

STUDIES

Katalin Radnóti

3 A 2008 survey on science education and Physics teaching

According to findings of Hungarian and international surveys, student performances keep falling in the field of science. As a result few students choose a career in science or engineering and student enrolment in these programmes of universities attract few candidates with an excellent school record. A survey was developed and conducted among science teachers by an ad hoc committee at the request of the Hungarian Education Council (OKNT) – the present study reveals its key findings.

Edit C. Nagy

17 Environmental education to raise environmental awareness through state-of-the art methodology and carefully chosen venues of education

This study presents the findings of a survey conducted among learners of the Lőrincz Siklódy Primary School at Gyergyóditró in order to assess the results of environmental awareness raising programmes. The study analyses the effects of an alternative approach (Step by Step) that features forest camps, environmental activities, promotes values and attitudes and forms habits that aim at a harmonious relationship with nature. The conclusions show that the alternative approach taken by Step by Step is more effective than traditional methods at raising environmental awareness, developing the necessary skills and forming the values that are necessary to protect nature.

VIEWPOINTS

37 The economic perspective and its role in transforming public education – a round table discussion about the Green Book on the Transformation of Hungarian Public Education

At a meeting organized by the Hungarian Education Council (OKNT) with the participation of OKNT members and economist members of the Education and Chance for Children Round Table (OKA), the discussion attempted to define the key role of economists in the work of OKA to transform Hungarian public education. Participants discussed the benefits of the perspectives and methodology of economists. OKNT representatives in many respects agreed with the Green Book but at the same time criticised the proposed educational programmes, pointing out what is missing from them.

59 *“Our New Knowledge Programme is aiming to disseminate best practices but at the same time it is opening up new dimensions”. An interview with Mrs Tibor Tóth, special envoy of the Prime Minister*

The interview focuses on the programme aiming at transforming public education, pointing out the values serving as its base. Special envoy of the Prime Minister Mrs Tibor Tóth believes the greatest merit of the programme is that it aims to promote an equality of chances and that it joins forces with all educational and strategic efforts – it renders financial resources by connecting Hungarian funds to EU ones, securing the finances of an uninterrupted development of public education in the next three years. Another merit is that the programme has a broad perspective of age zero to age of 18, providing the framework for development in all ages. The programme, however, cannot be put into practice without the active cooperation of the profession, and for this very reason it has to be made more prominent and get more support.

MULTICULTURAL FORUM

Tamás Polgár

68 *Faded friendship? – Hungarian history through Polish textbooks*

This study investigates what secondary school students learn about Hungarian history in Poland and what image of Hungary is presented in Polish history textbooks. An analysis of Polish textbooks currently in use reveals that Polish students learn more about Hungarian history than Hungarian students about Polish history. The two series of history textbooks under investigation made a rather favourable impression as they deal much more with historical events of Central Europe and Central Eastern Europe as well as Eastern Europe than it is customary in Hungary. As a result, students in Poland get a much clearer picture about the history of their neighbours, primarily that of Russia, than Hungarian students.

EDUCATIONAL HISTORY

Csaba Éles

120 *From the merry house to the successful school. Thoughts of classics on the positive educator’s personality*

This study draws up the ideal educator’s personality and morality as a ground of comparison on the basis of literary and philosophical sources – artistic prose and humanist thinking – and the expectations and observations of classic authors who are at home in the world of practical pedagogical issues. We shall not forget that every real idea is culture, value, heritage – thus a treasure. In our train of thoughts we rely on such prestigious persons of the history of culture and education – in a chronological order – as Erasmus of Rotterdam, Philipp Melancthon, Johannes Amos Comenius, François Fénelon, John Locke, Ferenc Kazinczy, Gottfried Keller, Constantine Ushinskiy, Lev Tolstoy and others.