

CHANGES IN PUBLIC LAW III.

CHURCH – STATE – EDUCATION – MINORITIES:

THE IMPORTANCE OF PUBLIC EDUCATION REGARDING THE
MODERNIZATION OF PUBLIC ADMINISTRATION AND THE
RELATIONSHIP BETWEEN THE STATE AND CHURCHES

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QUESTIONS ON THE REGULATION OF PUBLIC EDUCATION IN 1848: THE PUBLIC EDUCATION BILL OF JÓZSEF EÖTVÖS

- ❖ Diversity of denominations and nationalities
- ❖ Compulsory education between the ages of 6 and 12
- ❖ Religious education by the denomination, not mandatory subject
- ❖ Direction and supervision: state competence
- ❖ Denominational schools + common schools maintained by municipalities/state
- ❖ Language of education?
 - ❖ Majority (nationality) population
 - ❖ Hungarian
- ❖ Accepted by representatives, the upper house postponed its discussion



NEOABSOLUTIST ERA AND THE AUSTRIAN CONCORDAT OF 1855 FROM THE ASPECT OF DENOMINATIONAL- AND STATE SCHOOLS

- ❖ Important role of the Roman Catholic Church
- ❖ Concordat between Kaiser Franz Joseph I. and Pope Pius IX.
 - ❖ Enacted in the form of a Patent (5th of November 1855)
 - ❖ Special international treaty regulating the relationship between the state and the Roman Catholic Church
- ❖ Privileged position within the state and strong influence on education to the Roman Catholic Church
 - ❖ The state abolished its neutrality towards denominations
 - ❖ Concordat schools („Konkordatschule”)
 - ❖ Prevented the modernization of the public education system
 - ❖ Secured the influence of the Roman Catholic Church, both against the other denominations and against the supporters of secular education



NEOABSOLUTIST ERA AND THE AUSTRIAN CONCORDAT OF 1855 FROM THE ASPECT OF DENOMINATIONAL- AND STATE SCHOOLS

- ❖ Bishops' right to supervise the education of Roman Catholic youth in both public and non-public schools (Art. V)
- ❖ Determination of books, censorship over secular books (Art. IX)
- ❖ Bishops' right to supervise the religious education (Art. VI)
- ❖ Teachers' faith and morals must be immaculate (Art. VIII)
- ❖ Superintendents of schools appointed by the monarch, nominated by bishops (Art. VIII)
- ❖ Religious and educational funds were the property of the Church by origin, they could only be used for religious purposes (Art. XXXI)
- ❖ Franz Joseph would contribute to the fund '*as in the past, so in the future*'



THE HUNGARIAN AND AUSTRIAN PUBLIC EDUCATIONAL ACTS OF THE AUSTRO-HUNGARIAN MONARCHY

❖ Austro-Hungarian Compromise of 1867

- ❖ Common affairs, but Hungary could decide on churches and education through its own authorities, with the consent of the monarch
- ❖ Ministry of Religion and Public Education was re-established: József Eötvös and Leopold Hasner



❖ Austrian Public Education Act 1869 <https://alex.onb.ac.at/cgi-content/alex?aid=rgb&datum=1869&page=311&size=45>

