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ABSTRACT

Lengthy English annotations of Polish educational materials published in 1971-1972 are listed in this bibliography. The following areas are covered: 1) history of education; 2) laws and legislation; 3) general information on education; 4) social and educational sciences; 5) teaching profession; 6) schools and institutions (preschool, primary, secondary, vocational, higher, adult, and special). An index of authors and editors and a list of publishing houses are also provided. Earlier issues are represented by ED 046 823, ED 053 020, and ED 069 596. (RM)

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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 11

1972

No. 2

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The bulk of the materials listed in the present issue was available in the period of time March to May 1972.

I. HISTORY OF EDUCATION

127. ARASZKIEWICZ, FELIKS: *Szkoła średnia ogólnokształcąca w Polsce w latach 1918-1932*. (The Polish General Secondary School in the Years 1918-1932). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 219 pp.

Against the background of economic and political situation of the country and the educational policy of the period the author presents the development of Polish general secondary schooling in the years 1918-1932. Attention is given to 1) educational and organizational foundations of the secondary schooling, 2) integration and unification of the secondary schooling, 3) educational objectives and curricula, 4) functions of the secondary school in the overall educational system. The period in question has been divided into three subperiods: a) 1918-1922, i.e. establishment of educational and organizational foundations of schooling, b) years 1923-26, i.e. formation of secondary schooling according to the guidelines of the national-democratic party, c) 1926-1932 — domination of the state and of the what was called "sanacja" system. The publication includes numerous acts and regulations issued in this period as well as excerpts from periodicals, statistical yearbooks, curricula and other archival materials.

128. *Matematyka, fizyka i chemia na Uniwersytecie Poznańskim*. (Mathematics, Physics and Chemistry at the Poznań University in the Years 1919-1969). Powielarnia Uniwersytetu im. A. Mickiewicza, Poznań 1971, 52 pp.

The publication contains materials from the session held at the Department for Mathematics, Physics and Chemistry of the Poznań University, November 1969. All the reports delivered at the conference are included, the most important being the following: 1) The teaching of mathematics (J. Musielak), 2) The teaching of chemistry (A. Lewandowski) and 3) The teaching of mathematics and astronomy (J. Jóźwiak and F. Kaczmarek). The introduc-

tion to the publication contains data pertaining to the development of the Department in the course of the fifty years of its existence. Special chapters are devoted to research carried out within the Department.

129. MROZOWSKA, KAMILLA: **Józef Maciej Brodowicz**. Z dziejów organizacji nauki i nauczania w Wolnym Mieście Krakowie. (Józef Maciej Brodowicz. From the History of Schooling in the Free City of Cracow). Zakład Narodowy im. Ossolińskich, Wrocław 1971, 355 pp.

Józef Maciej Brodowicz (1790–1885) is an educator who, during his entire life, was closely connected with the life of Cracow and played a significant role in the times of the Cracow Republic (1815–1846). Head of the Chair of Therapy at the Jagiellonian University he was also appointed president of the University, thus exerting strong influence on the organization of university teaching as well as on the whole educational system in the Free City of Cracow. The present publication in a detailed manner presents the life and the activities of Brodowicz against the background of social and political events of his times.

See also: 159.

II. LAWS AND LEGISLATION

130. PECHERSKI, MIECZYSLAW and ŚWIĄTEK MACIEJ: **Organizacja oświaty w Polsce w latach 1917–1969**. (Organization of Schooling in Poland in the Years 1917–1969). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 314 pp., bibl.

The publication constitutes a collection of legal acts pertaining to the organization and development of the educational system in Poland. The first section presents legal acts concerning the whole educational system, while in the second are included only specific acts pertaining to its various levels, i.e. a) primary schooling, b) vocational secondary schooling, c) general secondary schooling and d) higher schooling. Legal acts are not presented at full length, only their most important parts being quoted. An

introduction is included containing a discussion on the development of the Polish school system in the years 1917–1969. M. Świątek prepared that part of the publication which covers the period of years 1917–1939, and M. Pęcherski — the years 1939–1969.

131. **Karta praw i obowiązków nauczycieli.** (The Teacher's Charter). Ustawa z dnia 27 kwietnia 1972 roku. *Dziennik Ustaw PRL* 1972, No. 16, item 114.

Realizing the prestige of the teacher's profession, the Polish Diet passed an Act called "The Teacher's Charter". The Act concerns teachers, educational workers, employees of medical, psychological and educational institutions for special or morally abandoned children, school librarians, employees of centers for teaching methods, vocational-advisory centers, school administration and researchers dealing with educational problems. The role and duties of the teacher participating in the life of the country are pointed out in the Act, alongside with the specification of problems pertaining to qualification, salaries, teaching-load, rewards and medals, titles and degrees, social rights, leaves, professional responsibility, retirement and trade unions. The Council of Ministers deemed it necessary to improve the conditions of school work in general and the conditions of the teacher's work in particular through further diminishing the teaching load or other steps.

132. **Rozporządzenie Rady Ministrów z dnia 27 kwietnia 1972 r. w sprawie usposażenia nauczycieli i nauczycieli akademickich.** (Regulations Issued by the Council of Ministers dated April 27, 1972 Concerning Salaries of School and University Teachers). *Dziennik Ustaw PRL* 1972, No. 16, item 115.

Regulations concern all the teachers and educators listed in the Teacher's Charter and include the changed classification of salaries according to the function of the teacher and the length of his teaching practice, and the type of school. Salaries will be raised in five stages, i.e.: 1) stage 1 — May 1972, 2) stage 2 — September 1973, 3) stage 3 — September 1974, 4) stage 4 — September 1975, and 5) stage

5—September 1976. The effective difference between the previous and the present salary in the first stage cannot be lower than 250 zlotys per month in each individual case. Regulations present the principles of earnings as far as the basic salary, extra work and extra money given for fulfilling definite functions in the school system are concerned.

See also: 134.

III. GENERAL INFORMATION ON EDUCATION

133. DĄBROWSKI, HENRYK: **Prognoza roczników szkolnych Polski do 2000 roku.** (Prognosis of Age Cohorts in Poland till the Year 2000). *Przegląd Pedagogiczny* 1972, No. 1, pp. 96-104.

The author presents demographical prognoses of age cohorts in Poland till the year 2000. The development of demographical processes as well as the anticipated structure of population are discussed at length. The article contains ample statistical data pertaining to the size of age groups to be embraced by the educational system.

134. FILIPEK, JÓZEF: **Charakterystyka i rodzaje stosunków prawnych systemu oświaty i wychowania.** (Types of Legal Relations in the Polish Educational System). *Chowanna* 1972, No. 1, pp. 25-49.

The author discusses at full length the various types of legal relations existing in the Polish educational system. Consideration is given to the following problems: 1) right for education and the state's duty to ensure its realization, 2) compulsory education in primary schools, 3) legal relations between the state and the citizen as far as educational problems are concerned, 4) legal relations between various administrative organs in the system of schooling, 5) legal relations between these institutions and their employees, 6) rights and duties of the teacher; 7) legal relations between administration and schools.

135. JANUSZKIEWICZ, FRANCISZEK: **Technologia kształcenia i jej perspektywy rozwoju.** (Educational Technology and Its Developmental Trends). *Przegląd Pedagogiczny* 1972, No. 1, pp. 42-57.

The author presents a review of current opinions concerning the educational technology and distinguishes some of its most important features, i.e. 1) modernity in both teaching content and teaching methods, 2) intensification in the process of instruction, 3) relative stability of effects obtained through similar methods, 4) programming teachers' and learners' activities, 5) elimination of verbalism through the application of modern media and methods and 6) modern equipment and modern organization of the school environment.

136. JAROSZEWICZ, PIOTR: **O wysoką rangę oświaty i wychowania.** (For the Higher Prestige of Education). *Głos Nauczycielski* 1972, No. 19, pp. 1, 2, 3.

The article contains the speech delivered by the Prime Minister at the session of the Polish Diet, held April 27, 1972, i.e. on the day when "The Teacher's Charter" was passed. Mr. Jaroszewicz pointed out that education and attitude formation are in the focus of both State and Party's interest, their resolutions and ordinances pertaining to perspective tasks of the Polish school system as well as to the improvement of the everyday school work. In his opinion, the Teacher's Charter should be treated as another step toward the full modernization of education in the country. The Prime Minister stressed the role of the Polish Teachers' Association and gave much attention to the personality of the Polish teacher.

137. KLUCZYŃSKI, JAN: **Prace Komitetu Ekspertów dla opracowania raportu o stanie oświaty w PRL.** (Activities of the Experts' Committee in the Preparation of a Report on the State of Education in Poland). *Dydaktyka Szkoły Wyższej* 1972, No. 1, pp. 207-214.

The author presents the organization and activities undertaken by the Committee of Experts in Education. The

Committee was appointed in January 1971 in order to prepare a report on the state of education in Poland. The article discusses various subjects of model solutions prepared by the Committee, the time-table of activities and the typology of specific objectives i.e., 1) evaluation of the present state of education in Poland, its foundation, functioning, organization and effectiveness, 2) model solutions pertaining to special difficulties in this respect, 3) promoting vocational training and in-service training for state employees, 4) designs of future school reforms.

138. KUPISIEWICZ, CZESŁAW: **O niektórych możliwościach usprawnienia pracy dydaktycznej za pomocą nauczania programowanego.** (On Some Possibilities of Improving the Quality of Instruction Through Programming). *Przegląd Pedagogiczny* 1972, No. 1, pp. 36-41.

The author discusses various possibilities of utilizing the programmed instruction for the analyses of structure and content of conventional textbooks. Ways are presented of how to divide the teaching content into small logically connected steps, to distinguish most important elements of the teaching content and to divide the bulk of materials into rules and examples. The set of procedures described by the author helps to obtain a distinct view of the overall structure of the teaching content included in the textbooks and thus enables to introduce all the necessary changes. In addition, important data are thus available pertaining to 1) correctness of definitions included in the textbooks, 2) the type and adequacy of examples used, 3) unnecessary parts which might be excluded from the final version of the textbooks, 4) correlation as between information presented in the textbook and the knowledge gained during classes of other subjects, 5) suitability of exercises added to particular chapters and 6) the degree of utilization of basic educational principles, i.e. that of grading difficulties, systematicity and 7) the type of reinforcement used.

139. KUPISIEWICZ, CZESŁAW: **O niektórych zasadach nowoczesnego kształcenia.** (On Some Principles of Modern Education). *Dydaktyka Szkoły Wyższej* 1972, No. 1, pp. 17-31, Rez. Sum. Rés.

