Book Review

Hungarian Educational Research
Journal

**Pusztai, G., Engler, A., & Kocsis, Zs. (Eds.).
(2019). KozmaPolisz. Tanulmányok Kozma
Tamas 80. Születésnapjára [KozmaPolis.
Studies on the 80th anniversary of Tamas
Kozma]. Debrecen, DUPress**

2019, Vol. 9(3) 577–580

© The Author(s) 2019

<https://akademiai.com/loi/063>

Akadémi Kiadó

DOI:10.1556/063.9.2019.3.49

***Reviewed by Csaba Horvath¹, Eszter Ida Kincso Ilyes², Klaudia Rebeka Nagy³,
Mate Ozse⁴, Csaba Sebok⁵, Eszter Somogy⁶ & Denisz Vaskeba⁷***

This book commemorates Professor Kozma's 80th birthday. It starts with the friendly paper of Laszlo Tamas Szabo and Gabriella Pusztai, presenting the distinctiveness of Professor Kozma. The former essay portrays his early years and hardships. It is due to the professors' work that, among others, the journal *Educatio* and the Doctoral Program on Educational Sciences can exist. He is a multidisciplinary person, including sociology, education theory, and politics. His many ideas made the department meetings thrilling, and his aura inspired creativity and motivation, in addition to a generally good mood. His colleagues regard him as noble, without any sense of jealousy, and a person of many

¹ Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: hcsaba9431@gmail.com, ORCID: 0000-0001-7079-828X

² Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: ilyes.eszter@yahoo.com, ORCID: 0000-0002-6429-826X

³ Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: nagyklaudiarebeka@gmail.com, ORCID: 0000-0001-9641-2250

⁴ Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: ozsebate@gmail.com, ORCID: 0000-0001-9797-5274

⁵ Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: csabci9413@gmail.com, ORCID: 0000-0003-3924-9842

⁶ Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: esztersomogyi90@gmail.com, ORCID: 0000-0002-3935-3933

⁷ Institute of Educational Sciences and Cultural Management, University of Debrecen, Egyetem ter 1. 4032, Debrecen, Hungary, Email address: vaskebad@gmail.com, ORCID: 0000-0002-3973-4197

This is an open-access article distributed under the terms of the [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/), which permits unrestricted use, distribution, and reproduction in any medium for non-commercial purposes, provided the original author and source are credited, a link to the CC License is provided, and changes – if any – are indicated.

interests. In this book, every study has “some Kozma” in it, either by lending a hand in some studies’ skills during their career. Please enjoy your stay in “KozmaPolis.”

The first chapter of the book, entitled “*Schools of Society*,” has five studies in the subject of former and current school systems in Hungary. The first study is the work of Marianna Szemerszki and Aniko Fehervari, presenting the learning attitude of students and their goals in the future, in a nation-wide survey. The survey revealed that student performance is better in the more developed regions of Hungary, even though parents in less developed regions support their children more. Katinka Bacskaï and Gabriella Kelemen report about the Reformed schools in the Trans-Tisza region based on the NCM survey 2017. Through the survey, the authors studied sixth graders in Hungarian Reformed Dioceses comparing non-religious, reformed, and other religious schools regarding educational equipment, the preparedness of teachers, and of course the results of students. The survey shows that students in Reformed schools excel, despite the shortcomings of their environment. The third study conducted by Karolina Eszter Kovacs compares Hungarian and foreign sports schools, starting with the foreign systems of schools, and their functioning. She follows with the history of Hungarian sports school in detail. The results show differences in sports policy and recruitment, and similarities in the operation. As the fourth study, Mihály Robert Drabancz invites us to Hungary between the two World Wars. His study is about the nation-creating ideas and Hungarian minorities in Czechoslovakia. The subject of nation was a delicate matter during this time period to Hungarians, both this and past side of the border. The second part discusses atrocities committed against Hungarian minorities based on the writings of Ferenc Sziklay. At the end of this chapter comes Tamas Vincze’s study about the integration of high-school graduation into teacher training. Starting with the system’s introduction, he summarizes the effects in chronological order. We also get to see a survey about the impact of the integration among students.

The second chapter, entitled “*A Century of Higher Education*,” guides us through the history of the Institute of Educational Sciences at the University of Debrecen, tackling such matters as state authority and university youth, attempts at democracy in the 50s, the importance of higher education after the fall of the USSR, the financial policy of higher education, and international connections between students. Laszlo Brezsnýanszki details the work and professional ethics of every Institute Director since 1918, carefully showing the development of the Institute during each Director. Csaba Jancsak examines two student-organized attempts at democracy during the communist regime, arguing the power of the “universitas” mentality. He mentions the forming of MEFESZ in the Faculty of Law in Szeged and the documents of Tamas Horvath about the communist atrocities in 1956. This document is also referenced in Istvan Polonyi’s work about the financial policy of higher education, comparing self-funded studying with the state-funded form. His questions pit talent-based education against socially accessible education.

