

Education and Ideology – within the Framework of Real Socialism – Paths of Development of Polish Socialist Pedagogy

Wychowanie a ideologia – w kontekście założeń realnego socjalizmu –
drogi rozwoju polskiej pedagogiki socjalistycznej

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Introduction

The specificity of pedagogy as a social science lays in its practical nature, setting before it the task of reaching particular goals. While these goals are always described and defined in terms of axiology – they constitute the repository of predefined models, paradigms and norms. Such epistemological point of view marks close association of pedagogy with the conclusions established by ideology. However, ideologies – predominantly limited to providing propositions of values – rarely implement these values by way of rational, critical and empirical cognition. Such ideologically accepted legitimisations usually offer no more than various world-views, social interactions and notions of a “new man” (Dziubka, Szlachta, Nijakowski 2008). What arises at this juncture is the issue of adequacy and coherence of the concepts of human and world development assumed in pedagogy with regard to the actual, changing world and social reality. To what extent, if at all, can pedagogy be open to such ideas? Wherefrom should it draw them, how should it verify them lest it becomes a tool of manipulation in the hands of ideologists willing to bring their – oftentimes utopian – visions to fruition? One might pose here the question about the degree to which such ideological view of the human and the world has been provided in the ideology of real socialism. Polish pedagogy has had distinct and significant experience with respect the latter. It happened during the period of the so-called *real socialism*, which in Poland occurred in the period of 1948/50–1989/90, when it was carried out with most intent. During that time, Polish pedagogy was entirely subjected to the influence of Marxist-Leninist ideology, through the lens of which, on one hand, the

fact of education was interpreted, while on the other the task educational practice was carried out. The ideology had acquired certain degree of adaptation and systemic stabilisation by and particularly during the 1960s.

Socialist pedagogy – general assumptions

The above-mentioned period of development in the Polish pedagogy was thus described by Adam O. Uziembło – one of key figures in the social pedagogy of the time: “The period since 1960 until now has been the time of ideological formation, consolidation of the rules of socialist democracy in all aspects of social life on the basis of growth and of the stabilising influence of socialist economy. It is the time of ideological solidification of Marxist forces, after the turbulences of the previous era there comes the stabilisation of the developmental trend of socialist culture as the tool for educating the society” (Uziembło 1967, p. 23).

Attempts at total adaptation of the Marxism-inspired so-called socialist pedagogy were undertaken in Poland after the period of translation and assimilation of the Marxist pedagogy originated in the Soviet Union. Special attention in that regard is due to the research works by Bogdan Suchodolski, who at the time was the sole interpreter of the works by K. Marx and V.I. Lenin, as well as by other representatives of the current in Polish pedagogy (Suchodolski 1947, 1957ab, 1967). In the context of the early 1960s, he wrote about the perspectives before the Polish pedagogy in the following manner:

Speaking of the situation and the perspectives before pedagogical sciences in People's Poland, one should most of all underscore the special significance for the educational process of abolishing the capitalist system and of laying the foundation for socialism. It can be noticed both in careful and deliberate policies of education and culture implemented by our State, as well as in the process of human growth – under the tutelage of the Party and trade unions – through performing diversified labours and tasks. In twelve years, we have accomplished a lot in extending and remodelling education and culture in Poland (Suchodolski 1959, p. 516).

According to the author, the key tasks of the so-called socialist education can be framed within the three categories: *society – work – culture*. What is meant by that is the fostering of keen social participation, of creative execution of professional work and active participation in the cultural life. These categories identify the key aims of socialist education. Within these fields, the tendency

of socialist society to realise the basic alignment of social interests with the developmental needs of individuals can become reality.

