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**An Experiment in Hungary in the 1940s and 1950s to Reform the  
Pedagogy of the Mentally Handicapped**

**The Emergence, the Use, and the Criticism of the Bárczi-Style “Unified  
Curriculum”**

Doctoral (PhD) Thesis

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## 1. The Motivation of Topic Selection and its Actuality

In my dissertation, I examine a specific period of *the education of mentally handicapped individuals* which was full of social and scientific misunderstandings in the middle of the 20<sup>th</sup> century. In the research which is the basis of the thesis, I tried to demonstrate what was the impact of the social, economic changes and of the fundamental alternation of the social order on the education in Hungary after the Second World War. Moreover, what repercussions these had on the special education of children using the terminology of the period “imbecile” (with later terminology moderate intellectual disabled, and in the 1990s mentally handicapped children).

I chose to discuss this topic because the formerly uncovered sources and professional publications<sup>1</sup> proved that mentally handicapped children do not progress in the same development rate as it was proper for their age. In consequence, they were continuously determined to failure in the system of educational institutions and because of that in other aspects of life.

On the basis of the Hungarian literature, it can be concluded that *the attempt of “unified curriculum”* in the 1950s could not satisfy the professional conditions of special education from several perspectives. With this I mean that it did not regard the differences of children’s personal improvement, it did not consider the uniqueness of children, in consequence, the novices with different levels of ability could not successfully complete certain school phases. On the other hand, the merit of it was that it put more emphasis on the more injured, however, the commonality did not result in success.

In my view, two types of school could have been the solution which started to emerge in Europe.

My research presents missing information because one finds references to “the unified curriculum” in academic publications, but *concrete descriptions*- what repercussions, experience and difficulties the application of the new curriculum created in the everyday education of the moderate intellectual disabled children for their educators- are not found.

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<sup>1</sup> Without the pretension for completeness, see for e. g.: Gordosné dr. Szabó Anna (1996, 1997): *Gyógypedagógia-történet I.-II.* Nemzeti Tankönyvkiadó. Budapest; Gordosné Szabó Anna: A gyógypedagógiai iskoláztatás fejlődése. In: Illyés Sándor (2000, szerk.): *Gyógypedagógiai alapismeretek.* ELTE BGGYFK. Budapest., 331-357.; Hatos Gyula (2008): *Az értelmi akadályozottsággal élő emberek: nevelésük, életük.* APC-Stúdió, Gyula.

The enforcement and failure of the unified curriculum of the schools of the mentally disabled *has not been examined yet*. *Gusztáv Bárczi*<sup>2</sup> manager at the Boarding School of Special Education strived to introduce *new theoretical approach and methods* for the pedagogy of the mentally disabled. One of his contemporary, *Berényi Ferenc*<sup>3</sup> helped Bárczi in the field of science, and *the teaching staff of the institute of Gyula* aided him in practical questions. The new concept was created, but it could not be realized because of the outbreak of the Second World War. After the peace-making Gusztáv Bárczi urged the inclusion of their concepts into Curriculum and Instruction of 1952 (Tanterv és Utasítás) which was announced for the schools for mentally disabled. This happened excessively fast, so it was not re-thought by the professionals, which resulted in the failure of the “unified curriculum”. The “unified” attributive was given because this curriculum was used in both of the two types of schools for mentally disabled: “special school”<sup>4</sup> and boarding school for special education.

*Sándor Illyés*<sup>5</sup> highlighted later that these tensions could only be resolved properly by the employing school curriculum (Illyés 1964).

In connection with all these, I would like to conclude those endeavours which are revealed in the results of the experimental period of the “unified education”. The above mentioned Institution of Special Education at Gyula joined that experimental process with several others.

In my thesis, dealing with *nervism* is unavoidable because of the historical circumstances and also the examination of its influence on the curricula and school practices must be regarded. The analytical presentation of the issue of *nervism* is discussed, because, in consequence of the Soviet-Russian influence, the scientific approach became more emphasized in *special education* in the examined period.

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<sup>2</sup> *Gusztáv Bárczi* (1890-1964): teacher, ear-nose-throat specialist, tutor in special education, the manager of the Boarding School of Special Education in Buda (1936-1946), Kossuth Prize (1953). Member of parliament between 1953-66.

