

Przemoc ze strony nauczycieli stanowi czynnik generowania sytuacji zagrażających godności dziecka. Autor na podstawie analizy literatury pedagogicznej dokonuje syntezy wskazań pedagogicznych w zakresie poszanowania godności. Punktem odniesienia analizowanych zjawisk są społeczne zagrożenia godności osoby ludzkiej według społecznego nauczania Kościoła. Szczególna uwaga została zwrócona na nauczanie Jana Pawła II, Benedykta XVI i Franciszka.

Szczególną egzemplikację zagrożeń godności człowieka stanowią sytuacje zagrażające godności ludzkiej w ujęciu socjologicznym. Autor czyni niezwykle słuszną uwagę dla socjologów: „sytuacje naruszające godność osoby ludzkiej socjologia o orientacji personalistycznej powinna w większym zakresie niż dotychczas opisywać, interpretować i wyjaśniać” (s. 365). Te słowa odnoszą się również do pedagogów, gdyż przedmiotem ich zainteresowań badawczych jest pedagogika personalistyczna.

Dla pedagogów przedmiotem szczególnej uwagi są społeczne uwarunkowania wychowania ku wartościom godnościowym; stanowią one przedmiot analiz w rozdziale piątym. Punktem wyjścia jest analiza pojęcia wychowania moralnego przez znanych pedagogów i socjologów (W. Okonia, E. Adamowskiego, J. Majkę). Podstawę rozważań dotyczących godności ludzkiej w teorii i praktyce wychowania; rodziny jako środowiska kształtowania postaw godnościowych; grup rówieśniczych jako podmiotów wychowania moralnego; środków społecznego przekazu, religii i Kościoła jako środowiska wychowania moralnego stanowią teologiczne, filozoficzne, psychologiczne i socjologiczne ujęcia godności człowieka i różnorodnych jej uwarunkowań.

Jak zauważa autor, „wychowanie ku wartościom godnościowym nie jest łatwe” (s. 26). Aczkolwiek należy podkreślić, że będzie ono łatwiejsze dla tych wszystkich, którzy przeczytają tę tak ważną pozycję książkową. Powinien zapoznać się z nią każdy nauczyciel, bez względu na poziom kształcenia, poczynając od nauczyciela przedszkola i edukacji wczesnoszkolnej, a skończywszy na nauczycielu akademickim, szczególnie odpowiedzialnym za kształcenie przyszłych pedagogów.

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Wychowanie integralne w edukacji katolickiej. Idee – twórcy – instytucje [Integral Upbringing in Catholic Education. Ideas – Creators – Institutions], red. s. M. Loyola OPIELA, Ewelina ŚWIDRAK, Małgorzata ŁOBACZ, Lublin: Wydawnictwo KUL 2014, ss. 378.

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The issue of integral upbringing is immensely important, especially nowadays, in an era, when the most important and timeless values are likely to disappear. The

following publication does numerous attempts in order to answer the most basic questions such as how should appropriate upbringing look like, which is shown from numerous perspectives and point of views. Authors in there paper seek to examine an issue of choosing an appropriate upbringing method from numerous theoretical and practical proposals. Therefore, among the plurality of numerous educational methods, integral upbringing seems to be the best solution to above mentioned problems, since it is the most convenient way to support integral human's maturity. It has been marked the importance of integrating all the dimensions of individuals' upbringing such as human's, spiritual, intellectual, professional, taking into account the overall vision of human being, especially significant in the age of consumerism, deprived of the most precious values. Thus, authors point out the concept of integral upbringing as a solution to a modern crisis in the process of education.

