chinese martial arts function similarly. In turn, in the tradition of India, which is *kalaripayattu*, martial arts training is intertwined with massage and therapy, as well as with prayer.

An interesting phenomenon is also the natural medicine of Ukraine, developed, among others, by martial arts teachers, Grand Master **Volodymyr Pilat** (*Boyovy hopak*), *sensei Bogdan Kindzer* (*Kyokushin karate*) and others (*cf.* Stasjuk & Kindzer, 2012; Bolotov, 2018; Pylat, 2018). Here, methods from East Asia and our own national tradition are mixed and this heritage is enriched by the achievements of today's specialists. Kindzer, PhD combines Japanese methods of resuscitation – *kappō / kuatsu / katsu*, used in *jūjutsu* and *judo*, with methods of natural medicine (gymnastics, massage, relaxation, reflexotherapy, bioenergotherapy) (Stasjuk & Kindzer, 2012).

The relationship between practising martial arts and martial arts medicine consists in 1) the presence of medical or paramedical knowledge in the tradition and teaching of individual schools; 2) interest of martial arts teachers in medical knowledge and art; 3) teaching health and healing knowledge in the same places where martial arts are practised. Therefore, trips related to the practice of martial arts are sometimes combined with the acquisition of competences in the field of health and various forms of natural medicine, sports medicine and martial arts (*cf.* Sieber, Cynarski, & Mytskan, 2015; Cynarski & Sieber, 2015; Wąsik & Wójcik, 2017).

The image of alternative medicine in mass culture

The trend for the East and local religions influenced the emergence of new, fashionable ideas, co-creating the eclectic New Age area. There is, among other things, a “vegetarian utopia”. It is supposed to be: “tolerance for all, regardless of race, religion, intelligence or number of paws” (Appleton, 2007: 36). So we do not eat animals or their products, and we do not wear fur, leather belts, or shoes.

The author knows several people from the martial arts community who have consistently followed a vegetarian diet for a long time. However, more people follow a varied, balanced diet. Views on diet are changing, whether it should be low-fat or not (*cf.* Kossobudzka, 2006). Generally, however, lovers of East Asian martial arts prefer the cuisine of that region of the world (Cynarski, 2000).

Nutrients and supplements such as vitamins, protein, isotonic (electrolytes), intensively advertised in the media are quite commonly used. But one can also read about the harmfulness of excessive use of minerals and vitamins (*cf.* Ambroziak, 2001; Pinkosz, 2014). Sometimes producers deliberately refer to the traditions of East Asia. On the bottle of “*Kombucha*” (fermented tea drink according to an ancient Chinese procedure) there is an image of a Chinese or Japanese *kyūdō* archer.

J. Schultz's yoga-derived relaxation and autogenic training method are widely accepted, with yoga being particularly fashionable as an alternative

sport. Academic medicine also accepts acupuncture (*cf.* Garnuszewski, 1988; Sapiński & Sapińska, 1990). Scientists lament that 88% of American adults accept alternative medicine (Shermer, 2002). In turn, enthusiasts point out the excellent effects of using acupuncture and homeopathy, balneotherapy and hippotherapy, phototherapy and reflexology, cupping and the use of leeches (Załoga, 2003).

The same energy of *ki* (Chinese *chi* or *qi*) can be used for healing (bioenergotherapy) and for fighting (the legendary “blow of the vibrating hand”) (Maziarczyk, 2003). It is not so much striking with the right “energy” (*Vis Vitalis*) as it is blocking its flow in a given organ. In turn, massage, e.g. *shiatsu*, helps to regulate this flow (Mucha, 1997; Kasperczyk & Kmak, 1998). The term “vital energy” includes the circulation of blood, lymph, hormones and nerve impulses. This is not about pseudo-spirituality (chakras, vibrations, cosmic energy), which, in an easier, light and pleasant version, is popular in a consumerist, hedonistically oriented society (Tekieli, 2023). It is about energy from well-coordinated body movement, energy from exercise physiology, and good health with emotional balance (the idea of integrating body, mind, and spirit).

Systemic health theory and holistic medicine are gaining supporters in the Western world and on a global scale. It is associated with martial arts in the form of the Feldenkreis method, *taiji*, *qigong*, acupuncture, etc. (by the way, psychophysical systems of martial arts have always treated man holistically). However, it lives its own life.

While “clinical” medicine studies and treats the human body, holistic medicine tries to go deeper. “Holistic” doctors cooperate with priests (spiritual health) and psychologists (mental health) (Szczeklik, 2003). Certainly, the condition for good health is an honest life, in accordance with normative ethics and the principles of faith – here Lothar Sieber points to the Decalogue (*cf.* Feynman, 1999; Grayling, 1999; Szmyd, 2013; Sieber, 2017).

The problem is fraudsters, without proper education and knowledge, who offer their services for a fee. Among bioenergotherapists it is quite difficult to verify their abilities and competences (*cf.* Konarska, 2002).

Discussion and summary

The beneficial effect on health (both physical and mental) of practising martial arts is beyond doubt (Cynarski & Sieber, 2015; Smolen & Bernat, 2017). Regular training shapes a strong and active personality, reduces the level of aggressiveness, leads to an increase in health potential and better self-control.

On the other hand, contact combat sports, especially those practised competitively, are of a different nature and can lead to loss of health. The distinction is very important here. Martial arts and combat sports are defined completely

differently in martial arts theory; their goals and methods of training are also different. Martial arts and East Asian healing methods are subject to adaptation in the process of cultural dialogue. As such, they enter the areas of mass, physical and health culture in parallel (Cynarski, 2000).

Methods of healing or self-healing in martial arts, however, are a separate issue. They have been present in the history of martial arts for centuries. This is an area of interest of training theory and sports medicine, but ontologically co-created by various traditions of natural medicine such as massage, herbal medicine and psychotherapy. In some schools, martial arts medicine still functions today, under the Japanese name *bujutsu idō* or under other names (Cynarski, 2012, 2019a; Sieler, 2015; Cynarski & Sieber, 2015).

Various forms of health-promoting exercises are known (*cf.* Puza, 2007; Ubbes, 2008). Generally, systematic effort is more important than the type of diet (when providing the body with all the necessary ingredients) (Cynarski, 2019b). But it is important to maintain a generally hygienic lifestyle. And always be moderate.

The image of alternative (natural, holistic) medicine in mass culture is shaped by the media. It is not a homogeneous picture. Thus, the social reception here is also multifaceted. It is rare to associate traditional martial arts with natural medicine.

Annex. Relaxation exercise (authorial original method)

While meditation is culturally foreign to Westerners, relaxation seems to be worth recommending. It is a way to strengthen the psyche, emotional balance, accelerate biological regeneration and improve the ability to concentrate. Like many other mental training exercises, it is derived from the cultural heritage and traditions of classical martial arts schools (Cynarski & Sieber, 2015).