<sup>3</sup> *Ferenc Berényi*: teacher, tutor in special education, invited college teacher. One of the leaders of the experiment for the development of the “imbecile” pupils in the boarding school at Buda, highly informed teacher.

<sup>4</sup> *Special school*: special school, „school with distinct curriculum”. Primary education for those pupils between the age of 6 and 16 with moderate mental disability, balked in learning (earlier “debilis”) who because of their limited development/special needs cannot successfully participate in the primary education of the majority. Today, it is called primary (elementary) school.

<sup>5</sup> *Sándor Illyés* (1934-2001): special needs teacher, psychologist, director at college, university teacher, doctor of psychology.

### **1.1. The Sources of the Research and the Applied Research Methods**

Following the books which discuss the methodology of research of education history, I mainly analysed and compared primary sources. Thus, I used the books which discuss the theory of special education in the period, pedagogical journals, yearbooks, reports of inspectors, the records of teachers and institution leaders. The most significant places for the selection of the primary sources are Akadémiai Levéltár (Academic Archive), Gyulai Gyógypedagógiai Intézet (Institute of Special Education at Gyula), Békés Megyei Levéltár (Archive of Békés County), and the library of Bárcki Gusztáv Gyógypedagógiai Kar (Gusztáv Barcki Faculty of Special Education). At the selection of sources, I have also taken into consideration that there were *no professional journals of special education* which could enable the profession to elaborate on the approaches of special education. In consequence, the primary sources in each archive have significant value as documents. Specially, the records and the reports of inspectors contributed to the introspection of the everyday education work of the Institute of Special Education at Gyula. The research also builds on the analysis of those Hungarian researchers who examined the given period (*Pukánszky-Németh 1996; Sáska 2006; Pukánszky 2007, stb.*). I also used the publications and the comprehensive analysis of the researches of the Hungarian special education history (*Hatos 1973, 1996, 2008; Gordosné 1977, 1989, 1990, 1997, 2000; Illyés 2000, 2003; Mesterházi 2000, 2001, 2004; Golnhofer 2004; Lányiné 2009; stb.*). Moreover, the publications of the international special needs teachers and researchers of the history of special education were taken into account (*Heller 1925; Bleidick 1979; Speck 1988, 1991; Haeblerlin 1996; Bucka, Grimm és Klein 2002, stb.*).

At the utilization of the sources used for the research, I followed the two large paradigmatic trend of the historical researches on the basis of the social sciences. On one hand I put emphasis on the larger social correlations, on the other hand, I highlighted micro processes of history. Accordingly I applied the traditional, interpretative hermeneutic method. During the qualitative analysis, I aspired to get acquainted with the cultural historical background of the period through the primary and secondary documents, thus I got information about the impact of the social and economic alternations on special education after the Second World War. After the primary analysis of the sources, the exploration of the deeper relations started. I examined the metamorphosis of national special education in the 1940s and 1950s, including one aspect of Gusztáv Bárcki's work, the emergence of the "unified curriculum". I examined the process of the education of the moderate intellectual

disabled and its main characteristics with the demonstration of analysing-interpretative curricula. Then, I discussed and evaluated the experience of the introduction of the curriculum. I considered the effect of the application the new pedagogical methods on the welfare work and everyday life of the Institute of Special Education at Gyula. During my research, I used the comparative analysis of the curricula of 1952 and 1958. The principle of the comparison is the basis between the items of the two curricula in regard to the education political background.

## **1.2. The Aim, Questions and Theses of the Research**

In the discussion I *examined* the following *research aims*:

1. With the help of the used sources I wanted analyse and interpret the transformation of the Hungarian special education in 1940s and 1950s.
2. I would like to reveal the circumstances of the emergence of the “unified curriculum” and the effect of its introduction, thus the experience of teaching staff of the Institute of Special Education at Gyula about realizability of the new curriculum.
3. The discussion tries to contribute to the special educational-historical researches in relation to the education of mentally disabled children. It offers opportunity to curriculum-analysing studies based on historical experience.

