

The History of the University in Poznań – 1945–2019

Summary

The University in the political sphere between 1945 and 1989

The end of the war put the idea of rebuilding the university in Poznań back on the agenda. As early as February 1945, Prof. Stefan Różycki arrived in Poznań to begin the preparations for the re-opening of Poznań University, as did his counterpart in Krakow Prof. Jerzy Suszko. In mid-March Prof. Stefan Dąbrowski, who had been elected rektor in 1939, returned to Poznań. Rebuilding work at the University was swift. The most important tasks were to secure the University's property and commence essential renovation and organisational work. The imperative for the rektor's office was to restart classes as soon as possible. Managing to do this at record pace, they inaugurated the new academic year at the end of April. However, the working conditions were exceptionally difficult, with many university buildings having suffered severe damage. Some of the classes were held in rooms temporarily allocated for University use. The process of recovering property appropriated by the occupying forces also began. However, the most significant problem was the shortage of academic staff; approximately 100 of its pre-war professors and associate professors returned to the city. In the first years after the war, seven professors from what had been the Jan Kazimierz University in Lviv and eight from the Stefan Batory University in Vilnius arrived in Poznań. Both cities now found themselves outside Poland's borders, in countries annexed by the Soviet Union. The initial phase of the newly opened university was marked by great enthusiasm among students and staff alike. They spontaneously threw themselves into the task of removing rubble from the rooms in which they then received their education. The first students were young people whose education had been interrupted or made impossible by the war.

After the war, Poland found itself drawn into the Soviet Union sphere of influence. The new political circumstances posed a serious threat to the University's independence. In its communist authorities' plans, Poznań University was to be where the new generation of regime adherents would be educated. However, the rektor himself and the professorial body held contrary political views. Although finding these views uncomfortable, the authorities did not make the same mistake as the Bolsheviks after the Russian Revolution by eliminating opponents. However, this did not mean they tolerated the situation. The most 'reactionary' professors were persecuted, and many eminent Poznań academics found themselves on the list of 'enemies'. Advocates of free universities found themselves taken into custody and prison cells. One such victim was Rektor S. Dąbrowski, who the authorities accused of se-

ditious activity and removed from his post. This repression lasted until the mid-1950s and also affected student oppositionists.

The University initially functioned along the lines of the pre-war model, both in terms of its structure and curricula. However, the onset of full Stalinism in Poland meant that the Communist Party state authorities began to restructure higher education system along the lines of the USSR model, the result of which was centralisation of management and the eradication of university autonomy. From then on, the rektor was to be nominated by the Ministry, which also had the final say in nominating the university deans. The candidates were assessed by the relevant units of the Polish Communist Party at the voivodship level. The Ministry also held the power to dismiss university staff from any position or even move them to a different university. A university was obliged to pursue clear political objectives. The new 1951 law on higher education specified the goals of a university, which included the duty to educate and 'breed' communist intelligentsia in the spirit of devoted service to the state, to strive for socialism and peace and to promote a scientific outlook on the world. The curricula were augmented by obligatory courses in Marxism-Leninism. The enrollment system saw preferential treatment given to those from the lower social classes, i.e. those from working-class families and small farms.

Constant political pressure coupled up with repression triggered changes in the university environment. The number of active oppositionists decreased together with an increase in the number of those academics who attempted to find a comfortable place for themselves in the new system and therefore either actively or passively accepted the changes. This process was sped up through forced early retirement for 'older' staff and communist party-initiated fast-tracking for those from the politically engaged form the younger generation. Following the pattern of the Soviet university organisational structure, two new degrees emerged, i.e. 'candidate of sciences' and PhD.

Stalinism also came to the fore with the issue of the choice of the Poznań University's patron. Initially, this was to be a famous communist, Julian Marchlewski. Ultimately, this could be avoided and since 1955 the University has been named after Adam Mickiewicz, the great Polish literary figure. Fortunately, the Stalinist era was relatively brief, and therefore it was not possible to finalise the total eradication of all experienced academics. Consequently, from 1956 onwards, it was possible to restore the quality and prestige of Poznań University.

