

## RESUME

**János PACH**

### **Why Is the Autonomy (Concept) Useful for Us?**

The inclusion of minorities in decision-making and their effective participation in public life can be implemented through various forms and degrees of *territorial and non-territorial autonomy*. In this paper, I present the theoretical framework for these two concepts. By summarizing the different approaches of the concept to autonomy, I present the possibilities that can be applied in the case of territorially compact or dispersed communities, that is, the difference between territorial and non-territorial autonomy. The study covers in detail the historical roots of non-territorial autonomy and its conceptual diversity. I interpret the different concepts (*personal, cultural, functional and administrative autonomy*) and discuss the variety of non-territorial autonomy from consultative bodies to cultural and educational institutions, political representation, and various forms of self-government. Finally, I try to answer the question whether the various concepts of autonomy help to appropriately map, understand and address minority issues, and thereby become an independent paradigm in our discipline.

**János FODOR**

### **The Hungarian Research for Self-Organization Strategies in the Transition Period of Changing Sovereignties in Transylvania**

This paper tries to reflect on the issue of the self-organizing Hungarian political elite in Transylvania during the period of changing sovereignties between 1918–1922. By the autumn of 1918, it became clear that the Austro-Hungarian Empire had lost the war, and in 1920, the Treaty of Trianon awarded Transylvania to the Romanian Kingdom. Several international and internal political processes rendered the chronology of 1918–1920 especially intense and cluttered. The Empire suffered not only a military but also a political

collapse. With the dissolution of the dual monarchy, the regime change was followed by the change of political rule. Furthermore, as a result of Wilson's 14 points, various national demands made their appearance. Proposing a democratic system, the Károlyi government dealt unsuccessfully with the national issue. The Hungarian community living in Transylvania had to come up with different political strategies to adapt with the changed situation. One of these strategies was to hold national assemblies (similar to the Romanian assembly on 1<sup>st</sup> December at Gyulafehérvár/Alba Iulia), in Marosvásárhely (Târgu-Mures), and Kolozsvár (Cluj), but both proved to be unsuccessful because of the Romanian military presence. The second political attempt was to integrate and interact with the Romanian political system, as fast as possible (starting in 1919), however, this approach did not have the necessary support of the majority of the Hungarian political elite. The final debate followed the signing of the Trianon treaty, and resulted in giving up political passivism. This led to the 1922 elections, which resulted in the Hungarian community's organization its own legitimate national Hungarian Party.

## **Márton TONK**

### **Factors Determining the Strategy of Hungarian Higher Education in Romania: Demographic and Educational Challenges**

The purpose of this study is to analyse the current problems and challenges of Hungarian language education policy in Romania. A part of the challenges connected to Transylvanian Hungarian higher education are identical to those characteristics that the Romanian, or more generally the entire European system of university education reflects. Therefore, we briefly present some of the consequences and challenges of the so-called "Bologna Process" regarding higher education. Simultaneously, the special features of Transylvanian Hungarian higher education receives the attention of the larger part of our study. It focuses on the Hungarian language university education system, connected to kin-state policy, demographics and minority rights. What does the Transylvanian Hungarian minority and the higher education institutional system offer? The analyses can obviously not ignore the "topos" of the independent, Hungarian language state university and its dilemmas and challenges are also briefly presented in the study.

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**Klára KOVÁCS – Katalin PALLAY**

**Commitment to Motherland and Sense of National Identity among  
Former Transcarpathian Students of the International Preparatory  
Institute**

We present the relationship between the homeland commitment and its relationships to mobility for study purposes. The survey compares the sense of national identity and commitment to motherland of Transcarpathian Hungarian students who attended the International Preparatory Institute. It compares those students who returned to Transcarpathia and former students who settled in Hungary or abroad. We examine the link between Hungarian consciousness, commitment to the homeland and student mobility. In this section we focus on the mobility of Transcarpathian students. The study found that academic mobility shows an increasing tendency in the case of those programs that cannot be studied in Hungarian in Transcarpathia. Furthermore, the study examines the sociocultural and demographic factors affecting these decisions. As a conclusion, the results and implications of the survey are presented.

**Dániel GAZSÓ**

**Diaspora Interviews**

*“...most of the diaspora organizations were founded by scouts”* Dániel Gázsó interviews  
Imre Lendvai-Lintner