

# RESUME

**János MÁRTON**

## **The Last 10 Years of Hungarian-Language Public Education in Romania in View of the Number of Students**

This study examines the changes in the number of students studying in Hungarian-language public education institutions in Romania in the period 2011–2020. The research relies primarily on the data series of the Romanian Ministry of Education. In the last 10 years, the number of students in Hungarian-language education institutions in Romania, from the level of kindergarten to secondary schools, has decreased by 11.8%, by a total of about 19,500 people. The extent of the change varies depending on the level of education and is related to the structural changes of the Romanian education system in the last decade and a half. From a territorial point of view, the loss of Hungarian-language education is more significant in those counties and settlements where the demographic weight of the Hungarian population is lower (either numerically or proportionally). On the other hand, a stream is perceptible from villages to cities, from smaller administrative units to administrative centres. The change can be felt not only at the level of the number of students, but also at the level of the network of Hungarian-language educational institutions.

**Szilvia VARGA – Tibor TORÓ**

## **Hungarian Language Use in Public Educational Institutions**

In Romania in the 2018–2019 school year, more than 121,000 Hungarian pupils studied in their mother tongue, mostly in Hungarian medium or Hungarian-Romanian dual stream schools. The linguistic environment of schools is a particularly important issue, as it is the first place where young people encounter the country's official language policy, determining their attitudes toward multilingualism and how they will think about their mother tongue.

The aim of this paper is to examine the differences in the top-down elements of linguistic landscape and language use between Hungarian and mixed schools and whether these institutions comply with the formal linguistic regulations regarding “schoolscapes.” The study argues that the linguistic landscape and internal and external communication of Hungarian and dual stream schools are very different: while in the former the mother tongue of the students is visible and frequently used, in the latter the official language of the country is the dominant one, and in many cases schools do not meet even the minimally regulated linguistic requirements.

While most previous research has studied “schoolscapes” through qualitative research or case studies, this study uses survey-based online techniques to acquire representative data in the matter.

**Viktor WETZL – Jenő PALOTAI**

**St. Elizabeth of Hungary Roman Catholic Church of Cleveland: Case Study of the Church History in Cleveland, Ohio**

The aim of our study is to provide a comprehensive picture of the past and present state of the Hungarian churches of Cleveland, with special focus on the city’s first Roman Catholic community, which recently celebrated its 125th anniversary. We analyze the Hungarian religious community of Cleveland and its effect on the Hungarian identity on the basis of literature and fieldwork with interviews and personal interviews. In addition, the study deals in detail with the 125-year-old Saint Elizabeth Church, which was the first Catholic Roman Catholic community of the city and is an integral part of the preservation of Hungarian identity. We conclude that the Hungarian faith communities operating today play an important role in the preservation of the identity of local Hungarians.

**Szilvia BÁTYI**

**“Halfway Between Two Homes”**

**The Definition of Identity in the New Emigration Among Hungarians  
Living in the Netherlands**

Identity is a complex and dynamic concept as it is composed of many subsystems (e.g. sex, culture, language, social network, etc.) and it can change due to internal (age) or external (change of circumstances) influences. Migration can be considered as an emotional event resulting in identity alteration as it resonates with subsystems. This study focuses on the identity patterns and components of Hungarians who have been migrated to the Netherlands at least seven years prior to data collection. The sample of the study is comprised of 20 participants who have been interviewed and asked to fill in the Social Personal Background questionnaire, which serves as the basis of this study. The results show that almost all of the participants are new emigrants who arrived to the Netherlands at the end of the 20th century and that they are not an integral part of any Hungarian organization, unlike the migrants who arrived pre-1970. However, it is important to note that based on the interviews it is clear that the majority of the participants maintain their Hungarian language and culture and chose integration as an accommodation strategy in their new environment. In their transcultural self, they flexibly select the values and habits from both cultures (Hungarian and Dutch).