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## ABSTRACT

The annotated bibliography lists books, papers, and articles which treat education in Poland. Items cited were published between December, 1972 and February, 1973. Materials are arranged by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; (6) schools and institutions--preschool, primary, secondary, vocational, higher, adult, special; and (7) educational statistics. An index to authors and editors is included. (Author/RM)

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# Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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CONTENTS

	page
I. History of Education . . . . .	3
II. Laws and Legislation . . . . .	8
III. General Information on Education . . . . .	9
IV. Social and Educational Sciences . . . . .	16
V. Teacher's Profession . . . . .	30
VI. Schools and Institutions (by type or level) . . . . .	37
1. Preschool . . . . .	37
2. Primary . . . . .	38
3. Secondary . . . . .	45
4. Vocational . . . . .	46
5. Higher . . . . .	47
6. Adult . . . . .	65
7. Special . . . . .	67
VII. Educational Statistics . . . . .	70
Index of Authors and Editors . . . . .	73

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The bulk of the materials listed in the present issue was available in the period of time December 1972 to February 1973.

## I. HISTORY OF EDUCATION

1. BOBROWSKA-NOWAK, WANDA. Polskie Towarzystwo Badań nad Dziećmi w świetle dokumentów. (The Polish Association for Research on Children in the Light of Archival Materials). *Przegląd Historyczno-Oświatowy* 1973, No. 1, pp. 9–27. Rez. Sum.

The article presents the activities of the Polish Association for Research on Children, special emphasis being given to the nature of performed investigations as well as to the publications issued. The Association established in 1905 by A. Szycówna, in spite of enormous obstacles encountered during the times of partitions managed to carry out extensive socially useful activities grouping prominent social workers, physicians, psychologists and teachers. The objectives of the Association were the following: 1) organization of research on child's psychology, 2) promotion of educational writings and psychological and educational knowledge among parents and teachers. In order to achieve the above objectives several commissions were established within the Association, i.e. the Commission for the Child's Art, the Commission for Language Acquisition and Development, the Commission for Research on Mathematical Concepts in Children, the Commission for Research on Mentally Deficient Children and the Commission for Research on Personality. In the year 1921 the Association ceased to exist and its functions were taken over by the Polish Educational Institute.

2. JANIGA, MARIAN. Profesor Stefan Szuman (1889–1972). (Professor Stefan Szuman). *Kwartalnik Pedagogiczny* 1972, No. 4, pp. 166–168.

Professor Stefan Szuman was an outstanding Polish psychologist, philosopher, physician and the author of a number of scientific and journalistic publications. Almost all his writings are devoted to psychological problems connected with the educational process and particularly to the development of cognitive processes in children. Professor Szuman's idea was to orient research in the field of psychology and educational science toward the actual

social demand of his times. The number of his writings amounts to 200 items. Here are several titles of his publications by way of illustration: "The Child's Art", "About Art and Aesthetic Education", "Organism and the Psychic Life", "The Health of the Polish Teachers in the Light of the Statistical Data", "Educational Psychology of Pre-school Child", "Educational Psychology of the School Child", "The Role of Activity in the Mental Development of the Child", "The Psychology of Emotions in the Light of Pavlov's Theory", "On the Art". Professor Szuman's activities and publications were a great contribution to the advance of educational sciences in Poland.

3. MAJOREK, CZESŁAW. Geneza polskiego szkolnictwa pedagogicznego w zaborze austriackim. (The Origin of the Educational Training in the Region Occupied by Austria During the Times of Partitions). *Ruch Pedagogiczny* 1972, No. 6, pp. 751-762.

The article was written on the occasion of the 100th anniversary of the establishment of teacher training colleges in Galicia. The author stresses the significance of these educational institutions for the reconstruction of the national education. Teacher training colleges of those times were state schools conducting four-year courses and available for candidates of all nationalities and beliefs. On the basis of the School Act issued May 14, 1869 the author presents the overall educational situation in the regions occupied by Austria during the times of partitions. Against this background he discusses curricula and teaching plans of teacher training colleges as well as legal acts pertaining to their establishment and functioning. Attention is also given to the establishment of four colleges for men and three colleges for women which came to existence in the year 1870 and where instruction lasted three years. Instruction in these colleges was free and graduates were expected to undertake teaching activities in the what are called peoples' schools. In the final part of the article the author discusses structural changes in the Galician teachers colleges, i.e. introduction of the fourth year of instruction and of a preliminary year before the beginning of the training proper.

4. MICHALIK, BOŻENA. Bibliografia oświaty polskiej w okresie II wojny światowej i okupacji hitlerowskiej. (Bibliography of the Polish Education for the Period of World War II and the Nazi Occupation). Instytut Wydawniczy CRZZ, Warszawa 1972, 191 pp. -- Związek Nauczycielstwa Polskiego.

The bibliography presents the state of education in Poland during the years 1939–1945 and especially the clandestine education and the fight of Polish teachers against the Nazi occupation at the times of the World War II.

The bibliography contains three sections: 1) books, 2) periodicals, 3) archival materials. The last group has been divided into a) materials in district archives, b) materials in the Archive of the Central Board of the Polish Teachers' Association and c) books and periodicals published during the Nazi occupation.

5. NOWACKI, TADEUSZ. Instytut Weterynaryjny w Marymoncie w latach przedpowstaniowych. (The Veterinary Institute in Marymont in the Years Preceding the Uprising 1825–1830). *Przegląd Historyczno-Oświatowy* 1973, No. 1, pp. 61–75.

The Veterinary Institute was established in Marymont in the year 1820 on the force of the ordinance issued by the Commission for National Education. Its main task was to train qualified veterinary surgeons as the demand for specialists in this field was rapidly increasing. The concept of the structure of the Institute was worked out by Adam Rudnicki, professor at the Jagiellonian University in Cracow. The curriculum of the Institute covered botany, physics, chemistry, technology, zoology and cattle raising. The studies lasted three years and included a period of practice. The Institute also conducted research work. In the years 1826/27 the Institute became a school training assistant surgeons, as its small budget could not afford training civil students.

6. PILICHOWSKI, CZESŁAW. Zbrodnie hitlerowskie na dzieciach i młodzieży polskiej. (The Polish Children and Adolescents as Victims of the Nazi Crimes). „Sport i Turystyka”, Warszawa 1972, 68 pp.



The publication has been prepared on the basis of archival materials of the Central Commission for Research on the Nazi Crimes. The author presents historical facts and statistical data pertaining to the crimes of the Nazi directed toward Polish children and adolescents. Attention is given both to physical crimes, as tortures and murders and to moral crimes, i.e. the germanization processes and the deprivation of education. The resistance movement on the part of adolescents is discussed, emphasis being given to the organization of clandestine education at the primary, secondary and higher level and to the participation of children and adolescents in military activities in September 1939, in partisan campaigns during the times of the occupation and in the Warsaw Uprising of 1944. The author describes the activities undertaken to celebrate the heroism of children and adolescents devoted to the idea of liberation, e.g. the social campaign resulting in the establishment of the huge children hospital built on the social expense as a monument for the children of the war.

7. REYMONT, STANISŁAW. *Towarzystwo Burs i Stypendiów*. (The Association for Boarding Houses and Scholarships, 1945–1951). *Przegląd Historyczno-Oświatowy* 1973, No. 1, pp. 89–112.

The Association for Boarding Houses and Scholarships was established in Łódź in the year 1945 as a continuation of the prewar Association for the Child Care. In 1947 the Association was transferred to Warsaw, thus embracing the whole country and devoting special attention to the Western Regions. The Association aimed at providing financial assistance for gifted youth of the worker and peasant origin who wanted to continue their learning. Beside financial aid the Association started some important educational objectives e.g. collaborating with schools, organizing social campaigns for youth, etc. A number of outstanding activists worked for the Association such as, for instance, Czesław Wycech, Kazimierz Maj, Stefan Ignar, Stanisław Malkowski and others. The Association was liquidated on December 12, 1951 on the Ordinance of the Council of Ministers. At that time 150 boarding houses were at the disposal of the Association. All of them were then subjected to school administration.

8. SUCHODOLSKI, BOGDAN (ed.). *Instytuty Pedagogiczne Związku Nauczycielstwa Polskiego*. (Educational Institutes of the Polish Teachers' Association). „Nasza Księgarnia”, Warszawa 1972, 347 pp.

The book contains four parts. Part 1 includes a general characteristics of Educational Institutes of the Polish Teachers' Association prepared by their organizers (Kazimierz May, Jan Starościak, Józef Pieter and Jan Konopnicki), supplemented by a study based on archival materials (Wincenty Okoń). Part 2 presents the biographies and activities of prominent professors in the Educational Institute in Warsaw (W. Rowid, S. Baley and A. Jakiel), and part 3 is devoted to students and graduates. Part 4 contains a selection from memoirs of professors and former students as well as an analysis of data obtained by means of questionnaires pertaining to the educational atmosphere of the institutes.

9. SZELAĞOWSKI, KAZIMIERZ. *Ostatnie dni Ministerstwa Wyznań Religijnych i Oświecenia Publicznego*. (Last Days of the Ministry for Religious Beliefs and Public Education). *Przegląd Historyczno-Oświatowy* 1973, No. 1, pp. 49–60.

The article contains an excerpt from memoirs of a high official of the Ministry, who was engaged in the activities of this institution during the first months of the Nazi occupation. Attempts are presented to organize instruction in primary and secondary schools of Warsaw according to international conventions calling for insurance of education in war conditions. The attitude of Nazi officials is then discussed, who rejected the petition of the Polish Ministry and declared the establishment of the central board of education within the Nazi authorities. Thus, the Polish Ministry for Religious Beliefs and Public Education had to be liquidated, which was accomplished in the course of activities of the what was called Liquidation Commission established by the Nazi. The officials of the former Ministry received a proposal to collaborate with the Nazi apparatus. Refusal provoked a number of arrests and repressions.

10. **W dwuchsetlecie Komisji Edukacji Narodowej.** (On the 200th Anniversary of Establishing the Commission for National Education). *Nauczyciel i Wychowanie* 1972, No. 6, pp. 3-75.

The present issue of "Nauczyciel i Wychowanie" is specially devoted to the 200th anniversary of establishing the first European ministry for education, i.e. the Commission for National Education. Maria Podgórska and Władysław Maria Grabski discuss the role of the Commission in promoting the primary education in all the social strata and geographical regions. Tadeusz Nowacki presents the ideas of the Commission concerning the establishment of distinct links between the educational theory and practice. Tadeusz Mizia concentrates on the problem of collaboration between the school and the environment as viewed by the Commission. Łukasz Kurdybacha presents the overall design of teacher training which has been prepared by the Commission. Janina Wojnar-Sujecka discusses the trend to introduce lay teachers and lay educational contents in the schools supervised by the Commission.

See also: 104.

## II. LAWS AND LEGISLATION

11. **HOMPLEWICZ, JANUSZ. Aspekty prawne oceny pracy nauczyciela.** (Legal Aspects of Evaluating the Teacher's Work) *Chocwanna* 1973, No. 1, pp. 55-66.

In the light of the Teacher's Charter the author analyzes the legal aspects of evaluating the educational work of teachers with regard to its organization and final results as well as the legal aspects of the teacher's responsibility for the results obtained. Attention is given to the legal status of the teacher's profession, teacher's rights and obligations, their legal limits, the relationship with educational authorities, educational supervision and various aspects of evaluation. Much space is also devoted to the types of the legal responsibility of the teacher, to criteria for evaluation of the responsibility as well as to its scope.

12. MĘDRZYCKA, EWA. *Gdy dziecku źle się dzieje. (When the Child is in an Unfavorable Situation)*. PZWS, Warszawa 1972, 193 pp.

The publication deals with the problem of care for children and adolescents in the legal enactments of the Polish People's Republic. Materials have been based on the collection of legal acts from February 25, 1964. In chapters I-IV the author discusses the legal status of a child before and after his birth in the event the father is unknown and problems of full or partial adoption. Successive chapters are devoted to conflicts within the family, attention being given to alimony, parental authority and state's care. Legal problems of divorce and the status of children from broken homes are also presented. The annex contains a selection from legal acts on which the publication is based.

See also: 70.

### III. GENERAL INFORMATION ON EDUCATION

13. KACZMAREK, JAN. *Nauka i technika w służbie społeczeństwa. (Science and Technology in the Service of Society)*. *Życie Szkoły Wyższej* 1972, No. 7/8, pp. 3-21.

The author presents an outline of activities to be carried out by the Ministry for Science, Higher Education and Technology in the field of developing various scientific disciplines, implementing scientific achievements to the national economy and training specialists at the university level. The plan of the Ministry will be realized through the following tasks. 1) integration and coordination of activities carried out by research centers and individual research workers by way of establishing interdepartmental teams to solve problems determined by social and economic demands of the national economy and culture, 2) establishment of centers dealing with permanent education alongside with raising the quality of instruction at universities and providing various types of follow-up activities for graduates, 3) collaboration with foreign research centers and academic schools. Much attention is also given to forms and methods of training managers for the national economy.

14. **Kształcenie dla przyszłości. (Education for the Future). Cz. 1: Rozwój społeczno-gospodarczy a zadania dla szkolnictwa. Part 1. (The Socioeconomic Development and the Educational Tasks).** Ossolineum, Wrocław 1972, 214 pp., tab. — "Polska 2000" 1972/2.

The present issue of "Polska 2000" contains reports delivered during the first and the fourth day of a conference organized by the Committee of Experts in Education and by the Committee for Research and Prognoses at the Polish Academy of Sciences. The conference was held in Kazimierz nad Wisłą, October 11–14, 1971. The reports dealt with factors determining the development of schooling, i.e. with the socioeconomic development of the country (W. Loranc), changes in social structures (J. Szczepański), cultural changes (B. Suchodolski), demographic prognosticating (A. Rajkiewicz), spatial industrialization of the country (L. Zajda), social demands in the field of education (A. Siciński, B. Gotowski, M. Czerwiński) and demands for highly qualified specialists (J. Kluczyński). In the discussion a model for the future education was presented (J. Tymowski) as well as economic aspects of the realization of educational tasks (J. Kluczyński), new aspects of educational strategies (B. Suchodolski) and activities aiming at the improvement of the quality of education in Poland (J. Szczepański).

15. **Kształcenie dla przyszłości. (Education for the Future). Cz. 2: Struktura i treści systemu szkolnego. (Part 2. Structure and Content of the School System).** Ossolineum, Wrocław 1972, 266 pp., tab. — "Polska 2000" 1972/3.

The present issue of "Polska 2000" is devoted to the discussion which took place during the conference on the subject of education for the future held October 11–14, 1971. The conference was organized by the Committee of Experts in Education and the Committee for Research and Prognoses at the Polish Academy of Sciences. The reports included in the publication were delivered on the second day of the conference and pertained to the structure of education in Poland and its consequences for general schooling (J. T. Wiloch), for vocational schooling

(M. Godlewski) and for the higher education (Z. Kietlińska). The school system was then presented against the background of requirements of permanent education (R. Wroczyński) and those of parallel education (M. Łopatkowicz). Problems of education in the field of humanities were discussed (I. Wojnar) as well as ways to modernize the school system and the process of instruction (C. Kupisiewicz), ways to improve the educational work in schools (E. Jackiewiczowa), and ways to render the school system adequate to the advances in the science and technology (W. Okoń). The remaining reports dealt with the process of attitude formation (R. Miller), problems of adolescents (A. Jawłowska, H. Świda), pre- and in-service teacher training (S. Krawcewicz) and trends in the development of the educational system (B. Gotowski).

