

EDUCATION – Voivodina

The rights of Voivodina's national minorities in the field of education are regulated by the laws on education of the Serbian Republic. Before the Serbian Republic terminated the legislative authority of the provinces of Kosovo and Voivodina, public education together with native language education for national minorities were regulated by provincial laws. The four Serbian laws regulating education are the „law on primary school”, the „law on high school”, the „law on college” and the „law on university”. The public debate of the new law on higher education was closed in 2004 and the law is expected to enter into force in 2005.

The provisions of the laws on education grant a very broad decision-making authority to school principals. The 2004 public education law entrusts the appointment of school principals to the local governments' house of representatives but still leaves the right of approval within the authority of the ministry of education.

School principals have independent decision-making authority regarding the hiring and dismissal of teachers, the organisation of instruction, and so on. Under the circumstances of the above-mentioned total centralization under Milošević, the arbitrary decision made by a few principals resulted in the fact that in numerous schools, also in towns where ethnic groups constitute the majority, students in the minority-language classes are taught most of the subjects in the Serbian language. Before the Milošević era, the teaching of even a single subject in Serbian in a minority-language class was the exception.

Today the selection of the courses and programs of instruction belongs to the sphere of competence of the National Public Education Council appointed by the Serbian ministry of education. Its members may include not only university professors and pedagogy department experts but also representative of the church, educational and scientific civil organizations, and of the National Councils of the national minorities. The Council forwards its recommendations to the ministry of education which is assisted in its work by two institutions, the Instruction and Education Development Institute (Zavod za unapređivanje obrazovanja i vaspitanja) and the Quality Control Institute (Zavod za vrednovanje kvaliteta obrazovanja I vaspitanja). Another novelty is that the printing of textbooks is no longer the monopoly of a state institution (Zavod za izdavanje udžbenika), with several publishers now being able to submit applications for the printing of textbooks and teaching aids. The Hungarian National Council was able in 2004 to get the permission of the ministry of education for the import of Hungarian books for the Hungarian lower grade elementary school pupils.

The laws on primary school (Sections 129 and 133), on high school (Sections 99 and 100) and on university (Sections 47 and 48) prescribe that in minority-language classes, bilingual official documents, diplomas and report cards be issued to the students (that is in Serbian and in the given minority language). Furthermore, the official records of the school must also be bilingual if the instruction in that school takes place in the minority language. Whoever violates this provision is subject to a fine.

While the sections of the laws on elementary and secondary school applying to minorities – with the exception of the provisions covering school principals – do not represent a setback in comparison with the abrogated education law of Voivodina, the new Serbian laws on higher education have shrunk the rights of national minorities. In colleges and universities, instruction in national minority languages may be organized only with the approval of the Serbian government.

The provision of the law on university still in force today is a step backward in comparison with the abrogated Serbian law of 1990, whose Section 43 stipulated that it was mandatory in Voivodina to organize instruction in the national minority language if at least 30 students requested it. The same stipulation was present in Section 21 of the similarly abrogated unified education law of Voivodina. On the basis of the regulation of the provincial secretariat for education, entrance examination in the native language was organized in 2004 at the University of Újvidék/Novi Sad for Hungarian high school graduates in case the students notified in advance the various departments of their intention.

As a result of the above-mentioned restrictions and of the centralising school laws as well as the emigration due to the war, the number of Hungarian classes and the enrolment of students therein have significantly decreased in Voivodina in recent decades. According to official reports, there is a drop in the number of native-language students at every level of instruction. For example, while 30,564 elementary school students of Hungarian nationality studied in Hungarian-language classes in 1978, only 26,000 Hungarian students were able to study in 1993 in their native tongue at every level of education.