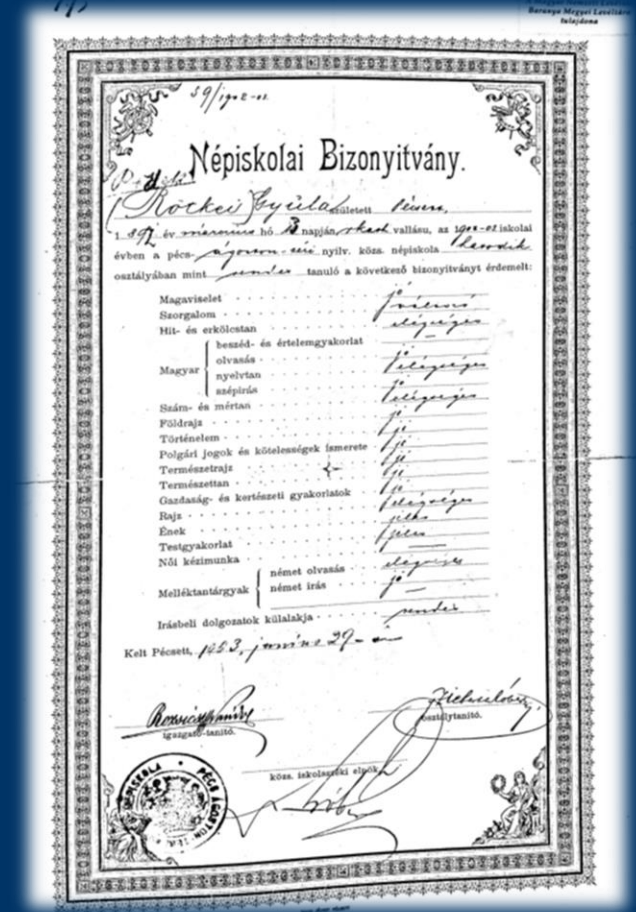
- ❖ December Constitution of 1867 (Dezemberverfassung) <https://www.verfassungen.at/index.htm>

- ❖ May Laws of 1868 (Maigesetze) <https://alex.onb.ac.at/cgi-content/alex?aid=rgb&datum=18680004&seite=00000097>



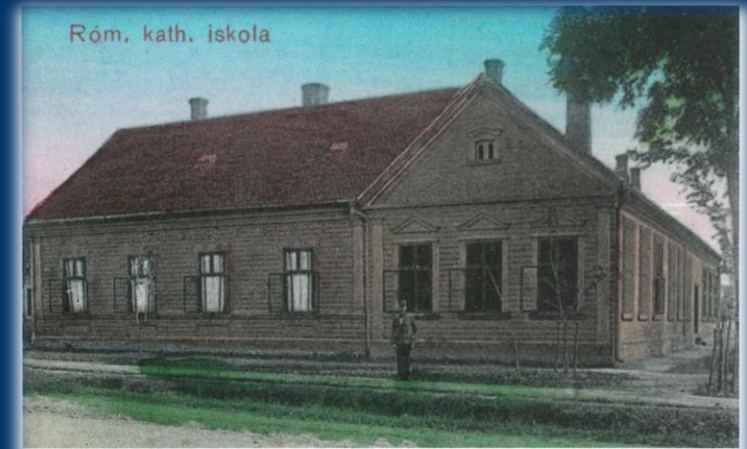
HUNGARIAN ACT XXXVIII OF 1868 ON PUBLIC EDUCATION

- ❖ *‘no one can fairly doubt that the raising and thus the education of the people is one of the most beautiful tasks of every church’*
 - ❖ Complementary role of the state in education
- ❖ Compulsory schooling (ages 6-12/15: 6 years of daily elementary school + 3 years of repeating school)
- ❖ *Parents and guardians have the freedom to raise their children at home, or in private and public institutes of any religion, as well as in other communities’ educational establishments (6. §)*



HUNGARIAN ACT XXXVIII OF 1868 ON PUBLIC EDUCATION

- ❖ *Public education institutes can be established and maintained by denominations, associations and individuals, municipalities and the state (10. §)*
 - ❖ Conditions:
 - ❖ Determination of the maximum number of children taught by the teacher
 - ❖ Separate teaching of girls and boys
 - ❖ Teacher's qualification requirements
 - ❖ Compliance with the safety rules of school buildings
 - ❖ Subjects