The basis of research are the following *fundamental question*:

1. What altered theoretical and practical antecedents led to the creation of new more specific special education methods?
2. How did Gusztáv Barczy and his colleagues plan the reformation of the education of the mentally handicapped?
3. How did the theory formation of special education alter after 1948?
  - 3.1. What did nervism which appeared because of Soviet-Russian influence mean?
  - 3.2. How can Gusztáv Barczy’s theory formation activity be characterized in the examined period?
4. What did the introduction of the so called “unified curriculum” mean in the schools of the handicapped students?
  - 4.1. How can the effect of the perspective of nervism be detected in the curricula?
  - 4.2. How did the new concept appear in the curriculum published in 1952 called “Tanterv és Módszertani Útmutatás” (Curriculum and Methodological Guidance)?

5. What were the results of this experimental procedure in a well-guided school of special education with several decades past, the institute of Gyula?
6. To what extent and did the Curriculum and Instruction of 1958 bring changes in content?

On the basis of the research questions in the discussion the following *theses* were *the starting points*:

1. Gusztáv Barczy's theoretical and practical activity, concept had significant effect on the work of the institutions of special education in 1950s. In those schools (institutions of special education) where his methods of special education was introduced the opportunities of development and the performance of the students with moderate intellectual disability mostly improved. The application of the "Bárczi method"<sup>6</sup> helped the positive change of attitude towards their personalities.
2. The decisions in education policy after 1945, the social and science historical circumstances and the disputes limited the elaboration of a curriculum which regarded the special needs of the mentally handicapped population, and it did not enable the examination of realizability, the evaluation of practical experience.
3. The changes that were defined in the first two theses are determining and evincible in the operation of the Institution of Special Education at Gyula, I try to justify these on the basis of the source documents.

## 2. The Examination and the Suitability of the Thesis

For the theses defined in the beginning of the study the research gave the following as answers:

*The first thesis* which is **Gusztáv Barczy's theoretical and practical activity, concept had significant effect on the work of the institutes of special education in the 1950s is completely justified.** In those schools (institutions of special education) where his methods of special education was introduced the opportunities of development and the performance of the students with moderate intellectual disability (earlier terminology:

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<sup>6</sup> The Bárczi method is a denotation used in the practice of special education, it is an umbrella term for the methods that were introduced on the basis of the experiment between 1937-1944 in the Boarding School of Special Education at Buda. It can be found detailed in the almanacs of the institution, as well as Berényi Ferenc (1950): *Gyakorlati gyógypedagógia, az értelmi fogyatékosok nevelése* (Practical Special Education, the education of the mentally handicapped), Berényi Ferenc (1951): *Az értelmi fogyatékosok nevelési oktatástana* (The Didactics of the Education of the Mentally Handicapped), Berényi Ferenc (1951): *Az értelmi fogyatékosok nevelési oktatástana* (college notes called The Education of the Mentally Handicapped Children (*Didactics*))

imbecile) mostly improved. The application of the “Bárczi method” helped the positive change of attitude towards their personalities, contributed to rise of the efficiency of education, and it improved their integration to society in adult age.

The endeavours of the 1950s are important from the perspective of professional history. The new method, the Bárczi method was introduced that time. The special education’s intention that every child should be taken care of which meant that *catering for the more seriously injured children* was strengthened.

*Gusztáv Bárczi* had not only searched for ways of improvement from a medical perspective since 1937. He examined the activity, the research results of *Theodor Heller* and the Pavlovian practice and integrated them into his own work. These scientific theories were used in his study of 1942- in the almanac of *Budapesti Állami Gyógypedagógiai Nevelőintézet (State Boarding School of Special Education at Budapest)*- about “dressage” which gave a detailed description about “taming” in special educational sense. At the examination of the activity of Bárczi and Heller, it protrudes that *both of them were doing researches about the exploration of the causes of development disorders, they were doing complex inspections, and also they regarded family as the most important primary field of education*. It is also common in their work, that they realized the thought of integration.