Relaxation with simultaneous measurement of blood pressure is an exercise according to my own, original idea. As a result of its use, after a few weeks of exercise, you can learn to lower your blood pressure, for example, from 140mm of mercury to 117 (upper blood pressure) as a result of a few minutes of relaxation. Take a semi-recumbent position. Put the blood pressure cuff on your left arm and take the first measurement. Then relax, move your feet and toes. We use the game of imagination to direct excess blood to the feet (By the way, you can also fall asleep. The physiological effect is that excess blood from the brain actually goes to the lower limbs). After 1–2 minutes, we perform the second or the next measurement. Usually after a few minutes, when we are able to achieve a state of relaxation, the pressure drops significantly.

Also, as confirmed by various independent studies, *Yang taijiquan* and/or *qigong* exercises lead to emotional balance and improved body homeostasis (cf. Skrzeta *et al.*, 2021). These are slow movements, having a calming effect, improving eye-hand coordination, hormonal functions of the body and brain function. Of course, also various more dynamic types of martial arts improve motor coordination skills, overall fitness and efficiency of the body, hardening, motor memory and spatial orientation, increasing the positive potential of health.

STATEMENT OF ETHICS

This study was conducted in accordance with the World Medical Association Declaration of Helsinki. The study protocol was reviewed and approved by the IPA Ethics Committee (No. A2/2023, Rzeszów, Poland). All participants provided written informed consent to participate in this study.

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CZĘŚĆ III

**UWARUNKOWANIA ZDROWIA, POSTAWY
PROZDROWOTNE, JAKOŚĆ ŻYCIA**



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BIBLIOMETRIC ANALYSIS OF THE APPLICATION OF DIGITAL TECHNOLOGY IN PHYSICAL REHABILITATION

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Analiza bibliometryczna zastosowania technologii cyfrowych w rehabilitacji fizycznej

Streszczenie

Pandemia COVID-19 ujawniła znaczące ograniczenia globalnych systemów opieki zdrowotnej, szczególnie w obszarze rehabilitacji, gdzie rosnące zapotrzebowanie wynikające z chorób związanych z wiekiem przyspieszyło wykorzystanie nowych technologii. Celem niniejszego badania była analiza rozwoju dorobku naukowego dotyczącego technologii rehabilitacyjnych, z uwzględnieniem trendów publikacyjnych, rozkładu geograficznego oraz kategoryzacji obszarów tematycznych. Przeprowadzono mini-przegląd literatury z wykorzystaniem bazy danych Scopus, obejmujący odpowiednie artykuły opublikowane w latach 1995–2023. W celu oceny trendów publikacyjnych w czasie, obliczono skumulowaną roczną stopę wzrostu (CAGR), a publikacje skategoryzowano według rodzaju dokumentu, kraju, regionu oraz obszaru tematycznego, aby zidentyfikować kluczowych autorów i obszary badań. W wyniku przeszukiwania uzyskano 2771 dokumentów, a ogólny CAGR z lat 2000–2023 wyniósł 19,57%, choć w ostatnim okresie (2020–2023) tempo wzrostu obniżyło się do 9,30%. Europa wniosła największy udział w publikacjach (41%), następnie Ameryka Północna (24%) i Azja (19%). Podsumowując, choć dziedzina ta odnotowała silny wzrost, ostatnie obniżenie po pandemii wskazuje na zmniejszenie tempa rozwoju. Nierówność w wynikach badań między krajami rozwiniętymi i rozwijającymi się podkreśla znaczenie zwiększonego wsparcia globalnego. Rozwiązanie tych problemów wydaje się być istotne dla utrzymania dalszego wzrostu i wspierania innowacji.

Słowa kluczowe: fizjoterapia, technologie cyfrowe, urządzenia noszone, bibliometria, profilowanie badań, rzeczywistość wirtualna, telezdrowie.

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Abstract

The COVID-19 pandemic exposed significant limitations in global healthcare systems, particularly in rehabilitation, where growing demand from age-related conditions has accelerated the integration of technology. This study aimed to analyze the development of scientific output on rehabilitation technology, focusing on publication trends, geographic distribution, and subject area categorization. A mini-review was conducted using the Scopus database, covering relevant articles published from 1995 to 2023. The compound annual growth rate (CAGR) was calculated to assess publication trends over time, and publications were categorized by document type, country, region, and subject area to identify key contributors and thematic research areas. The search yielded 2,771 entries, with an overall CAGR of 19.57% from 2000 to 2023, though the growth slowed to 9.30% in the most recent period (2020–2023). Europe contributed the largest share of publications (41%), followed by North America (24%) and Asia (19%). In conclusion, while the field experienced strong overall growth, the recent post-pandemic decline indicates reduced momentum. The disparity in research output between developed and developing countries highlights the importance of increased global support. Addressing these challenges will be important for sustaining future growth and fostering innovation.

Keywords: physiotherapy, digital technologies, wearables, bibliometrics, research profiling, virtual reality, telehealth.

Introduction

The COVID-19 pandemic exposed the limitations of healthcare systems globally, highlighting the increasing burden they face, particularly in the realm of rehabilitation (Liu et al., 2020; Moorthy et al., 2021). This burden is becoming a critical issue in the context of aging societies. The World Health Organization (WHO) projects that by 2050, the global population of individuals aged 60 and older will reach 2.1 billion, doubling from current figures, while those aged 80 and above will increase three-fold, rising to 426 million (World Health Organization, 2022). This demographic shift will significantly increase the demand for healthcare services, particularly rehabilitation, as age-related conditions such as musculoskeletal disorders, cardiovascular diseases, and neurological impairments become more prevalent (Jaul & Barron, 2017; Pippi et al., 2022; Çelikhisar & Demir, 2023).

Physical rehabilitation plays an important role in managing a wide range of health conditions, from acute injuries to chronic diseases (Cacciante et al., 2023; Horbacz et al., 2023). However, the field faces significant challenges, including limited accessibility, low patient engagement, and the need for personalized treatment plans. These challenges are intensified by the growing demand for rehabilitation services, which increasingly outpaces the available resources and professionals. Accessibility issues are often driven by geographic, economic, and systemic barriers, making it difficult for many individuals to receive adequate care (Bright et al., 2018). Additionally, patient engagement is a critical hurdle, as adherence to rehabilitation regimens can be hindered by a lack of motivation, proper guidance, or support systems (Bright et al., 2015).

In response to these challenges, technology is being increasingly integrated into healthcare, particularly in physical rehabilitation (Cieřlik et al., 2023). For instance, tele-rehabilitation enables healthcare providers to deliver treatment remotely, effectively reaching patients in isolated areas or those with mobility challenges (Darkins & Cary, 2000). By offering real-time consultations and guided therapy sessions, it reduces barriers to care and ensures timely treatment for individuals who might otherwise face difficulties attending in-person sessions due to transportation issues or time constraints (Cacciante et al., 2021; Darkins & Cary, 2000).

