



ESZTERHÁZY KÁROLY EGYETEM

Neveléstudományi Doktori Iskola

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Analysing the regional role of Pásztó Civic

School for Boys between 1895 and 1920

Theses of Doctoral Dissertation (PhD)

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Introduction

In this interdisciplinary research, I aimed to examine the history of a particular settlement and several subtopics must have been considered as well. Eventually, from these subtopics one became the main thread of the research. In my dissertation, I was analysing the social history of Pásztó in the dualist era but at the end of the day, the schooling of Pásztó and the research of one specific institution became the most important thesis of this paper. After having analysed the sources it soon became clear that the topic could not have been examined with one field of science: to be able to get the best result, more disciplines and more methodologies must have been considered during the research.

This research basically concentrates on the history of education and is based on primary sources: therefore, several tools of historical science were used. Although the archival sources and the methods of source analysis required an approach of historical science, the paper's main focus is a particular institution (the history of a school) therefore the dissertation is primarily an account of educational science. The main body of this paper details

the interface between the central topic and education history and sociology therefore it is not needed to elaborate that topic here. What is needed to specify is that the whole paper is an approach of educational science not only in a historical context. It means that several general principles are included in this account: these principles are pivotal to examine the success and operational conditions of a particular institution even in a contemporary context. This partly gives the relevance of the main topic.

Reasoning and relevance of the topic

As a teacher, I constantly encounter questions focusing on the efficiency of schools and the education system itself. What are those external and internal factors which influence the success of a given institution? In addition to these aspects, it is also paramount to examine how school affects closer and broader environments. This set out an idea that these factors should be analysed in a historical context as well. During the analysis of the location history of Pásztó, the local civic school for boys grabbed my attention and I was wondering how the institution influenced the settlement and the region. During the research I realized that the related sources are mainly unprocessed and this particular approach is not included in the repertoire of school history writing: therefore it would be appropriate to examine this particular aspect. This paper basically has two purposes: first, it aims at processing all available sources and second, it tries to draw attention to a specific approach that had not been documented thoroughly in the past. Since doctoral theses provide limited time and space for a discussion, I definitely tried to focus on specific questions and

problems. Unfortunately, it is impossible to elaborate an account which concentrates on individual career paths.

As a first step, the temporal scope of the research has been indicated: the initial point was automatically given as the establishment and the first academic year of the school functioned as the baseline, however, the termination point had to be determined by me. I chose the 1919/20 academic year because of the Treaty of Trianon which was signed on June 4th, 1920. This event essentially transformed the nation's life and future: consequently, the next academic year changed already therefore the atmosphere and the influencing factors of the school were completely different.

Structure and Objectives

The dissertation has three complex units with close links to each other. The first unit is a general overview of pedagogical history concentrating on the civic school as an institution (and the debates about this type of institution). This section is pivotal to understand the purposes, opportunities and limitations of this particular school type. This part functions as an introduction to one of the next segments where the role of the analysed institution is detailed.

The second part is a historical overview of the education of Pásztó and its regional role. In order to understand the significance of the institution, it is paramount to be aware of the environment since the school closely interacts with its relevant environment.

The third and most essential part of the paper is an examination of the regional role of the school and also an analysis of student data. During the research it became clear that the available sources are in a very bad condition causing a risk of data loss. In addition, several available records were inaccurate. As a result of this, source saving became a primary purpose of the dissertation allowing the

creation of a corrected student inventory. Eventually, this narrowed the topic since exact student results and grades are not included in this paper. The research does include the student inventory and its comprehensive clarification. It is also important that the inventory should be preserved in a public form.

Thesis questions and sources

Initially, the following research questions have been defined about the role of the school:

- 1) Did the school influence the whole settlement and if so, how?
- 2) Was there a connection between the school directory and the settlement directory (and parents)?
- 3) Did guests show up in school events and celebrations?
- 4) Regarding the school itself, can we talk about a cohesive force which may forge local residents?
- 5) School opportunities: as far as infrastructure is concerned, how and for whom was it accessible?
- 6) In that era, what was the purpose and task of a civic school?
 - How did social status make the school (un)available?
 - Analysis of curricula and legislative environment.