Hence, the assumed notion of social pedagogy was the concept of a wide-reaching social influence in the communities, effectuated through educational activities, but also through specific operations undertaken as educational policy. The basic assumptions of socialist pedagogy also stem from the ideology of Marxism-Leninism, grounded in the idea of revolutionary struggle aimed at abolishing the bourgeois (in capitalism), class system – and eventual establishment of a classless society of working men (the dictatorship of the proletariat). It is to be a political, social and cultural revolution achieved partly thanks to the use of education. Thus, the final goal of education is “to prepare the growing generations to take active part in creating the communist society” (Kairov 1950, p. 23). Thus understood social education is therefore grounded in the basic tenets of Marxism-Leninism, which include: 1. historical and dialectical materialism; 2. political economy; 3. revolutionary strategy and tactics (Marx, Engels 1965; Marx 1951; Lenin 1949; Schaff 1950). Such education should be aimed at the formation of *a new man*. Hence, the system of pedagogy under construction has to be provided with the means and methods for defining the paths of development and the shape of the future. In line with the principle that *it is not human consciousness that determines social conditions, but it is human social conditions that determine the consciousness* (historical materialism), all pedagogical activity was to be the activity performed within communities, whereas the most efficient manner of bringing it about would be, according to revolutionary strategy and tactics – the social policy (Marx, Engels 1949, p. 338). Consequently, such notion of education (social strategies of influencing individuals) started to infiltrate and inspire the pedagogy of the period.

In one of his many then-created works devoted to the issues of thus conceived education, B. Suchodolski wrote about it: What should become the fundamental feature of the modern educational policy is deep understanding of the truth that in the world of today the ways of promoting education are and should be much more diversified than before and that social needs concerning education and pedagogy cannot be single-handedly met by the school. These needs must be catered to by numerous and various institutions dedicated to extracurricular education, (...) through providing conditions for emergence of educational forms of practice in every professional field with no exception (...). Accepting the value of those many curricular and extracurricular paths will allow for fundamental differentiation of tasks to be performed in each of them (Suchodolski 1959, p. 229).

Legal solutions

The above ideal and paradigm of education was at the time forcefully “decreed” and brought to force using relevant legislation. An event of particular import and significance – within the educational policy existing then, and hence, crucial from the point of view of the Polish pedagogy, was the development and issuance of the new Law regulating the operation of the educational system. It was the *Law On Development of the System of Education and Pedagogy (The Law of 15 July 1961)*. The law unequivocally defined the ideological basis for the educational system under construction in Poland, it also endorsed the principles of universality, accessibility and laicity of education. The bill claimed that education and pedagogy constitute ones of the basic levers of socialist development of the People’s Republic of Poland (PRL). Concurrently, the system of education and pedagogy was intended to prepare qualified workers for national economy and culture, woke builders of socialism. Thus defined development of the system of education and pedagogy was to provide every citizen with primary education, as well as with the access to all levels and field of training, depending on their interests and capabilities. Whereas school and other units of education and pedagogy were to rear children in the spirit of socialist morality and socialist guidelines for social harmony, in the sense of love for the motherland, peace, liberty, social justice and brotherhood of workers of the world, to prepare them for taking active part in the development of the country, its economy and culture (Pęcherski, Świątek 1978; Cichosz 2004).

The Law on the educational system of 1961 was one of the first and most important acts for the new way of understanding of education and for the resulting therefrom shape of the educational system being at the time established in Poland, both in terms of ideology and organisation. Yet, it was only a foretaste of the solutions elaborated in the legal acts of the coming 1970s. It was in that decade that Poland entered the era of consolidation of the social order created in the post-war years – assisted also by specific achievements in economic growth, which were to be attained by execution of the subsequent Five-Year-Plans – centrally defined and carried out paths for economic progress.

Thus, 1971 saw the commencement of activities aimed at further transformation of the existing educational system, though still on the basis of solutions implemented in the Bill of 1961¹. These referred both to the structure

¹ Edward Gierek, then the First Secretary of the Central Committee of the ruling Polish United Worker’s Party (PZPR), addressing the issue, said: “Our economy, all aspects

and the forms of education in Poland and were to entail modernisation of the entire process of education, and also of extracurricular schooling/personal development.

