

Jerzy Modrzewski

The Adam Mickiewicz University in Poznań

ORCID: 0000-0002-4432-6497

DOI: <https://doi.org/10.35464/1642-672X.PS.2019.4.02>

Stanisław Kowalski's Poznań school of social pedagogy

ABSTRACT: The text presents an outline of the scientific biography of professor Stanisław Kowalski (1904–1990), the co-founder of the Poznań school of sociology of upbringing and social pedagogy. He was a student of Florian Znaniecki and Stefan Błachowski, and the beginnings of his independent research and didactic activity in 1945 are connected with the University of Łódź, where he cooperated with Józef Chałasiński and Jan Szczepański. After returning to Poznań, he formed a resilient team at the university, intent on diagnosing the broadly understood relationship between education and the environmental conditions of social and cultural life. Kowalski published many monographs and studies, including the widely known *Sociologia wychowania* (*Sociology of Education*, 1974). Under his scientific direction, a large group of independent research workers dealing with sociology and pedagogy came of age. These people – who already include representatives of three generations of scientists – and their works create a scientific environment known as the Poznań School of Social Pedagogy.

KEYWORDS: Stanisław Kowalski, Adam Mickiewicz University in Poznań, sociology of education, social pedagogy.

Connecting the past with the present and with what is likely to be the future, in our pedagogical circle and environment, in our theoretical reflection and research projects, is a challenge that can be met basically by intellectual genius, but also by a team of people who often refer to themselves as the scientific school well run by a master. Undoubtedly, the historical times in

* Text delivered at the conference dedicated to the 40th anniversary of the Chair of Social Pedagogy at the University of Silesia. Ustroń, 14–15 October 2019.

which these schools are formed and operated play an important role in this respect. Of significance for pedagogues, for the chance to implement the solutions proposed by them and the pedagogical problems identified by them is the political climate, economic conditions, the state of institutionalization of social life, especially in the educational and social spheres, and undoubtedly social consent to the implementation of these pedagogical interventions. The state and image of the institutionalization of the discipline we practice and the level of professionalism of those involved in its representation, identifying themselves with its origins, history and mission, sufficiently competent to understand it and determined to attain states considered valuable, are of importance in this respect.

In the history of Polish social pedagogy, we deal with such schools that are symbolized quite faithfully by the “tree” invented, constructed and “planted” in our consciousness by Tadeusz Pilch with the participation of Tomasz Sosnowski. This is undoubtedly an important beginning for a discussion on the extent to which the branches outlined in it, the representations of people inhabiting them, actually still provide their works, their undertakings and creative achievements, linking these three temporal dimensions in which we hope to practice domestic social pedagogy.

They are bound together and document editorial initiatives of theoretical and methodological character by social pedagogy academic textbooks, encyclopaedic publications and periodicals such as “Pedagogika Społeczna” or “Chowanna”. There are also two types of author’s publications: those revealing new, promising theoretical concepts and those that relate factual material of cognitive value. On the one hand, they reveal states considered as requiring pedagogical intervention, and on the other hand, they show the procedures for the implementation of interventions designed to optimize or overcome them, in their dynamic form and social contexts (institutional, environmental and social), making us reflect on the subject of our discipline and the need to modify it relatively radically.

In my presentation I would like to present one of such schools – described by the creators of this “genealogical tree” as the Poznań school, the school of professor Stanisław Kowalski, still budding also in the area of pedagogical orientation and discipline that interests us.

I

Stanisław Kowalski – born in Wielkopolska, he was a graduate and professor of the Adam Mickiewicz University in Poznań. He completed his uni-

versity studies there in 1930, becoming professionally involved in the Teachers' Seminars in Rawicz, Leszno and Poznań, and socially involved in the Penitentiary in Rawicz¹. At that time, in the 1930s, he was preparing a doctoral dissertation on child crime under the direction of Florian Znaniecki and he submitted it ready for defense, along with the acceptance of the promoter, at the University of Poznań in 1939, awaiting the announced return of his master from the United States of America. The outbreak of World War II postponed the defense until 1947. Kowalski, in the permanent absence of the promoter, defended it under prof. Stefan Błachowski.

Earlier, however, as early as in 1945, he had taken up an assistant internship at the University of Łódź, under prof. Józef Chałasiński. He also cooperated with Znaniecki's doctor – prof. Jan Szczepański. During this period he was interested in the upbringing issues in families, he was also preparing a monograph on personality issues. After obtaining the degree of a candidate of pedagogical sciences, he moved to the University of Poznań in 1950. The University entrusted the Professor with the management of the Chair of Psychology II, which he headed until the early 1960s. During this time, he prepared and published several monographs on the development of children's speech and thinking (Kowalski, 1956, 1959, 1962).