1956 witnessed saw a heated debate on the autonomy of the University and scientific research in general. On the wave of reform, the university heads pleaded with the communist government to reinstate professors dismissed during the Stalinist era. There was robust support for the democratisation reforms among students, who threatened a strike or even proper fight in case the changes had been rejected. Success was achieved in the end and the new state authorities with Władysław Gomułka as a leader, changed university rules. The newly established law brought back the rule of democratic election of the university heads, the remit of the university senate and the faculty boards was strengthened. As for the curricula, as they were heavily criticised and the decision was taken to reduce the number of "ideological courses". These changes did not, nevertheless, deprive the Voivod Committee of the Communist Party of its power to control the university, i.e. through the pressure to employ their Party loyalists. After short-lived success, the situation at the University slowly reverted to the old patterns. Domestic political tensions calmed and the consolidation of Gomułka's power was the determining factor in the new "settling down" of the situation at Adam Mickiewicz University (AMU). Political activism on the part of both the staff and students was slowly diminishing. There were also the first symptoms of returning to the

old methods of managing academia. The initial drafts of the new law on higher education triggered heated debate in university circles. There was a common demand to return to the full-fledged autonomy of universities and the depoliticisation of AMU, especially the abolishment of the Communist Party's leading role. This debate lasted nearly a year. Finally, in November 1958, the Polish Parliament adopted a new act. Contrary to the expectations of the university circles, the first article of the new act clearly confirmed the duty of higher education institutions to contribute to the building and strengthening of the socialist system in the Polish People's Republic. The supervisory powers still remained in the hands of the Ministry, whose remit included the establishment of the university's development strategy, setting the general research objectives and also the rules of human resource management. The Minister had the power to withdraw any of the resolutions adopted by the university governing body. The university head (rektor) was to be elected by the senate and the representatives from the faculties for a three-year mandate. However, like the previous reform, the Minister had the power to challenge the candidature, which would mean that the election would have to be repeated. On the other hand, the remit of the senate was extended. It had the power to propose a motion to dismiss the rektor. This new law also reintroduced the degree of *doktor* (PhD) and *docent* (associate professor) that was awarded through the *habilitacja* procedure. One of the main duties of university teachers was defined as educating and 'breeding' the youth to become ideologically correct and enlightened citizens of the Polish communist republic, devoted to the ideals of socialism. The most important decisions were again to be taken by the Voivodshop Committee of the Polish Communist Party. The 1960s was the time of stabilisation at AMU. The plans for the prospective development of AMU for the next half a decade were drafted. At the same time, the course on "The main features of the Marxist philosophy and theory of social development" was reintroduced. AMU students also had lectures on political economics and Marxist ethics.

The aging communist party heads continued to think following the patterns from a few decades before, not noticing the transformations taking place within Polish society at the time. Gradually, the post-war younger generation became the dominant group in society. They did not remember the "old days" and were characterised by different expectations compared to the older generation. This was the reason why the fossilised system of managing higher education triggered a natural protest among this younger generation. It is thanks to them that Poland's universities, among them AMU, became the platform for mass protest on a national scale. The inspiration came from the protests among students at the University of Warsaw. The repressions targeting the participants triggered a domino effect in other universities across the country, where the most active participants expressed their solidarity with their Warsaw counterparts. The news of the protests reached Poznań at the beginning of 1968. In mid-March Poznań students resolved to engage in an active protest. For a few days, several thousand people would gather in the square at the foot of the Adam Mickiewicz monument. However, the authorities were well-prepared and the police used force to brutally disperse the demonstrators. Several students and young workers were imprisoned, the most active participants were expelled from the university, some faced expedited trials, and several were sent to penal military units.

The state authorities concluded that the reason for the demonstrations was excessive freedom granted to the universities. As retaliation, in December 1968, the law on higher education was amended. As early as in Article one, the law specifies the role of higher education institutions as contributors to the establishment of a socialist People's Poland through educating and 'breeding' the class of intelligentsia that would be actively working

towards the socialist transformation of relations in society. Therefore, great emphasis was put on ideological education implemented in cooperation with political organisations. One of the key elements of the strategy was placing even greater emphasis on ideological courses, i.e. political economics, “The main features of Marxist philosophy and the theory of social progress” and the newly established “Introduction to political science”. Another novelty was compulsory physical work training experience for prospective students before the start of their first year of study.

The economic crisis of 1970 led to the collapse of the Gomułka government. The new head of the Communist Party, Edward Gierek, announced the creation of a new modern Poland. The higher education system was supposed to be expanded with the view to meeting the modernising country’s demand for educated professional workers. AMU entered a phase of accelerated development. The number of academic staff grew rapidly, new study programmes were developed, scientific research received a boost through central state-financed research projects. Student numbers were also to grow, reaching 18,000 by the end of the decade. What did not change were the rules governing the allocation of university staff posts. Prof. Benon Miśkiewicz was appointed the new rektor by the minister. All the other important posts in the university structure were also consulted with the Voivodship Committee of the Polish Communist Party. On the other hand, all the elected bodies were enlarged in order to include the younger generation of academics. It was also the time when AMU became more open to international cooperation, and at the same time gained the status of one of the country’s leading universities due to its rapid development. In 1973, in a move reminiscent of the Stalinist era, all student organisations were abolished and replaced by a single one, the Socialist Union of Polish Students. Seen as an arm of the Communist party among students, it was awarded a remit covering a wide range of issues related to students, e.g. the power to allocate social benefits, to award places in student halls of residence, managing student clubs etc. The new organisation encompassed almost 80% of all AMU students, which in fact stemmed from a kind of a pressure to join, especially for first-year students.

