

SUMMARY

'DANGEROUS SCHOOLS'

Agression has become an element of school life. It characterised the life in school in 35 nations of the world—according to a WHO survey back in the school year 2001/2002. Two thirds of the students have been involved. On the basis of these data schools could be called 'dangerous places' where agressions—both in legitimized as well as illegitime forms—are dominating. The present issue of *Educatio* is concentrated on the agressions in school. School agression is analysed here by sociologists, psychologists as well as by educationalists.

Géza Sáska (Introduction) says that school agression can easily be explained by the process of educational expansion. In the expansion/massification process new student groups are accessing the eduzcational organisations with their new (and as yet unacceptable) cultures of 'school conflict management'. Challenged by these new attitudes in the classroom and the school—teachers with their traditional classroom management feel themselves incapable. Educational policy makers are incapable either. Bounded by political and partisan ideologies tehy can preach only 'zero tolerance' and/or 'co-education'.

Anna Kende shows how education consultancy services contribute to the conflicting situations, instead of contributing to their solutions. These consultancy services—becoming parts of the educational bureaucracies—lose their former respects as experts while gain, instead, the role of classifying and even judging students and parents.

Mihály Csákó, in an investigation among university students, has defined the 'conflict management' as a learning process. Studying conflict situations he has invited thirteen-year olds to suggest solutions (the investigation has been based on French and Swiss researches). In his investigation Csako could differentiate two groups of teenagers. The majority group can be characterised by growing independence and with it, growing attitudes of agression. The minority goup of the teenagers, howeevr, are still dependent on the adult community around them. In two time sequences (1998, 2002) the majority group became bigger while the minority group became smaller (in other word, the aggressive group became more dominant).

György Ligeti presents some of the major findings from the field studies led by the Kurt Lewin Foundation (Budapest, Hungary). First, he presents examples of the conflicting situations among students/students as well as among teachers/students. These examples involve stealing (shoplifting), illegal use of mobile phones, acculturalisation processes and the like. Second, he looks for the hidden cultures of the school organisations that may explain the behaviours of the position holders in these organisations.

Mariann Buda, Attila Kőszeghy and Erika Szirmai give an overview on the literature of school bullying. They analyse the concept of bullying in the school, clarify the various expressions used to describe these situations. They also summarise the results of surveys and researches on school bullying, the interconnections between socio-economic and cultural backgrounds and bullying behaviours. They also find strong connections between aggressive attitudes in the schools and in the adult life.

Csaba Hamvai, Ágnes Simai and Bettina Pikó define the teenage as an age of crisis in which the capability of the teenagers to manage conflicting situations is also in crisis. They show that school aggressions are failures in managing the conflicting situations in the school. The authors suggest that 'destructive conflicts' may be avoided by supporting 'constructive conflicts' and conflict managements.

András Veres points out the connections between aggressions and insensitivity both in the family and in the school. Aggressions in the family are complicated to study because of the traditional patterns and hierarchy of the Hungarian families. In a long historical process, families lose their influence in the socialisation process (late XIXth century) while schools take over the role of conveying the hierarchical structure of the community and the society. As the history goes on, schools will also lose their respective role in conveying social hierarchy. This phase of the change can be experienced in the present day growth of school aggression.

