

Review of Upbringing (volume 4)

UPBRINGING – concepts, processes, contexts in their interdisciplinary interpretations. The editors of volume 4 are two well-known professors, Maria Dudzikowska from Adam Mickiewicz University in Poznań and Maria Czerepaniak-Walczak from the University of Szczecin.

M. Dudzikowska is especially interested in the educational system. Not only does she consider the institution of school and its changes, school as a place for the learner's progress and everyday school life, but also autocreation in school, upbringing and acculturation.

M. Czerepaniak-Walczak's scientific interests are focused on emancipation of individuals and groups as much as on respecting children's rights and pedeutology.

It should be mentioned that the three volumes of "Upbringing" have won the **Education of the 21st Century award** for its high educational, cognitive and editorial level.

The 3 volumes focused on the essence and sense of upbringing, its aims and contexts. They tried to answer the following questions: What is upbringing? Is it possible today? What kind of processes should be applied during the process of upbringing? Who is the potential person to bring up and what is he/she like? Who is the potential educator or who may or should he/she be, etc.?

Volume 4 is the continuation of the 3 previous volumes dealing with upbringing in its interdisciplinary perspective. The contents of this volume comprise 16 essays concerning upbringing. Again they try to answer a few significant questions connected with being a citizen and a patriot in the contemporary meaning. Here, school is shown as a place for the learner's experience in the above problem.

The reader of this volume can be acquainted with a variety of approaches to the problem of upbringing, but at the same time they will give the reader an opportunity to reflect on their attitude towards upbringing.

Since the authors of this volume are representatives of different disciplines they indicate new and interesting categories that ought to be the subject of educational reflection that is supposed to go beyond the traditional knowledge and treatment of upbringing. The specialists of different fields notice the strength and range of new places and mechanisms of upbringing which are not stereotypical or simplified. The presentation of the different points of view lets the reader see different perspectives other than the pedagogical ones. It also gives the possibility to understand and accept the views of individual authors. However, they are not representatives of all the specialists of the same interests. Nevertheless, they will open minds of potential readers.

The authors hope that the opinions and reflections on upbringing gathered in one place will make it easier to see how specific and complicated the process of upbringing is. Not only do they want to give arguments against one-dimensional thinking about the development of individual and social changes, but also against these systems of thinking that limit human cognition and deciding for oneself. The texts of different authors can be the inspiration and the source of critical reflection for the pedagogues, specialists of other social sciences and students.

It may be said that the educational system is in crisis nowadays and that is why the intention of the editors was to give some ideas for the possible renewal of this system. The ideas concerning upbringing usually become vivid due to the current situation. The growth of danger and the crisis of public attendance are the biggest problems of our times. Unfortunately, civil and patriotic upbringing is getting less important, but there is a need to widen its contexts taking into account all the social, economic and political changes. They are the grounds for the debate about upbringing and they let distinguish upbringing from moralizing. The aim of the essays written by pedagogues, psychologists, sociologists, historians, either theorist or practitioners, is to present the problem of upbringing towards democracy and through democracy. Democracy is a very important term including both patriotism and citizenship. The manipulation of these processes according to political or other current needs threaten the process of education for democracy.

The case of upbringing – debates, disputes concerning concepts and conditions of upbringing are mostly visible during some political changes. Politicians are creators of different fields of social life and very often they persuade people that the so-called proper upbringing is able to mend the “spoilt” world. As a result they offer simple and safe solutions by giving ready prescriptions for upbringing. The main drawback is that many of them are examples of manipulation and, what is more, they show the myth of universality, which means they are the cure for everything, for all the difficulties associated with upbringing. It is extremely dangerous since this kind of approach is deeply rooted in the past with the great affirmation for

what passed a long time ago. In consequence it may only generate new threats. Prof. Henryk Samsonowicz, in his essay *About the Danger of Memory Manipulation*, has paid a lot of attention to such threats. In his essay *Unbearable Load of Complexes. Some Remarks about Patriotic Upbringing with Past Background* prof. Marcin Kula claimst hat patriotism is a spontaneous and natural phenomenon. Prof. Krystyna Skarżyńska underlines that there are different kinds of patriotism which she presents in the essay *Kinds of Patriotism. Do Personal Experience and Upbringing Differentiate National Attitudes*. Prof. Anna Przećławska presents her reflection on how patriotism is understood by young people.

The word citizen is very modern nowadays in the whole world and in all kinds of political systems, a case raised by Prof. Eugenia Potulicka. Further, Prof. Piotr Gliński writes about the necessity of students' participation as far as democracy is concerned. In her essay prof. Maria Dudzikowa describes the development of social capital at school which is not an optimistic case. Prof. Maria Czerepaniak-Walczak gives the motto "Do not think, be obedient" to careful consideration. She noticed that being loyal to this motto, an attitude very present at schools, it is not possible to bring up a brave and responsible citizen. This topic is also continued by Marek Andrzejewski (PhD). Of course they emphasise that school is not the only factor influencing citizenship and upbringing. The media and non-governmental organizations are responsible for that. And these issues are illustrated by Prof. Bogusław Śliwerski and Włodzimierz Paszyński (MA).

Further essays are focused on experiencing democracy at school. They try to answer a question whether it is possible at all. They also show the necessity of equal chances for girls and boys. Thanks to this it may be possible to be proud of one's own achievements and to have respect for oneself. However, these attitudes require changes in our conventional wisdom. Although the educational system has changed, most people still have the same traditional way of thinking – democratic rules at school have not been accepted so far. This situation is presented in detail by Marta Zahorska. In her essay *Is Democratic School Possible?* Krystyna Starczewska (PhD) as a head teacher indicates difficulties and positive effects of the democratic school in comparison with the authoritarian system. Lucyna Kopciewicz (PhD) develops the case of the equality of rights for both sexes. In her text – *Polite Girls and Impolite Boys* – she sees the consequences of that kind of treatment for the participation in social life.

Wealth is also the criterion for the social division and democratic way of upbringing. *You Have No Money, You Are No One* and *To Be of Good Birth Means to Be Better Educated*, these are essays written by Prof. Elżbieta Tarkowska and Barbara Smolińska-Theiss.

In this volume there are plenty of issues connected with democratic upbringing which indicate the complexity of the problem. It is developed and explained by people of various interests such as psychology, sociology, history, law, pedagogy, etc. They may give some clues or arouse our interest in searching. However, they all see the danger and deficits in Polish schools and upbringing. On the one hand, schools are supposed to prepare young people for everyday life in society, but on the other they keep them far away from such life. The editors say that school not only protects a student from the “real life”, but what is more, it creates a different world in which the participation is replaced by listening. Is it possible to create a real citizen with their own preferences and attitudes? The essays of this volume will try to help all educators to understand the seriousness of democratic upbringing.