16. **Kształcenie dla przyszłości.** (Education for the Future). Cz. 3: Metody planowania i prognozowania rozwoju szkolnictwa. (Part 3. Methods of Planning and Prognosticating the Development of Schooling). Ossolineum, Wrocław 1972, 346 pp., tab. — "Polska 2000" 1972/4.

The present issue of "Polska 2000" includes reports delivered on the third day of the conference held October 11-14, 1972 and organized by the Committee of Experts in Education and by the Committee for Research and Prognoses at the Polish Academy of Sciences. All the reports were devoted to problems of planning and prognosticating the development of education. The following aspects were taken into consideration: 1) planning the numbers of highly qualified specialists in a given region (A. Melich, H. Mortimer-Szymczak), 2) planning the infrastructure of schooling (J. Goryński, T. Kodelska-Laszek), 3) simulative models of education (Z. Hellwig, M. Cieślak, A. Kania), 4) methodology of prognosticating demands for employees with higher education (H. Król, Z. Drozdek), 5) methodology of planning and prognosticating the development of schooling (K. Podoski), 6) plans for the development of education and their realization (Z. Czyżowska), 7) indicators of the technological progress

and qualifications of employees (J. Dymecka), 8) the number of specialists with academic background (A. Józefowicz), 9) planning the expenditure on education (M. Gmytrasiewicz), 10) planning the network of educational institutions (B. Piasecki), 11) prognosticating and planning education (A. Siciński) and 12) the architecture of the future school (T. Izbicki).

17. KULPA, JAN (ed.). **Rocznik Komisji Nauk Pedagogicznych.** (Annals of the Commission for Educational Sciences) 261.14. Ossolineum, Kraków 1972, 180 pp. PAN. — Komisja Nauk Pedagogicznych.

The publication contains a collection of reports presenting the course and the results of educational research. Jadwiga Baran presents research on maladjustment on the part of children and adolescents with deficient hearing, aged 12–17 and investigated by means of categorized observation, diagnostic scales, practical intelligence tests and interviews. Bernard Gawlina reports on research concerning maladjustment of children in grades V–VIII of the primary school. A sample of 414 pupils was examined by means of a six-question-test, diagnostic scale and sociological questionnaire. The same methods were used by Anna Żarow in her research on social maladjustment of 191 girls in one of correction houses. Teresa Obal investigated the organization of work and leisure in 250 general secondary school pupils, data being collected by means of weakly notes, questionnaires, interviews with parents and pupils and analysis of school teaching plans. Stefan Dyląg reports on research concerning the assimilation of knowledge by freshman year students at the Higher School of Education. Stanisław Pałka and Wanda Terlecka present investigations of the students' opinions concerning factors hindering the learning process at the university. Jan Malec discusses educational social and cultural factors of eliciting interests and motivation on the basis of research pertaining to the folklore ensemble in Rudnik. In the final article Zygmunt Ruta presents the history of J. Śniadecki Teacher's Training College which was functioning during the years 1918–1936 in Tarnów.

18. **MACIASZEK, MAKSYMILIAN.** *Kierunki działania Instytutu Programów Szkolnych.* (Activities of the Institute for School Curricula). *Nowa Szkoła* 1973, No. 2, pp. 9-14.

The necessity to carry out research on curricula and handbooks utilized in the Polish school system underlied the decision to establish the Institute for School Curricula thus liquidating the division of tasks among the former Institute for Education, the former Center for Teacher Training and the former Department for School Curricula. The present Institute for School Curricula is responsible for the preparation of curricula and handbooks as well as for the selection of teaching methods and teaching aids for schools of various types and levels. Therefore, the Institute must collaborate with the State Publishers of School Publications. The preparation of curriculum should conform to the following stages: 1) surveys in schools, 2) preparation of curriculum drafts, 3) validation of the curriculum, 4) preparation of the final version of the curriculum, 5) preparation of materials accompanying the curriculum, 6) experimental implementation in a selected number of schools, 7) introduction of changes into the curriculum and materials as a result of experiments and 8) the full implementation of the curriculum. The staff of the Institute are researchers and teachers working in teams. The main trends of curriculum research are determined by the Plan of Activities of the Ministry of Education for the Years 1973-1975, as well as by the Report on the State of Education in Poland prepared by the Committee of Experts in Education.

19. **O dalszy postęp w szkołach Wielkopolski.** (Further Advances in Schools of Wielkopolska). Wydawnictwo Poznańskie, Poznań 1972, 142 pp.

The publication contains the bulk of materials from the conference of teachers-experimenters from the region of Wielkopolska, held November 17-18, 1970 in Poznań. The conference was organized by the Educational Board of Poznań and by the Polish Teachers' Association. The aim of the conference was to present the effects of the modernization process which has been carried out in the



schools of Wielkopolska since the year 1970. The following reports are presented: 1) A. Tyczyńska, the Head of the Poznań Educational Board, presented achievements of the Poznań schools during the years 1966–1970 as well as the plans for the years 1971–1975, 2) B. Miśkiewicz, the Deputy President of the A. Mickiewicz University in Poznań, discussed the collaboration of local educational authorities with the staff of the University, 3) H. Muszyński, the Head of the Institute for Education at the University of Poznań, discussed the achievements and perspectives of the new educational system implemented in the schools from the region of Wielkopolska, 4) W. Markiewicz, the Head of the Institute for Sociology at the Poznań University, presented assumptions of civic education within the frames of the new educational system, and 5) M. Tyszkowa, the Deputy Director of the Institute for Psychology of the Poznań University, discussed psychological foundations of school work. The following problems were then discussed by the participants: the tutelary functions of school, improving the system of managing education, teaching gifted students and attitude formation. At the end of the conference a plan of activities for the years 1971–75 was worked out and a resolution concerning the increase of efficiency of teaching and upbringing was adopted.

20. OKOŃ, WINCENTY. **Podstawowe badania pedagogiczne w służbie oświaty.** (Fundamental Educational Research in the Service of Educational Practice). *Nowa Szkoła* 1973, No. 1, pp. 4–9.

The Head of the Institute for Educational Research presents tasks of educational sciences against the background of requirements advanced by the Report on the State of Education in Poland, The Teacher's Charter, promotion of secondary education, establishing district collective schools and the reform of school administration. The most important tasks are: 1) preparation of long-term prognoses in the field of education, 2) carrying out fundamental research. The former Institute of Education has been transformed into the Institute for Educational Research. The author discusses the most important problems to be solved in this particular research center as

well as the structure of the Institute and its staff. The activities of the Institute can be grouped in three main areas: a) carrying out educational research in the field of training and personality formation. b) training research workers and c) conducting doctoral courses and day doctoral studies. Research work is being carried out in the following sections: 1) the Section for the Theory of Education, 2) the Section for the General Theory of Instruction, 3) the Section for Psychology, 4) the Section for Methodology, 5) the Section for the Organization and Managing Education, 6) the Section for Educational Economics and 7) the Section for Documentation and Information Service. The plan of activities for the years 1973–1975 includes among others the following items: broadening the scope of research outside the school, investigations on personality formation, utilization of computers in education, organization of schooling, managing, education, permanent education and educational economics.

21. PEŁCHERSKI, MIECZYSLAW (ed.). **Studia z pedagogiki porównawczej.** (Studies in Comparative Education). Ossolineum, Wrocław 1972, 157 pp. — *Studia Pedagogiczne*, Vol. 26.

The publication contains the following reports: Nawroczyński, Bogdan: "The Subject and Methods of Comparative Education", Suchodolski, Bogdan, "Comparative Education and Educational Policy"; Pełcherski, Mieczysław: "The Concept of the Educational System", Mońka-Stanikowa, Anna: "Some Present-Day Problems of School Orientation"; Pełcherski, Mieczysław: "School Selection in Capitalist Countries"; Dowjat, Tadeusz: "Research on the Teaching Process Connected with the French School Reform", Pachociński, Ryszard: "Problems of Promoting Secondary Education in Great Britain"; Świątek, Maciej: "On some Organizations and Institutions Dealing with Educational Research".

22. SUCHODOLSKI, BOGDAN. **Kształcenie nieustające.** (Permanent Education). *Nowa Szkoła* 1973, No. 2, pp. 2–8.

The author discusses permanent education which becomes one of the most important problems in the contemporary educational policy. Emphasis is given to the neces-

sity of refreshing knowledge and raising professional qualifications. The two factors alongside with the prolongation of leisure and the increased participation in culture inspire the learning processes of the individual who renders his life rich and valuable through education. Permanent education calls for the integration of educational authority at various levels as well as for research on the actual possibilities to implement permanent educational systems. The author discusses at length the problems of the educational society, of the man's liberation from the world of things and of the communicative culture which would not result in alienation processes.

See also: 51, 62, 93.

#### IV. SOCIAL AND EDUCATIONAL SCIENCES

23. AUGUSTYNEK, KAZIMIERZ and SŁOWIKOWSKI, TADEUSZ: **Kierowanie pracą domową ucznia w nauczaniu historii.** (Homework Assignments in the Teaching of History). PZWS, Warszawa 1972, 100 pp., bibl.

The publication reports on research completed at the Higher School for Education in Cracow with the aim to state the organization of homework assignments in history and to list the most common learning strategies followed by the pupils. Investigations embraced 1200 pupils from general and vocational secondary school in various types of the social and economic environment. The following research techniques have been used: the pupil questionnaire, interviews with teachers, observation of the teacher's work and parent questionnaires. Additional data concerning ways to improve the existing situation have been collected on the basis of the experiment which was carried out in one of the full secondary vocational schools. The experiment aimed at raising the educational attainment of pupils by means of instruction concerning the rational organization of work and imparting basic knowledge of the most important learning techniques. The authors present the results of experi-

ments and discuss the data obtained by means of observation and questionnaires which reveal a considerable discrepancy as between the theory of instruction and the educational practice. Postulates are also advanced with the aim to raise the average educational attainment in the teaching of history.

24. BARANKIEWICZOWA, HALINA. **Wymagania szkolne w opiniach nauczycieli i uczniów.** (School Requirements as Viewed by Teachers and Pupils). *Przegląd Pedagogiczny* 1972, No. 4, pp. 23-37.

The author discusses the impact of school requirements upon the attitudes of teachers and pupils in secondary schools. Research is presented which was carried out on a sample of 118 teachers and 1040 pupils from Warsaw schools. Questionnaires and interviews used make it possible to classify attitudes into three groups: autocratic, liberal and formal. A comparison is drawn as between the opinions of pupils and those of teachers. A discrepancy was noted in attitude toward the employing of sanctions. Much attention in the present article is given to the motivation on the part of teachers with formal attitudes, to the opinions and postulates of the youth as well as to the functioning of the system of requirements.

25. BOHDANOWICZ, STANISŁAW. **Harcerska służba socjalistycznej Polsce.** (Scouts' Service for the Socialist Poland). *Nowe Drogi* 1973, No. 3, pp. 94-105.

The author presents the program of activities for the Association of the Polish Scouts as an element of the socialist educational system. The program includes the following groups of items: 1) the promotion of learning, 2) the social campaigns, 3) the formation and development of cultural interests of the youth (entertainment, foreign languages, polytechnic education, sport, tourism, nature protection), 4) improving methods of work with children and adolescents, 5) raising the qualifications of instructors, 6) collaboration with other youth organizations within the Federation of the Socialist Polish Youth Associations.

26. DOBOSZ, JULIAN (ed.). **Wdrażanie i funkcjonowanie nowej oceny zachowania uczniów.** (Implementation and Functioning of the New Evaluation of the Pupil's Behavior). Kuratorium Okręgu Szkolnego, Okręgowy Ośrodek Metodyczny, Zielona Góra 1972, 136 pp. tab. bibl.

The new version of evaluating the pupil's behavior has been worked out by Aleksander Lewin, the Head of the Section for Education at the Institute for Educational Research in Warsaw. Evaluation covers three elements: social activeness, personal culture and effort in learning and is carried out on a five-point scale. Another considerable difference consists in a new way of evaluating, i.e. in the introduction of self-evaluation alongside with the evaluation by the group of peers from the same class and by the formmaster. The new type of evaluation has been gradually introduced to schools, as no formal requirements with regard to its implementation have been issued by the educational authorities. Therefore, teachers kept introducing the new version of behavior evaluation on a purely voluntary basis. The present publication contains four parts. Part 1, written by the author of the concept, Aleksander Lewin, discusses several aspects of evaluation on the basis of examples drawn from several Warsaw schools. Part 2 written by Julian Dobosz presents the process of implementing the new evaluation in the region of Zielona Góra. Part 3, by Maria Jakowicka, presents data obtained by means of questionnaires and interviews and pertaining to the efficiency and value of the new evaluation procedure. Part 4 contains the article by Barbara Puszkin dealing with practical aspects of carrying out evaluation in the school class. On the basis of data obtained the Ministry of Education decided to introduce the new evaluation to all schools throughout the country beginning with the school year 1973/74.

27. FIRKOWSKA-MANKIEWICZ, ANNA. **Czynniki biopsychiczne a przestępczość nieletnich.** (Biopsychic Factors and Juvenile Delinquency). PWN, Warszawa 1972, 211 pp. tab. bibl.

The article constitutes a report on research pertaining to the correlation as between juvenile delinquency and factors connected with the state and functioning of the

human organism. Investigations covered 606 delinquents aged 14–18 and 259 boys from the control group. The following techniques were used: analysis of court archives, interviews with mothers of delinquents, intelligence tests, projective tests of the attitude toward family, school, work and peers and reactions to frustration. A statistical analysis is included which demonstrates the role of bio-psychic factors in delinquency. Special emphasis is given to the destructive role of unfavorable family and school conditions.

28. JANUSZKIEWICZ, FRANCISZEK. **Olimpijczycy.** (Participants of the Olympic Games). *Życie Warszawy* 1973, No. 41, pp. 3.

The article deals with the what are called Subject Olympic Games which were introduced to the secondary schooling 20 years ago. The following subject areas are covered by the Olympic Games: mathematics, physics, chemistry, biology, Polish language and literature and Russian language. Olympic Games are organized by the most prominent scientists from all disciplines. Attaining the final stage of the Olympic Games in a given subject is rewarded by the possibility to enroll in a selected university department without any entrance examination. The preliminary stage of the Olympic Games embraces every year about 25 thousand students. Investigations on the subject are carried out at the Interuniversity Department for Research on Higher Schooling. The data obtained so far reveal that almost all participants of the final stage of the Olympic Games became research workers and university teachers after graduation. This witnesses to the fact that Olympic Games are a true field of talent hunt.

29. KAZIOR, WŁADYSŁAW. **Poglądy rodziców na uczucia erotyczne młodzieży w wieku dorastania.** (Parents' Views Concerning Erotic Feelings of Adolescents). *Rocznik Naukowo-Dydaktyczny, WSP Rzeszów* 1973, No. 3 (16), pp. 29–93, tab. bibl.

The Section for Psychology at the Higher School of Education in Rzeszów initiated research on erotic feelings of adolescents aged 13–18. Investigations were carried out during the years 1960–1969. In the second phase of re-

search i.e. in the year 1970/71 attitudes and views of parents concerning these feelings, have been investigated. Opinions of 200 mothers and 140 fathers have been collected. By means of a questionnaire and an interview the researchers aimed at stating whether parents are informed of sexual experiences of their children, whether they exert an influence on children as regards their attitudes toward the problem, and what is the type of such an influence, if any. On the basis of data collected from adolescents it can be stated that parents rarely talk to their children on these subjects, while most of them tend to measure biological and psychic needs of adolescents according to their own experience, which leads to misunderstandings and conflicts. More than half of the group of parents prefer the school to take responsibility for the sexual education of children, since they appreciate the importance of the problem in the life of their children, although feel unable to solve it themselves. The authors postulate to introduce sexual education to school curricula of early grades as well as to organize popularization campaign for parents so as to prepare them for the continuation of education according to psychological and educational requirements.