This period of good fortune did not last long, though. A serious political and economic crisis forced Poland’s authorities to seek austerity measures and its impact on research was unavoidable. Investment in this field lost its former priority status. The authorities received a rude awakening to come in the form of a mass country-wide wave of strikes in summer 1980. As a result, the central government was forced to back down and accept the establishment of independent trade unions. Riding on the wave of enthusiasm, the first units of the Solidarity Independent Self-Governing Trade Union started to emerge. At AMU, the first Solidarity unit was established at the Faculty of Polish Philology, and other faculties followed in its wake. In mid-September, the Temporary Establishment Committee for Solidarity was set up to cover the whole of the Poznań University, with two-thirds of the University’s staff joining. Maciej Henneberg PhD became the first head of the newly established unions. The rektor of the time, Prof. Benon Miśkiewicz, was faced with a no-way-out situation as the mass scale of the union movement forced him to accept its establishment. He even declared his support and necessary assistance. The establishment of a structure independent from the Communist party was unacceptable to the central authorities, who immediately set about destroying the Solidarity structure. Meanwhile, not only the university staff but also students started to become more active and on their own initiative they set out to establish their own independent organisation, the Independent Students’ Union. Steps were also taken at AMU with the aim of regaining autonomy at the University. In summer 1981, for the first time since the end of

the war, the university rektor and all the deans were elected by means of a democratic vote. The opposition candidate, Prof. Janusz Ziółkowski, was elected AMU's new rektor. Although the central authorities seemed to accept all demands put forward by the university circles, they were in no hurry to implement changes, and in order to gain time, they pretended to take such actions. Unfortunately, towards the end of 1981, the authorities decided to go on the offensive. Any doubts about the communist authorities' real intentions became painfully clear on 13th December 1981, when the martial law was introduced in Poland. The Education Minister announced a permanent winter break and all unions and other organisations were suspended. The university came under the supervision of an army commander. The most active union members were interned and the university's democratically elected governing bodies were disbanded. Protests against the decision organised at various faculties proved ineffectual. The Ministry appointed new university authorities, as a result of which Prof. Zbigniew Radwański became the university's new rektor.

The lifting of martial law in mid-1983 marked the beginning of a period of normalisation, and a new university statue was produced. New elections were held, with Prof. Jerzy Fedorowski becoming rektor. However, the Minister of Science, Higher Education and technology raised an objection, a decision which resounded in academic circles, and not only in Poznań. The subsequent protests did not bring about a change in the Minister's decision, which meant electing a new rektor. On 10th May 1983 Prof. Franciszek Kaczmarek PhD (hab.), the only candidate, took this post, his candidature having been accepted by the Minister. The decision was also taken to limit the autonomy of universities by law. This was achieved by the former AMU head, B. Miśkiewicz. It was due to his determination that the law on higher education was amended again and, as a result, the University was once again deprived of its autonomy. Despite great protests, on 25th July 1985, the Polish Parliament amended the law on higher education. This was followed by the decision of 30th November 1985 to dismiss the then university governing bodies. The minister acted as "patron" to the new deans and also appointed a new rektor, Prof. Jacek Fisiak, who received the complete support of the Communist Party's AMU branch. The AMU senate was downsized and dominated by Party members. The new university authorities continued the policy of staff vetting and it can be concluded that this process became even stricter. Ostensibly, the main formal criterion was performing the duties and gaining particular academic degrees within the required time frame. However, the common understanding was that the main criterion taken into consideration was the political stance of a particular staff member. At the same time, it has to be admitted that this period also brought about many positive changes. Thanks to Prof. Fisiak's connections and efforts, the financial situation of the university improved markedly. The number of university degree courses was also increased. University facilities were also extended and international cooperation continued to develop. At the same time, individual activity dwindled and there was a widespread lack of hope for change. Therefore in 1987 Prof. Fisiak was "re-elected" for another term.

