

ABSTRACTS

Attila Papp Z. - János Márton: On Education at the Peripheries, without Mystifications. An Assessment of the Experiences of the Csángó Educational Program

In 2012, within the framework of a project on diaspora education in the Carpathian Basin, we attempted to evaluate the educational work carried out in Moldova by the Csángó Educational Program. As part of this research, we conducted interviews with the program's operators, as well as with the teachers, children and parents involved in the program. We also asked children in all the locations included in the program to fill in questionnaires measuring their Hungarian language skills. The current study presents the outcomes of this latter research phase. Thus, our aim here is to describe the language skills of children participating in the program at a certain point in time, to identify the influencing factors and to assess the efficiency and possibilities of the Hungarian-language teaching program.

Based on the evaluation one can conclude that the Hungarian language skills of the children are influenced by both external and internal factors. The former include contextual factors not closely related to school (e.g. the situation regarding the use of Hungarian in the different villages, the social language use habits of children, their family and socio-economic background), while the latter refer to factors like age, class, duration of Hungarian-language learning (for how many years a child has been learning Hungarian), participation in Hungarian educational programs within and outside school, self-esteem and the future plans of children.

Keywords: Csángó Educational Program, Hungarian language skills, pedagogical added value, education at the periphery

Botond Dániel - Enikő Albert-Lőrincz: The Importance of Romanian Language Skills with Regard to the Success on the Labour Market of Social Worker Graduates

According to the advocates of mother tongue-based education, a full-vertical Hungarian-language educational system is a precondition for the

preservation of the national identity and for the competitiveness of the Hungarian minority of Romania. At the same time, critics put forward as counterarguments the deficient Romanian terminological knowledge of the graduates of Hungarian-language higher education and their (real or imagined) communication difficulties with Romanian clients.

In our study we assess the importance of Romanian language competences for the success on the labor market of Hungarian social work graduates. Our article is based on empirical data collected for a PhD dissertation which analyzed the career paths of Hungarian social work graduates of the Babeş-Bolyai University of Cluj-Napoca.

Our results show that Romanian language competences have an important role in the career success of Hungarian social work graduates (concerning both their professional work and their chances of employment). A significant proportion of graduates living and working in Romania admit having deficiencies in these competences. Yet, at the same time it seems that they did not expect that the university would provide for the development of their Romanian language competences.

Keywords: minority language, majority language competences, social work, career paths

Zsuzsanna Bartha: A Study of the Motivational Background of School Choice in Transylvania, with Special Emphasis on Areas with Dispersed Hungarian Population

The aim of this study was to analyze and compare the attitudes of parents who choose to enroll their children to Hungarian- or Romanian-language schools. In order to reveal the motivations of the parents choosing education in one or the other language, we have conducted a factor analysis of a number of attitudinal items, and have found significant differences. In the case of parents choosing Hungarian-language education one can clearly differentiate between a set of opinions involving rational cost-benefit calculations on one hand, and a set of arguments anchored in national symbolism and value rationality, on the other. Furthermore, the first type of reasoning is more characteristic in areas where Hungarians live scattered, while the latter type of arguments are more wide-spread in compact Hungarian regions. In the case of parents choosing Romanian-language schools no such differentiation of the arguments emerged, which calls for a more fine-grained analysis in the future.

Our results show that parents who themselves attended Hungarian-language schools in the past are most likely to choose education in Hungarian, perpetuating this way the language of schooling within the family from generation to generation. Another important finding is that mixed marriages increase the likelihood of choosing education in Romanian language. However, the analysis also reveals that the occupation and educational attainments of the parents do not show a significant relationship with the language of the school chosen for their children. This conclusion is not in line with the findings of previous research, indicating that we might witness a changing trend: the relationship between the profession and educational level of the parents and their language choice in education seems no longer to hold.

Keywords: school choice, rational motivation, symbolic motivation, language of education, ethnic spatial structure, assimilation

Erika Gáll - Jenő Keszeg: An Examination of the Educational System in Romania, in Light of the Hungarian Language and Literature Curriculum

This study is based on research conducted within the 2013–2014 tutorial program of the Sapientia Hungarian University of Transylvania, Department of Juridical Sciences and European Studies. The paper examines the Romanian educational system, the current education policies and the processes internal to the institutions related to the teaching of Hungarian language and literature.

