

Doctoral (PhD) Dissertation Thesis

**Development and Changes
of Teacher Training Secondary Schools
in Hungary between 1828-1945**

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Objects and outcomes of the doctoral dissertation

Literature exploring the history of primary school teacher training discusses the history of teacher training from *Ratio Educationis* (1777) presenting the topic in different details and intervals (Sebestény 1896; Szakál 1934; Németh 1990). These pieces of literature explore teacher training according to the length of training (two-, three-, four- and five-year training), putting the stress on the curricula, regulations, qualifying examinations and other requirements. In these monographs exact data about the placements of the schools in the discussed period cannot be found. Gyula Sebestyén and János Szakáll introduced the number of the schools by maintainers on the basis of one or two school years. However they did not write about where the schools were. Comparing the data of other works, we have found differences between data. The constructive reason for the differences between data might be acceptance of inadequate items by authors. The principle works on the topic such as Gyula Sebestyén: *Elemi isk. Tanító-és tanítónőképzésünk fejlődése* (The development of our elementary school teacher training) (1896), Imre Révész: *Adalékok a Magyar protestáns iskolák autonómiájának történetéhez* (Data on the history of the autonomy of Protestant schools) (1896) Áron Kiss- Ilona Stetina Sebestyén: *A polgári iskolai tanító- és tanítónőképzés* (Middle school teacher training) (1896) contain contradictions. József Kiss in his contributions about the statistic data of teacher training (1929 -30) announces data about the number of the schools, the maintainers and the placements, but we can find many contradictions with other works. According to Kiss there were 43 schools in Hungary in 1867, but Gyula Schwarz mentions only 26 in the same year. In the work of József Kiss we can find more uncertain data. The foundation year of some schools are provided differently at different places, for example at some places the foundation years of the predecessor in title are presented instead of the real foundation year of the school. For example the Greek Orthodox School in Szentendre was established in 1812 and moved to Zombor in 1816. He gives 1812 as the Zombor school's establishment year and does not mention the predecessor in title in Szentendre. So the specialists, who use his data, can suppose that the Greek Orthodox School was established in 1812 in Zombor. He does not mention more schools in the period, for example the Szamosújvár Greek orthodox school for girls (established in 1914) or the Szeged Roman Catholic School for girls (established in 1877). He introduced a school as an autonomous one which was separated neither in organization nor in school buildings, for example the Zombor Greek Orthodox School. He wrote his articles on the basis of the ministry reports, but he did not check the mistakes in the reports. To solve the problem of the

contradictions we used the annuals of the schools. Péter Donáth produces the data in his work *A Magyar művelődés és tanítóképzés történetéből* (From the history of Hungarian culture and teacher training) (2008) for three school years on the basis of ministry reports. The re-examination of the data discussed in the dissertation was justified by the major discrepancy of data in literature.

The aim of the doctoral dissertation was to find scientifically submitted answers to the following questions:

1. What is the effect of the growth of primary school number on teacher training, on the increase of teacher training schools and on the number of students? Whether the number of teachers working in elementary schools, the number of graduated and unqualified teachers such as the number of those who were not able to teach in Hungarian could have an effect on teacher training?
2. How did teacher training develop in the number of schools, the types of maintainers and their tasks and the regional spread of the school-type? Where it is possible we review the number of teachers and classrooms, the practice schools and the teaching language. We studied the difficulties of observing the Act 38 /1868.
3. We have analyzed the influential factors such as the education policy of the governments, acts, laws and orders, the local, systemic and social pressure that played a role in the permeation of the school type.
4. We discovered and analyzed the changes in the headcounts of students by the maintainers and gender ratio. Where it was possible we introduced the number of graduated pupils, and the number of those who went in for teaching. When it was justified we presented the reduction the number of pupils and the reasons of it.
5. Another aim of our work was to prepare a data basis of the Hungarian teacher training secondary schools. The data basis was made on the ground of the annuals of the schools. It is important to remark that the data basis is presumably not complete. Some of the schools did not publish annuals, so we tried to collect data about them from other sources, e.g. from the annuals of other schools, periodicals, ministry reports, monographs. In such cases we represented the sources the data come from. The history of these schools are not reported, the data basis contains just the main information, like the name of the settlement, the maintainer, and the period of existence.

