

mellékterméke lett volna. A közélet vehemens antiszemita retorikája Prágában is radikalizálta a tömegeket, ezzel előkészítve a talajt az 1938 utáni események számára.

Ines Koeltzsch kötetének utolsó két fejezete a prágai nemzetiségek kulturális találkozási pontjait próbálja meg körüljárni. Itt is főként a zsidóság kerül a kutató vizsgálatának középpontjába. Prágai zsidó értelmiségiek egy csoportja arra törekedett, hogy hidat építsen a cseh és a német kultúra között, ezzel egyfajta köztes nemzet (middle nation) képviselőiként léptek fel. Koeltzsch a *Die Wahrheit*, a *Prager Presse* és a *Poistomnost* című prágai lapokat elemezte, s ezek alapján arra jutott, hogy ez a közvetítés nem volt átütő sikerű, mivel a zsidó értelmiség nem volt képes túllépni a domináns etno-nemzeti paradigmán.

A kötet utolsó fejezete a városi térhasználatot, s ezzel párhuzamosan a mindennapi etnicitást veszi górcső alá, mellyel a szerző kilép az elit-kutatás kereteiből és könyvében a prágai cseh, német és zsidó átlagember nemzeti identitásának, hovatartozás-tudata változásának megértésére is kísérletet tesz, betekintés nyújtva ezáltal a teljes prágai társadalom közösségi életébe.

Ines Koeltzsch munkája, melynek kutatása során nemcsak levéltári anyagokat, korabeli publicisztikai írásokat, statisztikákat, visszaemlékezéseket, de filmeket és képi forrásokat is felhasznált, összességében inspirálóan fog hatni a közép-európai várostörténeti kutatások egészére. Elsősorban az angolszász, német és cseh módszertani szakirodalmat felhasználó, a párhuzamos nemzetépítéseket egymáshoz való viszonyában vizsgáló, egyúttal élvezetes olvasmány mindazok számára, akik a 20. század eleji társadalomtörténettel és interetnikus kapcsolatokkal foglalkoznak.

Szeghy-Gayer Veronika

RESUME

János MÁRTON

Teacher Training in Transylvania from the Perspective of the Participants: Who, Why and How?

This paper analyses Transylvanian teacher training and their students' perception of the pedagogical profession, the quality of training and the institutes themselves. Furthermore it examines the candidates' professional and personal plans for the future. Participants of the survey are studying in the Hungarian language at the secondary and higher educational levels of the teacher training system of Romania. They will be qualified as elementary teachers and kindergarten teachers. The broader framework of the study is a comparative survey carried out for neighbouring countries of Hungary. In the case of Romania 1150 preservice teachers of 14 teacher training institutions were involved in the research during the 2014/15 academic year.

Tünde MORVAI

The New Generation of Hungarian Teachers in Slovakia

In Slovakia 336 preservice teachers were examined, who are studying in four Hungarian language teacher training institutions. Two of the institutions offer teacher training at the tertiary level, the other two on the secondary level. The aim of our research was to map out motivations of students for choosing Hungarian language teacher training programmes in Slovakia. Students choose their institutions because they are interested in the teaching profession, but the main attraction was the opportunity to learn in the Hungarian language. Future teachers of Hungarian minority schools are willing to teach in Hungarian schools, especially in Slovakia. However they also think that they would be able to work in the Slovak language as well.

Viktória FERENC

Individual and Institutional Factors in Subcarpathian Hungarian Teacher Training Programmes: Who will be Our Future Teachers?