Development of advanced socialist society

The Minister of Education and Training at the time, Jerzy Kuberski, wrote in 1975: During the 1970s, the governments and societies of all countries within the socialist union faced the necessity to undertake a structural manoeuvre in order to modernise the entirety of educational systems established by them. Furthermore, and this is most significantly a task before us, underway are the works on a reform of the content of education and rearing informed by a »programme fit for the generation«, which entails the development of advanced socialist society (Kuberski 1974, p. 3; Jabłoński 1970, p. 46).

The above-described actions were further intensified when the power in the USSR was taken over by Leonid Brezhnev (1964). In the USSR, already in 1959, during the 21st Congress of the Communist Party of the Soviet Union, the building of socialism was proclaimed to have been accomplished while the development of communist society to have been commenced. In light of that, all other countries of the Eastern Bloc “declared” their transition to the building of the so-called *society of advanced socialism* with the leading and dominating role of the USSR left intact.

of life require young, ideologically aware and energetic, qualified and diligent staff. Young people should know that shaping the future of the country, they create a vista for themselves. We will return to these issues during a special session of the Central Committee [of the PZPR], on the basis i.a. of a report on the situation and problems of the youngest generation, on the changes in the model of education. We commissioned such a report from experts in various fields of life. It should be developed in active participation and with the benefit of opinions provided by tutors and various communities of youth. As a result of this research, we shall undertake to envisage changes in the educational system in Poland (...). Education and rearing of young generations in the spirit of socialism so that they become patriots of the People's Poland – is a great social and national task. An important role to be played here was designed for all youth organisations (...). These should get the youth involved in the mainstream of issues that the country experiences. At the same time, we must remember that the main centre of knowledge, of shaping characters and attitudes is the school, the entire system of primary and higher education (“Nowa Szkoła”, 1971, no. 3, 1 – Editorial)”.

Hence, the undertaken reform of education was carried out within a centralised and mono-centric socio-political and ideological system, which, as can be supposed, was not inconsequential for the shape and course of the transition itself. Whereas, turning now to the leading role of the USSR among the socialist countries, of no small importance was the impact of both educational ideas and distinct practical solutions implemented in the field, originating from the USSR – it was decreed both in terms of legal regulations and systemic considerations². So it was, because the integration of socialist states was also to span the field of educational activity in general, while in a more narrow sense, the level of understanding of the very process of child-rearing³.

Therefore the commencing reform of the Polish educational system of the 1970s, subject i.a. to the influence of the general socio-political situation pervading the socialist states, distinctly defined the Polish pedagogy undergoing reshaping, and particularly the social pedagogy. The legislative initiatives put forth, the laws and resolutions passed by the highest authorities of the Polish People's Republic, left a pronounced mark both upon the then-redefined research field of pedagogy and on its tasks. All the existing legacy of pedagogy, including its key interest in community-centred educational activity, were now given a new, recognisable slant and ideological context. The idea of a nurturing (socialist) society and of a uniform educational system were clearly becoming the inspiring forces behind the pedagogy of the times. Most pedagogical concepts were closely related to those notions, including those developed and implemented in the field of social pedagogy.

Simultaneously, the link between pedagogy and social and educational policy was becoming ever stronger, as that very social and educational policy constituted the main field of ideological inspiration and of legal regulations for practices undertaken with regard thereto. Aleksander Kamiński, commenting on this interconnection from the point of view of social pedagogy, wrote: There had always been between these two academic disciplines, both within the scope of our interest, a certain type of proximity; however, in the recent years one may

² The issue of socialist education was also a matter of consolidating a common worldwide “front” of the socialist system. Socialist education was to constitute only one of many elements of that system.

³ Addressing and undertaking a common educational policy was particularly noticeable in socialist countries of the so-called Eastern Bloc (the USSR, Bulgaria, East Germany, Czechoslovakia, Romania, Hungary, Polish People's Republic). Similar laws and regulations were enforced in those countries with regard to the operation of the educational system (Pęcherski 1975, p. 147–148).

develop the impression of further rapprochement, one so deep in fact that at times taking the form of indiscriminate permeating, blurring the once-definitional borders. Such thoughts come to mind when reading the works by the leading Polish social pedagogues and social politicians, published in the 1970s. We can observe the way that social pedagogy intensifies its emphasis on its competence in the field of reorganising the environment of life, work and recreation – while the social policy, on the other hand, pervades ever more deeply into the analysis of human needs – all sorts of needs – and becomes involved in directing and satisfying them not only materially (Kamiński 1978, p. 11). Therefore the structuring of the educational policy of that period, its “ideological” construction together with its actual execution provided a very significant backdrop for the there and then emerging and defining itself Polish pedagogy.