30. KOLBUSZ, FRANCISZEK and MOSKAL, STANISŁAW: *Młodzież wiejska o swej sytuacji i dążeniach*. (The Rural Youth — the Present Day and Aspirations). Ludowa Spółdzielnia Wydawnicza, Warszawa 1972, 156 pp.

On the initiative of the Association of Peasant Youth in the year 1968 research was initiated at the Higher School of Agriculture in Cracow on the present living conditions of the peasant youth aged 16–25 as well as on their aspiration level. Investigations were also to point out factors determining the actual level of aspiration. Research embraced 688 persons and was carried out by means of questionnaires. The book presents the data obtained and contains a detailed discussion of changes occurring in the rural life in general and in the life of peasant youth in particular. Attitudes of the young people toward the economic and cultural conditions of the rural life as well as their economic and cultural needs are thoroughly ana-

lyzed. Much attention is given to the possibilities of choosing a profession and to the level of professional aspirations. Special emphasis is given to the level of aspirations of the young people who tend to stay on the farm after obtaining agricultural professional qualifications. The problems concerning the actual facilities available for the young people from rural regions are also discussed at length

31. KOZAKIEWICZ, MIKOŁAJ. **Dlaczego wiedząc wiele wiemy tak mało?** (Why Do We Know So Little Knowing So Much?). *Nowa Szkoła* 1973, No. 2, pp. 15-19.

The article deals with the state of our knowledge of the youth. The author points to the fact that the bulk of knowledge pertains to adolescents from the strata of urban intelligentsia, i.e. to about 20 percent of the Polish youth. Emphasis is given to the fact that behavior and attitudes of the youth in general are evaluated on the basis of knowledge of pathological behavior from the social margin, i.e. juvenile delinquency, venereal diseases, etc., no valid information being available concerning the representative sample of the Polish youth from various regions and various social strata. Much attention is also given to the destructive role of adult behavioral patterns and especially of adult delinquency. The necessity is stressed to properly interpret external manifestations of individualism and extravagance on the part of the young people which are meant to be nonconformable toward the world of adults, although prove to be highly conformable toward the world of the young people. Therefore, protests against the culture of adults constitute actually a manifestation of subordination to the subculture of the youth. High level of political and social interests is emphasized. The author points out that the protest of the youth is actually directed against retardations on the way to socialism and not to the socialism as such.

32. KUPISIEWICZ, CZESŁAW and BRZEZIŃSKI, ZBIGNIEW and SEREJSKI JERZY. **Pojęcie niepowodzeń szkolnych oraz główne kierunki badań nad ich przyczynami.** (School Failure and



Main Trends of Research on Its Causes). *Wychowanie Fizyczne i Higiena Szkolna* 1972, No. 9, pp. 24-27.

The significance of school failure which leads to the non-promotion phenomenon and drop-out becomes extremely high whenever it can be seen on a mass scale in the educational system and therefore an urgent necessity arises to initiate research aiming at a full analysis of its reasons as well as at the preparation of preventive measures and corrective activities. The authors suggest to classify the causes of school failure as follows. 1) social and economic reasons, 2) biological and psychological reasons and 3) educational reasons. As far as psychological reasons are concerned two types of research can be distinguished, i.e. investigations concerning a correlation as between the level of physical and mental development of the child and his educational attainment and investigations on disturbances in the field of motivational processes resulting from the child's home and school conditions. Since school failure is more than often caused by a variety of factors functioning simultaneously it is indispensable to work out preventive measures which would cover all of the possible reasons. This, however, calls for the collaboration of psychologists, physicians and teachers.

33. LAMMEK, MANFRED. *Działalność rodziny w procesie socjalistycznego rozwoju osobowości* (The Activity of the Family in the Process of Socialist Personality Development). *Rocznik Naukowo-Dydaktyczny, WSP Rzeszów* 1972, pp. 6-16.

The author analyzes the role of the family in the process of personality development and the influence of various component factors upon the educational attainment as well as upon the behavioral patterns of children. Considerations are based on investigations which covered pupils from grades V-VIII of the primary school and grades I-II of the secondary school. About 200 information units were collected in each particular case. The following problems have been analyzed. a) the style of education in the family, b) the attitude of parents toward school, c) the professional activity of mothers and d) the number of children in the family. A detailed discussion on the data obtained is presented.

34. LEWIN, ALEKSANDER. *Miejsce oceny zachowania w systemie wychowawczym.* (The Role of the Behavior Evaluation in the Educational System). *Przegląd Pedagogiczny* 1972, No. 4, pp. 12-22.

The author discusses the role and place of the evaluation of the pupil's behavior in the educational system of the school as well as the origin and development of the new version of evaluation. The traditional evaluation was meant to be that of an individual pupil and did not take into consideration the class as a social group. The introduction of a modified evaluation calls for considerable changes in the whole educational system, the attitudes of teachers and pupils included. When modernizing the educational system, it is also necessary to improve the evaluation in particular subject areas. The Herbertian logic of education based on the inner discipline should be replaced by the educational influence stimulating self-educational processes. The new system strengthens the authority of the pupil rendering him an active participant of the educational process. It also stresses the role of the peer group as a factor regulating individual and collective behavior. In the author's opinion emphasis should be given not only to the technical aspects of the new version of evaluating pupil's behavior but first of all to its educational meaning.

35. LEWOWICKI, TADEUSZ. *Batalia o talenty.* (Campaign for Talents). *Życie Warszawy* 1973, No. 30, pp. 5, 9.

The article is an introduction to the nation-wide discussion concerning talent hunt and ways of educating gifted learners. The author presents a review of the situation in the United States and in Great Britain, stressing the early start of the talent hunt in the primary school and the introduction of special individualized programs for gifted learners. An analysis of the present situation in the Soviet Union and in other socialist countries follows. Emphasis is given to the fact that according to the assumptions of the socialist psychology and education everybody disposes of some talents, although the type and intensity of them can be different for various learners. The school system

should therefore find out early enough what the abilities of each particular learner are so as to ensure their full development in the process of instruction. Gifted students which need special care beyond the regular instruction provided by general schools are educated in schools of special curricula and teaching plans supervised by the Academy of Sciences and staffed by university teachers and researchers. In the final part of the article the author presents the solutions existing at present in our country, giving much attention to the what are called biased classes providing a broadened instruction of some chosen school subjects, e.g. mathematics, physics, foreign languages, etc. Considerations are also given to the Olympic Games in particular subject areas, which function as a field for talent hunt. The author, however, states that the present solutions should be improved and a new system of training gifted students waits for its preparation and implementation.

36. MATCZAK, ANNA. **Wczesne różnice indywidualne w zakresie potrzeb i ich znaczenie dla rozwoju dziecka** (Early Individual Differences and Their Significance for the Child's Development). *Psychologia Wychowacza* 1973, No. 1, pp. 25-42.

The article is a report on research pertaining to the role of activeness in the child's development. Investigations covered 15 children in the ninth month of age and were carried out in the course of 45 minutes during three successive days. Then, observations were repeated every three months. The researcher aimed at comparing the amount of time spent on the cognitive activeness to that spent on the expressive one. The following factors have been taken into consideration a) the amount of time devoted to activeness, b) the intensity and durability of activeness and c) the rapidity and frequency of activeness symptoms. Cognitive activeness was found prevalent, while individual differences pertained to the degree of its dominance. Low activeness characteristic for slow developing children proved equally low in its expressive and cognitive type. Differences in intensity of activeness of both kinds were found to operate as an indicator of individual differences in the need to get to know the environment or in self-

expression. The data obtained confirm the hypothesis of a strong impact of activeness on the overall development of the child.

37. ORLOF, EUGENIUSZ. **Rodzina wiejska jako środowisko wychowawcze.** (The Rural Family as an Educational Environment). *Rocznik Naukowo-Dydaktyczny, WSP Rzeszów* 1972, No. 3(16), pp. 94-111.

The author deals with the educational function of the rural family and especially with the aim of the educational influence of parents and with the course of this influence. The article presents data obtained on a sample of several villages in the region of Rzeszów by means of interviews and observation. Results reveal that the specific character of the village family determined by its farming character is also reflected in the educational process, since the involvement of children and adolescents in the work on the farm is the most important factor in the course of the family education and in the type of the educational methods employed. Much attention is given to the educational methods and their efficiency. In the author's opinion the scope of methods is extremely poor, while in most cases either the model behavior on the part of parents or the tradition operates. The role of customs and of religious tradition is here stressed. In the light of the data obtained the author states that most parents prefer to provide their children with vocational education especially in a profession which could make it possible to obtain some extra money simultaneously working on the farm. In most cases parents from rural regions do not reject the educational objectives although they often dislike methods used by the school (liberalism of teachers, materialistic world outlook). No satisfactory cooperation of parents and school has been revealed which calls for the promotion of education among young rural parents. In order to complete the data obtained, an additional sample of 50 village teachers were interviewed.

38. PIECHOWIAK, ALOJZY. **Uczniowie dojeżdżający do szkoły.** (Pupils Commuting to School). *Nowa Szkoła* 1972, No. 10, pp. 53-55.

The article is based on the data obtained in the course of research which has been carried out on a sample of 123 pupils, from the Full Secondary School for Energetics in Poznań who live at a considerable distance from school. Investigations were carried out by means of questionnaires, interviews, analysis of school documents — especially those pertaining to the educational attainment and to the state of the pupils' health. The analysis of results in grades I and II of the secondary schools revealed no correlation as between the distance from school and the educational attainment or absence. Distinct correlation was, however, noticed in grade IV, as from 33 to 57 percent of pupils living far from school revealed an educational attainment insufficient to obtain the final certificate. A number of postulates are advanced pertaining to closer contacts of these pupils with the formmaster, to the organization of schoolwork for pupils from this group (earlier termination of lessons), to the organization of transport (separate carriages on the train, specially designed for the pupils) and to the forms of guidance on the part of teachers.

39. POSPISZYL, KAZIMIERZ. *Psychologiczna analiza wadliwych postaw społecznych młodzieży.* (A Psychological Analysis of Deficient Social Attitudes of the Youth). PWN, Warszawa 1973, 317 pp. bibl. Sod. Sum.

The basis for the analysis included in the publication is formed by the results of empirical research on deficient social attitudes of the youth which embraced corrective groups from primary schools, special groups from houses of correction and a control group of children from one Warsaw primary school, the total of the sample amounting to 155 persons. Data have been collected by means of clinical interviews, categorized observation of behavior in experimental situations, perseveration tests, intelligence tests, personality tests, attitude scales, perceptive tests and sociometric techniques. Additional information was provided by the Family Relations Indicator as well as by the analysis of documents and fragments of directed compositions. Part 1 of the book of a theoretical character contains definitions, explications of terminology, prelim-

inary analysis of factors influencing social attitudes of the youth as well as a discussion of neurotic and delinquent behaviors. Part 2 contains a report on research on social attitudes and presents a full classification of mechanisms leading to deficient attitudes, i.e. family relations, personality characteristics, peer group influence, living conditions, improper educational methods etc. Links between neurotic and delinquent behavior are discussed in detail. Much attention is also given to resocialization methods and practical conclusions for psychologists and educators.

40. REYKOWSKI, JANUSZ. *Jak kształcić młodzież uzdolnioną?* (How to Train Gifted Students). *Nowa Szkoła* 1973, No. 1, pp. 9-16.

The author discusses the problems of training gifted students. The definition and classification of abilities is presented, much attention being given to natural (mental, perceptive and executive) abilities and to actual abilities which result from the training process. Requirements are then stated for the selection and gradation of the teaching material as well as for the way of dealing with the unusual educational attainment. Emphasis is given to the necessity to detect gifted students, provide them with favorable educational conditions and first of all -- with a highly qualified teaching staff. Since the effective training of gifted students calls for investigations on the subject, the author postulates to establish a research center that would deal with the problem of gifted learners.

41. SABIŁŁO, JOANNA. *Dopingowanie talentu.* (Stimulating Talents). *Batalia o talenty.* (Campaign for Talents). *Życie Warszawy* 1973, No. 50, pp. 7.

The article pertains to the system of individual studies which was introduced at the Warsaw Technical University in the year 1968. About 130 students initiated highly individualized training according to specially prepared curricula allowing to study at more than one department at a time. With the guidance of the best specialists they were expected to graduate much earlier than students at

regular departments and to start work on their doctoral dissertations. Students themselves can to a considerable extent determine the course of learning and the field of interests as well as the reading list and supplementary activities at the university. So far, the system has proved fairly efficient and therefore it will be gradually introduced to other departments. It is soon expected to cover about 250 students.

- 42 SOKOŁOWSKA, ALICJA. Wpływ uprzednich doświadczeń na zeznania nieletnich świadków. (The Impact of Former Experiences on the Testimony of Juvenile Witnesses). *Psychologia Wychowawcza* 1973, No. 1, pp. 62-70.

The author discusses the results of research on psychic functions determining the testimony of juvenile witnesses. Special attention was given to the impact of former experiences, time span and suggestion on the testimony. Much place was also devoted to the function of memory, the role of emotion and expression, environmental and educational factors. Investigations covered 120 children from nursery and primary schools aged 6 to 12. The author discusses the data obtained giving emphasis to the children's tendency to enrich testimonies by elements from different sources and related to other facts as well as to the necessity to state the source of the child's information. The analysis of data is extremely important for psychologists and for the proper functioning of courts.

- 43 SZYMAŃSKI, MIROSLAW. Środowiskowe uwarunkowania selekcji szkolnej. (Environmental Conditioning of School Selection). PWN, Warszawa 1973, 213 pp. bibl. Sum. Sod.

The author deals with the differentiation of educational opportunity for children from various geographical regions and social strata. The set of problems connected with school selection is presented as a conclusion drawn from research carried out by the author in the Institute for Educational Research during the years 1967-70. Investigations embraced 399 primary, general secondary, vocational and non-full vocational schools in regions differing as to economic and social structure. The objectives

were to state factors determining the educational opportunity of youth graduating from primary schools at the moment of making their decisions as to their future work or learning, or at the first stage of learning in postprimary schools. The following techniques were used. observation of school work with regard to preorientation, analysis of school documents, examinations carried out by vocational advisory centers and psychological counselling centers, questionnaires for teachers, formmasters and pupils as well as directed compositions of primary school graduates. Interviews with the representatives of local educational authorities, educators, psychologists and parents were also used. On the basis of the data obtained the author discusses educational conditions, aspirations of the primary school pupils, the impact of school preorientation, social and cultural factors of the choice of secondary school, adaptation of the rural youth to urban secondary schools, and problems of pupils undertaking no postprimary education. In the final part of the book the author presents postulates aiming at ensuring an equal educational opportunity for all. Ample bibliography of the subject is included as well as examples of measurement instruments.

44. **TYSZKOWA, MARIA. Problemy psychicznej odporności dzieci i młodzieży.** (Problems of the Psychic Resistance on the Part of Children and Adolescents). Nasza Księgarnia, Warszawa 1972, 200 pp. — Biblioteka Psychologii Wychowawczej.