The article contains proposals concerning the modernization of the present school system on the one hand, and of the process of instruction, on the other. In the first part of the article the author discusses some selected principles to be implemented with the aim to modernize the school system: 1) the principle of universal education, 2) the principle of permanent education, 3) the principle of continuity and mobility within the school system, 4) the principle of wide-front education (i.e. of harmonious integrating curriculum directed school influence and non-school sources of information), 5) the principle of a broad range of training (i.e. extending the foundation of general education as a basis for more specialistic training at higher levels), 6) the principle of flexibility in the school system, 7) the principle of economy and 8) the principle of consistency between the types of studies and the economic plans of the country. The second part of the article deals with the modernization of the process of instruction. Here, the author postulates to introduce the following principles: 1) the principle of university education for all teachers, 2) the principle of activating learners in the teaching-learning process and 3) the principle of full utilization of modern teaching aids.

140. OKOŃ, WINCENTY: **Szkola jutra w obliczu rewolucji naukowo-technicznej.** (The Future School in the Times of Scientific and Technological Revolution). *Przegląd Pedagogiczny* 1972, No. 1, pp. 14-27.

The article contains a discussion on current educational theories. Emphasis is given to new contents and methods in general schooling, the demand for which results both from the rapid advancement in science and technology and from the present promotion of secondary education. A discussion of new educational objectives including the formation of scientific thinking processes follows as well as a review of immediate aims to be achieved by the school system, i.e. the democratization of schooling, mobility within the school system, establishing links between the school and the environment and intensification of educational processes. The final part of the article is devoted

to the formation of cognitive and practical skills in the process of instruction.

141. **Rocznik Statystyczny Szkolnictwa 1970/71.** (The Statistical Yearbook of Schooling for the Year 1970/71). Główny Urząd Statystyczny, Warszawa 1971, 353 pp.

The publication presents data concerning the development of general and vocational secondary as well as of higher schooling in Poland in the year 1970/71. Information concerning institutions of care for children and adolescents is also included. Data are compared with those valid for the former years. Introduction contains a discussion on the organization of schooling in the Polish People's Republic and explains the grouping of data. The publication is divided into six parts: 1) general information concerning the school system, 2) general secondary schooling, 3) vocational secondary schooling, 4) higher schooling, 5) care for children and adolescents, 6) school clubs, know-your-country movement, pupils' trips, pupils' cooperatives and forms of their work. Each part contains basic methodological information.

142. **SUCHODOLSKI, BOGDAN: O nowy aspekt strategii oświatowej.** (New Aspects of the Educational Strategy). *Miesięcznik Literacki* 1971, No. 10, pp. 87-94.

This is a report delivered at the October 1971 session of the Committee for Research and Prognosis "Poland 2000". The author discusses some problems connected with the development of schooling as well as new ideas pertaining to educational influence. Considerations are presented along two basic lines, i.e. preparation for a profession and personality formation. In the final part of the article new educational strategy is presented which would harmoniously integrate both these trends.

143. **ŚWIECKI, ANDRZEJ: Dziś i jutro szkoły polskiej.** (The Present and the Future of the Polish School). *Książka i Wiedza*, Warszawa 1972, 219 pp.

In January 1971, according to the recommendation presented by the Central Committee of the Polish United Workers' Party, the Minister of Education appointed a Committee of Experts in Education which is the first organ of this type in the Polish People's Republic. The task of the Committee of Experts is to prepare a report on the state of education in Poland as well as a model of a desirable educational system. Activities of the Committee are to be completed by the end of 1972. The present publication is an attempt at presenting solutions which might contribute to the improvement of the existing educational system. Consideration is given to the shortcomings of some selected parts of the educational system. Several postulates are also advanced concerning the future model of the Polish schooling.

144. WOJTYŃSKI, WACŁAW: **VI Zjazd PZPR o szkole, nauce i wychowaniu.** (6th Party Congress About School, Teaching and Attitude-Formation). *Ruch Pedagogiczny* 1972, No. 1, pp. 1-7.

The present article attempts to point out the most important problems raised in the course of the nation-wide discussion preceding the 6th Party Congress and then taken into consideration during its debates. In the course of the nation-wide discussion emphasis was given to the promotion of secondary education, modernization of teaching content in primary and secondary schools, strengthening the ties between school and environment, teacher training, teacher's prestige and higher schooling. Resolution adopted by the Congress presents two main trends in modernization activities. The first pertains to the preparation of a new model of educational system, while the second aims at eliminating discrepancies between the quality of instruction in various schools through raising teachers' qualifications and improving the course of school work. According to the resolution, a new model of education should solve problems from the following areas: popularization of secondary education, introduction of new teaching methods, teaching content and teaching methods for gifted pupils, etc. Improvement in the work of schools should be obtained through the modernization of school equipment, increase in the number of boarding houses and

financial grants, changes in the organization of lesson, non-lesson and out-of-school activities.

145. WOŁCZYK, JERZY: **Kształty strategii oświatowej.** (Educational Strategy). *Życie Warszawy* 1971, No. 290, pp. 5.

The author of the article discusses factors indispensable for the improvement of the quality of instruction in the Polish educational system. The most important are the following: 1) university education for all the teachers of both primary and secondary schools, 2) elimination of unnecessary rules and regulations hindering the work of schools, 3) introduction of new principles for the financial policy, 4) implementation of the school reform in grades I-IV of the primary school, 5) promotion of secondary schooling on a national scale, 6) modernization of vocational schools through extending the period of general education, and 7) construction of new curricula in a specially created center. The final part of the article is devoted to problems of attitude formation.

146. WOŁCZYK, JERZY: **Rola badań pedagogicznych w przebudowie systemu oświaty i wychowania.** (The Significance of Research in Modernizing the System of Education). *Głos Nauczycielski* 1972, No. 10, pp. 1, 4-5.

The article by the Vice-Minister of Education presents the most urgent needs in the field of educational research in Poland. In his opinion, investigations should concentrate on 1) links between pedagogy and other sciences, 2) the teacher's profession, 3) attitude-formation and 4) managing the school system. Various types of investigations to be undertaken are then considered as well as the existing shortcomings in the state of educational research. The Minister emphasized that a considerable number of new research centers has recently been established and that the state will continue the activities aiming at the extension of educational research, through establishing new centers and doctoral studies. Attention is given to state plans of creating national institutes, each of which would deal with an assigned area of educational problems.

See also: 192.

IV. SOCIAL AND EDUCATIONAL SCIENCES

147. ALEKSANDER, TADEUSZ: **Awans oświatowy młodzieży wiejskiej 1945–1970 na przykładzie sądeckiego powiatu.** (Educational Career of the Rural Youth on the Example of the Sączę District). Ludowa Spółdzielnia Wydawnicza, Warszawa 1972, 235 pp.

The publication is based on research carried out in 20 villages of the Sączę district. Research objective was to state: 1) educational opportunity at the postprimary level, 2) school selection at the postprimary level, 3) motivation and conditions for learning in vocational and general secondary schools, 4) careers of graduates. Permanent and systematic observation, analysis of school documents, interviews and questionnaires were used as research techniques. Investigations revealed that the percentage of rural adolescents in postprimary schools depends on: 1) the number and structure of schools in the district, 2) the economic development of the local community, 3) the number and quality of cultural and social institutions in the district, 4) the professional structure of the district, 5) the quality of instruction in the primary school and 6) educational tradition of both the village and the family. Much attention is also given to ways of increasing the percentage of the rural youth in various types of postprimary schools.

148. BOWNIK, ZYGMUNT: **Zakłady pracy województwa lubelskiego wobec problemu pedagogiki opiekuńczej 1959–1969.** (Employing Institutions of the Lublin Voivodship and Care Pedagogy). Kuratorium Okręgu Szkolnego, Lublin 1971, 202 pp.

An analysis is presented of educational and tutelar activities undertaken in the voivodship of Lublin during the years 1959–1969. Special attention is given to cooperation of schools and employing institutions in promoting educational influence and introducing new forms of care for children and adolescents. Examples of most effective activities are presented against the background of psychology and pedagogy. The publication contains the following chapters: 1) Care for children and adolescents in the contemporary world; 2) Psychological and sociological aspects

of care pedagogy; 3) Educational problems in school and family; 4) Difficulties in organizing proper educational environment; 5) Activities undertaken by Lublin employing institutions with the aim to help schools and families, and 6) New tasks in the field of care as viewed by the 5th Party Congress.

149. CHMIELEWSKA, LIDIA: **Wycieczki w wychowaniu plastycznym.** (Trips in the Art Education). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1972, 88 pp., bibl.

The author discusses the role of trips in realizing art education. Various forms of trips are described according to the age of pupils and the subject to be introduced at lessons of art education. As the publication is designed for teachers, numerous technical instructions are given concerning the organization, preparation and utilization of trips in the process of instruction. Methodological chapters are followed by a theoretical discussion of abilities formed in the course of art education through trips.

150. GOŁASZEWSKI, TADEUSZ: **Piękno natury w świecie dziecięcym.** (Beauty of Nature in the Child's World). Nasza Księgarnia, Warszawa 1972, 183 pp.

The publication presents an analysis of the child's perception of the world. Data have been obtained by means of individual and collective interviews with children, observation of their behavior, compositions written by older children, observation of lessons in primary schools, tests of aesthetical preference and observation of biological and geological collections of children. On the basis of research results the author presents a description of landscape, plants and animals as viewed by the children, as well as an analysis of most specific features of their perception. Educational problems connected with the subject are also discussed. The publication contains ample exemplificatory material.

151. IZDEBSKA, HELENA: **Przygotowanie do życia w rodzinie.** (Preparation for Life in the Family). Wiedza Powszechna, Warszawa 1972, 241 pp.

The author concentrates on the family considered as an educational environment. Much attention is given to interpersonal relations in the family, the role played by parents and children, as well as to emotional ties between them. Discussion pertains to three generations living within the family and to differences in their models of family life. Consideration is also given to principles and methods of exerting educational influence aiming at full preparation for life in the family.

152. JONKISZ, JULIAN (ed.): **Eksperymentalne klasy sportowe w szkolnictwie PRL**. Konferencja odbyta we Wrocławiu w dn. 10–11 września 1971. (Experimental Sport Classes in the Polish Schooling. Conference Held in Wrocław, September 10–11, 1971). Wyższa Szkoła Wychowania Fizycznego, Wrocław 1971, 362 pp.

Special classes with the extended number of lessons in physical education have been established in the Polish primary and secondary schooling within the framework of educational experiments carried out by teachers, local authorities and sport-advisory centers. A conference on the subject was organized in September 1971 at the Wrocław Higher School for Physical Education, one of the most active in the experiment. The present publication contains materials from the conference. Leading reports are the following: 1) A. Barański: "Specialization in Sport in the Light of the Polish Pedagogical Writings"; 2) W. Łysomirska-Łobożewicz: "Pedagogical and Organizational Aspects of Establishing Sport Classes in Primary and Secondary Schools", and 3) M. Gonciewicz, M. Krawczyński and W. Cichy: "Evaluation of Physical Health in Children and Adolescents from Sport Classes". Other reports are presented in four groups, i.e. a) physiomorphology, b) sport, c) organization and administration and d) psychological and pedagogical aspects of the experiment.

