

Conference papers

Cultural heritage

Péter György

Everything's an archive, everything's a heritage

The closure of modernity and then of post-modernity, the appearance of the notions and concepts of reflective modernity, is related to the radical criticism of all forms of essentialism, to the process whereby constructivism, a cooperative, non-normative approach to culture, has become dominant. The notions and institutions of cultural heritage and public wealth are indebted to this theoretical shift. As a result, what Tony Bennett termed the "disciplinary museum" prominent in the nineteenth century, has been replaced by what Elian Hooper-Greenhill termed the "post-museum" The latter is concerned not so much with the collection as with the interpretation of artifacts. Such an institution is not merely a building and neutral space where documents are on display, but rather, a chain of dialogs, events, exhibitions, presentations, and community-forming occasions.

Gábor Sonkoly

Heritage and history: Memory techniques

Cultural heritage has become a keyword in scholarship as well as public discourse. What impact has this process exerted on the historical discipline in the past decades? This paper will not attempt to explore in detail the controversial relationship (it has been undertaken by other experts); rather, it will focus on three distinct aspects of the issue.

Károly Kecskeméti

Public archives and memory

In the context of the institutions and abstract components of cultural heritage

and national memory, public archives should be studied together with two other institutional universes of national memory: libraries and museums, investigating common objectives, problems and techniques. Specific tasks should be considered in addition to difficulties and constraints.

László Dobszay

Audio traditions: Sheet and recorded music

Music itself can be mediated in one of two forms (if one excludes such documents as proceedings, stories, invoices, lists and the like): written and audio sources. Due to lack of space, this paper will center around the situation of these two types of sources in various eras, which will suffice for drawing some general conclusions.

Zoltán Fejős

Ethnography and anthropology: Categories of cultural heritage and memory

The past few years have witnessed a significant shift as regards the notion of cultural heritage and the complex cultural practice the term refers to. Including ever more components, the notion underwent a qualitative change following the 32nd general assembly of UNESCO on October 17, 2003: with 190 member states in favor, and a few abstaining, it adopted the international convention on safeguarding intangible cultural heritage.

Emőke Tomsics

National identity and photography

Interest has been on the rise in the past few years amongst historians, art historians, photographers, and experts dealing with film history in investigating the relationship between certain elements of visu-

al culture and identity – thus, between photography and national identity.

Articles

Mihály Andor

The urge to press on

The results of the international comparative survey, PISA 2000, sent shock waves among Hungarians concerned with public education. The survey showed that the reading comprehension skills, natural sciences and mathematics knowledge of 15-year-old Hungarian students were below international standards. In addition, it revealed that students were unable to apply what they did know to individual tasks, and that their problem-solving competencies were minimal. PISA 2000 was instrumental in making everyone aware that there was something wrong with the basic skills of Hungarian students, and that the first years of schooling did not lay the groundwork for developing competencies essential for future learning.

Gyöngyvér Molnár

Opportunities for objective measurement: The Rasch-model

The opportunity for objective measurement is key in education. The issue has been a concern of educational scholars in the past several decades. However, the ultimate solution, the creation of objective, adaptive scales, still lies ahead.

Katalin Radnóti

The teaching of physics: An observation study

In September 2003, as a follow-up to the subject-specific observation studies organized by the National Institute for Public Education, a questionnaire survey

was conducted, involving 200 high schools of various types from all over the country: 6- and 8-year grammar schools, 4-year grammar schools, vocational schools and technical schools. Data was collected for physics from 155 schools. Over 150 primary-school teachers participated in a similar previous study, conducted in 2002 (see the report of its most important findings in the 2004/1 issue of this journal). In light of the new results, the picture is further clarified and some comparisons are also made.

István Franyó

Teaching biology in high schools

At the beginning of the 2003–2004 academic year, a questionnaire survey was conducted in the country's high schools. The aim was to gather data on the conditions, circumstances and outcomes of biology teaching, together with the constraints in terms of personnel and technical-technological facilities, and the accomplishment of cross-curricular and competency-development objectives.

András Fernengel

Chemistry teaching in public education

The Program and Curriculum Development Center of the National Institute for Public Education (NIPE) launched a survey in 2001 to assess the situation concerning the teaching of various subjects. Studies reporting the results for individual subjects have been published on the website of NIPE and in the journal *New Pedagogical Review* (Új Pedagógiai Szemle), since May 2002. To complement and verify the results of those studies concerning the teaching of various subjects, among them, biology, questionnaires were designed. These initially assessed the situation of primary, and then of secondary schools.

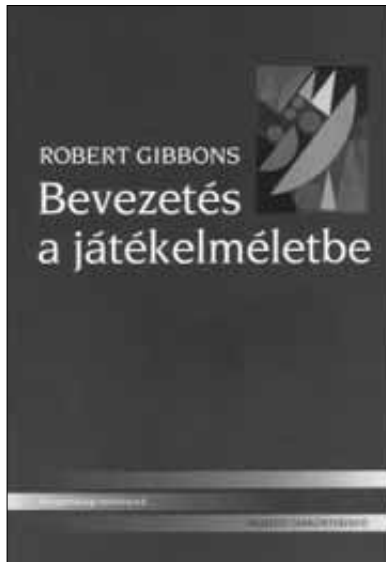
Judit Ütőné Visi

Geography teaching: The current situation and development tasks

In 2003, the National Institute for Public Education undertook to investigate, on a national sample, the situation concerning the secondary-school teaching of sixteen subjects, among them, Earth and Environment (geography). This paper provides an account of the most important results of the study.

Reviews

Magdolna Keller – Gabriella Pusztai
High-school vademecum (on Mária Nagy, ed.: High school for all: Hungarian secondary-level education at the turn of the century, 2003).



A Nemzeti Tankönyvkiadó könyveiből