The publication contains five chapters. Chapter 1 presents current views on the psychic resistance of the individual against the background of psychological and physiological theories. Chapter 2 discusses personality structures and individual differences resulting in varying degrees of resistance. Chapters 3 and 4 discuss developmental changes in resistance and psychic equilibrium as well as their social determinants. Chapter 5 is devoted to ways of forming endurance in children and adolescents in the course of the educational process. Emphasis is given to the nervous system, its characteristics and functioning, to habits of reacting to difficult situations, e.g. analysis of the problem situation, decision-making as to the way of reacting, ability to control emotional reactions, overcoming in-



hibitions and strengthening general endurance. Types of educational situations are also described suitable for the formation of proper habits in children and adolescents as well as the gradation of difficulties to be overcome by the young people.

45. WYTYCZAK, LEON. *Autorytet rodziców w oczach młodzieży.* (Parental Authority in the Eyes of Adolescents). *Rocznik Naukowo-Dydaktyczny WSP Rzeszów* 1972, No. 3(16), pp. 17-28.

The article is devoted to the problem of parental authority as viewed by adolescents and to ways of strengthening this authority by means of the educational activity oriented toward parents. The Department of Education at the Higher School for Education in Rzeszów carried out research on the problem on a sample of 193 secondary school pupils and 100 students. Investigations aimed at stating which behavioral patterns are accepted by the youth and where the most common sources of conflicts should be sought. Data have been collected by means of questionnaires and interviews with students and parents. A detailed analysis of research results is presented.

See also: 12, 58, 64.

## V. TEACHER'S PROFESSION

46. BARAN, JADWIGA, and KNAPIK, DANUTA: *Praca opiekuna roku na studiach zaocznych w opinii studentów.* (The Activity of the Tutor at Extramural Studies as Viewed by Students). *Dydaktyka Szkoły Wyższej* 1973, No. 1, pp. 179-192, tabl.

The authors present research which was carried out in the year 1971/72 on a sample of 300 students at the Higher School for Education in Cracow. Investigations aimed at stating the function of the tutor at extramural departments as viewed by students themselves. Special attention was given to the students' need of assistance, circumstances in which guidance is necessary, frequency of such situations and the type of interactions between the student

and the tutor. Data have been collected by means of questionnaires, analysis of correspondence between students and the tutor as well as interviews with students at extramural departments and university teachers. The present article contains an analysis of situations in which assistance is given, forms of aid and its evaluation by the students.

47. BOLECHOWSKA, MARIA. **Ocena działalności dydaktycznej nauczycieli.** (Evaluation of the Didactic Activity of Teachers). *Chowanna* 1973, No. 1, pp. 13-30.

The article discusses the problem of evaluating the didactic activity of teachers on a five-point scale worked out by Professor Józef Pieter. The following elements have been taken into consideration: 1) the objective of the teacher's activity resulting from the knowledge of curricula and the educational guidelines, 2) forms and methods of presenting the educational content, 3) activation of pupils in the process of instruction and 4) evaluation of the pupils' educational attainment. On the basis of the above mentioned component elements detailed behavioral descriptions have been prepared for teacher evaluation. Separate five-point scales were prepared for each of these elements alongside with summative scale. The author discusses the significance of the scale for educational supervisors and presents some practical aspects of its utilization.

48. GAŚIÓR, HENRYK. **Ocena efektywności pracy wychowawczej nauczyciela.** (Evaluation of the Efficiency of the Teacher's Educational Influence). *Chowanna* 1973, No. 1, pp. 31-54, bibl.

The article attempts to clarify the nature of the educational work of the teacher, as well as of criteria for its evaluation. In the introductory part of the article the author defines the concepts of the educational influence, the educational effects and the criteria for evaluation. A detailed analysis of available criteria follows which is based on the formulations of the Teacher's Charter. Examples of the criteria employed are then presented in the form of categorized observation cards and evaluation

scales to be used by educational supervisors. Considerations are based on research carried out by the Commission for Education at the Council for Educational and Technological Progress in Katowice on a sample of 850 teachers. Investigations aimed at stating the degree of objectivism in the evaluation of the teachers's work on the part of educational supervisors. Data have been collected by means of an analysis of inspector's reports, headmasters reports, interviews with representatives of school administration and analysis of observation cards filled in during lessons conducted in the presence of supervisors. Research results are discussed from the point of view of discrepancies as between the evaluation on the part of the headmaster and that on the part of the supervisor, much attention being also given to the correlation as between the attainment of pupils and the evaluation of the teacher by his supervisors. Teachers' opinions concerning the evaluation criteria are also presented.

49. KULIGOWSKA, KRYSZYNA. *Kwalifikacje dydaktyczne nauczycieli. (Educational Qualifications of Teachers). Przegląd Pedagogiczny* 1972, No. 4, pp. 45-54.

The article discusses the qualifications of the teacher indispensable for adjusting his work to the requirements of the modern theory of instruction. Considerations are based on the survey initiated by the Institute for Educational Research and embracing 150 teachers. All the teachers included in the sample achieved good or very good results in their educational work. The survey permitted to work out a list of educational skills ensuring high educational attainment and high motivational level of pupils. The following proved to be the most important: 1) clarification of the lesson objective at the beginning of work, 2) creating a problem situation, 3) showing the helpfulness of knowledge obtained at the lesson, 4) activation of pupils, 5) clear formulation of tasks and questions during the lesson as well as of the homework assignment, 6) utilizing educational values of overt, objective evaluation and 7) systematic control of the pupils' knowledge. Evaluation of teachers according to the above stated requirements did not yield optimistic results, as only 9 percent

teachers scored maximum on the five-point scale. Scores were relatively high for the teachers of history and mathematics.

50. POKRZYCKI, BRONISŁAW. **II krajowa konferencja naukowa na temat „Nowoczesność w kształceniu nauczycieli”**. (The Second Conference on the Modern Teacher Training). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 107–108.

The conference was held December 16–17, 1971 at the Higher School for Education in Cracow. The participants were representing various teacher training institutions as well as the Center for Educational Films in Warsaw. The following reports were delivered at the conference: Stanisław Kaczor “The Present State of Teacher Training and the Perspective on Modernization of Training”, Franciszek Januszkiewicz “The Radio and Television University for Teachers — the Project and Social Functions”, Janina Długosz and Leopold Sławęcki “Integration of Research Carried Out by Departments for Methodology of Teaching School Subjects and Investigations by Departments of New Teaching Methodologies”. The present publication contains all the above mentioned reports as well as an outline of the discussion in which the following problems were given a special emphasis 1) modernizing instruction by means other than the sole introduction of teaching machines, 2) introducing new posts for technicians collaborating with the teachers, 3) introducing teaching aids for the teaching of psychology, methodology of teaching particular subjects and educational disciplines, 4) differentiating the amount of time devoted to the subject “technical teaching aids” at various departments i.e. increasing this amount at departments of humanities and decreasing it at departments of physics and chemistry.

51. RATAJ, MARIAN (ed.). **Kalendarz Nauczycielski. Informator nauczyciela**. (The Teacher's Calendar. Information for Teachers). ..Nasza Księgarnia, Warszawa 1972, 486 pp. The Polish Teachers' Association.

The publication contains current information for teachers. The first part of the guide contains the full text of the Teacher's Charter (April 27, 1972) and of the Ordinance by the Prime Minister concerning the teachers' salaries (April 27, 1972). L. Szymański discusses the rights of trade unions especially in the field of the hygiene of labor, E. Sobieraj considers the Ordinance of the Prime Minister concerning the hygiene of labor in schools and other educational institutions. The successive articles deal with the activity of the Polish Teachers' Association. F. Filipowicz presents the realization of postulates advanced at the National Congress of Delegates of the Polish Teachers' Association, giving much attention to the work of minor sections of the Association, H. Mól discusses international contacts between the Polish Teachers' Association and other associations of the same kind all over the world. M. Rataj considers the realization of the resolution adopted at the 4th Congress of the Polish United Workers' Party in the field of education. M. Masłowski presents the activity of the Association in higher schools of various types. Z. Sztetyllo discusses the social work of the Polish Teachers' Association on the example of activities undertaken by a small section in a little village. Living conditions of teachers are discussed in the article by K. Makowski, relaxation on the expense of state during the summer holiday — in the article by H. Witkowska and expenditure of the Association on health service — by W. Wawrzynowski. A historical article is also presented dealing with the clandestine education in the times of the Nazi occupation.

52. RADZIEWICZ, JULIAN. *Funkcja wychowawcy klasowego jako przedmiot badań.* (Functions of the Formmaster in the Light of Research). *Przeгляд Pedagogiczny* 1972, No. 4, pp. 38-44.

The article presents information concerning the work of the formmaster as well as his social and professional status. Qualifications and efficiency of work on the part of the formmaster is found to be determined by the following factors. 1) a combination of professional and educational skills, 2) the role of the formmaster in the school educational system, 3) attitude toward the profession. From

the legal point of view qualifications required from the teacher of a school subject are sufficient to offer him the function of a form-master. The educational practice has, however, revealed that there is a number of specific educational skills which are needed to fulfill the task successfully. The most important requirements are: his participation in forming the school educational system, ability to organize non-lesson activities for the pupils, a positive attitude toward his pupils, emotional attitude toward problems connected with the class, responsibility for the children and identification with social and moral objectives of the educational work. The research which has been initiated in the Institute for Educational Research is thus meant to deal with the most important factor determining the success or failure in the educational work with a group of pupils.

53. SAWICKA, HELENA and SUSŁOWSKA MARIA: **Czynniki nerwicorodne w pracy nauczyciela.** (Main Causes of Neurosis in the Teacher's Work). *Psychologia Wychowawcza* 1973, No. 1, pp. 1-24.

The article reports on research which has been carried out at the Section for Clinical Psychology of the Institute for Psychology at the Jagiellonian University in Cracow. Research aimed at stating factors causing the greatest difficulties in the course of exercising teacher's profession and thus forming neurosis in school teachers. Investigations embraced 100 primary school teachers and were completed by means of questionnaires, interviews and special psychological tests. Considerations presented in this article are also based on correspondence of teachers and parents with the weekly "Polityka". The authors list factors of difficulties pointing out the most important of them, i.e. 1) overburdening with administrative work, 2) overburdening of curricula, 3) requirements connected with evaluation with a simultaneous lack of sanctions, 4) the level of school supervision, 5) conflicts with parents, 6) conflicts within the school staff, and 7) difficulties with the raising of professional qualifications. Much attention is also given by the authors to the living conditions of teachers, their family situation and conditions of every

day work at school. Emphasis is also given to the low prestige of the teacher's profession, feeling of helplessness with regard to educational attainment of pupils caused by the lack of sanctions resulting from the obligatory learning in primary schools and criticism on the part of supervisors.

54. WÓLCZYK, JERZY. **Nowy status nauczyciela.** (The New Status of the Teacher). „Książka i Wiedza”, Warszawa 1972, 173 pp.

The publication contains the full text of the Teacher's Charter adopted by the Polish Diet on April 27, 1972. The author discusses the role and the tasks of the teacher in the light of the Charter, the duties of workers on the staff of the school administration, classification of teachers according to ranks determined by the amount of education and the length of the teaching practice, pre- and in-service teacher training, teachers' salaries and legal foundations of employment. Emphasis is given to the fact of introducing higher education as a factor indispensable for exercising the teacher's profession. Much place is also given to the teacher's rights, especially to the right for free lodgings in settlements and villages with population below 2000 inhabitants, the right for additional living space in urban flats and the right to obtain the amount of money equal to two salaries at the moment of starting professional activity in the place other than that of permanent residence.

55. WORACH-KORDAS, HALINA. **Nauczyciele a emerytura** (Teachers and Retirement). PWN, Warszawa 1973, 162 pp., bibl. Rez. Sum.

The publication contains two parts. Part 1, of a theoretical character, presents the general problems of professional activeness during the period of retirement as well as psychological aspects of dropping professional work, medical problems connected with part-time work of the old employees and their professional efficiency. Part 2 is based on investigations carried out in the year 1967 on a sample of 106 retired teachers in the city of Łódź. Research aimed at stating social and demographic factors determining at-

attitude toward retirement as well as indicators of this attitude. Research data were then compared to those collected on a control sample of 106 professionally active, formally retired, teachers. The following research techniques were used. questionnaires, interviews with teachers, headmasters and representatives of social organizations, observation of lessons, analysis of documents and attitude scales. An analysis of research results follows, emphasis being given to the teachers' attitude toward the retirement, their continuation of professional and cultural activity, social work, living conditions, family situation and professional status.

See also: 11, 24, 96.

## VI. SCHOOLS AND INSTITUTIONS

(by type or level)

### VI. 1. PRESCHOOL

76. STANKIEWICZ, BRONISŁAWA. **Zabawy twórcze i widowiska lalkowe w wychowaniu przedszkolnym.** (Creative Games and Doll Shows in Nursery Education). PZWS, Warszawa 1972, 176 pp. tab. bibl.

The publication is based on research which has been carried out by the author on a sample of 600 nursery school children. Investigations aimed at stating the conditions for creative games provided by Polish nursery schools, the type of games undertaken by children themselves and introduced by nursery school teachers and the degree of understanding the doll shows as reflected in the free expression of their content in the child's creative games. Investigations were carried out by means of an analysis of work undertaken by nursery school teachers in every day activities, questionnaires for teachers and parents, interviews and categorized observation in some selected nursery schools. On the basis of data obtained the author discusses the forms of doll shows presented in nursery schools, analyzes the emotions of children connected with the show and points out the evolution of the child's in-



terests. Much place is also devoted to the evaluation of teachers' preparation for developing creative interests of children. A number of postulates is advanced pertaining to the equipment of nursery schools, to the pre- and in-service training of nursery school teachers and to the bulk of popular publications on the subject.

## VI. 2. PRIMARY

57. DOBOSIEWICZ, STANISŁAW. **Reforma szkoły podstawowej.** (The Primary School Reform). „Książka i Wiedza”, Warszawa, 1971, 422 pp.

The publication is devoted to the structure and curriculum of the obligatory eight-year- primary school as presented in the Resolution adopted at the 8th Plenary Session of the Central Committee of the Polish United Workers' Party in 1961. The author discusses educational and ideological problems of the school reform, teaching content, subject division, changes introduced in the urban and in the rural schools. Much attention is also given to the problem of the pre- and in-service training of primary school teachers. A separate chapter is devoted to school premises, equipment and audio-visual aids. The obligatory character of the primary school is discussed at length. Emphasis is also given to the cooperation of school and family, especially in the aspects of earlier school enrollment and low educational attainment. The final chapter contains a discussion of developmental perspectives of an eight-year primary school.

58. KWIECIŃSKI, ZBIGNIEW. **Warunki kulturalne rodziny a poziom wiedzy szkolnej uczniów.** (The Cultural Level of the Family and the Educational Attainment of the Pupil). *Przegląd Pedagogiczny* 1972, No. 4, pp. 55-66.

The article presents the relationship as between the cultural level of the family, the place of the permanent residence of the pupil and his educational attainment. Considerations are based on research which was conducted in the year 1971/72 by the Institute for the Development

of Agriculture at the Polish Academy of Sciences and by the Department of Education at the Nicolaus Copernicus University in Toruń. Investigations embraced 6679 pupils from grade VIII of the primary school from six regions differing by the economic and cultural structure. In the present report the author draws a comparison as between the cultural level of industrialized and nonindustrialized regions as well as between urban and rural areas. Statistical data are also presented which pertain to the correlation as between the cultural level of the area and the level in the family on the one hand and the educational attainment on the other. Much attention is given to the role of women education in forming the educational and cultural setting of the family. Postulates are also advanced pertaining to ways of decreasing discrepancy between urban and rural schools.