Nevertheless, the end of the 1980s saw an "undercurrent" of change. The political opposition was reviving, the Solidarity movement still operated "underground". In May 1988 students became active, which was directly related to the growing wave of industrial strikes. The economic crisis forced the central government to seek a settlement with the opposition, which was becoming increasingly adamant in their demands for participation in talks about the future. At the inauguration ceremony for the new academic year, students made clear their demands regarding re-establishing the Independent Students' Union and

Solidarity. Jacek Fisiak did not in fact see out his second term as rektor, because in October 1988, he was nominated as Minister of National Education. As a consequence, a rektor, Prof. Bogdan Marciniak PhD (hab.), was elected. He formulated as his main goal the smooth operation of the university both in the material and intellectual sense. He supported gradual development in the institution, but most importantly, the gradual integration of university circles. In February 1989, the Polish Round Table Agreement talks began. The communists' complete failure in the partially free political elections in June 1989 brought about a transformation in the political system, opening a new chapter of opportunities for Adam Mickiewicz University.

The University in public space – 1989–2019

The landmark events of 1989 both in Poland (the Round Table talks, partially free elections to the Sejm) and in Europe (the 'Autumn of Nations') gave rise to changes at Adam Mickiewicz University. The rektor at the time, Prof. Bogdan Marciniak (1988–1990), undertook a range of actions aiming to make AMU a regional centre for science and culture of importance on the national scale. One sign of the changes to come was Adam Mickiewicz University's development as a business entity and its entry into newly set up companies as a shareholder. Rektor Marciniak also deserves credit for setting up the AMU Foundation, constituting the Association of AMU Graduates, which expanded the University's possibilities in the public sphere.

In November 1990 the first completely democratic elections to the post of rektor were held, which were won by Prof. Jerzy Fedorowski (1990–1996). On the one hand, his two terms in office saw the development of an autonomous university, which was to function in the completely new political landscape; on the other, it was a time of economic difficulties stemming from the low level of state funding for the higher education sector. One of the rektor's great successes was to tackle these problems and to resist the demands articulated by some staff members to settle accounts with the communist period of the Polish People's Republic. This allowed unnecessary conflicts to be avoided and the focus to be kept on organic work.

During this time, many AMU employees began to play important roles in the central and local government apparatus. Dr Hanna Suchocka (now professor) not only became Poland's first female prime minister but also the first Poznań University academic to take up such an honourable position; the Deputy Prime Minister in her government (1992–1993) was Dr Paweł Łączkowski, former vice-director of Adam Mickiewicz University's Institute of Sociology; Prof. Janusz Ziółkowski became the head of the Chancellery of the President during Lech Wałęsa's term in office; the AMU physicist Dr Wojciech Szczesny Kaczmarek became president of Poznań, while Dr Tomasz Sokołowski from the University's Faculty of Law and Administration became the head of Poznań City Council. This situation led Prof. Władysław Rozwadowski to pronounce in 1993 that "our university has not had such a favourable planetary alignment for over 70 years."

One of Rektor Fedorowski's most significant achievements for AMU's life was to initiate cooperation with European University Viadrina in Frankfurt (Oder), which led to the construction of the Collegium Polonicum in Słubice. In 1993 the first issue of the monthly "Życie Uniwersyteckie" was published, which became the main channel for informing university community (and any others interested) about AMU activities in academic and public life. Another event that resounded far and wide was the conferring of the title doctor *honoris*

causa UAM on Wisława Szymborska in 1995. Poznań's university became the only one in the world to confer this title on a Nobel prize-winner in the field of literature.

During his two terms in office (1996–2002), the next rektor, Prof. Stefan Jurga, was instrumental in providing the impulse for the university to develop on the Morasko site. It is thanks to his efforts that in 1999 substantial funding was secured from the state budget for the campus, which made AMU one of Poland's most modern universities. The beginning of the 21st century saw the Collegium Physicum and Collegium Mathematicum buildings being brought into use. Rektor Jurga was one of the initiators of building Collegium Europaeum Gnesnense, which was to become, as stated in its foundation act from 2000, "a monument to the idea of European unity".

The rektor was also behind an array of cultural initiatives, which significantly expanded the University's impact on public life. Among the most important were: Poznań Science Book Days, the "Universitas Cantat" International Festival of University Choirs (both of which began in 1998) and the *Verba Sacra* project (since 2000). It was also Prof. Jurga's idea to set up the University Film Studio in 1999, which produced the first "Kwadrans akademicki" quarterly the same year. As a result, AMU became Poland's first university to have its own professional film studio. This greatly expanded the University's impact on public life in Poznań and the surrounding region, particularly in the field of culture and in popularizing science. The rektor's lasting contribution to the University was to incorporate theology studies into the AMU faculty structure.