153. KOBLEWSKA, JANINA: **Korzystanie przez młodzież ze środków masowego przekazu w czasie wolnym**. (Mass-Media in the Leisure Time of Adolescents). *Zagadnienia Wychowawcze w Aspekcie Zdrowia Psychicznego* 1971, No. 1/2, pp. 60–72.

The article presents research carried out in the years 1966–1968 on a sample of 4728 primary and secondary school pupils. Investigations concerned the utilization of mass-media in the leisure time of Polish children and adolescents aged 12–18, as compared with the results of research on the same subject carried out in other countries. The following problems are discussed at length: 1) cinema in the pupils' leisure time, 2) motivation for the choice of a film, 3) time of cinema-going and 4) desires elicited by the cinema. Research revealed that the frequency of cinema attendance is determined by a variety of factors, the most important of which are: age, sex, access to a television-set, amount of education in parents, living conditions, composition of the family and the type of the social environment. As to motives for the choice of a film the following factors were stated: actors, director, knowledge of the content and knowledge of the book on the basis of which the film was made. The article presents a number of conclusions pertaining to educational and psychological aspects of the problem.

154. KOWALSKI, STANISŁAW: **Funkcjonowanie systemu wychowawczego w środowisku.** (Educational System in the Environment). *Nauczyciel i Wychowanie* 1972, No. 1, pp. 16–35.

The author discusses the functioning of the educational system in which he distinguishes the national plane and the local community plane. The latter is then divided into a) the plane of moral education (i.e. the family), b) the plane of direct education (i.e. the family and educational institutions in the community) and c) the plane of indirect education (i.e. institutions established for other purposes, but exerting an influence on education). Detailed discussion of the functioning of the educational system at each of these planes follows, on the example of industrial, rural and urban regions. Concluding, the author points to the varying degree of integration in the educational influence resulting from different sources of initiative, different centers of activities and different types of educational problems.

155. KOWALSKI, STANISŁAW: **Rola rodziny w jednolitym systemie wychowania.** (The Role of Family in the Integrated Educational System). *Studia Socjologiczne* 1972, No. 4, pp. 79–98.

On the basis of several research projects the author discusses the role of family in the integrated educational system. Basic information is drawn from autobiographies by 300 students of Teachers' Colleges as well as from questionnaires administered in the voivodships of Warsaw and Łódź in the year 1970. The following problems are considered: 1) the family as an important factor of social education, 2) formation of a new model of the family and 3) forms of aid given to the family in its educational activities. Much attention is also devoted to living conditions in average families, cultural and moral standards, style of life, educational influence and difficulties in achieving educational objectives.

156. LEWANDOWSKA, KINGA: **Postawy uczniów wobec szkoły.** (Pupils' Attitudes Toward the School). *Kwartalnik Pedagogiczny* 1972, No. 1, pp. 77–87.

The article presents research on pupils' attitudes toward school and their impact on educational achievement. The aim of investigations which covered 320 primary and secondary school pupils in the voivodship of Gdańsk was to state whether the attitude toward school can be treated as a factor differentiating between slow, average and able learners as well as to determine the types of attitudes prevailing in each of the above mentioned groups of pupils. Research techniques used were: Thurstone's and Chave's attitude scale, Grzywak-Kaczyńska's test of intellectual development, and Konopnicki's test of socialization. Research revealed a distinct correlation as between the pupil's attitude toward the school and his educational achievement. In the final part of the article the author presents a detailed discussion of research results.

157. LEWIN, ALEKSANDER (ed.): **Dylematy wychowawcze.** (Educational Dilemmas). Nasza Księgarnia, Warszawa 1972, 243 pp.

The publication is based on a series of diagnostic investigations carried out by the Section of Social and Moral

Education at the Institute for Educational Research in Warsaw. Research covered 1000 pupils in 20 postprimary schools of various types. Questionnaires and interviews were administered both to teachers and pupils and non-school activities were permanently observed. The publication is a collection of articles on various aspects of the problem. J. Maciaszkowa discusses relations between pupils and teachers. H. Barankiewicz presents pupils' attitudes toward school requirements and the educational values of pupils' selfgovernment. Social work undertaken by secondary school pupils and their attitude toward the state property are analyzed by M. Pelcowa. M. Czarniewicz discusses the participation of school in eliciting pupils' interests and their out-of-school activities. In the final article A. Lewin presents new solutions concerning the evaluation of pupils' behavior.

158. **O dalszy postęp pedagogiczny na szkołach dzielnicy Poznań—Nowe Miasto.** Program działania na lata 1971–1975. (For Further Educational Progress in Poznań Schools. Program for the Years 1971–1975). Państwowe Wydawnictwo Naukowe, Poznań 1971, 31 pp.

During the years 1966–1970 the teachers of Poznań carried out planned activities aiming at improving educational work in primary and secondary schools. The campaign initiated by the Committee for Education at the Poznań Section of the Party yielded valuable effects. Since it is expected that the campaign will be continued, a program of activities for the years 1971–1975 was prepared on the basis of experience gained in the first phase of the project. The program is divided into several sections: 1) main lines in the development of activities during the period 1971–1975, 2) attitude formation, 3) pre- and in-service teacher training, 4) forming proper school equipment and 5) managing primary and secondary schooling in the district. The annex contains an Act adopted by the Town Council and concerning educational problems in the City of Poznań.

159. PLEŚNIARSKI, BOLESŁAW (ed.): **Zeszyty Naukowe Uniwersytetu im. Mikołaja Kopernika w Toruniu.** (The Scientific Journal of the M. Copernicus University in Toruń). Nauki Humanistyczno-Społeczne. Pedagogika. (Humanities. Educational Sciences). Zakłady Graficzne Uniwersytetu im. M. Kopernika, Toruń 1971, 98 pp.

The present publication constitutes a collection of seven articles. K. Moroz discusses educational tasks, principles of the organization and management of work in the higher school; S. Nowaczyk considers theories and opinions concerning educational journals; S. Kościelecki presents a new model of education through art and S. Kawula analyzes the educational influence in the rural family. Historical problems are presented by S. Rafiński ("Teaching Polish in the Years 1840-1849") and B. Pleśniarski ("Origins of Adult Education in the District of Poznań", "Educational Historiography in the Times of the Nazi Occupation").

160. POGORZELSKA, STANISŁAWA: **Niektóre czynniki warunkujące czytelnictwo młodzieży wiejskiej.** (Some Factors Determining the Reading Habits of the Rural Youth). *Kwartalnik Pedagogiczny* 1972, No. 1, pp. 131-142.

The author analyzes the role of the book against the background of mass-media in the rural areas. Attention was concentrated on reading habits in the rural youth as well as on factors eliciting children's and adolescents' interest in books. Investigating the type of influence on reading habits the author analyzes the following: 1) the number and quality of cultural and educational institutions in the district, 2) the economic development of the local community, 3) the cultural level of the family, i.e. the amount of education in parents, their interests, reading habits, living conditions, etc., 4) the quality of instruction in primary and secondary schools and the size of their libraries. Research by means of questionnaires and interviews was completed in 1970 in five villages of the Olsztyn voivodship. A detailed discussion on research results as well as numerous conclusions drawn from the data obtained are presented.

161. REMBOWSKI, JÓZEF: **Stosunki między dziećmi a rodzicami w rodzinach marynarskich.** (Relations Between Children and Parents in Sailors' Families). *Psychologia Wychowawcza* 1972, No. 1, pp. 50-53.

The article describes the research on the behavior and development of children deprived of permanent father's presence on a sample of 52 sailors' children as compared to 52 children of town employees. The aim of the investigations was to state the children's attitude toward their parents and particularly toward the father and also to state the relations between children within the family. The author used Bene's and Anthony's test of family relations. The most important conclusions drawn from the gathered data are the following: 1) domination of the mother and of the eldest son is clearly visible in the sailors' families, 2) in these families mothers are much more strict and demanding than those in regular town families, 3) emotional ties with the father are insignificant, and 4) relations between children within a sailor's family are correct, especially so with the younger children. Children from the control group revealed stronger emotional ties with both fathers and mothers and much more positive attitudes toward older sisters and brothers. A number of other conclusions are also presented and discussed.

162. REMBOWSKI, JÓZEF: **Więzi uczuciowe w rodzinie.** (Emotional Ties in the Family). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 229 pp.

The publication deals with the problem of emotional ties existing within the family, special attention being given to relations between children and parents. The author presents the results of his own investigations as well as recent findings of pedagogical and psychological research on the subject. The book contains two parts. Part 1 attempts at a global presentation of the modern family, the roles played by parents, the models of attitudes revealed by various members of the family as well as the methods and techniques of investigating interpersonal relations within the family. Part 2 presents research results per-

taining to the family atmosphere of children entering the primary school. Research demonstrated various models of attitudes toward parents as well as various patterns of parental behavior. In the final part of the book the author analyzes the results and lists the conclusions. Annexes and an ample bibliography are also included.

163. SIKORA, ANTONI and WITECKI, KAZIMIERZ: **Środowisko rodzinne a poziom intelektualny młodzieży szkolnej.** (Family Environment and the Intellectual Development of Secondary School Pupils). Nasza Księgarnia, Warszawa 1971, 178 pp.

The publication discusses research which has been carried out on a sample of pupils aged 14–18. Investigations aimed at stating the intellectual development of present-day secondary school pupils. Results were then compared to findings of a similar research carried out in Poland in the year 1927. In the second phase of the project the authors attempt to formulate the correlation as between the educational achievement on the one hand and living conditions and IQ, on the other. Research techniques used were a) Matrix test by J. C. Raven, b) Otis's tests, c) Couve's test of concentration, d) questionnaires pertaining to family environment, e) analysis of school documents and evaluation by teachers. Research revealed considerable intellectual superiority of the present-day youth, the difference being of about three years. It also has been stated that environmental conditions exert a strong influence upon the intellectual development and mainly on non-verbal intellectual processes and psychic maturation. No significant correlation was found as between environmental conditions and educational achievement.

164. SŁODKOWSKI, WŁADYSŁAW: **Dzieło literackie w szkole.** (The Literary Masterpiece in the School). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 248 pp.

The publication attempts at presenting a literary masterpiece as a subject of school learning in the secondary school. Considerations are based on gnosiological and educational foundations. The book contains three chapters.

Chapter 1 deals with the following problems: 1) The nature of a literary masterpiece, its value and function, 2) The role of literature and its place among other arts, 3) Cognitive and educational values of radio and television programs on a subject from literature. In chapter 2 the author considers 1) the history of literary development and an analysis of literary concepts, 2) literature as a school subject, 3) literature as related to other school subjects, 4) general principles of teaching literature and 5) methods and techniques in teaching literature. Chapter 3 presents problems of investigating and understanding a literary masterpiece as well as questions concerning its perception at cognitive and affective planes.