Applied approaches and methods

In our work we adopted the methods of history research. We identified, examined the primary sources and interpreted them. For the interpretation we used contemporary secondary sources as well. Then we made the synthesis and the historical exploration. We defined the annuals of the schools, the periodical 'Magyar Tanítóképző' (Hungarian Teachers Training) and statistical annuals as primary sources. Examining the primary sources we were reckon on content accuracy, sincerity and exactness.

Examining the sources we found differences in the hard data (number of pupils) of a school year between the statistics of the year and the long term statistics. Accordingly, we had to use the data published in the annual ministry reports. The shortcoming of the annuals made the re-enactment of headcount data impossible, as many of them are perished or the files are incomplete.

Although we started the introduction of the expansion in the year of 1828, we had to go back to 1777, to the I. Ratio Educationis, to explore development of the antecedents of the school type. We had to define the final borderline artificially, so we examined the interval from 1828 up to 1945. After 1945 the annuals which were our primary sources were published rarely until 1948.

Results

Exploring the 130 years history of teacher training secondary schools for infant classes brought several new results. Collecting and analysing the data of ministry reports, statistical annuals and school annuals we could show the growth of schools numbers, and the changes of maintainers. We presented the number of elementary schools, and elementary school teachers and their parameters as the influentials of teacher training. We introduced the number of pupils in teacher training schools, the changes of headcounts and the gender scales.

We can not speak about teacher training for infant classes before the second part of the 18 th century. Before the Ratio Educationis (1777) anybody could have been a teacher, who had known the curriculum. The profession was not insisted upon qualification, the maintainers didn't ask certification for being employed. Ratio established the homogeneous form of teacher training, ordering to open a „normal school” in every district, which gave place for teacher training. From that time, being teacher was stipulated for an exam.

The conceptions of the Ratios were fulfilled bit by bit with incompleteness's. Establishing of normal schools was slow, there were not enough, so the same time other kind of teacher training concepts were developed and became current. The next step, which led to the evolution of the teacher training secondary schools, can be related to Archbishop Janos Pyrker, who established the first independent teacher training secondary school in 1819 at Szepesváralja, which had a vocational trait. The teaching language in this school was German and Slovakian. The next one was established in 1828, Eger, where teaching language was Hungarian. From that time we can speak about the spread of independent teacher training secondary schools in Hungary. From 1828 to 1868 the teacher training secondary schools were established mainly by the churches. The spread of the school type started after 1868, when the 38th Act of Education ordered to establish 20 state teacher training secondary schools. The Act gave availability for churches and individuals to establish and maintain schools. The real importance of the law was the standardization of the training. There was a huge margin in the curriculum, training, appointments, installation and population between the schools. We can find regulations in the law enlarging the number of the pupils, for example scholarships, obligatory boarding schools at the teacher training schools for girls. The same time the ministry arranged the salary of teachers, making the professions prestige better. Being a teacher was alluring for the children of poor families, for whom it was a chance for a higher social status. The number of the pupils in the boy schools was depending on the allowances, which made the school type popular. The augmented length of training (four years from 1882, six years from 1921, five years from 1923) cut back the headcount of the boy schools, because the families were not able to pay the charges, so the number of the applicants had lessen. This is no longer in the case of girl schools. The status of the genteel middle class was changed after 1867, numbers became impoverished and took up state officials. They could fend their daughters future assuring a profession with good income. Teacher training secondary schools were perfect answer on the purpose. Changes in the family structures were enhanced the process. Due to social development the age of founding a family was postponed, the number of those, who did not want to wed or for the sake of their circumstances could not wed, was increased. They could assure their future with working, most of them took up teaching. These circumstances were led to the expansion of girls' teacher training. In 1880 the number of the girl pupils was so huge, that the Minister of Education made arrangements to bound the increase. Even so, due to the social pressure, the training of the girls rose, in 1913 the number of female pupils exceeded the number of male.