26th March 2001 saw an event of importance beyond the University's walls, when the title of doctor *honoris causa* was conferred on Pope John Paul II in the Clementine Hall of the Apostolic Palace in the Vatican. Adam Mickiewicz University was Poland's fourth to come forward with such an initiative. As Professor Jurga rightly remarked, awarding an honorary doctorate to the Pope is first and foremost an accolade for our university.

The next rektor, Prof. Stanisław Lorenc (2002–2008), successfully implemented the construction programme at Morasko, and during his term in office Collegium Biologicum, Collegium Geographicum, the Faculty of Political Science and Journalism building and swimming pool were all completed.

AMU was heavily involved in the referendum campaign on Poland's accession to the European Union, organising a range of activities designed to inform Poles about EU institutions. During this time, the President of Poland, Aleksander Kwaśniewski, was a frequent guest at Adam Mickiewicz University. AMU also retained an interest in what was called the "Orange Revolution" in Ukraine, showing solidarity with those in Kiev and other Ukrainian cities who were protesting against the rigged presidential elections.

Among Prof. Lorenc's important initiatives as rektor were "Great recitals in the University auditorium" and television broadcasts of lectures given by the University's eminent professors as part of the series entitled "Arcydzieła, arcymyśli..." ("Great masters, great ideas"). The University also took action to commemorate its most brilliant graduates – the cryptologists who cracked the Enigma code.

From 2008–2016 the post of rektor was held for two terms by Prof. Bronisław Marciniak. During this period, the *Adam Mickiewicz University Development Strategy for 2009–2019* was developed, accepted and implemented. The Collegium Chemicum, Collegium Historicum, Collegium Iuridicum Novum, NanoBioMedicine Centre and the Wielkopolska Centre for Advanced Technologies buildings were constructed. In addition to the Morasko Campus, two others were clearly defined: Ogrody Campus and Śródmiejski (City Centre) Campus. Together these form higher education spaces in the city.

Rektor Marciniak spearheaded a range of new cultural and educational initiatives, of which the most significant were Scientists' Night, The Colourful University, and UAM.TV University Science Internet Television. Cooperation was developed with Wielkopolska's secondary schools within the 'university class' framework and "University in Your School" programme, which not only facilitated transmission of lectures to selected high schools, but also internet competitions between them in the form of 'subject leagues'.

In October 2011, the University celebrated the 400 years of the university tradition in Poznań in the presence of President Bronisław Komorowski. The head of state was also the guest of honour at the city's first joint inauguration of all Poznań universities on 1st October 2013 in the Earth Hall at Poznań International Fair, an unprecedented event in the history of this city.

In 2016 Prof. Andrzej Lesicki was elected rektor, and he is preparing the University's centenary celebrations, culminating on 7th May 2019, when Alma Mater Posnaniensis will start the second century of its existence.

Changes in the faculty structure of Poznań University 1945–2018

This chapter is dedicated to the development of the University's faculty structure as seen over the course of several decades. It presents the development of academic and organisational structures and the creation and gradual growth of a complex organisational structure, in which the University's internal changes are visible, as well as the political evolutions and revolutions in 20th-century higher education. The structure of the university is presented in chronological and thematic terms from the moment it was constituted after the Second World War up until the present day.

The narrative presents the changing fortunes of the university structure in chronological and problem-related terms and is complemented by a schematic diagram. This was prepared in order to show visually the University's dynamic development during its one-hundred-year history. This diachronic-synchronic figure encompasses the process of organisation changes. Seen in historical terms, a clear symptom of the university's long duration was the evolutionary progress in the specialisation of its faculties, from which new organisational units were marked out.

The faculties proved to be a stable and constitutive organisational element in the complex and dynamic university structure. This structure developed initially in an embryonic form, and the extensive research spectrum in its first decades was focused on the Faculty of Philosophy. The process of developing the University's own academic staff created favourable conditions for research specialisation. With time, this led to new, independent units being created and developed in staff and organisational terms.

The chapter is divided into two chronological parts, beginning in the post-war period when the University was restored. This chronology leads up to the jubilee year 2018/2019, which closes the history of the university functioning in the organisational form taken so far. Seen from the perspective of the faculty organisational structure, the University's history is marked by significant internal turning points dictated by historical events and changes in political systems. The former include the years of war and the Nazi occupation 1939–1945, when the university was closed, the extermination and repression of professors, and also the wartime organisation of the clandestine University of the Western Lands. Another turning

point came in the early 1950s, when the former university structure was reduced significantly due to centralising decisions and communist legislation in order to ultimately take on a new organisational form and new name: Adam Mickiewicz University. The advantage of this graphical representation is that it is possible to grasp the changes running simultaneously and to present the multistage division of faculties, as a result of which 15 faculties currently operate, including one branch faculty in Kalisz.