165. SPIONEK, HALINA: **Problemy rozwojowe i wychowawcze wczesnego dzieciństwa.** (Developmental and Educational Problems of Early Childhood). Książka i Wiedza, Warszawa 1972, 201 pp.

The book deals with developmental and educational problems of children from their birth to the moment of entering the primary school. The role of education is considered as well as its influence on the proper physical and psychic development of the child at various stages. Each stage is described in detail together with corresponding plays and games that should be organized in order to ensure the regular course of upbringing. Successive chapters deal with the following sets of problems: 1) factors decisive for the psychomotor development of the child, 2) infancy, 3) post-infancy stages, 4) the child in the nursery school, 5) preschool stage, 6) basic activities in the preschool stage of the child's development, 7) the child in the kindergarten and at home, 8) individual differences, 9) causes of developmental disturbances and educational difficulties, 9) characteristics of developmental disturbances and educational difficulties.

166. SUSZEK, KAZIMIERZ: **Spoleczne podłoże aspiracji szkolnych młodzieży.** (Social Background of Educational Aspiration in Adolescents). Państwowe Wydawnictwo Naukowe, Poznań 1971, 86 pp.

The publication contains an analysis of school selection processes on the example of some primary and secondary schools in the voivodship of Szczecin. Research aimed at stating the influence of social factors upon decisions to undertake and continue the learning in postprimary schools. The following research techniques were used: questionnaires and directed compositions concerning life-plans, analysis of school documents, interviews with headmasters of primary and secondary schools, representatives of educational authorities and employees of vocational-advisory centers as well as observation concerning parent-teacher meetings on the subject of postprimary education. Research results reveal that educational opportunity at the secondary level varies according to the social group. Free education, aid given by the state and open access to secondary schools do not provide equal start for all the adolescents, since aspiration is strongly influenced by the social environment, this however, not always supports further education. On the basis of the data obtained the author postulates to increase measures that would counteract the negative results of natural selection and thus promote democratization of schooling.

167. SZCZEPAŃSKI, JAN: **Przemiany struktur społecznych a zadania dla oświaty.** (Changes in the Social Structure and Educational Tasks). *Nowa Szkoła* 1972, No. 2, pp. 2-13.

The first two parts of the article are of a descriptive character. An analysis of social strata in the Polish People's Republic is presented, each being discussed according to its productive, political, ideological, economic, cultural and social functions. On the basis of this classification, the author analyzes the amount of education and the quality of instruction provided for those who are going to perform all the above mentioned functions. The third part of the article is a proposal advanced by the author for the Polish educational system. A complete set of ideas is presented concerning the type of education indispensable for participation in each of the social strata so that both social and individual needs could be satisfied.

168. WINIARSKI, MIKOŁAJ: **Udział uczniów w osiedlowych zajęciach pozaszkolnych a ich aktywność pozalekcyjna.** (Pupils' Participation in Activities Organized in Residential Quarters and Their Non-Lesson Activeness). *Kwartalnik Pedagogiczny* 1972, No. 1, pp. 89-97.

The article presents research concerning the correlation as between the pupils' participation in activities organized in the residential quarter and their non-lesson activeness. Investigations carried out in 1967-1968 covered 686 pupils from grades IV-VIII of primary schools in Warsaw, Łódź and Lublin. The sample consisted of 450 pupils involved in activities organized in the residential quarter, 100 pupils enrolled in various educational institutions outside school and 150 who never participated in any kind of out-of-school activities. The following research techniques were used: a) questionnaires, b) interviews, c) sociometric methods and 4) analysis of school documents. Research revealed that the participation of pupils in activities organized in their residential quarter positively influences their out-of-school activeness. Pupils involved in these activities belong to various types of clubs or youth organizations and demonstrate much more activeness in socially useful work.

V. THE TEACHER'S PROFESSION

169. JERZAK, JÓZEF: **Model typów przekonań politycznych.** (Types of Political Attitudes). *Psychologia Wychowawcza* 1972, No. 1, pp. 25-31.

The author presents the research on the origin, development intensity and durability of political attitudes. Investigations have been carried out in the years 1966-1969 and embraced 300 students of the Teacher Training College in Zielona Góra. Autobiographies, anonymous questionnaires as well as observation pertaining to socio-political activeness of students were used as research techniques. The author distinguished three levels in the model of convictions: a) the inner level formed by the family, b) the medium level formed by school and en-

vironment and c) the outer level, i.e. the changing present-day attitude influenced by the public opinion. The subjects have been divided into six groups, i.e. 1) the type in which all the three levels constitute a harmonious whole and are not susceptible to temporary influence (32%), 2) the type with a durable inner level and changing outer level (17%), 3) the flexible and tolerant type (18.7%), 4) the politically active type with a changing inner and durable outer level (5.7%), 5) the type completely passive politically (6%) and 6) the type with many-sided characteristics, searching for his own model of attitudes (6.3%). Much attention is given to the origin and development of attitudes as well as to factors determining this development.

170. ŁAPKOWSKA, STANISŁAWA: **Z badań nad poglądami i postawami wobec religii przyszłych nauczycieli województwa zielonogórskiego.** (Research on Attitudes toward Religion in the Future Teachers of Zielona Góra). *Psychologia Wychowawcza* 1972, No. 1, pp. 31-36.

The author presents research on attitudes toward religion carried out on a sample of 1266 pupils in terminal grades of pedagogical secondary schools (aged 18-22). A situation of conflict between a father and a daughter over a church wedding was presented to the pupils who were then asked to fill in a questionnaire in which the father's and the daughter's behavior was evaluated, and to write a composition on the subject. On the basis of data obtained four types of religious convictions were distinguished: 1) fideists (6.4%) who support an autocratic model of the family, 2) traditionalists and conformists (46.8%) who tend to achieve a compromise in religious conflicts, 3) rationalists (32%) who neglect religious motives and 4) atheists (23.7%). The author emphasizes that research results should not be generalized because of the selection of adolescents for pedagogical secondary schools. In the discussion on the findings much attention was given to the development of attitudes, their consistency and durability. Postulates concerning further research on the subject are also advanced.

171. LESIAK, TADEUSZ: **Niektóre sytuacje stressowe w pracy nauczyciela zawodu.** (Some Stress Situations in the Work of the Teacher of a Profession). *Kwartalnik Pedagogiczny* 1972, No. 1, pp. 120-129.

The article constitutes a report on the research concerning stress situations in the work of the teacher of a profession. Investigations were based on a methodological division of activities advanced by Professor Tomaszewski. Consideration of the type of activities, their structure and conditioning helped to distinguish difficult situations, which were then investigated from the point of view of losses in the overall amount of energy. The author aimed at stating which types of situations are most frequent, which reactions are then elicited and which emotional reactions are positively correlated with stress situations. Research has been carried out by means of a special observation card given to each pair of subjects who then carried out mutual observation. Questionnaires and inventories were divided into five groups 1) hindrance, 2) difficulties, 3) overloading, 4) danger for the activity, 5) danger for the profession. A detailed discussion of the findings is included.

172. MAŁDRZYCKI, TADEUSZ: **Badanie wpływu postaw na rozumowanie.** (The Impact of Attitudes on Thinking Processes). *Psychologia Wychowawcza* 1972, No. 1, pp. 45-50.

In the first part of the article the author considers the impact of attitudes on thinking processes from the point of view of the psychology of personality and of the social psychology. Two types of research objectives are presented: 1) to make the subject realize the negative influence of his attitudes, which may lead to overcoming this influence, 2) to state characteristics of the influence, which may lead to working out new methods and techniques in attitude measurement. In the second part of the article the author presents research which covered 213 students from the Higher School of Education in Gdańsk. The subjects were to solve 10 syllogisms, part of which pertained to religion and part to other disciplines. Data which have been processed according to the content of syllogisms are then correlated with attitudes toward religion. It has

been found out that syllogisms pertaining to religion caused twice as many logical errors on the part of the students than the remaining ones. High correlation was stated as between the number of errors and the positive attitude toward religion, since syllogisms bore antyreligious character. Thus, errors reflected defensive or aggressive reactions on the part of the subjects. Errors are, however, difficult to state, as some of the logically wrong solutions may be due to intentional denial supplied by the subject.

173. OKOŃ, WINCENTY: **Jubileusz Bogdana Nawroczyńskiego.** (The Jubilee of Bogdan Nawroczyński). *Przegląd Pedagogiczny* 1972, No. 1, pp. 7-13; bibl. pp. 144-149.

On the occasion of 90 th anniversary of the birth of a famous Polish educator, Professor Bogdan Nawroczyński, his life and activities are described, special stress being laid on his educational theory developed in the two main publications, i.e. "The Teacher and the Pupil" and "The Principles of Instruction". The significance of this theory as well as its basic characteristics are discussed in detail. A discussion follows of Professor Nawroczyński's publications, in which he presents pedagogy as both descriptive and normative science and formulates a hierarchy of educational objectives for the Polish school system. Much attention is given to Professor Nawroczyński's views concerning the formation of personality and educational influence. A complete bibliography of B. Nawroczyński's publications is also included.

174. POPLUCZ, JAN: **Z badań nad konfliktami w zespołach nauczycielskich.** (Research on Conflicts Among Teachers). *Kwartalnik Pedagogiczny* 1972, No. 1, pp. 99-117.

The article presents research carried out on a sample of 1258 classroom and head teachers from Katowice, Kielce, Łódź and Wrocław primary schools and on a sample of 3242 primary school pupils from 54 primary schools in Katowice. Research objectives were: 1) to state conflicts from the quantitative point of view, 2) to state causes of conflicts, their intensity, range, length and frequency, 3) to state consequences of conflicts for the organization

of school work, educational activities, school atmosphere, opinions in the environment and the private life of the teacher, 4) to state personality characteristics of teachers involved in conflicts, 5) to state factors favoring proper interpersonal relations, 6) to state ways to solve such problems. Researchers used explorative, observational, constructive and statistical methods. Phase 1 of research consisted in mass investigations at special conferences. Phase 2 covered individual interviews in 54 school educational boards. In the final part of the article a detailed discussion of research results is presented as well as a number of postulates concerning the ways of improving interpersonal relations in schools.

175. RYLKE, HANNA: **Kształcenie umiejętności oceny własnego działania.** (Forming the Ability for Self-Evaluation). *Przegląd Pedagogiczny* 1971, No. 4, pp. 115-122.

The article presents research on self-evaluation which covered 90 teachers and aimed at stating the degree of adequacy in self-evaluation, its analytical character and ability to distinguish the most important elements for evaluation. Adequacy was measured through stating correlation as between self-evaluation and evaluation by judges. The value of analytical evaluation for diagnosis of errors was then considered. In the third stage of research the ability to distinguish most important elements for evaluation was investigated as well as its significance for the improvement of behavioral patterns. Attention was also drawn to factors favoring the development of the three above mentioned features. A detailed discussion of the course of experiments and of research results is also included.

