



*Regional and national tendencies in history
of educational science between 1945 and 1990
in totalitarian and democratic states
in Central Europe*

INTERNATIONAL SYMPOSIUM

**at the Faculty of Education and Psychology
of the Eötvös Loránd University Budapest**

1-2. October 2015

ABSTRACT BOOK

Zsuzsanna Hanna Biró & András Németh (eds.)

**Eötvös Loránd University Budapest
2015**

PROGRAMME

Venue of the Symposium

Faculty of Education and Psychology
Eötvös Loránd University Budapest
1075 Budapest, Kazinczy u. 23-27.
Tanácsterem

Academic Board

Prof. Dr. Zsolt Demetrovics
Prof. Dr. Viktor Karády
Prof. Dr. Johanna Hopfner
Prof. Dr. András Németh
Prof. Dr. Heinz-Elmar Tenorth

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1st of October 2015

9:00-9:30 Greeting of Zsolt Demetrovics, Dean of the Faculty of Education and Psychology & András Németh, Head of the Department History of Education (Eötvös Loránd University, Budapest)

Section 1 Chair: Viktor Karády (CEU/ John Wesley University College, Budapest)

9:30–10:15 Heinz-Elmar Tenorth (Humboldt-University, Berlin): *Erziehungswissenschaft in Deutschland – nationale Form, kulturelle Differenzen*

10:15–11:00 Klaus-Peter Horn (Georg-August University, Göttingen): *Selbstdarstellung der Erziehungswissenschaft in Deutschland - ein Abschnitt zur BRD zwischen 1945 und 1990*

11:00–11:15 Coffee break

11:15–12:00 Gerald Grimm (Alpen-Adria-University, Klagenfurt): *Innovation durch Restauration? Zur Genese der Erziehungswissenschaft in Österreich 1945-1955*

12:00–12:45 András Németh (Eötvös Loránd University, Budapest): *Erziehungswissenschaft als Disziplin in den Ketten der totalitären Systeme in Ungarn - Merkmale und Entwicklungsperioden 1947 -1990*

12:45–14:30 Lunch

Section 2 Chair: Simonetta Polenghi (Catholic University, Milano)

14:30–15:15 Géza Sáska (Eötvös Loránd University, Budapest): *Impact of Soviet Union on Educational Policies of Communist Countries in the 1950s: an Analysis of Hungarian Official Pamphlets*

15:15–16:00 Éva Szabolcs & Erzsébet Golnhofer (Eötvös Loránd University, Budapest): *The emergence of a career in educational science: the case of György Ágoston*

16:00–16:15 Coffee break

16:15–17:00 Zoltán András Szabó (Eötvös Loránd University, Budapest): *Legal regulation of scientific qualifications before and after 1945: a comparative analysis*

- 17:00–17:45 Imre Garai & Andrea Nagy & Beáta Balog (Eötvös Loránd University, Budapest): *Hungarian pedagogy in science policy and universities' institutions between 1949 and 1957*
- 17:15–18:00 Conclusions

2nd of October 2015

Section 3 Chair: Éva Szabolcs (Eötvös Loránd University, Budapest)

- 9:00–9:45 Viktor Karády (CEU/ John Wesley University College, Budapest): *Educational science in the system of social sciences during and after the Stalinist backlash in Hungary (1949-1989)*
- 9:45–10:30 Péter Tibor Nagy (ELTE/John Wesley University College, Budapest): *Hungarian academic elites in the social sciences and humanities after 1945*
- 10:30-10:45 Coffee break

Section 4 Chair: Klaus-Peter Horn (Georg-August University, Göttingen)

