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## Character formation – the missing link of education

This book is wholly dedicated to the issue of character formation, which is reflected in the title: *Character formation – the missing link of education*. Any neglect in this area results in the escalation in the number of socially reprehensible acts and calls for an urgent remedial action. The most appropriate response is character formation and the answer to the question “How to do it?” may be found in the reflections of the classics like Jules Payot’s conviction of the necessity of reinforcing the man’s will-power, beliefs of Jacek Woroniecki on the need for developing virtues and eliminating faults, or Mieczysław Kreutz’s reflection on the importance of working on human behaviour. In turn, the concept of educational development of Man by Stefan Kunowski demonstrates a great complexity and multitude of aspects of educating and forming an individual: from the development of *bios*, through the growth of *etos*, to the rise of *agos*. It also points out the significance of fate and emphasizes the need for cooperation on the part of the individual themselves, which is a prerequisite for an efficient education.

The book consists of three parts. The first, theoretical part focuses on differing visions of Man as a known source of educational crises. It also addresses the problems associated with character and how we understand it, including the difficulties related to this. Next, the educational and ethical aspects of character formation are discussed – with the emphasis put on the fact that understanding the process of character formation is always supported by a certain anthropology and axiology. Further on, the book tackles the topical character of the problem in question within pedagogical actions, emphasizing the prophylactic and educational benefits resulting from the work on oneself. As far as the latter is concerned, it is presupposed that manifestations in the lack of social adjustment in young people should meet with a respective, quick response – its lack or delay may become an impulse for bad behaviour to continue and the perpetrators to enter the route of delinquency. Therefore, it is agreed that prophylaxis should also be based on a criminological search – the propositions of both Marcus Felson and Robert J. Sampson prove to be helpful.

The aim of the second part of the book is to show the possibilities inherent in the selected classic concepts of character formation by the above-mentioned J. Payot, J. Woroniecki, M. Kreutz and S. Kunowski, viewing Man in ever broadening spectrum.

The point of departure is constituted by the praxeological guidelines of Payot, focused mostly on an individual. Further on, the belief of Woroniecki is discussed, which captures Man’s relationship to the world (as the very existence of such notions as virtue or conscience becomes clear in the relation me-others). Next, the broader circles of Kreutz are presented, placing Man in the centre of the processes of self-creation. The crowning element of possibilities rendered by using the work of classics in modern educational practice is the analysis of fully comprehensive theory of educational development of Man by Kunowski.

The book ends in part three with a discussion on the idea of character formation in educational practice, based on the author’s own research results.

*Translated by Marcjanna Rosada*