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## A Review of "Kultura i Edukacja" for the Years 1992–2006 for Adam Marszałek Publishing House in Toruń

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Kultura i Edukacja nr 4, 7-13

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2006

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Tekst jest udostępniony do wykorzystania w ramach  
dozwolonego użytku.

*Zbigniew Kwieciński*

## **A REVIEW OF “KULTURA I EDUKACJA” FOR THE YEARS 1992–2006 FOR ADAM MARSZAŁEK PUBLISHING HOUSE IN TORUŃ**

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This opinion covers 15 years of the periodical “Kultura i Edukacja” from 1992 to 2006 (including three publications of the periodical in 2006); it is concerned with fifty editions in total. Since 1993, the papers are published quarterly, and some of them contain double issues. Adam Marszałek Publishing House is the editor of the quarterly [...].

In the programme declaration of the first editing team (no. 1/92), with the main editor prof. Roman Schulz, (the team: Czesław Kossakowski, Adam Marszałek, Józef Pólturzycki, Andrzej Wojtas and Jan A. Malinowski as the secretary of the editors) we find out that the aim of the inventors of the periodical – in the difficult times of pedagogical papers crisis, yet also of opening to the freedom of speech – is to the boundaries and connections between education and culture, with special use of the “literary output and academic specification of the pedagogical community of UMK [Nicolas Copernicus University]”, including such specialties as sociology of education, history of schooling, social pedagogy, special pedagogy, pedagogical anthropology, didactics and pedagogical innovations. “The quarterly «Kultura i Edukacja» – as we read in the note *From Editors* – was intended to be a national magazine that would satisfy the needs of a wide scope of readers. Especially, however, the ones that are interested in the past, present and perspectives of the development of education as an ingredient of culture”. Have the intentions been realized, and with what consequence and changes, with what result as to the content and quality of publications?

The first issue of the quarterly (1/1992) was the name card of its profile. The issue and the whole history of “Kultura i Edukacja” is opened by an outstanding analysis entitled *O perspektywę globalną w myśleniu humanistycznym* [*For the Global Perspective in Humanistic Thinking*] by Eugenia A. Wesołowska, in which the author follows international reports in trying to analyze the condition of the world and its dangers:

demographic explosion, economic crisis, arms race, chaotic technological progress, destruction of the natural environment, old-fashioned and stiff social institutions, and neglected social plagues (alienation, anomie, drug addiction, riots, aggression, terrorism, lack of tolerance, marginalization and poverty, torture and crime). From this point of view, the author votes just as the Roman Club and other groups for the way to global pedagogy, education for “the world we would like to live in”. It is a text of considerable importance, which is worth reminding and recommending to students, especially in the times of the return of traditionalism and provincialism.

Next, Roman Schulz sketches the vision of transition *From General to Pedagogical Anthropology* [*Od pedagogiki ogólnej do antropologii pedagogicznej*] in academic teachings. Yet, on the part of the main editor, it is also an important constituent of the periodical that under his leadership will always realize the programme of strong foundation of pedagogy on its philosophical and biopsychosociocultural bases. An example of the idea can be the study Józef Górniewicz *Idea wyobraźni społecznej w polskiej myśli humanistycznej* [*Idea of Social Imagination in Polish Humanistic Thought*], in which the author places the concept of imagination outside the narrow context of artistic creation, and turns to the context of human responsibility for the shape of his life, the life of a community and its future.

The long cycle of historical and educational texts, subsequently always noticeably present in the quarterly, is begun in this issue by Andrzej Wojtas with an article on the influence of Catholic communities on the educational policy of the government in Poland in the years of World War II, and the analysis by Wiesław Theiss refers to the post-war times and the white stain in the history of education during Stalin's reign. Ryszard Jadczyk, in the historical section, places an analysis of the letters by Aniela Szcycówna to Kazimierz Twardowski, which marked the beginning of a longer cycle of source studies in the quarterly devoted to great individuals from the border line between philosophy and pedagogy.

In the 1/92 issue, Bronisław Siemieniecki initiated with his article (*Nowe możliwości stosowania techniki komputerowej w edukacji* [*New Possibilities of Using a Computer in Education*]) a rich and present-till-today current devoted to Information Technology in education. There is also an empirical study by Beata Szamotuła of the research on the knowledge and acceptance of the norms in the Students Code.