Coherent (comprehensive and uniform) system of education and upbringing

Undertaking a reform of the social system – including the educational system, while at the same time appreciating its crucial role in the political and economic progress in the country, the new authorities, on 30 January 1970, established a Committee of Experts to deliver a report on the state of education (Miąso 1980, p. 414). The Committee was to look into the situation in the field of education and upbringing. Jan Szczepański was appointed the President of the Committee, which beside him brought together many specialists – scholars, educational activists, representatives of economy and teachers. The body was to elaborate a report on the nation-wide situation of the educational system. The goals set before it were formulated in the following way: a) to analyse the existing educational system and other forms of schooling in Poland and to develop suggestions for modifying and improving it, b) to define the tasks and elaborate a project of a future model of education against the backdrop of future social, technological and cultural transformations (Raport o stanie oświaty w PRL 1973, pp. 9–10; „Nowa Szkoła” 1971, p. 59).

Hence, the Committee was on one hand to diagnose the state of Polish education (that predominantly concerned the system of schools), while on the other to define and elaborate suggestion for its modification and improvement also in other fields, e.g. in the field of operation of various educational institutions, with the consideration of the influences of a wider environment of human life. Indicating the broad lines of works on the report, Jan Kluczyński, the Secretary of the Committee of Experts, pointed to the need to perform research into extracurricular institutions within the educational system as well as a study of

grass-root and top-down integration of the school, local communities, working, and leisure environment. Moreover, he identified the necessity to answer the question of the future role of out-of-school environment in the system of education and upbringing of the youth, and of what the system of integrated rearing of the youth should be (incl. home, school, socio-political organisation, out-of-school environment, mass media) (Kluczyński 1971, p. 14). Ultimately, the proposals included in the final report, besides the theme of schools, widely covered the notion of a comprehensive system of education as assuming vital and superior position.

The above-sketched vision of the reformed educational system was eventually adopted by the Committee of Experts in the form of its own publication in 1973 of the *Report on the State of the Educational System of Polish People's Republic*. The Report, besides developing the notion of a new structure of schools, presented a vision of operation of a comprehensive educational system, one in which important part in forming people is given to institutions other than schools. In it, we can read:

The process of upbringing, conceived as the process of formation and development of human personality, occurs on many levels, in its pre-school, school and post-school periods, but it is always subject to simultaneous influences exerted by many institutions. During the time of their schooling, young children and the youth are also exposed to the effects of operation of many institutions, groups, processes and extracurricular phenomena. The efficiency of schoolwork may be improved if out-of-school educational and upbringing activities will not hinder school's efforts, instead fostering their enhancement. Educational policy should focus on the entirety of the upbringing process occurring in the whole society, throughout the individual's course of life. It should be stressed that the importance of extracurricular schooling will grow. One should therefore speak not only of a single front for upbringing, but also of a comprehensive educational system involving all the institutions which provide individuals with academic knowledge, practical skills, political and ideological content, cultural values, criteria of valuation and patterns of behaviour (Raport o stanie oświaty w PRL, p. 395).

Socialist society assisting the upbringing

Since the Committee of Experts was established, the problem of the reform and development of educational system was raised numerous times. Already in the following year of 1971, before the 6th Congress of the Party, which took place

in December, guidelines of the Central Committee of Polish United Worker's Party (KC PZPR) had been prepared with the congress in mind (*O dalszy socjalistyczny rozwój Polskiej Rzeczypospolitej Ludowej 1971*). The guidelines presented the position that the most important goal of the educational system undergoing its reform is to provide the young generation with more favourable conditions for a better start in their adult life (correlating successful development of the young generation with satisfactory development of the economy, as well as with proper ideological level of the socialist society). Therefore, the document provided a long list of questions. These included inquiries about: the length of professional training and the forms according to which it should be organised; – the introduction of compulsory retraining for adults and the forms it should take; – the model for educating the most talented young people; – the quantitative proportions between the respective areas and levels of education of the youth; – the constant improvement of the scheme of interconnections between the educational system and science.