- 10:45–11:30 Lucien Criblez (University Zürich): *Instrument der Verwissenschaftlichung oder Indiz für Deprofessionalisierung? Zur ambivalenten Transformation der pädagogischen Presse in der Schweiz im 20. Jahrhundert*
- 11:30–12:15 Zsuzsanna Hanna Biró (ELTE/John Wesley University College, Budapest): *Strukturwandel im Kommunikationsfeld der ungarischen Erziehungswissenschaft vor und nach 1945*
- 12:15–13:15 Coffee break & buffet
- 13:15–14:00 Simonetta Polenghi (Catholic University, Milano): *Italian school and pedagogical magazines (1900-1962) in the history of education*
- 14:00-14:45 Gabriella Baska & Katalin Szűcs (Eötvös Loránd University, Budapest): *Ritual Elements in the Press Propaganda of Educational Papers in the 1950-ies in Hungary*
- 14:45-15:00 Conclusions
- 15:00–16:00 Concert (Cello: Béla Pukánszky, Piano: Erzsébet Kemény)
- 18:00–20:00 Dinner

A rendezvény kapcsolódik A magyar neveléstudomány története a szakmai folyóiratok tükrében (1945–1989) – tudományos kommunikáció, szakmai diskurzusok című (K100496) 2012–2016 futamidejű OTKA-kutatáshoz.

ABSTRACTS

Heinz-Elmar Tenorth
Humboldt-University, Berlin

Science of Education in Germany – national form, cultural differences

Nations and their cultural context, mostly defined by language, by the specific national systems of higher education, and by the forms of teacher training dominate the current analysis of the discipline of education in its modern history worldwide, despite all international relationships. The central thesis of the here presented arguments is that in case of the German Pedagogy and German Science of Education the concentration on nation, language and the system of higher education is misleading in understanding the genuine dynamic of their special history in Germany. Contrary to the dominating interpretation the lecture tries to demonstrate that hereby the central role of religion, and socio-political factors – like the tradition and form of the trade unions of teachers –, and the pedagogical and political ideologies of the political parties is ignored or underestimated in its continuing impact on the discipline of education. The role of these factors is both effective and significant in the structure of arguments and theory-building, and in the construction of social networks inside and outside the academic field.

Klaus-Peter Horn
Georg-August University, Göttingen

Self Portrayals of Science of Education in Western Germany (1945-1990)

Science of Education was established at German universities at the beginning of the 20th century. But debates about its foundations as well as about its status can be found throughout the 20th century. These debates took place in books and articles titled "Pedagogy/Science of Education in the present". On the basis of such books and articles I will look at the development of notions of Science of Education in Western Germany in retrospect. The topics: 1. differentiation of the discipline, 2. its foundation in empirical research vs. philosophy and 3. its status with regard to demands of practical usefulness. It can be claimed that the differentiation of the discipline led to numerous and heterogeneous trends, that the key question about the foundations of science of education in empirical research or philosophy seemed to be answered before 1990 (though it is still on the spot) and that the crisis of Science of

Education in the 1980s was most of all based on its precarious status with regard to demands of practical usefulness, which in fact is an abiding theme of science of education since the beginnings. The final résumé will react to the question whether and how the situation has changed after 1990.

Gerald Grimm

Alpen-Adria-University, Klagenfurt

Innovation by Restoration? The development of educational science
in Austria from 1945 until 1955