In this already historical today issue, there are also two remarkable reviews. There is a thorough and critically-polemical review by Mieczysław Gałaś of a collective work edited by Andrzej Radziejewicz-Winnicki *Pedagogika społeczna u schyłku XX wieku* [*Social Pedagogy at the Turn of the Twentieth Century*], as well as a detailed, yet also a very thorough and well-written general review by Józef Górniewicz of a book by A. G. Stratman *We can Change the World. The Real Meaning of Everyday Life*, from the content of which he exposed the especially important for us, in those times, American experience in respect to the contradiction between capitalism and culture or education, and the responsibilities and possibilities of education in overcoming the contradiction.

The issue is enriched by reporting information from didactic conferences in Toruń, bibliographical notes, the news of the publisher, as well as a brilliant feature article by Józef Pólturzycki on the year '92 in the history of the world and Poland.

In the following issues are placed outstanding texts devoted to the leaving and gone pedagogues and humanists, which has also become a tradition in the quarterly. Therefore, as early as in the number 2/92 there is a text about Professor Bogdan Suchodolski after his death, as well as a reprint of fragments of his studies on the relation of education and culture of the present and future. In the issue 2/96 can be later found an important study by Józef Pólturzycki on the life and work of Kazimierz Sośnicki, the creator of Toruń's pedagogy. All the meaningful biographical, historical, postmortem and current – anniversary accents have become a part of the content of the quarterly.

It is a salient and positive aspect of the functioning of the quarterly "Kultura i Edukacja" to try and attract really renown authors somewhat for good, to become partners for long years. Authors such as Roman Schulz, Józef Pólturzycki, Eugenia A. Wesołowska, Bronisław Siemieniecki, Józef Górniewicz, Stanisław Kawula, Kazimierz Denek, Andrzej Wojtas, Ryszard Jadczyk, Urszula Ostrowska, Adam Gwiazda and others have published in the periodical rich and very important for Polish pedagogy cycles of texts.

Ryszard Borowicz began from the text in 3/93 issue *Nowe wyzwania – bezrobotna młodzież* [New Challenges: Unemployed Youth] and the article in 1/94 issue *Polacy wobec wyzwań nowych czasów* [Poles Facing the Challenge of New Times] a thirteen-year cooperation with the quarterly that has lasted up till today, introducing distinct elements of sociology and education sociology and making others sensitive to the tasks of pedagogy and education as to system changes and the accompanying painful social problems.

It is these problems of "the new shape of education", in the situation of change in its local, national and global context, that has become a constant constituent of the content of the quarterly. Kazimierz Denek was looking for the *Polish Way to Educational Europe* (no. 2/93, 3/96, 2/98), just as Barbara Żechowska (no. 4/98), and Józef Pólturzycki was looking a recipe for a *Good and Modern School* (no. 2/93); Antoni Gładysz and Arkadiusz Ziernicki wrote about the conditions of turning local communities into separate subjects (no. 3/93), Barbara Fątczak-Rudnicka, Romuald Holly et al. presented empirical studies *Wiedza i opinie studentów o współnocie europejskiej i procesach integracji Europy* [Knowledge and Opinions of Students on European Community and Processes of Europe's Integration] (no. 4/93); Marian Filipiak wrote about New Age in the cultural context of modern cultural transformation (no. 1/94); Kazimierz Krzysztozek on the difficult adjustment of Poles to new relations between the market and culture (no. 4/94 and 1/95); Czesław Banach on the transformation and vision of the future of education and the necessary reform of teachers' training (no. 4/94, 3/96, 1/2001) and on the changes in pedagogical study (no. 1/95), Zbigniew

Kruszewski and Beata Przyborowska wrote (no. 1–2/97) on the development and functions of private schooling.

More often than not, in the fifteen years, the authors of the quarterly have got involved in the subjects of civics, education for democracy, national identity and attitude towards foreigners, tolerance and pluralism (no. 2–3/9), searching for a new model of adult education, kindergarten education, professional, and teachers' one.

A lot of space has been devoted in the periodical to international studies of education, from the presentations of UNESCO reports (Hanna Solarczyk – no. 2/98), through synthetic look on the transformations in educational systems (e.g. Urszula Świętochowska – no. 4/99), up to numerous research and information contributions from the USA through the whole Europe up to Russia and China – areas excluded from the scope of research of Polish comparative pedagogy after 1990.

The rich section of reviews and information also was abundant with texts concerning transformations in education in the world and in particular countries. A relatively limited attention was devoted by the authors of the quarterly to our northern and southern neighbours, who, as it seems can teach us a lot about educational solutions and achievements.