Besides, in the guidelines presented here, the emphasis was placed upon a greater role of environmental influence on personal development of individuals, the concept constituting one of the fundamental research fields of social pedagogy, which was experiencing rapid growth at the time itself. Considering the role of school along with its tasks, the guidelines pointed out that it was to be desired that schools – in active cooperation with other forms of education and with the community, winning for the task of forming the youth their parents, the staff in child-care centres and social organisations – provide the best material, organisational and personnel conditions for youth organisations involved in ideological and educational tasks. In order to achieve better results in formation work among the youth, constant expansion of youth care was required. Such objective was to be reached through the development of relevant functions of school and the collaboration of other institutions, such as: the family, the school, youth organisation, social organisations, the press, radio and TV, as well as other mass media. What needed further development and heightened efficiency of use were the centres for out-of-school training: dayrooms, semi-boarding houses, youth cultural centres (*O dalszy socjalistyczny rozwój Polskiej Rzeczypospolitej Ludowej 1971*, „Nowa Szkoła” (1971), no. 11, p. 2).

The emerging concept of the educational system that would also include institutions of out-of-school training, the notion of comprehensive and uniform activity, both in terms of ideology and of providing a coherent and unobstructed system of pedagogical effects, was articulated fully in subsequent documents. In the following years 1972/73, two important documents were issued:

1. *Programmatic Theses of the 7th Congress of the KC PZPR on the Education of the Youth* (published in November 1972),
2. *The Law of the Sejm of the Polish People's Republic of 12 April 1973 – "On the Tasks of the Nation and the State in Educating the Young and on Their Participation in Building Socialist Poland"*.

These documents present a fully-fledged vision of a uniform educational system and socialist society to shape the youth. In the Law passed by the Sejm, we can read:

The Sejm recognises the need of development and subsequent implementation by governmental bodies, educational units, training and cultural institutions, mass media, social organisations and the family of a uniform educational system that will prepare the youth for their life and work, future duties and meeting the responsibilities towards oneself and towards the society. The foundation for such system are the socialist educational concepts provided by the programme of the Polish United Worker's Party, which spearheads the nation in building the socialist society. (...) The Sejm of the Polish People's Republic avows that the State, supervising all aspects of youth education, will provide more efficient coordination of a uniform educational front, encompassing: home, school, workplace, the military, cultural and educational institutions, radio, TV and publishing houses, sport and touristic activities. A special role in educating the youth is reserved for the system of higher education (Uchwała Sejmu Polskiej Rzeczypospolitej Ludowej z dnia 12 kwietnia 1973 r. p. 4).

Thus, the reform of the educational system undertaken in the 1970s, in particular socio-political circumstances emerging in Poland, but also influenced by certain international conditions led to the concept that nationwide education should be centrally addressed, carried out and coordinated through the implementation of top-down regulations. Thus organised schooling was to be uniform – i.e., first of all, that it was to provide each an everyone with an opportunity and be accessible for everyone (meaning most of all an unobstructed system of schools with universal secondary education and the possibly to find proper professional training and higher education), and, secondly, it was to be uniform in terms of ideology – i.e. grounded in the concept of socialist human development. Furthermore, educational influence was most of all encompass the whole scope of human social activity; beside teaching provided by schools, extracurricular schooling greatly grew in importance. The issue of integrating the undertaken pedagogical efforts was also approached in light of their efficiency. Simultaneously, it was posited as a fundamental, root cause principle that the entire society should be involved

in the matters of education – the notion of society assisting the upbringing. In a Law passed by the Sejm of the PRL

On the Tasks of the Nation and the State in Educating the Youth and on Their Participation in Building Socialist Poland”, one may read: “Socialist socio-political and economic transformations, further rapid progress in science and technology, the improving standard of living of the society, they all require intensified effort of the entire nation. The condition for their success is the participation of all young people in bringing about the desired changes. It requires the whole of the society to take diligent care of educating children and the youth in the spirit of socialist ideals (Uchwała Sejmu Polskiej Rzeczypospolitej Ludowej z dnia 12 kwietnia 1973 r., p. 4).