59. MIEROSŁAWSKI, WITOLD and AMMER-ZYCHOWICZ, MARTA. **Wpływ absencji uczniów na postępy w nauce.** (The Impact of Absence from School on the Educational Attainment). *Wychowanie fizyczne i Higiena Szkolna* 1973, No. 1, pp. 29-32.

The authors report on research which was carried out in the year 1969/70 on a sample of 358 primary school pupils in Gdynia. The mean absence indicator calculated amounted to 6.2 percent of the total time budget of the school, i.e. a fortnight per pupil. No correlation was found as between absence and the educational attainment in lower grades of the primary school, while in grades V-VIII pupils with higher absence indicators revealed relatively lower educational attainment. It has been also pointed out that children of intelligentsia do not reveal lower educational attainment even by high absence indicators which points to the influence of a number of extraneous factors such as, for instance, environment, family attitudes, the amount of education in parents and the ability level of the child.

60. MOROZ, HENRYK. **Problemy modernizacji początkowego nauczania matematyki.** (Modernization of Teaching Mathematics at the Elementary Level). PWN, Kraków 1972, 146 pp. bibl. Sum.

The publication written by an outstanding educator from the Jagiellonian University in Cracow is devoted to problems of teaching mathematics at the elementary level. Chapter 1 presents the state of teaching mathematics in the Polish primary school at the level of initial instruction, i.e. in grades I-IV. Chapter 2 contains postulates aiming at the improvement of the quality of instruction through the construction of a new curriculum, the change in the teaching methods employed and the introduction of new sets of the teaching aids. Chapter 3 and 4 present the research on the problem. Phase I of research covered the experiment carried out by the author who introduced a new curriculum for grades I-IV and implemented it in one Cracow primary school using teaching methods and teaching aids adjusted to its content and structure. Phase II covered the experimental implementation of the new curriculum by 385 teachers of 256 primary schools on a sample of 15,777 primary school pupils. Phase III covered detailed examinations by means of psychological and attainment tests. Research results are presented in Chapter 5, the impact of the new curriculum upon the overall intellectual level of pupils being discussed in chapter 6. Chapter 7 contains some practical recommendations for curriculum constructors, methodologists and primary school teachers of mathematics. An annex is included in which the overall design of the process of instruction in the field of mathematics in grades I-IV is presented.

61. NARTOWSKA, HANNA: **Dzieci nadpobudliwe psychoruchowo. Zaburzenia w zachowaniu i trudności szkolne.** (Children With Psychomotor Overexcitability. Behavioral Disturbances and School Failure). PZWS, Warszawa 1972, 187 pp. tab. bibl.

The book is devoted to mechanisms and indicators of overexcitability in children. Considerations are based on research carried out on a sample of 374 pupils of grade II and grade III of the primary school. The author discusses in detail the cases of 47 children with overt psychomotor overexcitability as compared to a control group of 47 normal children. Investigations were carried out by means of observations, a clinical interview with parents and teachers, intelligence tests, motor tests, manual capabil-

ities scales and lateralization tests. Additional tests pertaining to the functioning of the sight and hearing were also administered. Categorized observation was introduced during the testing time and during the children's free play. On the basis of the data obtained in the course of research the author discusses the main causes of overexcitability, its mechanisms, indicators as well the most common effects for interpersonal relations and educational attainment. Consideration is also given to the ability to fulfill requirements set by the educator.

62. PODOSKI, KAZIMIERZ. *Z badań nad siecią szkół podstawowych.* (Research on the Network of Primary Schools). *Nowa Szkoła* 1972, No. 9, pp. 17-21.

Within the framework of research on the network of primary schools investigations were initiated in the year 1971 by the research center in Gdańsk on the social and economic consequences of implementing theoretical models of school distribution. Investigations were carried out in the regions of Białystok and Gdańsk, while conclusions were to be drawn both for the distribution of schools on the voivodship scale and on the scale of small districts within the administrative unit of a voivodship. In the article the author presents research the aim of which was to state the development trends of the school network until 1970 and changes that will occur in the shape of the distribution until the year 1980 depending on which of the three existing projects of school distribution is to be implemented on a mass scale. The current expenditure on education according to the three variants was compared, the costs of training, school transport and investment being taken into consideration. Special attention was also given to districts in which social mobility is fairly low and no industrial investments are planned. A detailed discussion of the results obtained follows. Advantages of locating schools for general education in the center of a small district are stressed as well as the economic and educational value of combining schools with kindergartens and cultural institutions in a common architectonic set.

63. **Próba klasyfikacji przyczyn niepowodzeń na materiale jednej ze szkół warszawskich.** (Classification of School Failure on the Example of a Warsaw School). [Aut.]. Bąk, Olimpia and Muskat, Katarzyna and Radwańska, Jadwiga and Słuczanowska, Krystyna and Szymańska, Teresa. *Wychowanie Fizyczne i Higiena Szkolna* 1972, No. 9, pp. 27-29.

The authors attempted at finding out which features of the pupil's character and personality as well as which social or biological factors form reasons for school failure. School failure was detected on the basis of the non-promotion phenomenon, drop-out and insufficient educational attainment. Investigations have been initiated by the Section for School Medicine at the Institute of Mother and Child. Research was carried out on a sample of 50 pupils revealing school failure and 50 children revealing satisfactory educational attainment, i.e. functioning as a control group. Both groups underwent psychological examinations, medical examinations and intelligence testing. The following conclusions have been drawn from the data obtained in the course of research: 1) provided a careful psychological and medical examination is carried out it is possible to point out the main reason for school failure, 2) the most common causes of failure are disturbances of the nervous system, of sight or hearing as well the lack of information concerning learning techniques, 3) the primary cause should be sought in the lack of emotional maturity of the child, 4) school failure is often caused or strengthened by the unfavorable attitude of parents or by the interpersonal relations at home.

64. **SPIONEK, HALINA. Zagadnienia sześciolatków w szkole w świetle psychologii klinicznej.** (Problems of 6-Year-Olds in School in the Light of the Clinical Psychology). *Nowa Szkoła* 1972, No. 12, pp. 8-11.

The author considers the problem of school readiness on the part of seven and six-year-olds in the light of the present discussion on the lowering of the school entering age to the age of six. In the first part of the article the author analyzes curriculum and teaching assumptions for the level of initial instruction and points to the fact

that about 20 percent children do not reveal satisfactory attainment in grade 1 of the primary school. In the successive parts of the article an analysis of solutions accepted by other countries follows, i.e. Belgium and France on the basis of which the author states that solutions of this kind cannot be implemented in Poland because of the insufficient potential of tutelary activities. Much attention is also given to the relatively low social readiness of the six-year-olds. The author states that the lowering of the school entering age will therefore prove profitable only for children from the social strata disposing of better living and cultural conditions as well as for children with a strong nervous system, or with a higher rate of mental and physical development. Therefore, there is a strong probability that the new project will prove harmful for all the children who are in a bad need of aid and assistance.

65. STRZYŻEWSKI, STANISŁAW. **Młodzież bydgoskich szkół podstawowych w świetle testu Progressive Matrices J. C. Ravena.** (Primary School Pupils from Bydgoszcz in the Light of Raven's Progressive Matrices Test). *Przegląd Psychologiczny* 1973, No. 1, pp 61-70.

The article presents data pertaining to the mental ability of children from primary schools of the city of Bydgoszcz. Investigations by means of Raven's Progressive Matrices Test embraced 2918 children and were completed in the year 1970. Research results are presented in several statistical tables, i.e. 1) mean scores of girls aged 8.5 to 15.5, 2) mean scores of boys aged 8.5 to 15.5, 3) differences between girls and boys as revealed on the test, and 4) summative scores of the pupils.

66. SZYMAŃSKI, MIROSLAW. **O integrację szkolnictwa podstawowego na wsi.** (Integration of the Primary Schooling in the Rural Regions). *Klasy Łączone* 1972, No. 4, pp. 193-200.

The author presents a new concept of integrating primary schooling in the rural regions which aims at the liquidation at the present division into small and big, well and badly organized, efficient and inefficient schools. The nature of the project lies in the verification of the net-

work of schooling in order to liquidate schools with the insufficient number of pupils and establish bigger, properly equipped and staffed collective schools. Collective schools of the new type would permit to properly utilize the existing infrastructure and cadres. In the author's opinion, the project needs a thorough verification by way of its implementation on a small, experimental scale. The final solution should ensure the equal educational opportunity to children from villages, small towns and urban regions, which means establishing a uniform start for all children according to the requirements of democratization of the educational system.

67. TEOFIEWICZ, KAZIMIERZ. **O poglądach i postawach patriotycznych uczniów białostockich szkół podstawowych.** (Patriotic Attitudes of Primary School Pupils in the Region of Białystok). *Ruch Pedagogiczny* 1972, No. 6, pp. 788-795.

The article is a report on research concerning the patriotic attitudes of primary school pupils from the region of Białystok. Investigations were carried out on a representative sample of 2057 pupils from 63 schools. The author presents the administrative aspect of research as well as a detailed analysis of the data obtained with regard to the social origin, the place of permanent residence, pupil's position in the class, his home environment and the type of attitudes toward social and political problems of the country.

68. WIĘCKOWSKI, RYSZARD. **Intensyfikacja pracy uczniów w nauce początkowym.** (Intensification of the Pupils' Work in Initial Instruction). PZWS, Warszawa 1973, 250 pp., bibl.

The author presents three concepts of the structure and content of initial instruction period according to three Polish educators. Jan Konopnicki, Czesław Kupisiewicz and Ludwik Bandura. After a critical review of these concepts the author presents a concept of his own discussing its main assumption and its practical realization at lessons of the Polish language and mathematics in grades I-IV of the primary school. The solution suggested by the author consists in treating the intensification of the pupils' work as a combination of problem-solving instruc-

tion, group work, many-level instruction and corrective work. Separate chapters are devoted to each of the elements of intensification. Much attention is also given to the problem of educational attainment as well as to possibilities to implement the system in the structure of the primary school. Theoretical considerations are based on research carried out in several primary schools. Independent variables of the educational experiment were the following: 1) problem-solving instruction, 2) group work, 3) many-level instruction and 4) corrective activities, while the educational attainment functioned as a dependent variable. An analysis of data is presented with the stratification into gifted children, average pupils and slow learners.

### VI. 3. SECONDARY

69. WEBER, BARBARA. **Idealy i opinie młodzieży szkół średnich w sprawach społeczno-politycznych i moralnych.** Wstępne sprawozdanie z badań przeprowadzonych w maju 1971 r. (Ideals and Opinions of the Secondary School Youth Pertaining to Social, Political and Moral Problems. Preliminary Report on Research Carried Out in May 1971). Zakład Badań nad Młodzieżą Wyższej Szkoły Nauk Społecznych, Warszawa 1972, 41 pp., tabl. 29.

In the year 1971 research was carried out on the opinions of secondary school students pertaining to social, political and moral problems as well as on their expectations, aspiration level and the system of values. Investigations covered 1075 students and were carried out by means of questionnaires. The UNESCO questionnaire prepared according to the French project was used in order to permit comparisons with data obtained in the course of the former research on the problem which took place in the year 1965.

Materials are grouped according to the following subject groups:

1. The need of social contacts.
2. Interests, ambitions, aspirations.
3. and 4. Behavioral models, plans.
5. Evaluation of the Present Epoch.



6. Social rights and duties.
7. Attitudes toward other countries.
8. The individual and the society.
9. The individual's ability to act.
10. The hierarchy of values.
11. The hierarchy of personality characteristics.
12. Philosophical and ethical views.

#### VI. 4. VOCATIONAL

70. **MIRONCZUK, ALBIN. Praca i szkolenie zawodowe młodocianych.** (Work and Professional Training of Adolescents). Wydawnictwo Prawnicze Warszawa 1972, 24 pp.

The publication presents legal acts pertaining to the employment and professional training of adolescents, i.e. the Ordinance issued August 2, 1951 concerning the work and training of adolescents, the Act issued July 2, 1958 concerning pre-industrial professional training courses, practice periods and employment of adolescents and the Resolution issued March 3, 1960 concerning the employment in labor cooperatives. In the successive chapters of the publication the following problems are discussed: conditions under which the employment of adolescents is permitted, requirements stated by the government for both the employing institution and the young worker, salaries earned by the young workers, professional training organized by the industrial plant or outside the institution of employment and raising professional qualifications of the young workers. Much place is also devoted to the health preservation. A list of professions and posts forbidden for the young workers is presented and detailed instruction is given as far as medical examinations, leaves and bans to undertake extrawork are concerned. In the final part of the publication the author discusses sanctions employed in the case of improper realization of all the above mentioned requirements on the part of the employing institution.

71. **O nowoczesny model szkolnictwa zawodowego.** Materiały z sympozjum zorganizowanego w dn. 29 i 30 listopada 1971 przez Kuratorium Okręgu Szkolnego w Katowicach i Oddział In-



stytutu Pedagogiki w Katowicach. (A Modern Model for Vocational Schooling. Materials from the Conference held November 29-30, 1971 by the Educational Board of Katowice and the Section of the Institute for Education in Katowice). Zakład Graficzny 1, Katowice 1972, 128 pp. ill.

The publication contains all the reports delivered at the symposium on the subject of the new model for vocational schooling which was held November 29-30, 1971 in Katowice. Reports and discussion concentrated round the comparative analysis of the Polish and foreign systems of vocational schooling as well as round new solutions to be implemented in the Polish educational system. Most of the participants stated that vocational schooling should be the most important channel of promoting secondary education, thus they suggested to introduce 10-year obligatory instruction for all the pupils who would start learning in the 6th year of age. After graduation the pupil would have a choice of either a two-year polytechnical lycée providing general education or of a two-year vocational school. Much attention was also given to the problem of managing vocational education. The participants of the symposium were divided into groups according to the field of interest, i.e. 1) the structure of vocational schooling, 2) the educational system of the vocational school, 3) trends in vocational education, 4) practical vocational training, 5) administration in the modern vocational school, 6) managing the educational system of vocational schooling on a mass scale, 7) economies of vocational education. All the postulates were then divided into those to be immediately implemented and those to be presented to the Committee of Experts in Education.

See also: 38, 102.

#### VI. 5. HIGHER

72. BRYCKI, BOGDAN: *Niektóre aspekty dydaktyczne Politechniki Telewizyjnej*. (Some Educational Aspects of the TV Technological University). *Życie Szkoły Wyższej* 1972, No. 7/8, pp. 91-95.

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The author discusses the specific character of the TV lecture as well as forms and methods of improving its educational quality. Emphasis is given to the necessity to plan cycles of lectures so that not only a given part of the teaching material is presented but also the typical methods employed in scientific disciplines are demonstrated to the student enabling him systematically to acquire convenient learning strategies and appropriate methodology. An urgent need is also pointed out to carry out research on the students' assimilation of the TV lecture. Three methods of utilizing TV lectures are also discussed: 1) employing the TV lecture as a form of presenting the teaching content to students at evening departments who have the opportunity to discuss the problem with the university teacher immediately after the program, 2) employing the TV lecture as a form of a presentation for students at day departments who can utilize the content during classes with the assistant, and 3) employing the TV lecture as a sole didactic device the value of which can be tested by means of a set of control materials to be filled in by the viewers. In the final part of the article the author considers problems connected with the selection of the content for TV lectures as well as with their scope.