The first part of the following publication points out theoretical basis and dimensions of integral education, presented from numerous authors' perspectives which is aimed mainly at marking the importance of universal values in the process of integral upbringing. There has been studied anthropological basis for an integral education by Mikołaj Krasnodębski. In his abstract author perceives integral pedagogy as a concrete proposal of the theoretical foundations of person education. It has been discussed the issue of thomistic philosophy, perceived by author as not as unified as one might think it is. It is described as a philosophy having its roots in metaphysics, anthropology, accompanied by ethics various understandings of education. Author mentions the concept of paideia, and points out the need of integral education. According to author, Thomistic paideia introduces the need of human's integral education, taking into account individuals' uniqueness, points out their individuality, and marks the necessity of training intellectual human spheres. Therefore, author rightly perceives education and integral upbringing through the prism of love, freedom, religious upbringing, education of sovereignty and subjectivity to the law. Author points out the necessity to combine and indicate a close relations between philosophy and education. Therefore, presented approach, leads to overall understanding of modern pedagogy and education drawing from the philosophical assumptions. Author rightly states that in order to face universal questions such as "Who am I?", "How to live, or How to act?" It is necessary to reach into philosophical concepts. In order to analyse this issue, author rightly discusses Plato and Aristotle concept of human person, and in a witty manner gives similarities and contrasts between the most basic anthropological visions of human person. The author draws the reader's attention to the significant philosophical approaches to the issue of integral upbringing. Another philosophical vision that he recalls is materialist conception of the human persons, materialism has been discussed starting from ancient times, until Marks and Engels concept. It is worth mentioning that author not only focuses on philosophical aspects of individuals' education through the prism of philosophical concepts, but also discusses negative effects of practicing idealistic pedagogy, author perceives it as a source of mistakes in the entire education. Author does numerous attempts to prevent individuals from implementing Plato concept of human person into the process of upbringing. It has been rightly marked that ideas and aims are not of utter importance, due to the fact that human being should be in the center of educational attention. Furthermore, it has been also focused on humanization of educational process, together with cultivation of the intellect as basis of human's

integration. Taking all the above mentioned aspects into account, it is worth paying attention to the fact that author perceives integral pedagogy as thesaurus of modern and ancient approaches which constitute modern overall humans' integrity. Author rightly mentions rich legacy of E. Bojanowski, S. Kunowski, J. Woroniecki, F.W. Bednarski, M.A. Krąpiec, M. Gogacz, M. Nowak, and B. Kiereś as role models in contemporary integral education.

The perspective of integral upbringing in Catholic Education has been presented in a witty and detailed manner, reaching to ancient and medieval philosophy. Another important aspect is presented by E. Świdrak. Author has discussed and subject to analyze psychological aspects of integral development and education. It has rightly been presented the description of important indicators of coexistence between integral education together with basis of development psychology. Author focuses mainly on the integrity of development and education, and their close relations with other sciences of psychology as well as education. Author complements all the educational theories in a witty manner, pointing out the importance of concept, features, selected theories in the context of integral education, and present in through the prism of psychological approach. Author perceives education as an introduction to reality, it is presented mainly from psychological point of view, which definitely helps reader to understand immensely diverse and integral educational reality. Therefore, it is definitely worth reading and implementing into integral upbringing reality.

Another significant element reflected contemporarily is the universality of theories and practices presented by Sztaba in the issue of spirituality and religiosity in the integral upbringing of a person. The article clearly indicates the importance of religious education within contemporary society and draws the attention to its basic need in the integral process of education. Therefore, the main idea of the article is to reveal the universality of Christian values and place them into contemporary system of education, indicating its timelessness and importance in the integral education of a person. Taking everything into account, author rightly concludes that both upbringing and educating should be strictly combined with a religious education. Author clearly states that religious education is an essential element of pedagogy that should not be underestimated and eradicated out of education, since it provides a person with universal values, which are timeless.

Iwona Jabłońska in her article "The Role of the Family in the Integral Human Development and Education Process" mainly refers to certain role of family in child's upbringing. Author tries to raise parents' awareness concerning childhood influences on entire adulthood. Thus, author rightly observes that parents' presence in children's lives and mother's role are the issues of utter importance in process of integral upbringing, which ought to encompass all the spheres of children's development: physical, mental, emotional and spiritual. Unfortunately, not all the spheres are engaged, especially in modern upbringing. According to author, first of all, understanding of children's needs is necessary not only by parents, but also teachers and peers. In order to create a harmonious child's development, it is necessary to obtain support from certain institutions, such as nursery, school, kindergarten, theatres, and museums. Author draws attention to appropriate environments, in which a child is educated. It is therefore necessary to provide certain environments, which are necessary in appropriate children's development. Author rightly states that family is the basic and highly important environment in child's life, since it pays off in entire

adulthood. Author perceives integral education as an essential element in child's early upbringing. It is clearly stated that reflection over education is essential, especially in terms of anthropology, in order to understand and rediscover values of each person, simultaneously all subjects of education. Author in a witty manner concludes that family has a right, and is obliged to take care of integral child's upbringing and development, and is ought to be supported by both church and nation.

