

ENDRE ÁDÁM HAMVAS

SOME REMARKS ABOUT THE RECEPTION OF HERMETICA IN CHRISTIAN INTELLECTUAL HISTORY

In my summary account, I would like to outline some problems concerning the question of the Hermetic tradition in the history of Western Christianity. In the present case, I have the possibility only to show some of the theories and I would like to elaborate on this topic in the course of my later researches. Briefly to say: my aim is to disclose some aspects of the figure of Hermes Trismegistus in the European intellectual tradition and the history of the reception of the Hermetic philosophical and occult writings from the late antique Christianity to the early modern times.

Firstly I have the idea that the history of this reception has a framework within the transformations of Hermes Trismegistus' figure that can be described as follows: this is the process of sacralization and desacralization of Hermes. In some points of this history, Hermes is represented as the divine (or divinely inspired) sage or divine figure who revealed the truth about God, the universe and the true nature of humankind for the worthy persons. However, at some other times, he is tried to be dethronized. Sometimes these aspects got confused as in the case of Hermes the magician who can appear as a divine person or on the other hand to whom some magical tractates of dubious value are attributed. This process of sacralization and desacralization is not a linear one: after a period of sacralization the opposite view becomes stronger, and actually, sometimes these contrary opinions contend with each other.

My intention in the future is to write the of the history of the reception of Hermetica in Western Christianity. The present paper presents the main focuses of my researches.

GÁBOR HORVÁTH

L'EREDITÀ DI GYULA GLATTFELDER VESCOVO DI CSANÁD "IMPARIAMO DALLA VERGINE MARIA A PORTARE CRISTO IN NOI"

In questo articolo ci siamo occupati in generale della predicazione su una chiesa di Gyula Glattfelder. Questa predicazione è stata scritta prima del suo servizio vescovile, intorno al 1906, quando lui era un professore del Seminario Centrale di Budapest. È molto importante il testo perché con l'aiuto di questo possiamo capire meglio la simbologia del Duomo di Szeged, costruito per sua volontà nel 1930, diventando il simbolo della rinascita del paese dopo il trattato di pace di Trianon (1920).

Abbiamo esaminato per la prima volta, tra l'altro, in base ad altre predicazioni e documenti del vescovo, i sei simboli della Vergine Maria e la frase del Papa Pio XI – *Facere magna et pati fortia hungaricum est* – che si vedono sull'arco trionfale del Duomo, l'altare di San Gherardo il primo vescovo di Csanád (1030) e l'altare della Santa Croce.

PÉTER ZAKAR

THE ECONOMY OF THE DIOCESE OF CSANÁD IN 1848–1849

The agricultural estates of the Diocese of Csanád were different from other church owned rural estates of the contemporary Hungary which were dominated by forestry and wine production. On the agricultural lands of the Diocese of Csanád, similarly to other, not church owned lands, mainly wheat and corn were cultivated as the basic source of income. Adding to this the diocese also ran several inns, butcheries and groceries. During the war of independence the incomes naturally declined in a certain extent but did not cause a real crisis in the economy of the diocese.

ESIOBU ANAYO AUGUSTUS

THE OFFICE OF A RELIGIOUS PASTOR

The monks, or in general, the religious did not share in the pastoral works of the Church from the beginning till the middle age, or precisely, the time when the Church felt a big need for their involvement, though with limitations, regulations and even scepticisms. This was especially because of the true nature and goals of religious: a total handover of oneself to God thereby renouncing completely on things of the World.

If a religious would be called a pastor, it then means that he should be in between two ways of life, as forces pulling him to either sides, namely: the side of pastoral work which he is appointed to, then his religious life, which is another pattern of life that requires almost different system of life from the person who shares in it. In any case, it is important to point out that office of a religious pastor is also a parish, that is “*a certain community of the Christian faithful stably constituted in a particular church, whose pastoral care is entrusted to a pastor (parochus) under the authority of the diocesan bishop*” (can 515 §1). The two ways of live mentioned in his situation makes him to be under two authorities, namely: the competent

authority of his religious order or congregation and the authority of the local ordinary to whom the parish belongs. The same “*double act*” applies to other aspects of his function, like his appointment, his reverence to two authority, his transfer or removal etc. These acts need the mutual co-operative works of the two fields of life which he lives and their competent authorities.