Virtual reality (VR) is another innovative tool that offers digital, immersive environments, allowing users to engage in realistic simulations that can be tailored to various therapeutic and educational purposes (Birckhead et al., 2019). Virtual reality facilitates an easy implementation of augmented feedback, crucial for motor learning, and supports stroke survivors and others with neurological impairments in relearning motor skills through real-time visual and sensory feedback (Kiper et al., 2016; Massetti et al., 2018). Additionally, VR can transport patients into calming environments, offering psychological support and reducing anxiety, thus merging physical and psychological care for a holistic rehabilitation approach (Szczepańska-Gieracha et al., 2020). Exergaming, defined as a combination of exercise and gaming, could enhance patient engagement and motivation by making rehabilitation more interactive and enjoyable (Altorfer et al., 2021). Wearable devices offer further personalized care by enabling remote monitoring of health metrics like heart rate, sleep patterns, movement patterns, and others (Kang & Exworthy, 2022). This allows healthcare professionals to adjust treatment plans based on accurate, up-to-date data, reducing the need for frequent in-person appointments.

The integration of technology into physical rehabilitation holds great potential to enhance patient outcomes by providing more accessible, personalized, and effective solutions. However, this growing use of technology also underscores the need to ground interventions in evidence-based practice (Kamper et al., 2015). Thorough evaluation of current research and clinical data is essential to ensure the safety and effectiveness of innovations in rehabilitation technology, enabling healthcare professionals to make informed decisions that improve patient care (Zadro et al., 2019). Equally important is identifying disparities in research output, which fosters inclusive global collaboration and incorporates diverse perspectives into evidence-based practices, while also addressing potential risks such as impaired postural stability, accidental falls, increased spasticity, or dizziness (Cieřlik et al., 2021; Prosperini et al., 2021). Therefore, the aim of this study was to analyze the development of scientific output related to the application of technology in physical rehabilitation, focusing on trends in publication growth, geographic distribution of research, and the categorization of

publications by document type and subject area. Additionally, the study sought to identify key contributors and thematic areas that have garnered significant academic interest within this rapidly developing field.

Material and methods

This study was designed as a mini-review aimed at analyzing scientific output related to the application of technology in physical rehabilitation. To achieve this, a comprehensive literature search was conducted using the Scopus database. The search included all relevant articles published from January 1, 1995, to December 31, 2023. This limitation was set due to the low number of studies published before 1995. The literature search was performed using a search query designed to capture relevant articles within the scope of this review. The query used was: (TITLE-ABS-KEY("physical rehabilitation" OR "physiotherapy") AND TITLE-ABS-KEY("health technologies" OR "digital health" OR "telehealth" OR "e-health" OR "wearable technology" OR "telemedicine" OR "virtual reality" OR "robotic devices" OR "smart devices" OR "mobile health" OR "mHealth" OR "exergaming" OR "augmented reality")).

To analyze publication growth rates over time, the Compound Annual Growth Rate (CAGR) of publications was calculated using the formula:

$$CAGR = \left(\frac{\text{Final value}}{\text{Initial value}} \right)^{\frac{1}{n}} - 1$$

The CAGR was calculated for the entire period from 2000 to 2023 to determine the average annual growth rate in the number of publications. Additionally, it was calculated for several sub-periods to analyze trends within smaller time frames. The sub-periods were 2000–2005, 2005–2010, 2010–2015, 2015–2020, and 2020–2023. These sub-period analyses helped to identify variations in growth rates at different times, providing insights into changes in research activity and interest in the field.

Moreover, publications were categorized by country and region and were also classified across several broad subject areas, including Life Sciences, Applied Sciences, Physical Sciences, Social Sciences, and Multidisciplinary fields. This classification was based on the Scopus journal classification system, where a single journal could be assigned to multiple categories.

Results

The search results based on the specified algorithm yielded 2,771 entries in Scopus. A total of 1,602 entries were categorized as articles, making up 54.8%

of the total. Reviews accounted for 510 entries, representing 17.5%. Conference papers had 427 entries, i.e. 14.6%. Both book chapters and editorials were listed 48 times each, comprising 1.6% each of the total. Letters were documented in 47 entries (1.6%), and notes were categorized in 44 entries (1.5%). Other document types included conference reviews with 20 entries (0.7%), short surveys with 17 entries (0.6%), errata with 3 entries (0.1%), retracted publications with 3 entries (0.1%), and books with 2 entries (0.1%).

Figure 1 illustrates the number of scientific articles conforming to the search algorithm over consecutive years. Periods of rapid growth were observed in several years, including 1997 (200%), 2000 (75%), 2007 (62.5%), and 2009 (43.75%), indicating a significant increase in research activity. Moderate growth occurred in years such as 2003 (18.18%), 2006 (7.69%), 2022 (7.03%), and 2023, reflecting a steady increase in publications. In contrast, years like 1998, 2011, and 2015 showed stagnation, with minimal changes in publication numbers, indicating periods of relative stability in research output. Significant declines in publication numbers were noted in several years, particularly in 1999 (-85.71%), 2004 (-50%), 2008 (-65.22%), 2010 (-42.86%), 2012 (-29.49%), and 2019 (-44.95%).

Publication count

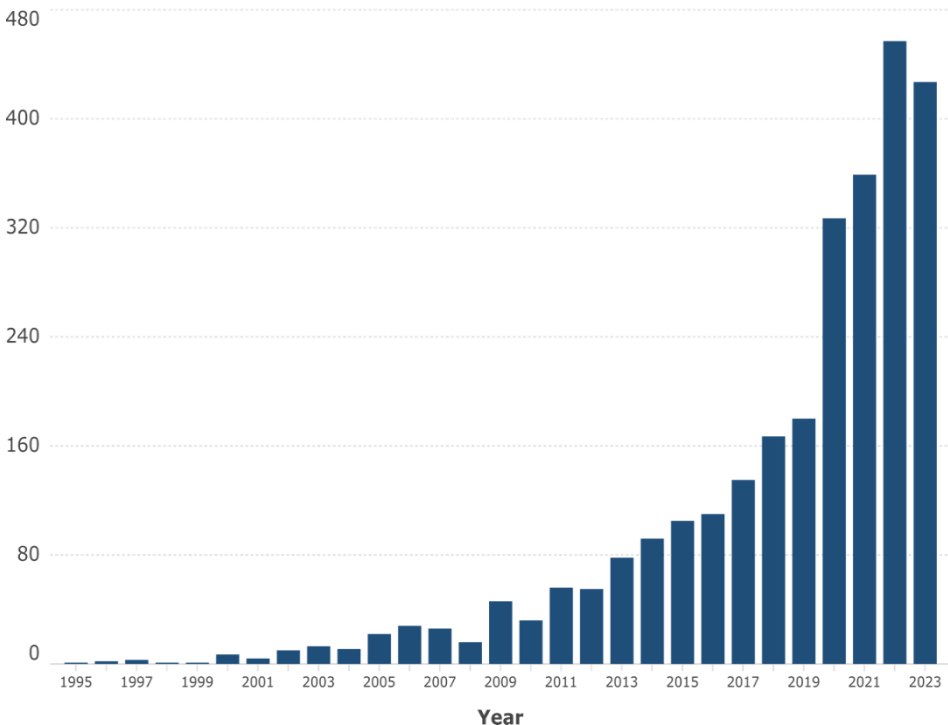


Figure 1

Number of scientific articles conforming to the search algorithm in consecutive years

Analyzing the CAGR from 2000 to 2023, the number of publications in the field of technology application in physical rehabilitation experienced varying growth rates. The CAGR for the entire period was 19.57%. For the sub-period from 2000 to 2005, the CAGR was 25.74%. Between 2005 and 2010, the CAGR slowed to 7.78%. The CAGR then increased to 26.83% from 2010 to 2015 and remained high at 25.51% from 2015 to 2020. In the most recent period, from 2020 to 2023, the CAGR was 9.30%.

