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Abstracts

Benda, Gyula: Small town society and its secondary school. The students of local origin in the secondary school of a market-town in the first half of the 19th century

As part of a social historical monograph the study tries to clarify the role of secondary education in the reproduction and mobility of a local society. First we examined the composition of secondary school students according to number, age and social origin, then concentrating on social origin we tried to define the significance of schooling in the process of social reproduction. We found that in addition to the expected rate of children of the intelligentsia and officials, the high rate of the sons of craftsmen among secondary school students was also characteristic in the first half of the 19th century. Carrying out the detailed analysis of the group of craftsmen occupational differences and their possible consequences were also taken into consideration. The analysis did not only rely on macro-statistical evidences of occupational differences but on the characteristic features of individual careers and generation relations as well. It was mainly for the craftsmen that the secondary school provided possibility of the acquisition of new or „modern” ways of thinking. It is also worth mentioning that the sons of smallholders and vine-growers (a very characteristic group of the local society) were rarely found among the students which means that mobility or „modernization” through education was not so important for this group.

Gyáni, Gábor: Arguments against the theory of dual structure

The notion, labelled as *dual structure* came to define many of current social history and sociological approach of Hungarian society in the 20th century. The idea was first formulated by Ferenc Erdei in the 1940s, and became known in the 1970s only. The starting point for Erdei was, as for anybody else also being concerned with these problems, that Hungary's society was badly integrated in its internal make-up. Erdei, however, went well beyond this by arguing that Hungarian society had split into two and the two structures were in total opposition to each other. One of the structures was called by him “historical-national”, the other a “modern bourgeois” society. Each of the two coexisting structures constituted a whole in itself, with an elite, a middle class, and a lower class.

The author in present study makes an attempt to prove that Erdei's contrivance devoids of any firmly rooted empirical evidence, and derives only from István Hajnal's historical sociology. Hajnal, an important Hungarian historian in the interwar period held the view that two fundamental social forces were responsible at every epoch for the dynamics of historical development: the *habitual* (customary) and the *rational* (reasonable)

principle. Erdei in describing the stratification found in his own age merely applies this theory to the contemporary Hungarian society. Seeing the obvious weaknesses of Hajnal's conceptual apparatus in adequately explaining the 20th century development of Hungarian society, Erdei's procedure may easily be challenged. The best way of invalidating his highly popular dual structure theory is what Karl Popper falsification theory provides us. This demands not to verify, but more rather to falsify a theory by bringing out more and more empirical evidences which do not support the model. The author makes his best to do this in discussing the most diverse issues of Hungary's social history in the 20th century.

Karády, Viktor: Hungarian cultural superiority or deficit of schooling? New data of the national composition of secondary school students in the dualistic era (1882–1915)

Data on mother tongue, hitherto exclusively used in studies concerning the national recruitment of pupils, largely distort the real proportions of ethnic groups attending Hungarian secondary schools in the Dual Monarchy. New sources relative to linguistic competence (mono- and bilingualism) help to estimate the evolution of the presence of various nationalities in gymnasiums and *Realschulen*, once the power relations of the assimilationist nation state are taken into account. Magyars proper appear to be systematically under-represented among pupils (especially at the beginning), remaining a qualified minority throughout the period studied. Jewish over-representation, on the contrary, proved to be general and ever-growing, particularly as compared to the size of age groups concerned. Germans were also over-represented in the beginning but tended formally to lose some weight in the student body due to assimilation. Other non Magyars (Romanians, Slovaks, Serbians and Ruthenians above all) were under-represented, but still made up significant proportions of school clientèles. On the whole, non Magyars clearly dominated the would-be educated elites of the Hungarian nation state, among them Christians surpassing Jews in numbers, in spite of the latter's marked drive for over-schooling.

Keller, Márkus: Two secondary schools of the élite in the Horthy-era

The essay is connected to the research currently under way in the Sociological Institute of ELTE, about elites. The essay is an analysis of the staff of a Catholic and a Calvinist elite high school, between the two world wars. It gives us the social background, the career, the social role of the teachers. It also shows us the wider picture of the teachers' social status in the given period, in the light of statistics. The second part of the essay the researcher attempts to give an answer to the question: Why these high schools were called elite? The essay puts an emphasis on the role of religious schools in the society of that time.