"The importance of an Integrated Education in Combating Children's and Young People's Spiritual Threats" by M. Łobacz concerns the issue of fighting against eliminating traditional and universal values, such as goodness, truth, beauty, and a social life. Author presents numerous modern threats and the ways to combat them. It has been discussed the threats, such as the world of violence, evil, darkness, corruption, the cult of fame and fortune, ease, and prosperity. Author rightly warns readers not to turn a blind eye to modern threats, but to raise awareness among both youngsters and their parents to them. It is therefore necessary to educate by taking account of all dimensions of human life. It is essential to educate children from an early age to understand what values are the good ones. Author rightly concludes her article that through becoming an integral person, child ought to be able to get and give the gift of love through building mature bonds with other humans.

Sister Loyola Opiela in her article "The Evolution of the Institutional Dimension of the Integral Education in Early Childhood Education in Poland" provides readers with the diversity of forms of early education in Poland, which were inspired by the solutions arising in the western civilization. Author points out to their specific background together with implementing them into Polish educational system. In order to reveal the specific nature of institutional dimension of the integral education, author explains the reason of its implementation. Opiela rightly observes that development of institutional forms of early childhood education was due to the needs of families, communities, in order to meet their expectations. It is therefore necessary to perceive these forms of integral education through the prism of today's wide variety of educational proposals. However, author focuses on revealing the major development of various forms of non-family care and education of children from the moment of birth until school age. Author shows it on the example of European and native context, providing both practical and theoretical solutions of early childhood education. Author marks the timeless and universal values together with its assumptions, which enrich the process of integral education. It helps to reveal the essence of meanings within the integral upbringing, which appeals to anthropological basics as well as social and cultural background of family, environment and nation.

The second part of the volume is mainly devoted to integral education in the views and activities of selected religious congregation founders. The article by A. Mirek "Integrated Education in Non-Habit Religious Communities Work on the Daughters of Mary Immaculate Example" is author's shortcut of chosen extracts of the book „The congregation of Daughters of Mary Immaculate in Years 1981-1962". At first, author presents the rich historical background of the convent. It has been discussed the work of Daughters of Mary Immaculate since 19th century. There has been marked that 39 native religious congregations came into existence in Poland. It is worth mentioning that 26 communities owe their existence to Honorat Koźmiński, a Capuchin. It was he, who became a precursor of non-habit monastic communities, and provided his congregation with social tasks. Author mentions that having

regained the independence, there were numerous attempts to start their work from the beginning, by means of family, or education of young generation. The moral dimension of social life has contemporarily raised concerns. In the Second Republic of Poland non-habit religious congregations significantly developed their educational activity mainly in the field of vocational training. Author clearly states that it is not possible to count all the activities by non-habit congregations. Contemporarily, these activities were closely related with the needs and challenges of XXth century Polish society. Author claims that the popularity and support of congregations has increased. The attitude of openness and taking up brand new challenges make these congregations authentic.

Sister Teresa Antonietta Frączek in her article “Integral Education in the Concept of Archbishop Z.S. Feliński and in the Activities of the Congregation of the Franciscan Sisters of the Family of Mary” encloses the silhouette of an archbishop of Warsaw Zygmunt Szczęśny Feliński. He is pictured as a writer, founder of a congregation under the name Family of Mary. His purpose was to base on moral and universal family values, which were embodied into educational system worked out by him. Author gives historical outline of his life and episcopate activities, it has been marked the significance of catholic methodology accompanied by Church present teaching, all above mentioned factors reflected in the article gives a reader a unique opportunity to be familiar with the legacy and educational process in Felinsky’s point of view, based on Divine law, truth, family love, homeland, timeless moral values concerning the integral development of human being versatility from an early age, including human, spiritual, intellectual and professional formation. In this aspect, the idea of integral education perceived by author is currently on track by Franciscan Sisters of the family of Mary in educational institutions, orphanages, nurseries and schools are compatible with the curricular of catholic methodology together with current Church curricula and educational issues of Polish episcopate. Taking everything into consideration, author of the following article has taken up an immensely significant issues of integral, catholic education enriched with timeless and universal values in the eyes of Z.S. Feliński. It is therefore highly recommended to those, who seek moral, catholic values in XXI century school reality.

