

with: characteristics of families, education practises, openness strategies, visions of families, parenthood identities and children's perspective.

The conclusion starts with an attempt of specifying if the families of choice in their members' opinions differ from heterosexual ones. Reflections that are contained in this part of the work create a characteristic framing device with the question that was asked in the title of the publication.

Joanna Mizielińska's paper makes a valuable position for those interested in the subject of functioning of homosexuals. Apart from publication's significant data and its interpretation it is also a work that offers a wide gender literature review of Polish and foreign researchers. Ordering elements in a very similar way in each chapter provides the receivers with the comfort of reading the book and with an ease of connecting facts and searching for interesting information. What is more, the content is abound in quotation—such solution portrays the readers the whole process of analysing and interpreting empirical data. It also gives an opportunity to 'feel' the real emotions of interlocutors thanks to what their life situation can be understood deeper. Presented book should be taken into consideration while designing anti-discrimination actions because of its information richness related to socio-cultural situation of homosexuals.

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Katarzyna Segiet, Kamila Słupska (eds.). *A book in human life—in search of lost(ing) value*. Poznań 2017: Adam Mickiewicz University Press. Pp. 360.

The contemporary, fragmented reality in which we live is subject to a permanent change. This state of affairs implies the need to construct many issues on a current basis so that they meet modern requirements. In such a world, it is essential that some elements (having their long tradition) do not lose their value, constituting a certain aspect of our lives. Such a value is a contact with the book. Pedagogues play a role in shaping a proper relationship between the individual and the text. In this context, Zbyszko Melosik (2014) presents pedagogical proposals that are a constructive response to the ambiguity of this world, and thus, within them, there is "a pedagogy of respect for (reading and collecting) books and libraries". The recommended proposal is a peculiar acknowledgment to the place of the book in society. Virtualization of ways of gaining knowledge and information caused that the book is in the social defense. The present book, titled *Książka w życiu człowieka—w poszukiwaniu (u)traconej wartości* [*A book in human life—in search of lost(ing) value*] is a collection of

twenty-four articles apply to social and environmental ways of reading. The issues of the book allow, and sometimes even command, a broad and multi-threaded approach to this issue.

Reading-related topics, therefore, have a long tradition in Polish social pedagogy, the concept of which is profoundly humanistic and personalistic, because in its center there is a man and concern for awakening his creative individual and social activity. This multi-authorial monograph is intended to remind them, emphasize the importance and reflection on the current perception of the essence of communing with literature. The book's issues in the publication also focus on certain narrower areas that can be noticed, such as: childhood, family, library, bibliotherapy, the prospect of multiculturalism and social inequalities. Therefore, it is a significant dose of inspiration in the field of various social science and practice.

The monograph starts with a preface written by Jerzy Modrzewski and an introduction attached by Katarzyna Segiet and Kamila Słupska. The book has been divided into three parts, which have their own references to the problem of the book. This can be deduced just after their very titles, because the first part, which begins the considerations, is entitled: "Książka jako źródło...—w poszukiwaniu czytelniczych odniesień, w gąszczu czytelniczych kontekstów" [The book as a source ...—in search of reading references, in a maze of reading contexts]. This part of the book is at the same time the most extensive part, for it consists of as many as ten articles.

The first article beginning this part of the book is an article written by Katarzyna Segiet entitled "Pedagogika społeczna i refleksja nad książką jako ważnym elementem rozwoju ludzkiego i kulturalnego w zderzeniu z aktualną rzeczywistością" [Social pedagogy and reflection on the book as an important element of human and cultural development in the face of current reality]. The author presents the book's problems concerning the most important assumptions and concepts in social pedagogy. Referring to the contemporary changes Katarzyna Segiet points to the need to return to the humanistic and personalistic ideas of social pedagogy also adopted in relation to the role of the book and what role it can play in the life and education of man. The author of the next article (in the first part of the book) is Agnieszka Cybal-Michalska. This work refers to education "from" and "through" the book as a carrier of pro-development and pro-activity in a contemporary and globalizing society. The author emphasizes that educational activities oriented at the development of the orientations mentioned above should bear in mind that it is they who direct the behavior of the individual. Therefore, the literary work should be embedded in the ravages of the times in which we live. Issues regarding the role of the book were also taken in the next article. The author, Bożena Matyjas, addressed the matter of cultural activity of the child, its participation in culture, also through the reading of books. These contents