73. BUGIEL, JULIAN and MICHALSKA, MARIA and WIERNEK, BOGUSŁAW: **Niektóre społeczne determinanty rozwoju młodej kadry naukowej w uczelni technicznej na przykładzie Akademii Górniczo-Hutniczej.** (Some Social Factors of the Scientific Development of Young Researchers at Technological Universities on the Example of the Academy of Mining and Metallurgy). *Dydaktyka Szkoły Wyższej* 1973, No. 1, pp. 51-68, Rez. Sum. Rés.

The article is a report on research carried out on a sample of young researchers and university teachers at the Academy of Mining and Metallurgy in Cracow. Investigations aimed at stating factors hindering the scientific development of the young people on the staff of the Academy. A questionnaire which was circulated among them included questions concerning the decision to undertake work at the Academy, motivation for research work, con-

ditions of work at the Academy, motivation for research work, conditions of work at the Academy, living conditions and atmosphere at the department.

The following problems are discussed in detail: 1) psychological and social factors of undertaking work at the higher school, 2) atmosphere on the staff, i.e. interpersonal relations of researchers and university teachers as well as the role of the head of the department, 3) optimum conditions for research work as viewed by the respondents.

74. CHODAKOWSKA, JANINA: **Problemy adaptacji studentów zagranicznych do warunków polskich.** (Problems of Adjusting Foreign Students to the Polish Environment). PWN Warszawa 1971, 67 pp. tab. -- Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym.

The publication is a report on research carried out in the year 1969 on a sample of foreign students at the University of Warsaw, at the Warsaw Technical University and at the Main School for Planning and Statistics. Investigations were completed by means of questionnaires, attitude scales, interviews with foreign students, Polish students living in the same student hostels, heads of the hostels and employees at the university. An analysis of documents was also carried out. Research covered 200 foreign students, full set of data being collected for 90 of them. On the basis of research results the author characterizes the students from the point of view of their preparation for studies, discusses their adjustment to the Polish environment, gives attention to their contacts with the Polish colleagues both at the university and outside the campus and analyzes their plans for the future professional work as well as desires to maintain contacts with Poland.

75. CZARNECKI, KAZIMIERZ. **Próba poznawania cech osobowości studentów uczelni wyższej.** (An Attempt at Stating Personality Characteristics of University Students). Uniwersytet Śląski, Katowice 1972, 129 pp.

The author presents methods and results of research the objective of which to state and compare personality characteristics of students at various departments of academic

schools. The present analysis pertains to a comparison as between students at the department of mathematics and those at the department of the Polish Philology. Three groups of methods have been employed, i.e. statistical, experimental and interpretative methods. The author used the questionnaire for self-evaluation with regard to personality characteristics, Eysenck's personality test, Skorny's catalogue test, verbal scale from Wechsler's test, two tests of opinions by F. Lorenz, environmental scale of J. Pieter, Spranger's questionnaire, Couve's test, directed compositions and analysis of university documents pertaining to the students' attainment. An analysis of results follows with regard to the personality type, abilities and attainment. A prognostic value of personality characteristics for the educational attainment at the higher school is discussed at length.

76. CZEKAJOWSKI, RYSZARD. **Studia podyplomowe w zakresie pedagogiki wyższego szkolnictwa technicznego.** (Postgraduate Courses in Didactics of the Technical University). *Życie Szkoły Wyższej* 1973, No. 1, pp. 38-47.

Postgraduate courses established at technical universities aim at improving curricula, teaching plans, contents and methods of educational work at the university as well as at unifying the training of university teachers. The present curriculum for the educational postgraduate courses covers 215 obligatory hours conducted in the system of evening studies during six months. The article deals with the functioning of postgraduate courses at the Warsaw Technical University and at the Academy of Mining and Metallurgy in Cracow. Considerations are given to the value of courses, changes to be introduced to their curriculum and teaching methods as viewed by the students participating in courses. Data have been collected by means of questionnaires circulated among participants and graduates from the last three years.

77. DESZBERG, EDWARD (ed.). **Ogólnopolska konferencja: Metodyka nauczania języków obcych na studiach technicznych dla pracujących, Zakopane 13-15.XI.1970.** (The Conference on the

Teaching of Foreign Languages at Extramural Technological Studies, Zakopane 13-15.XI.1970). Ośrodek Metodyczny Wyższych Studiów Technicznych dla Pracujących, Gliwice 1972, 124 pp.

The Foreign Language Department of the Extramural Studies for Working Adults and the Foreign Languages Department of the Silesian Technical University organized a conference devoted to the problems of modernization in the teaching of foreign languages. During the conference which took place in Zakopane in November, 13-15, 1970 6 reports were delivered dealing with the following aspects. a) the specific character of foreign language teaching at extramural departments as caused by infrequent contacts with the teacher, b) the construction of textbooks for extramural students, c) the teaching of professional vocabulary, d) the programmed instruction at extramural language courses and e) TV language instruction. A detailed report on the postulates advanced by the participants is also presented.

78. GAŚSIOR, HENRYK. **Zdrowie a czynny wypoczynek studentów w czasie wolnym.** (Health and Active Recreation at Leisure). *Życie Szkoły Wyższej* 1972, No. 7/8 pp. 143-152.

The article is a report on research carried out on a sample of 3000 students from five higher schools in Katowice, i.e. 12 percent of the population of students in this town in the year 1971. Investigations aimed at stating the impact of rational, active recreation of students from highly industrialized centers on the state of their health as well as at pointing out factors determining the organization of leisure and the state of the students' health. In order to collect all the data indispensable for the analysis a survey was made by means of medical examinations of various kinds. Questionnaires were also circulated pertaining to the time budget of students and their organization of leisure. With the aim to draw practical conclusions for the organization of students' leisure an additional analysis was carried out on a sample of 300 students with lingering diseases whose treatment included various forms of active recreation. A detailed analysis of the data obtained in the course of research is presented.

79. GORCZYCA, ZDZISŁAW. **Spoleczno-ekonomiczne uwarunkowanie sprawności nauczania w uczelniach technicznych na przykładzie Politechniki Śląskiej.** (Social and Economic Factors Determining the Efficiency of Studies at Technical Universities on the Example of the Silesian Technical University). Śląski Instytut Naukowy, Katowice 1972, 164 pp. tab. bibl.

The publication is based on the results of research which was carried out at the Silesian Technical University during the years 1968–1969 on a sample of 1106 students who were enrolled at the freshman year in 1963. Data have been collected by means of analyses of university documents pertaining to social origin, individual characteristics, age, sex, educational attainment in the secondary school and at the university, attainment at the entrance examination and activities in youth organizations. Much attention was also given to the curricula of studies and teaching plans at particular departments. Besides, questionnaires for students and university teachers were used as well as interviews and statistical techniques. On the basis of the results obtained the authors state that the most common causes of low efficiency of instruction are: 1) subjective causes such as, for instance, wrong selection of a profession, insufficient preparation for studies, lack of systematicity, etc., 2) subjective-objective causes, such as bad organization of studies, improper ratio of theoretical to vocational subjects, improper attitude of university teachers, etc. and 3) objective causes, i.e. living conditions, equipment of the university and the state of health. On the basis of the list of favorable factors the authors postulate to increase the scope of preorientation in secondary schools, improve the design of entrance examinations, teach self-instructional technologies and the organization of labor, improve teaching methods, introduce modern teaching aids, improve the training of young university teachers and stress the role of tutors.

80. NAJDUCHOWSKA, HALINA and POMIAN, GRAZYNA (ed.): **Spoleczne i zawodowe determinanty studiów dla pracujących.** (Social and Professional Factors at Extramural Department of Higher Schools). PWN, Warszawa 1972, 334 pp.

The publication has been prepared by 11 authors on the

basis of the autobiographies obtained by means of a memoirs competition entitled: "Work and Studies". The editors disposed of 411 memoirs written by students and graduates from extramural departments of higher schools. The corpus of data has been analyzed according to several subject areas. Results of the analysis are presented in successive chapters of the publication. Chapter 1 presents the characteristics of the population of extramural students and requirements to be fulfilled by the teaching staff with regard to the process of instruction and assistance given to the student (Grażyna Pomian). Chapter 2 discusses the impact of social and political situation upon the learning process at extramural departments (Zdzisław Grzelak), chapter 3 — the impact of family and living conditions on undertaking further education (Maria Jarosińska) and chapter 4 — the role of social and political institutions and organizations upon decision-making and the process of learning (Anna Grzelak). Chapter 5 presents the attitude of the employing institution toward the studying employee (Halina Najduchowska) and chapter 6 — the realization of students' rights as far as leaves, salaries and posts in the institution of employment are concerned (Jerzy Kwaśniewski). Chapter 7 is devoted to the organization of studies (Michał Strzeszewski), chapter 8 — to motives for undertaking instruction (Ryszard Czepulis) and chapter 9 — to the organization of leisure time on the part of working students (Ewa Świerzbowska-Kowalik). Chapter 10 deals with the problem of health (Jadwiga Komorowska) and of social interactions in the student's environment. Chapter 11 presents student's expectations and their careers after graduation.

81. KAMIENIECKI, ROMAN. *Rodzina jako czynnik warunkujący powodzenie młodzieży na studiach wyższych.* (Family as a Factor Determining Success at the Higher School). *Rocznik Naukowo-Dydaktyczny, WSP Rzeszów* 1972, No. 3(16) pp. 112-138.

With the aim to ensure a proper selection of candidates for studies research has been initiated on the prognostic value of family factors. Investigations were carried out in the year 1970/1971 on a sample of students at the third



year of the Higher School of Education in Rzeszów. Analysis covered all the documents available at the secretary of the school as well as data obtained by means of a student questionnaire. Correlations were sought as between 1) success in studies and the social origin, 2) success in studies and the amount of education in parents, and 3) success in studies and the attitude toward learning on the part of other members of the family. Analysis of the data revealed no statistically significant correlation as between the success in studies and the social origin of the student. Relationship was, however, evident between the success and the amount of education in parents. The bigger the amount of education in parents, the more chance for success in the studies of their children. Research revealed that family is an important factor in the formation of the future success or failure and as such can have a strong impact on the course of studies of a young man.

82. LEPIECH, JÓZEF. **Kształcenie ekonomistów w systemie studiów dla pracujących**; (Training Economists in the System of Extramural Studies). PWN, Warszawa 1972, pp., bibl. Sod. Sum.

The publication is devoted to the development of higher schools training economists in the system of extramural studies, the structure and the efficiency of instruction. The presentation is based on statistical data, surveys embracing candidates for studies and students, materials from conferences and symposia on the subject and memoirs of students and graduates. Some selected aspects of the problem have been investigated by means of a questionnaire circulated among 334 candidates for higher economic schools in the year 1963, 439 candidates in the year 1964 and 491 candidates in the year 1966. Additional data have been collected by means of mass investigations embracing 3800 candidates for various types of studies who declared their will to enter the university in the year 1966 as well as 1174 of them who decided to sit for the entrance examination. Chapter 1 presents the origin of extramural studies of this type, chapter 2 discusses their development in the postwar period, chapter 3 concentrates on the problems of recruitment, i.e. preparation

of candidates, their motivation for studies, and entrance examinations with regard to their organization and value. Chapters 4 and 5 are devoted to the efficiency of instruction at extramural departments, emphasis being given to the length of learning in particular cases and to educational attainment as determined by a variety of social and cultural factors.

83. LUDKIEWICZ, ZOFIA. **Efektywność poszczególnych form kształcenia w opinii studentów na podstawie badań przeprowadzonych na Wydziale Geodezji UW.** (Efficiency of Various Forms of Instruction in the Eyes of Students of the Department for Geodesy at the University of Warsaw). *Życie Szkoły Wyższej* 1972, No. 9, pp. 65–75.

A variety of opposite views concerning the value of instructional forms and methods as determined by the type of studies, the preparation of candidates for studies, the quality of the teaching staff and the time allotted was the reason for initiating research on the problem at various departments of the university. The present article demonstrates the data obtained on a sample of 200 students at the Department for Geodesy at the University of Warsaw. Questionnaires circulated among the students pertained to the types of classes, their value as well as to factors influencing their efficiency. Additional data have been collected by means of categorized observation of classes and of attainment tests. Research results revealed that the highest efficiency can be found at classes eliciting the highest degree of activeness on the part of the students. In this particular case field work proved to be most valuable alongside with map-reading, chamber classes and laboratory activities.

84. ŁĄKOWSKI, RAFAŁ. **Uczelnie warszawskie w strukturze instytucyj — próba oceny.** (Universities in the City of Warsaw Within the Structure of Institutes — an Attempt at Evaluation). *Życie Szkoły Wyższej* 1973, No. 1, pp. 48–56.

In connection with the establishment of the network of institutes at universities the author attempts to evaluate the reform. Consideration is given to general assumptions of the reform and to the assumptions which have been

implemented in the educational and research work. The integration of small units, i.e. chairs and departments into bigger ones, i.e. institutes was conducted with the aim to 1) facilitate managing, 2) provide for team research work and group isolated research workers in particular institutes, 3) facilitate the advance of the young research workers, 4) render the utilization of equipment more efficient and 5) improve the quality of instruction. The author discusses in detail the actual implementation of all these items.

85. MAZUR, BARBARA. **Wartość prognostyczna uczestnictwa w finale olimpiad z zakresu nauk ścisłych.** (The Prognostic Value of Participating in the Final Stage of Olympic Games in the Field of Science). *Dydaktyka Szkoły Wyższej* 1973, No. 1, pp. 193-205.

The author of the article reports on the research the aim of which was to compare the prognostic value of the entrance examination at the university to that of the pupils' participation in the final stage of the national Olympic Games in the field of science. The correlation was then sought as between the participation in the Olympic Games and the educational attainment in the course of the university studies, as well as between the score at the entrance examination and the average achievement at the higher school. The sample was formed by 259 participants of the final stage of the Olympic Games from the years 1963/64 to 1968/69 enrolled in the department of mathematics, physics and chemistry of the University of Warsaw as well as by 618 students of the same departments enrolled on the basis of high scores obtained at the entrance examination. In both groups the mean mark on the final secondary school certificate was calculated as well as the mean attainment at successive terms of studies. Drop-out and screening at the freshman year were also taken into consideration. Results revealed that students enrolled on the basis of the entrance examination are more systematic in fulfilling requirements stated by the university, while winners of the Olympic Games more often reveal a qualitative success at specialistic examinations organized by the department.

86. **MOLIK, KAZIMIERZ: Przebieg rolniczych studiów zaocznych zależnie od demograficznych i społecznych cech studentów.** (The Course of Extramural Agricultural Studies as Determined by Demographic and Social Characteristics of the Population of Students). *Dydaktyka Szkoły Wyższej* 1973, No. 1, pp. 19-50. Rez. Sum. Res.

The author presents investigations carried out at the Interdepartmental Methodological Center of Agricultural Studies in the year 1969 on the significance of demographic and social factors for the course of the extramural studies. Beside social and demographic features, a number of biopsychic characteristics were also considered, i.e. age, sex, social origin, marital status, place of permanent residence, the type of the secondary school, the institution of employment, the post of the employee, the period of exercising a profession, attainment at the secondary school certificate and at the entrance examination at the university as well as the eventual period of time between graduation from the secondary school and the beginning of studies. Data have been collected at four departments of all agricultural universities conducting extramural studies from the year of their establishment till 1969. Investigations embraced 13,407 studies. The length of functioning of a given department, the number of students and graduates as well as the structural characteristics of the department were also taken into consideration. As far as the course of studies is concerned the following indicators have been analyzed: drop-out, screening, retardation in studies, the length of studying in individual cases and scores obtained at examinations organized by the department. A full analysis of the results obtained is presented.