In 1880 there were 69 schools in the country, 20 of them were maintained by the state, and 23 by the Roman Catholic Church. Nevertheless the law increased the length of training for three years, many of the schools maintained by churches could not keep it due to their low headcount. We found 14 schools in 1887 which headcount was between 4 and 30. The state did not close these schools, but pressed them to keep the law.

During the ministry of Ágoston Trefort (1872-1888) the number of state elementary schools increased from 503 to 786 (283 new schools) whilst the number of all elementary schools grew with 417 schools. Due to the increasing number of school age children 400 new teachers were needed. The normal fluctuation of elementary school teachers was around 960 persons per year, so 1300-1400 teachers were needed every year. Minister Gyula Wlassics (1895-1903) began a state school programme, so in 1900 there were 16 725 elementary schools in our country, in 1903 there were 16 984. Whilst the number of the schools was between 16 4000 and 16 900 the number of the pupils had grown.

In 1900 there were 75 teacher training secondary schools in Hungary. 24 of them were state schools, 28 Roman Catholic. There were 48 for boys and 27 for girls. The number of the schools was increased just with six till 1880, but the number of pupils grew dynamically: the number of boys grew from 3050 to 4 568 and the number of girls from 1283 to 3 489.

As Minister József Eötvös decided, most of the state boy schools were in Transylvania, in the Northern parts, and in the Southern parts. After the Trianon Peace Treaty Hungary lost 72 % of its territory. The number of the schools at the annexed parts was huge, 61% of the total. 38% of Roman Catholic schools (13 schools) was lost. There were no Greek Catholic and Greek orthodox schools in the country, five of nine schools maintained by the Reformed Church and two of seven schools maintained by Evangelical Church were remained. It was not possible to recover the damage till 1938.

The war and the territorial losses effected decrease in the number of elementary schools as well. In 1918 there were 15 390 elementary schools in Hungary, in 1919 we found only 5 584. The villages and the area of Duna-Tisza köze were supplied poorly. Minister Kuno Klebelsberg started a school programme in 1926 that was finished in 1930. Due to the programme 5 000 objects were built in 535 elementary schools (3 475 classrooms and 1 525 flats for the teachers). The increase of teacher training logically followed from the school programme. But the state did not opened new teacher training schools. In 1920 there were 13 of them; in 1938 there were only eleven. The number of schools maintained by the Roman Catholic Church has grown from 21 to 32 in this period. In 1938 we found 55 schools of which 20% was state school, and 58% Roman Catholic. Whilst we found 1838 boy and 3 140

girl pupils in the teacher training schools in 1920, there were 2 672 boys and 5 644 girls in 1938.

During the Second World War 29 training schools were opened, of which 27 were on the annexed territories. Many of them were closed after the Trianon Peace Treaty and opened again after homecoming. Adopting Hungarian laws and curricula was not smooth for these schools in default of books, and proper facilities.

We have identified 153 schools in 87 settlements. The largest number of schools coexisting was 92 before the Trianon Peace Treaty. At the beginning of the 18th century many schools were established, headcount of which was low, so they were closed. All the royal Catholic schools were extinguished in the Thun era. As the 38th Act gave permission for the Churches and for private individuals to establish and maintain teacher training schools, in this period we could find two private teacher training schools in Hungary. Both were opened in 1877, and were girl schools. The Kemény School was situated in Szeged and closed in 1878. The Fábry School was in Rimaszombat, and closed in 1881. No associational or private school was long living. Usually they struggled with money problems and closed in a year or so.

We found a co-educated school, maintained by the Greek Orthodox Church in Zombor. Co-education began in 1871 and extinguished in 1910. Co-education was not a usual and accepted solution, but the Greek Orthodox Church had no choice to maintain its school, due to the low number of pupils. In the history of teacher training we found three more co-educated schools (Szászrégen, Munkács, and Komárom). All of them existed during World War II.

The research pointed out that the state could not take over the leading position from the churches. Although we found powerful secularization efforts, the Roman Catholic Church remained the biggest maintainer, for the sake of the huge amount of the girl schools they established and maintained.