The lecture has its focus on the development of educational science in the first decade of the Second Republic of Austria. In educational terms this period was coined mainly by Richard Meister (University of Vienna) and Friedrich Schneider (Faculty of Theology Salzburg). Both were already 64 years old in 1945 that is why the “new beginning” was characterized by restorative tendencies. Meister was already the most renowned representatives of educational science in Austria in the interwar period, who exercised great influence even on the Christian social education policy. He remained loyal to the humanities approach even after 1945 and had his work focused on further in the fields of theory and history of education, and after 1945 he also joined the philosophy of culture. In addition, he was still politically active and influential regarding educational, cultural and scientific matters, because he held the Office of the Vice President as well as the President of the Austrian Academy of Sciences from 1945 to 1963. Meister completely neglected youth development (no single habilitation of educational science in Vienna), so after his retirement in 1956 no successor was available. In contrast, Schneider counted on the pioneers of comparative education with the trilingual (German, English, French) “Internationalen Zeitschrift für Erziehungswissenschaft” which was founded and edited by him alone, in 1931. Through the intervention of the Archbishop of Salzburg, Andreas Rohrachner the non-governmental “Institute of Comparative Education” was constructed at the Theological Faculty in Salzburg in 1946, so the still young branch of educational science was represented for the first time in Austria. In contrast to Meister, the promotion of young talent was a real concern for Schneider. The priest Leopold Prochaska habilitated from “Christian philosophy and pedagogy” with Schneider’s help, and became his successor as the head of the institute. As Prochaska lacked the competence in the field of Comparative Education, the decline of the institute began in the mid-1950s and it was dissolved in 1970.

András Németh

Eötvös Loránd University, Budapest

Educational science in the handcuffs of totalitarian belief and system
in Hungary – attributes and stages between 1948 – 1990

The second half of the twentieth century maintained a divided Europe in the atmosphere of the Cold War, which gave Middle and South Eastern Europe political space to “experiment with communist regimes”, and transferred education, schooling and pedagogical science into the handcuffs of totalitarianism. Educational science was most highly affected among social sciences by the political power shifts after WW2. The recent research increasingly focuses on the link between communist dictatorship and educational science in Hungary. Our research is a part of this initiative and is based on the Stichweh’s model within the theory of science that interprets a scientific discipline as a complex product of the given scientific community. This product includes the scientific community (members of the scientific field) and its communication network, their set of scientific knowledge, accepted paradigms of research topics and problems with relevant research methodology and methods, selection and preparation of the new scientific generation with the elements of career structure. The centre of the report is the analysis of the attributes and the development on the educational science of this period in Hungary.

Géza Sáska

Eötvös Loránd University, Budapest

*The Impact of Soviet Union on Educational Policies of Communist Countries
in the 1950s: an Analysis of Hungarian Official Pamphlets*

Since 1948 when Eastern Europe came under Soviet influence, Hungary followed the Soviet rules and patterns not only in terms of ideology but also in terms of the mechanism of spreading Soviet ideology. The local Communist leadership provided the newly-established National Institute of Education with Russian-type pamphlets with the aim of informing educational administrators, instructors and school principals about the current political trends of educational policy and pedagogy.

After the 1949-1950 political changes, which set out the political and physical eradication of Western-type Communists, this task was transferred to the Ministry of Education. In 1951-1956, the new editorial board reviewed and translated all relevant articles found in the pedagogical publications of all Communist countries.

An analysis of the pamphlets reveals that on the one hand the declarations and resolutions made by Communist parties, governments and ministries were interpreted by educational leaders. Such documents were applied at various educational areas, including school subjects and youth organizations, ranging from kindergarten to higher-level education. On

the other hand, the Stalinist and post-Stalinist education policy was followed by all Communist countries, particularly by Czechoslovakia and the German Democratic Republic.

It can be demonstrated that the educational policy of the Soviet Union in the 1930s, characterized by the rejection of pedology, psychology and history-textbooks, made deep inroads into the new Communist states in the 1950s, especially in linguistics (Marr) and reflexology (Pavlov) based on Stalinist-type physiological-based psychology. The pamphlets also illustrate the softening of Stalinist education policy since the mid-1950s.

Éva Szabolcs & Erzsébet Gólnhofer

Eötvös Loránd University, Budapest

The emergence of a career in educational science: the case of György Ágoston

The years after WW2 witnessed a rapid change in political and social conditions in Hungary and by 1949-1950 it became clear that the Sovietization of the country had begun and the country saw the emergence of the communist party as the country's ruling power. The political processes ran parallel with the forced ideological changes: Marxist-Leninist-Stalinist ideology became the only accepted way of thinking in culture, in science and in education.