*The redefinition of characteristics of inhabitants (“tolerability”), determining each development level in connection with ability to work, the establishment of the proceedings of movement (development hierarchy) education were also the elements of the experimental work with the cooperation of his colleague Ferenc Berényi.*

During the research, it was proved that the efficiency of the research initiated by him can be defined both in scientific and practical fields:

1. On one hand, Sándor Illyés’ academic essay was based on Bárczi’s work, on the other hand,
2. it can also be defined with the conclusion of experiences of introduction of Curriculum and Instructions of 1952 to which the institute at Gyula also joined.

Between the Hungarian circumstances in the examined period, Gusztáv Bárczi’s and Ferenc Berényi’s activity was significant who sought not only to improve the education of the students with mild mental disabilities (debilis) but also the education of moderate intellectual disabled (imbecile).

*The publications of the workshops of the experiment* created a basis in this period. These could not appear in the leading journals of the period because of the historical circumstances only in the almanacs of the institutions. In consequence, the *almanacs*

(published in limited number) are *valuable documents*. The historical circumstances did not allow the elaboration of extensive dispute about the topic during the war, and not even after it.

In terms of the elaboration of the topic, the almanacs of the State Boarding School of Special Education at Budapest are greatly significant specially Gusztáv Bárczi's work about dressage, and also Ferenc Berényi's study of 1943, but Imre Páncél's, the school director at Gyula, are included. The leader of the school at Gyula described some of those students with which Bárczi Gusztáv was experimenting as "unable to be educated" (1929). The same situation occurred in the other three institutions of special education, as half of the students had IQ over 50, so the endeavours of Buda were very honourable, important and actual.

The "*unified curriculum*", which suggested ostensible optimism, did not result in unequivocal success in terms of the improvement of the abilities of children with mental disabilities. For this reason, it became necessary to create a distinct school for this population to which the necessary conditions could be ensured by the employing school. This process can be interpreted by the analysis of the relevant historical period.

One can conclude about the manifold scientific activity that it sought to gain a more complete knowledge about the improvement of abilities of the children with mental disabilities (the punctuality of the descriptions, collecting and organizing the information). Its methodizing work helped the establishment of important documents organizing the practice of education. The result of its work was the modernistic *diagnosis*, and also the acceptance of the *employment* and the social *usefulness* of the mentally handicapped.

The work of Gusztáv Bárczi was determined by the above-mentioned professional continuity of consciousness which was one of the characteristics of the image of the Hungarian special education.

The second thesis of the research according to which the **decisions of education policy after 1945, the social and scientific historical circumstances and disputes limited the establishment of a curriculum that takes the special needs of mentally handicapped population into consideration** was proved.

In the system created on the basis of the *Stalinist conception* of socialism from 1945/1947, the pedagogical issues were defined along the ideological and political considerations under party state supervision. These mechanisms of action were realized in the leadership, professional and content work of the limited number of institutes of special education. It is confirmed by the records of the teaching staff of the institute at Gyula in which it can be clearly detected how the teaching staff wanted to realize the introduction of ideological education.



*Nervism* primarily became the focus of attention in *political and ideological terms*. The perspective of traditional special education considered biological injury, damage and tried to deduct the tasks from it. One interpretation of the then used expression of “healing education” refers to this. The characteristics of handicapped people and the principles of the special educational activity was connected to distinctness of damage (Tóth Zoltán 1933; Méhes 1962; Illyésné and her colleagues 1978; Illyés 1980a, 1980b, 1982).

In the first decades of the 20<sup>th</sup> century, there was a tight relationship between special education and medical science. The bond between the two disciplines is natural and interdependent, but it is not extending to every aspects.

After the Second World War, in the contemporary Soviet Union and the socialist countries the education of children became more *science oriented*, and became more dependent to medical science.

In Hungary before the Second World War the traditional endeavour of special education was based on medical activity. The physical and neurotic damage of the children was in the foreground (Illyés 1980b). Therefore, the *scientific foundation* of special education was not alien.

The Hungarian special education with the leadership of Gusztáv Bárczi attempted to construct a new theoretical system with the inclusion of the principles of *nervism* in the 1950s. The occurrence of this scientific trend coincided with the traditional scientific and medical aspiration, and also it was also proper for the education of the 1950s that was required to fulfil the *materialist ideology*.

