

Summaries

E. Tilikidou-Stogianni

Post-modern or eternal market?

This paper presents the post-modern conditions of hyper-reality, fragmentation, the upstaging of the individual, paradoxical juxtapositions, the emphasis given to form and style and the lack of commitment and tolerance. An effort is made to study the market and consumer habits in Greece from a post-modern viewpoint. Critical observations comment on the question of whether the market could be characterized as post-modern or eternal and unchanging, as it evolves through constant contradictions.

Christina Karakioulafis

Industrial relations: The establishment and the development of a scientific field

This article intends to outline the preconditions for establishing and developing industrial relations as a field of research, as well as to bring out some of its characteristics which are considered to be its weak points: the multidisciplinary approach and the weakness in establishing an interdisciplinary approach, weakness in establishing a theoretical framework, difficulty in specifying its subject matter and in delineating itself from other «neighboring» research fields. The main purpose is to examine whether industrial relations can be considered an autonomous research field or whether it is solely a discipline that is a branch of other disciplines or situated where other disciplines intersect.

Nikolaos Dritsakis

Agro-tourism: A growth measure for the Greek region

Agro-tourism is a modern type of tourism, which has largely developed recently in order to satisfy human needs at a relatively low cost. Furthermore, agro-tourism complements the farmer's income leading to curbing inflation, as it relates to the agricultural areas of the Greek region, which face the danger of depopulation. Consequently, it is an activity that is characterized by its intense social context, and it should

not be left out as we debate matters of government policy. Of course, the primary factors that lead to the growth of agro-tourism, are agricultural systems and the regional and local administrative institutions, although we cannot exclude private sector initiatives when the above social factors are involved.

Periklis Pavlidis

*The formation of ideology
and educational institutionalization*

Several scholars subscribe to the view of an expedient and organized process for the dissemination and imposition of ruling class ideology by means of specific mechanisms, amongst which education ranks first. The purpose of this article is to describe the formation of dominant ideology as a process inherent to the shaping of common sense. It is shown that all members of society who –at the level of common sense– perceive dominant social relations as natural and unaltered, develop dominant ideology. Dominant ideology, to the extent it is expressed through knowledge propagated by educational institutions, constitutes the processed form of common sense ideological constructs.

Nikos Nagopoulos

*The unification of the knowledge and the limits
of the Conciliency Theory*

This paper critically examines the attempts of the uncompromised principles of Sociology on human biology and psychology as well as the positions, which support that a conscious attempt to interpret and comprehend the historically formed stereotypes of social action and creativity can be accomplished only through the removal from the human nature.

The above question has been the main subject of different scientific approaches connected to the explanation of social phenomena. This is the reason why a bridgeless methodological discrimination has arisen. On the other hand the unificatory theories are usually based on the semantic co identity of the terms of the common sense to the corresponding ones of the human physiology, while the dualistic ones to super substantial arguments and ontological distinctions.

Athanasios Lainas

*The contribution of education
to manpower development*

This paper aims at giving an account of the contribution of education to manpower development. Such a role may not be excluded totally, and most researchers reject the extreme view that education does not influence productivity. The paper concludes that the contribution of education to manpower development can be maximized through career guidance and development as well as through long-life education and training.

Maria Adamou-Rasi

Education for peace

Since the end of the 20th century, in the context of globalization, modern industrial societies had to readjust their traditional educational systems so as to cope with contradictory needs and inconsistent goals. Thus education began to be driven by moral values and virtues and the ideal of education on peace and human rights. Social Studies turned out to be the most convenient subject to for the realization of these aims.

In this paper we examine how this approach applies to Hellenic educational practices from 1985 till now, through the investigation (using the content analysis method) of Social Studies textbooks utilized in primary schools and the research of pedagogical methods used during the same period.

**Daniel Welzer-Lang, Anastasia Meidani,
Chrisovalantis Papathanasiou**

*Gender equality
and male resistance to changes*

The present article forms the theoretical foundation of a European research project, conducted in three countries (Greece, France, Belgium) in 2003-2004, on the resistance of men to the prospect of the gender equality. The authors, supported by prior research on the social construction of gender, form the theoretical framework of the research, state their hypothesis and argue for a specific interpretation of «male re-

sistances». The goal of the research was the interpretation of the relationships between gender and social institutions as well as the understanding of the social construction of gender in everyday life.

Photini Bonoti, Plousia Misailidi
*Children's ability to differentiate
the gender of human figure*

The purpose of the present study was to investigate possible developmental differences in children's ability to differentiate the gender of the human figure in their drawings based on external (e.g. clothing, hair length, height and details) and internal characteristics (e.g. length of hair, shoulders, breast and hips). The sample consisted of 120 boys and girls who were divided into 3 age groups with a mean age of 6½, 9½ and 11½ years. Children were tested by means of two drawing tasks and an identification task.

Results indicated that: (a) children across age groups used more external than internal characteristics in order to differentiate the gender of the figure, (b) age affected the use of internal characteristics and (c) girls included more external characteristics in their drawings than boys.

