

## **Summary**

### **PART ONE: “THE PEDAGOGICAL QUARTERLY” – EXPECTATIONS**

Adam Fijałkowski, Irena Wojnar

#### **The beginnings of the Faculty of Education, University of Warsaw and “The Pedagogical Quarterly”**

The text is developed and supplemented record of many hours conversation between Prof. Irena Wojnar, the oldest employee of the Faculty of Education at the University of Warsaw, the longstanding (since 1946) associate of Prof. Bogdan Suchodolski (1903–1992), and Adam Fijałkowski, the current editor in chief of “The Quarterly Pedagogy”. The authors focus on trying to characterize and evaluate the cultural and political climate in Poland, in Warsaw and the University of Warsaw in 1945–1956. At that time, the studies of pedagogy at the University of Warsaw after the WW2 were formed, first within the existing Faculty of Humanities, and since 1953 – in the newly created Faculty of Education. Prof. Suchodolski played a large role in this process. On the basis of her own memories, Prof. Wojnar discusses the views of pedagogical and organizational assumptions of Prof. Suchodolski – including his assumptions to the pedagogy of culture and the humanistic education, the role of international cooperation, his role in the publishing a series of books and journals, including the creation by him of “The Pedagogical Quarterly” in 1956.

Adam Fijałkowski

#### **Jubilee of “The Pedagogical Quarterly”**

“The Pedagogical Quarterly” is 60 years old. It was founded by Prof. Bogdan Suchodolski (1903–1992) in 1956, in a historical context of the so called “Thaw”

and the Polish October 1956. It is to mention that, in 60 years of its history, “The Pedagogical Quarterly” had seven editors-in-chief: Bogdan Suchodolski (in the years 1956–1969), Łukasz Kurdybacha (1970–1972), Wincenty Okoń (1973–1985), Czesław Kupisiewicz (1985–1991), Andrea Folkierska (1992–2011), Mirosław S. Szymański (2011–2012) and Adam Fijałkowski (since 2013). All of them were affiliated to the Faculty of Pedagogy at the University of Warsaw during the performance of their duties. In 60 years of its history, “The Pedagogical Quarterly” changed very much – from “professors’ journal” in 1950s and 1960s, to more “young educationalists journal”, available in a paper as well as in the online versions (in the Central and Eastern European Online Library – CEEOL), located on the European Reference Index for the Humanities (ERIH) and the Central European Journal of Social Sciences and Humanities (CEJSH), with a new open journal system (OJS) in the present time. The article is devoted to the reflections on a balance between tradition and innovation in educational studies in contemporary Poland, as well as to the presentation of the present issue of “The Pedagogical Quarterly”.

Adam Fijałkowski, Irena Wojnar

### **Memories of Professor Czesław Kupisiewicz – *in memoriam***

The text is developed and supplemented record of many hours conversation between Prof. Irena Wojnar, the oldest employee of the Faculty of Education at the University of Warsaw, and Dr. Adam Fijałkowski, the current editor in chief of “The Quarterly Pedagogy”. The authors focus on trying to characterize and evaluate the academic achievements of Prof. Czesław Kupisiewicz (1924–2015). On the basis of her own memories, Prof. Wojnar discusses the views of pedagogical and organizational assumptions of Prof. Kupisiewicz – including his assumptions to the pedagogy of culture and the humanistic education, the role of international cooperation, his role in the publishing a series of books and journals.

Adam Fijałkowski, Irena Wojnar

### ***Education for the future* by Bogdan Suchodolski: 1947–2017**

2017 marked the 70th anniversary of the first publication of the book *Wychowanie dla przyszłości* (Education for the future) by Prof. Bogdan Suchodolski (Warsaw 1947). On this occasion, on December 6, 2017, at the Staszic Palace of the Polish Academy of Sciences in Warsaw, as part of the activities of the “Poland 2000 Plus” Prognosis

Committee, a meeting was held, organized by the Irena Wojnar. The book of prof. Suchodolski had three editions in Poland, very different. It has also been translated into Hungarian (Suchodolski 1964a), Italian (Suchodolski 1964b) and Spanish (Suchodolski 1971). Italians gave it the title: *Trattato di pedagogia generale* and it is still required reading for students of pedagogy at some universities. It is an important book both for the intellectual biography of the author and for the more general pedagogical thinking. The conversation between Adam Fijałkowski and Irena Wojnar concerns the most important theses of the book, as well as the humanistic education in a changing world in last 70 years.