82. Római katolikus iskola, Sásd (1911)



83. A Baranya Megyei Pedagógiai Szakszolgálat épülete Sásdon (2016)

HUNGARIAN ACT XXXVIII OF 1868 ON PUBLIC EDUCATION

- ❖ State supervision - royal school inspectors
- ❖ Municipal schools
 - ❖ Where there is no denominational school (23-24. §§)
 - ❖ Common educational institutions
 - ❖ Without a confessional difference
 - ❖ Based on the decision of the municipality or the denomination (25-26. §§)
 - ❖ They can provide more suitable conditions with common force
 - ❖ State aid
- ❖ State schools as an additional option: *'The Minister of Public Education shall have the right and authority to establish, wherever he may consider it necessary, at purely public expense, such institutions of public education as local circumstances may require'* (80. §)



ESTABLISHMENT OF COMMON STATE SCHOOLS AT THE END OF THE 19TH CENTURY

- ❖ Gyula Wlassics, minister of religion and public education:
'Only in such places schools will be organized, where it is culturally and nationally necessary, and where the local interests allow it to be hoped that the state school will be sustainable and successful.'
- ❖ Denominational schools remained dominant
- ❖ State schools were established in Transylvania and Upper Hungary - Hungarianisation of the nationalities
- ❖ Denominational schools provided protection for nationalities to preserve their identity

U. b. a. c.

részlevezett hozzájárulásokon egyes kivételes esetekben könnyítsek, amint a községek beigazolt arodki-
vüli szegénysége, avagy más különösen figyelemre méltó tekintet a kivételt indokolta teszi. —

Oly esetekben, midőn valamely hitfelekezeti népiskola — az illetékes egyházi főhatóság beleegyezésével — szintén csatlakozik az állami iskolához, kijelentem, hogy ily esetekben az állami iskolához mindig, az illető község lakosságának hitfelekezeti arányában lesznek az állami tanítók kinevezve; sőt, ha az illető hitközség kívánja, az állami tanítónak meg lesz engedve, hogy a hitközségtől nyerendő külön díjazásért helyben is a tanórákon kívül a kintori teendőket is elláthassa. —

Fogadja Méltóságod kiváló tiszteltemmleinte nyilatkozását. —
Budapest-en, 1898. évi január hó 26. án

Gyula Wlassics

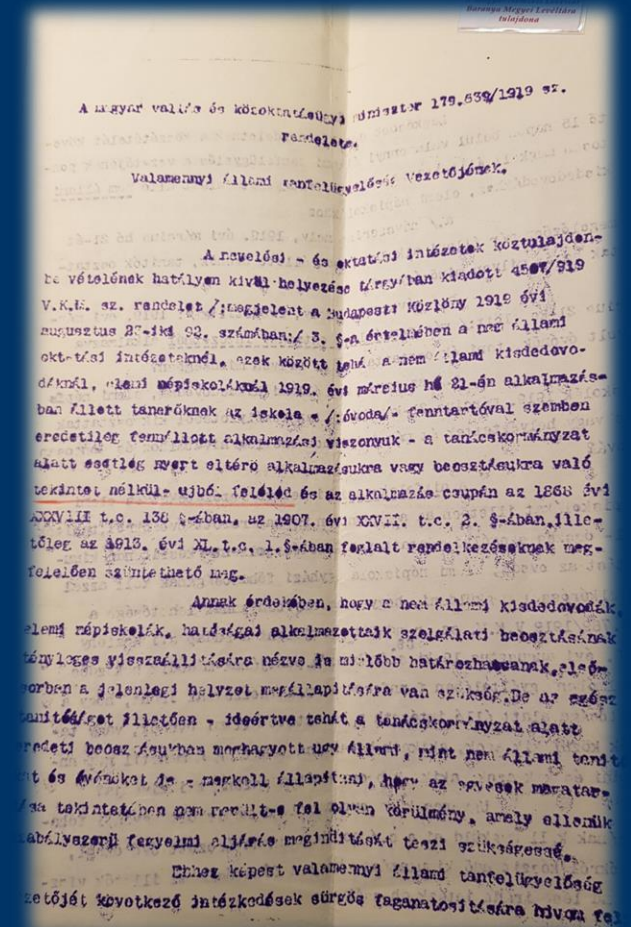
THE HUNGARIAN SOVIET REPUBLIC'S EFFORTS TO REDUCE THE INFLUENCE OF THE CHURCHES ON EDUCATION