Similar resolutions and similar vision of the reformed educational system was ultimately adopted in the project elaborated by the Committee of Experts, included in the *Report on the State of the Educational System*, published in 1973.

All of the above-presented solutions and arrangements endorsed in laws, guidelines, programmatic theses and other documents regarding the reformed system were finally accepted for execution as the basis for the modernised system of national education in the Law passed by the Sejm of the PRL of 13 October 1973 *On the Issue of the System of National Education* (Uchwała Sejmu PRL z dn. 13 października 1973 r.). The Law established a new structure of the system of educating and upbringing Polish children, entailing such key assumption as:

- gradual dissemination of extracurricular education both in urban and rural areas;
- providing universal secondary education through the implementation of uniform programme of primary and secondary schooling on the basis of a ten-year comprehensive school (which was to be uniform in terms of the curriculum in the cities and in the countryside);
- the development of professional training, which was to serve to produce skilled labourers, technicians and other workers;
- the foundation and the crucial node of the reformed educational system was to be the school.

The Law, according to the solutions provided in all the projects and legislative regulations developed thus far, indicated a significant role in the process of upbringing of the out-of-school educational institutions. Therein, we can read:

In a comprehensive system of education, ever greater challenges stand before the family, the workplace and trade unions, the youth and social organisations, healthcare

institutions, child and youth care institutions, the military, cultural and educational as well as scientific and artistic institutions, bodies disseminating knowledge, moral values and rules of social coexistence, mass media, sport and touristic organisations and others. Coordination of the influence and efforts undertaken by these institutions will allow for the establishment of a comprehensive educational environment, it will also facilitate the optimisation of the process of educating and rearing children and the youth, especially with regard to their assimilation of the basic moral norms (Kamiński 1978).

The presented here issues regarding the practice of pedagogy within the current of ideological social and educational policy received a special reference point and “application” in social pedagogy. On one hand, we recognise in such pedagogy the efforts and activities to forcefully integrate the approach typical for social and educational policy with the approach assumed in pedagogy, as is the case of works and deeds of Jerzy Kuberski, Czesław Banach and Jerzy Wołczyk⁴. On the other, within the field of social pedagogy one can also find critical attitudes towards the above-described concepts. Well-known are the opinions expressed by Aleksander Kamiński regarding the works on the reform of education – in this case focused on the *Report on the State of the Educational System*. In his declarations about the Report the author was rather disapproving, particularly with regard to the issue of the proposed regulations concerning out-of-school institutions, about which he wrote:

The institutions of the Report could be described in the following way: institutions exerting unintentional and indeterminate influence on the persons involved with them ought to be transformed into elements of the educational environment, deliberately directing their influence at intentionally defined goals of education. Making pedagogues and social activists not involved in pedagogy aware of the widest range of educational aspirations and capabilities could be – at that stage of academic research – provided only in a very abridged manner, usually in the

⁴ From the point of view of the interpenetration of ideas, the association of politics with the pedagogy during that period, of great importance seems to have been the fact that people involved with the issues of educational policy, incl. the questions of upbringing, simultaneously served in oftentimes very important party and governmental offices: in the 1970s, Jerzy Kuberski was the Minister of Education and Training; during that same period Czesław Banach served as the Deputy Director of the Department of Science and Education of the KC PZPR; Jerzy Wołczyk was the First Deputy Minister of Education and Training – the Undersecretary of the State; while Jarema Maciszewski – the Head of the Department of Science and Education of the KC PZPR.

form of most general definitions and working hypotheses, whereas the postulates presented here require (even more than the guidelines for the schooling system) concrete solutions along with their verification grounded in properly carried out experiments (Banach 1974, p. 32).