Another article “Personality-Based Education According to Saint Priest Zygmunt Gorazdowski – the Founder of St Joseph’s Sister Convention” by s. Maria Julita Dorota Lipieta, concerns the issue of St. Joseph’s idea of educational stems from St Z. Gorazdowski’s education views. This education philosophy concerns integral development of a child as a person, inspired by Christian personality-based education. The author gives a reader an outline of education which supports young individuals’ development, such education, in author’s point of view is accompanied by the atmosphere of truth, faith and love, which are necessary factors in young people appropriate and full development, they have been presented as a solemn and fundamental values in Christian pedagogy, reflected both within theory and practice. Therefore, the following position may serve for both theoreticians and practitioners, for it reflects educational activities enriched with love and faith, which are crucial, especially nowadays in an era, when such values are likely to be eradicated out of contemporary school reality. Consequently, it gives a reader a rich inspiration for their work.

“Intellectual Disabled People’s Integral Education in Terms of God Servant Antoinette Mirski Thoughts” by s. Jolanta Beata Pliszka concerns the issue of serving people with numerous disabilities by sisters of Divine Providence. Their task is mainly aimed at integral education of entrusted individuals looking after their physical, emotional and spiritual development. In the article it has been given an example of effective human development with disabilities such as Houses residents of Social Welfare and Special Education Centre run by sisters of Divine Providence, which contemporarily have a significant position in the entire society. The freedom of disabled people is mainly aimed at God, in order to help those individuals to take an appropriate advantage of given freedom, it is essential to integrate and implement methods as well as forms of working with the disabled by oligophreno-pedagogues. Author suggests numerous methods and techniques of working with people with special needs. The examples are given by sisters of Divine Providence, in order to serve and create an integral and full person’s development.

Therefore, the following position is worth reading, especially for pedagogues, among them oligophreno-pedagogues, who seek for numerous various techniques and methods with working with the disabled. These reflections and examples constitute the rich source of knowledge and inspirations. Moreover, it refers to both Christian and educational message, thus it is an appropriate position for educators, especially for those who work with the disabled.

The next position “Integral Education in the Blessed Bolesława Lament’s Charism Light” by s. Jana Aneta Morzyc subjects to analysis the concept of integral education in the light of the charism of Bolesława Lament – the Foundress of the congregation of the Missionary Sisters of the Holy Family. The author does multiple attempts to reveal the missionary-ecumenical mission through Christian teaching of the youth. Bolesława Lament shows pedagogical message and social education in the light of Christian personalism. It has been also marked the significance of work within educational process together with taking part in both social and cultural life. In conclusion, the pedagogical plan of B. Lament, the foundress of the Congregation of the Missionary Sisters of the Holy Family is undoubtedly in line with the concept of integral education. Presented by author the educational, charitable, and a social activity refers to contemporary pedagogical message. It seems to be universal and timeless. The missionary-ecumenical mission of Sisters of the Holy Family within over one hundred years of existence has survived despite numerous attempts to destroy it. Despite numerous difficulties and persecutions sisters did not lose the spirit of living faith, which has enabled continuation of apostolic activity. The congregation, through reading the sign of the times and the needs of modern world, have consequently been realizing their mission, simultaneously marks the significance of such values as God, honour, commonwealth, family, respect for other people, regardless the origin, or faith. Thus, educating in the spirit of such values is a timeless and universal process, for young generation, especially nowadays.

Taking everything into consideration, the author rightly observes that modern world has craved for educating youngsters in the spirit of universal values. They are therefore fundamental in the process of an appropriate education. The position is definitely recommended for those, who want to enrich a currently existing education methods with the universal and timeless ones.