I consider especially valuable the articles where the authors point at the perspectives of alternative, total thinking which is to search for and point at new paradigms, just as *Zmiana świadomości – istota samorealizacji ekologii głębokiej* [*Change of Awareness: The Nature of Self-development of Deep Ecology*] by Piotr Koziół, or *Postrzeganie cykli życia – rozważania ogólnoantropologiczne* [*Noticing the Cycles of Life: General Anthropological Considerations*] by Lech Ostasz (no. 3–4/2000), or the lecture of Amitai Etzioni *Wrażliwa wspólnota – perspektywa komunitarystyczna* [*A Sensitive Community: Communitarian Perspective*] gained by the quarterly.

The quarterly has also risen on numerous occasions the problem of social inequalities in education, educational handicap of the countryside and country youth as victims of the above (e.g. Ryszard Borowicz, Kazimierz Bujak, Piotr Mikiewicz, Monika Kwiecińska-Zdrenka), both in a diagnostic and designing character, but also in a bold search for new models of theoretical explanation.

A typical example of the subject of education across the divisions of traditional humanistics and of a new sharpness of view on the system transformation can be the numbers 2 and 3–4 from the year 2000.

Number 2/00 contains articles by: Brian C. Anderson *Capitalism and Suicide of Culture*; Leszek Porębski *Information Revolution as a Source of New Social Divisions*; Tadeusz Biernat *Transformations of the European Union System*; Wojciech Stankiewicz *Asylum and Extradition as an Institution of International Law*; Marek Sokołowski *Cinema and Sacrum*; Marta Krasuska-Betiuk *Literary Culture in the Work of a Modern Pedagogue*; Ewelina Konieczna *Culture of Children's Audiovisual Media*. Moreover, it includes communicates by: Kazimierz Szmyd *Education and the Awareness of Community*; Gabriela Kapica *Children's Enigministic Competence as a Synonym of Creativity*

and Perfection; Dagmara Kowalewska-Gawęda *Using Fragments of "Harry Potter" in School Didactics*; Agnieszka Roguska *Local Cable TV in the Animation of Social and Cultural Activity*; Mieczysław Sprengel *Polish Schools in Australia of the Twentieth Century*. In addition, the issue contains a rich chapter of reviews and discussions of five books, such as *Sources of Subjectivity* by Charles Taylor (reviewer A. Krawczyk), a book on love and eroticism in literature (reviewer S. Jasiński), on music industry (reviewer K. Mazurek), on ethics in the media (reviewer W. Zieliński), on the theory of emotions (reviewer K. Wieczorkowski).

In the issue 3–4/2002, we can find excellent texts on very modern subjects, such as: by Arkadiusz Karwacki on the culture of poverty in the former PGR [State Farms]; Agnieszka Raniszewska on the ethical problems of transplants; Marcin Legnicki on the sense and values of life; Kazimierz Wieczorkowski on cyberculture; Adam Gwiazda on the perception and evaluation of democracy in Poland; Krzysztof Wasielewski on the dilemmas of adapting universities to the market; Justyna Tessa-Dykas on the problems of graduates on the job markets; Bogusław Dziadzia on the relationship between the media and community; Mariusz Drożdż on the invasion of violence on TV; Agnieszka Komorowska on the relation of children's aggression with their family socialization. Moreover, in the rich section of reviews and discussions there are as many as eighth reviews from the area of political studies, sociology, culture studies and pedagogy.

We are provided here with a very successful general view of the content profile, collection of authors and of the character of the quarterly "Kultura i Edukacja" in its final years of the whole fifteen-year period: an overview of the whole humanistics with elements of pedagogy, bold and very modern, as well as hot and neglected topics, the presence of foreign ideas, a wide presentation of Polish and foreign schooling, turning towards the present and the future bearing in mind the past, a very wide understanding of educational influence, including the market, information media and mass popular culture influence, here we have a richness of academic information and a wide scope of authors from the whole Poland (more rarely from the world) with predominance of the young academic generation from various branches of academic study.

The connection between the contents of the quarterly and the team of editors led by the main editor become noticeable once we look at the whole panorama of the fifteen years of "Kultura i Edukacja". From number 1/92 to number 2/95, the main editor is Roman Schulz. He fulfils his vision of building pedagogy as anthropology supported by the basic studies and looking for connections between culture and education.

From issue 1/95, Józef Pólturzycki and his co-workers enter the editing team: Eugenia A. Wesołowska, Jan Majkut, Bogdan Szulc, Bolesława Jaworska and a few other people, in addition, Adam Marszałek comes back to the team. [...]

