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# Summaries

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Artykuł został zdigitalizowany i opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

*JOANNA SUJECKA-LACHOWICZ***PROBLEM OF COMPREHENSION IN THE LIGHT OF J. HABERMAS'  
LANGUAGE COMMUNICATION MODEL**

In this article, the author interprets the language communication model of J. Habermas from the viewpoint of comprehension problems. This seems to be interesting and important for at least four reasons.

Habermas' model was created from the very beginning with an intention of taking into consideration the "dialogue" character of a language. Without taking into account this aspect of communication processes, it is impossible to grasp the distinct significance of hermeneutic comprehension, which in the final account can be neither interpreted as direct, psychological comprehension nor contextual approach, such as was postulated, for example, by functionalism.

The model was formulated in categories of pragmatic analysis of human utterances, which allows for a wide approach to functions of a language. Simultaneously, adoption of the universal pragmatic perspective represented a measure competing, to some extent, with philosophical hermeneutics as its aim was, among others, to determine its analytical framework more precisely.

The language communication model was being built with a view to the theory of social activities and, consequently, it was included into this theory. Habermas adopted here, in principle, Weber's concept of social activity as a subjectively significant behaviour of an individual oriented at others. In the context of Habermas' sociological theory of activity, an interesting light is shed on the problem of universality of the language communication model. It is not indifferent for the comprehension problem being shifted this time directly to the sphere of methodology of social sciences.

Comprehension problems were associated here, similarly to Weber's approach, with the rationality concept.

The above remarks point at the advisability of analyzing this concept from the point of comprehension problems.

*RYSZARD BOROWICZ***EQUALITY AND JUSTICE IN EDUCATION**

The analysis is focussed on relations between the declared principle of equality and justice (being rather generally reflected in the Constitution of The Polish People's Republic and in detailed normative acts defining character of education in line with the socio-political principles of the system), and characteristics of the education system (their expression is the present social reality). The analysis is based on an assumption that distribution of talented persons with definite intellectual

predispositions is a normal distribution in the society. The genetic differentiation of people understood in this way encompasses, in the same degree, all big social groups.

Inequality is revealed in differentiated widely understood access to education, while the reference point is provided by "perfect equality", that is such an economic situation when some groups do not avail themselves from this value-benefit in favour of others. This formula can be complemented in various ways. And thus we can speak about "an equal start", "equal participation", "equal chances" or "equal effects". In turn, the social justice concept, generally speaking, reflects the feeling of satisfaction or a sense of wrong resulting either from confrontation between characteristics of one's own social position with attributes of other people (reference groups), or from confrontation between the situation a given person finds himself at present with a situation in which he or she should find itself. An important question to be answered here would be the relationship between the principle of equality (a rather objective category) and the principle of justice (a rather subjective category). We can speak theoretically both about just equality, just inequality or about unjust equality or unjust inequality. This would testify to relativity of the justice concept in a concrete social reality. A characteristic feature of justice is aspirations of particular social groups, strata, classes, or local environments to acquire education. Within the sphere of different problems encompassed by studies on education there are absent more comprehensive studies on interpretation of this concept category as a norm, principle; and namely what situation the society today recognizes as relatively just in the field of opportunities for acquiring education, what differences, if any, are allowed.

*LDMUND LEWANDOWSKI*

### TEACHER'S ROLE AND SOCIAL POSITION

Teacher's profession, as a fully separate profession, was established in Europe not until 19th century although the first teachers in the history appeared already 5 thousand years ago in the ancient Sumer. Over this long history the role of the teacher as well as his position were constantly changing according to epochs and countries with the highest position being enjoyed by teachers in China and Vietnam.

In Poland towards the end of the 19th century a specific model of teachersacrificer was created. It was symbolized by heroines of Stefan Żeromski's novels – Joanna Podborska and Stanisława Bzowska. Biographies similar to those from the literature could be found in diaries. The most remote places were reached by young women-teachers sentenced to spinsterhood and life in difficult conditions, who were treating their work as service and mission.