The *nervism* was strongly present in the work of Gusztáv Bárczi as philosophical/medical trend. On his initiation, the scientific based approach was introduced – by the contemporary leaders of the college of special education - to disability in general, especially as *an explanation* of the characteristics and phenomena of mental ones.

In terms of the mentally handicapped students, the basic difference can be experienced in the *development pace* and in the *nature of development*. The *teaching staff of Gyula* perceived this properly after they started to interpret the curriculum. Efficient knowledge could not be secured by *nervism*. Between the contemporary educational, political relations *this could not be realized*, and there was no opportunity either to introduce the new curriculum with professional reflection. The curriculum of 1952 was based the Pavlovian physiology, the unified and targeted goal for everyone could not ensure comforting results for the education of mentally handicapped.

The *merit of this curriculum* was that it gave primarily a guidance for the proceedings which focused on the improvement of children with *more serious mental disability*. Despite all of these, it disregarded the special needs of mentally handicapped children that the child population was different on the basis of the level of disability and quality features, and they had individual development opportunities. In adult age, the social suitability, disposition – or as they called it in the period “*rehabilitation*”- of the members of the two groups shows significantly different opportunities. In consequence, the educational goals of the school must be different in case of one or another group. Nevertheless, the curriculum established the *same educational goals* for all of the trainable mentally handicapped children and it created a unified 11-level system. *Efficient improvement could not be realized with the curriculum imitating primary school* because it was unable to serve as a basic document for the concept of improvement of the children groups with more serious injury level. There was a need for *two kinds of educational way*, it was not possible to provide the necessary development in a regular school type in that period. Regarding the *development pace* of each student was essential in terms of successful development during special educational work.

Answering the thesis the research proves that the appearance of nervism had ideological background. But the other point of view of the study is that the thought of nervism had merits because with the notion of conditional and non-conditional reflexes, they highlighted the importance of the injuries of cerebral cortex. And they also emphasized the tight relationship between people who were working with children who needed help.

In the 1950s the theoretical basis of the Hungarian special education was nervism following Gusztáv Bárczi. The professionals of the periods regarded necessary the introduction of nervism. This was supported by the Curriculum and Instruction issued in 1952. The appearance of the theory of nervism was a chapter of the Hungarian special education history which can be related to specially the 1950s, and also to the classics of Hungarian special education, Gusztáv Bárczi.

The third thesis of the research, according to which *the changes formulated in the first two theses were important and evincible in the functioning of the examined Institute of Special Education at Gyula*, similarly to preceding two, were proved.

The disseratation presents the establishment of the school at Gyula, the changes of the institute’s function, services and also the alternations of the name of the institutes in the examined period.

*The Curriculum and Instruction issued and precluded in 1952* had determinative significance, because the teaching staff who *joined to the experiment* could gain its experience

about the education and improvement of mentally handicapped children on the basis of the curriculum.

At the beginning of the experiment, the appointed *study supervisors* – Gusztáv Bárczi among them- were continuously supervising the work done there. On the sessions of the teaching staff (which are supported by reports) they shared their remarks, experiences with each other, and they gave methodological advices in order to improve the efficiency of education.

During his first visit as a professional supervisor (1940) Gusztáv Bárczi made class observations, he measured the teaching methods applied at the lessons and the course books and he also supervised whether the teachers used professional special educational work during teaching.

*In connection with all of these, it can be regarded as the result of the research that two facts occurred. Gusztáv Bárczi as the member of professional committee did personal supervisor visits (two times: 1940, 1944.), there is no reference for that in the Hungarian literature of the history of Hungarian special education. In general literature of the history of Hungarian special education does not pay attention to the inner life of the schools, the professional supervision and the correlations of the efficiency of the schools.*

In connection to the analysis of the reports one can state that *in the beginning the teaching* was realized according to *the average level of mental ability only*. The pedagogues lacked the knowledge of special education, they took their daily educational experience as a basis. This influenced the education of novices with mental disabilities, the teaching was done through repetition. Nevertheless, they did not consider what they could utilize properly subsequently from the knowledge gained.