Huge organisational efforts on the part of many people, especially in its first years, resulted in the university being founded and its fundamental framework stabilised in a short time. The changes to Poznań University's organisational structure over the decades were the result of many factors, often political. At many times in its hundred-year history, politics exerted a key influence on the law regulations regarding higher education in force, which provided a framework in which university statutes were formulated, and on the basis of these the principles according to which each faculty would function.

However, one should not overlook the fact that the university structure was not only shaped with reference to the classical models of Central European universities; the needs of the school environment were also taken into account, and the first Poznań University faculties were constructed with public needs in mind. The University's willingness to fulfil academic ambitions related to the region's social needs can be treated as a valuable and distinctive aspect of Wielkopolska's cultural heritage, which reaches back to the times of the Partitions and the traditions of various forms of organic work. During the Partitions, this was an effective survival strategy in the civilisational, national and spiritual sense. The priority of restoring the faculty of Polish philology, along with its various degree courses, was not only due to organic terms, *de facto* resulting from the need to cope with problems related to staffing, premises and finance that were typical of the University's post-war development. Likewise, the Faculty of Philosophy was perceived as a means to satisfying Wielkopolska's urgent need for higher education following World War I. These needs were connected with educating the teachers required to rebuild the state. The formation of other faculties (Law and Economics, Medicine, Agriculture and Forestry) was also underpinned by this dual perspective, which on the one hand, constituted a desire to develop the university in terms of research, and on the other, the need to assign this potential to needs related to the region and country's social and economic development.

The distinctive framework of AMU's organisational structure and further directions for development following the Second World War are firmly rooted in both the academic traditions of Central-European universities and Wielkopolska's cultural traditions.

As a result of the significant wartime losses it suffered in both staff and material terms, and also the reorganisation of the 1950s, Poznań University and its academic potential was divided into several new and separate institutions: the Academy of Medicine, the Higher School of Agriculture and the Higher School of Physical Education. Despite its personnel and organisational structures being weakened in this way, Poznań University not only survived this crisis but set out on a path towards progress that resulted in it ranking as the country's third university.

A characteristic feature of the dynamic growth of University was that between 1949 and 1951 new, independent universities were carved out of Poznań University. The founding of these new seats of learning was the result of deliberate 1950's policy-making, and ultimately led to the growth of the academic milieu in Poznań and the unhindered development of the University, all of which was contrary to the legislators' intentions. What was unique about how Poznań University developed was the growth of the Faculty of Law and Economics and that of the social sciences, which quickly became apparent.

Students at AMU between 1945–2018. Education, recruitment, number

This chapter takes up the issue of what is broadly understood as students' contributions to AMU in the period 1945–2018. The main focus is on all the formal approach to students as part of AMU starting from the end of the Second World War and up to the present. This includes the transformations of the concept of university education, the evolution of enrolment rules and, finally, changes in the number of students at AMU. One of the conclusions of this presentation is that the concept of university education was modified on numerous occasions with the aim of adjusting it to current needs and projections. Within the time frame specified, the number of students grew seven-fold. The study programmes and enrollment procedures changed several times. At present, the prospective students can choose between 82 study courses and 250 specialisations. AMU is now one of Poland's three biggest universities in terms of student numbers, offering a wide range of forms of study and attracting the best prospective students from across the country and beyond with its competitive offer.

Student life 1945–1989

The historical overview of the University's development usually points to two types of student agency, i.e. on the one hand, there is the intellectual part, linked directly to the actual study of particular university courses. On the other hand, there is the ideological and pedagogical part related to socialisation and preparing young people to participate actively in social, political, economic and cultural life through their active engagement in social, political organisations and trade unions. These important phenomena mark generational differences which are reflected in academic, cultural, social and political life but also in everyday reality, whose shape is determined by the particular nature of the student body.

