
Summaries

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S U M M A R I E S

JAN SZCZEPANSKI

COMMON GOALS OF SOCIOLOGY AND THE POLISH NATIONAL SCHOOL*

The science of sociology rises at the level of the national school. The latter is understood by the author rather in a metaphorical sense, as a complex of achievements of sociology in the given country. These achievements determine the specific style of the cultivation there of the said science, the mode of tackling the problems concerned and, also, the set of notions which express the values inherent in the nation's cultural heritage. The very existence of the national schools thus conceived results from the fact that sociology is always created by people actively participating in the historical experience of their nation.

In 18th and 19th century Poland, it was precisely this experience that gave the place of prominence to the problems of regaining the country's independence, of overcoming its backwardness and hence, to the analysis of the social forces liable to contribute to a successful implementation of solution of these questions. After the conclusion of the First World War, in independent Poland, new problems, of course, played the dominant part in the deliberations of Polish sociologists and, namely, those of the social conflicts of the day. However topical and essential these problems, there was also to be observed a tendency to depart from the national issues and unite with the current trends of sociology abroad. The Second World War elevated again the national values sanctified by tradition — such as independence of one's country, struggle for independence, honour and patriotism. The change in Poland's frontiers effected as a result of the Second World War, migrations of the population, the demographic problems and, above all, the revolutionary social and political changes have all exerted an impact upon the social thought of the following two decades. The historical experience combined both, with the theory of progress and the concept of society as a complex whole, account for the notable social engagement of the Polish sociology.

The latter's visage also reflects the achievements attained by sociologists in this country in the period between the two World Wars. This applies, above all, to the traditions of historical approach to the problems under research and to Znaniecki's methodological assumptions concerning the analysis of personal documents. The intellectual Catholicism, rather weak in this country, does not exert a strong influence, nevertheless, some Catholic concepts once incorporated with the cultural heritage are penetrating both, to sociological assumptions and interpretations. A strong impact of Marxism has been reflected in the choice of subjects

* The article presents the text of the paper delivered to the Sixth World Congress of Sociology (Evian) in the section „National Schools and Common Goals”. The author has been elected by the Congress, to the post of the President of the International Sociological Association.

of the research work, in the philosophical and methodological assumptions, in a consolidation of the traditional practical orientation of sociology and, last but not least, in the ideological and apologetic attitude towards the party and the political system of this country. The influence of Western sociology also exerts a strong influence upon this branch of science in Poland, especially as regards the choice of research techniques, of set of notions and theories. As a result of the friction of these different influences, the visage of the contemporary Polish sociology is highly diversified.

Today, the sociological researches in this country are concentrated on a few special fields, e. g. changes in macrostructures and, especially, in social stratification, on migrations, settlement tendencies, industrialization and its effects, the nationalized enterprises, urbanization, transformations of the rural communities and rural population, and mass culture. The co-existence in Poland of various influences and orientations opens up sound prospects for the rise in Poland of sociological theory of a wider range, due to the inspiration derived from different sources.

JAN LUTYNSKI

MAIN TENDENCIES IN THE TEACHING OF SOCIOLOGY IN POLAND*

The beginnings of the teaching of sociology in Poland go back to the eighties of the 19th century. The more systematic teaching of this science began in Poznań and Warsaw in the twenties of this century. From 1930 onwards the M. A. degree could be obtained by the graduates of the university section of sociology. The orientation of the curriculum was purely academic and graduation in sociology did not open the way to a career in any field, except for work in universities and research institutes. The teaching of sociology was linked with empirical research. The number of the students of sociology was rather low. The introduction of a special sociological curriculum created the tradition of sociological studies at universities, which has proved an important factor in the transformation of those studies after the Second World War. During Nazi occupation of this country, the teaching of sociology was continued on a small scale, as a part of the underground university teaching. After the war, the sociological sections were organized at four universities: in Warsaw, Poznań, Cracow and Łódź under new political and social conditions. The students of sociology at universities were more numerous then, many of them being the present or future, civic and political leaders. In the new situation, the pre-war curriculum appeared to be inadequate. The project of a new curriculum was prepared by the sociologists. However, as a result of the conflict between sociology — which was traditionally West-oriented and linked with the ideology of liberalism — and the new political system, the sociological studies ceased to exist for a time. In 1949 a new curriculum, named the "Social Sciences" curriculum, was introduced. Only some sociological subjects were taught under the new regulations. The aim of "Social Studies" was to prepare strongly ideologically indoctrinated