At the beginning of the 1960s, the Senate of the Adam Mickiewicz University commissioned Professor Stanisław with another task, which was to revitalize the Chair of Sociology, or in fact to resume its presence in the university structure after the period of political hibernation of academic sociological science. During that time, the Professor continued to head the doctoral seminar in which Władysław Markiewicz, M.Sc. – later a professor and vice chairman of the Polish Academy of Sciences – defended his doctoral dissertation.

After three years, at the moment when Professor Kwiatek, the then head of the Chair of Pedagogy of the Adam Mickiewicz University, of the function of the Minister of Education – Kowalski took over the direction of that Chair for the next 6 years, conducting research on the presence and functioning of the school system in typical local environments, resulting in the publication of a monograph on the bonds between the school and its local environment (Kowalski 1969). This research and the accompanying studies on the presence and functioning of the school system in local communities encouraged

¹ Urke-Nachalnik (1933), *Życiorys własny przestępcy*, preface written by Dr. Stefan Błachowski, preparation and introduction by Stanisław Kowalski, M.A., Poznań, published by Towarzystwo Opieki nad Więźniem. Patronage – the Rawicz Branch. “Życiorys...” was reissued in 2018 by Replika Publishing House.

the establishment of close cooperation with departments and chairs of social pedagogy in the country.

Among others, the Professor cooperated with prof. Ryszard Wroczyński (mainly in the Polish Academy of Sciences team, but also in mutual participation in doctoral and habilitation programs), with prof. Aleksander Kaminski and later with prof. Irena Lepalczyk, prof. Edmund Trempała, getting involved on a full-time basis with the newly established academic centers in Szczecin, Gdańsk (with prof. Romana Miller or Bolesław Maroszek), in Zielona Góra (with Maria Jakowicka and Edward Hajduk), he continued his cooperation with pedagogues from Toruń, Wrocław and Warsaw.

In 1969, after the Chair of Pedagogy of the Adam Mickiewicz University was taken over by prof. Heliodor Muszyński and subsequently transformed into the Institute of Pedagogy, in this newly created structure Professor Stanisław Kowalski took up and performed the function of the head of the Department of Social Pedagogy, transformed from the Department of Sociology of Upbringing, previously functioning under his leadership. At the same time he developed his cognitive interests in the sociological issues of school selection (Kowalski 1972) and in the upbringing functioning or upbringing dysfunction of local communities.

In 1970, in this Department, the undersigned was employed as an assistant, preparing a doctoral thesis on the upbringing function of higher education institutions, defended in 1977. The Department of Social Pedagogy, and in fact the department sociology of education, and today we would say sociopedagogy, headed by the Professor at that time gathered a large group of assistants, adjuncts and students of the doctoral studies among whom I got acquainted with: Jan Włodarek, Władysław Dykcik, Jan Kupczyk, Stanisław Wawryniuk, Andrzej Pfeiffer, Dzierżymir Jankowski. A year later, my colleagues from university years joined this team: Wiesław Ambrozik and Tadeusz Frąckowiak – students of the Doctoral Studies at the Institute of Pedagogy of the Adam Mickiewicz University. All of them defended their doctoral dissertations in the time prescribed by law, and then (except for dr. Andrzej Pfeiffer) also their habilitation dissertations. Professor Stanisław's doctoral students: Władysław Dykcik, Dzierżymir Jankowski, Tadeusz Frąckowiak, Jerzy Modrzewski and Wiesław Ambrozik were also awarded a scientific title.

Professor Stanisław, after turning 70 in 1974, enjoyed a well-deserved retirement, without giving up the scientific care for “his boys”, as he called us, publishing the work of his life – a textbook on the sociology of upbringing, maintaining the hitherto creative dynamics and involvement in scientific matters (Kowalski 1974a).

II

While managing the Department, the Professor took up and served the function of the head of a nationwide Polish Academy of Sciences research team diagnosing the educational condition of rural and urban local communities. This team, functioning for many years to come, apart from the employees of the Poznań Department of Social Pedagogy, gathered representatives of virtually all academic circles where social pedagogy or sociology of upbringing (later renamed educational sociology) played a role.