We have found 50 Roman Catholic schools in the examined period, which were the 32.6 % of the total. The huge rate can be explained in several ways. On the one hand, it was the biggest and richest church in the country. They started to open their schools earlier than the state. The first Roman Catholic school was established in 1819, whilst the first state school was opened in 1869. The schools of the Roman Catholic Church were in the parochial centres, like Pécs, Kalocsa, Esztergom, Eger etc. In these towns we usually found two schools, one for boys, and one for girls. On the other hand, on little settlements we found one school, usually a Roman Catholic one. These schools were for girls, which were run by sisters. These schools were

attached to nunneries. We did not find Roman Catholic boy schools in little settlements, because in Hungary there was no preceptor man order for teacher training.

The other churches opened their schools mainly on the territories where the church was populous. The Reformed Church had schools mainly in the eastern parts of the country and in Transylvania. They tried to maintain a school in Pápa, to counteract the big Catholic hegemony, but in the absence of pupils it was closed soon. 18 of 153 schools were maintained by the Reformed Church, but it seemed to be sufficient to provide teachers for the congregations. Schools of Roman Catholic and Reformed Church were mainly on the Hungarian speaking territories. The other churches placed their schools where the size of the diocese was big enough.

We found an interesting coherence between the teaching language and the churches. Teaching in another language was in practice in the Greek Orthodox and Lutheran schools. The Lutheran Church had to provide teachers for the German speaking territories, so in most of their schools the language of teaching was German, sometimes German and Hungarian. The Greek Orthodox Schools used the language of the majority, so the language of teaching was variable.

We can find an interesting opposition in the location of state boy and girl schools. While the state wished to establish boy schools in the peripheries of the country, they established girl schools in big towns. In the selection of the places of boy schools it was an important point to put them in little settlements conditions of which did not differ from those, where the pupils would work. The other reason of putting these schools in the peripheries was that the gentility lived there, so teacher training could serve the political interests of the state, by spreading the Hungarian language. In spite of the efforts of ministers in 1879, there were 12 schools where the language of teaching was not Hungarian.

Although the 38th Act orders teaching the Hungarian language in the schools, where the language of teaching was not Hungarian, there was no retribution for failing it. The 18th Act 1879 wanted to change the practice of teaching Hungarian by imposing the huge number of Hungarian lessons for these schools.

The other aim of our work was, to prepare the data base of the Hungarian teacher training secondary schools for junior classes. The data base was made on the ground of the annuals of the schools. It is important to remark, that the data base is presumably not complete. Some of the schools did not publish annuals, so we tried to collect data about them from other sources, e.g. from the annuals of other schools, periodicals, ministry reports, monographs. In such cases we represented the sources the data came from. The history of

these schools are not reported, the data base contains only basic information, like the settlement's name, the maintainer and the period of existence. Writing the history of the schools we dealt with the most important episodes in the life of the school, e.g. New buildings, moving, contractions, epidemics, confiscation of school buildings and all the important events which were not frequent from year to year.



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Candidate: Judit Neszt
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List of publications related to the dissertation

Hungarian book(s) (1)

1. **Neszt J.**: Fejezetek a magyarországi tanítóképzés történetéből. Dóra Kiadó, Nagykőrös, 123 p., 2013. ISBN: 9789637720529

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3. **Neszt J.**: A tanítóképzés expanziója 1828-1900 között.
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Foreign language scientific article(s) in Hungarian journal(s) (1)

6. **Neszt, J.:** Teacher Training Secondary Schools in Hungary Between 1968-1880.
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9. **Neszt J.:** Tanítóképzők Magyarországon 1938-1945 között.
In: Interdiszciplináris pedagógia és a tudás társadalma : A II. Kiss Árpád Emlékkonferencia előadásai. Szerk.: Kiss Endre, Kiss Á. Archivum Kvt. : DE Neveléstudományi Tanszék, Debrecen, 631-642, 2003. ISBN: 9634727832

The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of Web of Science, Scopus and Journal Citation Report (Impact Factor) databases.

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