

SUMMARIUM

GENDER AND EDUCATION

The present issue of *EDUCATIO* (Vol. XVI., No. 4; Winter 2007) deals with the gender question in the Hungarian education and educational policy making. The following papers have been collected and published by the guest editors under the title Gender and Education.

Katalin R Forray, Katalin Kéri, Gender and Education. In their introductory paper the guest editors of this issue create a frame in which the studies and analyses could be connected to each other. The first dimension of these gender studies is the historical and cultural anthropological dimension. Studies of this section concentrate on the development of the gender issue in school and education; and its changes from culture to culture. The second dimension of the gender studies is the present state of art from the point of view of the social sciences. Here issues like the feminist movement (in Hungary and elsewhere) are dealt with (including the senior and the junior generations as well as women at various levels of the educational system of Hungary). The present issue of the review *EDUCATIO* is by no means an overwhelming publication on the field; yet, it covers the most relevant questions debated today in Hungary. One of the main ideas of the guest editors have been to initiate further studies and debates on the field.

Béla Pukánszky, The Changing Roles of Women and Their Schooling after WWII. The historical process of labour division – split between male and female professions – speeded up after the economic crisis of 1929-33 in Europe. Female professions with lower social prestiges and lower salary scales have been formed out during that process. Mass education of women started in the Western part of the Continent after WW II. For the women of Western Europe, mass education and training made it easier to step into the labour market and to integrate into it. For those living in the Eastern part of Europe, social, cultural and (later) political factors made the process more complicated and slowed down the whole development.

Zsuzsanna Hanna Biró, Peter Tibor Nagy, Male-Female Chances and Choices: The Case of the Hungarian Universities (1920-1950). The participation of female students and their careers before and after graduation from the Faculties of Humanities in pre-war Hungary are studied. The participation of female students between 1920-1950 did not simply emerged; rather it waned. While this wave showed no significant correlation with the social backgrounds of female students, it did correlate with the changing perspectives of the graduates from humanities in the period. It did also (and strongly) correlate with the administrative controls of university accesses (*numerus clausus* according to religious backgrounds). Career choices and decisions were also strongly connected to religious background (beside labour market expectations).

János Gordon Győri, Male and Female Schooling: A Cultural Approach. The differences between male and female schooling can mainly be explained by social-cultural factors rather than biological ones (though biology play a major role in the background). The statement is supported by four cultural cases. One is an analysis of the education in India, the other one is a presentation of the elite education in the United States. The third case has been created by the research results of the GLOBE and the PISA projects where the

well-known results are re-examined. The fourth case is a cost-benefit analysis of the family expenditures on male vs female students who attend complementary courses besides their regular schooling.

Anna Orsós Pálmai, Male and Female Beash Language Users. Several research on sociolinguistics prove that language behaviour of men and women are different therefore gender language use is one of the most focused interest of the field. The examination of the language use of the Beash, the smallest subgroup of the Gypsies in Hungary has just started in the last few years so the aspect of gender linguistics has not been emphasised so far. The present study on the emotions, intellect and functions attached to their own language of the speakers of Beash is the very first one of its kind. This piece of work aims to find the reason of different language use of male and female informants. Investigating its reasons the study presents various patterns of language use that also outline the different social roles of men and women of Beash communities.

Eva Thun, Educational Research and Educational Policy: The Gender Theory Perspectives. Gendering educational theories and educational research as well as the application of gender as an analytical tool is scarcely present in Hungary. The notion of gender lends itself to a variety of interpretations still within the traditional patriarchal educational theory paradigm, which are mostly unaware of the feminist scholarship present in the international dialogues on education. The history of education is a widely researched area, in which the gender perspective would open up a debate on the essentialist portrayal of women's achievements. Educational policies could be considered sensitive to social issues. The recently developed public education curricula leave little space for voicing the diversity of students needs, including gender specific needs. Research in teachers' thinking and the theorisation on teachers' professional competences point towards the recognition of the gendered nature of the teaching profession. The dominance of quantitative methods in educational research and the lack of discourse on qualitative methods will need to be problematised so as the dichotomies of the cultural or natural could be diluted.

Orsolya Kereszty, Gender Studies and Educational Research. Drawing on the relevant literature the paper focuses on the methods and theories of feminist pedagogies, and shows how these are marginal, neglected and sometimes invisible in the academic discourses and practice in Hungary. By pointing to the key aspects of feminist pedagogy and the importance of gender analysis in education, such as knowledge production and the hierarchical positions and relationships of participants in the classroom, the author claims that these researches should be integral and not supplementary and subordinated part of the educational sciences in Hungary too, which might lead to the revision of the previous results and methods that neglect gender as an analytical category and point of view.

Zsuzsa Tornyi, Female Students in Doctoral Programs: The Case of Debrecen (Hungary). Women attend higher educational institutions in an increasing number, and also doctoral trainings, which is the reason why their presence and role in the Hungarian higher education is a current topic, which requires a thorough research and examination. The study is based on interviews with women doctoral students at the Faculty of Arts, at the University of Debrecen. The research examines the gender, social and personal expectations and the compatibility of these roles concerning these women who will be the future female scientists. The research intended to find the answers to the following three issues: the planned inclination to have children of women taking part in the doctoral training, their relation to gender roles, and the motivation for their desire to become a part of a doctoral program.

Tamas Kozma