The matter also involves the issue of the scope of opportunity for performing unrestricted research, at the time performed in the field of social pedagogy. With regard to that, there is an air of grotesque strangeness to the words of Czesław Banach, who at the time of the implementation of the reform of education in Poland in the 1970s, could write:

The establishment of a modern educational system requires improvement, the supervision over social sciences by the Party and the State, as well as creating conditions for collaboration between education, science, social and economic life. Such supervision may entail: 1) directing research activity through goal proposals and setting of tasks to be solved; 2) providing material and social conditions for the development of sciences and benefitting from their potential for international cooperation; 3) the use of evaluations and professional opinions on major issues; 4 support for creative minds, people systematically performing mass-scale implementations, limitation of the influence of those copying well-established ideas and those of the overly cautious type (Banach 1974).

Conclusions for modern education

Considering the process of ideological development of the educational system described above, the following conclusions should be pointed out:

- every emerging – shaped educational system is always a response to local and global processes and social phenomena – so it should become part of these phenomena, recognize them and creatively transform them. The educational system cannot be, in this sense, an ideological scheme – only a functional frame,
- every emerging educational system should be a space for social-civic-subjective activity, of those who creates it, and participation in it should be an act of free choice and creative activity,
- the educational system, as an educational system should be based and refer to the universal system of values – should emphasize subjectivity and the humanistic dimension of human and social existence.
- the educational system always fits in, and emerges from a specific culture – so it should refer to it and creatively develop it.

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SUMMARY

Contemporary discussions on the shape of the social world and the role and place in it to be given to human beings, also regarding the process of education they are subjected to, prove very extensive and oftentimes lead to controversies, even conflicts. One of the reasons of such situation seems to be the close relation between pedagogy and ideology, the latter providing answers to questions similar, and at times identical, to the ones posed by pedagogy. However, due to the nature and specificity of ideological thinking and the rather extra-rational manner of validation assumed in it, the question of admissibility of such connection arises. The analyses of such situations, which the Polish pedagogy had experienced, may prove very illuminating in thus delineated context. These concern the impact that real socialism had upon education, particularly

in the period of 1948/50-1989/90. It may be significant as the ideology is still alive today and provides inspiration for pedagogy both internationally and in Poland. What were the effects of the inspirations drawn from socialist thought for the Polish pedagogy and what was their influence upon the institutional and systemic solutions adopted in the actual social life? The paper is an attempt at analysing that very issue.

KEYWORDS: socialism, marxism, educational policy, socialist society, comprehensive system of education and upbringing

STRESZCZENIE

Współczesne dyskusje o kształt świata społecznego, o rolę i miejsce, jakie powinien w nim zajmować człowiek, także w aspekcie podejmowanego wobec niego procesu wychowania, są dziś bardzo szerokie, często też prowadzą do sporów, a nawet konfliktów. Wydaje się, że jednym z powodów takich sytuacji jest bliskość pedagogiki z ideologią, która daje odpowiedzi na podobne jak w pedagogice, a nawet te same pytania. Ze względu jednak na charakter i specyfikę ideologicznego myślenia i przyjmowany w nim raczej pozaracjonalny sposób uzasadnień – powstaje pytanie o dopuszczalność takiego związku. Bardzo pouczające w tym zakresie mogą być analizy takich sytuacji, które zdarzały się już w polskiej pedagogice. Chodzi tu o wpływ realnego socjalizmu na wychowanie, jaki miał miejsce szczególnie w latach 1948/50 – 1980/90. Może to być ważne dlatego, że ta ideologia współcześnie jest nadal żywa i inspiruje pedagogikę światową oraz polską. Do czego więc prowadziły inspiracje myśli socjalistycznej w pedagogice polskiej? Jak wpływały na instytucjonalne – systemowe rozstrzygnięcia przyjmowane w realnym życiu społecznym? Niniejszy artykuł jest próbą analizy tych zagadnień.

SŁOWA KLUCZOWE: socjalizm, marksizm, polityka oświatowa, społeczeństwo socjalistyczne, całościowy system oświaty i wychowania

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