

## Editorial

The matter of memory and its specific nature, the possibility to learn about memory and the place and role of memory in social life, is the subject of constant interest. Since the 1970s, when the *memory boom* arose (first globally, then in Poland as well), not only historians and sociologists, but also anthropologists, literary scholars, psychologists and artists referred to memory in their works. Many of them were deeply involved “memory practitioners”, who initiated and carried out different forms of “working through” and transmitting memory to social life.

The dynamic development of interest in the subject of memory has brought many new and original research concepts. Apart from the classic works by Maurice Halbwachs, Jacques Le Goff or Paul Ricoeur, studies by Pierre Nora, Jan Assmann, Aleida Assmann and Marianne Hirsch are worth noting. Beside the crucial concept of “place of memory” (*lieux de mémoire*), additional concepts such as “nodes of memory”, “deposits of memory”, “culture of memory”, “cultural memory”, “post-memory”, or “non-memory” have appeared. In regards to Polish scholars, these who contributed to the range of “memory studies” are Nina Assorodobraj, Barbara Szacka, Elżbieta Tarkowska, Andrzej Szpociński, Robert Traba, and Anna Wolff-Powęska.

What is the situation of educational studies when set against the background of this “eruption of memory” (A. Assmann), which according to many scholars, has the form of a new horizon or a new paradigm in social sciences and the humanities? To what extent have the basic concepts

of this research approach, and at the same time categories closest to pedagogy (“social memory”, “location of memory” and “culture of memory”) enhanced pedagogics’ research inventory and contributed new values to their work? To what extent are these opportunities still open, intellectually attractive but not yet used in practice? What can pedagogy, especially social pedagogy, contribute to the contemporary interdisciplinary studies on social memory and the culture of memory? What fields and research objectives are open to it? What specific, new categories of pedagogical thinking does it introduce? And hence another question: is there a distinct pedagogical intellectual pathway – specific research problems and tasks – which leads through the interdisciplinary “field of memory”, “field of upbringing” and “field of education”?

The academic pedagogy first attempted to answer these and other questions as early as in the 1980s. At the same time, the Institute of Social Pedagogy of University of Warsaw initiated a research programme called “Pogwarki węgrowskie” [“Węgrów Gossips”]. Its objective was to learn about “the world of local memory”, its forms, contents and functions in the life of the local community. An important publication in the line of pedagogical research concerning memory is the book *Pamięć – miejsce – obecność. Współczesne refleksje nad kulturą i ich implikacje pedagogiczne* [Memory – Location – Presence. Contemporary Reflections on Culture and their Pedagogical Implications] (1997), edited by Jan P. Hudzik and Jadwiga Mizińska. One of the main thesis of that study pointed to an irreplaceable role of memory of location in reconstructing local communities and intensifying the involvement and presence of the inhabitants of the “little homeland”. Another contribution of pedagogical scholars concerning the issue of memory came more than a decade later. It was an anthology by Maria Mendel and Alicja Zbierzchowska *Tożsamość Gdańszczan. Budowanie na (nie)pamięci* [The Identity of Gdańsk Residents. Building on (Non-)Memory] (2010). Apart from many eye-opening reflections on the types of memory and their importance, the book presented a social activation project of pedagogical “memory work” titled “Pohulanka 1946” [“A Clambake of 1946”].

In the latest decade, following the clear intensification of interest in pedagogy-related memory issues, some monographs have been published that were important from the cognitive point of view. Their authors are the younger generation of researchers, e.g. Edyta Januszewska, Marta Kubiszyn, Magdalena Kuleta-Hulboj, Kamilla Łaguna-Raszkievicz Marek Sass, Alicja Zbierzchowska. Drawing on the classic distinction applied in biographical studies, we can say that in their research areas they used both “memory in itself” and “memory as means”. Both possibilities, like two fundamental

points on the “map of memory”, provide unending research opportunities, including research in pedagogical studies. They also refer to different needs, opportunities and tasks, which the “memory studies perspective” provides with respect to pedagogy: its theories, methodologies and the research inventory of pedagogics. We believe that the current issue of “Pedagogika Społeczna” (“Social Pedagogy”) will contribute to the necessary discussion on this subject.

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