Keszei, András: From cultural setting to social conditions. The social roles of education

The paper would like to examine some aspects of the cultural and social functions of education in different historical contexts. By emphasizing the significance of a culture in the construction of social reality I wanted to call the attention to the importance of the socio-cultural background of this construction. Culture, as a system, that is to say a kind of toolkit; which enables us to become parts of it, to play our roles according to its norms, values and rights, together with the given power-relations of a society constitute the „playground” for social actors. The socio-cultural and historical dependence of understanding our world and expressing ourselves in it through „meaning making” (giving meanings to objects and phenomena), is a crucial factor in interpreting and constructing social and historical „realities”. This „meaning making” however is not, was never an arbitrary process. Culture, defining the general criteria of „right” and „wrong”, facilitates and legitimates some meanings while suppressing others. Changes in the structure of a society often have cultural consequences as well: people see and interpret their world and themselves in it differently (like the bourgeoisie in 18th and 19th century Europe.) Education (in the family and at school) is of primary importance when speaking about the mediation of the above mentioned toolkit. Comparing two basic models, the estate-society and bourgeois society it becomes clear that education could not be context-free: the given norms and power relations always influenced the ways of understanding the role and significance of education.

Kovács I., Gábor — Kende, Gábor: Secondary schools of the intellectual élite.

Secondary schooling of the intellectual élite between the two World Wars

The study presents data concerning the secondary education of the inter-war intellectual élite. We are familiar with the high schooling data of 1252 members, covering 83,3% of the élite, that counted 1502 persons on the whole. The élite group studied in the high schools of historical Hungary prior to the Treaty of Trianon, mainly between the years 1860 and 1920. This essay is, among others, concerned with the methodological problem of dealing with the individual choice of changing schools. Moreover, it presents the ranking of élite schools that released the most élite members and presents the changes, modifications in ranking according to the four age-groups of the élite, and to certain sub-patterns (university professors, academicians etc.) as well. The study also pays attention to the shifting role of schools in the traditional school-towns and the rising regional centers. Furthermore, it also enlarges upon the proportional modification of denominational schools and the newly founded, proliferating state schools in élite schooling. Finally, it analyses how much share certain school types had in education and also deals with the question of the place of birth, taken both in a narrow and a broad sense.

As facts show, to a different extent however, but almost the entire high school network took part in élite schooling. The role of Budapest, with a proportion of one third, is

certainly outstanding and determining. Still, the fact that there were schools in 132 of all settlements in the country, whose graduates could become part of the national intellectual élite, suggests a well expanded network.

Kövér, György: Crossroads leading into the economic élite.
The career stories of Elemér Balogh of Almás and Simon Krausz of Érd

We are familiar with Elemér Balogh's and Simon Krausz' recollections of the class graduating in 1888/89 at the Budapest Business College, although only one of them mentions academic studies explicitly. The academic registers found in the Budapest Archive indicate not only the place and the date of birth, but also the denomination and the current place of residence, along with the father's "civil employment". On the scale of one class, facts concerning the then prevailing employment of parents can be recollected from denominational registers, at least what regards individuals born in Budapest. The certification-books of the academic final examination (graduation) are also available, and their fair copies contain facts of prior schooling. The jubilee memorial volumes of the Business College were published in book-form, that make the former student's "present standing" – that is, the first decades of his career – appear in two different temporal cross-sections (Bricht 1896, Szuppán 1907). My case study, by comparing statistical and narrative sources, inquires into some general questions of the dynamics of intra- and intergenerational mobility research. The study interprets on the example of the 1888/89 student year the opportunities of becoming part of the economic élite.