- How does the school compare with the education system and what kind of prospective did it provide to the students?

7) Examining the institution's:

- popularity,
- significance in the settlement and in the region
- student progress
- student social status and the school's target group
- How did the school achieve those objectives which had been stipulated by the management board of education?

Some of these questions could (and had to) be answered with the help of the literature by analysing pedagogical and legislative articles as well. However, other questions could only be answered by examining admission records, birth registrations and local papers.

Research methods

Certain parts of the thesis were made with a comprehensive understanding and processing of the literature which was closely in line with the objectives of the paper. One of the most vital methods of the basic research was a classic source criticism: the textual analysis of the local papers and the school reports was elaborated with this method. Admission records and birth registrations were processed with IBM SPSS Statistics 24. Due to data inaccuracy, classic source criticism and data correction were also needed in this case.

Diagrams were created with Microsoft Excel while maps were made with ArcGis geoinformatics software. One of my former students, István Zoltán Pintér helped me with the technical execution of maps; thank him for his important contribution.

Some tables are longer than desirable, but for the sake of consistency, certain chapters shall be logical and identical as far as structure is concerned. Therefore it was the author's deliberate choice even if there are some long literal quotes in the text. However, these quotes are pivotal

to support the argument: that's why they are not included in a separate appendix section.

Scientific results

As it was mentioned in the reasoning section, this paper attempts to focus on a much less discussed topic which is quite pivotal in the context of education. More specifically, it is generally important that the paper should include several approaches and analysis methods which are in connection with the history of the much debated civic school: its role in the development of the education system is also a focal point in this account.

I think it is an important achievement that I was able to examine the school's regional role not to speak about its place in the community itself. I also determined the target group the school was able to attract. These results are clearly included in the relevant chapters of this paper.

Included in the appendix section, the inventory is another paramount part of the research focusing on the data of regular school attendees. This is based on primary sources and is specified by diverse source criticism. This may serve as a basis of further research; in addition to preserving authentic data in a bad condition, the inventory also provides the avoidance of using original sources.

Further research directives and opportunities

To be able to complete this paper, several sub-questions should be considered; however, numerous further researches may also be provided by the main topic. On the one hand, the time span of the research should be extended until 1948 which would cover the whole existence of the school. On the other hand, the detailed analysis of the intentionally omitted grades and student results would also be useful in the future. In this context, the content of textbooks and processing methods may also be analysed.

As far as the history of education is concerned, it would be interesting to examine the Hatvan Civic School: with this contrastive analysis, results would be accessible at the county level. Unfortunately, the latter one is difficult to execute since the sources of the Hatvan School are not available in the archives and further researches should be delivered to get the full picture. It is unknown whether the sources had been destroyed or not.

The candidate's list of publications

The full list is available here:

<https://m2.mtmt.hu/gui2/?type=authors&mode=browse&sel=10043686&view=simpleList>

1. János Gortva

A pásztoi Alapítványi Margit Kórház megalapítása

HONISMERET 1 pp. 54-57. , 4 p. (2019)

2. János Gortva

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MÓDSZERTANI KÖZLEMÉNYEK: TANÍTÓK ÉS TANÁROK SZÁMÁRA 2012- 4 pp. 31-44. , 14 p. (2017)

3. János Gortva

A kompetenciafejlesztés lehetőségei a történelemoktatásban, különös tekintettel a helytörténet tanítására

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Independent citation: 1, Dependent citation: 0, Non-reviewed citation: 0, Overall citation: 1

4. János Gortva

A politikus plébános – Hován József tevékenysége
Pásztón

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6. János Gortva

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7. János Gortva

A helytörténeti kutatás és az online gyűjtemények helye és szerepe a történelemoktatásban Pásztó példáján keresztül

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8. János Gortva

A városi funkciók vizsgálata Pásztó nagyközség esetében

LAKÓHELYÜNK HONISMERETI FOLYÓIRAT I.
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9. János Gortva

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10. János Gortva

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15. János Gortva

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16. János Gortva

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pp. 43-44. , 2 p. (2014)

17. János Gortva

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pp. 41-42. , 2 p. (2014)

18. János Gortva

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