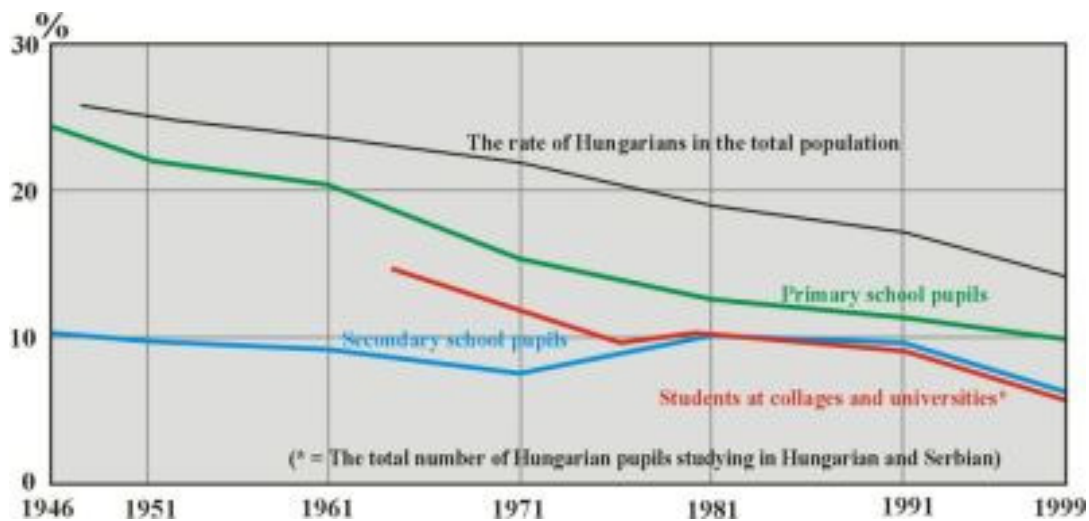


Figure 6: The ratio of students learning in the Hungarian language among all students in Voivodina between 1946 and 1999

In the 1996/1997 school year, Hungarian-language instruction at the primary school level was given in 29 localities in Voivodina, in 83 primary schools and 35 branch sections. This represented a total of 22,062 students in 1,042 classes. Compared to the previous school year, the number of elementary school students receiving instruction in the Hungarian language decreased by 5,669 (2.52%) while the number of classes dropped by 18. The biggest numerical decrease occurred in northern Voivodina localities: the number of registered students dropped by 143 in

Zenta/Senta, 78 in Topolya/Bačka Topola, 70 in Zombor/Sombor, and 63 in Törökkanizsa/Novi Knežavac. Hungarian-language elementary school instruction for adults was provided in two schools, in Szabadka/Subotica and Zombor/Sombor, with 92 participants in a total of eight classes.

In the 2001/2002 school year, Hungarian-language instruction was given in 80 of Voivodina's 344 elementary schools, of which 8 were entirely Hungarian-language schools, and 67 bilingual (Serbian and Hungarian, 21 of them with Hungarian dominating), and 4 where instruction took place in three languages (2 Serbian–Romanian–Hungarian and 2 Serbian–Slovak–Hungarian). Pupils of Hungarian nationality studied in 253 of Voivodina's 344 elementary schools, and their total number was 22,553 or 11% of all elementary school pupils in the province. Of the 22,353 pupils, 18,249 or 80.91% attended Hungarian-language schools.

The entire spectrum of education is characterized by the lack of Hungarian-language teaching and cultivation of the mother tongue. The unfavourable situation of the elementary and secondary school network is striking in the scattered Hungarian communities, primarily because of the inadequate attitude of the local self-governments. The Hungarian-language sections and subjects do not meet the requirements of a market economy, as a result of which a large number of Hungarian-language students enrol in Serbian sections.