The Professor initiated and developed, in the course of managing the team's work, theoretical foundations for field research conducted in the team, creating an original methodological concept of the so-called systemic approach to the upbringing functioning of local communities and territorial collectivities (Kowalski 1974b, 1984b, 1984b, 1984c, 1988; Kowalski, Wawryniuk (ed.) 1984a). In the mid-1970s, after the Professor retired, this research was continued within the framework of the so-called ministerial problem 11.4. (local upbringing communities) under the direction of Zbigniew Kwieciński – the Poznań team continued to actively participate in them. Prof. Kwieciński took over the management of the Department of Social Pedagogy of the Adam Mickiewicz University in 1976.

Inspired by Professor Stanisław, a number of monographs were written at that time, taking into account and applying this approach, both during the management of the Polish Academy of Sciences team and later. As an example, I am going to mention here only some publications written at that time by: Włodzimierz Winclawski (1976), Maria Jakowicka (1979), or Zbigniew Kwieciński (1972), inspired by Kowalski's concept of a systemic analysis of the upbringing functioning of local communities, taking into account also the inspirations contained in Znaniecki's concept of the upbringing society (Znaniecki 1974).

The following consulted with the Professor their work on the issue of upbringing functioning of local communities at that time: Edmund Trempała, Jerzy Materne, Stanisław Kawula (1973) and others, and Mirosław Szymański, Zbigniew Kwieciński and others continued their interest in selection processes and socially unjust access to education for young people from lower social strata and culturally and economically marginalized environments (e.g. Kwieciński, 1975), inspired by and in consultation with Professor Stanisław, which at the turn of the 1970s and 1980s would occupy the attention and cognitive engagement of Tadeusz Frąckowiak (1986), determining his

habilitation achievements, and later, for example, Barbara Smolinska-Theiss (2015) and several other pedagogues and sociologists of education. Authorial cognitive and research initiatives were consulted at that time with the Professor by people representing Szczecin, Gdańsk, Bydgoszcz, Toruń, Wrocław or Zielona Góra academic circles. The results of this cooperation were documented in the subsequent volumes of *Studia Pedagogiczne* (1974b, 1984a) edited by the Professor.

It was in those years that we met regularly in the Professor's seminar team, preparing our doctoral theses (Włodarek 1977; Modrzewski 1977; Jankowski 1985; Wawryniuk 1976; Kupczyk 1978; Dykcik 1979; Pfeiffer 1979; Frąckowiak 1980; Ambrozik 1983). In each of them there remained traces and creative authorial complementation of the professor's inspiration for the theory of systemic approach to the inspection and projection of their subjects, such as schools of various types and levels of education, community centers, children's and youth organizations, families, peer groups, the mass media or entire local communities: rural and urban.

III

We also met with Professor Stanisław at a time when he was at an advanced retirement age, sharing novelties and academic achievements, awaiting advice and encouragement for further promotion efforts, commenting on current political events and those expected with anxiety, but also with hope on their consequences for the country, for academic circles, for each of us – more or less engaged and identified with the dynamics and direction of political changes.

In 1984, the Professor's students organized a nationwide conference devoted to his eightieth jubilee. The Professor was still in a great intellectual form, he was a patron of our habilitation efforts. At that jubilee conference, the Professor presented a paper summarizing the achievements of his team, no longer formally directed by him, with the indication of further directions of research addressed to each of us – in part already directing or involved in the work of our own research teams. The conference was commemorated by a publication edited by prof. H. Muszyński and published with a five-year delay (1989).

It consists of a collection of articles prepared by people working with the Professor, but also his doctoral students and friends, who wanted to add splendor to his 80th anniversary, by participating in a conference which in 1984 brought together over 300 representatives of the majority of Polish aca-

ademic circles. At this meeting prof. Bogdan Suchodolski gave a nearly 2-hour lecture, which was listened to with great attention by the conference participants and was devoted to the perspective of pedagogical sciences and the pedagogical condition of contemporary Euro-American civilization societies.

The texts contained in this volume referred to the life achievements of Professor Stanisław. The social pedagogy community of the University of Łódź was represented at that time by prof. Irena Lepalczyk preparing and delivering a text devoted to the centers of social pedagogy practiced in Poland (Lepalczyk 1989) and prof. Ewa Marynowicz-Hetka delivering a paper revealing the developmental risks of children socializing in dysfunctional families (1989). The Silesian community of social pedagogues was represented at this jubilee meeting by assistant professor Henryk Gąsior with a text devoted to the cooperation between social pedagogy and sociology of education, initiating the dynamic and fruitful cooperation between the Department of Social Pedagogy of the University of Silesia and pedagogical departments, first of the Institute of Pedagogy of the Adam Mickiewicz University and then of the Department of Educational Studies of this university, which continued for 40 years.

