

**Conference papers**

*Benő Csapó*

**The role of the journal Magyar  
Pedagógia (Hungarian Pedagogy) in  
improving education**

Initiated by the staff of Iskolakultúra, a section of the October 2004 National Educational Conference, held at the Hungarian Academy of Sciences, provided a forum for the state of Hungarian pedagogical journals. There are several problematic issues related to publication forums in education. In Hungary, there are upwards of one hundred such journals; however, few of them follow international scholarly standards. What functions are fulfilled by these journals in education? Do they represent a community space for researchers willing to make their results public, or are they forums for the dissemination of scientific knowledge? Are they workshops that focus on publicizing the results of innovation and application, rather than those of research? What criteria govern their editorial policies? Can we divide them into those that serve science, those that support practice, and those that communicate educational policy? What concerns shape individual journals, volumes, and thematic issues?

*Tamás Schüttler*

**Bridging the gap between pedagogy  
and practice**

Pedagógiai Szemle (Pedagogical Review) was launched in 1950; its successor, Új Pedagógiai Szemle (New Pedagogical Review), in 1991. The former was founded in 1950 by the Ministry of Education. The foundation was related to a Communist Party decree of 1949 on the state of pedagogy in particular and of the humanities in general, according to which all scientific elements deemed bourgeois were banned from pedagogical research and teacher education – among them, pedology, empirical educational sociology, and psychology. With a print run of 25 thou-

sand, the journal, up until 1953, published numerous articles that were ideologically biased.

*Péter Tibor Nagy*

**Educatio...**

In the beginning, there was the "blue window". The term, however, is misleading typographically as well as in terms of imagery. In the eighties, the series, 100 to 200 copies an issue, published educational research papers with a matte blue cover, with a window cut in it. It was in that window (white, actually) that the author's name and the title would be typed on a Robotron typewriter. This series was the predecessor of Educatio.

*Valéria Csépe*

**Hungarian Psychological Review**

Without doubt, the journal Hungarian Psychological Review is the oldest of the field – and thus, it has always played an important role in the rather broad field of psychology.

*János Géczy*

**On Iskolakultúra**

School Culture (Iskolakultúra) was first published fourteen years ago when the Hungarian pedagogical press had undergone a structural change, with several publications no longer seen as ideologically viable. Supporting institutions had folded or been transformed, with the majority of the pedagogical preferences of the time dissolving or dwindling.

**Articles**

*Mária Herskovits*

**How to support talent?**

The theme of supporting talented students has long been a concern, in one way or another. However, this concern is controversial: it is not rare that discussions of

it are not focused, whether they are in terms of specialized or intensive education, skills development, or preparation for various study competitions. The Hungarian school system, officially at least, is not selective, although in practice it is, right from the beginning of schooling.

*Mária Lackó*

### **Text comprehension based on titles**

As is known from text linguistic research, in understanding a literary work, the title is key: there is a semantic and pragmatic relationship between the title and the text. Observing mock school-leaving examinations, I realized that the task requiring skills for the interpretation and function of titles and subtitles posed a great number of problems.

*Anna Kende*

### **"I want no segregation whatsoever"**

Knowing the current state of education, the problems inherent in the school system, and the fact that there the representation of Roma children is disproportionate in schools and classes with a modified curriculum (Sík, 2003; Girán and Kardos, 1997; Gúti, 2001; Ambrus, 2001), we aimed to explore the motivations that impact on the procedure whereby decisions are made on who goes to what type of school at what age.

*Jeffrey Mirel*

### **Old education values, new American schools**

Adapting to the rapid changes of the world is possible only via educational development – this view was held by the progressive educational experts at the turn of the 19th and 20th centuries, and it was also embraced by the educational reformers of the United States in the nineties. Learning about that reform will provide assistance to those who aim to bring about

systematic change in Hungarian education and to those who wish to more deeply understand the pedagogical-ideological framework of that reform.

*György Mészáros*

### **The word of the unsightly: A challenge for critical pedagogy**

In educational discourse, there is increasing prevalence of the themes of handicap and equal opportunities. The present study represents a pedagogical attitude that seems completely foreign in the Hungarian context. It is based on the texts of a number of representative authors who posit issues from the point of view of the underclass and the segregated. This trend, with its undoubtedly unique perspectives, presents a real challenge to Hungarian pedagogical thinking.

### **Surveys**

*Mária Hercz*

### **Opportunities to assess the quality of pedagogical practice**

*Emőke Solymosi Tari*

### **"We insist on it not only because of the music"**

*Katalin Gabnai*

### **Hungarian drama pedagogy: Past and present**

*Ildikó Holik*

### **Teachers' opinions on the standard teacher training and practice schools**

*Petra Földes*

### **A genre that isn't: Pedagogical counseling**

**Reviews**

*Katalin Forray R.*

**Whose is the university?**

*On Tamás Kozma (2004): Whose is the university: The educational sociology of higher education (Kié az egyetem? A felsőoktatás nevelésszociológiája). Új Mandátum, Budapest.*

*Tamás Tófalvy*

**Life-long learning**

*On Jerome Bruner (2004): The culture of teaching (Az oktatás kultúrája). Gondolat, Budapest.*

*Iván Kápolnai*

**Schools, denominations, and courses**

*On Viktor Karády. School system and denominational irregularities in Hungary, 1867–1945 (Iskolarendszer és felekezeti egyenlőtlenségek Magyarországon, 1867–1945).*

*Annamária Bene*

**The bilingualism of Hungarians in Vojvodina: The psychologist's perspective**

*On Lajos Göncz (2004): The bilingualism of Hungarians in Vojvodina: Language-psychology aspects (A vajdasági magyarság kétnyelvűsége: Nyelvpszichológiai vonatkozások). MTT Könyvtár 8. Magyarságkutató Tudományos Társaság – MTA Etnikai-nemzeti Kisebbségkutató Intézet, Subotica – Budapest)*

*Zsuzsa Mirnics*

**Learning the language of the environment: A tool for tolerance**

*On Jutka Bálizs and Melánia Mikes (2004): Let's play, let's sing in Hungarian (Játsszunk, énekeljünk magyarul!) Magyarságkutató Tudományos Társaság, Subotica.*