Number of Hungarian elementary school pupils in the 2003/2004 school year⁴

Name of school of locality	Class								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
Ada/Ada	161	154	149	132	146	142	171	147	1,202
Apatin/Apatin	26	28	18	24	25	27	28	29	205
Topolya / Bačka Topola	251	214	227	177	211	229	244	228	1,781
Fehértemplom / Bela Crkva	2	4	0	2	0	0	0	0	8
Óbecse/Bečej	221	239	196	218	190	189	195	204	1,652
Begaszentgyörgy/Žitište	39	40	34	35	39	33	46	34	300
Becskerek/Zrenjanin	82	74	80	85	67	83	91	83	645
Kanizsa/Kanjiza	316	284	280	252	273	272	282	269	2,228
Nagykikinda/Kikinda	46	48	54	47	49	52	51	52	399
Antalfalva/Kovačica	22	23	20	17	22	25	27	26	182
Kevevára/Kovin	31	35	27	35	32	21	23	33	237
Kúla/Kula	12	14	19	14	18	10	15	23	125

⁴ Source: Provincial Secretariat for Education and Culture, Újvidék/Novi Sad, 2004.

Name of school of locality	Class								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
Kishegyes / Mali Id'os	97	74	72	79	87	91	75	74	649
Csernye/Srpska Crnja	24	19	20	33	21	30	30	22	199
Törökbecse / Novi Bečej	40	37	32	38	27	39	35	28	276
Törökkanizsa / Novi	26	25	29	29	36	27	22	27	221

Kneževac									
Újvidék / Novi Sad	59	55	56	55	60	49	61	47	442
Hódság/Odžaci	11	5	6	9	5	9	6	4	55
Pancsova/Pančevo	2	1	4	8	0	6	0	7	28
Zichyfalva/Plandište	5	9	11	11	5	8	10	10	69
Zenta/Senta	241	270	254	220	257	205	232	225	1,904
Torontálszécsány/Sečanj	7	2	0	3	0	0	0	0	12
Zombor/Sombor	54	57	65	55	62	54	76	62	485
Szenttamás/Srbobran	33	35	32	40	21	39	32	38	270
Szabadka/Subotica	494	464	455	451	469	507	453	464	3,757
Temerin/Temerin	82	101	83	70	81	78	92	65	652
Csóka/Čoka	60	68	72	73	71	57	78	63	542
Total in Voivodina	2,444	2,379	2,295	2,212	2,274	2,282	2,375	2,264	18,525

On the basis of the above table, the largest number (over one thousand) of ethnic Hungarian elementary school pupils learning in the Hungarian language (close to 70% of Voivodina's Hungarian pupils) can be found in the following localities: Szabadka /Subotica (3,757 pupils in 16 schools), Magyarkanizsa/Kanjiža (2,228), Zenta/Senta (1,904), Topolya / Bačka Topola (1,781), Óbecse/Bečej (1,652), and Ada/Ada (1,202).

In communities with scattered ethnic Hungarians where the number of elementary school pupils is around 500 for the eight-year classes, the situation requires prudent planning and attention.

Distribution of the number of ethnic Hungarian secondary school students according to localities and schools:

Name of locality and school	Three-year		Four-year		Total	
	Sections	Students	Sections	Students	Sections	Students
	Number					
<i>Ada/Ada</i>						497
1. Technical secondary school	17	286	8	211	25	497
<i>Magyarkanizsa/Kanjiža</i>						609
1. Technical secondary school	17	352	13	257	30	609
<i>Törökkanizsa / Novi Kneževac</i>						134
1. High school	0	0	4	46	4	46
2. Dositelj Obradović Secondary school	6	88	0	0	6	88
<i>Zenta/Senta</i>						874
1. High school	0	0	11	302	11	302
2. Bolyai High School of Mathematics for Talented Students	0	0	1	20	1	20
3. High school for economics and commerce	3	89	8	249	11	338