Figure 2 presents the distribution of publications by country, grouped by regions. In North America, 657 publications were reported, accounting for approximately 24% of the total. Europe contributed the highest number with 1,149 publications, representing around 41%. Asia followed with 527 publications, i.e. about 19% of the total. Oceania accounted for 292 publications (10%), South America had 218 publications (8%), and Africa contributed 89 publications (3%).

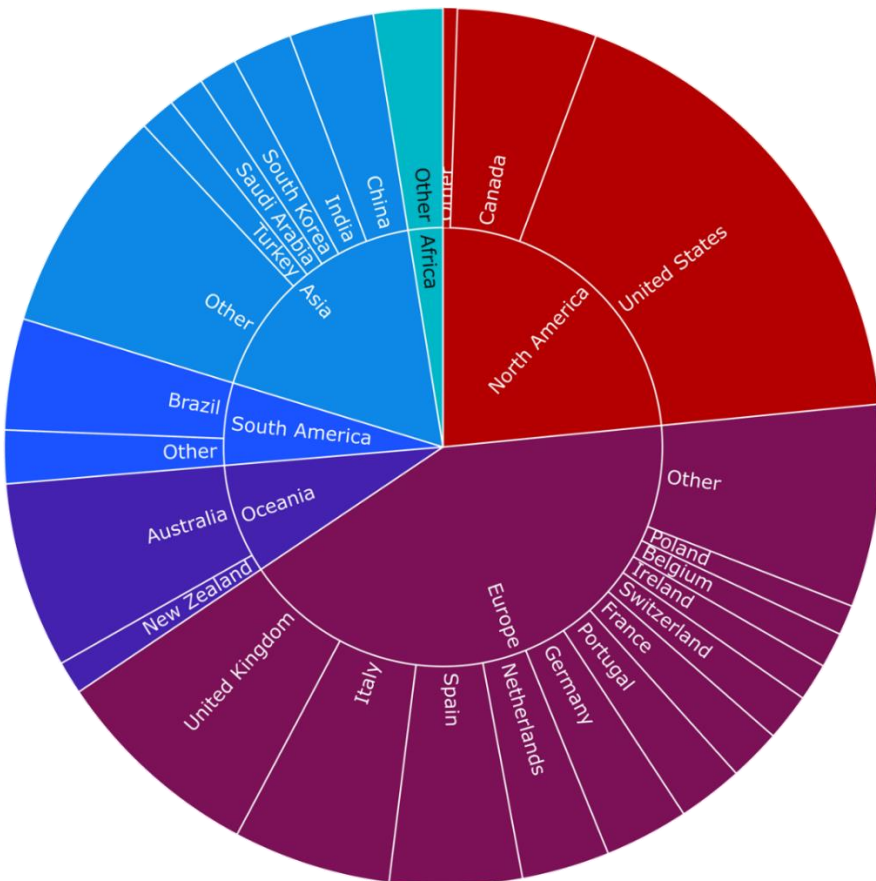


Figure 2

Sunburst chart showing the distribution of scientific publications by country and region. Note: The size of each segment corresponds to the number of publications, with larger segments indicating higher publication counts.

Astronomy having 91 entries (1.7%) and Chemistry having 50 entries (0.9%). Social Sciences make up 4.8% of the total entries, with Social Sciences having 123 entries (2.3%) and Psychology having 79 entries (1.4%).

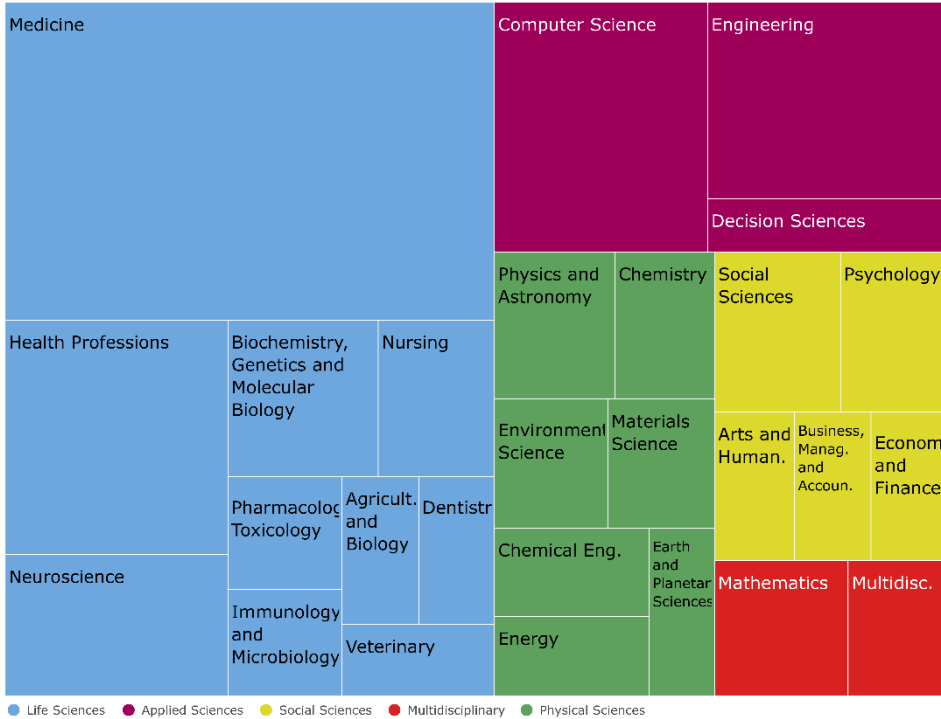


Figure 4

Tree map displaying the distribution of journals across various subject areas, categorized into broader fields. Note: The size of each rectangle represents the number of journals categorized under each subject area.