Our research is aimed at revealing how the pressure to implement the ruling party's ideology had influenced individual scholars, scientists, educators; how the change of the elite took place; how educators became ready to adapt to the ideological expectations in their scientific work or how they refused to cooperate with the newly emerging ruling party. This lecture deals with Professor György Ágoston who was educated in the prewar period and after the war. He became one of the most renowned representatives of educational sciences in high academic positions. At the age of ninety he gave an interview to us: his memories as part of his personal history were used to interpret the facts and attitudes in his professional career between 1945-1959. As a methodological consideration we focused on how he constructed his own past career and contemporary attitude to the emerging communist era.

Zoltán András Szabó

Eötvös Loránd University, Budapest

Legal regulation of scientific qualifications before and after 1945: a comparative analysis

The institutionalization of the scientific field can be examined in a variety of ways. The analysis of legal regulation of qualifications makes it possible to recognize the lawmaker's intention in the question of scientific recruitment. In my research I analyzed different sources of law (from acts to ministerial directives), other regulation materials and the related macro-level discourse structure between 1867 and 1990 as well. This heterogeneous group of sources required variant methods: with the help of discourse and document analysis – and

in some particular cases the examination of agenda setting effect – I tried to compare the following sub-periods: Austria–Hungary (1867–1918), interwar period and World War II (1919–1944), and, finally, the socialism (1945–1990).

The analysis applied the following five conceptual dimensions: the hierarchy of political and scientific institutions (and also the interactions among the different levels), the isolation and lack of regulation, the international patterns in law making and unique features of Hungarian regulation, the qualitative criteria and other aspects, and last but not least the manifestation and hidden signs of transformation. Besides that, periodization and thematization processes were analyzed as intertemporal research questions.

The results show that there are significant differences among the three sub-periods in almost every dimensions – particularly between the socialism and the other two sub-periods. However, the distinctive elements of educational science have not been yet clearly identified. The application of law, the local regulation, and the examination of institutional-level discourses may give further answers.

Beáta Balog & Imre Garai & Andrea Nagy

Eötvös Loránd University, Budapest

Hungarian pedagogy in science policy and universities' institutions between 1949 and 1957

In our presentation we examine the changes of higher education policy and the position of pedagogy in the structure of scientific institutions and universities between 1949 and 1957.

During our research we analyzed the following sources of the National Archive: the materials of the Ministry of Religion and Public Education, Higher Education and the Educational Ministry, and also the materials of the Hungarian Workers' Party's Central Directorate and the Secretariat. We examined the archival sources with the method of document analysis. In our analysis we focused on the transition of the institutional system of higher education as a result of the so-called double university reform of 1949–1950, and on the changes in the ministerial directions. In connection with these processes we also examined the changes in the institutions of pedagogy and departmental structure, staff policy. Their various research interests were analyzed through the subjects of the applied dissertations and the supervised pedagogical subjects.

Although a huge capacity extension was observable in higher education both from the aspect of financial and infrastructural growth, the position of pedagogy is still ambiguous in the observed period. On the one hand, it seems that the role of pedagogy became very important as well as higher education itself, because the government supported the foundation of new pedagogical colleges and departments. Pedagogy also played an important role in the political propaganda. But on the other hand if we compare the position of pedagogy with other scientific fields, we find that the role of pedagogy was not so important. The investment rates, supporting new scientific research or the number of the scholars who were sent to the Soviet Union, were significantly less than in other disciplines.

The structural changes laid down the positions of each science for a long period in the Hungarian higher education in the early 50s. In our paper we would like to present the specific position of pedagogy through a few examples.