4. Secondary school for public health	0	0	7	214	7	214
<i>Csóka/Čoka</i>						236
1. Secondary school for chemistry and food industry	6	124	5	112	11	236
<i>Nagybecskerek/Zrenjamin</i>						299
1. High school	0	0	4	84	4	84
2. Secondary school for public health	0	0	3	84	3	84
3. Secondary school for agriculture	1	18	0	0	1	18
4. Secondary school for chemistry, food industry, and textile industry	1	10	0	0	1	10
5. Secondary school for electricity and construction	2	32	3	71	5	103
<i>Topolya/Bačka Topola</i>						775
1. High school	0	0	8	180	8	180
2. Secondary school for agriculture	11	206	9	211	20	417
3. Technical secondary school	8	166	1	12	9	178
<i>Szabadka/Subotica</i>						2,309
1. High school	0	0	12	315	12	315
2. Dezső Kosztolányi High School for Languages	0	0	1	24	1	24
3. Secondary school for economics	3	87	8	249	11	336
4. Secondary school for public health	0	0	8	217	8	217
5. Polytechnical school	6	135	7	203	13	338
6. Secondary school for chemistry and technology	10	242	7	157	17	399
7. Technical secondary school	10	245	13	370	23	615
8. School of music	0	0	4	65	4	65
<i>Zombor/Sombor</i>						196
1. High school	0	0	3	36	3	36
2. Secondary school for public health	0	0	4	98	4	98
3. Technical secondary school	3	44	1	18	4	62
<i>Óbecse/Bečej</i>						550
1. High school	0	0	6	131	6	131
2. Secondary school for economics and commerce	6	142	4	117	10	259

3. Technical secondary school	8	160	0	0	8	160
<i>Újvidék / Novi Sad</i>						244
1. High school	0	0	4	103	4	103
2. Secondary school for public health	0	0	2	49	2	49
3. Secondary school for electricity	2	25	4	67	6	92
<i>Temerin/Temerin</i>						60
1. Technical secondary school	4	60	0	0	4	60
<i>Total for Voivodina</i>	124	2,511	173	4,272	297	6,783
<i>Of these, total number of high school students</i>	0	0	52	1,197	54	1,241

A total of 5,139 ethnic Hungarian secondary school students or 75,76% of all students are enrolled in localities located in Voivodina's Hungarian-inhabited bloc.

A total of 1,644 students are in other localities inhabited by scattered Hungarian communities. In these localities, the network of elementary and secondary schools is unfavourable, as a result of which a large number of ethnic Hungarian students must enrol in Serbian classes (some improvement has occurred in this regard in recent years).

With regard to the localities inhabited by Hungarians, the situation is as follows (rank according to the number of students in parenthesis):

Hungarian self-government – compact bloc	Number of students
Szabadka/Subotica (1)	2,309
Zenta/Senta (2)	874
Topolya / Bačka Topola (3)	775
Kanizsa / Kanjiža (4)	609
Óbecse/Bečej (5)	550
Ada/Ada (6)	497
Törökkanizsa / Novi Kneževac (11)	134
Total	5,748
Hungarian localities – with scattered ethnic Hungarians	
Nagybecskerek/Zrenjain (7)	299
Újvidék / Novi Sad (8)	244
Csóka/Čoka (9)	236
Zombor/Sombor (10)	196
Temerin/Temerin (12)	60
<i>Total</i>	1,035

In 2000, only 19.68% of the students receiving Hungarian language secondary education went to high schools, 39.46% to four-year trade secondary schools, and 39.25% to three-year trade secondary schools. In the Hungarian-language secondary schools, a major part of the subjects is taught in the Serb language. The situation slightly improved in 2004 because with the students of the two Hungarian high schools for the cultivation of talented students, the ratio of the ethnic Hungarian students enrolled in high schools was over 20%.

On the basis of the figures provided by the Scientific Society for Hungarian Studies Research, it has been established that high-school education in the Hungarian language is not really popular in Voivodina. This is a negative factor from the viewpoint of native-language higher education as the high schools and secondary schools providing the highest level of education are the prime sources of supply for university students.

As a whole, the proportion of institutions of public education with Hungarian-language instruction in Voivodina is as follows: North Bácska 31%, North Bánság 29%, South Bácska 16%, West Bácska 10%, Central Bánság 9%, and South Bánság 5%.