Lengvári, István: Students of the Pécs Cistercian Gymnasium (1851–1911)

The study contributes further data to the social history of Pécs in the second half of the 19th century through school matriculae. After describing the society of the town, first year students are analysed in four timescales: 1851/52, 1871/72, 1891/92 and 1910/11. The students' place of birth, religion, and the occupation of the father and are noted and examined. The paper shows how these figures changed, what causes and effects could be traced and deals with the social mobility and the Jewish enrolment patterns.

Müller, Ildikó: The social composition of female students
at the Budapest University of Sciences (1896–1914)

The question whether women could study at universities became the centre of attention in the second half of the 19th century. Women could matriculate and graduate at Hungarian universities from the second semester of the 1895/96 academic year, but they could only attend the faculties of art and medicine, and pharmaceutical courses.

The contemporary discourse on the higher education of women leads the scholar to believe that women attending universities at the time came primarily from the middle classes. This assumption is further supported by statistical data. The majority of female students at the Budapest university of sciences came from families of civil servants and intellectuals, while the daughters of tradesmen and even more merchants were also represented in greater numbers at the university. The group of female students was relatively homogenic, the overwhelming majority representing the middle classes, and especially its more wealthy and educated, but not affluent segment.

The medical faculty could be considered the most open of the above-mentioned options: it was attended by female students coming from the lower-income families, and this was also the faculty where the civil servant/intellectual segment was the least represented.

The group of male students was more heterogenic than the female group. The civil servant/intellectual segment was less represented among them, with the exception of the legal faculty, which could be considered a case on its own. The rate of male students coming from lower-income families was also considerably higher than that of female students. This is not surprising, considering that those layers of society who could rarely afford to send their children to universities opted for spending their limited financial means on educating their sons, the men being the breadwinners of the family, and also whose position in society determined the social status of the family. Belonging to the wealthy and educated middle classes was far more obvious in case of female students than in case of their male colleagues.

Pozsgai, Péter: Artisans and artisan families in market-town Torna in the nineteenth century II. Life courses – continuity, landownership, family strategies

In the second part of his study the author examines how the landownership and the marriages influenced the continuity of artisan families and the mobility of the individual artisans in the market town. With the help of a nominative data base the life courses of the individual artisans and the artisan families could be followed “from appearance to disappearance”. The method made possible the reconstruction of artisan households (1857, 1869), the study of demographic behaviour and life-cycles of artisan families, the examination of transmission of property and handicraft.

In the course of the research two sub-groups of artisans proved the most stable: partly the offsprings of the “old market town families” (with small plots of land but embedded into the local social network), partly the one- or two-generational migrant-families where the artisan could have managed to marry a bride of Torna-origin and purchase a larger plot of land.

By examining the household structure and the life-cycles of the artisan families the author concludes that the census registers can be used for household reconstruction to only a limited extent. The results so far show that in cases where census-takers in the

1857 and 1869 census distinguished a number of related *co-resident parties* (Wohnpartei) within the same house, in the case of the market town this did not always reflect the reality of the economic and property entities constituted by these families (especially the landowner artisans). After reconstructing the artisan households and analysing the family life-cycles the findings have shown the significance of complex households, especially of the stem family form in the household cycles of land-owning families (larger plots), while the landless or smallholder artisan families went under more simple phases during the course of their life-cycle.

Sasfi, Csaba: The social historical approach of education:
the education of four young noblemen in the reform era

This paper applies the method of investigating the demand and supply characteristics in the social historical analysis of 19th century secondary education in Hungary, emphasizing the demand instead of the supply for education. It would like to clarify the impact of cultural, structural and individual factors on the increasing need for higher education and on the chance of schooling in a period, when inequality in the chances of schooling was a normal phenomenon. Therefore, analysis of personal sources, investigation of memoirs on schooling and career of four noblemen stand in the focus of this study. The subjective evaluations in these personal writings are compared with the contemporary normative texts on the regulation of education.

The second part of the paper highlights the role of higher education in the system of values of the different groups of nobility, which were uniformly privileged but were culturally and financially divergent in the late estate society of Hungary. On the basis of the above mentioned analysis we can conclude that higher education was a norm for the elite layer of nobility on the one hand, and it was a model to follow for people of lower nobility regarding social mobility.

