

## Articles

*Benő Csapó*

### **The integration of knowledge from formal and non-formal learning**

As a consequence of the general rise in the value of knowledge and the expansion of learning into more and more fields of life, the fundamental concepts of the theory of education are continuously being supplemented by new content. The preliminary notion of knowledge has passed through this kind of reevaluation over the last decades, and its measurement has been given new content.

*István Franyó*

### **Cross curricula, competences and the teaching of biology**

The content development of biology will not bring about a significant change in itself. However, as an integral part of the pedagogical program of a given school, the subject's teaching may be efficient not just in terms of widening students' knowledge but also in their somatic, mental, psychological and social education, as well as in the formation of the competences that are required for everyday life.

*F. Ágnes Dárdai*

### **A quantitative analysis of history coursebooks in Hungarian and German**

Our team of researchers has undertaken a comparative analysis of three German (one of them is an Austrian and the two others are German) and two Hungarian coursebooks of history, hoping that behind the significant pedagogic-didactic approaches to the content of the coursebooks we may discover some regularity of universal validity and particular authorial solutions.

*Mária Nagy*

### **Hungarian teacher in 1911**

This article investigates the first year of the last decade of the „happy peacetime“ analyzing how the stratification of the teaching profession changed from the previous decades and what eventful occasions were recorded in select professional sources. Indirectly, it also addresses the issue of whether there were any signs during that time of what Ignác Romsics called „unhappy fury.“

*Sándor Zátonyi*

### **The primary school is sixty years old**

Sixty years ago, in August 1945, the decree of the organization of the primary school was enacted by the Temporary National Government. We think that we can learn a lesson from the analysis and comparison of the different lesson plans that have been completed since then.

*János Boros*

### **Multilingualism and democracy**

How does one go about mediating meaning from one language to another? Is this possible at all? Do we speak many languages or one? Can we understand another person? How can we verify an apparently adequate translation or comprehension? Issues of translation and multilingualism are currently a concern for philosophers, linguists, literary scholars, cultural anthropologists, communication experts, political scientists and practitioners alike.

*Katalin Sándor*

### **Approaches to the questions of intermediality – Part 2**

This article continues the discussion of a comprehensive theoretical consideration of intermediality, together with the related notions and the discourses that represent them. The first part appeared in the January issue of this journal.

*Zsuzsa Várady*  
**Platonov for player piano**

The first Chekhov drama (which is untitled but is most often cited as Platonov), is the basis for both the theater play Platonov, directed by Tamás Ascher, and the movie An Unfinished Piece for Player Piano, directed by Nikita Mihalkov. The former is basically an authentic adaptation – the latter, a film for which the drama is merely a source of inspiration.

*Réka Mihálka*  
**As a blind little kitten**

In writing about Ottó Tolnai's play, Elbow Bend, Lajos Parti Nagy pointed out that a text can expose, depict, even render a sea, a dawn, an oil painting, all manner of things perceptible. He added that Tolnai's subject matters and visions would themselves be sufficient for a show. This interpretation, however, may be applied to the analysis of another play, Sale, too.

*Csongor Bodrogi*  
**Kosztolányi and Attila József**

By analyzing the interactions of the poetry of Dezső Kosztolányi and Attila József, we should consider the characteristics and difficulties of the writing of literary history.

**Surveys**

*Zsuzsa Marlok – Tamás Martos*  
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*Miklós Balázs*  
**The characteristics of the political:  
 Lessons learned from a Bánk bán film**

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**The Kuno Klebelsberg portraits of  
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**Reviews**

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**Motivation, learning, and teaching**

*György Fenyő D.*  
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*Péter H. Nagy*  
**Freud philology and impact research**

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**Capillaries and pressure groups**

*Ágota Fóris – László Kozma*  
**The historical-functional changes in  
 the institutional systems of culture**