

51/51  
160

SOCIAL CLASS

of the school and the particularistic orders of meanings, and the social relationships which generate them, which the child brings with him to the school. Orientations towards meta-languages of control and innovation are not made available to these children as part of their initial socialization.

Basil BERNSTEIN, "A Critique of the Concept of Compensatory Education"; in *Class, Codes and Control*, Vol. 1, "Theoretical Studies Towards a Sociology of Language", Routledge and Kegan Paul, 1971.

4 - THE WITHERING AWAY OF CLASS, A CONTEMPORARY MYTH

The inequality of incomes is maintained in part through differential access to fringe benefits and tax-free sources of income generally. Old disparities take on new forms appropriate to the corporate economy of the mid-twentieth century. But, despite a drop during the 1940s in the reported ratio of income from capital to earned income, property ownership remains a potent, direct source of income inequality; especially so, if regard is paid to effective rather than nominal income. And the distribution of private property remains strikingly unequal. In Britain in the mid-1950s, two-fifths of all private property were estimated to be in the hands of only 1 per cent of the adult population, four-fifths in the hands of only 10 per cent. Concentration was still more extreme forty years earlier; but such diffusion as has taken place — and the estimate may overstate its extent — has only marginally affected the bulk of the population. Legal ownership of private corporate business is especially highly concentrated, four-fifths of all share capital being held by only 1 per cent of the adult population, and nearly all the rest by another 9 or 10 per cent. [...]

In short, inequalities of income and property have been only marginally reduced. But they operate in areas of expenditure increasingly removed from those of bare subsistence living, and against a background of generally rising average levels of real income. It may well be, therefore, that the persistent inequalities

of wealth are ce  
eyes of those wh  
visibility of eco  
past and prosper  
sistent disparate  
increasingly late  
worker's career  
character, as in  
than essentials

in  
B  
only  
less

Texte choisi

5 - "THEM" AND "US"

Presumably most groups gain some of their strength from their exclusiveness, from a sense of people outside who are not "Us". How does this express itself in working-class people? I have emphasized the strength of home and neighbourhood, and have suggested that this strength arises partly from a feeling that the world outside is strange and often unhelpful, that it has most of the counters stacked on its side, that to meet it on its own terms is difficult. One may call this, making use of a word commonly used by the working-classes, the world of "Them". "Them" is a composite dramatic figure, the chief character in modern urban forms of the rural peasant-big-house relationships. The world of "Them" is the world of the bosses, whether those bosses are private individuals, or as is increasingly the case today, public officials. "Them" may be, as occasion requires, anyone from the classes outside other than the few individuals from those classes whom working-people know as individuals. A general practitioner, if he wins his way by his devotion to his patients, is not, as a general practitioner, one of "Them"; he and his wife, as social beings, are. A parson may or may not be regarded as one of "Them", according to his behaviour. "Them" includes the policemen and those civil servants or local-authority employees whom the working-classes meet —

L'examinateur  
lit ce texte 3 fois -  
1<sup>re</sup> lecture: aucune  
prise de notes de  
la part des étudiants.  
2<sup>e</sup> et 3<sup>e</sup> lectures:  
les étudiants pren-  
nent des notes.  
Puis ils rédigent

teachers, the school attendance man, "the Corporation", the local bench. ~~Once the Means Test Officer the man from the Guardians, and the Employment Exchange officer were not able figures here.~~ To the very poor, especially, they compose a shadowy but numerous and powerful group affecting their lives at almost every point: the world is divided into "Them" and "Us".

"They" are "the people at the top", "the higher-ups", the people who give you your dole, call you up, tell you to go to war, fine you, ~~made you split the family in the thirties to avoid a reduction in the Means Test allowance.~~ "get yer in the end", "aren't really to be trusted", "talk posh", "are all twisters really", "never tell yer owt" (e.g. about a relative in hospital), "clap yer in clink", "will do y' down if they can", "summons yer", "are all in a click [clique] together", "treat y' like muck".

There has been plenty of violent action by the authorities in England, especially during the first half of the nineteenth century. But on the whole, and particularly in this century, the sense of "Them" among working-class people is not of a violent or harsh thing. This is not the "Them" of some European proletariats, of secret police, open brutality, and sudden disappearances. Yet there exists, with some reason, a feeling among working-class people that they are often at a disadvantage, that the law is in some things readier against them than against others, and that petty laws weigh more heavily against them than against some other groups. Their street-corner betting, it is often remarked, is a risky business; if they ran an account with a "Commission Agent" it would not be. If they celebrate and get drunk they are likely to do so in a public bar, and run more risk of being picked up than the man who keeps his drinks at home. Their relations with the police tend to be rather different from those of the middle-classes. Often they are good, but good or bad, they tend to regard the policeman primarily as someone who is watching them, who represents the authority which has its eye on them, rather than as a member of the public services whose job it is to help and protect them. They are close to the police and know something of the bullying and petty corruption that can sometimes exist. "Oh, the police always look after themselves. They'll stick by one another till they're blue in the face, and the magistrates always believe them", they have said for years, and go on saying. [...]