In the pre-war period the authorities were not too much concerned about the social situation of teachers, and especially of those employed in primary schools. On the other hand, although many declarations have been made in the People's Poland a promise of radical betterment of teachers' living conditions has been never fulfilled. Due to this situation many people equipped with fine qualifications were leaving schools. These teachers were additionally discouraged by schematism and politicization in education.

In 1977 teachers' salaries were by 37% lower than average salaries of engineering-technical personnel in the industry, by 17% lower than wages taken by workers. Hence very often teachers were undertaking additional jobs, private tuition, which was negatively affecting their social prestige.

Representative survey performed in Sieradz administrative province in 1978 revealed that teachers themselves were rather highly estimating their social prestige, which was accompanied by

negative estimation of their social status. They can feel that they enjoy respect and recognition but simultaneously they are aware of their insufficient incomes.

ZDZISŁAWA KAWKA

### TEACHER'S PROFESSION AS A FORM OF SOCIAL PROMOTION

The article contains an attempt at definition of dimensions of the social promotion of teachers of peasant origin. The starting point was provided by the questions: Is the social promotion consisting in changing group membership in comparison with parents consolidated e.g. by marriage or social contacts; Does it really take place?, and Is it accompanied by a change in patterns of cultural participation?; How is the achieved social position estimated by teachers?

The basic materials for analysis were provided by studies on teachers from Sieradz administrative province, which encompassed 505 persons, and which were conducted in 1978.

The results of performed analyses afford the following conclusions. It is true that acquiring teacher's profession is synonymous with the social promotion on the generations scale for persons coming from the working or peasant class but it is not accompanied by fuller "intelligentsia acculturation". Teachers of peasant origin do not benefit from high positions within these professions once they acquire them but in most cases they return back to villages and undertake work in primary schools. Ties with their social origin group are clearly marked by types of marriages concluded by teachers of peasant origin. These marriages (in case of women) are almost in fifty per cent concluded with partners performing manual or agricultural work and possessing low educational background. This fact is of great importance for the level of reading activity of teachers. The lowest reading indices (size of possessed book collection, reference books in the collection, number of books bought each year) are recorded in the case of women-teachers of peasant origin, whose husbands perform manual work. This marriage type does not stimulate cultural needs and constitutes a considerable barrier on the way of expanding cultural interests in the rural intelligentsia environment, and generally in rural areas. The performed analysis confirmed also a prevailing trend towards "lower" aspirations in the field of friends' selection according to the educational background among teachers of peasant origin. People maintaining social contacts with teachers coming from rural areas are, as a rule, less educated than people with whom teachers of intelligentsia origin establish their social contacts.

Thus teachers of peasant origin through their profession "leave" the peasant class but they do not leave their environment socially and culturally. This may account for a relatively low estimation of the achieved social promotion.

WIELISŁAWA WARZYWODA-KRUSZYŃSKA  
ANITA WOJCIECHOWSKA

### FAMILY AND SOCIAL DIFFERENTIATION

There is a common conviction that the family is an important factor determining life opportunities including also social promotion opportunities of its members and especially children.

The selective family function is seen here as the following causality; 1. individuals of definite social origin have definite chances of occupying their places in the social structure; 2. this, in turn, affects the character of marriage-partner's selection, and thus the type of the family's procreation; 3. the family type while differentiating the family's social situation (material conditions, cultural level) affects the children's life chances — and thus already of the third generation — as regards access to definite social positions. The performed analysis can afford the following conclusions: firstly — over the examined decade of 1965 — 1975 there did not occur any increase in the open character of the social structure. The trend towards its self-reproduction continues to be maintained, at least in relation to two basic social classes and strata for the big urban community i.e. the working class and the stratum of white-collar workers. This implies that sons of white-collar workers in most cases become also white-collar workers, while sons of workers — workers. The family represents thus in our society an important factor modifying operation of the principle of equal opportunity in access to different social positions. In the light of the egalitarian ideals it is obviously not unimportant which individuals hold more or less convenient positions in the social structure.