Viktor Karády

Central European University/ John Wesley University College, Budapest

*Educational science in the system of social sciences during
and after the Stalinist backlash in Hungary (1949-1989)*

My report draws upon the prosopographical survey of academic staffs of various disciplines in the social sciences and the humanities in Hungarian academe during the Communist and the early years of the post-Communist era. It will specifically highlight the position of educational science as compared to other kin disciplines with a focus on aspects and developments of the regional setting of their institutional activities by opposing those in the capital city and those in the provinces in a country of exceptional territorial centralization. This will include the evaluation of the changing weight of the disciplines concerned in their virtual competition for resources and in terms of scholarly output as well as academic positions held. Topical areas touched upon and empirically demonstrated will extend – among other things - on the distribution of personnel among universities and academic institutions, the size of the corps of members of the Academy of Sciences, ‘academic doctors’ and ‘candidates’, the process of the feminization of the latter, the scholarly productivity (books and studies) by different categories and age groups.

Péter Tibor Nagy

Eötvös Loránd University/John Wesley University College, Budapest

Hungarian academic elites in the social sciences and humanities after 1945

The stream of the research outlined in this lecture offers an in-depth, empirically based study on recruitment and career patterns of creative actors of the social sciences in Hungary. For comparative reasons the social sciences listed here are taken in the broad sense, including sociology, demography, political science, economy together with psychology, history, pedagogy as well as the most classical academic disciplines like philosophy and the study of national literature.

Naturally the way of recruitment of sample of scholars determines the output: the sociological features of scholars, the sociological features of the academic activity, the strategy of publication, and the public debates itself. The different types of sampling-recruitment support different paradigms of the history of science. If the sampling recruits the scholars who had officially legitimised positions, the sociological data will describe the features of the

“normal science” of the specified period and of the specified country. The university professors – pointed out by different bodies of former university professors, governmental officers, the monarch or president of the state – are coming mostly from the members of the representatives of “mainstream” elite.

Our solution is a compromise between the solutions of criterion of “formal position in his/her own age” and “importance - defined form nowadays”: everybody belongs to the academic elite who had got an entry in a national encyclopedia in his/her age, and/or who got an entry in a national encyclopedia up to the present.

Lucien Criblez

University of Zurich

*Instrument of Scientification or Indication of Deprofessionalisation? The Ambivalent
Transformation of Educational Journals in Switzerland in the 20th Century*

The analysis of the development of educational journals in the German speaking part of Switzerland reveals some important tendencies. This contribution aims to present and illustrate them. Firstly, after a phase of discontinuity and ephemerality, the journals were edited with more consistency and regularity from the third part of the 19th century. Prior, the periodicals often existed only for several years. An important explanation for this development can be found in the institutionalisation of teacher unions. Secondly, during the first part of the 20th century teachers were supplied with educational journals nationwide, but these journals almost always focused on a single canton – a characteristic of a federal country. Only few journals were directed towards the entire German speaking part of Switzerland. These were confessional journals, journals for special types or levels of schools, or journals that aimed to be journals for all teachers in Switzerland. Finally, two trends during the second part of the 20th century can be identified: debates became more important and the design and contents became more journalistic. Two new journals with a scientific profile arose. Overall, the development can be characterised as ambivalent: there are some evidences for a process of scientification as well as indications for the deprofessionalisation.

Zsuzsanna Hanna Biró

Eötvös Loránd University/John Wesley University College, Budapest

Structural Changes in the Pedagogical Communication before and after 1945

The relationship between education and science can be best analysed since the end of the 19th century with the help of the discourse present in pedagogical journals. The outstanding role of this way of communication is not only because the professional reflection is up-to-date but because it works with a wide sociological base. Therefore, it is evident that our

history of science research was focused on the analysis of pedagogical communication. To complete the historical researches a significant aim of our project was to reveal empirical data both on macro and micro level about the effect that the rearrangement of regime after the Second World War had on science.

My task in this project was to make a database in which the changes in pedagogical discourse can be followed from the beginning (1892) until 2010. First a bibliographical database was made (with more than 16 thousand communicational acts), using the data of two central pedagogical journals (Magyar Pedagógia, (Új) Pedagógiai Szemle). This was later completed by the biographical data of authors according to the articles of the three pedagogical lexicons printed in the 20th century (this means one quarter of the already identified 3937 authors).