**Situation of public education for Hungarians in Voivodina
in the 2003/2004 school year**

Level of instruction Language of instruction	Elementary school	Secondary school			Total
		High school	Vocational secondary school	Trade school	
Students learning in the Hungarian language	18,525	1,241	3,075	2,511	25,352

It is estimated that 70% of the ethnic Hungarian elementary school pupils and 30% of the secondary school students in Voivodina are studying in their native language. The remaining ones have to study in bilingual or Serbian elementary and secondary schools. In scattered Hungarian communities, 50% of the Hungarian students study in the Serbian language.

The situation is further deteriorating in the field of higher education because ethnic Hungarians are underrepresented compared to the majority nation. The high school graduates studying in the Hungarian language make up the foundation of the higher education students and most of them are in North Bácska, which is therefore the base for Hungarian-language higher education.

Approximately 700 Hungarian high school students complete their studies annually in Voivodina's compact Hungarian-inhabited areas and in localities in West Bácska. Experience shows that after taking the entrance examination, more than half of them gain admission in institutes of higher education. Because of territorial proximity, part of the high school graduates from Central and South Banat and of South Bácska (approximately 250 students annually) choose the faculties of the University of Újvidék/Novi Sad. A high number of Hungarian students are enrolled at the Faculty of Economics and the Technical College of Szabadka/Subotica, in part because these two branches are popular on the labour market. The major part of the high school graduates from Voivodina's Hungarian compact bloc who took their entrance examination for the

Hungarian language and literature departments and the medical faculty select universities in Hungary (mainly the faculties in Szeged, Pécs, and Budapest).

There is no independent Hungarian-language higher educational institution in Voivodina. Although the legal framework and personnel conditions were available in the early 1980s to commence an entirely Hungarian-language academic year at the faculty of liberal arts of the University of Újvidék/Novi Sad, the implementation of this initiative was made impossible. The Association of Hungarian Teachers in Voivodina, later joined by VMSZ and Szabadka's self-government, held talks about the opening of a branch department in Szabadka/Subotica of the Attila József University of Szeged, Hungary. In February 1996, the *Budapest-based University of Horticulture and Food Industry* opened a *consultation center in Zenta/Senta*.