Discussion

The aim of this research was to analyze the development of scientific output related to the application of technology in physical rehabilitation. Analyzing the compound annual growth rate (CAGR) from 2000 to 2023, it reveals a generally steady increase in the number of publications, with an overall CAGR of 19.57%. However, there were fluctuations in growth rates. The field experienced strong growth from 2000 to 2005, with a CAGR of 25.74%, which then slowed to 7.78% between 2005 and 2010. The growth accelerated again from 2010 to 2015, reaching a CAGR of 26.83%, and remained high from 2015 to 2020, with a CAGR of 25.51%. A similar trend was observed by Zhang et al. (2023), who analyzed

emerging trends in research on rehabilitation robots from 2001 to 2020 (Zhang et al., 2023). Our results indicate a notable spike in 2020, likely due to the COVID-19 pandemic, as digital health became a focal point for addressing healthcare challenges (Budd et al., 2020). However, from 2020 to 2023, the CAGR dropped to 9.30%, nearly half the overall average, indicating a slowdown. This decline is concerning as it suggests reduced momentum in the post-pandemic field, potentially due to shifts in funding priorities or a return to traditional research focuses (Olsen, 2024). Continued investment in this area is crucial to maintain the progress made during the pandemic.

The analysis of publication counts highlights a significant disparity between developed and developing countries in terms of research output in the application of technology in physical rehabilitation. While developed countries such as the United States, United Kingdom, Germany, and Australia lead with the highest number of publications, developing countries have considerably lower outputs. For instance, in Africa, Egypt, the country with the highest number of publications, contributed only 24 entries, which is markedly lower compared to developed countries. Similarly, in South America, Brazil, although having a higher output with 148 publications, still lags behind most developed nations. In Asia, while countries like China and India are emerging as significant contributors, the publication counts from other developing countries in the region remain relatively low. As indicated by Neill et al. (2023), this disparity underscores the challenges faced by developing countries in contributing to global research, which may be due to limited access to funding, technological resources, and research infrastructure (Neill et al., 2023). Additionally, it may demonstrate that policymakers and governments have devoted little attention to expanding rehabilitation services and have not been able to encourage a greater focus on this issue (Neill et al., 2023). Recently, the International Society of Physiotherapy Journal Editors, along with its member journals, expressed support for research from Low- and Middle-Income Countries (LMICs). Addressing these inequalities is crucial for fostering inclusive global research collaboration and enhancing the health and well-being of the 85% of the world's population inhabiting LMICs (Sharma et al., 2024).

Additionally, the categorization of journals across various subject areas reflected the interdisciplinary nature of the field and showed a strong focus on Life Sciences and Applied Sciences, with Medicine and Computer Science being particularly prominent. This interdisciplinary approach offers significant opportunities, such as fostering innovation through the integration of diverse methodologies and perspectives, enabling comprehensive solutions to complex problems in physical rehabilitation (Smye & Frangi, 2021). However, it also presents challenges, including difficulties in communication and collaboration across different disciplines, the need for researchers to acquire broad skill sets beyond their

traditional expertise, and potential difficulties in publishing interdisciplinary research due to the varying standards and expectations of different academic fields.

This study has several limitations that should be considered when interpreting the results. First, the literature search was conducted exclusively using the Scopus database, which, although comprehensive, may not include all relevant publications from other databases such as PubMed, Web of Science, or IEEE Xplore. Unfortunately, among bibliometric databases, there is lack of unification of the possibilities regarding criteria collection and indexing (Góra et al. 2021). This could result in the omission of pertinent studies and a biased representation of the research landscape. Additionally, the categorization of journals into multiple subject areas could lead to an overestimation of research activity in certain fields, as a single journal might be indexed under multiple categories. While this interdisciplinary overlap reflects the multifaceted nature of the field, it may also obscure a clear delineation of research trends within specific disciplines. Finally, the analysis focused on publication counts and trends without a qualitative assessment of the research quality or impact. As a result, the findings may not fully capture the depth and breadth of advancements in the application of technology in physical rehabilitation.

Future research should prioritize overcoming regional disparities in research output by supporting initiatives that enhance research capacity in developing countries, enabling a more equitable global contribution to the field. Additionally, enhancing interdisciplinary collaboration is crucial, as this field inherently spans multiple disciplines, from medicine to engineering and computer science. Strengthening cross-disciplinary partnerships can foster innovation and address complex rehabilitation challenges more effectively. Moreover, addressing emerging challenges, such as integrating new technologies into existing healthcare systems, ensuring their accessibility and affordability, should be a focus of future studies to maximize the impact of technological advancements in physical rehabilitation.

Conclusions

In conclusion, the study highlights several important findings regarding the application of technology in physical rehabilitation. While the overall CAGR from 2000 to 2023 was 19.57%, the recent decline to 9.30% from 2020 to 2023 is notable, suggesting reduced momentum in the post-pandemic field, possibly due to shifts in funding priorities or a return to traditional research focuses. Additionally, there is a significant disparity in research output between developed and developing countries, indicating a need for increased support and resources to ensure more equitable global contributions. The field is also characterized by

significant interdisciplinarity, which serves as both a strength, enabling diverse approaches to complex challenges, and a challenge, due to the difficulties in collaboration and varying standards across disciplines. Addressing these issues will be crucial for sustaining growth and innovation in the application of technology in physical rehabilitation.

DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interests with respect to the research, authorship, and/or publication of the article *Bibliometric Analysis of the Application of Digital Technology in Physical Rehabilitation*.

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CZĘŚĆ IV
TURYSTYKA I REKREACJA



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SELF-REPORTED PHYSICAL ACTIVITY AND AEROBIC ENDURANCE AMONG FEMALE STUDENTS OF PAVOL JOZEF ŠAFÁRIK UNIVERSITY IN KOŠICE, SLOVAKIA

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Deklarowana aktywność fizyczna i wytrzymałość tlenowa studentek Uniwersytetu Pavla Jozefa Šafárika w Koszycach na Słowacji

Streszczenie

Jednym z najłatwiejszych sposobów na poprawę zdrowia fizycznego i psychicznego, każdego człowieka jest wybór odpowiedniej aktywności fizycznej (AF). Ogólny jej spadek w ostatnich dziesięcioleciach spowodował wzrost liczby chorób cywilizacyjnych. Studentki szkół wyższych zaniebują AF bardziej niż mężczyźni. Na podstawie naszych badań porównaliśmy AF studentek Uniwersytetu P.J. Šafárika w Koszycach (UPJŠ) z ich rzeczywistą wytrzymałością aerobową. W badaniu wzięło udział 268 studentek z czterech wydziałów UPJŠ. Dane AF zebrano przy użyciu krótkiej wersji Międzynarodowego Kwestionariusza Aktywności Fizycznej (IPAQ). Wydolność tlenową określono na podstawie wyników Beep testu na dystansie 20 m, który następnie przeliczono na szacunkowe wartości VO₂ max. Wyniki były porównywalne z innymi badaniami po przeliczeniu na MET-min/tydzień, ale deklarowana AF studentek studiów licencjackich nie różniła się pomiędzy wydziałami. Istnieje korelacja pomiędzy całkowitą ($r = 0,24$; $p < 0,05$) i wysoką ($r = 0,34$; $p < 0,05$) AF a wytrzymałością tlenową w Beep teście na 20 m. Poziom AF wśród studentek UPJŠ jest zgodny

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z poziomem obserwowanym w innych badaniach po zniesieniu zmian obowiązujących w czasie pandemii. Jednak jej mniejsza intensywność może mieć wpływ na wydolność aerobową. Przyszłe cele obejmują zwiększenie zainteresowania studentek AF o umiarkowanej i wysokiej intensywności w celu poprawy wytrzymałości tlenowej i zdrowia.