Special input in this respect was by prof. dr hab. Andrzej Radziejewicz-Winnicki, who with unusual kindness was the initiator of many publications raising the issue of mutual relations between sociology of education and social pedagogy (e.g. Radziejewicz-Winnicki (ed.) 1986) and publications containing the scientific biography of Professor Stanisław (Radziejewicz-Winnicki (ed.) 1993). Extremely kind and thus very helpful involvement in cooperation with Poznań social pedagogues in the whole period of functioning of the Department of Social Pedagogy of the Adam Mickiewicz University came from prof. Ewa Syrek, prof. Anna Nowak and prof. Ewa Jarosz are still present and equally engaged. On the Poznań side, on the other hand, a considerable input in strengthening and developing this cooperation was mainly by the students of Professor Stanisław, who in any case are associated with social pedagogy, special pedagogy, social rehabilitation, sociology of upbringing and also didactics.

In 1994 – i.e. four years after Professor Stanisław's passing into the afterlife – his scientific heirs – students and friends organized another scientific conference devoted to him and his scientific output. It was preceded by a publication edited by W. Ambroziak, T. Frąckowiak and S. Wawryniuk under the title: *Pamięć i obecność społeczna (Memory and Social Presence 1994)*. The conference was attended by representatives of almost all academic circles in Poland, where social pedagogy and sociology of upbringing are practiced. It was also attended by prof. T. Pilch, then Deputy Minister of Education, sup-

porting us with advice and praise. The conference became an opportunity to commemorate the Professor, but also to present the achievements of “Kowalski’s boys”, to indicate further directions of development of the issues practiced in the Poznań team of social pedagogues and, to a large extent, in other teams befriended with the Poznań team (including the employees of the Chair of Social Pedagogy of the University of Silesia).

Two years after that, edited by Tadeusz Frąckowiak, a volume of studies was published, entitled: *Koncepcje pedagogiki społecznej (Concepts of social pedagogy, 1996)* with texts from i.a.: T. Pilch, Z. Kwieciński, A. Radziejewicz-Winnicki, S. Kawula, Z. Wołek, B. Chmielowski and many others, including the Poznań team. Becoming a document of a well-developed inter-environmental cooperation of Polish social pedagogues, whose texts in one form or another referred to Kowalski’s theoretical concepts, especially his concept of a systemic approach to the educational functioning and educational dysfunctionality of local communities in rural areas and urban territorial communities.²

This volume, as well as Jan Włodarek’s slightly earlier published habilitation monograph dedicated to Professor Stanisław and devoted to the sociology of upbringing (1992), just as it had been placed in the structures of academic science, opened and continued a series of earlier and subsequent publications – author’s and co-authors’ monographs prepared and published by the Professor’s doctoral students, who had already established their own teams of assistants and doctors. In 1991 Dr Wiesław Ambrozik published his dissertation (1991), and a bit earlier, in 1989, I published my dissertation devoted to the socialization functioning of the academic community. In the same year, Dr. Dzierżymir Jankowski’s habilitation monograph (1989) and a year later Stanisław Wawryniuk’s habilitation monograph (1990) were published.

In 1995, together with Professor Tadeusz Frąckowiak, we edited a volume devoted to the process of socialization of values (1995). This is yet another opportunity to present the successively growing achievements of the team of Professor Stanisław Kowalski’s doctoral students, but also our masters of arts and friends – representing numerous academic circles outside Poznań. The publishing activity in the following years reveals a particular dynamic in the teams headed by Professor Stanisław’s doctoral students.

Teams headed by Prof. Tadeusz Frąckowiak, and after his departure by prof. Katarzyna Segiet, prof. Wiesław Ambrozik and myself, together with rep-

² Professor Wiesław Ambrozik (2018) recently recalled this concept.

representatives of other institutions and academic circles cooperating with us, published a number of monographs to a greater or lesser extent taking into account Professor Stanisław's theoretical proposals. Prof. Jan Włodarek, the long-term director of the Institute of Sociology at the Adam Mickiewicz University, continues in his team – in cooperation with prof. Wiesław Ambrozik and me – research on the course and effects of the process of socialization of primary and secondary school students (in cooperation with the University of Bielefeld and prof. Klaus Hurrelmann). It was at that time that we edited a volume devoted to the anthology of texts from the sociology of education (1998). Prof. Władysław Dykcik, head of the Department of Special Pedagogy, combined the psychological and the sociological aspects of the social presence of disabled people in the research of his team (and his own).