* The article was presented at the Round Table Conference on the Teaching of Sociology, at the 6th World Congress of Sociology, Evian 1966.

graduates, who would work in various social organizations and institutions, in the field of the popularization of culture, and so on. The students did not consider themselves as exponents of sociology, but rather of the ideological and theoretical Marxist standpoint. Many professors and lecturers in sociology began to work outside universities at that time.

In 1957, after the political changes which took place in this country, the sociological studies were re-opened in Warsaw, Cracow and Łódź. The M. A. in sociology was restored. The curriculum was modernized but it preserved its academic character. The newly established research institutes and the universities needed many graduates in sociology. Moreover, since 1957, a relatively large number of persons obtained the Ph. D. and "Docent" degree in sociology (about 50 and 20 respectively). Many of them have begun work at universities, especially at the University of Warsaw. This fact provided for a widening of the scope of sociological studies. As a result, the number of sociological courses in the curriculum has increased. At the University of Warsaw, where there are now 5 sociological chairs with 10 professors and docents teaching sociology, this change took place at the cost of non-sociological courses, previously fairly well represented in the curriculum. At this university the sociological studies have preserved their academic orientation. Other changes took place at the University of Łódź. In the new curriculum, introduced in 1962, the professional aspects of sociological training were stressed. The aim of this curriculum is to prepare not only scientific workers and intellectuals of other kind, but also the sociologists who could work in factories and institutions engaged in the dissemination of culture. The curriculum offers different possibilities of specialization accordingly to the field of future work. The specializations are based on sociological and non-sociological courses as well.

The sociological studies at Warsaw and Łódź Universities present two different types which may be defined as academic and professional. These types correspond with two trends of integration of sociology teaching with public life, the integration through the university itself, and through the direct participation of the graduates in different spheres of social life. The Polish experience has shown that even in one country there may exist different types of sociological studies. The diversity in this respect should be much greater when different countries and regions of the world are considered. Such a diversification can be fruitful in many respects. Nevertheless, it should be borne in mind that this diversification, reaching too far, can lead to a disintegration of sociology teaching and of sociology itself.

ZDZISŁAW IWANICKI

AGRICULTURAL POPULATION IN TOWNS. PROBLEMS INVOLVED AND ATTEMPT AT UNIFICATION OF TYPES

The article presents a characteristics of agricultural population in Polish towns and the problems for research in this field.

In the light of the data concerning the vocational structure of rural population, it is incorrect to confuse the division of the country's population into the

rural population and the urban one, with that into the agricultural and non-agricultural population. Another phenomenon pointing to the incorrectness of not distinguishing these classifications is the presence of agricultural population in the Polish towns. From among the latter's inhabitants 806,115 lived by agriculture in 1960 and the number of farms situated then within the urban areas amounted to 525,405 thus making almost 15% of the total. It is also worth mentioning that as many as 76% of these farms cover an area of but two hectares or less, each their existence adding notably to the number of the smallest farms in this country. The marked diversification of this group of population in Polish towns from the viewpoint of the area of the land owned, its use and the incomes derived therefrom as well as the intricate ownership system and the owners' work in non-agricultural trades, have all accounted in the past, and continue to account, for the great difficulties encountered in effecting the division of the population into the agricultural and non-agricultural one. According to the classification proposed by the author, the group of urban agricultural population comprises the owners of 0.5 hectare of land and more, irrespective of the fact whether the income is derived therefrom constitutes their principal source of subsistence or only additional one.

On the basis of the knowledge of the agricultural population of two towns — a big and a small one, of specialist literature and of his own research on the inhabitants of two minor towns, the author has determined the following four types of the urban agricultural population and namely: 1) the farmer and market-gardener, 2) the traditional farmer, 3) the part-time farmer and 4) farmer-pensioner. The area of the land owned by them is less important from the viewpoint of the determination of types of the agricultural population. The point is that, nowadays, the incomes, prosperity and opportunities of the owners of that land do not depend on its area but rather, on the mode of its use.