176. TREMPAŁA, EDMUND (ed): **Prace Komisji Pedagogiki i Psychologii.** (Works of the Committee for Education and Psychology). Vol. 3: **Niektóre problemy pracy pedagogicznej nauczyciela.** (Some Problems in the Teacher's Educational Activity). Państwowe Wydawnictwo Naukowe, Poznań 1971, 114 pp. Bydgoskie Towarzystwo Naukowe.

The publication constitutes a collection of five articles, all of them pertaining to teacher's work. J. Jakóbowski pre-

sents research on educational failures as caused by improper organization and management of school work; E. Trempała discusses the results of a number of researches on educational failures; H. Kaja discusses problems connected with evaluation of educational achievement and advances suggestions concerning the construction of teacher-made tests; M. Pączkowski considers the teaching to read, while E. Fryckowski gives consideration to various aspects of teaching history.

177. UŚCINOWICZ, ROMAN: **O niektórych czynnikach wpływających na poziom i efektywność pracy młodego nauczyciela.** (Factors Influencing the Quality of Work on the Part of a Young Teacher). *Ruch Pedagogiczny* 1972, No. 1, pp. 81-87.

The article contains a discussion of factors influencing the quality of educational work on the part of a young teacher. The author considers a) motivation for the choice of the teacher's profession, b) identification with the profession, c) preparation for the profession, and d) the quality of educational work. Considerations are based on research carried out on a sample of 87 teachers from 12 small towns. Data have been collected by means of questionnaires, interviews, observation at lessons, evaluation of educational achievement of pupils, analysis of university documents and interviews with heads of schools in which the subjects were employed. In the final part of the article the author concentrates on various intercorrelations between the variables, stating that preparation for the teacher's profession proves to be of the greatest significance.

178. WALCZAK, STANISŁAW and SUŁEK, MAREK and TABOROWICZ, ANNA: **Badania środowiskowe studentów I roku studiów jako element pracy opiekunów.** (Environmental Research on Students of the Freshman-Year as an Element of the Tutor's Work). *Dydaktyka Szkoły Wyższej* 1972, No. 1, pp. 113-129.

The authors discuss the significance of care for students of the freshman-year, giving special attention to the role of the tutor. Considerations are based on research carried out in 1970/71 on a sample of 247 students at the fresh-

man-year of the Warsaw Technological University. Research techniques used were the following: 1) analysis of documents, 2) questionnaires, 3) interviews, 4) observation. The analysis of documents permitted to qualitatively evaluate the students from the point of view of their educational achievement. Other techniques were used to state motivation for learning, causes of difficulties encountered in the course of studies, opinions concerning the existing educational system of the higher school and attitudes toward tutors and their activities. Conclusions presented in the final part of the article are designed for tutors working with the freshman-year students and have no character of general statements concerning higher school students.

See also: 131-132, 136.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI. 1. PRESCHOOL

179. FRANUS, EDWARD: **Znajomość nazw i funkcji narzędzi w wieku przedszkolnym.** (The Knowledge of Names and Functions of Tools in Kindergarten Children). *Przegląd Psychologiczny* 1971, No. 22, pp. 17-50

The article presents investigations carried out in Cracow in the year 1968 and concerning the knowledge of names and functions of tools in preschool children. Research embraced 260 children aged 3.3-6.9. The subjects were tested by means of a picture technique for the knowledge of 36 such popular tools as, for instance, hammer and screwdriver. A detailed analysis of data is presented as well as a discussion of the level of knowledge in children and ways of speeding up the intellectual development in order to achieve the required level of school readiness.

180. WILGOCKA-OKOŃ, BARBARA: **Dojrzałość szkolna a powodzenie dzieci w nauce.** (School Readiness and School Success). *Wychowanie w Przedszkolu* 1972, No. 1, pp. 1-8.

The author presents a review of contemporary trends in research on school readiness and discusses investigations carried out on the national scale by the Warsaw Institute for Educational Research. The representative sample covered 290 six-year-olds, 305 six-and-half year-olds and 308 seven-year-olds from the rural area, the respective figures for the urban area being 226, 245 and 237. Investigations pertain to 1) the degree of school readiness, 2) the correlation as between school readiness and school success, 3) the influence of living conditions, amount of education in parents, and other factors on school readiness, 4) the influence of kindergarten on school readiness. Emphasis is given to the correlation as between the school readiness and school success, which has been stated for 469 children. Since high positive correlation was found the author postulates to promote the idea of an early enrollment to the primary school. This would help to compensate the shortcomings during the six months preceding school learning. Compensating activities should be carried out in special groups organized for children with lower degree of readiness either in kindergarten or in primary school.

VI. 2. PRIMARY

181. CHYLIŃSKA, HELENA: **Testy dydaktyczne w badaniach poradni wychowawczo-zawodowych.** (Achievements Tests in Vocational-Advisory Centers). *Psychologia Wychowawcza* 1972, No. 1, pp. 76-83.

The author points to the lack of achievement tests for vocational-advisory purposes and presents the results of research on new methods of measurement which has been carried out in the Warsaw Vocational-Advisory Center. The project aimed at developing three test batteries in mathematics. The first one was designed for pupils of grade V-VIII and served diagnostic purposes. The second was expected to help in prognosticating future educational achievement in vocational secondary schools on the part of primary school graduates, while the third one of the same type, was designed for those who wanted to

undertake learning in general secondary schools. Reliability and validity of the three test batteries was stated in the course of the tryout accomplished on a sample of 14 thousand pupils. On the basis of diagnostic and prognostic data obtained the author strongly advocates the introduction of achievement test alongside with psychological testing to the activities of vocational-advisory center.

182. LEWANDOWSKA, KINGA: **Postawy uczniów wybitnie uzdolnionych wobec szkoły.** (Attitudes of Gifted Pupils Toward the School). *Psychologia Wychowawcza* 1972, No. 1, pp. 36–39.

The author presents research on pupils' attitudes toward the school and their correlation with educational achievement. Research has been carried out by means of L. Thurstone's and E. Chave's scales on a sample of 320 pupils from grades V–VIII of the primary school and from grade I of secondary vocational schools. Discussing the research results the author gives much attention to indicators of positive attitudes toward school in gifted pupils as well as to factors of attitude-formation.

183. ORYL, MIECZYŚLAW: **Warunki pracy wiejskich i miejskich szkół podstawowych.** (Working Conditions of Urban and Rural Primary Schools). *Wychowanie* 1972, No. 1, pp. 8–10.

The author discusses research carried out in the year 1970 in 50 primary schools. Data obtained through questionnaires revealed factors influencing the educational process in primary school. It was found that the most important of them were the following: 1) amount of education in teachers, 2) care for children and adolescents, 3) school equipment, 4) compensatory groups for slow learners and 5) activities aiming at the modernization of the teaching-learning process. Comparison as between rural and urban schools revealed that rural schools dispose of much worse equipment, staffing and premises and thus encounter more serious difficulties in the realization of the educational process.

184. ŚNIEŻYŃSKI, MARIAN: **Dydaktyczna funkcja środków audio-wizualnych stosowanych metodą kompleksową.** (The Didactic Function of Audiovisual Aids Used in a Complex). *Ruch Pedagogiczny* 1972, No. 1, pp. 73-80.

The article describes the research carried out in two Cracow schools on the didactic effectiveness of audiovisual aids used in a complex. Investigations pertained to art education and embraced experimental and control groups which differed by the number and type of teaching aids used during the lessons. Data for the final analysis collected by means of achievement tests, interviews and questionnaires, revealed considerable superiority of the experimental group. The article presents ample exemplificatory material, i.e. descriptions of lessons, achievement tests, statistical data and others.

185. **Założenia organizacyjno-programowe unowocześnienia systemu dydaktyczno-wychowawczego.** (Organizational and Curriculum Assumptions for the Modernization of the Educational System). Okręgowy Ośrodek Metodyczny, Warszawa 1971, 51 pp.

In connection with the modernization of the work of schools in the voivodship of Warsaw to be carried out in the years 1971-1975, the Warsaw Educational Board and the In-Service Teacher Training Center undertook the implementation of recent educational achievements to the everyday school practice. The activities are based on Dr. E. Fleming's "Organizational and Curriculum Assumptions for the Modernization of the Educational System" which is a synthetic presentation of requirements in this field. Dr. Fleming's article which is reprinted in the present publication contains the following: 1) a review of most important educational theories contributing to the modernization of educational work of schools, 2) a concise presentation of demands in this field, 3) a discussion of basic problems concerning the teaching-learning process and its main principles and 4) a discussion of the role and structure of the lesson in the modern process of instruction. Examples of lessons in various subjects are also presented.

186. ZBOROWSKI, JAN: **Futurum nauczania początkowego.** (The Future of Initial Instruction). *Życie Szkoły* 1971, No. 2, pp. 1-8.

The article contains a discussion of educational difficulties 1) caused by the unequal school start of the children on account of the varying degree of their school readiness, 2) resulting from discrepancies between methods of instruction in lower and in higher grades of the primary school and 3) springing from faulty teaching methods. On the basis of this analysis the author presents developmental trends in the Polish initial instruction. Attention is presently given to compensating individual differences in school readiness through promoting preschool education and lowering the school entering age to 6.5. Activities have also been started to construct new curricula for grades I-IV which would stress concept-formation, self-dependence, practical activity and formation of structuralized knowledge of nature and society instead of presenting encyclopaedic bits of information. Further, the discrepancy between curricula and methods in lower and in higher grades of the primary school will be eliminated, and thus the period of initial instruction will become integrated with the whole course of school instruction. Several other problems are also discussed pertaining to minor difficulties in organizing proper educational environment for younger children.

187. ZBOROWSKI, JAN: **Nauczanie początkowe w szkole przyszłości.** (Initial Instruction in the Future School). *Przegląd Pedagogiczny* 1972, No. 1, pp. 105-112.

In the first part of the article the author discusses shortcomings of initial instruction in the Polish People's Republic. Unequal school start and wide discrepancies in the level of school readiness are stated at be the most dangerous. Attention is also concentrated on difficulties caused by differences in teaching content and methods of instruction used in grades I-IV and those introduced in higher grades of the primary school. According to the author the existing differences between initial instruction and further systematic training are too strong to be overcome by less able children. Emphasis is also laid on cur-

riculum construction, as the present syllabi are considerably overloaded with content of little cognitive value. Changes should also be introduced to the teaching methods used at the initial level so as to eliminate verbalism and elicit activeness on the part of the pupils. In the second part of the article the author advances postulates which would help to improve the quality of initial instruction in the Polish school.

See also: 166.

VI. 3. SECONDARY

188. BALIŃSKA, MARTA: **Program blokowy w nauczaniu chemii w I klasie liceum ogólnokształcącego.** (Programming According to the Block Technique in the Secondary School). *Kwartalnik Pedagogiczny* 1972, No. 1, pp. 143-150.

