

Articles

Béla Pukánszky

Rousseau's views on children and „black pedagogy”

Few pedagogical thinkers have exerted such a powerful influence on the theory and practice of the education of children as Jean-Jacques Rousseau (1712–1778). In recent educational history literature, however, there has been a marked transformation of his appreciation.

Juliane Jakobi

The Century of the Child in revised edition

On the 1902 publication in Germany of Ellen Key's book, *Das Jahrhundert des Kindes*, Rainer Maria Rilke, Key's friend and correspondent, had this to say in a review: „For the few who have retained the wealth of their childhood world, who still possess the ashen twinkle of an independent self, this volume opens new vistas, leading out of the present-day harsh reality of education and schooling – so that, although this comes late when they are filled with sorrow, they can reorganize their own lives.”

Meike Sophia Baader

The intimate relationship between religion and reform pedagogy

There have been scarce attempts at investigating the religious elements of reform pedagogy, even though the presence of these elements has always been evident. In the pedagogical literature, the single critical collection of studies on the theme is the one edited in 1994 by Ralf Korrenz and Norbert Collmar. The religious dimensions of reform pedagogy are associated with the transforming religiousness of modernity, and thus it is crucial that, following the practice of Luckmann (1991) and Luhmann (2000), we deeply concern ourselves with the concept of functional religion.

Ferenc Pálvölgyi

Religious dimensions of reform pedagogy

What role did 19th- and 20th-century changes in human thinking, that is, various philosophical and religious notions play in the development of concrete reform pedagogy concepts, elements, and practices? This paper aims to answer this question.

Beáta Horváth

The subject of a matura – the maturity of a subject

In an era characterized by the acceleration of information flow, by the increase in the number of media, and by the proliferation of texts, Hungarian public education aims to shape literacy culture directed toward medium content, to deepen the understanding of graphic and cinematographic texts, and to support orientation in an ever-changing information society.

Zoltán Kerber

Evaluating Hungarian grammar and literature textbooks

Hungarian grammar and literature textbooks, and indeed the subject area itself, have to facilitate a variety of functions. Hungarian grammar and literature was the first subject that offered a choice of textbooks early on. This was due to the alternative projects of the eighties, producing experimental textbooks at first, and then, from the beginning of the nineties, official, ministry-approved textbooks. By the second part of the nineties, the range became wide and sometimes chaotic, with publishers offering ever more series, textbooks, and workbooks.

Erika Oláh Rójáné

Comparing the old and the new intermediate school-leaving examination in mathematics

In relation to the two-level school-leaving examination, experts considered the

issue of how examinees' performance would change after the introduction of the new exam type. Can one predict that the new intermediate-level examination would differentiate more effectively than the old one? What are students' views of the changes? What do they know about the structure of the new examination and higher education admission procedures?

András Németh

The development of the modern Hungarian school system in the light of international institution development and reception processes

When examining the emergence and development of the modern Hungarian public education system, one can argue that it was influenced by the various modernization demands, challenges, and solutions of a series of reform eras, constituting the development of the Hungarian nation state. The precursor of the process was the educational reform of the last three decades of the eighteenth century, characterized by an enlightened absolutism. This was followed by the great reform period, influenced by national liberal trends, of the emergence of modern Hungarian education, from the Compromise to the beginning of the twentieth century, which resulted in the foundation of

the institutional network of modern Hungarian public and higher education, as well as of science and research.

Surveys

Attila Nóbik

Views of Rousseau in 19th-century educational textbooks

Henrik Hargitai

Typographical illiteracy

László Kojantiz

Textbook analyses

Reviews

György Mikonya

Old textbook exhibits in the Széchenyi Library

Tamás Halmai

Approximations and vistas

(Katalin Kovalcsik, ed., 2001: Studies on the social status and culture of Gypsies)

Ádám Kolozsi

New courses in ethnology

(Kaschuba, Wolfgang, 2004: Introduction to European ethnology)