Another interesting thing or even sometimes problem around office of a religious pastor is its stability. The office of a religious, as a person, cannot be made stable, because the office itself, that is, the parish, is entrusted directly to the religious organization who chooses or nominates him to be appointed or affirmed by the local ordinary, the diocesan bishop. In other words, he is not *vicarious perpetuus*. As a result of this, stability of this office is possessed by the religious institution and not the religious pastor as a person.

Nevertheless, we still have to say that a religious pastor has a lot to add to pastoral works as far as *salus animarum* is concerned. The challenges emerging from the nature of two sources of his functions have been in existence for ages and would still continue to exist as long as religious would be entrusted to be a pastor of a parish.

SAROLTA FEST

COMPARATIVE SURVEY OF PRESCHOOL-AGE CHILDREN'S PHYSICAL AND MOTORIC PERFORMANCE

Follow-up monitoring of children's physical development and motoric performance greatly facilitates determining the contents of physical education activities and identifying talented children at an early age. The latest analysis of 3–6-year-old children's somatic progression and motoric performance was carried out in 2007 (Farmosi-Gaálné, 2007). This countrywide-level survey was carried out as long ago as almost ten years. From this time onwards only a few such surveys have been conducted so we hardly know anything about the progression of preschool-age children's motoric performance. It can be claimed that there have been significant changes in preschools' staff and equipment since 2007. We believe these changes have positive effects on children's physical and motoric performance. Our research included a survey examining 153 preschool children's physical and motoric abilities. Our examinations in many cases confirmed our hypothesis that differences in preschools' staff and equipment exercise impact on preschool-age children's physical and motoric progression. Our results prove that there is some divergence

between the physical and motoric performance of boys and girls. Comparing our outcomes with country-level surveys we conclude that data measured by us show worse achievements. We see the importance of our research in the fact that it brings the results of the surveys focusing on somatic and motoric performance close to practice and helps in planning the output built on “input”.

MARIANN TANDARI-KOVÁCS

PHYSICAL AND PSYCHOLOGICAL CONDITION OF TEACHERS THE QUESTION OF BURNOUT AND OF ENGAGEMENT

There is increasing evidence from studies that educators are overloaded emotionally as well as intellectually and physically.

The aim of the present study is to explore the psychosomatic status of Hungarian educators to reveal burnout and work engagement.

A cross-sectional survey was conducted among educators ($n = 140$, mean age 45 $SD = 9,3$; 73% female). Burnout was measured by Maslach Burnout Inventory – Educator Survey, work engagement was measured by Utrecht Work Engagement Scale and somatic complaints were covered by means of Psychosomatic Health Questionnaire.

81% of the respondents indicate fatigue and lack of energy, 59,5% of the head pain, while 58,5% have problems with sleeping last month. 52% of the respondents reported high emotional exhaustion, 10% of them are at high risk of depersonalization and 40% of the reported educators are at high risk of diminished personal accomplishment. Among the somatic complaints, fatigue plays role in emotional exhaustion (EE) component of burnout ($\beta = 0,363$, $P = 0,002$), explaining 21% of the variance of EE. All three subscales of engagement were strongly associated with diminished personal accomplishment ($r = -0,600$ to $-0,682$) and a moderate correlation was detected among all three subscales of engagement and depersonalization ($r = -0,408$ to $-0,455$).

Improving the physical and psychological well-being of educators is mandatory. In order to device effective intervention for burnout and emotional burden, we need to focus on stress reduction, primarily on adaptive emotion-focused coping strategies elaborated profession specific points and need to enhance educators’ work engagement.

ISTVÁN THÉKES

**INVESTIGATING THE KNOWLEDGE OF ENGLISH
AS A FOREIGN LANGUAGE COLLOCATIONS
IN CORRELATION WITH SOME BACKGROUND VARIABLES**

