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## Stefan Baley – a cross-cultural scientist

### Streszczenie

#### STEFAN BALEY – HUMANISTA MIĘDZYKULTUROWY

Polski okres działalności Stefana Baley'a rozpoczął się w 1928 roku, kiedy zamieszkał w Polsce na stałe. Po przeprowadzce do Warszawy kierował Katedrą Psychologii Wychowawczej Uniwersytetu Warszawskiego oraz pracował w instytucjach, w których jego praktyka łączyła się z pracą teoretyczną. W latach 1928–1934 profesor Baley pracował w Laboratorium Psychotechnicznym w Warszawie. Był członkiem Naczelnej Rady Zdrowia oraz Komitetu Naukowego Instytutu Higieny Psychiczej w Warszawie. Jednym z najważniejszych obszarów jego działalności była praca nad przygotowaniem psychologicznym nauczycieli, głównie podczas wykładów na Uniwersytecie Warszawskim. Stefan Baley prowadził wykłady z psychologii edukacji w różnych polskich szkołach.

**Słowa kluczowe:** pedagogika, psychologia, psychika, osobowość, dziecko.

The article describes the life, views and the main scientific works of Stefan Baley. It focuses on the main pedagogical, psychological and philosophical spheres of Stefan Baley's research: periodization of the child's psychological life as well as the main notions of the child's psyche in the scientist's view are also described in the article. The notion of personality, its types and the main methods of its development are discussed as well.

Stefan Baley belongs to both Ukrainian and Polish cultures. A psychologist, pedagogue, doctor of philosophy and medicine, professor Stefan (Stepan) Baley was born on July 4, 1885 in the village Velyki Birky, in Ternopil region, Ukraine. Having completed elementary school, he continued his study in Ternopil

secondary school, where he obtained a matriculation certificate. Then he studied psychology and philosophy at Lviv University. He was one of the best students of professor Kazimierz Twardowski. Having completed university, he began to work as a teacher of logic and elementary psychology in Ukrainian gymnasia in Lviv, Ternopil and Przemysl. Supervised by professor Twardowski, Stefan Baley got a Doctor of Philosophy degree at Lviv University in 1911. In 1912 Baley obtained a scholarship from the Austrian Ministry of Education, and thus left Lviv and headed for Germany and then France and Austria to study philosophy. In Berlin he attended professor Carl Stumpf's lectures, which influenced the young scientist to a significant extent. Stefan Baley worked at the Psychological and Physiological Departments of Berlin University as well. He attended private lessons taught by Sigmund Freud. As a result of this study Baley published five research articles in German journals. Stefan Baley also studied in Paris and Vienna.

Having returned to Ukraine, Stefan Baley wrote several works on psychology and philosophy. He got a Doctor of all Medical Sciences degree after a five-year study (1914–1922). From 1923 to 1927 he worked as a volunteer physician at the department of nervous and mental diseases at the General Hospital in Lviv. Professor Baley actively worked in different scientific circles, such as Polish Philosophical Community in Lviv. He was a member of Taras Shevchenko's Scientific Circle, and the head of Lviv Institute of Normal and Pathological Psychology (1921–1928). He worked as a lecturer at Ukrainian Secret University (1922–1924) in Lviv as well. Consequently, he was refused a position at Lviv University. With the help of professor Twardowski and his students, he began to work at the Department of Psychology of Education at the University of Warsaw. He became a member of the already existing and a creator of new philosophic, psychological and pedagogical state and public institutions. Baley was the director of the Institute of Psychology of Education of the University of Warsaw, the head of State Teacher's Institute and Pedagogical Institute of Polish Teachers Union. Stefan Baley was a member of Warsaw Philosophical Society, Warsaw Scientific Community, the head of the Committee of Pedagogical Scientific Community, and a member of Polish Academy of Sciences. He was awarded the Order of the Rebirth of Poland.

