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## Editorial

The topic of student culture – and, in this context, academic culture – has garnered significant research interest, as demonstrated by this collection of articles exploring their historical development and contemporary state. At the same time, discussions about the nature of student culture today spark considerable debate and critique, engaging not only researchers who study this phenomenon but also documentarians, creators of the student movement (particularly from the era of the Polish People’s Republic), and its modern-day and organizers.

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In this issue of *Perspectives on Cultural*, titled *Academic and Student Culture – History and the Present*, we feature a collection of articles by researchers from various disciplines, all aiming to explore and describe the phenomenon of student and academic culture from both historical and contemporary perspectives. A defining feature of this collection is its diversity, as it includes contributions that examine student culture through a wide range of lenses – philosophical, cultural studies, historical, literary-historical, as well as perspectives on management, cultural animation, and organization.

The collection begins with Andrzej Gielarowski’s article, *Academic Culture, Student Culture and the Idea of the University*. In this piece, the author examines the relationship between academic and student cultures through a phenomenological lens, analyzing their connection within the broader framework of the university’s underlying idea. A central aim of the article is to identify which concept of culture encompasses all three elements

mentioned in the title. Gielarowski argues that the German notion of *Bildung* – understood as the cultivation or formation of humanity (*Bildung* or *paideia*) – serves as this unifying concept. He demonstrates that *Bildung* ties together the idea of the university, academic culture, and student culture, establishing a foundational relationship among them. Specifically, the idea of the university serves as the axiological (value-based) foundation for academic culture, which, in turn, underpins student culture.

The subsequent articles explore various manifestations of student culture, spanning from the early 19th century to the present day. The series of 19th-century-focused articles begins with Monika Stankiewicz-Kopeć's piece, "*Reworking into a Useful Link in a Great Chain*," "*Zagłoba-Style Sweep*," and "*Half-Sober, Half-Drunk Dionysian Poems*": *Student Culture in the Early Decades of the Partitions. A Case Study of the Vilnius Philomath Society*. This article examines the student culture of Vilnius during the years 1817–1825 through the activities of the Philomath Society. Stankiewicz-Kopeć delves into the character of student life at the time and the role of "student culture" in shaping the experiences of the first generation of Poles born under political captivity. She highlights its diverse expressions, forms, and contexts. The study draws extensively on materials from the Archives of the Philomaths, including documents detailing the society's organizational activities, members' literary juvenilia, and their correspondence.

Renata Stachura-Lupa, in her article *Self-Education, Literature, and Conspiracies: Student Culture in Kraków in the Second Half of the 19th Century*, examines student culture as a phenomenon shaped by political and social conditions. The author focuses on the activities of a generation often referred to by researchers as the "Galician pre-storms." She highlights the self-organizational efforts of academic youth during this period, including the formation of organizations, associations, and circles dedicated to self-help, intellectual pursuits, social causes, and patriotic endeavors, particularly in the years leading up to the January Uprising.

Anna Wypych-Gawrońska, in her article *The Image of a Polish Student of the Early 18th Century in the Libretto and Theatrical Reception of The Beggar Student by Karl Millöcker*, explores the portrayal of a Polish student in Karl Millöcker's Austrian operetta *The Beggar Student*, first performed in Vienna in 1882. The operetta's librettists, Camillo Walzel (under the pseudonym F. Zell) and Richard Genée, set the plot in Poland in 1704, during the rivalry for the Polish throne between Augustus II the Strong and Stanisław Leszczyński, making the Polish student the central character of the story. Wypych-Gawrońska also examines the theatrical reception of the operetta, paying particular attention to the controversial reactions of 19th-century Polish critics to the depiction of the Polish student in this Austrian production.

The next article shifts focus to a 20th-century aspect of student culture: student festivals and their reception. In her piece, *Juwenalia, Piastonia, Kortowiada – Student Festivals as an Element of Urban Folklore in Polish Academic Centers*, Edyta Koncewicz-Dziduch examines these events and their traditions. The article highlights the significant number of contemporary *juwenalia*, their diversity, and their cultural variation, reflected in their creative naming. These names often draw inspiration from towns, regions, universities, districts, academic disciplines, personal names, and regional traditions. The article also addresses the increasing commercialization of these festivals.

Ewa Modzelewska-Opara's article, *Contemporary Cultural Activity of Polish Studies Students at the Jagiellonian University: A Pilot Study*, presents the results of a pilot study on the cultural engagement of students in the Faculty of Polish Studies at the Jagiellonian University. The study focused on undergraduate students specializing in teaching, editing, and comparative studies. The research aimed to identify the motivations behind students' participation in various cultural activities and to assess their reading habits.

This issue also includes articles examining the phenomenon of student culture in various academic centers, focusing on its management and institutional support. Michał Szandula, in his article *Contemporary Forms of Student Culture Management: A Case Study of the Center for Culture and Lifelong Learning at the Agricultural University of Kraków*, evaluates the activities of this cultural center between 2010 and 2023. Operating within the framework of a state university, the center undertakes cultural, artistic, and educational initiatives for the benefit of students and staff. Szandula seeks to address several key research questions: What role does an academic cultural unit play in shaping new forms of student culture? What authority do students have in managing student culture? What innovations have been implemented in managing cultural units? By exploring these questions, the article aims to contribute to a broader national dialogue on the relevance and necessity of cultural units in higher education institutions.

Bogdan Suchodolski addresses the topic of *Supporting Student Culture by Local Government Units in Poland: The Case of the City of Lublin*. The article aims to analyze the potential for local government units in Poland to support student culture and to test the hypothesis that these opportunities are significantly constrained. The findings presented in the article confirm this hypothesis, highlighting the limitations in the current framework for local government support of student culture.

Among the articles presented, there is a reflection on the impact of the COVID-19 pandemic and its associated constraints on student meeting

culture. This topic is explored in the article *Student Meeting Culture in Hybrid Reality: The Perspectives of UIK and UPJP2 Students* by Przemysław Bukowski and Andrzej Tarchała. The article presents the results of a survey conducted among students at Ignatianum University in Krakow (UIK) and the Pontifical University of John Paul II in Krakow (UPJP2) regarding student meetings in the context of hybrid learning environments. The findings of this pilot survey offer valuable insights for educational and organizational practices at universities, helping to better understand the needs and expectations of today's students.

The collection concludes with an article by Beata Walęciuk-Dejneka, titled *"The Third Mission" in Academic Culture: "Forgotten Polish Women Writers – Discovering Lost History": Scientific, Popularization, and Educational Significance*. The author discusses a project dedicated to promoting the profiles and works of Polish women writers who have played a crucial role in Polish cultural (literary) heritage and national identity. The project's website, focused on forgotten women writers, highlights the multifaceted nature of academic culture – encompassing the creation and dissemination of new scientific knowledge to the broader community, as well as involving students, doctoral candidates, and young researchers in this endeavor to contribute new intellectual content.

We invite you to explore this thought-provoking collection.