87. **MUSIALIK, JÓZEFA (ed.). Ocena poziomu przygotowania młodzieży do szkół wyższych w roku szkolnym 1971/72.** (Evaluation of the Preparation of Candidates for Studies in the Year 1971/72). PWN, Kraków 1972, 340 pp.

The book contains two parts. Part 1 of a general character discusses the following problems 1) principles of recruitment for higher schools in the year 1971/72, 2) experimental examinations, 3) anonymous character of examinations,

4) activities of the secondary school in recruiting candidates for studies, 5) collaboration of secondary and higher schools, 6) participation of university teachers in the final examination at the secondary school, 7) participation of secondary school teachers in entrance examinations to higher schools, 8) the organization of entrance examinations, 9) preparatory courses for candidates, 10) the number of places at particular departments, examinational attainment of candidates and the number of candidates enrolled and 11) research on the preparation of candidates for studies which was carried out in Poznań and Kraków in the year 1971. Part 2 bears a specific character and includes subjects of written and oral examinations and statistical data pertaining to the preparation of candidates for studies according to subject groups.

88. NOWACKI, TADEUSZ: **Zagadnienie kierownictwa w pedagogice a szkoły wyższe.** (Educational Leadership at Higher Schools). *Dydaktyka Szkoły Wyższej* 1973, No. 1, pp. 69–86.

The first part of the article contains a critical review of the present state of educational sciences in the field of training managers in higher schools which by definition are expected to prepare qualified staff of managers for the national economy. Most important conclusions as to the personality characteristics and skills necessary for a manager are then presented on the basis of Polish and foreign writings. The second part of the article is devoted to the problems of scientific organization of labor, praxiology and ways to implement it at various levels of the school system. The following aspects of training managers are discussed in detail: a) definition of the manager and specification of requirements for the manager, b) ways to reveal the features required, and c) ways to train highly qualified managers.

89. PIETRZYK, PRZEMYSŁAW: **Zasady działania i przykłady zastosowań adaptatywnych maszyn dydaktycznych.** (Rules of Working and Examples of Application of Adaptive Teaching Machines). *Kwartalnik Pedagogiczny* 1972, No. 4, pp. 53–75. Rez. Sum.

In the introductory part of the article the author discusses the state of research on the psychological foundations of problem-solving processes. Consideration is also given to problems connected with adaptation of the teaching material i.e. to the adjustment of the degree of difficulty for the pupil to his perceptive abilities through eliciting motivation, on the assumption that the intensity of the motive is a function of two independent variables: 1) the difficulty in its quantitative aspect and 2) the difficulty in its structural aspect. In the second part of the article the author discusses the rules of working of adaptive teaching machines on the example of two Russian machines: AT-9 and a teaching machine with an analogous set. The process of learning by means of these machines is then analyzed on the example of two learners with different ability levels. Emphasis is given to the changes in the structure of learning. The final part of the article presents perspectives of utilizing adaptive teaching machines in the learning process.

90. POLIŃSKI, ROMAN: **Kadry ekonomiczne — kształcenie i wykorzystanie.** (Economic Cadres — Training and Employment). *Nowe Drogi* 1973, No. 1, pp. 101-104.

An urgent necessity is felt to train highly qualified economists and to work out a rational plan of their employment in various regions of the country, in a vast number of sectors within the framework of the national economy. This calls for a reform of economic studies at the level of higher schooling as well as for the preparation of curricula for in-service training and refresher courses, the implementation of which is indispensable because of the rapid outdateding of knowledge acquired at the university. What is also of utmost importance is the national plan of employment, as only 50 percent of economists with university education work in conformity with the type of education obtained. The author concentrates on the problem of new curricula for economic departments which would cover legal and administrative subjects as well as on the types of studies which should be established because of the necessity to train specialists in newly arising disciplines of the national economy. Emphasis is also

given to research on the structure of employment so that measures are taken to improve the present distribution of specialists.

91. POMIAN, GRAZYNA: **Finansowa i socjalna pomoc państwa dla studentów.** (State Financial and Social Aid Given to Students). *Życie Szkoły Wyższej* 1973. No. 1, pp. 72-82.

The author presents the main principles of the scholarship system in Poland, emphasis being given to tasks of the system and to the criteria of distribution. A classification is also included of forms of aid given by the state, i.e. a university scholarship, a scholarship by the future institution of employment, a scientific scholarship for the best students and a worker scholarship for students of worker origin. Scholarship is offered in a number of varying forms, e.g. lodging scholarship, canteen scholarship, scholarship in cash etc. each of them being given fully or partially. The implementation of the main assumptions of the scholarship system in the year 1971/72 was as follows: 42.2 percent of students were awarded a scholarship in cash, 33.9 percent — a canteen scholarship and 25.2 - a lodging scholarship. All forms of aid simultaneously were given to 14.3 percent of students. In the final part of the article the author discusses the functioning of the present system. Attention is drawn to the lack of the educational function of the scholarship which should stimulate students to higher educational attainment.

92. **Problemy dydaktyczne nauk pomocniczych historii.** (Educational Problems of Disciplines Auxiliary for History). Conference on Auxiliary Disciplines for History. Katowice-Wisła, May 24-27, 1972. Uniwersytet Śląski, Katowice 1972, 105 pp. tab.

The present publication contains the bulk of materials from the conference on disciplines auxiliary for history, held May 24-27, 1972 in Katowice-Wisła and initiated by the Silesian University in Katowice. J. Topolski presents the main problems of the methodology of historical sciences and especially the problem of classifying historical sources, Aleksander Gieysztor and Ireneusz Ihnatowicz discuss the role and place of auxiliary disciplines in the study of history, Józef Szymański considers auxiliary

disciplines as a stimulus for the student's motivation for the study of history and Zbigniew Perzanowski deals with the way of utilizing collections at the disposal of the Section for Auxiliary Disciplines at the Jagiellonian University in Cracow. Other reports deal with the role of auxiliary disciplines in the study of the ancient history (Jerzy Kalendo, Ewa Wiprzycka), the state of the science of diplomacy and its role in the teaching of history (Wacław Korta), the role of numismatics (Ryszard Kiersnowski), the role of archivistics (Andrzej Tomczyk) and with the place of disciplines auxiliary for history in the history curriculum at teachers' colleges (Andrzej Wyrobisz).

93. **Przygotowanie zawodowe i możliwości zatrudnienia absolwentów szkół wyższych według kierunków studiów. Poradnik dla zakładów pracy.** (Professional Preparation and Employment Possibilities of Higher School Graduates. A Guide for Employing Institutions). PWN, Warszawa 1972, 347 pp.

The present publication has been issued by the Ministry for Science, Higher Education and Technology in connection with the Ordinance of the Prime Minister from August 25, 1971 concerning the structure of employment. The book is to provide all the employing institutions with information on the subject of professional qualities of graduates from particular departments of higher schools and their preparation for exercising professions of various types and at various posts. The guide contains information concerning types of studies at higher schools subordinated to the Ministry for Science, Higher Education and Technology, i.e. universities, technical universities, the Academy for Mining and Metallurgy, technological colleges, engineers' colleges, agricultural academies, higher economic and educational schools as well as teachers' colleges. Each higher school is presented in three sections 1) the object of studies and professional training, 2) professional characteristics and possibilities of employment and 3) characteristics of candidates for studies. The guide can be widely used in vocational preorientation of candidates for studies as well as in various institutions of employment in which it might be helpful for the proper utilizing of qualifications represented by new employees.



94. STĘPIEŃ, STEFAN. **Uwagi nad rekrutacją na studia wyższe w świetle systemu punktowego.** (The Recruitment for Studies in the Light of the Preference Point System). *Życie Szkoły Wyższej* 1973, No. 9, pp. 113–119.

The article reports on research which was carried out at the Department of Humanities and the Department of Economy of the Maria Curie-Skłodowska University during the years 1967–1971. Investigations pertained to the social composition of the population of students before and after the introduction of the preference point system (3 points till the year 1968, 5 — at present). The data obtained demonstrate that the percentage of intelligentsia is relatively stable, while that of peasant and worker youth increased by 6–7 percent. The author states that the attempt to improve the social composition of students proved to be a failure and gives much consideration to the causes of the present state of facts.

95. SZEWCZYK, EMIL and CICHECKA, KRYSZYNA: **Sprawność kształcenia na studiach dla pracujących.** (Efficiency of Instruction at Studies for Working Adults). *Dydaktyka Szkoły Wyższej* 1973, No. 1, pp. 117–138, tab. bibl.

The article presents research which has been initiated at the Higher School for Education in Cracow. Investigations embraced 274 freshman year students at extramural departments who were enrolled in the Section for Special Education in the years 1964–1969. A thorough analysis of university documents aimed at stating 1) the number of students who graduated from the department without delay, 2) a correlation as between the attainment at the entrance examination and the mean attainment in the course of studies, 3) the impact of age and of the length of professional work upon the educational attainment, and 4) the influence of marital status, social origin, place of permanent residence and post in the employing institution on the educational attainment. An additional phase of the research aimed at stating the correlation as between students' intellectual abilities and especially between their score on the reading speed and reading comprehension tests on the one hand and the educational attainment on the other.

96. SZYMKAT, JANINA and SZWABOWSKI, STANISŁAW: **Losy absolwentów i studentów Studium dla Pracujących kierunku pedagogiki wieczorowej krakowskiej WSP.** (Careers of Students and Graduates from the Extramural Departments of Education at the Higher School for Education in Cracow). *Dydaktyka Szkoly Wyższej* 1973, No. 1, pp. 139-177.

Research has been initiated in connection with the termination of recruitment for extramural departments of education at the Higher School of Education in Cracow. The evening section of this department has been functioning since the year 1958 as the sole center conducting studies of this type. Investigations covered all the students who have been enrolled in this department since 1958, the total amounting to 740 persons. Research aimed at a complete analysis of the value of studies of this type in order to work out a full evaluation on the basis of graduates careers. Three groups of problems have been considered in detail: 1) characteristics of students undertaking studies at the evening department according to age, sex, social origin, place of permanent residence, the type of secondary education, the type of the profession exercised in the course of studies and the family situation, 2) characteristics of students with regard to the course of studies, i.e. motivation for the choice of studies, educational attainment, fulfilling university requirements, length of studies on the part of individual students and the type and level of M. A. dissertations, 3) careers of graduates as well as of students who did not terminate studies.

97. WIECZOREK, TADEUSZ: **Rola domu studenckiego w procesie dydaktyczno-wychowawczym.** (The Role of the Student Hostel in the Educational Process). *Studia, Materiały, Informacje* 1973, No. 1, pp. 93-107.

Research presented in the article aimed at a complete analysis of the adaptation process of freshman year students to the life of the university, living conditions at the students' hostel, interpersonal relations at hostels and to the educational requirements of the teaching staff. Investigations embraced students living in hostels of two departments of the Agricultural Academy in Warsaw.

The following techniques have been used: questionnaires, attitude scales, sociometric techniques, interviews, observation and analysis of university documents. The data obtained permit to state that the students' hostel is one of the most important elements of the socialization process at the university. It is, however, evident that the university does not utilize the possibility to broaden its educational influence so as to reach the life at hostels. Postulates are also advanced by the author to increase the role of students' self-government, to stress the role of tutors at the freshman year, introduce freshmen year students to Student Councils of the university and to improve the pattern of activities carried out by the students' clubs.

98. WITKOWSKA, BOŻENA: **Motywacja wyboru kierunku studiów a zadowolenie.** (Motivation for the Choice of a Profession and the Level of Satisfaction). *Życie Szkoły Wyższej* 1972, No. 9, pp. 83-89.

The author discusses the results of her research on the efficiency of didactic and educational processes at the higher school as a factor of forming proper attitudes toward the future profession. Indicators were sought in the level of satisfaction of the young people in the course of exercising a profession. Investigations embraced 69 graduates of one of the departments at the Warsaw Technical University in the year 1972. The level of satisfaction was assumed to be determined by a) the type of motivation underlying the choice of a profession and b) the course of studies, i.e. content forms and methods strengthening the input motivation. Questionnaires circulated among the graduates included items pertaining to the type of motives underlying the decision to enter the department as well as to the present attitude toward the profession. An analysis of research results follows with regard to the present state of the graduates' motivation and attitude as well as with regard to changes in the degree of motivation during the course of studies.

See also: 46, 99.

## VI. 6. ADULT

99. **KAWKA, ANDRZEJ: Technika dla przodujących robotników. (Secondary Vocational Schools for Prominent Workers). Szkoła Zawodowa 1973, No. 3, pp. 5-6.**

Secondary vocational schools for prominent workers were established in the year 1971. Their main objective is to provide secondary education for workers with exceptionally high professional attainment. Candidates for schools of this type are recruited from graduates of non-full secondary vocational schools with at least ten-year period of employment. The learners are granted a paid leave as well as free lodging. The school closely collaborates with the employing institution. The learning lasts two years, each school year being divided into two terms. In the terminal grade the learners are expected to pass all the examinations as well as to present a dissertation. Graduates can sit for the final examinations in general secondary schools, which give right to enter the higher school. In the year 1971/72 11 schools of this type were established and a year later their number increased by 28. Most of them are subordinated to the Ministry of Education which takes responsibility for the curricula and teaching methods suitable for the perceptive abilities of the learners. Schools are obliged to impart social and political knowledge through the activity of social and political organizations among workers. An annex to the article presents an exemplificatory curriculum for the mechanical vocational secondary school.

100. **PÓŁTURZYCKI, JÓZEF: Ucz się sam. O technice samokształcenia. (Teach Yourself. On the Self-Instructional Technology). 2nd ed. Instytut Wydawniczy CRZZ, Warszawa 1972, 275 pp.**

The author discusses the organizational elements of the self-instructional process, its nature and scope, forms, sources and settings. Methods of utilizing oral and written source materials are presented at length. Attention is also drawn to the role of museums, exhibitions, films, radio, television and theater in self-instruction as well as to

ways of utilizing information sources. Forms and methods of revealing knowledge and especially its verbal expression are also discussed alongside with the problem of self-control and self-evaluation.

101. **RODEWALD, WŁODZIMIERZ: Nowe zadania niepaństwowych placówek oświaty dorosłych.** (New Tasks of the Non-State Institutions for Adult Education). *Oświata Dorosłych* 1973, No. 1, pp. 3-7.

The article discusses the principles and methods of conducting non-state schools for adult education as presented in the Ordinance issued by the Ministry of Education. New guidelines aim at 1) facilitating work of social and cooperative organizations as well as of school administration who were previously obliged to issue permissions or bans to establish new non-state institutions for adult education, 2) strengthening the coordinative function of the educational authorities with regard to the uniform educational system of the country and 3) stating criteria for institutions dealing with the lifelong education. In the final part of the article the author discusses the rights and obligations on the part of the school administration, tasks of the educational institutions and activities aiming at the unification of training.

102. **SOKOŁOWSKA, IRENA: Śladami robotniczego awansu. Państwowe Technikum w Bytomiu i jego absolwenci.** (Workers Promotion. The State Secondary School in Bytom and Its Graduates). "Śląsk", Katowice 1972, 256 pp. ill. tabl. bibl.