- ❖ Constitution of the Hungarian Soviet Republic: *The real freedom of conscience of the workers is protected by the Soviet Republic by completely separating the church from the state, the school from the church. (11. §)*
- ❖ Decree of the Revolutionary Governing Council: *The Hungarian Soviet Republic considers education a state task. In comparison, the Soviet Republic takes over all non-state educational institutions. All buildings and movable property used for the purposes of the institutions become public property on the basis of this decree of the Governing Council.*
- ❖ Commissariat for Public Education: *the management of municipal, denominational, association and private elementary schools is taken over by the Soviet Republic; denominational teachers become secular persons*
- ❖ County councils' education departments: *abolition of religious education; ban objects, pictures and statues with religious content or purpose from schools*



THE HUNGARIAN SOVIET REPUBLIC'S EFFORTS TO REDUCE THE INFLUENCE OF THE CHURCHES ON EDUCATION

- ❖ Investigation of teachers
 - ❖ It is necessary to investigate the *'political conduct and agitational activities of teachers under the former soviet system'*
- ❖ Károly Huszár, Minister of Religion and Public Education
 - ❖ Schools are to be returned immediately to their former owners
 - ❖ Dissolved the educational bodies acting on behalf of the Revolutionary Governing Council
 - ❖ Annulled the appointments of teachers
 - ❖ Restored the previous bodies
 - ❖ Reinstated the former teachers



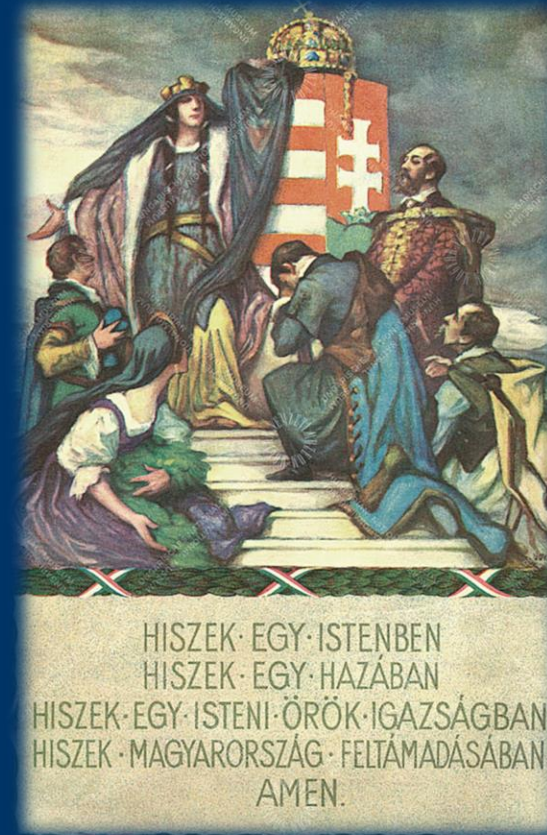
IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

- ❖ Ministers of Religion and Public Education in the Horthy-era (1920–1944)
 - ❖ 1919. XI. 24. – 1920. XII. 16. Haller István
 - ❖ 1920. XII.16. – 1922. VI. 16. Vass József
 - ❖ 1922. VI.16. – 1931. VIII. 24. Klebelsberg Kunó
 - ❖ 1931. VIII. 24. – 1931. XII. 16. Ernszt Sándor
 - ❖ 1931. XII. 16 – 1932. X. 1. Karafiáth Jenő
 - ❖ 1932. X. 1. – 1938. V. 14. Hóman Bálint
 - ❖ 1938. V. 14 – 1939. II. 16. Teleki Pál gróf
 - ❖ 1939. XI. 16. – 1942. VII. 3. Hóman Bálint
 - ❖ 1942. VII. 3. – 1944. III. 22. Szinyei Merse Jenő



IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

- ❖ Essence of cultural supremacy: Hungary could strengthen its position towards the surrounding nations by raising the standard of culture; it is on a higher cultural and intellectual level than the neighbour countries
- ❖ Education of children played an important role in the foundation of the ideology



The Hungarian Creed
*„I believe in one God, I believe in
one homeland, I believe in one
divine eternal truth, I believe in
the rise of Hungary, amen.”*

This short poem became an unofficial national creed of Hungary in the Horthy-era, it emphasized the mood of the nation after the losses of Trianon.

IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

- ❖ Christian-national ideology and the national education relied on the results of language policy (Hungarianisation)
- ❖ Klebelsberg started the building of elementary schools based on the concept of cultural supremacy
- ❖ *‘Before the war the government wanted to achieve primarily national goals with the elementary schools, and therefore the state elementary schools in particular were predominantly organised in the now separated area.’*
- ❖ 6.241 public schools, of which 1.724 maintained by state and municipalities, 4.517 by denominations
- ❖ State supported public education institutions regardless of the nature of the school
- ❖ *‘the nurturing of the religious and moral powers of the nation is primarily entrusted to the hands of our historic churches.’*



IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

❖ *'The general compulsory education will remain a mere theoretical requirement until we make it possible for everyone to fulfil their compulsory education by establishing schools. And here's the catch. Today, our school network is still so incomplete that it is physically impossible for many parents to send their children to school. There are two reasons for this, one is our previous public education policy, and the other is the particular tendency of the Hungarian nation to settle. Hungary was a nation state, almost half of its population consisted of foreign-speaking citizens. The Hungarianization of these was not the goal of the official Hungarian cultural policy, but the effort to give our non-Hungarian compatriots the opportunity to learn the state language did seem completely legitimate. In this way, a whole network of public schools was built up in the ethnic regions, while the Hungarian language area was rather ignored. As a result of the Treaty of Trianon, we also lost most of our public schools with the ethnic regions, and now we stand here with pure Hungarian areas which have been ignored regarding public schools.'*

Ötvennyolcadik évtolyam. XXV—XXVI. szám. Budapest, 1925 július 1

Néptanítók Lapja

Szerkeszti és kiadja a magyar királyi vallás- és közoktatásügyi minisztérium.

SZERKESZTŐSÉG: M. kir. vall.- és közokt. miniszr. Budapest V, Báthory-utca 12. II. 15. — Tel.: 68-18.

KIADÓHIVATAL: Kir. Magyar Egyetemi Nyomda. Budapest, Múzeum-körút 6. — Tel.: J. 158-84, 158-85

A magyar királyi vallás- és közoktatásügyi miniszter 356/1925. évi. számú rendelete a lap ingyenessé küldését 1925 január 1-vel megsejtette. Ezzel szemben elrendeli, hogy valameny állami, községi, egyesületi, magán- és társulati elemi iskolák, valamint valameny állami, községi, egyesületi, magán- és társulati köznevelési intézet a beiratási díjakból fizessen elő a lapra.

Előfizetési ár: Egyszeri évre: 120.000 K. Negyedévre: 30.000 K. Éves szám ára: 4000 K. — Az előfizetési díjak a kiadóhivatalba küldendők. — Hirdetéseket áraskában: Pályázati ajánlatok: Hivatásny hirdetés díja: 1000 K. — A hirdetési díjak a kiadóhivatalnak előfizetendők és a hirdetések szövege is oda küldendő. — Kéziratot nem adnak vissza.