The article describes research on the effectiveness of the programmed instruction according to the block technique. Investigations have been carried out in 4 classes of general secondary schools. The experiment pertained to the teaching of chemistry in grade 1 of the general secondary school. The following research techniques were used: natural experiment, permanent, global and complex observation, tests and questionnaires. Research revealed a higher effectiveness of the programmed instruction in the teaching of chemistry.

189. BOGDAŃSKA-ZAREMBINA, ANNA: **Uczniowie o zajęciach fakultatywnych.** (Pupils Opinions Concerning the Seminar-Type Classes). *Nowa Szkoła* 1972, No. 2, pp. 42-45.

Seminar-type classes have been recently introduced to the curricula for terminal grades of the general secondary school. Four types of classes are available: 1) humanities, 2) mathematical-physical subjects, 3) geographical-economic subjects and 4) biological-chemical sciences. The new form of instruction aims at providing a certain amount of specialization at the end of secondary school learning thus ensuring better preparation for studies. Research on the

usefulness of seminar-type classes, presented in the article, embraced pupils from 37 schools all over the country (13 big town schools, 14 small town schools and 10 big village schools). Anonymous questionnaires were administered, followed by an analysis of school documents as far as marks at the certificate of preterminal grade and marks given for participation in seminar-type classes were concerned. The author presents a detailed discussion of the following problems: 1) the choice of the subject area, 2) the correlation as between marks at the certificate of preterminal grade and the actual choice, 3) the most frequent choice of gifted pupils, 4) correlation as between the choice of the subject area and plans for the future, 5) pupils opinions on the new form of instruction.

190. MATUSEWICZ, CZESŁAW: **Świadomość wartości moralnych.** (Moral Values in Secondary School Pupils). *Psychologia Wychowawcza* 1972, No. 1, pp. 11-25.

The article contains two parts. Part 1 is devoted to problems of attitude measurement. The author discusses several existing methods in this field and presents his own test of 20 items, each describing a given style of life. Subjects are supposed to choose the style they like best and to evaluate all other alternatives on a five point scale. Part 2 of the article presents the results of research carried out by means of this test on a sample of 955 pupils in terminal grades of the secondary school. A detailed discussion of data follows, the most important conclusion being the inconsistency between socially approved styles of life and those preferred by most of the subjects.

191. SOCZEWKA, JÓZEF: **Struktura teorii w nauczaniu chemii.** (The Structure of Theory in the Teaching of Chemistry). *Przegląd Pedagogiczny* 1972, No. 1, pp. 134-143.

The author discusses the methodological principle of correspondence, according to which a scientific theory can be replaced by a new, more general one only when the latter not only covers all the phenomena already discovered but also all the specific "border points" which have not yet been sufficiently explained. The principle

in question is presented on the example of chemical equations systematized according to the increasing degree of generality. Consequences of this principle for gradation and selection of curriculum content are then discussed at length.

192. WILCH, TADEUSZ: **Perspektywa upowszechnienia szkolnictwa średniego.** (Perspectives of the Promotion of Secondary Education). *Przegląd Pedagogiczny* 1972, No. 1, pp. 68-84.

In the first part of the article the author discusses the present-day state of Polish secondary schooling concentrating his attention on the achievements in promoting secondary education as well as on some disproportions in the development of schooling. Then follows a presentation of various projects concerning further promotion of schooling. Finally the author presents his own project in which attention is given to organizational principles, functions of schooling, staffing and equipment against the background of demographical data.

193. ZBOROWSKI, JAN: **Unowocześnienie pracy domowej ucznia szkoły średniej.** (Modernizing Homework for Secondary School Pupils). *Nowa Szkoła* 1972, No. 2, pp. 38-41.

Research is presented which was carried out on a representative sample of secondary school pupils from three voivódships. Investigations aimed at stating the degree of overburdening pupils with homework assignments. Questionnaires revealed that teachers ascribe dissatisfactory results of learning at home to 1) existing curricula, 2) lack of ability in pupils and 3) unfavorable conditions for learning at home. Pupils, on the other hand, stress 1) the difficulties in understanding homework because of imprecise wording of the subject, 2) inadequate preparation of self-instruction at lessons, 3) lack of formative evaluation alongside with cumulated summative evaluation in various subjects, 4) lack of coordination in assigning homeworks and 5) faulty distribution of lessons in a given subject throughout the week. A quantitative analysis of research results is also presented, on the basis

of which the author advances several postulates concerning changes to be introduced to school work and homework assignments.

See also: 157, 166.

VI. 4. VOCATIONAL

194. DEJNAROWICZ, CZESŁAW and KARWAT, TADEUSZ: **Modele programowania w dydaktyce.** (Models of Programming in the General Theory of Instruction). Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1972, 289 pp.

The publication deals with classical and modern techniques suitable for programming the teaching content for vocational schools. Chapter I contains a classification of programming techniques, requirements for programmed texts and verification procedures. Chapter 2 concentrates on classical programming. Chapters 3 and 4 present semiprogrammed instruction, i.e. semiprogrammed lessons, lectures, laboratory activities, examinations, etc. much attention being paid to Methods-Time-Measurement programming. Chapters 5 and 6 deal with various ways of programming the teaching content (Kiev method, linear diagram method, network analysis, etc.). Corresponding achievement tests with multiple-choice items are also discussed at length. Ample exemplificatory material as well as a bibliography of the subject are also included.

195. KOWALCZYK, WŁADYSŁAW: **Przygotowanie zawodowe i społeczne absolwentów szkół zawodowych.** (Social and Professional Preparation of Vocational School Graduates). *Chowanna* 1972, No. 1, pp. 110-120.

The author presents a report on research carried out by the Ministry of Education and five other ministries on the social and professional preparation of vocational school graduates. Questionnaires were circulated among 16,010 graduates of a) non-full secondary vocational schools, b) full-secondary vocational schools, c) two-year post-secondary vocational schools and d) vocational

schools established for the employees at industrial plants. Information pertained to theoretical knowledge and practical skills, attitudes toward the profession and participation in cultural, social and political life. Additional data have been obtained through interviews with 4682 graduates. On the basis of the analysis the author presents various deficiencies in the Polish system of vocational schooling and advances several postulates concerning the ways of improving the quality of instruction and attitude formation.

196. KOWALCZYK, WŁADYSŁAW: **Wychowanie społeczne do pracy zawodowej.** (Social Education for a Profession). *Szkola Zawodowa* 1972, No. 2, pp. 6-9.

The author discusses the problem of socialization in vocational secondary schools graduates. Emphasis is given to the following objectives: a) strengthening motivation for work, b) socialization, i.e. ability to work in collective and c) developing sensitivity to ethical values. Various factors in the formation of desirable attitudes are considered as well as common difficulties in achieving all the above mentioned educational objectives. Much stress is laid on the quality of school's work and its impact on the proper preparation of pupils for their future profession.

197. NOWACKI, TADEUSZ: **Inżynierowie i technicy w oświacie zawodowej.** (Engineers and Technicians in Vocational Education). *Szkola Zawodowa* 1972, No. 1, pp. 9-12.

The article presents the contents of a resolution adopted at the 6th Congress of Polish Technicians held in Warsaw, September 2-4, 1971. The most important tasks are the following: 1) preparing new profiles for longterm technological studies, 2) improving the quality of instruction at higher schools for working adults, 3) adjusting the network of vocational secondary schools to demands of the national economy, preparing the anticipated future demand for qualified staff, 5) prolonging the period of general education as a basis for future vocational training, 6) modernizing professional nomenclature, and 7) adjusting curricula to recent advancements in science and tech-

nology. Minor problems such as, for instance, organization of refresher courses, practice periods for vocational school pupils, school equipment etc. are also presented. Relatively more attention is given to in-service training.

198. NOWACKI, TADEUSZ: **O powszechną szkołę pracy.** (The School of Work). *Nowa Szkoła* 1972, No. 2, pp. 13-14.

In view of the coming school reform which will introduce obligatory education in 10-year general school, the author concentrates on some characteristics of learning in the new type of school. Emphasis is given to the role of practice in the course of acquiring theoretical knowledge, and wide application of laboratory activities, classes in school workshops and practice in industrial plants are recommended. Much attention is given to the role of practical activities in preparing pupils for two-year vocational schools and other two-year schools leading to university studies.

199. RACHALSKA, WANDA: **Postawa uczniów techników rolniczych wobec zawodu rolnika i pracy na wsi.** (Attitudes of Pupils from Secondary Agricultural Schools Toward the Profession). Państwowe Wydawnictwo Rolnicze i Leśne, Warszawa 1971, 120 pp., bibl.

Research described in this publication aimed at stating educational achievement and attitudes in pupils of secondary agricultural schools. Investigations were carried out in two phases. In phase 1, i.e. in the year 1965, 634 pupils of 24 schools were tested and in phase 2, i.e. in 1968 — 459 pupils of 11 schools. In the final processing of data 1042 questionnaires were used, 1008 compositions entitled "My plans for the coming 5-10 years" and 600 essays concerning changes in the pupil's family settlements. Interviews with headmasters, teachers of vocational subjects and heads of boarding houses were also considered. The author presents research results according to the following sets of problems: 1) characteristics of pupils entering secondary agricultural schools, 2) attitudes of pupils toward the future profession, 3) educational achievement.

One of the most important conclusions was that although the pupils' attitude toward their profession is strongly positive, their emotional ties with the rural area in which they are supposed to work are dissatisfactory.

200. RATYŃSKA, BARBARA (ed.): **Szkola.-Zawód.-Praca.** Charakterystyki zawodów. (School. Profession. Employment. Vocational Characteristics). Książka i Wiedza, Warszawa 1972, 148 pp.

The publication contains 66 detailed characteristics of requirements for professions existing within the Polish professional structure. Vocational characteristics were prepared with the aim to improve vocational training in postprimary schools. Each of the characteristics includes: 1) physical requirements for a given profession, 2) psychological features indispensable for this profession, 3) possible deviations from the norm, and 4) information concerning the course of training and employment. The publication has been prepared for teachers of vocational subjects as well as for psychologists and educators on the staff of vocational-advisory centers. As the publication is the third in the series, 160 detailed vocational characteristics are now available.

201. RYDZEWSKA, MARIA: **Wartości pracy w świadomości młodzieży techników zawodowych.** (Values of Work as Perceived by Vocational School Pupils). *Psychologia Wychowawcza* 1972, No. 1, pp. 39-45.

The author presents research on values of work as perceived by secondary school pupils. Investigations embraced 236 pupils in terminal grades of vocational secondary schools, 64 percent of whom came from workers' families, 32 percent — from intelligentsia and 4 percent — from peasant families. Research techniques used were: Matusewicz's test of moral choices, questionnaires and interviews. A discussion of research results follows in which the author presents factors influencing the choice, types of choices, their distribution and intercorrelations between the items on the test.

