

## Articles

*Géza Sáska*

### **European educational policy from a Central European perspective**

Although the world and, within it, Europe, is made up by a number of countries and regions cutting across borders, few are kept tabs on – most are taken no notice of. Attention, in short, is selective. Thinkers driven by an aim to reform are seeking regions and countries for local (Hungarian) problems which may substantiate the objectivity and feasibility of their reform intentions. As a result, only a few selected points are highlighted.

*Katalin Sándor*

### **Approaches to the issues of intermediality: Part 1**

A comprehensive theoretical consideration of intermediality, together with the related notions and the discourses that represent them, may be important because their practical contexts and potentials show a great deal of variation in terms of a range of cultural representations – sometimes even rendering them borderless.

*Attila Márton Farkas*

### **Iconic shift and hieroglyphs**

Images can once again regain the central position in culture that has been taken away from them by language and texts. In several studies published by *Kristóf Nyíri* in the past few years, the author has explored whether, and, if so, how, it is possible to express abstract notions by images and symbols – that is, to substitute conceptualization with visualization.

*László Vass*

### **Classification of visual poetry based on László Nagy's works**

*Terry Olivi* and *János Petőfi S.* regard a group of so-called visual literary works as representing a special verbal genre that

take a first step toward multimediality. First in Petőfi's paradigmatic typology is a subset of works classified under this heading. This article investigates this subset constructed by verbal and visual components.

*Rita Kelemen*

### **International tendencies in the theory of textually presented mathematical tasks**

Internationally comparable results have alerted Hungarians to what some regard as a PISA-shock, at the same time demanding radical changes. Others, however, claim that task factors have favored Anglo-Saxon countries, and thus one should not come to general conclusions.

*Szabolcs Zalay*

### **Constructivism and educational drama**

This article presents a pedagogy that provides the joy of creation for student and teacher alike, which, nevertheless, maintains the seriousness of learning and avoids infantile approaches and senseless playing. Rather, it is conscious construction, a process of teaching and learning that features close cooperation, learner-centeredness and meaningful experience. The focus: current educational drama.

*Tamás Keller*

### **The rationalization idea in the social sciences and literature**

The rationalization idea present in the social sciences can be captured in literature and literary studies as well. This paper addresses the way the rationalization idea appears in the work of two social science thinkers (*Tönnies* and *Spengler*) and two writers (*Antal Szerb* and *Mihály Babits*).

*Péter Domonkos*  
**Harbach 1944**

It is only in hindsight that one can identify the relevant and useful in Michael Rif-

faterre's theory of reading. This article attempts to tackle how it can function, in a modernized version, in the space created by *Pilinszky*.

*Csaba Gáspár*  
**About man**

When analyzing a subject, any phenomenon, it is a routine procedure to compare it with a related entity – one that is similar in some respects. Human thinking, just like perception, senses reality in terms of variations in differences. In ancient Greek thinking, the world is interpreted as a systematic whole of differences: as cosmos. Distinct entities are construed in terms of their differences from others – rather than by themselves. In speaking about God, we say how he is different from man – and how man is different from him.

### Surveys

*Csilla Molnár*  
**Speech acquisition and cognitive science**

*Péter Bogdán*  
**An anthology of cultural otherness**

*Gyöngyi Czompa*  
**On the legal historical aspects of Dear Anna**

*Zoltán Varga*  
**Twenty per seven**

### Reviews

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*Levente Batár*  
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