Barbara Mate-Szabo and Dorina Anna Toth investigate short-term higher education courses both in Hungary and abroad. These short-term courses take societal responsibility and impart up-to-date knowledge, which is crucial in the University's third mission. The end of this chapter contains Karoly Teperics's study of international student exchange programs. Based on the UNESCO's 2016 survey, he compares 11 Eastern-European countries regarding the number of the received and sent students.

The third chapter of the book, entitled "*Society and Studying*," includes five researches and inspects the topic of society and studying from diverse aspects. Tamas Kozma rather dealt with these researches, since he has a varied personality. Professor has not been interested in scouting but he is still connected to it through his faith and the love of Transylvania. The first research was conducted by Erika Juhasz, which inspects the process of cultural studying in institution method in the North Great Plain Region. The research focuses on the different parts of the region and analyzes them too. The second research was made by Edina Markus, which investigates the cultural organizations and the main point of view is pointing out the differences comparing to the whole sector. Her topic is also connected to the second research and even the third one that was made by Laszlo Sipos examined the civil sphere and non-profits organizations in Hungary. The author has not used statistics and used jurisprudence to confirm his statements how civil organizations work. The fourth research was conducted by Timea Cegledi, which represents the special colleges through the Eotvos and Gyorffy models. The research separated four eras and it reveals the problems of the special colleges. The fifth research is the work of Magdolna Rebay that represents the scouting world of Hungary that had to be integrated after the lost war. The research reported that International Scouting office was established in 1920, which meant the boost of international scouting.

The last chapter of the book is called "*Disadvantaged Situation*" and it includes five researches, which inspects disadvantaged children from different aspects. These researches refer to Tamas Kozma's publications several times as he is an outstanding character of this topic. Research shows a short view of dropout and disadvantaged ones and the school system in Hungary. The first was conducted by Tamas Hives and Aranka Varga, which represents the distribution of the disadvantaged children in Hungary. Statistics were illustrated by Geoinformatics on a map, which exemplifies the effect of the geographical and social factors on the distribution of disadvantaged children and the effect of the residential disadvantages on school achievement for those children who live there. In accordance with results, it highlights those instruments and possibilities that support the reduction of the economic and social inequalities of those living in disadvantaged situation. The second research was conducted by Agnes Engler, which is about the integration of non-traditional students. The research she conducted refers the group of non-traditional students. The aim of this research is to highlight the fact that the "campus off" company

can also be a significant actor of the academic community. In addition, it is an inclusive answer for the question “Who owns the university?” The research shows the advantages and disadvantages of the appearance of the new student community and the importance of the integrated student groups. The third research was conducted by Gabriella Pusztai, Hajnalka Fenyves, Fruzsina Szigeti, and Katalin Pallay, mainly focusing on student who dropped out and also the reasons for drop out. This research is trying to identify the process of dropping out, which aims to draw attention to the complexity of dropout. The most valuable result of the research is identifying a new group of dropped-out students, besides those introduced in the international dropout types. However, it also represents the effect of the higher educational dropout.

The fourth research conducted by Judit Varadi, Zsuzsanna Demeter-Karaszi, and Klara Kovacs is closely connected to the third research, because its main topic is how the dropping out depends on the extracurricular leisure activities and religion. Due to this topic, the aim is to inspect the dropped-out students and the connection between individual factors, which was perfectly exemplified by the result. Considering its topic, the third research is also tightly connected to the fifth research written by Zsafia Kocsis, Valeria Markos, and Agnes Dusa, as it represents the civil activity and the domestic and foreign employment in the progress of dropping out. During their research, the authors investigated those students who dropped out concerning how often and why they did voluntary or paid job. Considering the result, progressive conclusions have been taken that can be a probable solution for those problems that helps the progress of dropping out.

The aim of the book was to show us the diverse connections and scientific activities of Tamas Kozma. It is inadequate to grab all the aspects in only one book and I can allege without any exaggeration a whole publication of a library would be enough. This book is recommended for those who are interested in the work of Tamas Kozma or being part of the KozmaPolisz or committed themselves any of our topics.

This concludes our tour of KozmaPolis. These scientific studies touch on several topics, some of them more exciting for the locals of Debrecen, and some of them inviting a broader audience. The authors tried their best to connect both with Professor Kozma's career as an education scientist and staying exciting to an everyday reader stumbling upon this book. We hope you enjoyed our work, and we managed to spark your interest in higher education. Finally, we thank Tamas Kozma for his commitment and courage, and we wish him a happy birthday.