The article "The Pedagogics of St. Urszula Ledochowska the Implementation of the Integral Upbringing" mainly describes the biography of Urszula Ledochowska. M. Sztamborska in her paper gives a reader an outline of the work of Ursuline sisters for children, teenagers and adults. Author rightly marks the significance and timelessness of social upbringing perceived through the prism of universal values such as moral, religious, intellectual, as well as patriotic. What is worth adding, author has emphasized the importance of happiness and serenity, which according to author are immensely important while creating an atmosphere of mutual trust, moreover they are essential for integral upbringing. In the following article one may find a useful and valuable description of shaping contemporary pedagogical thought. The position is highly recommended for those, who seek genuine, timeless and universal values within integral upbringing of children, teenagers and adults. For pedagogues such reflections may be the answer why are the Christian values worth recalling.

Whereas Weronika Józwiak in the article "The Importance of Ideal Educator in System of Father Jan Bosko in the Integral Education of Preschool Children" gives a brief description of Jan Bosko, she describes him as a father and an educator for the youth, founder of an education system better known as Salesian Preventive System. It mainly concerned adolescents as well as youth. Thus, the position is worth reading, especially for educators, among them pre-school teachers, for whom an adolescent is in the centre of attention, since they may implement all the precious principles to their own work. The Bosko's system is based on three pillars such as reason, religion and love-kindness. Therefore, the position is worth attention, for it reveals how to raise children to be good Christians and honest citizens. I would therefore highly recommend the position for all educators, who such as Jan Bosko, finds joy in both teaching and upbringing, and is able to share this joy and passion with all the pupils, this position is full of positive motivation, and it depicts the picture of educators, who are passionate about their mission, sharing it at the same time with other individuals.

The article by priest Mirosław Stanisław Wierzbicki "The Student as the Integral Education Subject in the Salesian School" presents teaching, educational, and pastoral work in Salesian schools. The article focuses on educational perspective of integral education, depicts the picture of student in Salesian schooling as a subject, whereas schools are perceived as educational, didactics, and cultural institutions. In the article there has been analysed the role of the student in the educational process with its subjectivity. In educational process students are provided with versatile development such as moral, ethical, emotional, intellectual and spiritual. The purpose of Salesian institutions is to prepare youngsters to participate in citizen, social and family life, such educating is based on master-student relation as well as dialogue. Author marks the importance of Christian values, which are omnipresent in process of education. It is worth paying attention to the fact that all the actions of people, who work in Salesian schooling tend to constant broadening students' educational horizons inspired by Christian values. Therefore, as author rightly observes it is highly recommended for educators to combine upbringing and teaching, together with Christian values, which help students find an answer to the most basic questions of human's existence.

Sister Joanna Teresa Korzeniowska in the article "Integral Education – the Way Towards Resurrection" focuses on the pedagogy of resurrection, integral child development, and integral education. The author's purpose is to show the path to resurrection through God's love, plans and intentions. Author rightly observes that it is important to show a child's way to truth about God. It has been also explained a special role of a teacher in the resurrection system. Author perceives educator as a person, who accompanies the child in discovering God in the process of becoming familiar with the world. Therefore, author reveals the importance of such values as love, truth, patriotism, which reflected in integral education are the rich source of versatile child's development. Author also shows the educational input of the Congregation of the sisters of the Resurrection, together with depicting teacher's personality, which is crucial in the process of integral education. Thus, the following paper is an ideal proposal for educators, who are eager to break with everyday educating routine, and long for creative work that gives joy leading to true happiness.

The article "Bring All to Harmony, which is the Integral Education in Terms of the Blessed Marcelina Darowska" by s. Felicja Lidia Świerz presents the silhouette of Blessed Marcelina Darowska, founder of the Sisters of the Immaculate Conception of the Blessed Virgin Mary. M. Darowska has been also presented as a creator of educational system, based on four pillars such as religion, patriotism, accompanied by responsibility. The author highlights the significance of unity between people taking part in educational process. Author marks the special role of a tutor as a role model. The author's goal is to emphasize the harmonious development of all spheres of human being. To conclude, it is a good proposal for educators, who long for timeless and universal values.

