The beginnings of Polish social rehabilitation pedagogy, understood as theoretical and methodological reflections that are native and original to Poland, date back to the turn of the 50s and 60s of the twentieth century. It was then that the first scientific pedagogical groups, dealing with issues of rehabilitation in terms of pedagogy, began to organize and center themselves around professors Maria Grzegorzewska (1888–1967 – National Institute of Special Education in Warsaw), Otto Lipkowski (1907–1982 – Higher School of Special Education in Warsaw) John Konopnicki (1905–1980 – Jagiellonian University in Cracow), Stanislaw Jedlewski (1906–1992) and Czeslaw Czapów (1925–1980) – University of Warsaw, Stanislaw Kowalski (1904–1990 – Adam Mickiewicz University in Poznań). The Polish academic pedagogical community and many practitioners-educators from social rehabilitation centers and correctional facilities held out great hope that the newly emerging sub-discipline of special pedagogy would meet with tangible success, both theoretical and practical.

Although the interwar period and later years of real socialism were not conducive to progress in the social sciences (in the short interwar period the important thing was the reconstruction of the Polish State after 123 years of partition, and during the Polish People’s Republic (PRL) there could not be any sustained crime and social pathologies for ideological reasons), the newly established scientific discipline and sub-discipline of pedagogy attracted increasing attention, as evidenced by the gradually increasing number of students and young scientists interested in this issue once the discipline had been established (early ‘70s). The role of criminal punishment (penal and correctional) started to be perceived dif-
ferently and more broadly than before, supplementing them with pedagogical-educational content and dimension which was also composed into the organizational systems of institutions and correctional institutions and prisons (already begun in the pre-war years).

In the 1970s and ‘80s, the “first-born” students and alumni of the precursors of Polish social rehabilitation theory emerged as new teachers who were involved in the aforementioned sphere of science. These include: Prof. Kazimierz Pospiszyl, Prof. Bronisław Urban, Prof. Lesław Pytka, Prof. Wiesław Ambrozik, Prof. Henry Machel, Dr Adam Szecówka, Dr Marian Kalinowski, Dr Stanisław Górski, Dr Ewa Żabczyńska and many others...

Several decades passed. The political, social, economic and cultural conditions changed. There was an unprecedented growth of civilization, especially in terms of socio-technical infrastructure, “new media”, that changed the social-educational arena. This traditional space that until then had been based on thousands of years of direct interpersonal relationships changes in front of everyone’s eyes into a new – virtual socialization. A civilisational-mental revolution takes place in the quality of human relationships and their fundamental social and educational consequences.

Since their start a few decades ago, the rapidly developing axiological-theoretical and methodological contexts of social rehabilitation pedagogy have not only provoked discussion and controversy among representatives of the pedagogical sciences but also among representatives of other scientific disciplines, especially law, sociology and psychology. This is due to the fact that the essential practices of social rehabilitation pedagogy overlapped somewhat with the practices of these disciplines.

However, almost from the beginning of the existence of this new scientific discipline there were voices, both among social rehabilitation academic teachers and educators, as among practicing educators, that at the time were pointing out the discrepancies between theory, methodology and their resulting practical effects.

This was written about in depth many years ago by Professor Stanisław Jedlewski (1964), who indicated their cause to be the administrative decision-makers who did not take the achievements of the humanities seriously, especially psychology and pedagogy, as well as the insufficient level of technical training given to personnel of facilities whose conduct was more a consequence of bad penitentiary practice than of modern pedagogical knowledge. He also noted that in institutions for juveniles there prevailed, rather than a pedagogical vision, a criminal and disciplinary approach that was based on respect for formal administrative rules imposed from the top down. A similar view was, and still is, held by a number of representatives of academic centres in our country.

We take pleasure in presenting our readers with this new eighth edition of the biannual publication “Polish Journal of Social Rehabilitation” – the only ranked
scientific journal on the domestic publishing market dedicated to correctional pedagogy. We regard this issue as another chance to increase people's awareness of the deliberations presently entangled in theoretical and axiological issues that are taking place in the field of contemporary Polish social rehabilitation. In this way we uphold and realise the mission which was originally begun in the middle of the last century by the early Masters of Polish social rehabilitation pedagogy and which is continued today not only by their students and alumni but also by the next generation of “students of the students” of the Masters’.

Professor Marek Konopczyński