The concept of organization and functioning of the environmental system of prevention and social rehabilitation is referred to in the work of prof. Wiesław Ambrozik, head of the Department of Social Rehabilitation Pedagogy, orienting towards this concept his doctoral theses, as well as the contents of his numerous publications and his own textbook on social rehabilitation pedagogy, in which he develops and consolidates Kowalski's concept of environmental prevention (Ambrozik 2016; Dzięcioł 2001; Pawełek 2002; Muskała 2004; Barczykowska 2006; Boćko 2009). Likewise did prof. Dzierżymir Jankowski returns to the issue of the environmental presence of the school in his publications. These are just a few examples of the vitality and fertility of Professor Stanisław's theoretical and methodological reflections, which in a way resulted in the second generation – doctors of his doctors, for example, some doctoral theses prepared under my direction (Łukomska 2007; Zychowicz 2014; Kościelniak 2016; Grzeško-Nyczko 2016; Dworniczek 2018).

The Professor's posthumous vitality, his ideative social presence is immortalized by the conferences organized by us – his doctoral students, and there are only a few of us left – dedicated to the Professor's person – the memory of him and his work. In 2004, on the 100th anniversary of the Professor's birthday, we organized a small seminar with the participation of our departmental teams, but also representatives of other circles, who identify themselves with the Professor and his students with greater or lesser sentiment. The one-day seminar concluded with an evening of memories and anecdotes devoted to the Professor and the colorful situations created by him, in which we had participated and which had deeply etched in our memory. The materials from this meeting were not published, but not lost. The pressure of current matters was then so strong, that we postponed this task to be completed later. They waited for our editorial mercy until 2019.

A little earlier, at the end of 2018, at the initiative of prof. Wiesław Ambrozik and with my participation there was a concept of commemorating Professor Stanisław with a memorial plaque in the hall of one of the representative didactic buildings of the campus of the Adam Mickiewicz University in at Szamarzewskiego street. Its unveiling – with the participation of the rector and faculty authorities, as well as members of the Professor's family, his living doctoral students and former students, and now university professors – took place on 14 December 2018 and was completed by a seminar gathering a large group of people related to the Professor, his living students and listeners of his lectures, as well as young people – still studying and embarking on the path of scientific advancement.

We are preparing another book devoted to the Professor, with his significant participation, richly illustrated, with hope, and even with a firm conviction that the memory of the Professor and his scientific achievements will effectively overcome the destructive passage of time, without losing or even gaining in attractiveness and cognitive inspiration in confrontation with the new, already experienced and yet unknown, already announced and interpreted by the teams of the second generation of Poznań social pedagogy, Professor Stanisław's professors.

Bibliography of selected publications by Stanisław Kowalski his pupils and their pupils

- Ambrozik W. (1983), *Sytuacja społeczna dziecka rodziny alkoholicznej*, Poznań: WN UAM.
- Ambrozik W. (1991), *Wychowawcze funkcjonowanie średniego miasta uprzemysłowionego. Analiza systemowa ze szczególnym uwzględnieniem funkcji samoregulujących*, Poznań: WN UAM.
- Ambrozik W. (1997), *Dewiacje wychowawcze w środowisku wiejskim*, Poznań: Eruditus.
- Ambrozik W. (2010), *Spółeczność lokalna płaszczyzną funkcjonowania systemu profilaktyczno-resocjalizacyjnego*, Resocjalizacja Polska, nr 1.
- Ambrozik W. (2016), *Pedagogika resocjalizacyjna. W stronę uspołecznienia systemu oddziaływań*, Oficyna Wydawnicza „Impuls”.
- Ambrozik W. (2018), *O podejściu systemowym w badaniu środowisk wychowawczych raz jeszcze*, [in:] Modrzewski J., Matysiak-Błaszczyk A., Włodarczyk E. (ed.), *Środowiska uczestnictwa społecznego jednostek, kategorii i grup (doświadczenia socjalizacyjne i biograficzne)*, Poznań: WN UAM.
- Ambrozik W., Modrzewski J. (ed.) (1988), *Problematyka wychowania w twórczości polskich socjologów*, Koszalin: WU BWSzH.
- Ambrozik W., Frąckowiak T., Wawryniuk S. (ed.) (1994), *Pamięć i obecność społeczna*, Poznań: Prodruk.
- Barczykowska A. (2006), *Kapitał społeczny a zjawiska patologii społecznej wielkomiejskich społeczności lokalnych*, mps pracy doktorskiej napisanej pod kierunkiem prof. W. Ambrozika.
- Barczykowska A. (2011), *Kapitał społeczny a zjawiska patologii społecznej w wielkomiejskich społecznościach lokalnych*, Kraków: Oficyna Wydawnicza „Impuls”.