Based on the bibliographical and biographical database the inner structure of the pedagogical communication can be analysed in two dimensions: a) regarding the authors (proportion of genders, differences in generations, range of academic legitimacy, institutional position etc.) and b) due to the central topics and genre characteristics of the professional discourse.

To interpret the results Bourdieu's observations about the relationship of science and political field, and the formation of academic habit, plus the system of definitions of the theories dealing with the self-movement of scientific disciplines (the paradigm-model of Kuhn, the strong theory of the sociology of knowledge, theories about the "academic discipline" as a self-constructing process) were used.

My studies show that the young generation present at the beginning of the 1950s not only changes the previous one but takes a dominant role in forming the scientific life until the end of the 1980s. With this the pedagogical society's norms have been founded for the second time, as the first "normalizing" generation was active during the Dualism. The change of the era after 1949 has its decent signs: the strengthening role of the academic positions and the academic legitimacy, women's presence in all fields of scientific life, the clarification of the profiles of the central scientific forums, the stabilization of the features of pedagogical communication (e.g.: its institutional openness towards polity and educational practice).

Simonetta Polenghi

Catholic University, Milano

Italian school and pedagogical magazines (1900-1962) in the history of education

The paper reconstructs the main tendencies of the Italian educational thought using the academic pedagogical magazines as a mirror of the scientific and political developments through the years.

Whereas there were many pedagogical and school journals in the XIXth century, written by teachers and educationalists, aimed at ameliorating teachers' culture and also at defending their economic rights, the first academic journals came out only at the beginning of the XXth century. Directed by famous professors of general pedagogy, these were the ex-

pressions of the late Positivism, of Herbartism and of Neo-Idealism. Fascism then gradually closed or extinguished the independent journals.

After the Second World War no academic pedagogical magazine existed. The ones that were set up between 1946 and 1955 are still in print today. They expressed the pedagogical tendencies of the time: the Catholic *Rassegna di pedagogia* of Giuseppe Flores D'Arcais, *Pedagogia e vita* of Mario Casotti and the Salesian *Orientamenti pedagogici*; the lay *Scuola e città* of Ernesto Codignola, which published and commented Dewey's articles; *Riforma della Scuola*, the pedagogical magazine of the Communist Party. They published learned articles on epistemology, school policy, didactics and history of education and were the arena of relevant scientific disputes and of battles on school policy, particularly about the teaching of religion, the statute of private schools, and about the reform of compulsory middle school education (1962).

Gabriella Baska & Katalin Szűcs

Eötvös Loránd University, Budapest

Ritual Elements in the Press Propaganda of Educational Papers in the 1950-ies in Hungary

In our presentation – as a part of a research lead by András Németh – we would like to show and interpret the so called Rákosi system's political propaganda in the educational papers – the way a country was re-educated through the press. In the centre of our analysis stands the way how totalitarian dictatorship uses language.

The 'fate' of pedagogy and education – like other 'disciplines' – in Hungary after World War II was determined by the new ideological system and was subordinated to the Soviet model. But as a discipline of 'forming men' it arose from the others: it became a highlighted actor in the process of forming 'socialist type of men'.

Educational papers and textbooks were extremely important platforms of educating and re-educating Hungarian society, through which the new generations could get acquainted with the essential elements and heroes of the new world. Their character had to be put into sacral dimensions, which was as important as spreading their teachings.

Our starting point is that the basic elements of the operation of the news system is the usage of rituality on purpose to control and drive everyday life.

Foucault says introduction of new values in modern societies is invisible, while Durkheim states it is public in rituals and in symbolic acts. In our case there is no time for hiding actions, the pressure of re-educating society from one day to another overwrites the sophisticated methods of power.