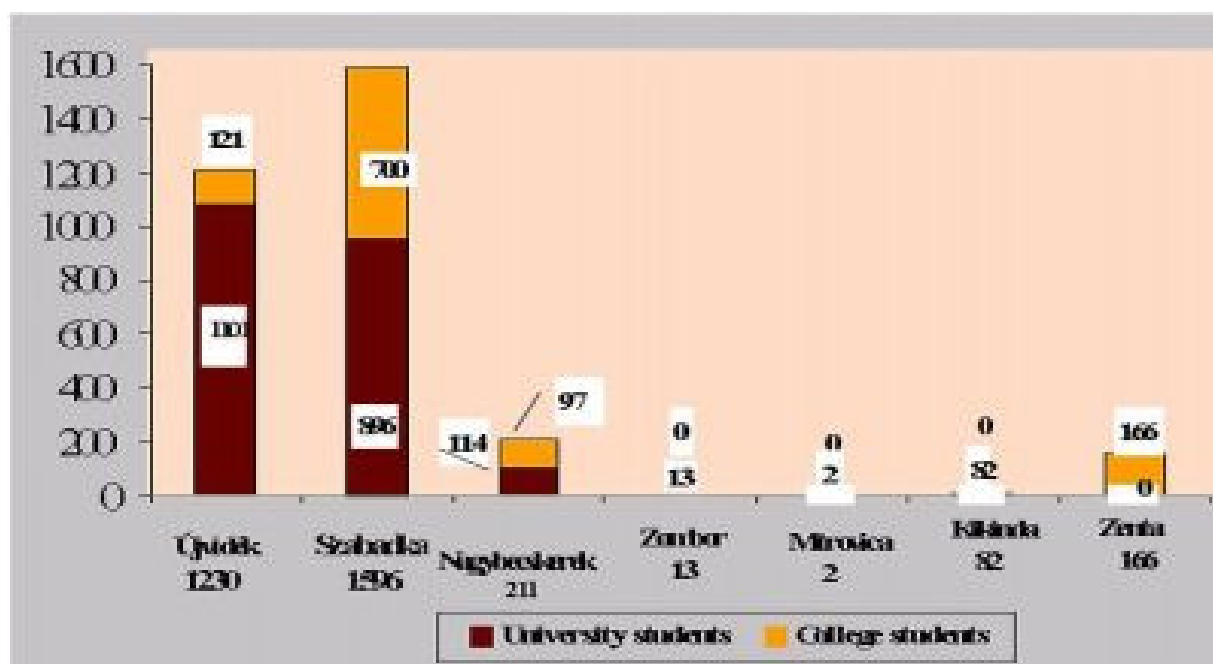


Figure 7: Territorial distribution of the Hungarian students in higher education in the 2002/2003 academic year

Since the same year, the corresponding course *consultation center of the Dénes Gábor College of Computer Science* was opened in Szabadka. In 1997, the authorities made an attempt to hinder the functioning of both consultation centres.

Hungarian branch departments and consultation centers in Voivodina in the 2002/2003 academic year

	Number of higher education students	Study in Hungarian	Characteristics

Corresponding Branch Abroad of the Horticulture Faculty of the St. Stephen University of Budapest in Zenta/Senta	166	100 %	Consultations in Hungarian – 70 graduates until the end of 2002
Consultation Center of the Dénes Gábor College of Computer Science of Budapest in Szabadka/Subotica	162	100 %	Consultations in Hungarian – 25 graduates by mid-2003

Distribution of the students⁵ and faculty at the University of Újvidék / Novi Sad in the 2002/2003 academic year⁶

Name and location of academic faculty	Total number of students	Hungarian Students		Faculty	Hungarian faculty	Hungarian-language instruction
	Number	ratio in %	Number			
Technology Faculty, Novi Sad	1,227	44	3.58	77	11	None.
Faculty of Philosophy, Novi Sad	3,313	239	7.21	282	41	Instruction entirely in Hungarian in the Hungarian faculty.
Faculty of Natural Sciences and Mathematics, Novi Sad	3,982	166	4.17	223	20	Only consultation, merged instruction planned.
Faculty of Agriculture, Novi Sad	2,132	103	4.83	175	6	None.
Faculty of Technical Sciences, Novi Sad	6,839	228	3.33	421	14	None.
Faculty of Physicals Education, Novi Sad	726	31	4.27	45	2	None.

⁵ Some faculties included those repeating the academic year, others only the „clean” generation.

⁶ On the basis of the data received by the Provincial Secretariat for Education and Culture and the information collected in the archives of the Scientific Society for Hungarian Studies by teachers from various faculties.

Name and location of academic faculty	Total number of students	Hungarian students		Faculty	Hungarian faculty	Hungarian-language instruction
	Number		ratio in %	number		
Faculty of Economics, Szabadka/Subotica	6,963	636	9.13	94	15	636 Hungarian students; in the first year five, in the second year one subject taught in Hungarian.
Faculty of Civil Engineering, Szabadka	484	105	21.69	47	18	In the first year five, in the second year three subjects taught in Hungarian.
Academy of Art, Novi Sad	622	51	8.19	143	2	Instruction in Hungarian every second year, with six subjects taught in Hungarian.
Faculty of Medicine, Novi Sad	3,043	179	5.88	469	23	None, but also instruction in English
Law Faculty, Novi Sad	4,798	167	3.48	49	2	Only consultation.
Technical Faculty, Nagybecskerek/Zrenjanin	1,810	114	6.29	60	3	None.
Teacher's Training Faculty, Sombor, Szabadka Branch Department	683	168	4.59	48	10	168 students in Szabadka, 25 subjects in the Hungarian language.
Faculties, total	35,424	2,124	5.99	2,118	164	Hungarian departments in 5 faculties.