Baley's scientific activity can be divided into two periods: Ukrainian and Polish. Some works are written in Polish: *Osobowość* (1939), *Zarys psychologii w związku z rozwojem psychiki dziecka* (1935), *Psychologia wychowawcza w zarysie* (1938), *Wprowadzenie do psychologii współczesnej* (1959), etc. Some works are written in German, especially articles that he published during his stay in Germany

and Austria: *Über den Zusammenklang einer größeren Zahl wenig verschiedener Töne* (1915), *Versuche über den dichotischen Zusammenhang wenig verschiedener Töne* (1915), etc. Some works are written in Ukrainian as well: *Філософія Ляйбніца*, *Нарис психології* (1922), *Нарис логіки* (1923), *З психології творчості Шевченка* (1916), etc.

The Polish period of Baley's activity began in 1928, when he decided to live in Poland permanently. Having moved to Warsaw, Stefan Baley began to work as the head of the Pedagogical Psychology Department at the University of Warsaw. Stefan Baley worked in institutions where practice was combined with theoretical work. From 1928 to 1934 he worked in Psychotechnical Laboratory in Warsaw. Stefan Baley was a member of State Council of Health, Scientific Committee of the Institute of Psychological Hygiene in Warsaw. One of the most important spheres of his work was psychological preparation of teachers. It took place mainly at the University of Warsaw, during his lectures with students. Stefan Baley delivered lectures on psychology of education in different Polish schools.

Baley participated in various international and Polish conferences. In 1929 – Fifth International Psychotechnical Conference in Utrecht (scientific report “Sensitive child and psychotechnics”), 1930 – The First Nationwide Polish Psychotechnical Conference in Warsaw (report “Need for the development of psychotechnics in Poland”), 1932 – The Tenth International Conference of Psychologists in Copenhagen (report “Behavior of children and monkeys concerning certain things, placed on some basis”), in 1933 – Pedology Conference in Brno. In 1936 Stefan Baley travelled to the USA. In April 1952, he was elected a member of the Polish Academy of Sciences (Vernikov 2009: 27).

Stefan Baley published his works in both Polish and Ukrainian journals, such as: “Scientific Literary Herald of SCS” (Літературно-науковий вісник НТШ), “Science and Writing” (Наука і письменництво), “Ukrainian Medical Herald” (Український медичний вісник), “Paths” (Шляхи), “Philosophical Movement” (Ruch filozoficzny), “Philosophical Preview” (Przegląd filozoficzny), “Psychotechnics” (Psychotechnika), “Museum” (Muzeum), “Study and Education” (Oświata i wychowanie) and others (Vernikov 2009: 27).

Professor Baley died on September 13, 1952 in Warsaw.

Stefan Baley is considered to be one of the founders of Polish psychology, especially such spheres of psychology as psychology of education and psychology of development. Nevertheless, although he lived in Poland, Baley continued to cooperate with Ukrainian scientists.

Psychological views of Stefan Baley were formed under the influence of the members of Lviv Warsaw School of Philosophy. At the beginning of his scientific career, Baley was fond of classical psychoanalysis of Freud and individual psychology of Adler. Stefan Baley also studied works of different representatives of materialist movement in physiology, especially works by I. Pavlov.

Baley perceives philosophy as a science whose subject lies in the psychological phenomena, which he further calls subjective phenomena. He considers psychology as a modern subject that deals with human soul, explaining the word “soul” as all psychological events that a person experienced. According to Baley, psychological phenomena are internal, subjective emotional experiences of a person, unavailable for external observation.

Stefan Baley did profound research into human personality, especially in his book “Personality” (*Osobowość*) from 1939. In this book he summarized all his works that he had written before and explained briefly all aspects of personality, the processes of development and education, personality types etc.

The notion of “personality”, according to Baley, is closely connected to the notion of “person”, which it etymologically comes from. The notion of “personality” is in close ties with human psychology or with the thing that he calls the “soul” of a human. Baley distinguishes between two approaches to the study of human psychology or personality:

1. Analytical approach – divides human psyche into simple components, the so-called psychical phenomena or psychical dispositions. According to this approach Baley identifies different spheres in humans, such as the sphere of intellect, the sense of will etc. Different types of abilities are present in human mind as well, such as: memory, fantasy, interest etc. These abilities can be researched separately or independently, e.g. Baley explains that intellect can be researched separately from temperament or character. However, separation of human psyche is permissible only in certain frames and this separation is done artificially, because all in human psyche is interconnected, interrelated and mutually influential.
2. Synthetic approach – according to this approach human psyche is a unity that creates human personality.