TARTALOM: Grof Klebelsberg Kunó: Falusi népiiskolánk kiépítése. — Körtési Henrik: A klasszikusok tanulmányozása. — Dr. Gyula Pál: A könyv sorsa Magyarországon a közporkortól a trianoni békéig. — A hazai tanügyi lapokból. — A külföldi tanügyi lapokból: Manchester tanügyi rendszere. — Az ifjú lelki struktúrája. — Hírek: Dr. Vértessy Gyula kir. tanfelügyelő meghalt. — Móra István negyvenéves tróli jubileuma. — A „Zalán futása” megjelenésének századik évfordulója. — Háros Antal: A német tanítók nagygyűlése Hamburgban. — Tudomány, irodalom, művészet. — Egyesületi élet. — Tanítók tanácsadója. — Hivatalos rész. — Pályázatok. — Hirdetések.

FALUSI NÉPISKOLÁINK KIÉPÍTÉSE*

Irtta: GROF KLEBELSBERG KUNÓ kultuszminiszter.

Maradék-Magyarország nyole millió lakosa közül kerekén egy millió a hat éven feüli korban levő analfabéta. Mit jelent ez? Azt, hogy a több, mint 50 évvel ezelött törvénybe iktatott általános tankötelezettség a való életben csak hiányosan érvényesült. Rendkívül szomorú és egyúttal fontos ez a tény s így a magyar nemzet méltán elvárhatja, hogy felvilágosítást nyerjen afelöl, mi a tagadhatatlan bajnak az oka és hogy az a férfiú, aki a magyar művelődésért most felelős, mit szándékozik tenni a baj orvoslására.

Meglehetős általában el van terjedve az a hit, hogy a szülők számottevő része csak kellenlenül tett eleget annak a köteletségének, hogy gyermekét iskolába küldje és így voltaképpen a szülők értelmetlensége és lazasága az oka, hogy számos gyermek nem tanult meg írni és olvasni. Az igaz, hogy a háború előtt a szegényebb szü-

lők 11 és 12 éves nagyobb gyermekeiket helyenként nem szívesen küldték iskolába, mert ebben a korban a gyermek már



* Ezt a cikket a Nemzeti Ujság június hó 21. számából vettük át.

„Szabadba fűk, a nap arca netel”.
Tóth Tihamér: „A Művelt Ifjú” c. könyvéből.
(L. 15. o.)

IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

- ❖ Act VII of 1926 on the establishment and maintenance of village schools
 - ❖ *‘primarily for the agricultural population, especially for the children of the farm residents of the Alföld, schools will be established and (classrooms and teachers’ apartments) will be built.’*
 - ❖ *‘in an area (district) with a radius of at least one and a half kilometres and at most four kilometres, scattered or concentrated, based on the average of the last three years, at least 20 families or 30 daily compulsory school children live and there is no other school within the district capable of accommodating all compulsory school children.’*
- ❖ 3,500 new classrooms
- ❖ 1500 teachers’ apartments



IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

- ❖ The question of assimilation and integration appeared regarding Jews and certain nationalities as well
- ❖ Act VI of 1935 on the administration of public education
 - ❖ *'ensuring the unity of national culture and education, enforcing comprehensive and universal principles of national education in all types of schools, so that the development of national life can be governed in the right direction and the nation can emerge from the now unfortunate economic, social, political and the underlying spiritual crisis'*
 - ❖ Royal district directors directly under the minister
 - ❖ Control of the teaching
 - ❖ Ideological influence: *'the idea of nursing in education needs to be more highlighted than it has been in recent decades, especially in our youth'*



IDEOLOGICAL EDUCATION AND CULTURAL POLICY IN THE HORTHY-ERA: KUNÓ KLEBELSBERG AND BÁLINT HÓMAN

- ❖ Unified education system: 11.000/1935 prime ministerial decree
 - ❖ Former A, B, and C type schools were abolished
 - ❖ Hungarian language and national studies subjects, physical education – Hungarian
 - ❖ Other subjects – the children's mother language
- ❖ Full native language education: 700/1941 prime ministerial decree
 - ❖ Response to the demands of minorities
 - ❖ Subjects that were previously taught in Hungarian had to be taught in the native language of the children
- ❖ Act XX of 1940 on schooling obligation and eight-grade elementary school



Thank you for your attention!