Hanna Świda-Ziemba highlighted the generational aspect in her time, and her social history of Polish youth served as a criterion for organising and giving precision to our history of Poznań and university students between 1945 and 1989. It opens with a description of the wartime generation of students acquiring a higher education during the difficult reconstruction of the country, city and university. This war generation was soon to be replaced by a new generation of what Świda-Ziemba terms "the generation of the devotees of the communist Union of Polish Youth and its ideology". This generation follows the directives issued by the Stalinist authorities and teachers with far more zeal than their previous counterparts. In the meantime, in response to the failures and distortions of the Stalinist period in Poland (the 1956 Thaw, June and October protests), it is the students who formulated probably the harshest criticism and put forward the most revolutionary solutions to repair the socialist system, which earned them the label of "Union revisionists". Together with "the generation of the morality opposition from the period of stabilisation", these "revolutionaries" created the avant-garde of student life and through a mutual impact, young people achieved their particular agency, which is reflected in student culture and lifestyle. Both in the cultural and political sense, this agency would soon become the leverage in the political tension of the late 1960s, both in the communist bloc and at the heart of the Polish Communist Party. Even though this confrontation left students bruised both in the literal and metaphorical sense, the victims, or in other words "the generation of small reforms and great unrest" of

1968, quickly learned their lesson about social awareness and civic disobedience. This March 1968 consciousness was to determine the spirit and characteristics of “the generation of agency and community bonding”. This generation was never going to let anybody deprive them of their right to decide on the kind of university they wanted to create together with their teachers and the kind of country and community they wanted to work for.

Although generational order is a very useful tool for structuring the history of students in Poznań, it does not invalidate all the other divisions that emerged within the group in the period 1945–1989. These reflect youth’s internal variation related to their different value systems, commitments, identifications, choices, attitudes and behaviour patterns, all of which were or seemed to be determined by the reality of communist Poland that the students found themselves in and either accepted or contested. Those differences reflected in intellectual activity, education patterns, social, political and cultural life, students’ creativity and private everyday life had, in each case, very distinct roots. The latter were usually determined by the social capital of students reflected in their determination to succeed and social mobility, or their original behaviour and creative output or finally in strategies of adjustment or contention that students had their monopoly on. This is the kind of perspective on the history of students from Poznań that we attempt to take in this article, and in order to do so, we consulted a plethora of sources, starting from official documents and memoirs, through secondary sources and blogs, and finally, anecdotes and student ‘folklore’. We found this to be the only way to gain an insight into the rich variety of dimensions of AMU students’ life and arrive at least at a draft version of its history.

Student self-government at AMU in Poznań in the period 1980–1988

The economic crisis of the second half of the 1970s contributed to the activation of students. With time, the demands for change at the university came more and more frequently from the most active of students’ representatives. The nationwide unrest of August 1980 created such an opportunity and the first initiatives for setting up the Independent Students’ Union emerged. With a view to channeling these tensions, the Polish central government authorities actually initiated the process of establishing a student self-government through the Socialist Union of Polish Students (pl. abbrev. SZP). But the situation soon slipped out of their control. A group of students from the history department initiated the process of establishing a truly independent self-governing body and bolstering the University’s autonomy. One of the main postulates put forward was to amend the law on higher education. A draft project specifying the rules of procedure for the student self-government was created with the main aim of providing genuine student representation. Although everything seemed to be moving in that direction, the central authorities’ tardiness ultimately led to the radicalisation of the students’ position. In February 1981, following in the footsteps of students from Łódź, a students’ strike was declared in Poznań at Adam Mickiewicz University. Initially, this was meant to be action in support of the students’ strike in Łódź, but with time, the Poznań group became more engaged and declared to continue the strike as a signal of their determination to fight for independent self-government, even after the strike in Łódź had come to an end. At first, the impression was that this time there was an opportunity to force the state authorities to make concessions. The situation nationwide seemed to favour change, coupled up with the pressure

exerted by Solidarity. Students actually won the right to decide about matters related to the university, reflected in the election of a new university rektor in May 1981. Nevertheless, this once again turned out to be only a temporary concession. The Ministry prolonged the work on the new law through constantly changing the consecutive drafts. Despite this, in the new 1981/82 academic year, preparations were made to organise truly democratic elections to the student self-government. However, it transpired that this period of relative freedom was soon to be over. On 13th December, the central authorities declared martial law in the country and in this way they also cut short any initiatives related to independent student representation. The Independent Students' Union was immediately abolished and the government-controlled Students' Consultative Council established in its place. Nevertheless, students became active once more after the new law on higher education was passed. This was intended to provide student self-government with a wide remit, and hence scope to act. The university statute, which was passed in 1984, did in fact give the students the right to have an impact on the decisions related to the university. It nevertheless raised objections among the state authorities, which were aimed at changing the principles of how the university functions. Finally, in July 1985, the Sejm amended the bill. It dissolved existing self-governments and removed student representatives from the collegial bodies. The role of students was restricted to giving opinions on social and welfare matters and also on education-related decisions. The new rektoral staff at AMU headed by Prof. J. Fisiak sought to limit the role of student representatives to the minimum. Wrangles with the authorities continued until the very end of the system. The most active self-government members were under the constant Security Service surveillance, and changes only appeared once it had itself undergone evolution. Self-government elections were first held in April 1988. The victorious candidates were connected with the underground Independent Students' Association, which was evidence of the existence of a will to change among students. Extending students' rights was made possible by the ministry judgement on student self-governments of November 1988, which restored students' right to self-determination.