The urban agricultural population of today is also diversified as far as the duration of its stay within the boundaries of the town is concerned. Adopting that stay as a criterion for the division two groups have been determined: 1) the urban agricultural population living of old in their respective towns and 2) the recent urban agricultural population. The first group embraces people who have been living in town for two generations past (ca 60 years), the second — the agricultural population of the former suburban zone which has rather recently been incorporated in the town. The differences between these two groups as regards the mode of farming, participation in social and cultural life, aspirations etc., are clearly perceptible.

The types and divisions of the urban agricultural population presented by the author coincide with the ecological divisions of the urban area. Employing the ecological and town planning criterion, the author — taking as an example the town of Łódź — points to the following types of urban agricultural population: 1) the agricultural population living on the periphery of the central area of the town, 2) agricultural population of disintegrated villages, 3) the agricultural population of non-disintegrated villages. Preceding with his deliberations, the author makes an attempt to transpose that division into the pattern of ecological and town planning zones of a small town and thus to point to the usefulness of that criterion in the studies on the agricultural population living in towns.

The concluding part of the article is devoted to the subjects for research on the problem of that population, which should be carried on by specialists in various branches of science e. g. sociology, history and economics of agriculture. The lack of interest in the urban agricultural population observed so far is not good to the economy of this country and narrows the range of theoretical problems tackled by the said branches of science.

FRANCISZEK ADAMSKI

TRANSFORMATIONS IN WORKERS' FAMILY AND IN CULTURAL LIFE DUE TO SHORT-TIME SYSTEM

The article deals with the transformations which took place in the individual and family life of iron and steel industry workers due to the introduction of short-time system. In the past, organization of labour in the iron and steel plants imposed upon the personnel the necessity of a continuous work throughout the month. The very necessity of being obliged to work both, on week days and holidays had a bad effect not only upon the health and the psysical condition of the workers, but also on their family life and attitude to their vocation. All this, in turn, had negative effects on iron and steel industry. These negative effects, resulting from the said organization of labour, were responsible for low productivity caused by the fatigue of the crew, by incorrect utilization of machines, by an excessive fluctuation of workers and a high rate of absenteeism.

In order to improve this situation, a new system of work was introduced in the Polish iron and steel industry in 1962. Since that time, the workers employed in iron and steel plants have 7 to 8 days off in a month with the same, or even higher, wages. Under the new system, after every four days of work, they have two days off what gives monthly the said seven to eight days free from work.

Evidently, this innovation could not but effect essential changes in the life of iron and steel industry workers and, especially, in the organization of their free time, and their attitude toward their work and vocation. Likewise, marked changes of organizational and economic nature were to be felt as a consequence by the said industry as such. The author of the article is interested, above all, in the changes observed in the life of the families of iron and steel industry workers, brought into relief by sociological research. These changes concern the new pattern of relations within those families, organization of leisure time and the degree of benefiting from the opportunities offered by the cultural life in the country.

BOLESŁAW SADAJ

ON THE SOCIAL STATUS OF THE TEACHER

The author of the article discusses the results of his research on the social status of the teacher. The latter's position in public opinion, evaluated according to the criterion of the certainty of work, material gains and social prestige may be determined as follows:

The said profession, in the opinion of the respondents (quota sample 1,261 persons), is quite secure, it ensures high social prestige but low material profits. Next, the moral criterion was estimated by way of comparing with seventeen other vocations, the moral values expected by the society to be possessed by teachers. The latter profession was represented by a primary school teacher, a research worker of a university and a headmaster of a primary school (quota sample — 913 persons). The results attained gave ground to conclude the following: in the public opinion there are to be observed differences in moral requirements with regard to the respective professions. The highest moral requirements are put forward with regard to those persons whose work is related with the estimation and shaping of human behaviour (a judge, a teacher). The next come the people entrusted with care of social property. Generally, the highest moral requirements are put by the respondents with regard to professionally active intelligentsia i. e. people with university education. As already indicated, the respondents generally postulate very high moral requirements with regard to teachers. The sequence of the respective groups of the latter profession ranked according to these requirements, and beginning from the highest ones, is as follows: the headmaster, the primary school teacher, secondary school teacher, scientific worker of a university. The respondents express the view that the younger are children entrusted to the care of the given teacher, the higher the moral values expected of him (her). The estimation of the teacher's moral standards shows certain differences, depending on the social milieu of the respondents. Nevertheless, the investigations carried out give every ground to conclude that the public opinion generally expects the teachers to represent very high moral standards.

