

András Németh
Reform pedagogy and life reform

The studies in the following section are based on the latest results related to the Hungarian context of an international (German – Hungarian) research project, spanning several years (OTKA T 037337). The experts involved in the project are Endre Kiss, György Mikonya, András Németh (ELTE University, Budapest); Béla Pukánszky (University of Szeged); Ehrenhard Skiera, and Andreas von Pronczynsky (Universität Flensburg).

Gabriella Baska – Éva Szabolcs
Life reform motifs in the journal Népművelés (Új Élet)
(Public Education – New Life), volumes 1906–1918

At the turn of the twentieth century, during the decades of change, the study of children, psychologically based pedagogy, new forms of education, and reform pedagogy became widespread. The analysis of this process and of its phenomena is the subject matter of several works of historical pedagogy, and yet it is only in the past few years that reform pedagogy issues have been investigated as part of a wider social and cultural context. This is how the relationships among the Lebensreform movement, new education, the study of children, and the issues of reform pedagogy have come to the fore.

Endre Kiss
Toward a definition of the philosophy of life reform

Although they are viewed from several scholarly perspectives, the phenomena of life reform are primarily philosophical. Life reform is philosophical in terms of theory, too, even though it does not constitute a systematic philosophy: it does encompass basic historical-philosophical, anthropological, ethical, esthetical and other elements within a cohesive and coherent unit. In addition, it is philosophical from the empirical perspective as well in that it provides the basis for a complete individual and community practice, wherein the connections between the theoretical and practical are absolutely different from those characteristic of classic philosophical systems.

Júlia Tészabó
The art camp of Gödöllő and education

The art camp of Gödöllő was formed in 1901. Its ideological and life conduct model, which characterized the multifaceted work of such influential artists as Aladár Körösfői-Kriesch and Sándor Nagy, was made up by several ideological trends, life-reform models, artistic, political, and pedagogical reform attempts, all prominent at the end of the nineteenth century.

Béla Pukánszky
Zoltán Kodály's music pedagogy and life reform

The modernization and urbanization processes of nineteenth-century USA and Europe altered the system of social relationships in a major way. In the economically developed world, ways of life began to change shape, resulting in transformations in everyday thinking and mentality as well.

András Németh

Hungarian life reform attempts at the turn of the century

In Europe and the United States of America, from the 1870-1880s onwards, modernization, urbanization, and industrialization processes have (at varying pace in certain historical regions) transformed not only the natural environment, but also the social and geographical associations that people have become accustomed to.

György Mikonya

School and life reform attempts of Hungarian anarchists

Because of its peculiar nature, anarchism does not aim to reform life and school affairs. Its stated objective is a radical change of society, which, however, as a collateral, entails changes in school affairs and attempts at life reform at some point.

Irén Strinkóné Nagy

Reform pedagogy and changes in the female role

This study, which subscribes to the theory that interprets the pedagogical reform processes of the beginning of the twentieth century in a wide context, focuses on some connections between women's movements and reform pedagogy. It undertakes to investigate the ways in which attempts at pedagogical reform are embedded in specific national (cultural and ideological) tendencies.

Zsuzsanna Bara

The creation of public school libraries

The public education bill of 1868 provided the organizational framework for public education aims to be reached. At the same time, it mandated the creation of public school libraries.

Survey

Péter Tibor Nagy: The increasing role of the state and individual rights in education

Katalin R. Forray: Education ecology and regional education research

Péter Lukács: Academic capitalism?

László Zrinszky: A discipline becomes visible: The increasing role of adult education

György Ligeti: Regulation school, democracy, and civilization

Elemér Kelemen: School system and social mobility from the Conciliation (1867–1945)

Ildikó Hrubos: University in the 21st century: Reform pressures vs. values to preserve

Ilona Liskó: Schooling opportunities of Roma pupils

Csilla Meleg: School in time

Sándor Karikó: Comments on the current dilemmas of education philosophy

Ágnes Boreczky: Family history and social-geographical move

Review

Iván Kápolnai: Years at Mezőkövesd (*On Sándor Szlovák's 2004 publication, „From boarding school to dormitory hall, 1917–2002”*)