Słowa kluczowe: IPAQ; wytrzymałość aerobowa; studentki studiów wyższych; ekwiwalenty metaboliczne; ocena kondycji fizycznej.

Abstract

One of the easiest ways to improve everyone's physical and mental health is to choose appropriate physical activity (PA). Its general decline in recent decades has triggered an increase in civilisation-related diseases. Female college students neglect PA more than males. We compared the PA of female undergraduates at the University of P.J. Šafárik in Košice (UPJŠ) to their actual aerobic endurance based on our research. The study comprised 268 female students from four UPJŠ faculties. PA data were gathered using a short version of the International Physical Activity Questionnaire (IPAQ). Aerobic endurance capacity was determined using the results of a 20m beep-test, which was then converted to estimated VO₂ max values. The results were comparable to other studies when converted to MET-min/week, but undergraduate students' self-reported PA did not differ between faculties. A correlation exists between total ($r = 0.24$; $p < 0.05$) and vigorous ($r = 0.34$; $p < 0.05$) PA and 20m beep-test aerobic endurance. The level of PA among female UPJŠ students is in line with that observed in other studies following pandemic prevention measures. However, its lower intensity may affect aerobic performance. Future goals include increasing female students' interest in moderate- and high-intensity PA to improve aerobic endurance and health.

Keywords: IPAQ; aerobic endurance; undergraduate female students; metabolic equivalents; fitness evaluation.

Introduction

Physical activity (PA) is generally considered to be an important component of a healthy lifestyle for undergraduate female students (Ács et al., 2016; Buková et al., 2018). Regular aerobic exercise increases the general discipline of female college students and provides benefits in the form of greater physical fitness and better mental resilience (Zou et al., 2016; Kruk, Bernstein, Aboul-Enein, 2022). The COVID-19 pandemic harmed PA in all aspects of life, particularly among university students who switched to distance education, resulting in decreased physical fitness (Bielec, Omelan, 2022). Research on PA in college students following the COVID-19 pandemic may provide information to help us understand changes in their physical fitness. Students spend most of their time sitting and typically have low VO₂ max values (Sisay, 2021), which is an important indicator of aerobic endurance and is directly related to the amount of PA performed. Low-intensity PA, or even general physical inactivity in leisure time, and the resulting low energy expenditure raise the risk of several chronic diseases in late adulthood, including hypertension, coronary heart disease, diabetes, and de-

pression (Marques, 2018). For this reason, it is critical to maintain physical and mental fitness in adulthood and to participate in PA at all stages of development, not only for prevention but also to improve musculoskeletal, circulatory, and respiratory functions, as well as psychological well-being (Bergier et al., 2012; Kim, Hwang, Park, 2015). Properly performed PA in college can improve the aerobic endurance of college women, implying long-term health benefits as well as help in coping with life's challenges and stresses (Buková, 2018; Liu et al., 2017; Herbert et al., 2020; Li, Xu, 2022; Reuter et al., 2024). Aerobic PA for 500 to 1,000 minutes per week provides the greatest health benefits (Oja, Titze, 2011). In addition to aerobic PA, strength training intervention is important in improving risk factors for metabolic syndrome, suggesting that the beneficial effects of strength training are age-independent and confirming improvements in both metabolic health and physical fitness in female students (Andrade et al, 2021; Wilson et al. 2019). The World Health Organisation (WHO) recommends that adults spend at least 150–300 minutes of moderate-intensity PA per week or 75–150 minutes of vigorous-intensity PA. The WHO also recommends combining moderate-intensity aerobic and vigorous-intensity PA (WHO, 2020). Men show a greater increase in VO_2 max in response to endurance training than women (Zadarko, Junger, Barabasz, 2010; Diaz-Canestro, Montero, 2019). This could also be a result of women generally having lower work capacity and exerting greater effort to achieve the same goal as men (Epstein et al. 2015; Eek, Axmon, 2015). Because of their high emancipation and the blurring of boundaries in the demands on the work performed, they must gradually accept this handicap. One of the most important factors influencing this effort is the amount and intensity of PA performed. This paper aims to compare the self-reported PA of female students from various faculties at the University of Pavol Jozef Šafárik in Košice (UPJŠ) with their actual aerobic endurance.

Study Questions

In this paper, we sought to answer the following research questions:

1. Are there differences among female faculty students in their declared PA?
2. Are there differences between female students of the faculties in VO_2 max?
3. How much time do female students spend in a sedentary way during the weekend?
4. What is the correlation between the declared PA and VO_2 max of the participants?

Methods

Participants

The research sample included 276 women from four faculties at the UPJŠ. These were female undergraduate students who took the courses “Sport” and “Sport Activities” as part of their studies. The participants focused their studies on medicine, natural sciences, and humanities. Table 1 shows the number of participants broken down by faculty and age.

Table 1
Number of participants and their age distribution by faculty

Faculty	n	Age (mean \pm sd)
Faculty of Arts (FoA)	51	19.96 \pm 1.57
Faculty of Medicine (FoM)	132	20.22 \pm 1.37
Faculty of Law (FoL)	42	20.24 \pm 1.79
Faculty of Science (FoS)	43	19.70 \pm 1.06

n = number of participants; sd = standard deviation

Measurement protocol

We collected the required data using the long version of the International Physical Activity Questionnaire (IPAQ) short version form (Guidelines for Data Processing, 2005), administered and distributed online through the Google Forms platform. For this paper, we processed questions about the PA those participants had done in the previous week during their leisure time. We were interested in how much time students spent sitting over the weekend. The survey was carried out in two phases: November 2022 and November 2023. The respondents filled out questionnaires online during or shortly after class. We converted participants' PA levels into metabolic equivalents (MET-min/week), as recommended for evaluating the IPAQ questionnaire. We classified the total PA results in MET-min/week as walking, moderate intensity, high intensity, and total. Aerobic endurance data were obtained from the results of a 20-meter multistage fitness test (beep test). These results were then converted to estimated VO_2 max values using the Léger and Gadoury formula (Léger, Gadoury, 1989). Throughout the test, we monitored heart rate using a Polar H10 sensor. Prior to the study, all the participants provided information about their health status and confirmed their physical activity readiness by answering the questions on the Physical Activity Readiness Questionnaire (PAR-Q). Multiple norms exist for evaluating VO_2 max (mL/kg/min). These norms have varying ranges of categorization for evaluating aerobic performance. In the 18–25 age group, the lowest category

of VO_2 max values varies from 23.6 mL/kg/min (Zadarko et al., 2010) to 28 mL/kg/min (Kozlowski, Nazar, 1995; Aandstad, 2023). Within the highest classification, individuals exhibit VO_2 max measurements ranging from 42 to over 56 ml/kg/min. Due to the significance of the VO_2 max variable in evaluating aerobic endurance, we opted to employ a more rigorous criterion (Table 2).