Distribution by institute of higher education and of higher education students⁷ and faculty in the 2003/2004 academic year

Location and name of institution of higher education	Total number of students	Hungarian students		Faculty	Hungarian faculty	Hungarian-language instruction
	Number		ratio in %	number		
Technical College, Újvidék / Novi Sad	1,136	24	2.11	47	0	None.
Technical College, Szabadka/Subotica	878	444	50.57	41	30	444 Hungarian students; instruction entirely in Hungarian.

⁷ Without repeaters.

Location and name of institution of higher education	Total number of students	Hungarian students		Faculty	Hungarian faculty	Hungarian-language instruction
	Number		ratio in %	number		
Technical College, Nagy-becskerek /Zrenjamin	844	78	9.24	34	3	None.
College for Management, Újvidék / Novi Sad	4,243	160	3.77	54	1	160 Hungarian students, but no instruction in Hungarian.
Kindergarten teacher's training college, Újvidék / Novi Sad	454	42	9.25	20	4	27 Hungarian students, only consultation.
Kindergarten teacher's training college, Kikinda	248	17	6.85	10	0	None.
Kindergarten teacher's training college, Mitrovica	277	2	0.72	15	1	None.
Kindergarten teacher's training college, Fehértemplom / Bela Crkva – Versec/ Vršac	364	6	1.65	14	0	None, but instruction in Romanian.
Kindergarten teacher's training college, Szabadka/Su-botica	303	94	31.02	24	4	94 Hungarian students study 9 subjects and 4 exercises in Hungarian.
Colleges, total	8,747	867	9,91	251	43	Hungarian departments in 3 colleges.

Taken as a whole, the situation of Hungarian-language higher education improved somewhat during the 2002/2003 academic year compared the preceding academic year.

Compared to the ethnic ratio of Voivodina's Hungarians, the number of Hungarian-speaking teachers and assistant teachers employed in Voivodina's university faculties and colleges is small (207). While 17.13% of the college teachers speak Hungarian, this ratio does not exceed 7.74% in the universities.

**Situation of the Hungarian-language higher education in Voivodina
in the 2002/2003 academic year**

Total number of university students	Hungarian university students		Total faculty		Hungarian faculty	
	number	ratio in %	number		ratio in %	
35,424	2,124	5.99	2,118	164	7.74	
Total number of college students	Hungarian college students		Total faculty		Hungarian faculty	
	number	ratio in %	number		ratio in %	
12,348	856	6.93	251	43	17.13	

The training of Hungarian-language teachers – from kindergarten to high schools teachers – took place between 1946 and 1959 in the Hungarian *Department of the Teacher's Training College of Újvidék/Novi Sad*, and afterwards in the *Hungarian Department of the Faculty of Liberal Arts of Újvidék University* and in the *Pedagogic Academies of Újvidék and Szabadka/Subotica*. In 1993, Hungarian teacher's training was discontinued in Újvidék and Szabadka, which led to the total liquidation of the relevant institutions. In their place, a *Hungarian class* was started in a Serbian environment *at the University of Zombor/Sombor*, but without full instruction in the Hungarian language. Only during the final university year are certain special subjects taught in Hungarian, without any opportunity to practice Hungarian-language instruction in schools of the city. The talks between VMSZ and President Milošević in September 1998 resulted in the reopening of the Teacher's Training College in Szabadka, not as an independent institution but as a *branch section of the University of Újvidék's Teacher's Training Department in Zombor*. Until the beginning of the 1990s, some 140 primary school and 430 high school teachers graduated from the Faculty of Hungarian Language and Literature of the University of Újvidék (since the end of the 1970s, a considerable number of students also earned qualifications as librarians and translators). 42 students earned master's degrees and another 25 students were awarded the title of doctor of philosophy. In the 1993/1994 academic year, only 16 students applied for the program, compared to 45 regular students during the 1976/1977 academic year, considered the best year ever. Advanced training for teachers is organized by various institutions in Hungary and the Association of Hungarian Teachers in Voivodina.