PAUL HENRI CHOMBART DE LAUWE

RESEARCH ON THE EVOLUTION OF SOCIAL LIFE AND SOCIETY

The article presents a brief outline of the development and characteristics of the Center for Social Ethnology and Psycho-sociology which is an example of a research team uniting specialists in various branches of science. Proceeding with his deliberations, the author discusses the problems investigated by the Center and the methods employed in its multi-disciplinary research on the evolution of the social life values and aspirations.

The concluding part of the article comprises the bibliography and discussion of the dissertations constituting the result of the work of the Center carried on so far.

ANTONINA KŁOSKOWSKA

THE DEVELOPMENT OF FRENCH SOCIOLOGY

At the outset of the article, a characteristic is given of contemporary French sociology. The next problem discussed is that of the work carried on by the respective centres for sociological research and, especially, of the Centre d'Etudes Sociologiques, IFOP, some institutes of Ecole Pratique des Hautes Etudes and CECMAS as well as of the Institut National d'Etudes Démographiques and others. Their organizational forms are discussed, and, also, their main publications and trends of the research work. The author points to the imposing development of the French sociology over the past decade. This development started due to the formation of new theoretical concepts and adoption of new methods — departing from the exclusive traditions of Durkheim which prevailed until the outbreak of the Second World War.

JOLANTA KULPIŃSKA

INDUSTRIAL SOCIOLOGY IN GREAT BRITAIN. THEORY AND PRACTICE

A report of the author's two months stay in Great Britain in the spring of 1966, as a holder of the British Council scholarship. Its programme provided for visits to the university centres in Sheffield, Leeds, Birmingham and London and, also, to twelve factories. The report discusses in greater detail the subject matter and methods of the research work conducted in those centres. The concluding part is devoted to the publications dealing with industrial sociology in Great Britain.

WŁODZIMIERZ DERCZYŃSKI

SOCIAL CLASSES IN THE CONCEPT OF B. BARBER AND M. M. GORDON

Two problems are discussed: that of class structure as presented by Milton M. Gordon in his work *Social Class in American Sociology* and of the theory of social stratification displayed in Bernard Barber's — *Social Stratification*. Both the concepts are presented against the background of the tendencies characteristic of the American theories of social stratification. The author of the article tends to prove that the similarity of many concepts of social stratification is but apparent and consists only in the similarity of terminology and of some notions.

JANINA SZYPSZAK

SOCIAL FUNCTIONS OF AMATEUR THEATRE ENSEMBLES

Monographical research on youth amateur theatres carried out in three different milieus and, namely, those of peasants, workers and students were aimed at determining the functions exercised by the amateur artistic ensembles in the said environments.

The analysis of relevant materials showed that, in the rural milieu the amateur theatre team was, above all, attractive as a form of a peer group. The amateur theatre of a textile factory in Łódź grouped the young people who treated their theatrical work as an entertainment. And, in turn, the student ensemble covered by the investigation was rather a means for putting into effect the theatrical and musical aspirations and abilities of its members. Nevertheless, proper functioning of the ensembles was observed only in those instances, where the team concerned constituted a well-matched peer group of playmates.

Another problem under investigation was that of the causes of the crisis of amateur artistic movement. In most cases, the failure of the respective ensembles results from incorrect methods employed by instructors. The latter — aiming at the implementation of the educational goals set for the movement by the institutions being its sponsors — create conditions which make it impossible to satisfy the individual needs and aspirations, of its participants.

