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**Author:** Beata Pituła

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*Beata Piłula*

Poland

### **Book Review:**

**Kazimierz Denek, *Education Beyond/After Lessons and Beyond/After School*. Poznań 2009: Wydawnictwo WSPiA, 392 p.**

At the very beginning I would like to emphasise the fact that taking up the task of reviewing another work by Professor Kazimierz Denek is an immense challenge. It is difficult not due to the fact that it is written in an unclear, imprecise or, in other words, imperfect language. It is difficult because it is one more work of this remarkable researcher that constitutes a certain recapitulation of his previous publications referring to the issue of leisure time pedagogy, which is stressed by the author himself as well as by Professor Jan Grzesiak who wrote the preface to the book.

*Education beyond lessons and after school* is a complete work, bearing the traits of a monograph. The author deals with the problems very conscientiously, not only giving some clear ideas on free time management and constructing the after school education, the issues of which, as he himself stresses, are often neglected, but also sharing some valuable reflections or even doctrinal and theoretical assumptions concerning Polish education in general and teacher education, but also shaping a specific axiology of bringing up and educating based on fundamental values (“affected by the time”) and restoring the values to a proper set of concrete designates in order to save them from being just empty slogans without any deeper meaning.

Putting aside the above-mentioned preface by Prof. Jan Grzesiak and a rich introduction precisely compiling the contents of the work and the array of motives which contributed to its creation, the book opens with a chapter concerning values, aptly entitled “signposts of the beyond lessons and after school education contained in values.” Thus, the author shows his attachment not only to traditional values, “not bitten by post modernism,” paraphrasing his own words, but also to the traditional way of defining, applying and grading these axioms.

The next item to consider by the author is the essence of time, while endowing it with the quality of another value, he simultaneously pays attention to the fact that this value is very common and easily accessible, which causes the problem of taking good advantage of leisure time and putting it into good use. Moreover, the author refers to the sources of free time and attempts to define its influence on the quality of life, analysing the evolution of leisure time, and what is most important, most valuable and most up-to-date, he ponders over the meaning and functioning of free time in the society based upon knowledge.

The subsequent parts of this work treat of the specific forms of educational activity beyond the class. The author starts with presenting the underlying sources and beginnings of tourist activity at school basing upon the forms of conduct of the PTTK and SKKT associations (school touristic clubs and associations), showing at the same time his concern about the decline in the participation of young people in such enterprises, seeking its origin and efficient methods of diverting this definitely unfavourable tendency.

Further chapters are devoted to a specific attempt to evaluate particular solutions to the described problems, concerning education beyond the class and placing them in the system of upbringing tools, shaping young people's attitudes and education, as well as presenting the idea of school trips, "green schools," and walking camps. A lot of attention is paid to showing these, by all means elementary, forms of after school education to an undoubtedly numerous group of potential readers. It should be stressed that not only does he define the mentioned forms, but also searches for their source, quite frequently including the historical and cultural background, and clarifies their role in developing certain attitudes in the youth, what is more, he suggests a model curricular solution referring to the question of implementing appropriate forms.

Still, it cannot be forgotten that these solutions do not constitute an attempt to give answers which would be a remedy to all possible doubts arising while practically implementing the concepts comprised in the work, they are merely a general model of shaping after school activities, leaving the possibility to choose the best option for the particular situation for teachers, tutors and class masters. It seems that the author deserves a great praise and recognition for avoiding overwhelming casuistry, which would definitely deprive the work of its universality and flexibility, and for putting in return into practice synthesized solutions which allow of implementing suitable general solutions to heterogeneous situations.

The last part of the book entitled "the teachers of the motherland decide" calls upon the key, human element of putting the concept of pedagogy of leisure into practice. The author ponders over the idea of preparing teachers, guides and

animators for the role of unique precursors implementing the presented system/curricular solutions and describes the essential qualities constituting a model educational practitioner acting beyond the class. This chapter seems to be an extremely relevant conclusion of the previous concepts and reflections, bringing into mind an impressive professional and scientific achievements of the author, as well as his immense educational and upbringing experience.

Supposedly no one who has ever read Professor Denek's works will be surprised that the book deserves the highest rank. The most merit and appraisal should be given to the clarity of the lecture, logical contents structure, amazingly extensive references, versatility of the subject analysis and precision in approaching the issue. Taking into account the topic of the publication as well as the way of presenting it, the book may be recommended to a wide group of readers, ranging from teachers and guides to trip organizers, including also students of various faculties and specializations as well as scientists interested in the subject matter.