202. SOSNOWSKI, TEOFIL: **Stan i perspektywy rozwoju oświaty zawodowej.** (The Present State and the Developmental Prospects of Vocational Education). *Oświata Dorosłych* 1972, No. 2, pp. 67-73.

The Polish system of vocational education for working adults covers the following types of schools: a) non-full secondary vocational schools for working adults, b) full-secondary, evening and extramural schools, c) post-secondary evening and extramural schools, d) vocational schools for foremen and e) technological universities with evening and extramural departments. In the present article attention is drawn to post-primary vocational education based on the eight-year primary school and to several types of post-secondary schools. Rules and regulations for these schools have been discussed at length. Discussion then followed of curricula and the quality of instruction, efficiency of schools, ties between vocational schools and industrial plants, as well as of educational achievement. In the final part of the article the author considers courses of pre- and in-service training and points to most urgent needs in this field.

203. TORBUS, WACŁAW: **Praktyczne nauczanie zawodu.** (Training for a Profession). 2nd ed. Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1972, 242 pp. Biblioteka Kształcenia Zawodowego.

The book is designed for teachers of a profession in non-full and full-secondary vocational schools. Chapter 1 presents a set of problems connected with the organization of practical activities in workshops. Chapter 2 deals with the requirements for the teacher of a profession i.e. his preparation for vocational and educational activity, qualities of mind and character, etc. Chapter 3 discusses organizational aspects of laboratory activities, Chapter 4 — teaching methods and classroom techniques and Chapter 5 — some selected technical problems connected with various types of laboratory activities. Much attention is also given to the proper equipment of school workshops, to in-service teacher training as well as to establishing links as between educational and vocational aspects of the process of instruction.

204. ŻABCZYŃSKI, STEFAN: *Szkoła rolnicza w środowisku*. (The Agricultural School and Its Environment). *Szkoła Zawodowa* 1972, No. 2, pp. 18-23.

The author considers the influence exerted by the agricultural school on the environment and its participation in the processes of changing professional and cultural structure of the region. In the first part of the article the system of agricultural schools in the Polish People's Republic is presented. In the second part of the publication the author considers types of interrelations between schools and their environment. Much attention is given to various forms of influence, especially in the field of raising the agricultural standard of the district, the impact of school on reading habits being discussed at length. The author states that it is indispensable to work out curricula which would link agricultural theory with practice, since otherwise schools will play no significant role in their environment.

205. ŻMUDKA, KAZIMIERZ: *Próba selekcji uczniów do szkół unikalnych*. (Selecting Pupils for Unique Schools). *Nowa Szkoła* 1972, No. 2, pp. 20-22.

The article deals with the problem of selecting primary school graduates to 5-year secondary schools training for unique professions which enroll pupils from the whole of the voivodship, i.e. to the what are called unique schools. Recruitment consists in carrying out district examinations by special committees appointed by local authorities. Each district is allotted a definite number of places for candidates. Written and oral examinations take place according to the specially prepared examination requirements. Financial aid is granted on the basis of opinions presented by the committee in which participate all the headmasters of a given district. In the final part of the article the author discusses advantages and disadvantages of the present recruitment.

See also: 182.

VI. 5. HIGHER

206. BOROWICZ, RYSZARD: **W kwestii metod oddziaływania na skład społeczny przyjmowanych na studia wyższe.** (Ways of Influencing the Social Composition of Students at the Freshman Year). *Życie Szkoły Wyższej* 1972, No. 3, pp. 73-78.

The author reports on research which aimed at stating whether the introduction of the what are called preference points allotted for the social origin influenced the social composition of students at the freshman year. Social composition at the freshman year was analyzed, covering the period of years 1960-64 as compared to the years 1965-70. Data pertain to the University of M. Copernicus in Toruń. Research revealed that the process of diminishing the percentage of students coming from workers' and peasants' families stopped, although no increase has been noted. This may be explained by more strict requirements for the preferred candidates, difficult access to the university for candidates from rural secondary schools and the family tradition. The author stresses the necessity to provide aid for workers' and peasants' children as early as the primary school, since in his opinion, aid given at the entrance examination to the university, comes much too late.

207. JANUSZKIEWICZ, FRANCISZEK: **Egzamin w szkole wyższej — kierunki badań i usprawnień praktycznych.** (Examination in the Higher School — Directions in Research and Practical Activity). *Dydaktyka Szkoły Wyższej* 1972, No. 1, pp. 33-58, Rez. Sum. Rés.

The article is an attempt at the systematization as well as at an educational analysis of various aspects in the process of evaluating educational achievement in the higher school. Educational objectives of the existing examinations are discussed, their forms, methods of their administration and materials indispensable for administering them at various stages. The process of evaluation has also been analyzed from the point of view of its influence on the further course of the process of instruction. On the basis of these considerations numerous research postulates

were advanced. The final part of the article describes the possibilities of implementing recent achievements of educational sciences to everyday activities of higher schools.

208. JANUSZKIEWICZ, FRANCISZEK: **Egzamin wstępny czy system kwalifikacji na studia.** (Entrance Examination or a System of Qualifying Candidates for Studies). *Życie Szkoły Wyższej* 1972, No. 2 pp. 104-114.

The author reports on the conference held at the Inter-university Department for Research on Higher Schooling, October 21-22, 1971. The following reports were delivered: 1) Z. Kietlińska: "Recruitment for Higher Studies", 2) S. Kowalski: "Research on the Selection of Candidates for Higher Studies", 3) M. Jastrzab-Mrozicka: "Factors Influencing the Social Composition of Candidates for Higher Studies", 4) F. Januszkiewicz: "Entrance Examination — Optimum Solutions" and 5) W. Wiśniewski: "Effectiveness of Selection Measured by Educational Attainment in the Course of Studies". Discussion concentrated on the problem of selection of candidates for studies from the point of view of examination procedures as well as from that of the social composition of university students. It has been finally stated that the present system should be considered dissatisfactory, since examination is not a reliable instrument of selection and the implementation of preference points for social origin did not increase the percentage of students from workers' and peasants' families. Concluding statements stress the necessity to increase the percentage of workers' and peasants' children in general secondary schools through the increase in the number of boarding houses and financial grants. Entrance examination should be composed of an interview with the candidate, a questionnaire concerning his environment and living conditions, analysis of secondary school certificates, achievement and intelligence tests.

209. JANUSZKIEWICZ, FRANCISZEK (ed.): **Telewizja w szkolnictwie wyższym.** (Television in the Higher School). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 231 pp. Rez. Sum. Interuniversity Department for Research on Higher Schooling.

The publication contains reports delivered at the conference on the utilization of television in the higher school, held in Jadwisin near Warsaw, June 25-26, 1971.

Possibilities to utilize television in the higher school were discussed by W. Winkiel, and the emission of educational programs on the television — by W. Łoziński. J. Tymowski dealt with the role of television in the higher school. F. Januszkiewicz presented achievements of the Polish People's Republic in the field of implementing various television systems to instruction.

Cooperation between the Polish Scientific Publishers and the Polish Television was discussed by A. Żydkowicz, A. Radzko presented the research on Television Technological University which has been carried out by the Interuniversity Department for Research on Higher Schooling. W. Żakowski discussed opinions and proposals of lectures of the Television Technological University. The aim of the present publication was to popularize television as a teaching aid among university teachers and thus to modernize the process of instruction in the higher school.

210. JOPOWICZ, ZOFIA: **Warunki powodzenia w studiach zaocznych.** (Conditions for Success in Extramural Studies). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 210 pp.

Research presented in the publication pertained to the effectiveness of extramural agricultural studies at the Warsaw Agricultural University. Investigations concentrated on two problems, i.e. on the intellectual abilities of students and on their ability for self-instruction. The following techniques have been used: 1) psychological tests, 2) analysis of university documents, 3) questionnaires, 4) interviews with students and university teachers at extramural departments. Intellectual ability was measured both in candidates for studies and in students of extramural departments, while ability for self-instruction was investigated during six semesters. In the course of research the author measured drop-out and screening, stated the prognostic value of various types of evaluation techniques and investigated motivation. A detailed discussion of research results follows. The most important conclusion

is that psychological factors prove to be more significant for success in studies than external factors such as handbooks, time budget, etc.

211. KLESZCZYCKA, LILIA and SZUREK, JAN and WIECZOREK, TADEUSZ (ed): **Adaptacja studentów pierwszego roku studiów do wymagań dydaktyki i życia społecznego w SGGW.** (Adaptation of Students at the Freshman Year of the Warsaw Agricultural University to the Life of the Higher School). Dział Wydawnictw SGGW, Warszawa 1971, 151 pp.

The publication presents results of research on the adaptation of students at the freshman year of the Warsaw Agricultural University to the life of the higher school. In several reports prepared by researchers from the Institute of Agricultural Education the following problems are discussed: 1) Preparation of candidates for studies (S. Rajpert); 2) Motivation for the choice of the direction of studies (L. Kleszczycka); 3) Opinions concerning the course of instruction in the higher school (J. Kuczyński); 4) Self-instruction of students and their reaction to failure (E. Gutek and Z. Jopowicz); 5) Activities of tutors in the light of students' opinions (W. Rachalska); 6) Students' hostels (M. Dziachan); 7) Interpersonal relations in the higher school (J. Świrski-Kalinowska, B. Ganczarek); 8) Leisure time (S. Korliński), and 9) Time budget of students (T. Wieczorek). Considerations are based on data obtained from 9 departments (1376 students). Two main types of adjustment difficulties were stated: a) didactic, i.e. change in requirements and teaching methods, b) adaptational, i.e. change in the scale of values and in the characteristics of the environment. Interviews with researchers and university teachers confirm the data obtained.

212. OSIŃSKI, JAN: **Proces rekrutacji młodzieży do studiów wyższych.** (Recruitment of Candidates for Higher Studies). *Życie Szkoły Wyższej* 1972, No. 3, pp. 48-58.

On the basis of statistical data for the years 1960-71 the author attempts at stating whether the social composition of youth at higher schools is determined by decisions of

secondary school graduates or even by decisions made in the terminal grade of the primary school. In the first part an analysis is presented of the social structure of youth in secondary schools as compared with that at the freshman year. Almost full correlation has been stated between the two variables. However, statistical data revealed a decrease in the percentage of youth from workers' and peasants' families till the year of introducing preference points for these candidates. Since that time, no increase of this percentage was noted, although the numbers were equal to those for the year 1960. Then, a comparative analysis follows of the social structure of primary and secondary school pupils, which reveals that the basic selection is being accomplished at the passage to the postprimary level. 63% workers' children, 76.3% peasants' children and only 28.4% intelligentsia children attending primary schools did not continue learning in general secondary schools. The author discusses decisive factors which account for the present state of facts.