- Barczykowska A. (2019), *Systemy wychowawcze gentryfikujących społeczności lokalnych. Rozpad – stagnacja – rozwój*, Poznań: WN UAM.
- Barczykowska A., Muskała M. (ed.) (2017), *Horyzonty pedagogiki resocjalizacyjnej*, Poznań: WN UAM.
- Boćko P. (2009), *Wieś popegeerowska jako zdeorganizowane środowisko wychowawcze*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem W. Ambrozika.
- Dąbrowska-Bąk, Pawełek K. (2013), *Dysfunkcjonalność lokalnego społeczeństwa wychowującego*, Poznań: WN UAM.
- Dworniczek K. (2018), *Bieda w doświadczeniu uczniów szkół leszczyńskich i jej socjalizacyjne konsekwencje*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem J. Modrzewskiego.
- Dykcik W. (1979), *Współpraca szkoły specjalnej ze środowiskiem*, Poznań: WN UAM.
- Dzięcioł B. (2001), *Funkcjonowanie kontroli społecznej wobec dziecka w kulturowo zaniedbanym rejonie wielkiego miasta*, mps pracy doktorskiej napisanej pod kierunkiem prof. W. Ambrozika.
- Dzięcioł B. (2002), *Poza kontrolą. Funkcjonowanie kontroli społecznej wobec dziecka w wielkim mieście*, Poznań: OW Garmond.
- Frąckowiak T. (1980), *Uspołecznianie młodzieży poprzez studia wyższe*, Poznań: WN UAM.
- Frąckowiak T. (1986), *Selekcje szkolne w typowych środowiskach wychowawczych współczesnej Polski*, Poznań: WN UAM.
- Frąckowiak T., Mosiek P., Radziejewicz-Winnicki A. (ed.) (2005), *Społeczne procesy modernizacyjne w środowisku lokalnym średniego miasta (doświadczenia i propozycje)*, Rawicz-Leszno: Wydawnictwo Urzędu Miejskiego Gminy Rawicz.
- Frąckowiak T., Modrzewski J. (eds.) (1995), *Socjalizacja a wartości (aktualne konteksty)*, Poznań: Eruditus.
- Frąckowiak T. (ed.) (1996), *Koncepcje pedagogiki społecznej*, Poznań: Eruditus s.c.
- Frąckowiak T. (ed.) (2001), *Arytmia egzystencji społecznej a wychowanie*, Warszawa: Fundacja Innowacja i WSzSE.
- Frąckowiak T. (ed.) (2005), *Dziecko i edukacyjne oferty małych ojczyzn*, Poznań: WN PTPS.
- Grzeško-Nyczka M. (2016), *Społeczny problem dezorganizacji i dysfunkcjonalności rodziny w środowisku średniego miasta*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem J. Modrzewskiego.
- Jakowicka M. (1979), *Uwarunkowania funkcjonowania szkół środowiskowych w średnim mieście*, Zielona Góra: WN WSP.
- Jankowiak B., Matysiak-Błaszczyk A. (ed.) (2017), *Młodzież między ochroną a ryzykiem*, Poznań: WN UAM.
- Jankowski D. (1977), *Dom kultury. Studium socjologiczno-pedagogiczne*, Warszawa: COMiUK.
- Jankowski D. (1989), *Wychowawcze perspektywy działalności kulturalno-oświatowej*, Poznań: WN UAM
- Jankowski D. (1993), *Wychowawcze perspektywy działalności kulturalno-oświatowej*, Kalisz: KP-A UAM i WOM.
- Jankowski D. (ed.) (2003), *Szkoła w społeczności lokalnej*, Kalisz: WPA UAM.
- Kawula S. (1973), *Rodzina wiejska a wychowanie*, Toruń: WN UMK.
- Kowalski S. (1956), *Przyczynek do zagadnienia faz rozwoju myślenia i języka dziecka [wraz z komunikatami współpracowników]*, Poznań: PWN.
- Kowalski S. (ed.) (1959), *Rozwój mowy pisanej u dzieci wczesnych klas szkoły podstawowej*, Poznań: PWN.
- Kowalski S. (1962), *Rozwój mowy i myślenia dziecka*, Warszawa: PWN.