Characterizing human personality Baley emphasises the following important features:

- unity of personality despite the diversity of its functions;
- dynamic character of the personality;
- subordination of certain structural ties to their common unity.

According to Baley, the structure of personality consists of psychological dispositions. Among them he distinguishes instrumental dispositions such as different types of skills, intellect, talent, memory, keenness etc., which can be divided into innate and acquired (Baley 1939: 11).

Except instrumental dispositions, Baley mentions controlling or directed dispositions, which determine the inclination senses, to which different types of inclinations, needs, tendencies and desires belong. The best example of such dispositions are instincts: they give personality a dynamic character.

Very often one disposition can have a dominant place in personality, in comparison with the other, thus, giving it a certain feature. Such disposition can subordinate any other disposition but only in the frames of a certain personality. For example, interest can control attention. Thus, as Baley claimed, this type of control is a peculiar form of structural ties among different dispositions in the structure of personality.

Baley notes that the structure of personality is a result of its formation during a long period of time. A newborn baby has only some traits of personality which, with time and under the influence of some environment, develop into a personality. Baley compares child's personality with a certain matter, which thanks to some life experience later becomes a mature personality. He observes that certain features of the child's psychophysical structure come from its ancestors or parents. These features will direct the psychological development of the child's psyche.

The development of personality presupposes a correct interaction of personality to itself. Namely, it should adjust its needs to its possibilities. Baley noted that personality should create a certain ideal personality for itself according to which all its features should be shaped. However, in order to create this ideal personality, a personality should cognize itself and have its own self-esteem. Baley stated that this is a very complicated process and it is available only to psychologically mature personalities.

According to Baley, instincts appear at the birth of a child. As innate qualities of personality, they are important components of human psyche. He stated that every person's psyche has some kind of desires or needs which make this person fulfil them in order to save life, society or species, for example: nutrition instinct, defence instinct, sex instinct etc.

Stefan Baley divided personality into the following types:

- *Harmonious and disharmonious personality.* The difference between them is a different level of psychological integration of personality. In other words, in psyche there might exist two strong tendencies that try to subordinate

all other tendencies, but being in antagonism to each other they create an internal conflict or disharmony;

- *Changeable and constant personalities.* The difference between them depends on age. The younger personality is, the more changeable it tends to be;
- *Ruling personalities* – have a tendency to give orders to other personalities and manipulate them;
- *Complaisant personalities* – opposite to ruling. Such personalities have tendency to be influenced by other, stronger personalities;
- *Extraversion and introversion personalities.* Introverts are interested in themselves; extraverts are opposite to introverts.

The above mentioned division of personalities into different types is typical only of normal personalities. In contrast with them, Baley gives an example of an abnormal or mentally ill personality. The lack of harmony or too strong flexibility can have a negative or abnormal influence on a personality.

Child's psychology as well as the aspects of its development, together with the "personality sphere" were one of the major themes of Baley's research. He worked not only on personality and everything connected with it, but he also worked on pedagogical psychology, psychology of development, social psychology as well.

Many scientists consider Baley to be one of the founders of pedagogical psychology in the world and certainly, at the territories of Poland and Ukraine he was the first to conduct profound research in this sphere. He claimed that pedagogical psychology studies the processes of psychological education of children.

According to Baley, the process of the child's education includes psychological development, education and pedagogical processes. Child's psychology became one of the central topics in his study. He noted that the research into child's psychology is effective only if we compare its inner processes with the structure of psyche in a mature person. Professor Baley said that psychic life of a child, especially in its early age, is a secret to researchers, and as such, it is subject to assumptions and speculations. The child's psyche has weaker disposition than a mature person's psyche. In addition, it is wrong to assume that the development of a child lies only in the strengthening of its psyche within years.