## PART TWO: ART OF EDUCATION

Adam Fijałkowski

### **50th anniversary of the Department of Theory of Aesthetic Education. Polish concept of aesthetic education. Assumptions – Experience analysis – Forecast**

On April 6, 2017, at the Faculty of Education of the University of Warsaw, a conference and a ceremonial meeting on the occasion of the 50th anniversary of the Department of Aesthetic Education Theory, prepared by a team of employees of the Department, took place. The fact of such a long existence and uninterrupted activity of this type of organizational unit is a rare, almost unprecedented phenomenon, and for this reason it deserves to be commemorated. The one-day meeting was attended by the authorities of the Faculty, interested employees and doctoral students, as well as numerous invited guests from various Polish universities and institutions, scientifically and organizationally connected with the Department during long years of friendly cooperation. About 50 people participated in the meeting. The varied program of the conference-meeting included three essentially separate parts. The first part was devoted directly to the Institute's activity in the jubilee period – now and in the more or less distant past – and included statements of people associated with the university community. The second part included the submitted individual reflective statements of people referring to the scientific inspirations of the Department in the field of selected issues. The third part was a multi-layered presentation of the research and teaching activity of the Department and its research intentions. The program was supplemented with information about doctoral dissertations prepared in the Department in the form of a poster session.

Irena Wojnar

**Theory of Aesthetic Education Unit at the University of Warsaw 1967–2007: hopes – realisations – failures**

The article presents the 50-year history of the Theory of Aesthetic Education Unit established in 1967 within the Chair of General Education at the Faculty of Education at the University of Warsaw. In those days, the issues studied at the Theory of Aesthetic Education Unit were innovative, connected with the quest for the restoration of education and the formation of the integral man. They also expressed the expectations and hopes that were widespread in Poland after 1956. Moreover, those issues correlated with the revelation of the idea of “education for the future”, consolidating the meaning of the “inspirational duty of education”.

The Unit’s activities were reflected in research studies, doctoral dissertations and publications, as well as in the practical experiences, in terms of university and school education and cooperation with teachers and institutions involved in the diffusion of culture. The article shows how, in difficult and historically variable circumstances, an interdisciplinary theoretical structure was shaped, simultaneously with an integrated pedagogical process. This concept, inspired by the classical thought of Polish and foreign authors, reveals a wide range of educational opportunities for art in an interdisciplinary perspective, as well as in the form of distinct artistic disciplines. Art education is understood as education *towards* and *through* art; it is the foundation of the humanistic orientation of educating the integral man, enriching general education.

Adam Fijałkowski, Irena Wojnar

***Humanistic Premises of Unrest* by Irena Wojnar – on the condition of humanistic education**

The book *Humanistyczne przesłanki niepokoju* by Irena Wojnar (Humanistic Premises of Unrest) was published in 2016. The author’s conversation with the editor-in-chief of “The Pedagogical Quarterly” is devoted to discussing the most important theses from this book, including the issues of aesthetic education, its theory and evolution. The conversation revolves around the issue of whether and what connects two thematic threads: the title content of the humanistic premises for anxiety, and aesthetic education, which are somehow the “background” of the considerations. The responses of Irena Wojnar focus on the concept of alternatives and possibilities to the situation of human choices and actions in the world.

---

### PART THREE: EDUCATION IS A MATTER OF MAN IN THE WORLD

Adam Fijałkowski, Irena Wojnar

#### **Pedagogical Congress at the turn of ... On the 50th anniversary of the World Pedagogical Congress at the University of Warsaw**

Editor in chief of „The Pedagogical Quarterly” talks with Irena Wojnar. As a long years professor of the University of Warsaw, she remembers the importance of the International Pedagogical Congress organized 50 years ago in this University. It was a congress of the AISE/WAER association founded in 1961, and grouping educationalists from different universities and research institutes of the world. Scheduled as an important event of the liberal Polish transformation after 1956 – it was realized in 1969, one year after 1968, in the different and difficult time. However, it aroused keen interest of participants from all over the world. It was a part of the ongoing discourse on the role and tasks of education in the everlasting “repare human things” (as Comenius), as well as in the implementation of continuous civilization changes. The congress initiated edited the international educational journal “Paideia” (1972–1992) under the auspices of the Polish Academy of Sciences.

Irena Wojnar

#### **Padua pedagogy – documents of memory and self-knowledge**

The article presents the academic profile of the so-called School of Padua (Scuola Padovana) against the background of general information about the Italian pedagogical thought and its diverse achievements in various universities. The basis of the presentation is the contribution to the pedagogical sciences made by the authors of a monographic issue of the “Rassegna di Pedagogia” journal, which is the oldest pedagogical journal in the world, founded in 1941 by Professor Giuseppe Flores d'Arcais, the creator and animator of personalist pedagogy in Padua (*pedagogia della persona*). In the light of works published in the “Rassegna...”, the proposal inspired by the Italian Renaissance tradition and European humanism is both a continuation of research studies conducted in this research environment and a result of inspiration drawn from outside the Italian research circles. The authors refer to the French personalist thought, the German hermeneutics and philosophy of *Bildung* and the Polish neo-Marxist humanism open to the sociohistorical horizons of thinking about the man and his alternative potentiality. This last area of mutually

inspiring collaboration is connected with Professor Bogdan Suchodolski's long academic presence in Padua. Professor Suchodolski was awarded an honorary doctorate at the University of Padua in 1983; it was the first such title awarded by this institution to a foreign scholar in the field of education. In addition to general theoretical foundations of personalism, the account of achievements discussed in the "Rassegna..." includes also original areas of study on the permanent presence of classical philosophical and pedagogical thought and on the pedagogy of literature and children and youth readership.