Due to the atrophying of Hungarian teacher's training and the emigration in the early 1990s, there is a severe shortage of Hungarian teachers in Voivodina. Research conducted by the Scientific Society for Hungarian Studies revealed that in 1998, there was a shortage of 195 teachers in Voivodina's primary schools and that 60 teachers retired in the four years that followed. The shortage of primary school teachers is felt only in the scattered ethnic Hungarian communities. Even though the number of high school teachers has increased, the number of teachers without or with inadequate qualifications also rose. The situation is only aggravated if one looks at the high number of high school teachers (32) eligible for retirement. Moreover, difficulties with the certification of their diplomas hinder returning Voivodina teachers who graduated in Hungary to begin to teach in the province.

At the beginning of 2003, the self-government of Szabadka/Subotica submitted a request to the education secretariat of the province of Voivodina for the opening of an independent Faculty of Pedagogy where the primary language of instruction would be Hungarian. On the basis of a decision of the provincial parliament, the independent Teacher Training Faculty of Szabadka was established in March 2004 and registered in August of the same year. The Serbian ministry of

education, however, withdrew its authorization to open a bank account and made it impossible to finance the faculty. At present, the functioning of the branch department in Szabadka is directed from Zombor/Sombor under very adverse circumstances.

**Composition of the students at the teacher's training branch department
in Szabadka in the 2003/2004 academic year**

Year of instruction	1st	2nd	3rd	4th	Graduates	Total
Number of students	29	29	36	66	66	226
Enrolled a public expense	20	28	34	65	65	212
Self-financing	9	1	2	1	1	14
Nationality	Hungarian 28 Yugoslav 1	Hungarian 29	Hungarian 36	Hungarian 40 Serbian 20 Yugoslav 5 Montenegrin 1	Hungarian 40 Serbian 14 Yugoslav 6 Croatian 3 Bunievac 2 Jewish 1	Hungarian 173 Serbian 34 Yugoslav 12 Croatian 3 Bunievac 2 Montenegrin 1 Jewish 1
Taking advanced training	–	–	94	88	–	182
Total	29	29	130	154	66	408

The province's very poorly financed educational institutions are confronted among other things with the lack of native-language books and textbooks. Since the end of the 1980s the Text Book Publishing Institute in Újvidék has discontinued the printing of primary and high school textbooks, study aids, and mandatory reading materials in the five languages (including Hungarian) officially recognized in the province. The authorities make it practically impossible to use textbooks from Hungary (while Hungary does not hinder the import and use of Serbian-language text-books and other literary works). To overcome these difficulties, educational booklets instead of textbooks, written by local authors, have been published first by the Hungarian-language weekly *Családi Kör (Family Circle)*, then from 1995 on by the *Hungarian Text Book Council of Voivodina*.

Hungarian-language foundation-sponsored schools and private schools do not function in Voivodina. The only church-owned high school is the *Paulinum in Szabadka/Subotica*, which trains Roman Catholic seminarians in the Croatian language. At the secondary education level, talented students are taught in separate talent promotion high schools: the Dezső Kosztolányi Linguistic High School in Szabadka and the Bolyai High School for Mathematics in Zenta/Senta. In recent years, several colleges were established in localities with scattered Hungarian communities, such as the secondary college for girls run and maintained by the Order of Our Lady's Poor School Sisters in Nagybecskerek/Zrenjain, the Emmausz College for Boys for

secondary school students in Muzslya/Mužla, and the Apáczai College in Újvidék/Novi Sad, all of which are of a religious character. In addition, instruction was also started in the college the talent cultivation high school of Zenta/Senta. The colleges already constitute today one of the basic pillars of the Hungarian-language education in Voivodina.

In the past decade, despite countless surveys, meetings, and discussions all aimed at establishing an independent Hungarian educational institutional network in Voivodina, it has not been possible to achieve any noteworthy progress in that direction.