Thus, Stefan Baley divided psychological development of a child into periods, which are divided into phases. The first and the biggest period of life is the period of childhood. However, as Baley said, it is hard to define this period

by years, because in every human this period begins and finishes at a different time. It usually ends in the 12<sup>th</sup>–13<sup>th</sup> year of life.

A newborn human infant, in comparison to animals' infants, is totally helpless, it cannot even turn over by itself, but it is in continuous movement. Baley said that such movements are aimless, the child wants to release the stored energy. A newborn baby has a weak reaction to pain and touch and expresses the feelings of cold, hunger, physical discomfort by crying (Baley 1935: 61). According to Baley, a child can cry only after two months of its life. Slowly a child learns to react to different physical phenomena and to study environment. Firstly, infants react to voice phenomena which they had experienced before. This is because infants cannot fix their view on one object. In the fifth month a child can hold certain objects in its hand. In the second half of the first year, it can perform certain manipulations with objects, such as touching or examining them. By doing so, a child learns their properties. In the second year of its life, a child can construct something, using various objects. According to Baley, all movements of a child are spontaneous or impulsive; a child can perform targeted movements only when it can react to a targeted object.

In the childhood period, Baley distinguishes infant age, which lasts only during the first year of a child's life. The rest of the period is divided into phases. One such phase is the phase of the first childhood. This phase comes right after the infant phase and lasts till the end of the third year of a child's life. This is a period during which a child learns to speak. Baley noted that during this phase, mainly at the end of it, disobedience can manifest itself in a child.

The next phase, after the phase of the first childhood, is the phase of the second childhood. This phase lasts until the end of the sixth or seventh year of a child's life. Nevertheless, Baley stated that not all psychologists divide the period of childhood into such phases and periods, and even if they do, the phases can differ depending on the time of a period and its features. The unity of the real world with the world of phantasies is typical of the period of the second childhood. During this phase a child does not distinguish real events from unreal ones, such as, for example, in fairy tales.

During the phase of the third childhood, children perceive the world as more realistic than in the second childhood phase. In this phase a child tries to perceive the world as it is, and the world of fairy tales is not enough for it. A child becomes more interested in technical and natural things (Baley 1935: 320). Baley called this period of life a phase of reality or realism. During this phase a child is susceptible to learn reality and thus to study in school. Baley noted that

a nine or ten-year-old child is interested in the object of environment, but this interest lasts only for a short period of time. The interest in collecting different things can appear in a child of this age as well. According to Baley, a child at this age shows an interest in the structure of different things, in the life of animals and plants. Fairytales or stories with a fantastic plot do not appeal to a child of this age, it is interested in something more realistic, like Robinsonade, where a human tries to survive the nature.

Maturation period comes right after the period of childhood. Development of the sexual instinct is typical of this age. Both, psychical and physiological fundamental changes are taking place in a child. Hormones play one of the key roles in these changes. Sexual maturation corresponds to psychical maturation. This instinct is innate, but it manifests itself only after some period of time. Baley noted that children at the age of three tend to ask their parents about their appearance to the world and later they become more interested in the opposite gender.

Sexual maturation of a person is an important stage in human development. As Baley said, maturation is a transfer of human psyche to a new and higher level of development. These changes are indigenous, and intellectual and sensual sphere of a human takes part in these changes. This process lasts for several years and the beginning of this period is hard to determine. Baley singled out the following phases of the period of maturation:

1. Bloom or pubertal phase – lasts from the end of childhood period till 17 years of age. This is a transition period;
2. Youth age or adolescence – lasts from the age of 17 till the end of the period of maturation;
3. Baley also stated that some psychologists single out one more phase – pre-bloom phase, which takes place in the 12<sup>th</sup>–14<sup>th</sup> years of life.