Table 2
Maximal oxygen uptake norms for women (ml/kg/min)

Rating	Age (years)					
	18–25	26–35	36–45	46–55	56–65	65+
excellent	> 56	> 52	> 45	> 40	> 37	> 32
good	47–56	45–52	38–45	34–40	32–37	28–32
above average	42–46	39–44	34–37	31–33	28–31	25–27
average	38–41	35–38	31–33	28–30	25–27	22–24
below average	33–37	31–34	27–30	25–27	22–24	19–21
poor	28–32	26–30	22–26	20–24	18–21	17–18
very poor	< 28	< 26	< 22	< 20	< 18	< 17

Data on VO_2 max norms for women sourced from Topend Sports. “ VO_2 max Norms”

Statistical analysis

We performed statistical analysis using Microsoft Excel and SPSS software. Aside from the mean and standard deviation (SD), other descriptive statistics were used to describe the variables: median (Mdn) and interquartile range (IQR; 25th–75th percentile). Female students’ PA levels were compared between faculties using the non-parametric ANOVA Kruskal-Wallis’s correlation test, with a significance level of $p < 0.05$ (*).

Results

The FoS demonstrated the highest mean PA level (1776.29 min/week). The FoM had a balanced distribution across intensities, with a high mean in high-intensity activities (1346.67 min/week). These findings show that faculty culture affects female students’ PA preferences across academic disciplines. The detailed assessment of PA levels in MET-min/week is presented in Table 3. The estimated VO_2 max of the participants is shown in Table 4. We compared these values to the norms in Table 2. We discovered that female students of the FoM, FoS, and FoL have below-average VO_2 max. In contrast, female students of the FoA have a low VO_2 max.

Table 3

IPAQ-based assessment of PA levels in MET-min/week among UPJŠ female students by faculty

Faculty	Intensity	n	Mean	Mdn	25th percentile	75th percentile	IQR	± sd
FoA	walking	34	1210.81	495.00	396.00	1188.00	792.00	1852.58
	moderate	15	525.33	480.00	120.00	720.00	600.00	336.32
	intensity	12	663.33	520.00	480.00	840.00	360.00	435.00
	total	39	1461.73	1116.00	396.00	1584.00	1188.00	1915.92
FoM	walking	102	825.97	396.00	198.00	990.00	792.00	1065.72
	moderate	41	623.41	360.00	240.00	720.00	480.00	756.89
	intensity	51	1346.67	720.00	480.00	1440.00	960.00	1774.73
	total	117	1525.55	720.00	240.00	1752.00	1512.00	2255.47
FoL	walking	34	893.91	396.00	231.00	1386.00	1155.00	962.22
	moderate	16	423.75	320.00	240.00	480.00	240.00	327.27
	intensity	17	1915.29	960.00	480.00	2160.00	1680.00	2677.08
	total	40	1743.33	834.00	396.00	2394.00	1998.00	2327.20
FoS	walking	38	1111.15	693.00	396.00	1386.00	990.00	1114.05
	moderate	8	518.50	480.00	140.00	840.00	700.00	433.95
	intensity	16	1542.50	1040.00	520.00	2640.00	2120.00	1169.75
	total	40	1776.29	904.50	594.00	3229.50	2635.50	1742.10

n = number of participants; Mdn = median; IQR = interquartile range; ± sd = standard deviation; Total PA was calculated in MET-min/week = sum of walking, moderate and high-intensity PA MET-min/week

Table 4

Predicted VO₂ max (ml/kg/min) in female undergraduate students of UPJŠ based on the result of the BEEP test according to calculations of Léger & Gadoury (1989)

Faculty	n	Mean	Mdn	25 th percentile	75 th percentile	IQR	± sd
FoA	51	32.79	33.24	29.95	36.54	6.59	4.71
FoM	132	34.34	33.24	33.24	36.54	3.30	4.44
FoL	42	34.03	33.24	29.95	36.54	6.59	5.19
FoS	43	33.24	33.24	29.95	36.54	6.59	4.32

n = number of participants; Mdn = median; IQR = interquartile range; ± sd = standard deviation

Table 5

IPAQ-based assessment of sitting time during the weekend among UPJŠ female students by faculty (minutes)

Faculty	n	Mean	Mdn	25 th percentile	75 th percentile	IQR	± sd
FoA	51	684.51	615	510	720	210	330.56
FoM	132	897.27	840	660	1080	420	359.19
FoL	42	649.64	600	480	840	360	247.89
FoS	43	693.26	600	480	840	360	304.76

n = number of participants; Mdn = median; IQR = interquartile range; ± sd = standard deviation

Within the self-reported PA, there was no significant difference between faculties in the most observed and effective forms, i.e. moderate, vigorous, and total PA, as well as in VO_2 max. Statistically significant differences were observed ($p = 0.001^*$) in the average time spent sitting during the weekend among all study cohorts of female undergraduate students (Table 6). Students from the FoM had the longest periods of sedentary behaviour on their free days (Table 5). The data analysis showed a significant positive correlation between self-reported physical activity (PA) and aerobic endurance. This was demonstrated by a higher amount of metabolic equivalent (MET-min/week), which measures exercise intensity, being positively linked to higher maximal oxygen uptake (VO_2 max), indicating greater aerobic capacity. A positive correlation was observed between estimated VO_2 max and total self-reported physical activity ($r = 0.24$; $p < 0.05$), as well as with vigorous physical activity ($r = 0.34$; $p < 0.05$). The pattern was consistent among all faculties, although there were slight variations as outlined in Table 7.

Table 6
Significance of PA level differences between UPJŠ faculties

Indicator	p-value
walking	0.104
moderate intensity	0.884
high intensity	0.117
total	0.382
sitting time (weekends)	0.001*
VO_2 max	0.101

* = $p < 0.05$

Table 7
Correlations between PA intensity and VO_2 max across UPJŠ faculties

Faculty	Total (n = 268)	FoA	FoM	FoL	FoS
walking	0.07	0.22	0.06	-0.01	0.06
moderate intensity	-0.02	0.13	-0.03	-0.29	0.12
high intensity	0.34*	0.36*	0.28*	0.45*	0.46*
total	0.24*	0.29*	0.18*	0.30*	0.33*

* = $p < 0.05$.