Knowing a word is complex and multidimensional in nature. Various aspects of knowing a word must be considered. As it was laid down in the previous section, breadth of vocabulary knowledge means how many words a person knows while depth refers to the knowledge of dimensions, e.g. synonyms, antonyms, contextual use, etc. The complexity of the concept of knowing a word is emphasized by Mukarto (2005, p. 153) who declares that “learning even one FL word or a lexical item is a complex task. Naturally, learners’ knowledge of a word is not binary in nature, nor is it an all or nothing phenomenon.” Several dimensions have been identified that inform researchers and teachers how complex it is to determine what it means to know a word. When considering YLs, three facts are worth keeping in mind: (1) word knowledge is incremental, which implies multiple oral and written inputs (Nagy, Anderson & Herman, 1987, p. 238); (2) word knowledge is also multidimensional since a lot of words have different meanings, and (3) word knowledge is interrelated in that the knowledge of one lexical item is connected to another (Scott & de la Fuente 2008, p. 108). Three main reasons have been phrased (Henrikssen, 2012) as to why L2 students might fail to develop sufficient competence in word combinations. These reasons are tentative and are supported by little empirical evidence. One reason is that conditions provided for the L2 learner might not be sufficient because of the lack of exposure to the target language. Secondly, there is a claim that L2 learners have a tendency of focusing on spate word items rather than word combinations. They simply do not have a holistic procession of collocations. This assertion was debunked by Durrant and Schmitt (2010) who claimed that problems of learning collocations cannot be attributed to a non-formulaic approach but the lack of exposure leads to failure to process multi-word units efficiently. Thirdly, since phrasemes vary in semantic opacity and might be less understandable for L2 learners. Henrikssen (2012) also claims that collocations are not salient and sometimes go unnoticed. In my research conducted in April 2017, I developed a new collocation test assessing Hungarian 9th graders collocational knowledge in meaning recognition modality. Besides measuring their level of idiomatic knowledge, I also collected data as regards the following constructs: attitude towards language learning, inductive

reasoning skills, and word learning strategies. I phrased the following research questions: 1) How do results achieved at the English idiom test correlate with attitudes towards language learning?, 2) How does the use of word learning strategies correlate with collocational knowledge?, 3) How does inductive reasoning skills correlate with results achieved at the collocational knowledge test?, and 4) how do the different background variables explain the knowledge of idioms. I found that attitudes towards language learning are in a strong relationship with collocational knowledge. As for the relationship between inductive reasoning skills, word learning strategies with collocational knowledge, I stipulated that inductive reasoning skills are in the strongest relationship with a significant correlational value with idiomatic knowledge whereas word learning strategies are the least significant variables in explaining the knowledge of idioms. Conclusions are drawn in the study.

MARGARÉTA TOKODI – ZSOLT BELLA – ESZTER CSÁBI –
ÁGNES KIRICSI – EDIT KOLLÁR – ÁDÁM PERÉNYI – LÁSZLÓ ROVÓ
**THE EFFECT OF A SINGLE-DOSE ALLERGEN
(NASAL PROVOCATION) TO PHYSICAL AND COGNITIVE
ABILITIES IN PATIENTS WITH RAGWEED ALLERGY**

Allergy is an endemic disease and has a considerable impact on the quality of life. This study aimed to assess the impact of active allergic rhinitis on physical and cognitive abilities in patients with allergy.

A total of 14 participants (7 allergic professional athletes and 7 other allergic patients without doing active sports) were enrolled in the study. Cognitive, respiratory (spirometry, acoustic rhinometry – AR, nasal inspiratory peak flow – NIPF) and fitness functions (Harvard Step Test – HST) were assessed before and after allergen exposure. Participants in both groups were provoked nasally with 30 IR/mL ragweed allergen in each nostril. This was followed by a reassessment of the above functions.

A significant difference was found between the groups in FEV1 ($p = 0.036$) and HST ($p = 0.039$); the group of professional athletes revealed higher average values in all cases. When comparing baseline results and those after provocation in each group, the only significant difference was the size of the nasal cavity and NIPF.

While having mapped the neuropsychological functions of the brain, we had been using test batteries that covered all of its areas of function and could even manifest minor alterations.

In neuropsychological assessments, professional athletes performed significantly better, compared with the control group after allergen provocation in short-term and long-term memory functions ($p = 0.029$, $p = 0.047$) and complex working memory capacity ($p = 0.033$). Athletes have achieved better results after provocation, comparing to the baseline test and the tests that measured executive functions ($p = 0.023$), complex working memory capacity ($p = 0.052$); short-term and long-term memory functions ($p = 0.02$, $p = 0.031$). In case of the control group decline of a trend level occurred during the test that measured executive function ($p = 0.075$) compared with the baseline test.

Short-term disturbing factors, e.g. swollen nasal mucosa, sneezing, and watery eyes after provocation did not caused deterioration in cognitive and fitness functions. A single-shot allergen in high doses has caused an increase in mental concentration, which was more pronounced in the case of professional athletes.