Secondly, social mechanisms of selecting a spouse lead to some form of consolidating of the achieved social position since this selection is ruled by the social homogamy law, i.e. selection area of marriage partner is largely determined by boundaries of one's own social class, socio-professional group, education and social-origin group (this refers mainly to intelligentsia and less qualified workers). This fact produces important and multilateral social consequences. First of all, it may constitute an index of the nature of intergroup relationships and distances existing in our society. Moreover, homogamy of marriages through cumulation of favourable or unfavourable status attributes (academic education, high incomes, high cultural level or a reverse situation) becomes a factor aggravating social gap between families belonging to particular social classes or strata. It was discovered that material situation of families, their housing conditions as well as their cultural levels are considerably differentiated according to the marriage type with families of white-collar workers, and especially "pure" intelligentsia families continuing to hold a privileged position. This causes that children from these families enjoying very favourable conditions of their general development and fuller satisfaction of their needs have, at the same time, relatively more favourable conditions to make their start in adult life and bigger chances of reaching higher social positions than children coming from the other family types — decisions concerning the educational career of children are, after all, made on the family forum and it is the family which incurs most costs connected with education of children.

It can be expected that if a more active social policy providing bigger opportunities for education of children regardless of their family conditions (at least material conditions) is not introduced, then children from working-class families, and especially those with low professional qualifications and low educational level will be compelled to remain within their class environment for social reasons. This means further consolidating of the self-reproduction process of basic social classes and strata.

JOLANTA KOPKA

### CONSEQUENCE OF THE FEMINIZATION OF TEACHING PROFESSION

The article aims at possibly comprehensive analysis of consequences of the feminization of teaching profession in Poland discussed against the background of structure of the teaching staff in the education system. The analysis was prompted by discovery of psychic, social, and cultural

differences between men- and women-teachers. It is based on the literature of the subject, and the available results of pedeutological studies as well as results of the author's own studies on opinions of teachers about the consequences of the discussed process. These consequences were determined on the basis of characteristics of the socio-professional aggregation of men- and women-teachers, and on the basis of the information obtained from teachers themselves.

The analysis carried out by the author allowed to encompass a wide range of problems including teaching and socio-educational activity of the school, its effects and influence on the young people, organization of work at school as an institution, co-operation within pedagogic complexes, role of the school in the environment, the way teachers see themselves in categories of a socio-professional group and the social prestige of the teacher's profession.

*EWA ROKICKA*

#### ACADEMIC PERFORMANCE AND FURTHER EDUCATIONAL EFFORTS OF DROP-OUTS

The author analyzes relationships between the academic performance and further education history of young people either removed or resigning from academic courses. Basic factors determining failure in academic studies included:

- motives of selecting given courses,
- expectations connected with academic course,
- adaptation difficulties.

We came to the conclusion that these factors may either facilitate or hamper efforts to continue their academic courses by the interviewed.

Research findings show that needs and aspirations connected with acquiring higher academic education among young people not completing their courses are very strong. Almost a half of the interviewed (42%) despite their failures during academic studies decide to undertake them again.

In this number of people – 19% continue their courses at present, 16% have already completed their courses, and 7% continue unsuccessfully their courses.

The factors favourable for continuation of academic courses include:

1. Instrumental motivation for undertaking academic courses. Instrumental motives are declared, on the average, by 10% more frequently in responses of students and graduates than in the case of people not continuing their courses at present. Among the latter ones there prevail declaration of cognitive motives and information about absence of the possibilities and specific interests.

2. Cognitive attitude in relation to academic courses. The objective such as a desire to acquire knowledge distinctly predominates among the categories of students and graduates. Among these categories there also prevails a desire to gaining recognition in the students' social environment and to achieve a higher social position.

In turn among people not undertaking their courses there prevail such expectations as obtaining a profession and possibilities of higher earnings.

3. Lack of intensification of difficulties connected with mastering the material and objective difficulties having their source outside the university.

Almost a half of persons not continuing their courses, and only one third of students and graduates encountered at the time of their unsuccessful work at the university difficulties connected with mastering the material. The persons not studying at present more often than the remaining categories (on the average by 10%) declared difficulties caused by objective reasons not connected with the university.