Discussion

We hypothesised that the higher PA declared by students using a MET-min/week value would result in a higher VO_2 max. Our research confirmed this

assumption, with the majority of faculty reporting intense and total PA. Thus, we can state the well-known fact that when this relationship is confirmed, the plausibility of students' reported PA is also indicated. In Aandstad's (2023) study, low, medium, and high correlations were observed between declared and objectively measured endurance and muscle strength. More women than men overestimated their true level of fitness. The mean total leisure-time PA reported by participants in our study ranged from 1461.73 MET-min/week to 1776.29 MET-min/week (Table 3). These results are either comparable or significantly higher than the results obtained from a sample of university students from Visegrad and Ukraine (Bergier et al., 2018), which had an average of 1470.1 MET-min/week. This may be a response to the COVID-19 pandemic, as the Visegrad and Ukrainian studies were conducted before the pandemic, whereas our study was conducted during the last phase of the pandemic, after the relaxation of preventive measures. The level of PA is typically an indicator of aerobic performance. In another investigation, the researchers found that the final VO_2 max in the aerobic endurance test was 32.53 ± 3.36 ml/kg/min (Chatterjee et al., 2010). The maximal oxygen uptake Chatterjee et al. (2010) measured is still considered below average according to the standards outlined in Table 2. A study conducted across different fields of study (Zadarko, Barabasz, Penar-Zadarko, 2009) provides an even better opportunity to compare our results. The authors presented their findings without regard to gender, with philology students having the lowest estimated VO_2 max (33.86 ml/kg/min) and physical education students having the highest estimated VO_2 max (43.49 ml/kg/min). The average VO_2 max of students across all disciplines studied in their study was 37.51 ml/kg/min. Their findings align with the results obtained in our research, falling within the average or below-average categories. We can also use the Nizioł-Babiarz study's results (2022) to compare our estimated VO_2 max values to real measured VO_2 max values. They conducted a beep test with 309 student participants from five Polish universities. They used the K4b2 gas analyser mask (Cosmed, Italy) and found that the average VO_2 max value of the women in their study was 44.3 ml/kg/minute. This is the only result we found that meets the standards for being above average. Before the COVID-19 pandemic, numerous authors discussed the problem of inactivity, which is linked to a decrease in PA. It is crucial to monitor the impact of being inactive to encourage and sustain a healthy way of life. Information regarding inactivity also functions as a significant incentive for young individuals to reduce their sitting time and increase their participation in PA (Son et al., 2020). Engaging in low-intensity PA does not result in a significant elevation of heart rate, as indicated by a study (Bull et al., 2020). The study examining the sedentary habits of high school and university students (Šimůnek et al., 2017) discovered that even within the specific region where this study was conducted, university students spend just under five hours per day sitting during

weekends. The global measures employed during the lockdown caused an even greater shift in the ratio of PA to sitting. Several authors addressed this issue at the time, and they discovered a further decrease in total PA, with all participants increasing their walking and rest time (Ács et al., 2020; Luciano et al., 2021). Before the pandemic, sitting time was well under 6 hours per day, but during the pandemic, it was already more than 6 and a half. Slightly higher sitting time was obtained during the lockdown period in a study in which Malaysian students spent an average of 9.16 hours per day sitting and Indonesian students 7.85 hours per day (Tan et al., 2021). One year after the pandemic, Roggio et al. (2021) discovered that low levels of PA in university students resulted in the onset of musculoskeletal pain and its progressive worsening. Two years after the end of pandemic measures, students of the FoM UPJŠ are sitting in their free time (during the weekend) for an average of 7.5 h/day. Slightly shorter sitting times were reported in the questionnaire by female students from other faculties, who reported sitting times during weekends ranging from 5 to 5.5 h/day (Table 5). The differences between universities and faculties can be attributed to their structure, particularly the requirements placed on mastering the chosen curriculum. This could also explain the sitting time of the FoM students, who, due to the greater representation of medical courses, require more permanent preparation for their studies. Considering the findings of our research and the practical evidence from teaching, we urge for acceptance of the minimum PA values recommended by the World Health Organisation (WHO, 2020). This adherence will help improve the overall health and enhance the aerobic endurance of the population. The pandemic has altered behaviour and caused a variety of physical and mental health issues among university students (Son et al., 2020). As a result, the authors recommend compensatory PA sessions of any type and intensity, which have numerous health benefits. To improve the lifestyle of female university students, meaningful, holistic programmes must be developed to motivate and encourage them to participate in regular PA. Based on our and others' findings, the regularity and quantity of PA hours in the university setting should be considered. PA interventions should be targeted, with a particular emphasis on improving the physical fitness of female students (Wilson et al., 2019; Buková et al., 2019). However, practice demonstrates the opposite. Most colleges are reducing so-called "secondary" courses, owing to insufficient budgets for curriculum provision. Most of these are PA courses. This credit battle completely ignores the principle already expressed by the father of medicine, Hippocrates, who said that "the organ that is destined to function must perform it, otherwise it ceases to exist". As a result, his successor, the physician, and philosopher Galen of Pergamum included PA among the four basic needs necessary for human survival: food, drink, rest, and exercise (Jung, 2020).

Conclusion

Regarding the research questions, we can conclude that our findings did not support the predicted significant difference in PA levels among undergraduate students from different fields of study. When considering the metabolic equivalent of the task (MET-min/week), the students' PA levels are consistent with those reported in previous studies, suggesting that discipline may not be a primary factor influencing overall PA engagement. Despite these comparable PA levels, notable differences emerged in aerobic endurance between faculties, with aerobic endurance significantly lower than that observed in prior investigations. This indicates that PA levels alone may not fully explain variations in physical fitness, possibly due to discipline-specific factors such as curriculum demands or lifestyle patterns. Female students' sedentary time on weekends was slightly lower than the pre-pandemic levels reported in other studies. Most female students sit for roughly one-fifth of the day, with medical students sitting for nearly one-third of the day on weekends. This suggests a lingering effect of the pandemic on sedentary behaviour, particularly in academically demanding programs like medicine, where prolonged sitting is more prevalent. Our findings confirmed the relationship between reported total and vigorous PA in the IPAQ and aerobic endurance. This positive correlation supports the plausibility and reliability of the self-reported PA data compared to the objectively measured aerobic capacity. However, there was no evidence to support a relationship between walking or moderate-intensity PA and aerobic endurance, consistent with existing literature that underscores the limited impact of moderate PA on improving aerobic fitness. Our findings validate and highlight the critical need for developing interventions to promote and advocate for PA among college students.

Universities must focus on creating environments conducive to regular PA participation, with particular emphasis on raising awareness of the health benefits of PA and encouraging its integration into students' daily routines.

Limitations

The limitation of our study is that the data were gathered using the internationally used IPAQ questionnaire in its online version. It is very difficult to understand and complete the questionnaire. We lacked longitudinal data to compare differences between the observed PA factors and aerobic endurance.

STATEMENT OF ETHICS

This study was conducted in accordance with the World Medical Association Declaration of Helsinki. The study protocol was reviewed and approved by the Pavol Jozef Šafárik University Ethics Committee in Košice under number EK No. 3/2023. All participants provided written informed consent to participate in this study.

DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interests with respect to the research, authorship, and/or publication of the article *Self-Reported Physical Activity and Aerobic Endurance Among Female Students of Pavol Jozef Šafárik University in Košice, Slovakia*

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**BIOGRAMY, DYSKUSJE, POLEMIKI, RECENZJE,
PRZEGLĄD WYDAWNICTW, SPRAWOZDANIA**



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Turystyka i rekreacja

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Biogramy, dyskusje, polemiki, recenzje, przegląd wydawnictw, sprawozdania

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