IZA MUCHNICKA

SOCIAL CARE AND EDUCATIONAL FUNCTIONS OF INDUSTRIAL ENTERPRISES

Apart from its production functions, the socialist enterprise also exercises a number of others, inclusive of the social care and educational ones. The results of investigations on the problem, carried out in one of the industrial plants of Łódź have indicated that in the said enterprises, the latter functions are exercised by numerous worker organizations including the local branch of the Trade Unions and also by some informal groups. Their activities involve financial assistance to the personel, aid in eliminating the difficulties encountered in their everyday life, attending on their behalf to various matters in offices and institutions — in the case of conflicts with their superiors, and organization of the leisure time of the workers and employees. The self-aid activity, carried on by the informal groups, develops exclusively among manual workers. It is usually organized by a handful of persons, some of whom play the part of leaders.

ANNA DURACZ-WALCZAKOWA

STUDY ON EFFECTS OF SAVINGS PROPAGANDA

The Common Savings Bank has taken the poll of public opinion concerning 74 posters dealing with savings and derived from 19 countries. A total of 1723 answers were analysed. It appeared that such posters are of greater interest for men than for women, for younger people than for the elder and for white-collar workers than for the manual ones.

The posters depicting the advantages and aims of saving were of more pronounced interest, especially those kept in realistic convention. It appears that, for various categories of informers, different means of presentation of the same problem are needed. The inquiry showed that illustrative contents of posters played much greater part in the perception than the verbal and artistic values.

Considerable part of respondents did not remember any of Polish posters exhibited previously. The posters recognized were usually those which met with the greatest approval. The aim of the article was to show that poll of public opinion on propaganda and agitation gives results suitable for practical utilization.

PLAN FOR POST-GRADUATE STUDIES IN SOCIOLOGY

The new curriculum of sociological studies was approved by the Ministry of Schools and Higher Education on the 14th of June 1967. It is a modified version of the one prepared by the Commission for the Reform of Sociological Studies appointed by the Ministry. According to the new curriculum, the studies of sociology will last 4½ years. Senior students will have to choose one of the four specialist lines and namely: that of industrial sociology, sociology of culture, rural and urban sociology or the one of social pathology and social welfare. These lines determine the sphere of the students' future professional work. The most important subjects included in the curriculum are as follows: Introduction into Sociology (1st year of studies); History of Sociology and Social Thought (1st and 2nd year); The Methods and Technique of Social Research (2nd and 3rd year); Social Psychology (2nd year); Systematic Sociology (3rd year); Cultural Anthropology (3rd year); Social Transformations within Society at the Stage of Industrialization (3rd and 4th year). In the course of the fourth year, students will work mainly on the special line of sociology selected by them. Moreover, the curriculum provides for lectures in several auxiliary subjects e. g. Logic, Socio-Economic History, Statistics and Mathematics, Demography, Economics, Psychology, Philosophy and also subjects related with specialist studies. Students shall be obliged to undergo practical and vocational professional training. The new curriculum will be introduced, starting from the academic year 1967—1968.

BIBLIOGRAPHY OF SOCIOLOGICAL WORKS
PUBLISHED IN POLAND IN 1965

The bibliography embraces 61 book titles and 487 items, indicating articles, communiqués and reviews of works and dissertations on sociology and related fields published in 47 periodicals issued in this country. The bibliography is divided into the following sections:

I. General Problems. Theory. Sociology and Science. Methods of Research. II. History of Social Thought and Sociology. III. Social Structure. Social Strata and Sociology of Vocations. IV. Culture and the Problem of Its Reception. V. Sociology of Work, Industry and of the Phenomena of Social Life. VI. Sociology of Politics and Public Opinion. Sociology of Law and Morals. VII. The Younger Generation in the World of To-day. Sociology of Education. VIII. Marriage and Family. Vocationally Active Women. IX. Rural nad Urban Sociology. Migrations. Urbanization. X. Sociology of Religion. XI. Popularization and Journalism. XII. Sociological Research in the Western Territories. XIII. Overseas Communities and Cultures. XIV. Congresses, Conferences, Communiqués. XV. Miscellaneous.

The Bibliography is prepared by the Members of the Sociological Circle at the University of Łódź under the directives of S. Szereda, Ph. D., Head of the Sociological Library at the University.