The analysis of the original documents showed that *the members of the teaching staff were continuously perfecting their teaching methods*. It was helped by advices given during the visits of supervisors, then *the regular sessions on methodology* where in the frames of discussions they improved the educational method of the institute of Gyula for the proper development of the students.

The teaching staff learned the things written in the curriculum, and made remarks about foreseeable consequences of the document.

The *remarks about the common critical statements* primarily concerned that the theoretical material was too large, and result could not be expected in connection to the education of the novices in the institution. They urged the *elaboration of a distinct curriculum* for the children with mental disabilities (GYNJ 1952:197-200.).

The following aggravating circumstances in the daily education occurred as further obstacles, such as *the lack of teacher* and last but not least the lack of educational tools, *financial sources*. In spite of all these the teaching staff sought to provide the optimal development of the students with responsibility and preparedness.

After the introduction of *the Curriculum and Instruction of 1958* the situation improved, firstly in relation to the institutional management, material criteria and educational work. The major alteration was that the curriculum of 1958 took the abilities of children as basis and tried to provide the development to them in regard to that. In the curriculum of 1958 the *emphasized reference to ability, skill* could have manifested in that the authors knew the children in the ascending classes represented a mixed social group. In the consciousness of this it enabled the elaboration of less teaching material, although they disregarded the basic aspect that the lessening of teaching material could cause that level of recession to the novice which could hinder the successful progress to further classes later.

Moreover, the curriculum also *prescribed unified educational system* which could not properly contribute to the observance of personal difference.

One can state with the introduction of *the curriculum of 1958 significant content alteration could not be detected*. The background of it might be that there was a small amount of time between the two curricula, only six years passed and it rendered only a few possibility for gaining further experience. This curriculum could not break with the application of the methods which required enforced scientific proof. On the other hand, during the revolution and freedom fight of 1956 although the Ministry of Education planned the reformation of the inland education system, the revision of the teaching material, the new educational political guidelines of 1958 after the revolution and freedom fight subordinated the goal and assignment system of public education to socialist ideology (Albert 2011). This could be the reason why significant content and structural changes could not be detected between the curriculum of 1952 and 1958.

In addition, I analysed the result of the curriculum of 1958, the "*dispute*" between *Gusztáv Bárczi and László Pataki* was created on the basis of it which was unknown in the literature of Hungarian literature.

The differences between the curricula of 1952 and 1958, curricular deficiency are proved well by the records of the teaching staff and the literature which were used in the dissertation. All these tensions could only be soothed by the educational program of 1972 for *Employing schools*.

In the relation of the *disability-cause* the science of special education reached a country-level development. The institution could accommodate continuously and pliantly to the circumstances. It could react to the new challenges in the field of special education fast and effectively. The efficiency of professional work of the institute was substantiated by the fact that many of the members of the teaching staff got commission to the leadership of other institutes in the county.

Concluding the answer for the thesis, the institute aimed to satisfy the central order exquisitely and they planned and implement the pedagogical work accordingly, and the continuous innovation, the critical tone and also the concrete suggestions for alterations were present.

### **The Ways of Further Developmental Directions of the Research**

The research also contains the possibility of the amendment and continuation of the dissertation. One of the possible directions of this is the extension of the time frame which could serve as data for the analysing educational historical researches of the examined period and for special educational historical curriculum analysing works. It could be useful for further assumptions for the examination of the strongly prevailing educational political effects (the adaption of Soviet literature) in the examined period (1950s 1960s). The further research topic of the dissertation could be Institute of Special Education at Gyula and the formation of relationship system of the protection of children. The more detailed and analysing demonstration of Ferenc Berényi's work could bring valuable results.

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Tanulás és fejlődés. A IV. Neveléstudományi és Szakmódszertani Konferencia. Stúrovo, Szlovákia, 2016. február 21-23.

*„Az értelmi fogyatékos gyermekek oktató-nevelő munkáját szabályozó tantervek összehasonlító elemzése, az »egységes tanterv« tudományos kritikája”.*

III. A neveléstörténet kutatása és oktatása a Dél-Alföldön. A neveléstörténet mint tudományterület változó társadalmi és technikai környezetben. Az MTA SZAB Neveléstörténeti Munkabizottság által megrendezett konferencia. 2015. november 12., Szeged.