- Kowalski S. (1969), *Szkoła w środowisku*, Warszawa: PZWS.
- Kowalski S. (1974a), *Socjologia wychowania w zarysie*, Warszawa: PWN.
- Kowalski S. (1984a), *Podejście systemowe w badaniu środowisk wychowawczych* [in:], S. Kowalski, S. Wawryniuk (ed.), *Doskonalenie systemu wychowawczego w środowisku*, Wrocław: Ossolineum.
- Kowalski S. (1984b), *Środowisko lokalne w wychowawczym funkcjonowaniu społeczeństwa*, „Rocznik Pedagogiczny”, t. 9.
- Kowalski S. (1984c), *Znaczenie teorii systemów społecznych Floriana Znanieckiego w interdyscyplinarnych badaniach nad wychowaniem*, „Edukacja”, nr 2.
- Kowalski S. (1988), *Wychowawcze funkcjonowanie społeczeństwa*, „Kwartalnik Pedagogiczny”, nr 1.
- Kowalski S. (ed.) (1972), *Selekcyjne funkcje wychowania*, Wrocław: Ossolineum.
- Kowalski S. (ed.) (1974b), *Funkcjonowanie systemu wychowawczego w środowisku*, Wrocław: Ossolineum.
- Kościelniak M. (2016), *Leszczyńskie rodziny zastępcze i ich podopieczni. Socjopedagogiczne studium zinstytucjonalizowanej formy opieki kompensacyjnej*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem J. Modrzewskiego.
- Kubiak-Krzywicka W. (2010), *Interakcyjno-kontekstualny model zaburzonej socjalizacji*, Poznań–Kalisz. UAM WPA.
- Kupczyk J. (1978), *Uwarunkowania aspiracji życiowych młodzieży w starszym wieku szkolnym*, Poznań: WN UAM.
- Kwieciński Z. (1972), *Funkcjonowanie szkoły w środowisku wiejskim*, Warszawa: PWN.
- Kwieciński Z. (1975), *Selekcja społeczna w szkolnictwie ponadpodstawowym*, Warszawa: IRWIR PAN.
- Łukomska M. (2007), *Problem prostytucji w środowisku lokalnym. Studium socjopedagogiczne na przykładzie Kołobrzegu*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem J. Modrzewskiego.
- Matysiak-Błaszczak A. (2010), *Sytuacja życiowa kobiet pozbawionych wolności*, Kraków: Oficyna Wydawnicza „Impuls”.
- Matysiak-Błaszczak A., Modrzewski J., Sipińska D. (ed.) (2011), *Socjalizacja w kategoriach wieku społecznego. Standaryzacja socjalizacji inkluzywnej. Dorosłość i starość*, Leszno: PWSZ.
- Matysiak-Błaszczak, Modrzewski J. (ed.) (2012), *Socjalizacja dysocjacyjna w doświadczeniu indywidualnym i społecznym. Inspiracje teoretyczne i próby pedagogicznych ingerencji*, Poznań–Kalisz: UAM WPA.
- Matysiak-Błaszczak A., Jankowiak B. (ed.) (2016), *Kontrowersje wokół socjalizacji dziewcząt i kobiet*, Poznań: WN UAM.
- Matysiak-Błaszczak A., Włodarczyk E. (ed.) (2016), *Pedagogika w społeczeństwie – społeczeństwo w pedagogice*, Poznań: WN UAM.
- Modrzewski J. (1977), *Funkcja wychowawcza szkoły wyższej w opinii młodzieży studiującej*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem S. Kowalskiego.
- Modrzewski J. (1988), *Środowisko społeczne młodzieży studiującej*, Poznań: WN UAM.
- Modrzewski J. (2004, 2007), *Socjalizacja i uczestnictwo społeczne*, Poznań: WN UAM.
- Modrzewski J. (2011), *Studia i szkice socjopedagogiczne*, Poznań–Kalisz: UAM WPA.
- Modrzewski J. (2016), *Socjopedagogika. Studia – szkice – refleksje – wspomnienia*, Poznań: WN UAM.
- Modrzewski J. (ed.) (2001), *Poznawanie i rozwiązywanie społecznego problemu bezrobocia*, Warszawa: Fundacja Rozwoju Polityki Społecznej.