When a child enters the maturation period, an interesting thing appears. In previous phases, the child's attention was concentrated on the external world. The child was not interested in itself, although it had its own needs, which it tried to satisfy. During the transferring from the childhood period to the maturation period the child's attention changes from external to internal. It becomes interested in itself and the processes that are taking place in the child. Baley discovered this fact by analysing children's diaries. Firstly, children wrote about what was happening around them. After some years, they wrote about their own feelings and their attitude to other people.



Youth phase is a positive phase, in comparison with the bloom phase, because there is, according to Baley, youth idealism. During the bloom phase the opposition and isolation are the major factors of development, whereas during the youth phase there is a tendency for self-harmonisation. In the bloom phase, children dream about an island without people but with the wild nature, whereas in the youth phase children start to slowly enter the society. In the bloom phase a child imagines an ideal society, where everyone is friendly and the structure of which is much more ideal than it is in the actual imperfect society. In the youth phase children imagine different types of ideal societies or the so-called utopia.

Stefan Baley composed all periodization of the psychological development of childhood into a table, which is considered to be one of the best in the interwar period.

| Period  | Phase                   | Years  | The main characteristics and features  |  |
|---|-------------------------|--|--|--|
| Infant period   |                         | First year of birth  | Mastering of the body (infant learns to sit, stand, crawl). Senually energetic interest. Manipulation games. |  |
| Childhood<br>1–12 (13)<br>years   | The first childhood     | By the end of the 3 <sup>rd</sup> year of life                 | Egocentrism, magic or fabulous worldview, interest in a tale.  | Mastering of a language. Imaginary (fictional) games. Beginning of so-called question age. |
|   | The second childhood    | By the 7 <sup>th</sup> year of life                            |  | Language improving. Age of questions. Constructive games.                                  |
|   | The third childhood     | Approx. by the 13 <sup>th</sup> year of life                   | Realism  | Natural and technical interest. Collecting. Robinsonade. Knights or heroic age.            |
| Maturation period<br>14 (13)<br>– approx.<br>20 <sup>th</sup> year<br>or life | Pre-bloom phase         | Approx. 13 <sup>th</sup> –14 <sup>th</sup> year of life        | Manifestation of defiance, depression and timidity. Psychological distribution by gender.                    |  |
|   | Bloom phase (pubertal)  | Approx. by the 17 <sup>th</sup> year of life                   | Puberty. Romanticism. Adoration. Dreamy fantasies. Feeling of love. Manifestations of doubts and scepticism. |  |
|   | Youth age (adolescence) | Approx. by the 20 <sup>th</sup> –24 <sup>th</sup> year of life | Youthful idealism. Joining the society. Development of social and aesthetic senses. Youth friendship.        |  |

A child becomes a mature human only after having overcome certain stages of psychological development. According to Baley, this chain of stages is called maturation. As new human psyche is forming and developing, the old one, child psyche, withdraws. In this process, the child's psyche can be changed totally or partially. The child's psyche is always changeable and these changes are taking place in different psyche layers and at a different rate.

Stefan Baley's works help to understand that a person is not a passive product of the society or its function, and so it cannot be removed from the society. The main aim of Stefan Baley was to reform the society according to the new humane ideas, recognizing a human and its life as part of the society and its life. Psychology and pedagogy were viewed as means of human study and education. A person was considered to play the key role in creating a humane society. Stefan Baley was a prominent scientist in the sphere of pedagogy, psychology and philosophy, as well as a great teacher, whose works provided the basis and were used by a great number of Polish and Ukrainian scientists.

The works of Stefan Baley are useful for modern scientists for he tried to cover all the aspects of human and especially child psychology. Baley wrote not only about certain features of psyche development, but also about the methods which he used in his research. He stated that children's diaries are an immense source of information for psychologists, since a child writes in diaries everything about its inner senses, feelings and fears and a child is more sincere in these writings than it is while talking to a psychologist.

Stefan Baley's table of the child's psyche development is an achievement of great importance. In the table he described in detail everything connected with the process of the child's psyche development, its stages and phases, and their main features.

A great number of modern scientists were taught using Stefan Baley's work and still many of them use his research. His works created the basis for further investigation in the sphere of pedagogical psychology, as well as human psychology and philosophy.

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