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## Introduction

The central theme of the current issue of *Studia Paedagogica Ignatiana* is religion and upbringing. An analysis of Polish pedagogical concepts provides evidence that religion has an established place in our pedagogical thought (Szulakiewicz 2018: 31–43; Szulakiewicz & Bieś 2024: 21–35). A similar view is shared by representatives of philosophy and theology, who emphasize the importance of religion in education, human life, and personal development.

For example, the theologian and pedagogue Father Karol Mazurkiewicz, speaking about religious culture in the context of upbringing, argued that “religious truths and ideals cannot be indifferent to anyone, as they concern the most important goals of man, whose value is absolute, and which possess a permanent and unconditional meaning for everyone. Changes in preferences may affect only the outward expressions of individual forms, but not the essence of piety” (Mazurkiewicz 1937: 39). Similarly, the philosopher Witold Rubczyński, in one of his works outlining the conditions for approaching the ideal of culture, claimed: “Without the idea of God, the future—and even the values of culture—would become something very fragile and problematic” (Rubczyński 1931: 99). The discussion on the relationship between

religion and various disciplines of knowledge can be summed up by the words of the Polish-Jewish theologian and philosopher Abraham Joshua Heschel: “Religion is the answer to the ultimate questions of man” (Heschel 2007: 9).

Despite the many explanations already offered in the literature on the importance of religion in human life, the question of its role in upbringing is one of those issues that calls for continuous reexamination. The passage of centuries, the changing social realities, and the emergence of new educational concepts have not diminished the relevance of the relationship between religion and upbringing. On the contrary, it remains a vital and inspiring topic in contemporary academic discourse. Another important area of inquiry is the analysis of the connections between broadly understood religiosity and the educational processes that have taken place—and continue to take place in the socio-educational sphere.

The articles published in this issue predominantly discuss the significance of the religious element in education through the lens of the scientific and professional biographies of selected figures from various fields. The issue also includes discussions of theoretical and institutional premises of religious education, as well as educational projects informed by religious ideas. Additionally, the authors analyze documents integral to Catholic social teaching and Ignatian spirituality, relating them to the themes of religion and religiosity. The topic of religion and education is also investigated through reports on scientific research.

In keeping with the central theme, the issue is complemented by reviews and a report from a scholarly conference. The intention of the editors is to show that pedagogical knowledge can be fruitfully combined with religion for the benefit of broadly defined educational processes. The studies and reflections presented in this issue do not exhaust the scope of the topic but are intended as an invitation for a more in-depth analysis and expanded research.

## Bibliography

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