Takács, Károly: The research of water gang systems of the Arpadian age
in Rábaköz and in other parts of the Carpathian basin. II. part

In the course of the archeological and historical researches we conducted in several distant areas of Hungary, we found destroyed canalization systems. According to the information at our disposal, these canals are probably the – until the present unknown – remnants of the Árpád-period water-system. Serious arguments underline the hypothesis that the observed canalization systems were covering all areas touched by water (plains, river valley areas) in the Carpathian Basin. Characteristically, in all areas already examined,

the canals of the Árpád-period were found to be complex systems. Due to their specific construction, it was more or less simple to reconstruct their operation. Canalization systems were twofold constructions: they served the irrigation and the nourishing of fish ponds, while also carrying off and draining away the water. Because of their complex functions, medieval canals used to build extraordinarily dense networks. At some areas, that have been more thoroughly researched, ten-twenty times as many canals were discovered underground as operating on the same spots presently.

In written sources, the canals of the Árpád-period appear under diverse (Latin and Hungarian) terms. Among these, the word "árok" (ditch) and its Latin equivalent "fossa" (other forms: fossatum, fossata, fossatura, fossura) bear eminent positions — it seems that these were the primary terms indicating canals. We frequently encounter them in certificates from the Árpád-period, among these primarily in border descriptions. Based on some letters of privilege, we might rightly assume that the digging of canals was one of the communal services in 11th-12th-century Hungary, that members of subordinate layers of society were generally subjected to. The construction and sustainment of canals was provided by the well-known hierarchical institutions of the Árpád-period: the fortress-and court system.

Consequent to the foregoing research results, the economic and social system of early medieval Hungary need to be rethought.

Tóth, Árpád: Secondary schooling strategies. The social history of the secondary schools of Pozsony in the first half of the 19th century

Combining macrostatistical, quantitative techniques and prosopographical methods, the article examines the "demand side" of the secondary schools in Pressburg (Pozsony), one of the major schooling towns in Hungary in the first half of the 19th century. Having lost its national central institutions in the 1780s, attacked directly by the French troops during the French Wars and affected badly by the prosperous economy of the nearby metropolis Vienna, the town (now Bratislava, the capital of Slovakia) was a stagnating provincial centre in that time Hungary. One of its social characteristics was the presence of a large number of students in grammar schools and higher education (law and theology), both for Catholic and Protestant (Lutheran) people. The article reveals that during the five decades as a whole only Lutheran higher education increased in terms of the number of the students enrolled. The growth of all other parts of education turned into decrease after the renewal of the Hungarian Parliamentary sessions in Pressburg in 1825 (after a 13-year-long period of absolutistic government), probably due to the rising prices and the worsening life conditions in town. In general, all schools recruited their students from a fairly large area, but Lutheran schooling attracted more students than its Catholic counterpart from outside the town and from churches different from its own. During the period of growth in Pressburg schools a trend of "democratisation" went on in terms of the origin of students resulting in a fall in the

proportion of noble and an increase in that of bourgeois, or rather "burgher", origin, but this trend stopped and returned after about 1825. The higher rate of *bürgerliche* students among Lutherans may reflect the differences in social structure between the two denominations but it also accompanies a tendency of finishing more classes of school among Protestants which can be attributed to different strategies of the use of schooling. The analysis of students from Lutheran Pressburg-born burgher families shows the general presence of a model of a diversified strategy which directed sons within the same families to different positions in society, and the related level of schooling, from artisan and merchant trades to the high professions.

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Kéziratot nem őrzünk meg.

Hivatkozások

A főszövegbe csak irodalmi hivatkozásokat írunk (Nagy 1988: 23), a (kisebb) megjegyzések és a felhasznált források¹ lábjegyzetbe kerülnek, a levéltári forrásokat második előfordulásuknál² rövidítve adjuk meg. Mondat közben így (Szabó 1934: 234, Heather – Matthews 1991), mondat végén hasonlóképp a zárójelen belül pont nélkül (Haraszi 1998: 74). Ha a mondatnak része az idézett szerző, akkor csak az évszám kerül zárójelbe, például: „ahogy ezt Szigeti Zoltán (1974: 321) már megállapította.”

