



Introduction to the issue: *Pedagogical theories and philosophy*

With philosophy becoming more and more common a subject in the school curriculum we have decided to dedicate our current issue to relationships between philosophy and education in order to present various outlooks on what is an interesting topic. Since inception this branch of knowledge has been interested not only with strict academic research but maybe even more clearly with dragging people out of their caves towards its illuminating truths. On the following pages the authors discuss both the tension between the role of philosophy as a science and as a mean to educate as well as philosophy as a path the individual can follow to gain knowledge about herself and the world.

We begin this issue with an article by Philipp Thomas on discrepancies between philosophy within the educational and scientific context. Discrepancies that arise on the one hand due to the subjective approach to philosophy which the author proposes as more suitable for students, while on the other the striding for an objectivity fitting for the scientific environment. A somewhat similar idea forms the background for Wojciech Hanuszkiewicz's comparative analysis of the concepts of Natorp, Dewey and Hessen. The common thread in their thought, which may be at first not apparent, bonds philosophy not only to education but in a wider aspect to social life in general thus revealing the depth of influence philosophy can have over society.

From this all-encompassing viewpoint we move closer to the dimension of the individual by means of the philosophy of Sartre and Beauvoir in Patrizia Breil's article on the possibilities of phenomenological pedagogy. To conclude the part dedicated to pedagogical theories we delve even deeper into personal perception of the educational process in Urszula Zbrzeźniak's paper about the material dimension of learning, the plight of the individual in its most intimate state — as a singular body. The article serves not only as a description of Freire and Illich's thinking on the subject but also a proposal on the possibility for their expansion.

The following contributions cover diverse issues. Antoni Torzewski's article studies the concept of moral religion and its possible contemporary implications.

Paweł Wójs writes about the issue of guilt in Jasper's philosophy in the context of post-WWII Germany. He describes how the process of forgetting guilt went on to affect Germans as well as their rejection of moral responsibility. We return to the field of the philosophy of religion with Paweł Sznajder's article on three different reinterpretations of one of the most important theological concepts in European philosophy namely the incarnation of the Son of God. Jung's, Gadamer's and Henry's attempts at rethinking this idea prove to be valuable not only for interpreting incarnation itself but also provide a foundation for considering other major theological issues. Michel Henry stays with us for the next paper which Andrzej Gielarowski dedicates to the religious relationship and concept of mysticism in the theory of this French philosopher. While the analysis refers to the philosophical concepts of Schopenhauer and Master Eckhart, it also seeks to extend its value as a solution to contemporary cultural problems by bringing back concepts which have been perhaps unfairly forgotten. The final of our strictly philosophical papers strays from the theme of religion into the realm of probabilism. Paweł Pruski discusses the issue of objectivity in contemporary scientific applications of the theory of probability. The problems which arise out of the debate on determinism and its relationship with probability present some interesting matters for discussion.

In this issue we also present a text of a lecture by Paulina Sosnowska given at Augsburg University in 2018. The lecture concerns the relationship between philosophy and pedagogy as observed by Hannah Arendt and Martin Heidegger through the lens of their historical experience with twentieth century totalitarianism. It constitutes a reprise of this issue's main theme.

Finally we have two book reviews: the first one by Urszula Zbrzeźniak concerns the interesting topic of learning through sound *Listening and acouological education* by Małgorzata Przanowska. While the other constitutes an eulogy of irony in the form of Paweł Kłoczowski's comments on Piotr Bartuła's collection of essays, here found to be an interesting read for anyone even slightly interested in philosophy.

We wish you a pleasant and interesting read.

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