were embedded in the views and work of Janusz Korczak. Detailed analysis of the views of this outstanding teacher is the source of many practical applications on the basis of educational solutions. Next author, Mirosław Sobecki based on historical analysis outlined the excellence of intercultural education and the importance of literature in the shaping of cultural identity. The fifth article is a peculiar introduction to the works referring to the matter of reading. An author Wioleta Danielewicz by diagnosing the state of readership in Poland, it shows its frighteningly low level. A certain unconventional value of this article is the autobiographical themes contained in it. Kinga Kuszak in next article from an analytical perspective, she shows how to play with children through specific language treatments. It is the children's literature which is the basis of the individual's relationship with the book. The following work was written by Hanna Krauze-Sikorska refers to reflections on the possibility of providing children with literature through specific content—certain topics considered embarrassing, controversial or unpleasant, from the taboo sphere. It is a problem of crossing certain limits and perhaps the need to tame some issues. The last articles in this section refer to reading issues. Eva Zamojska refers to reading children based on conversations with children. Beata A. Orłowska, on the other hand, points to the role of the book in the behavior and transmission of the identity of the Lemkos. Małgorzata Kabat describes the roles of a teacher and a student in the modern (reading) world.

The second part of the monograph has been titled by its editors "Społeczna, wychowawcza i poznawcza rola książki—odczytywanie jej znaczeń" [Social, educational and cognitive role of the book—reading its meanings]. It consists of seven articles. The first article is an introduction to the second part of the book and its written by Kamila Słupska. What is worth emphasizing is that this article fulfills its role completely. The author tries to answer who is the contemporary reader and how his meetings with the book look like. An additional advantage is the presentation of research results on the state of readership from various sources. Katarzyna Zimoch, the author of the second article in this part, reviews Polish proverbs by finding the book's functions in them. Another article written by Barbara Góra underlines the importance of letters in terms of value transfer. As it turns out the pedagogical and literary qualities of letters are similar to the qualities of books. Konrad Nowak-Kluczyński in his work, he refers to the latest children's literature, finding patterns of the modern family. Next author, Paulina Forma discusses the issues of shaping the children's reading interests by analyzing in this respect the role and influence of a large family in particular. The author shows the conditioning of this process on the example of conducted research. In the article written by Anna Hajdasz the author presents the forms of work with children that she realizes in The Raczyński Library and emphasizes the important role of the librarian. The issue of libraries is also addressed in the

article by Alicja Sobańska. This author presents the contemporary "condition" of libraries in Poland, showing, on the one hand, their transformation from the other, mentioning the need for specific actions to preserve and further develop the contact between children and youth with the book.

The last part of the monograph has been titled "Książka jako inspiracja—obcowanie z tekstem jako wartość" [A book as inspiration—communing with text as a value], and it consists of seven articles. The first article written by Astrid Tokaj points to the book as a source of support in acquiring and expanding knowledge about old age. Next author, Ewa Włodarczyk in her article, she shows the book as an element of help in confronting the addiction of women to alcohol. The third article in this part of monograph raises the issue of the value and importance of reading and bibliotherapy in the process of resocialization and socialization of women, mothers serving the penalty of deprivation of liberty. The author Agata Matysiak-Błaszczuk it also outlines the situation that currently exists in Polish prisons. In next article, the author Ewa Kasperek-Golimowska points to the book as a source of health knowledge. The article also distinguishes the health and therapeutic values of books and reading for health education. In her work, Małgorzata Swędrowska shows a way of experiencing literary reading texts by children in early school age. It is in fact also a new way of communicating that fits into the model of reading education. The last two articles closing this part, and thus the whole book, refers, in turn, to bibliotherapy in work with a socially maladjusted child, whose author is Tomasz Herman and contemporary Japanese manga, whose author is Joanna Sikorska.

In conclusion, it can be said that all the articles contained in the monograph fall within its subject. The book has a clear and consistent structure, what makes this collection a welcome contribution to the field of social sciences. This book constitutes a valuable context for the analysis of social and environmental determinants of human life in perspective of social pedagogy. The multi-authorial monograph shows the importance of considerations over the issues of reading. It is worth mentioning that this work is a good inspiration for the right pedagogical practices and further research in this field.

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