Teachers' and their training institutions have a significant responsibility regarding the (good or bad) performance of the whole educational system. This paper analyses the perspective of the Hungarian educational system in Ukraine (Subcarpathia) regarding the characteristics of the future teachers and their training. Based on the data gathered by a fully comprehensive survey (200 students studying in the Hungarian language in primary and kindergarten teacher training programmes at three institutes) my aim was

to identify the role of the individual factors (characteristics of the preservice teachers) and institutional characteristics (the structure and quality of the training) that impact on the process of becoming teachers. It also takes into consideration that the candidates will teach in minority schools. This extended teacher role contains “extra” tasks like evolving values in children like tolerance, mutual respect, empathy and positive attitudes towards the language and culture of other ethnicities living in the same area. The respondents are generally satisfied with the quality of teacher training and most of them are willing to teach. However the research found that they are not always fully prepared for teaching in a multicultural, multilingual context (in comparison to other participant countries foreign and titular language skills here are at the lowest, and they are the least accepting towards other ethnicities).

ÁGYAS Réka

Career Orientation of Prospective Teachers in Vojvodina: did We Learn More as Pupils or as Teachers!?

The introductory part of the study sums up the most important data on Hungarian language education in Vojvodina, Serbia. The second part shows the regional results of a comprehensive survey carried out in four neighbouring countries of Hungary on the career orientation of preservice teachers. In Vojvodina there are two institutions where teacher training is carried out in the Hungarian language. On their behalf 194 participants were surveyed. In Vojvodina most of the preservice teachers are first-generation graduates. Results show that the motivations that lead to choose the teaching profession are rational and symbolic at the same time. In the case of students in both institutions the main motivation was to obtain an education which fits their interests, secondly the exposure to a well-educated teaching staff, and finally the possibility of learning in their mother tongue. The respondents distanced themselves from the following answers: „I only want a degree, no matter in which major”, „It can be done with little effort”. This supports the conscious choice of the profession, and it also means that the future teacher base is not formed from dropouts. It seems that 81% of the students are willing to work as teachers. Accordingly, the present preservice teachers see their prospects in education and they are satisfied with the instruction they are getting during the training.

Balázs VIZI

Minorities and International Organisations from a Political Perspective

During the 1990s a solid legal regime of minority rights protection was developed at the international level. New instruments – such as the Framework Convention or the Language Charter within the Council of Europe – and new institutions, like the position of OSCE High Commissioner on National Minorities, opened new political forums for minority representatives. To some extent – mainly through the mechanisms offered by

these instruments – minorities were becoming actors in international relations. From another perspective both within and outside the EU there is much discussion about decentralization and minority claims for autonomy. European integration indeed may offer new opportunity structures for some minority, nationality movements.

Péter VARGA

Electoral Rights of National Minorities in the Jurisprudence of the European Court of Human Rights

Judgements delivered by the European Court of Human Rights in cases concerning national minorities have significantly shaped the overall jurisprudence of the Court on electoral matters. This paper examines the applied test of proportionality and the issues of discrimination. It argues that, although the Convention system guarantees substantially lower standards of protection in this field, the Court has set out in its case-law the limits of a States’ room for manoeuvre in restricting minorities’ participation in elections and has significantly shaped the standards of protection against arbitrary decisions by national election authorities.

Péter CSEKE

New Transylvanian Orientation at the Turn of 1929/1930

The college magazine entitled “Erdélyi Fiatalok” (Transylvanian Youth) organizing the advocacy forum of Hungarians living in Romania published its agenda on 22 September 1937. It contained the following main theses: 1. The creation of a unity the spiritual foundation of which is the identity evolving from the national sentiment; its associative basis is the people. 2. Unity must be created with the systematic cooperation of intellectual forces. 3. Actions so far fragmented need to be coordinated in accordance with the principles of the Constitution.

A szemle rovat forrásai

Deutsche Vierteljahrsschrift für Literaturwissenschaft
und Geistesgeschichte (Németország)

Hadtörténeti Közlemények (Magyarország)

Journal of Contemporary History (Egyesült Királyság)

The Journal of European Economic History (Olaszország)

Oldelbourg Verlag (Németország)

Slavânovedenie (Oroszország)

Slavic Review (Amerikai Egyesült Államok)

Spiegelungen (Németország)

Transylvanian Review (Románia)

Zeitschrift für Ostmitteleuropa-Forschung (Németország)

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