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STRESZCZENIE PRACY DOKTORSKIEJ W JĘZYKU ANGIELSKIM

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**THE ROLE OF RELIGIOUS EDUCATION IN THE EDUCATIONAL PROCESS IN  
JUNIOR HIGH SCHOOLS IN THE KRAKOW DISTRICT IN THE PERIOD II THE  
REPUBLIC OF POLAND**

**Summary**

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Religious education of children and adolescents has always been the subject of special care of the church and state authorities, as well as of the Polish society. In the difficult years of losing independence, in view of the restrictions imposed on education by the partitioning powers, the Roman Catholic Church played a special role in promoting Christian education in Poland. Along with the reorganization of the structure of the reborn state, interest in the issue of religious education and upbringing became apparent not only on the part of the Church, but also on the part of state authorities. Hence, people involved in religious education at that time faced an extremely important and difficult task that required not only good preparation and appropriate qualifications, but most of all the ability to see that religious education is a component of the overall human education.

The subject of this dissertation concerns the role of religious education in the process of educating secondary school students in the Krakow School District in Poland in 1918-1939. Therefore, it deals more broadly with general issues related to the upbringing of secondary school students in this period, and in detail with the issues of religious attitudes of students, one of the issues important in the overall educational issues of this school. In the

Second Republic of Poland, the importance of educational issues in secondary education resulted from its close connection with the need to rebuild the national and civic awareness of Polish society. Religious education was partly integrated into the assumptions of national and patriotic education. The reference to Christian values and strengthening the spirit of Polishness was extremely important in the period of Poland being erased from the maps of Europe, showing how much religious elements related to history and culture are part of Polish identity.

The essence of the broadly understood process of religious education of children and youth was religious education. The process of religious education took place not only through systematic catechesis taking place in school and in the church, but also in the extra-curricular field, especially through the activities of schools, as well as numerous fraternities, associations and organizations, not only church but also typically secular.

When presenting certain aspects of religious education in the Krakow School District in the interwar period, attention should be paid to the context of autonomous Galicia. On the one hand, religious education served to shape loyalty to the partitioning power, on the other hand, however, with the passage of time, along with the rise of patriotic sentiments in society, it strengthened national ideas. It was very important for the Polish state organism which was forming in difficult political, economic and social conditions. The involvement in the process of educating the clergy and a significant number of teachers, as well as the attitudes of children and youth in Galicia, later resulted in patriotism in independent Poland.

The task of this dissertation is to show the place and role of religious education in the educational process of secondary schools in the Krakow School District. Archival materials are the main source area of the work of a researcher of this historian. In the case of the above-mentioned problem, the main source material is School reports of secondary school principals and numerous archival documents presented in the bibliography. Due to the aim and subject of research, this work contains elements of pedagogical, historical, theological and sociological knowledge, therefore the dissertation is of an interdisciplinary nature.

The structure of the work was dictated by the subject matter indicated in the subject and the nature of the available source material. In terms of construction, the dissertation consists of six chapters.

In order to outline the historical and legal context for religious education, the first chapter presents the situation of education in the reborn Republic of Poland along with its legal conditions. In addition, in the first chapter, efforts were made to present the network of

schools in the Krakow School District in a general manner, noting that from 1928 this district also included the Kielce region, which was in Congress Poland before regaining independence, and then in 1918. it was subordinate to the central authorities, and in 1922 it was incorporated into the school district in Warsaw. By showing the process of shaping the Krakow School District, an attempt was also made to draw attention to the conditions and difficulties of the Galician education system, as the former Austrian partition areas were initially the main area of activity of the Krakow School District.

The second chapter successively presents a brief outline of the tradition of teaching religion in Poland from the earliest times to 1918. The situation of education in Galicia complements the historical outline discussed and shows some foundations on which catechization was built after regaining independence in the Krakow School District.

The emergence of the class-lesson system of teaching religion, resulting, among others, from the concept of J. Felbiger, or the author of the class-collective teaching system, J. Sturm, was an impulse for many educators to discuss the subject of teaching religion at school and the role of religious education in integral human development .

Hence, the second chapter successively presents the views of the representatives of the Church and state and educational authorities on the issue of religious education, and then, for the sake of the overall perspective, an attempt was made to answer the question to what extent religious education can be considered as an essential component of national, patriotic and socio-moral education.

Effective educational and catechetical work is also conditioned by the opportunities that the catechist teacher receives. Indeed, the key to success will be the best formation of the catechist, but the quality of his work is also influenced by additional conditions, sometimes even independent of the catechist and the catechists. These include properly arranged and selected curricula, the possibility of having various types of teaching aids or a climate favorable to establishing various types of student organizations, conducting religious and patriotic celebrations, or even taking care of a properly equipped school book collection. All these factors have an impact on the effectiveness of catechetical work, and the basis for the best organization of various forms of religious education are properly developed mechanisms and legal solutions allowing for a number of different types of action. Hence, the third chapter presents the legal basis for teaching religion, as well as the program assumptions of this process and aids, mainly study books.

There is no doubt that the effectiveness of religious education and upbringing largely depends on intellectual and moral formation, as well as on the personal attitude of catechists. Therefore, the content of the fourth chapter is a presentation of the community of religion teachers, and thus the issue that affects not only the area related to the staffing of religious teachers, but above all their education and qualifications, life example, and their role in the process of educating young people. Chapter five focuses on extracurricular activities of schools, as well as student and non-school organizations, emphasizing the importance of various types of religious and patriotic celebrations, and outlining the goals and activities of several selected organizations, including primarily students, which is clear evidence to the fact that religious education was not limited only to the conducted lessons, but went beyond the place and time of school work.

The richness of these forms prompted their presentation and discussion in the last, sixth chapter.

The summary, conclusions and research postulates are presented at the end of the work. Annexes were also attached to the work.

Implementation of the topic of the dissertation - presenting the impact of religious education on the educational process of high school students in the Krakow School District in the interwar period in the broadest possible context - I hope not only will emphasize the importance of the religious element in the educational process, but also show the mutual connection and penetration of religious, patriotic and religious education. national. and will also inspire further research in this direction.

**Key words:** religious education, catechization, teacher-catechist, education, religious education, patriotic education, national education, school, organizations and associations, the Second Republic of Poland, Galicia, Krakow School District.