

ABSTRACTS

GERGELY, FERENC: *The B-list and the Teachers*
The Political Purge Led by the Hungarian Communist Party in 1946-7

Keywords: *history of education, B-list, Ministry of Religious Affairs and Public Education, nationalisation of the public school system, teachers*

At the end of the Second World War, Hungary has been liberated from the Hungarian and German Nazi terror, yet, at the same time the country fell under the sphere of influence of the great communist power, the Soviet Union. As of the capitulation, fights have immediately begun for a communist takeover, another dictatorship. An outstanding feature in this procedure was a purge amongst clerks and public servants, who were suspected of supporting war crimes. This was presented to be a simple redundancy, and was called B-listing. Teachers were also involved in this politically motivated purge.

The chronic shortage of teachers was a fortunate condition for them, however, a great number of innocent teachers have become victims of this dragging, which could not be really recompensed during the precipitous revision that followed. A number of significant, yet severely incomplete and unrevealed documents that are pertinent to this topic are available. A nationwide investigation of these documents is an imperative task. This paper is the first to look at this case from the point of teachers, based on so far unexplored sources.

BODÓ, MÁRTON: *The Starting of the Community Service*
in 2011

Keywords: *community service, volunteering, experiential education, project method, social solidarity*

In Hungary, community service has been launched in secondary education since September 2012. It is a compulsory activity for all pupils wishing to take the year 12 baccalaureate. The idea behind its introduction and implementation is to strengthen social solidarity, and the activity also serves as an efficient instrument of experiential education. Participating pupils may gain deeper social responsibility as well

as they can contribute to the improving role of their school in the local community. Community service is supported by training for teachers and partners. If community service is successfully incorporated into secondary education, the further extension of the programme should also be considered: preparatory/sensitising activities in primary schools, and the continuation of the activities in higher education.