213. OSIŃSKI, JAN: **Spółeczno-przestrzenne uwarunkowanie dostępności wyższego wykształcenia.** (Social and Spatial Conditions for the Access to Higher Education). Wydawnictwo Politechniki Wrocławskiej, Wrocław 1971, 68 pp.

The present publication is a part of a series issued by the Institute for Social Studies at the Wrocław Technological University. The author analyzes the process of democratization in the higher schooling which took place during the years 1960-1970. The problem is considered in both quantitative and qualitative aspects. The publication is based on data obtained by the Main Statistical Bureau as well as on research carried out in several university centers. The following factors have been taken into consideration: 1) social origin, 2) the size of the local community and 3) the amount of education in parents. The author states that educational aspirations are considerably influenced by social origin, size of the local community and the prestige of parents. To a smaller, although still considerable degree they are also influenced by the amount of education in parents.

214. STAROŚCIAK, JAN: **Problemy kształcenia zaocznego.** (Problems of Extramural Education). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1972, 235 pp.

The present publication, being a synthesis of knowledge on the subject of extramural studies, is based on analyses, research and many-years experience. Its empirical part is based mainly on data obtained in the course of research carried out at the Extramural Department of Education at the University of Warsaw, of Philology at the University of Warsaw and of Education at the Higher School of Education in Gdańsk. The book contains five chapters. Chapter 1 discusses motivation for learning in the higher school on the part of working adults. Chapter 2 deals with the process of extramural vocational training. Chapter 3 presents forms and methods of instruction, Chapter 4 — data concerning the social and professional career of graduates and Chapter 5 — effectiveness of extramural studies as well as the most important factors operating in this form of instruction.

215. STUDNIAREK, ZBIGNIEW: **Rola stypendiów w kształtowaniu struktury społecznej studiujących.** (The Role of Financial Aid in Forming the Social Structure of Students). *Życie Szkoły Wyższej* 1972, No. 3, pp. 59–72.

The author presents observations concerning the system of financial aid given by the state to higher school students. Analysis aims at stating whether the present system diminishes the differences in educational opportunity of students coming from families with varying living conditions.

The author states that the system does not take into consideration the variety of cultural patterns which, as in the case of workers, favor earlier entering a profession. It also does not ensure the continuation of studies by students with the lowest average income per family member. It is also pointed out that no stimuli are provided to raise the level of educational achievement since its indicators have no bearing on the type of the financial aid. On the other hand, students who do not profit from the chance given by the state are not obliged to return definite sums of

money to the state. In the final part of the article several postulates are advanced aiming at increasing the effectiveness of the present system.

216. TOWPASZ, STEFAN: **Możliwości kształcenia się studentów pracujących.** (Opportunity to Learn in Extramural Students). *Dydaktyka Szkoły Wyższej* 1972, No. 1, pp. 101-112.

The article presents research on the conditions for learning in extramural students, causes of their failure and possibilities to improve the present situation. Investigations embraced 788 extramural students of the Academy of Mining and Metallurgy in Cracow and were carried out by means of a questionnaire as well as of interviews with students and university teachers. Part 1 of the article is devoted to subjective and objective factors that favor or hinder the process of learning, i.e. health, motivation, attitude on the part of the employer and time budget. Part 2 presents causes of failure as viewed by the students, i.e. inadequate textbooks, teaching aids, shortcomings in the construction of curricula, outdated methods and forms of work, etc. The final part presents postulates which have been advanced by the students.

217. WALCZAK, STANISŁAW: **O przyczynach niepowodzeń egzaminacyjnych.** (On the Causes of Failure at Examinations). *Życie Szkoły Wyższej* 1972, No. 2, pp. 115-121.

The author concentrates on drop-outs from higher schools caused by failure at entrance examinations. Research is presented carried out at the Warsaw Technological University in the year 1971. Final analysis was limited to the data from one department only, i.e. to 144 candidates who were not enrolled at the freshman year. The questionnaire and interviews pertained to 1) the correlation as between subjects at the entrance examination and information included in the curricula for secondary schools, 2) causes of failure and 3) the evaluation of the present system of recruitment. Research revealed that discrepancy between examination requirements and curricula for the secondary school was the most common cause of failure. Nervousness as well as inadequate preparation

were also stated as important factors of failure. The author presents a detailed discussion of research results on the basis of which he postulates to introduce a one-year period of observation at the freshman year for all candidates, since a single written examination does not prove to be a reliable instrument of selection.

218. WIECZOREK, TADEUSZ: **Tendencje rozwojowe wyższego szkolnictwa rolniczego w Polsce Ludowej.** (Developmental Trends in the Polish Higher Agricultural Schooling). *Studia, Materiały, Informacje* 1971, No. 4, pp. 5-27, 1972, No. 1, 5-24.

The article presents an analysis of the following problems: 1) vocational education at a university level during the years 1944-1971, 2) characteristics of students at agricultural universities, 3) the efficiency of studies, 4) the employment of graduates and their professional activity, 5) extramural and post-graduate studies, 6) researchers and university teachers at agricultural universities, and their role in promoting agricultural knowledge. Research revealed that there is no urgent need to establish new colleges of this type, although the existing ones should be considerably extended, their quality improved and efficiency raised. Extension ought to cover all the specialties already existing at colleges as well as a number of new ones, such as economics and organization of agriculture, biology, biophysics and nutrition. It is also desirable to establish new consultation centers and to promote agricultural education for working adults, which, being equally effective, is almost three times cheaper than day-studies.

See also: 128, 178, 181, 197.

VI. 6. ADULT

219. PÓŁTURZYCKI, JÓZEF: **Wdrażanie do samokształcenia w pracy oświatowej z dorosłymi.** (Getting Adults Used to Self-Instruction). *Przegląd Pedagogiczny* 1971, No. 4, pp. 19-31.

The article is devoted to various problems of self-instruction, i.e. to the utilization of mass-media, participation in cultural activities and application of manysided self-in-

struction to acquiring knowledge. The following problems are discussed 1) the role of mass-media, 2) the significance of theater-going, 3) museum attendance and 4) participation in the know-your-country movement. Considerations as well as methodological suggestions are based on the theory of manysided instruction, advanced by Professor W. Okoń. Accordingly, four groups of teaching and learning methods are presented to be used by adults in the process of self-instruction. In the second part of the article the author considers ways to transmit basic principles of self-instruction to adult learners during 1) lessons presenting basic techniques in self-instruction, 2) lessons exemplifying some particular problems connected with self-instruction and 3) special training in self-instruction which takes place under the supervision of the teacher.

220. LANDY-TOŁWIŃSKA, JOANNA: **Z badań nad poznawaniem dorosłych uczniów.** (Research on Adult Learners). *Przegląd Pedagogiczny* 1971, No. 4, pp. 14-27.

The author discusses results of research carried out on the sample of 2479 adult learners and 120 teachers in schools for working adults. In the first phase of the research investigations pertained to the motivation for learning as well as to the level of aspirations. The second phase of research aimed at stating the changes that have occurred in adult learners during the period of learning in schools for working adults. The following techniques were used: questionnaires, observation, attitude scales, analysis of documents and directed autobiographies. The author discusses the data obtained, giving much attention to 1) information concerning the process of instruction in schools for working adults, 2) personality of teacher, 3) interpersonal relations within school and 4) the usefulness of knowledge obtained in school for professional, cultural and family life of the subjects

221. URBĄNCZYK, FRANCISZEK: **Dziś i jutro szkół i kursów ogólnokształcących dla dorosłych.** (The Present and the Future of General Education for Working Adults). *Oświata Dorosłych* 1972, No. 1, pp. 1-8.

Discussing the present state of adult education in Poland the author concentrated merely on general education. His considerations pertain to three types of general schools for working adults, i.e. primary schools, general secondary schools and secondary correspondence schools. Attention is also given to courses of general education established in small towns and settlements where institutions of regular adult education are not available. Characterizing the present state of adult education the author points to the increase in the number of younger pupils. In the second part of the article problems of adjusting adult education to the changing social needs are discussed as well as some particular questions connected with curricula, textbooks, teaching methods and teaching aids.

222. WOJCIECHOWSKI, KAZIMIERZ: **Koncepcja systemu oświaty dorosłych w PRL.** (The System of Adult Education in the Polish People's Republic). *Szkoła Zawodowa* 1972, No, 1, pp. 5-8.

The autor presents a review of the present state of the Polish adult education. Two main developmental trends are pointed out, i.e. 1) increase in the number of young pupils in schools for working adults and decrease in the number of older candidates, and 2) increase in the number of vocational courses all over the country. Considering the future developmental prospects of adult education the author stresses the necessity to promote general secondary education and make it obligatory for all the citizens below the age of 50. Necessity is also pointed out to introduce contents from the field of humanities to all vocational courses. As to vocational training the author postulates to provide compulsory agricultural training for all individual farmers. Then considering the organizational aspects of adult education it is also postulated to establish a central Institute of Adult Education which would integrate activities of various administrative and educational institutions and carry out research on the subject.

VI. 7. SPECIAL

223. KOTLARSKI, MIECZYŚLAW: **Stan i potrzeby oraz perspektywy rozwoju szkolnictwa specjalnego dla upośledzonych umysłowo.** (The State and Prospective Development of Special Schools for Mentally Deficient). *Szkoła Specjalna* 1792, No. 2, pp. 1-10.

The author presents the Polish system of schooling for mentally deficient. Considerations are based on data obtained by the Ministry for Education and Higher Education. Needs and prospects for special schools in various voivodships are discussed in detail, much attention being given to vocational training for mentally deficient. In the final part of the article the author considers the necessity to work out curricula for preschool and primary education of mentally deficient in both general and vocational subjects.

224. REMPLEWICZ, JAN: **Percepcja dotykowa niewidomych z resztkami wzroku i widzących.** (Touch Perception in Blind and Normal Adolescents). *Szkoła Specjalna* 1971, No. 4, pp. 348-355.

The article presents research on the differences in the precision of touch between blind and normal adolescents. Investigations covered 60 adolescents aged 14-16. Three factors have been investigated: a) spatial orientation, b) excitability and c) touch perception. Special measurement techniques have been worked out for the purpose, the discussion of which is included in the article. The presentation of results follows, the main conclusion being the relatively insignificant difference between the two groups of subjects as far as the first two factors are concerned and considerable difference in the third factor which is highly developed in the blind.

225. STRZYŻEWSKI, S. and IWANOWSKI, W.: **Rozwój fizyczny i sprawność motoryczna chłopców w wieku puberalnym upośledzonych umysłowo.** (Physical Development and Motor Skills in Mentally Deficient Boys in the Age of Puberty). *Szkoła Specjalna* 1971, No. 4, pp. 328-335.

The author presents research carried out in the year 1970 in grades V-VIII of a special school in Toruń. Investigations aimed at stating the correlation as between the physical development of pupils on the one hand and the motor and intellectual development on the other. A detailed discussion is included of research results which revealed high positive correlation between the three variables.

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