- Modrzewski J., Śmiałek J.M., Wojnowski K. (ed.) (2008), *Relacje podmiotów w lokalnej przestrzeni edukacyjnej (inspiracje...)*, Kalisz: UAM WPA.
- Modrzewski J., Matysiak-Błaszczuk A., Włodarczyk E. (ed.) (2018), *Środowiska społecznego uczestnictwa jednostek, kategorii i grup*. Poznań, WN UAM.
- Muskała M. (2004), *Więzi osadzonych ze środowiskiem*, Poznań: WN UAM.
- Muszyński H. (1989) (ed.), *Socjalizacja – osobowość – wychowanie*, Poznań WN UAM.
- Nawrocki Z., Pawlak F., Wojnowski K. (ed.) (2011), *Środowiskowa podmiotowość społeczności lokalnej w unijnej przestrzeni gospodarczej i społeczno-kulturowej*, Leszno: PWSZ.
- Pawełek K. (2002), *Społeczność lokalna wielkiego miasta wobec zachowań dewiacyjnych dzieci i młodzieży*, mps pracy doktorskiej napisanej pod kierunkiem W. Ambrozika.
- Pfeiffer A. (1979), *Socjalizacja młodzieży akademickiej w wielkim mieście*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem S. Kowalskiego.
- Pilch T. (2019), *Drzewo poznania. Wokół narodzin i rozwoju poznańskiej pedagogiki społecznej*, [in:] K. Segiet, K. Słupska, A. Tokaj, *Etapy życiowe człowieka w kontekście pedagogiki społecznej*. Poznań, WN UAM.
- Radziewicz-Winnicki A. (ed.) (1986), *Pedagogika a socjologia wychowania*, Katowice: UŚ.
- Radziewicz-Winnicki A. (ed.) (1993), *Współcześni socjologowie o wychowaniu (zarys wybranych koncepcji)*, Katowice: UŚ.
- Segiet K. (2000), *Dziecko w wielkim mieście*, Poznań: WN UAM.
- Segiet K. (ed.) (2015), *Młodzież w dobie przemian społeczno-kulturowych*, Poznań: WN UAM.
- Segiet K., Słupska K. (ed.) (2017), *Książka w życiu człowieka – w poszukiwaniu (u) traconej wartości*, Poznań. WN UAM.
- Segiet K., Słupska K., Tokaj A. (ed.) (2017), *Animacja w środowisku. O potrzebie kreowania działań lokalnych (teoria a praktyka społeczna)*, Poznań: WN UAM.
- Sipińska D., Modrzewski J., Matysiak-Błaszczuk A. (2010), *Socjalizacja w kategoriach wieku społecznego. Standaryzacja socjalizacji inkluzyjnej. Dzieciństwo i młodość. Przewodnik i teksty do ćwiczeń z socjologii wychowania*, Leszno: WN PWSZ.
- Smolińska-Theiss B. (2015) *Z tradycji badań nad nierównościami edukacyjnymi – od społecznych przyczyn powodzeń i niepowodzeń szkolnych do współczesnych badań nad zróżnicowaniami w oświacie*, [in:], Gromkowska-Melosik A., Szymański M.J. (ed.), *Edukacja i nierówność. Trajektorie sukcesu i marginalizacji*, Poznań: WN UAM.
- Wawryniuk S. (1976), *Kształtowanie się systemu wychowawczego w wielkomiejskim osiedlu mieszkaniowym*, Poznań, mps pracy doktorskiej napisanej pod kierunkiem S. Kowalskiego.
- Wawryniuk S. (1990), *Siły społeczne wychowania w osiedlach mieszkaniowych*. Poznań: WN UAM.
- Winclawski W. (1976), *Typowe środowiska wychowawcze współczesnej Polski*, Warszawa: PWN.
- Włodarek J. (1977), *System wychowawczy zakładu poprawczego. Socjologiczne studium instytucji resocjalizacyjnej*, Warszawa: Wydawnictwo Prawnicze.
- Włodarek J. (1992), *Socjologia wychowania w Polsce*, Poznań: WN UAM.
- Znanecki F. (1974), *Socjologia wychowania*, t. 1 i 2, Warszawa: PWN.
- Zychowicz I. (2014), *Studenci Koszalin – edukacja i socjalizacja*, Koszalin: WN Politechniki Koszalińskiej.