The "Them/Us" attitudes seem to me strongest in those over thirty-five, those with memories of unemployment in the thirties and of all the "Thems" of those days. Younger people, even if they are not active in the unions, here inhabit a different atmosphere from that their fathers grew up in: at least, the atmosphere has a different emotional temperature. At bottom the division is still there, and little changed in its sharpness. Young people are likely to be less actively hostile, or contemptuous, or fearful towards the bosses' world; nor are they likely to be deferential. But this is not always because they are better able than their parents to cope with that world, that they have come to terms with the great outside in a way their parents have not: they often seem to be simply ignoring it, to have "contracted out" of any belief in its importance; they have gone into their own worlds, supported now by a greater body of entertaining and flattering provision than their parents knew. When they have to meet the other world sharply, as on many occasions after marriage, they often do their best to go on ignoring it, or draw upon attitudes similar to those of their parents. Ask at a baby clinic what proportion of working-class mothers can even now be persuaded to take full advantage of the services. I know some who will not "go near" the clinic, not even for their orange juice; they mistrust anything authority provides and prefer to go to the chemists', even though this is more expensive.

Richard HOGGART, *The Uses of Literacy*,  
Chatto and Windus, 1957, pp. 72-73-76.

## 6 — EDUCATION, SOCIAL CLASS AND READERSHIP OF NEWSPAPERS — 1968

### Introduction

Each respondent interviewed in the National Readership Survey receives a social grade classification (A, B, C1, C2, D or E), and the bulk of the published tables deal with the reading

Enseignant : Mme Vatrican

**I. Traducir el texto siguiente:**

**Voyage en Espagne**

A l'idée de passer six semaines à me promener et à regarder, j'exultais... Sur les conseils de Fernand, nous avons acheté des « kilométricos » de première classe, sinon, nous n'aurions pu monter que dans les trains omnibus ; il nous resta à peine de quoi joindre les deux bouts ; peu m'importait, le luxe n'existait pas pour moi, pour rouler à travers la Catalogne, je préférais les autobus de campagne aux pullmans touristiques. Sartre me laissait le soin de consulter les horaires, de combiner les itinéraires, j'organisais le temps et l'espace à ma guise : je profitais avec ardeur de cette nouvelle liberté. Je me rappelais mon enfance : quelle histoire pour aller de Paris à Uzerche ! On s'épuisait à faire les bagages, les transporter, les enregistrer, les surveiller ; ma mère s'emportait contre les employés de la gare, mon père insultait les voyageurs qui partageaient notre compartiment et tous deux se querellaient ; il y avait toujours de longues attentes, beaucoup de bruit et beaucoup d'ennuis.

Simone de Beauvoir, *La force de l'âge*.

**II. Tiempo y Aspecto**

**Contestar a las preguntas siguientes:**

1. Definir el 'Aspecto léxico' (dar ejemplos).
2. Definir el 'Aspecto gramatical' (dar ejemplos).
3. Explicar la gramaticalidad o agramaticalidad de los enunciados siguientes, recurriendo a nociones relacionadas con el 'aspecto' (si ambos son gramaticales, explica en qué difieren):
  - (1) Juan amó a María durante tres años.
  - (2) \*Juan amaba a María durante tres años.
  - (3) Ayer Juan tocó la sonata en veinte minutos.
  - (4) \*/?Ayer Juan tocaba la sonata en veinte minutos.

- (5) La estatua se cayó del edificio entre las dos y las cinco de la tarde.  
(6) \*La estatua se cayó del edificio desde las dos.  
(7) Por la noche, se despertó.  
(8) Por la noche, se despertaba.

4. Resumir la clasificación verbal establecida por Z. VENDLER.

5. ¿A qué grupo pertenecen los siguientes verbos?

*Planchar dos camisas*

*Poseer una casa*

*Descubrir la solución*

*Leer libros.*

6. ¿Por qué es aceptable (a) y no es aceptable (b)?

- (9) a. Juan escribía su tesis poco a poco.  
b. \*Juan sabía inglés poco a poco.

- (10) a. Pedro terminó de hacer la silla.  
b. \*Pedro terminó de llegar a Madrid.