

Introduction

The present issue of *Studia Paedagogica Ignatiana* is devoted to the role of literature in moral education. It is not a new subject—the history of controversies regarding the role of literature in the moral upbringing of children and youth dates back to the times of Plato and Aristotle. Arguably, since then, the history of education has vindicated the indispensability of fictional narratives in teaching children and young people. Both ancient and modern texts yield themselves to such educational uses. However, a few questions arise in this connection. One concerns the proper selection of literary material, adjusting it to the age and maturity of the children, and to the moral values the educators want to transmit or instil in the readers. The second refers to the practical, didactic use of the narrative with children, either in the classroom or at home. It is closely related to the third question, namely of the theoretical perspective on which such a practical application is based.

As for the selection of literary works for educational purposes, the authors propose texts ranging from fables and fairy tales through novellas and picture books to biblical stories and Bible-inspired fantasy novels. Among the promoted values we should name psychological resilience—the equivalent of the virtue of fortitude, love and responsibility, truthfulness, rejection of hatred, and a theological virtue of charity expressed in vicariousness and forgiveness.

Various theoretical perspectives have been adopted as a ground for practical suggestions. In this connection, the papers refer to positive psychology, Aristotelian-Thomistic virtue ethics, transactional theory, to the personalist-dialogical approach, or to the Montessori method applied to religious education.



It is worth mentioning that the contributors to the present issue of the journal are engaged both in the field of literary theory and in educational sciences, which makes them particularly well-equipped to deal with the complexities of the subject.

The remaining part of the volume consists, as usual, of book reviews and conference reports.

Paweł Kaźmierczak