The research circles of Padua pedagogy – as documented in the text – consistently apply the principle of continuity in the implementation of the research programme and the principle of dialogue and openness as well as cooperation with research cultures other than their own. Padua personalism still achieves new paradigms; it becomes a dynamic concept combining respect for the roots with a creative exchange of thought.

Irena Wojnar

### **Gaston Mialaret – the last animator of the New Education idea**

The article presents the activities and selected views of the French educationalist Gaston Mialaret (1918–2016) on the centenary of his birthday. He was a long-time professor at Faculté des Lettres et Sciences Humaines at the University of Caen. He combined the taste for empirical research with interest in philosophy. He continued and enriched the concepts of the New Education, especially the lasting importance of simultaneous research on the subsequent stages of child development and the implementation of education based on the assumptions of development pedagogy. He developed proposals for progressive educational reform presented in 1947 in the project "Le plan Langevin-Wallon". On the background of the analysis of the changing role of education in the contemporary world, Mialaret showed the changing role of pedagogical studies and especially the new role of the teacher as an animator of educational acts and situations. The article emphasizes the basic, in Mialaret's opinion, the importance of the so-called active methods enabling the enrichment of personality at all levels of education and the development of the educational, intellectual, civic and cultural potential of each student.

## **PART FOUR: TRADITION – CONTINUITY AND CHANGE**

Adam Fijałkowski, Irena Wojnar

### **A witness to history ... on the 100th anniversary of Regaining Independence by Poland (1918): Adam Fijałkowski talks with Irena Wojnar**

The 100th anniversary of Independence in 1918 was a very important event in Poland. We remember the people who created this Independence – both before November and after November 1918. We remember great events, great figures, great deeds of less often known people. We recall our school readings. We also remember our relatives, people from our families who lived, had families, worked at that time, but also those who died for Independence during those hundred years. One hundred years – it's not that much, and so much has happened in our history, so much has changed. There is duration, but there is also change. Irena Wojnar a witness to this story. The anniversary of the Independence was an occasion to ask questions about Polish patriotism, about the experiences of Irena Wojnar related to the changes in Polish patriotism from the interwar period to the post-war years.

Adam Fijałkowski

### **The Polish patriotism and pedagogy of Grunwald/Tannenberg (1410)**

This text presents a historical vision of the Polish patriotism. The author shows the tradition of Polish patriotism in a historical perspective on the example of changes in the function and significance of the symbolic battle of Grunwald/Tannenberg of 1410 (as a case study) in the formation of the Polish patriotic identity. The author also tries to characterise the most important challenges that different educational milieux faced in 1918 and in the first years of the construction of the Second Polish Republic.

Adam Fijałkowski

### **Patriotism and pedagogical responsibility**

One of the elements of a person's identity is his/her emotional relationship to the homeland. We call it patriotism. It is also defined as positive emotions and evaluations towards one's own group, its members and territory. Patriotism can also

be in the European (as Europeans, we identify with the works of Leonardo da Vinci, Beethoven, Chopin) or global dimension (awareness of global problems). The author of the text tries to answer the question: what responsibility do we, adults, bear, when we tell our pupils that they are to “give their lives” for their homeland? Should they die in combat? – as in 1918. Are they supposed to work for her for many years? To dedicate yourself every day at work, in family and social life, and thus “give your life” to your homeland? Was this problem noticed a hundred years ago? How do we understand our patriotism in Poland today?

Irena Wojnar

### **Conclusion: Humanistic alternatives**

Thinking and acting in terms of an alternative is, in our opinion, related to giving its interpretation a value, in a broad humanistic sense. We associate humanism with the primacy of man and with subjective actions. The discussion on humanistic alternatives contributes to exposing the factors complementary to the dominant, non-economic development factors, inspiring unconventional cognitive needs, humanistic sensitivity and creativity of people capable of building community peace without violence, in the spirit of the price of peace. Humanistic education means not only (not so much?) the presence of the so-called humanities at various levels of intentional and formal education, but also exposing the broader, non-intentional and non-formal educational values of humanism in terms of the worldview.