This period results in a considerably higher number of authors writing for the quarterly, with a clear introduction to its content of the issues of defence education, physical and health education, adult education and further development of political studies. In this period (1995–1998) the magazine present a more descriptive point of

view, rather than a theoretical one, and with its rich content it turns a little away from the main currents of pedagogy, including Toruń's pedagogy. This period ends once again with a considerable change in the editors team: in the year 1998, Jacek K. Zabłocki and Wiesław Ciczkowski join it among others. [...]

From issue 1–2/2000, Ryszard Borowicz takes the function of the main editor. Krystyna Szafraniec and Włodzimierz Tyburski enter the team and Wiesław Ciczkowski remains there. His name can be found in his obituary in the next issue. From this time till today there has been a turn of the quarterly towards sociology, especially the sociology of education and youth, as well as an inclusion of more Toruń's and other young academic writers from the areas of philosophy and sociology. The team, strengthened by Marian Kowalewski as the vice editor and three secretaries, still with Magdalena Rupińska, exists till today.

Let us look inside the most recent issue of "Kultura i Edukacja" 2–3/2006 (in printing) to illustrate the work of the editors under the lead of Ryszard Borowicz. It is a volume that consists of thoroughly selected, serious and innovative to some extent theoretical and empirical studies, and a considerable set of reviews from the area of sociology, pedagogy, culture studies and anthropology. I give my highest praise in this volume to the texts by: Tomasz Leszniewski (on the use of the category of *Interhuman* by Gombrowicz to studies and research of identity from an interaction point of view), Anna Wojtewicz (on the usage of a theory by James Coleman to study the inequalities in education), Anna M. Rogaczewska (on the usage of the cognitive concepts of credentialism by Randal Colins to study the relation between education and social structure), also to an important empirical study by Jacek Kurzępa on manipulating with youth sexuality by market subjects, and by Alicja J. Siegeń on the sense of identity of youth of Belorussian origin from the educational point of view.

Given the lack of theories in Polish education sociology, as well as the deficit of valuable empirical research, this section brings enormous satisfaction to an experienced reader.

An article on the modern American schooling by Anna Mierzejewska and Stanisław Kawula is a very good informative text from the area of international educational studies, which presents a categorized knowledge on a country that is important for us, to which Poles migrate and with which they compare themselves. Studies from the border between theory of literature and of culture and pedagogy by Katarzyna Stankiewicz and Cezary Marasiński are also very interesting from the cognitive point of view. The debate over the contradiction between Polish stereotype *la Polotne martyre* and market liberalism presented by Bogusław Dziadzia and Andrzej Kasperek is an important contribution to the diagnosis of the state of collective thinking of Poles, and it is even symbolic for the diagnosis of the state of minds of the current leaders of Poland.

An article by Piotr Skuza can be found by the readers as innovative, disputable, even sensational. The author for the second time (after the issue 3/2005) writes about the

need to generally include in pedagogical research the question of sexual diversity and the "queer theory".

The rich, as usual in the quarterly, section of reviews includes critical analyzes and discussions of eight books and an anniversary text on a renown historian of education, Karol K. Poznański.

It is possible to form some critical remarks to the individual texts, as far as the coverage of references is concerned, others are disputable, yet there are also academically salient and original texts whose authors boldly cross the borders of one discipline, and the problems of education appear here from a broad humanist, international, and historical point of view. Young sociology is also dominant.

This volume is the name card of the current form of "Kultura i Edukacja" led by Ryszard Borowicz. Unfortunately, the presence in the editing staff of Włodzimierz Tyburski is not noticeable due to just as numerous – as of sociologists and young pedagogues – presence of young philosophers in the texts of the quarterly.

In its fifteenth year of existence, the quarterly "Kultura i Edukacja" seems to be a substantially academic periodical, with a widely original profile open to social studies and their connection with pedagogy, co-operating with a wide range of good authors from the whole Poland (mostly from Toruń), increasingly inviting renown foreign authors to co-operate. It is open widely to the modern world and its transformations, contradictions and threats, looking for new theories and original empirical studies, permanently rich in reviews and discussions of new important books from Poland and abroad. It is a reviewed periodical. Moreover, this magazine is widely and constantly present in academic pedagogical libraries and in the set books of academic lecturers and pedagogy students, yet not only there.

The editorial staff and the Publishing House must be congratulated and wished an active and expansive development!

Toruń 6 September 2006

*prof. Zbigniew Kwieciński*

\* The abbreviations come from the editing team and do not concern the essence of the content.