*„Cselekedtetés és/vagy munka az 1950-es években a magyar gyógypedagógiában”.*

Horizontok és dialógusok 2015. elnevezésű nemzetközi tudományos konferencia. PTE BTK Neveléstudományi Intézet és az „Oktatás és Társadalom” Neveléstudományi Doktori Iskola szervezésében. Pécs, 2015. május 6-9.

*„Bárcki Gusztáv hatása az 1950-es évek tantervelméletére.”*

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*„Egy ismeretlen Bárczi előadás 1954-ből.”*

Magyar Gyógypedagógusok Egyesülete 2012. évi XL. Jubileumi Országos Szakmai Konferenciája. Kiskőrös, 2012. június 21-23. Előadás tartása és üléselnöki teendők ellátása.

*„A gyermektanulmányozás és a gyógypedagógia kapcsolata a XX. század elején Magyarországon.”*

„Közoktatás, pedagógusképzés, neveléstudomány – A múlt értékei és a jövő kihívásai” XI. Országos Neveléstudományi Konferencia. Budapest, 2011. november 3.

*„A tanítási tartalom változásai az értelmileg akadályozott tanulók iskoláiban a XX. században.”*

„Tér és tartalom az iskola történetében” című konferencia. Az MTA Szegedi Akadémiai Bizottságának Neveléstörténeti Munkabizottsága szervezésében. Szeged, 2010. november 11.

*„Az általános iskola és a gyógypedagógiai oktatás kapcsolata a jogszabályok tükrében az 1946-55-ös években”.*

„Iskola a társadalmi térben és időben” című nemzetközi konferencia. A Pécsi Tudományegyetem „Oktatás és Társadalom” Neveléstudományi Doktori Iskola és az MTA PAB Neveléstörténeti Munkabizottság szervezésében. Pécs, 2009. november 24.

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Az MTA Pécsi Akadémiai Bizottsága Neveléstörténeti Munkabizottsága, valamint a Képzés és Gyakorlat című folyóirat szerkesztőségének felolvasóülése. MTA PAB Székház. Pécs, 2008. december 10.

*„A nervizmus és a magyar gyógypedagógia kapcsolata.”*

A PhD. kutatási beszámoló előadása. Szegedi Akadémiai Bizottság, Szeged, Somogyi u. 7. 2008. szeptember 23.

*„A nervizmus megjelenése és hatása a magyar gyógypedagógiára.”*

II. Képzés és Gyakorlat Konferencia: Új utak, nézőpontok, módszerek. Nemzetközi Neveléstudományi Konferencia. Kaposvár, 2008. április 18.

*„A fogyatékos személyiség megítélése a kezdetektől a befogadásig.”*

„Mentális és pszichés problémák XXI. századi megoldásmódjai” c. nemzetközi vándorgyűlés. Előadás tartása és szervezői tevékenység. Szeged, 2008. március 7-8.

### **Lectures related to the research topic (in German)**

*„Von der Beziehung der naturwissenschaftlichen Betrachtungsweise und dem Chancengleichheit in dem heilpädagogischen Schulsystem.*

„A Magyar Tudomány Ünnepe „Esélyek iskolája-iskolák esélyei” című konferencia. Szent István Egyetem Pedagógiai Kar. Szarvas, 2010. november 4.

*„Die Erklärung der naturwissenschaftlichen Heilpädagogik in der Mitte des 20-sten Jahrhunderts.”*

„Normalität, Abnormalität und Devianz. Gesellschaftliche Konstruktionsprozesse und ihre Umwälzungen in der Moderne. Internationales Symposium. Eger, Oktober 9-11. 2009.

*„Die Vorbereitung der geistig behinderten Jugendlichen im Rahmen der Beruflichen Rehabilitation ihre Chancen auf dem Arbeitsmark.”*

„2. Tagung Internationale Sonderpädagogik in Kombination mit der 43. Arbeitstagung der Dozentinnen der Sonderpädagogik deutschsprachiger Länder” című konferencia. Bécs, 2006.