The book is a monograph of the State Secondary Vocational School in Bytom which was a school for adults directed by factories and other institutions of employment. Learners were recruited from among the best workers revealing high professional achievement and social activeness. As the School trained candidates for future posts in administration, a great deal of theoretical knowledge was included in the curriculum in order to supplement the practical experience of learners. Much attention was also given to political and economic knowledge. The School started its activities immediately after the World

War II in the industrial center of Poland. It offered five fields of specialization: mining, metallurgy, mechanics, electricity and chemistry. The teaching staff was formed by most distinguished professors from higher schools as well as by industrial specialists. After two years of training the learners were permitted to enter Technical Universities without entrance examinations. The author presents the structure of the school, its development, students, curricula and teaching plans, methods of instruction, graduates' careers as well as their professional and cultural role in the society.

#### VI. 7. SPECIAL

103. **BALCEREK, MARIAN. W sprawie rozwoju kształcenia specjalnego i opieki nad dzieckiem upośledzonym w latach 1972-75.** (The Development of Special Education and Care for the Deficient Children in the Years 1972-1975). *Szkola Specjalna* 1973, No. 1, pp. 1-20.

The author discusses the most important principles of the special education, much attention being drawn to the integration of training deficient and normal children so as to prepare the deficient children for the future life in the society. Emphasis is also given to the necessity of an early diagnosis and prevention of psychic disturbances alongside with the educational and psychological therapy in the form of general or vocational training. In connection with these principles the author discusses the guidelines of the Department for Special Education at the Ministry for Education. The most important of them are the following: 1) realization of tasks connected with the tutelary activities for the deficient children, 2) preparation of diagnosing and selection projects as well as working out prevention forms and the system of aid, 3) raising the quality of education and instruction at institutions for special education as well as improving the network of institutions of this type.

104. **Instytut Pedagogiki Specjalnej.** (The Institute for Special Education). *Szkola Specjalna* 1972, No. 3/4, pp. 193-392.

On the occasion of the 50 anniversary of the establishment of the State Institute for Special Education the present issue of "Szkoła Specjalna" is devoted to the activities of the Institute which was one of the first educational institutions training teachers for all types of special schools and for a long time functioned as a sole research center dealing with problems of special education. Part 1 of "Szkoła Specjalna" contains two articles, one of them dealing with the establishment of the Institute, the other with the theoretical foundations of its activities. Part 2 presents the activities of the Institute in the field of conducting extramural studies for educators, judges of juvenile courts, court educational supervisors, in-service training course for educators and psychologists and qualification examinations for teachers of special schools. Attention is also given to the activities of the sections for psycho-didactics, prevention, ortophony as well as to the achievements of the museum, library and workshops dealing with teaching and validation methods. Part 3 discusses trends in research work of the Institute, i.e. education for mentally deficient children, education for socially maladjusted adolescents, education for children with sight or hearing deficiencies, education for children and adolescents with lingering diseases and for the physically handicapped. Publications prepared in the Institute are also discussed at length. Part 4 presents opinions concerning the Institute and issued by graduates and researchers from other educational disciplines. The final part deals with the methodology of handbook construction for the needs of special schools in Poland. The annex contains a bibliography of writings published by researchers from the Institute for Special Education.

105. KAJSZCZAK, TERESA and KALUPA, JADWIGA: **Ocena ucznia w szkole specjalnej w świetle wymogów pedagogiki leczniczej.** (Evaluation of Pupils in a Special School in the Light of the Medical Pedagogy). *Szkoła specjalna* 1973, No. 1, pp. 42-49.

The article is devoted to problems of pupil evaluation in the hospital school. The following aspects are presented: 1) the definition of hospital evaluation, 2) the value of

actual evaluation of attainment against the prognosticating evaluation as used in the Dewey's school, 3) the reliability and objectivism of evaluation, 4) functions of the evaluation from the point of view of the teacher and the pupil and 5) criteria for the evaluation of the ill child. The authors postulate to use school marks in evaluation so as to enable the child to continue instruction in a regular primary school. Evaluation of this type should be, however, started only when the child reaches the stage of therapy through labor. Much attention is given to the conditions of evaluation which should provide a proper psychological and educational setting.

106. MOSKAL, FELIKS (ed.): **Praca wychowawcza w szkole specjalnej i zakładzie wychowawczym. Doświadczenia nauczycieli i wychowawców.** (Educational Work in the Special School and in the House of Correction). Zakłady Wydawnicze CRS "Samopomoc Chłopska", Bydgoszcz 1972, 92 pp. tabl.

The publication is a result of experiences, considerations and researches of teachers and psychologists employed in the special schooling. The bulk of material is divided into four parts. Part 1 entitled "General Problems of Special Schools" contains two articles. The first, written by Kazimierz Kirejczyk discusses the most important problems of the educational policy with regard to special education as well as the most urgent needs in this field. The second, written by Feliczyta Grabowska presents assumptions of The new curriculum for special primary schools. Part 2 entitled "Research Results" contains a discussion of investigations carried out by Anna Kulikowska from the Nicolaus Copernicus University in Toruń on the subject of imitative games of mentally deficient children (observation on a sample of 72 children) and results obtained by Waldemar Iwanowski in his research on physical and motor development of boys in the special primary school. Part 3 entitled "Educational Practice" contains a number of articles written by teachers and educators employed in special schools and in houses of correction. Part 4, "On the Activity of Self-Instructional Teams" presents new solutions pertaining to raising professional qualifications of the staff.



107. PISZCZEK, MARIA: **Odruch orientacyjny i krzywa uczenia się w oligofrenii pierwotnej i wtórnej.** (Orientation Reflex and the Learning Curve in Primary and Secondary Oligophreny). *Psychologia Wychowawcza* 1973, No. 1, pp. 77-85.

The article deals with the problem of mentally deficient children and is an attempt at linking the diagnosis with immediate revalidation measures. Considerations are based on research carried out on a sample of 90 children aged 12 to 14, 70 of them attending special schools for mentally deficient children and 20 — regular primary schools. The group of mentally deficient children was then divided into two subgroups: a) of children with primary oligophreny and b) of those with secondary oligophreny. Children from the second subgroup revealed brain disturbances resulting from diseases of early childhood. All the children underwent examinations on the basis of which their orientation reflex was measured as well as the learning curve. Results demonstrated that children with the primary oligophreny react to a narrower scope of stimuli, while children with the secondary oligophreny react repeatedly to the same stimulus. It was also found out that verbal stimuli are extremely weak for both groups of oligophrenic children. A considerable difference was also stated between normal and oligophrenic children as far as the conditioned anticipation reaction is concerned. Since mentally deficient children of the two groups demonstrate slow learning and a rapid forgetting process, the author lists special teaching methods for use in special schools.

## VII. EDUCATIONAL STATISTICS

108. JAGIELSKI, JANUSZ (ed.): **Młodzież w Polsce.** (The Polish Youth). Główny Urząd Statystyczny, Warszawa 1972, 260 pp. tab. 4, ill.

The present publication has been prepared in the Main Bureau of Statistics in connection with the 7th Plenary Session of the Central Committee of the Polish United Workers' Party. The book pertains to some selected de-

mographic problems of youth aged 15–19 i.e. education, living conditions, employment, participation in the cultural life, sport, tourism and sociopolitical activities.

Part 1 contains the demographic characteristics according to age, sex, marital status and social mobility. A prognosis for the year 1990 is also included. Part 2 is devoted to the amount of education as compared to the data for the year 1962, to the development of schooling of all types and levels and to the forms of care for adolescents. Part 3 deals with the living conditions of the young people, i.e. with the source of finances, employment, part-time employment on the part of vocational school pupils of extramural types and adolescents staying outside work and learning. Part 4 pertains to the activity of cultural and educational institutions, i.e. to libraries, cultural centers, clubs and societies, sport and tourism organizations, etc. Part 5 deals with the activity of social and political youth organizations (The Association of Socialist Youth, the Association of Peasant Youth, the Polish Scouts' Association, the Polish Students Association) and the activity of the youth in district and town councils.

109. **Realizacja obowiązku szkolnego w roku szkolnym 1971/72.** (Realizing Compulsory Education in the Primary School in the Year 1971/72). Główny Urząd Statystyczny, Warszawa 1972, XVIII, 74 pp. tab.

The publication prepared by the Main Bureau of Statistics pertains to the realization of the compulsory education in the primary school. Part 1 contains methodological remarks and the discussion of the following problems a) legal acts concerning the compulsory education in the primary school, b) principles of realizing education, c) control of the realization and d) the scope of the statistical data. Part 2 contains data pertaining to the realization of the compulsory education in the primary school for the years 1937/38, 1945/46 and successive years till 1971/72 in both urban and rural regions. In the cases of non-realization, reasons are stated for each voivodship, while in cases of the lack of reasons — data are given for each district. Part 3 contains statistical tables grouped in four sections: 1) children within the register of com-

pulsory education, 2) children realizing no compulsory education according to reasons, 3) children realizing no compulsory education according to reasons on the voivodship scale and 4) children realizing no compulsory education according to reasons on the district scale.

## INDEX OF AUTHORS AND EDITORS

- Ammer-Zychowicz, M. 59  
Augustynek, K. 23
- Bąk, O. 63  
Balcerek, M. 103  
Baran, J. 17, 46  
Barankiewicz, H. 24  
Bobrowska-Nowak, W. 1  
Bohdanowicz, S. 25  
Bolechowska, M. 47  
Brycki, B. 72  
Brzemiński, Z. 32  
Bugiel, J. 73
- Chodakowska, J. 74  
Cichecka, K. 95  
Cieślak, M. 16  
Czarnecki, K. 75  
Czekajowski, R. 76  
Czepulis, R. 80  
Czerwiński, M. 14  
Czyżowska, Z. 16
- Deszberg, E. 77 (ed.)  
Dobosz, J. 26  
Dobosiewicz, S. 57  
Dowjat, T. 21  
Drozdek, Z. 16  
Dyląg, S. 17  
Dymecka, J. 16
- Firkowska-Mankiewicz, A. 27
- Gąsior, H. 48, 78  
Gawlina, B. 17  
Gieysztor, A. 92  
Gmytrasiewicz, M. 16  
Godlewski, M. 15  
Gorczyca, Z. 79  
Goryński, J. 16  
Gotowski, B. 14-15  
Grabowska, F. 106  
Grabski, W. M. 10  
Grzelak, A. 80  
Grzelak, Z. 80
- Hellwig, Z. 16  
Homplewicz, J. 11
- Ihnatowicz, I. 92  
Iwanowski, W. 106  
Izbicki, T. 16
- Jackiewiczowa, E. 15  
Jagielski, J. 108 (ed.)  
Jakowicka, M. 28  
Janiga, M. 2  
Januszkiewicz, F. 28  
Jarosińska, M. 80  
Jawłowska, A. 15  
Józefowicz, A. 16
- Kaczmarek, J. 13  
Kajszczak, T. 105  
Kalendo, J. 92  
Kalupa, J. 105  
Kamieniecki, R. 81  
Kania, A. 16  
Kawka, A. 99  
Kazior, W. 29  
Kiersnowski, R. 92  
Kietlińska, Z. 15  
Kirejczyk, K. 106  
Kluczyński, J. 14  
Knapik, D. 46  
Kodelska-Laszek, T. 16  
Kolbusz, F. 30  
Komorowska, J. 80  
Kortz, W. 92  
Kozakiewicz, M. 31  
Krawcewicz, S. 15  
Król, H. 16  
Kuligowska, K. 49  
Kulikowska, A. 106  
Kulpa, J. 17 (ed.)  
Kupisiewicz, C. 15, 32  
Kurdybacha, Ł. 10  
Kwaśniewski, J. 80  
Kwieciński, Z. 58

- Lammek, M. 33  
 Laszek, T. see Kodelska-Laszek, T.  
 Lepiech, J. 82  
 Lewin, A. 26, 34  
 Lewowicki, T. 35  
 Loranc, W. 14  
 Ludkiewicz, Z. 83  
  
 Łukowski, R. 84  
 Łopatkiewicz, M. 15  
  
 Maciaszek, M. 18  
 Majorek, C. 3  
 Mankiewicz, A. see Firkowska-Man-  
 kiewicz, A.  
 Markiewicz, W. 19  
 Matczak, A. 36  
 Mazur, B. 85  
 Melich, A. 16  
 Mędrzycka, E. 12  
 Michalik, B. 4  
 Michalska, M. 73  
 Mierostawski, W. 59  
 Miller, R. 15  
 Mirończuk, A. 70  
 Miśkiewicz, B. 19  
 Mizia, T. 10  
 Molik, K. 86  
 Mońka-Stanikowa, A. 21  
 Moroz, H. 60  
 Mortimer-Szymczak, H. 16  
 Moskal, F. 106 (ed.)  
 Moskal, S. 30  
 Musialik, J. 87 (ed.)  
 Muskat, K. 63  
 Muszyński, H. 19  
  
 Najduchowska, H. 80  
 Nartowska, H. 61  
 Nowacki, T. 5, 10, 88  
 Nowak, W. see Bobrowska-No-  
 wak, W.  
  
 Obal, T. 17  
 Okoń, W. 15, 20  
 Orlof, E. 37  
  
 Pachociński, R. 21  
 Pałka, S. 17  
 Pęcherski, M. 21  
  
 Perzanowski, Z. 92  
 Piasecki, B. 16  
 Piechowiak, A. 38  
 Pietrzyk, P. 89  
 Pilichowski, C. 6  
 Piszczek, M. 107  
 Podgórska, M. 10  
 Podoski, K. 62  
 Pokrzycki, B. 50  
 Poliński, R. 90  
 Pólturzycki, J. 100  
 Pomian, G. 80, 91  
 Pospiszyl, K. 39  
 Puzskin, B. 26  
  
 Radwańska, J. 63  
 Radzewicz, J. 52  
 Rajkiewicz, A. 14  
 Rataj, M. 51 (ed.)  
 Reykowski, J. 40  
 Reymont, S. 7  
 Rodewald, W. 101  
 Ruta, Z. 17  
  
 Sabilło, J. 41  
 Sawicka, H. 53  
 Serejski, J. 32  
 Siciński, A. 14, 16  
 Słowikowski, T. 23  
 Słuczanaowska, K. 63  
 Sokołowska, A. 42  
 Sokołowska, I. 102  
 Spionek, H. 64  
 Stankiewicz, B. 56  
 Stępień, S. 94  
 Strzeszewski, M. 80  
 Strzyżewski, S. 65  
 Suchodolski, B. 8 (ed.), 14, 21-22  
 Sujecka, J. see Wojnar-Sujecka, J.  
 Susłowska, M. 53  
 Świątek, M. 21  
 Świda, H. 15  
 Świerzbowska-Kowalik, E. 80  
 Szczepański, J. 14  
 Szelągowski, K. 9  
 Szewczyk, E. 95  
 Szuman, S. 2  
 Szwabowski, I. 96  
 Szymańska, T. 63  
 Szymański, J. 92

- Szymański, M. 43, 66  
Szymczak H. see Mortimer-Szym-  
czak, H.  
Szymkat, J. 96
- Teofiliewicz, K. 67  
Terlecka, W. 17  
Tomczyk, A. 92  
Topolski, J. 92  
Tyczyńska, A. 19  
Tymowski, J. 14  
Tyszkowa, M. 19, 44
- Weber, B. 69  
Więckowski, R. 68  
Wieczorek, T. 97
- Wiernek, B. 73  
Wiloch, J. T. 15  
Wiprzycka, E. 92  
Witkowska, B. 98  
Wojnar, I. 15  
Wojnar-Sujecka, J. 10  
Wołczyk, J. 54  
Worach-Kardas, H. 55  
Wroczyński, R. 15  
Wyrobisz, A. 92  
Wytyczak, Ł. 45
- Zajda, L. 14  
Zarow, A. 17  
Zychowicz, M. see Ammer-Zycho-  
wicz, M.

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