According to Romanian educational policies, the teaching of all subjects, including Hungarian language and literature, is regulated through the national curriculum and the closing exams. At the same time the textbooks, as the instruments of the implementation of the curriculum, play an extremely important role in the teaching of the mother tongue. The main purpose of this paper is to reveal the mechanisms of decision-making behind the elaboration of the curriculum, the textbooks and the tests employed in examination. For this purpose, we analyze the relevant legislation, highlight the discrepancies between the legal standards and implementation, and discuss some issues that follow from this.

Keywords: educational policy, teaching of Hungarian language and literature, curriculum, textbooks, examination system, legal standards, implementation, volunteering, expertise

Zsuzsanna Kovács: Ethnic Identity and Behavior Patterns Towards the Romanian Language and Community. A Study on the Everyday Life of Hungarian Young People from Odorheiu Secuiesc

Studies about ethnic identities and about the relationship between minority and majority ethnic groups often highlight the central role of ethnic stereotypes. This study argues that the behavior patterns of the Hungarian minority youth from the Szeklerland towards the majority population would be worth analyzing from other perspectives too, taking into account the perceptions of the Hungarian minority on the majority and the intricacy of the related attitudes. The research is based on qualitative methods, like focus groups and life story interviews, and sets as a starting point the presumption that - as a consequence of the specific situation - the minority identity in Odorheiu Secuiesc/Székelyudvarhely has a much more significant impact on the attitudes towards the Romanian language and community than ethnic stereotypes have.

Keywords: youth of Odorheiu Secuiesc, minority identity, minority-majority relationship, linguistic attitudes, everyday ethnicity, bilingual environment

Ambrus Miskolczy: The Foundation of and the Challenges Faced by the Romanian National-legionary State

Having forced King Carol II to abdicate in the night of September 5, 1940, Ion Antonescu made the heir, Mihai the king. Meanwhile, in order to ensure some sort of mass support for his rule, he entrusted part of the power to the Iron Guard, in spite of the fact that the elite of the latter organization had been murdered by the king. Thus the national-legionary state was founded, but the duality of power encompassed from the first moment the possibility of a breach. The Iron Guard attempted to implement by its own means the fascist revolution, but this consisted in no more than the anarchistic expropriation attempts and the spoliation in the style of old-school muggers of the Jewish properties. The activity of the commissars entrusted with the management of factories also brought chaos, as the promises made to the workers could not be kept. In contrast to this anti-capitalist, legionary rhetoric, Antonescu wanted to lay hold of Jewish properties only gradually, without bringing chaos to the economy, and he also wanted to subordi-

nate the middle-class to the authoritative economy. In the meantime, both parties were taking actions to prevent domestic and foreign German Nazis getting hold of Jewish properties to an undesirable extent. The Iron Guard's anti-capitalist phraseology resembled more and more the rhetoric of the communists, contributing to the future short collaboration between these two movements, which was, however, followed by a harsh showdown.

Keywords: fascism, communism, anti-Semitism, Nazism, legionary revolution, Romania

Miklós Bakk: Trianon, as a Battle in the Field of the Politics of Memory. Some Additional Notes on the Book of Péter György Entitled 'The Zoo at Cluj - Imaginary Transylvania'

In his book, Péter György presents his reading and interpretation about what Transylvania could be and what it has transformed into in contemporary Hungarian identity and public thought. The logical structure of the book consists of the following three levels: a re-interpretation of the periods and events relevant with regard to the detachment of Transylvania; an analysis of the formation of literary themes, styles and attitudes following this critical landmark of Hungarian history; and an attempt to deconstruct the politics of memory as well as the project of re-creating the Hungarian political community.

Already this short outline of the book's intricate and yet witty structure suggests such an abundant diversity of methods, receptions and syntheses in the work, which renders a comprehensive and systematic review almost impossible. Therefore, previous reviewers have chosen either the path of an impressionistic assessment, or of an annotative critique. The present review follows the latter path, trying to add some additional side-notes to the critical review of this undoubtedly very important issue.

Keywords: Péter György, imaginary Transylvania, Szeklerland, deconstruction of politics of memory, Trianon-building