

ABSTRACTS

Géza Buzinkay: “With exalted dignity, I have chosen to be an educator”: Ferenc Ney’s Career in Education (1814–1889)

Ferenc Ney (1814-1889) is primarily known as an educator: he was a Hungarian pioneer of early learning and the nursery school system, and, later in life worked as the headmaster of Reáltanoda, the secondary school of sciences in Pest, now Eötvös József Secondary School.

He worked as an educator at a time when the increasingly bourgeois state needed to establish its primary operating conditions, administrative functions and institutions – the Hungarian nation itself, together with its own modern language. Besides a handful of trained professionals, this creative process was pushed by amateurs, fanatic activists, and passionate promoters, immediately responding to any need identified. This phase, prior to professionalization, was characterized by both frenetic activity and the adoption of idiosyncratic solutions and combinations.

Despite all his mental dedication and ambition, Ferenc Ney was not yet a professional educator but a patriot of the Hungarian Reform Era, who operated and experimented in many domains of nation building – at times in haste – and who sought to advance “the good of his homeland” in every activity he was involved in. He had a persistent and very real passion as the “nation’s educator,” which was precisely what precluded him from becoming a professional teacher like many of his colleagues at the Reáltanoda at the time. At the same time, this habitus made him, a headmaster, suitable for successful educational policymaking, which was yet to be defined and established in this era.

Katalin Detre: Opportunities for a Proper Young Lady – As Reflected in Her Own Memories

The present case study about the life and career of physiotherapist Irén Preisich is part of a comprehensive research project exploring the social history of the art of movement in Hungary. The art of movement is an umbrella term for all physical culture movements which put into practice the aspirations of the artistic, pedagogical and life reform movements that emerged in the second half of the nineteenth century. From the beginning of the twentieth century onwards, the Hungarian institutionalization of the movement, encompassing a wide range of trends and approaches, had a determining role in the professionalization of both dance artist training and physiotherapy. The exceptionally rich collection of sources, documenting the history of the Preisich family from the perspective

of the individuals, provides insight into the period when these professionalization processes were developing jointly between the two world wars. The sources cast light on the functioning of the schools of the art of movement, the methods of knowledge transfer, the career prospects of early-career movement artists, the family conflicts behind career choices, the conflicts within the profession, as well as the drastic effects of contemporary politics on professional and private life. The recollections of the pediatrician father not only broaden the time horizon of the study, but nuance and deepen its reconstruction of the social background, and show the opportunities, constraints and conflicts of the members of the medical profession in his segment of society.

Viktor Papp: Law Practice on the Horizon: Motivations for Becoming a Lawyer in the Long Nineteenth Century

The aim of this paper is to present the process of professionalization, which began and gained momentum in the nineteenth century, from the “bottom up,” from the perspective of both the participants and the practitioners of the profession. Based on ego documents such as diaries and memoirs written by lawyers, the analysis queries whether lawyers in the nineteenth century considered legal representation as a profession *per se*. This approach is necessary because the sources do not relate aspects of collegiality or solidarity, and consequently remain silent about questions of belonging to a community or a profession too. The study, thus, uses the concepts of ‘space of experience’ and ‘horizon of expectation’ as defined by Reinhart Koselleck. In this vein, those passages are extracted from the life stories that reveal the moment of commitment to the legal profession, and in other cases, the dilemmas of choosing between the legal profession and other careers.

Viktor Tátrai: Professionalization and Career Mobility. The Prosopographical Analysis of the Recruitment of Municipal Chiefs of Police in the Age of Dualism (1886–1918)

Until the mid-nineteenth century, public order and safety was traditionally the remit of municipia, organized along the principles of the Estates system. Thus, the officer responsible for municipal policing was the captain, who controlled the police bureau operating under the city council. Policing was an organic part of municipal administration, and it required no special training. In the second half of the nineteenth century, the acceleration of urbanization brought about social changes that traditional policing could no longer handle to the standards of social expectations. On the one hand, the study examines the efforts, as

formulated by police officers, positioning their job as an independent profession in the latter half of the Age of Dualism. On the other hand, it focuses on the Lord Lieutenants' criteria for recruiting the leadership of municipal police departments as well as the authorities' expectations from the chiefs of police. Finally, sidestepping the macro-level socio-historical approach of institutional history, the author traces the professionalization of policing through the micro-level analysis of the lives and career mobility of eighty-five chiefs of police at the helms of the police departments of municipal towns of Hungary between 1886 and 1918.

Kelemen Tóth: *Something is Watching: The Concept of Honor in Nineteenth-Century Hungary*

Through the character of Miklós Zrínyi –and of the defenders of his border fortress –Kálmán Mikszáth's *Új Zrínyiász* (The new Zriniad), published in 1898, explores the same subject as the present study. In this vein, both focus on the meaning of the concept of honor changing over time and across historic periods, and both examine and present the concept and interpretation of honor in the nineteenth century. Unlike Kálmán Mikszáth, however, Kelemen Tóth eschews satire and literary imagination and deploys the methods of history of concepts and, to a lesser extent, of the history of mentalities. The question in the cross-hairs here is what nineteenth-century people meant by “honour” and whether the texts selected contain detectable changes in these interpretations.

János Ugrai: *The Occupations of the Academicians of the Reform Era: With Particular Attention to Priests and Teachers*

Focusing on the occupations of the academicians, this study defines the group-specific characteristics of the members of the Hungarian Scientific Society (later the Hungarian Academy of Sciences), selected during its early years, between 1830 and 1847. The 236 academics are classified into 370 occupations and means of livelihood – this large number in itself indicative of the absence of a stable occupational structure in the early days of the rise of the middle classes. The second half of the study looks in more detail at those academicians who held pastoral or teaching positions. It reveals the overwhelming majority of Calvinist teachers – among both teachers in general and in the protestant academic community. In comparison, the low number of Lutheran teachers made them the polar opposite group: they were insufficient in number to represent even their centuries-old tradition of school towns within the learned society. There was a clear over-representation of Roman Catholics among the clergy, particularly of those associated with Szombathely, Győr (and Pannonhalma), as well as Pest

and Vác as their spiritual centers. The relatively low prestige of the clerical and teaching professions is underpinned by the fact that it was considerably more difficult for representatives of these professions to climb the academic ladder: such corresponding members faced serious obstacles in becoming full members or department presidents. Another interesting finding reveals that among the academicians concerned, only Roman Catholics could effectively move between priesthood and teaching, and become a prelate. This seldom occurred among the Protestants: for them, the two professions were mutually exclusive to a much greater extent.