International cooperation at Adam Mickiewicz University after 1945

Between 1945 and 1989 the primary factor in Polish universities' international cooperation was the domestic political and economic situation. This determined the extent to which this cooperation was under state control, the people who were able to take advantage of it, the countries with whom Poland cooperated and on what basis, and how it was financed. In the system created in the Polish People's Republic, universities had limited room for manoeuvre. This was especially true of international cooperation, where foreign visits by staff members and visits by foreign guests were subject to close state scrutiny. The international situation had an incredibly significant impact on cooperation undertaken by Polish universities in the 1945–1989 period, particularly with western countries, as this was the time of the Cold War.

Up until 1956, to all intents and purposes Polish science remained isolated. Academic contacts with western countries were broken off, while academic cooperation with the USSR and Soviet bloc countries was limited. Between 1945 and 1955 scientific cooperation at Poznań University was of marginal importance, which is evidenced by the fact that it is not mentioned in the extremely in-depth University of Poznań Chronicle for the 1945–1955 period. There is no mention of this subject in the report on the University's academic output for the years 1945–1953 either.

After 1956, as a consequence of the political changes that took place in Poland, the country's leaders began to perceive a need to develop its foreign academic contacts. In the case of AMU, the possibility to enter into cooperation meant growth in terms of scientific research on the one hand, and education for its staff and the exchange of experience in education on the other. Poznań's university was particularly interesting in signing bilateral agreements.

In view of the international conditions, the Polish People's Republic's authorities placed the emphasis on developing cooperation with the Soviet Union and Eastern bloc states. Adam Mickiewicz University succeeded in securing cooperation agreements with the Martin Luther University of Halle-Wittenberg, the University of Kharkiv, and also the University of Plovdiv. At the same time, opportunities also appeared for visits to western countries. Initially, these made up a third of all visits, with the main destinations being France, the USA and the UK. In time, visits to the Federal Republic of Germany became increasingly frequent. The number of guests hosted also rose. It is worth noting that at the end of the 1970s, the number of guests from the number of AMU employees travelling to socialist and western states was almost the same, yet guests from western countries formed the majority of visitors to AMU. The 1978/1979 academic year saw a total of 348 trips abroad, 186 of which were to socialist countries and 162 to capitalist countries, and AMU hosted 192 foreign guests, 76 from socialist and 116 from capitalist countries.

The events in Poland in 1980–1981 led to a weakening of contacts with universities in socialist countries. In practice, cooperation with Kharkiv and Plovdiv was placed on hold for several years. In 1981 there were 403 visits by AMU staff members, of which only 140 were to socialist countries and as many as 263 to capitalist countries.

The imposition of martial law impaired Adam Mickiewicz University's international cooperation for a short time, and this was particularly evident with socialist states. However, in the case of western countries, the crisis was swiftly brought under control and from 1983 onwards the cooperation could develop more freely. In the years that followed, many new cooperation agreements were concluded with universities in western states, mainly the USA and the Federal Republic of Germany. It also proved possible to set up cooperation with institutions in China and Japan. The 1987/1988 academic year saw 38 agreements with foreign partners, of which ten were new agreements.

Despite Adam Mickiewicz University authorities' fears resulting from the difficult process of political transformation that began in 1989, the University found its feet in the new political landscape, and can boast the rapid development of its international cooperation. This was possible due to the increased engagement on the part of its staff and governing bodies in securing new contacts and developing existing ones with universities, institutions and academics abroad. The development of cooperation was fostered by the economic boom in the West, and also ex-USSR and Eastern European states opening up to cooperation with Poland. Finally, AMU was able to count on financing from European funds for this cooperation, in particular following Poland's accession to the European Union in 2004.

At present, AMU is involved in international exchange projects as part of international projects, exchange projects and agreements offering short visits, intern positions, study visits and longer stays. In 2017 more than 2,800 undergraduates, PhD students and AMU staff members spent more than one academic year abroad. 1,260 foreign students studied here, including 500 as part Erasmus. In 2017 AMU cooperated with 240 institutions of higher education in over 40 countries in the form of direction cooperation agreements on exchanges for students, PhD students and staff, as well as joint teaching projects.

Translated by Rob Pagett