A cikk után először a felhasznált levéltári (Vas Megyei Levéltár, Alispáni iratok 1931–1937), könyvészeti (pl. *Dunántúl* napilap (Pécs) 1930–1935) és egyéb források (pl. interjú: ki készítette, kivel, mikor) sorolandók fel. Például:

1 Somogy Megyei Levéltár (SML), Főispáni iratok (Fi) 13789/1935; Magyar Nemzet 1943. október 23, 8. 2 SML Fi 1852/1937.

FORRÁSOK

Nemzeti Sport 1925–1935 számai

Interjú Nagy Ferenc tájfutóval 1983. február 12-én, készítette Debreceni Rezső (A szerző tulajdonában.)

Somogy Megyei Levéltár (SML), Főispáni iratok (Fi)

A hivatkozott irodalom jegyzéke a felhasznált források után következik, a cikk legvégén, tételes felsorolásban, abc-sorrendben. Az irodalmi hivatkozások formátuma tekintetében az alábbi példák az irányadóak:

HIVATKOZOTT IRODALOM

[Kötet:]

Botond Ágnes 1991: *Pszichohistória – avagy a lélek történetiségének tudománya*. Budapest

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Kiss, Attila 1977: *Avar Cemeteries in County Baranya. Cemeteries of the Avar Period (567–829) in Hungary II*. Budapest [idegennyelvű írásmód, és sorozat jelölése (nem zárójelben)].

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[folyóiratból:]

Láng Panni 1986: Egy budapesti polgárcsalád mindennapjai. *Történelmi Szemle* 29. 1. 80–94.

Ecsedy István 1990: Dombay János (1900–1961). *Baranya* 3. 2. 168–170.

[mindig jelezzük a kötet/évfolyam és füzetszámot!]

[évkönyvből:]

Dombay János 1959: Próbaásatások a villánykövesdi későrézkori lakótelepen. *Janus Pannonius Múzeum Évkönyve* 55–74. [oldalszámmal!]

[lexikonszócikk:]

'Korallok' szócikk. In: *Révai Új Lexikona* 12. kötet, Budapest, 1915, 26.

[újságcikk:]

Szőnyi Ottó 1926: A pécsi püspökség templomai. *Dunántúl* 1926. dec. 25. 18.

[Itt szerepeljen lehetőség szerint az oldalszám, és az év még egyszer kiírva. Akkor hivatkozunk így újságcikkre, ha az egy szakirodalmi/irodalmi cikket jelöl. Amennyi-

ben adatot (statisztika, eredmények, listák) hivatkozunk napilapból azt forrásként kezeljük!]

[Kéziratok:]

Katádfay Tihamér 1966: *Legnagyszerűbb gondolataim*. Kézirat. (Vas Megyei Levéltár, Kézirattár 551.)

[Amennyiben forrásként használjuk őket akkor oda kerüljenek, a lelőhely (pl. OSZK Kézirattár) megjelölésével. Ha tudományos mű, akkor kötethez hasonlóan.]

[megjelenés előtt álló publikáció:]

Gyáni Gábor 2001: Érvék a kettős struktúra elmélete ellen. *Korall* 3–4. megjelenés előtt

[idegen nyelvű publikációnál: előre kerül a családnév, több szerzős mű esetén kötőjellel választuk el a szerzőket (szerkesztőket)]

[főszövegben hivatkozáskor:] (Heather – Matthews 1991: 18)

[irodalomjegyzékben:]

Heather, Peter – Matthews, John 1991: *The Goths in the Fourth century*. Liverpool

Egyéb

– Kerüljük a p., pp., o., old., i.m., rövidítéseket és latin megfelelőit a főszövegben, lábjegyzetekben és irodalmi hivatkozásokban!

– Ügyeljünk az elválasztójel (-) és a kötőjel (–) helyes használatára! (Számok (évszámok, oldalszámok) közé „–” jelet rakjunk!)

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