In conclusion, it can be stated that the order of contemporary world together with numerous civilization changes brings the necessity of solving contemporary problems. Human being has always longed for permanent values, which would enable them full personal development. The following paper publication is an important contribution in order to attempt to read the concept of integral human education. On one hand, the following publication tends to reveal the tradition of Polish thought concerning educational reality, whereas on the other hand, it indicates and inspires to create brand new frames including contexts of currently existing problems. Therefore, presented texts can serve not only theoreticians of teaching and upbringing, but also practitioners (educators, teachers, parents), who may find some precious inspirations and take advantage of them in their pedagogical work. For pedagogues, these reflections accompanied by educational activities may constitute a rich source of searching, it may also be an answer to everyday pedagogical problems, and therefore it is necessary to recall Christian values and traditions.

In the age of postmodernist chaos, accompanied by the multiplicity of educational proposals, it is highly difficult to implement the framework of a catholic educational system and a well proven educational method. It is not surprising that contemporary educators, teachers and parents are to face the hard task of preparing their pupils for life in a constantly changing reality. Thus, in the plurality of numerous educational methods it is extremely difficult to choose the appropriate one, which would combine Christian values together with the biblical concept of the human being, respecting personal dignity. Therefore, it is essential to implement the educational method which includes all the above mentioned values. This is not always practiced in con-

temporary integral education. Thus, all the above mentioned authors point out the universality of Christian values in integral catholic education. The author, rightly brings to the attention of society the use of timeless and essential Christian values. The author rightly claims that it is not an alternative system, but it is the Catholic model of nursery education.

In conclusion to my mind, an appropriate understanding of integral education together with its implementation ought to be interdisciplinary, it should be accompanied by other sciences. All the above presented numerous articles present the multiplicity of practical ways of realization integral Catholic education. Therefore, nowadays it constitutes a chance to preserve genuine values. Currently existing moral relativism leads to praise false values. Thus, integral education is mainly aimed at what is important – to reach personal maturity, self-fulfilment, become a person in all dimensions. All above mentioned educational proposals implemented in contemporary curriculum and upbringing may rediscover integral catholic education.

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Obrońca prawdy. Materiały z konferencji: „O prawdzie w życiu publicznym. Błogosławiony ks. Jerzy Popiełuszko w 30. rocznicę zbrodni”, zorganizowanej przez Fundację Niepodległości i Instytut Europeistyki KUL Jana Pawła II 21 listopada 2014 r. oraz „Błogosławiony ks. Jerzy Popiełuszko obrońca prawdy o człowieku”, zorganizowanej przez KU NSZZ „Solidarność” KUL przy współudziale Katedry Pedagogiki Chrześcijańskiej KUL Jana Pawła II 14 kwietnia 2015 r., oprac. E. Różycka, Lublin: Fundacja Niepodległości 2015, ss. 248.

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Trzydziesta rocznica śmierci Błogosławionego ks. Jerzego Popiełuszki oraz peregrynacja relikwii stały się zacznym wielowątkowej refleksji nad okolicznościami śmierci Błogosławionego, Jego nauczaniem i działalnością. Oddana do recenzji antologia jest owocem zatrzymania się nad Jego heroicznym życiem, sensem Jego cierpienia i męczeństwa. Całość publikacji została podzielona na dwie części, które odpowiadają strukturze spotkań konferencyjnych.

Część pierwsza została zatytułowana „O prawdzie w życiu publicznym. Błogosławiony ks. Jerzy Popiełuszko – w 30. rocznicę zbrodni”. Teksty zawarte w tej części zebrała A. Tchórzewska. Część pierwsza zawiera słowo wstępne, zatytułowane „Na tropie”, autorstwa A. Witkowskiego, oraz próby odpowiedzi na pytania i wątpliwości związane z okolicznościami śmierci Błogosławionego. Znajdują się w niej: analiza sytuacji społeczno-politycznej w Polsce po stanie wojennym (M. Ryba), prezentacja kontrowersji wokół sprawy zabójstwa ks. Jerzego Popiełuszki (M. Piotrowski), opis