**Rural Children in the Polish Educational Discourse**

**during the Interwar Period**

***or about a less known roots of regionalism at school***

This article is devoted to the process of discovering the life and development specifics of rural children in the Polish educational discourse during the interwar period. This process has been supported by contemporary achivements of psychology, pedology and the „New Education Movement”. In 1929, there were carried out for the first time in Poland comparative studies comparing the IQ level of the children from the cities and villages. Its’ results indicated there were disadvantages of rural chidren which gave the social impuls for further actions. In 1930, the pedagogical magazine "Praca Szkolna" anounced among the teachers a competition for the characterization of rural children from different regions of Poland. There were 22 responses sent. The best were published in the book "The Child of the Polish Village". These texts led to a better understanding of the difficulties, which the rural children met in their schools, and the problems, which the rural teachers have in their pedogical work. For the most part, these problems arose as a result of the lack of the right diagnosis of conditions and circumstances of rural children's lives and from the level of cooperation between the school and the local community. These constatations opened the schools to regionalism as a form of help by overcoming the difficulties experienced by the rural children, especially in the first period of their education and as the framework of colaboration with local society. The reform of the polish education system in 1932 introduced regionalism in schools’ programs. Thus the process of defining the characteristics of rural children made by their teachers was actually an unknown source of regionalism in polish education.

Key words: educational discourse, pedology, elementary school, rural child, regionalism