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Development of elementary school cases of Protestant Churches in Hungary (1857-1867). Discussions, concepts, ideas about educational organization within church districts in the mirror of the national protestant press.

Theses of PhD dissertation

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Pécs, 2018.

1. Topic assumption

In accordance with the Act No XXVI. of 1791, protestant churches in Hungary were able to determine the content of their education policy relatively independently. They were able to direct, organize and develop their folk schools under the state's supervisory authority. Despite the legitimacy, in practice, for a shorter period of time, Protestant churches are also regularly confronted with the state in the field of education. This was due to the state's aspiration efforts. The state's education policy was expanded especially in two periods between the years 1770-1820 and 1850-1860. In my view, these public aspirations were partly the input factors of Protestant developments. As a result of the external factors that led to the development, Protestant churches began to undertake a comprehensive development of their education systems. As a result of public endeavors, Protestant churches have continuously strengthened and modernized their folk schools for the preservation of their autonomy and religious freedom. Folk colleges were defined as the pledge of survival and development of the Church. Folk schools were defined as the flower garden of the Church. Moderate centralization and standardization took place during these periods. Protestant churches renewed the curricula, the educational administration system and the quality assurance procedures within the framework of education policy. In addition, emphasis was placed on the school-based training of teachers, the organization of teaching associates, and the creation of a teaching press. In addition, they considered it important to extend the textbook literature, to develop the teaching methodology and to monitor the development of European, mainly German states. Education policy was partly determined by the problems of church politics. Despite of the church-constitution adopted on the 1791 the Lutheran and Reformed Synod was not sanctified by the emperor, and therefore the unified Lutheran Church and the Unified Reformed Church did not exist until the end of the 19th century. As a result, the autonomy of church districts strengthened, which could not lead to the creation of unified churches. According to independent and autonomous church policy, churches in churches have been made self-contained by the church councils adopted on the Synod. As a result, the interpretation of the Law of 1791 raised a great question. It can be regarded as far beyond the self-sufficient aspect of the education that the separatistly reformed church districts started to cooperate in the development of the folk system. As a researcher I was primarily interested in events in the second period.

Developments in the exercise of autonomy were related to the internal mission, the social expansion of basic education, the development of basic skills, and the education of the civic values of religion based on the religious foundation. In the middle of the 1860s, according to official statistical calculations (József Barsi), the Evangelical and Reformed Church covered a third of the folk schools at national level, with slightly more than three thousand and one hundred elementary

schools (28.9% of all). Protestant churches taught two hundred and fifty thousand of Protestant-speaking children with unmarried children (89%, ie 25.1% of all elementary school pupils in the country (26.2% of all compulsory schoolchildren)). To accomplish this, the churches used three thousand or six hundred teachers. In Protestant churches, schooling of compulsory school attendants approached ninety percent. On the average – and with significant territorial differences - every third elementary school in Hungary was Protestant, every fourth child went to a Protestant school and taught at every fourth Protestant school teacher. Due to the social impact it is also important to know, to systemize, to reveal and to interpret the modernization efforts affecting a large number of students and teachers. In my view, this is all the more important since with the regular education of nearly 30 percent of children the Evangelical and Reformed Church has indirectly influenced the development of the economy and society, thereby contributing to the macro level performance of the state. Understanding of Protestant elementary schooling contributes to Church autonomy, Church politics, internal mission to the Protestant identity and the survival of denominations and Protestant literacy. According to my research, a number of details of the Protestant folk education history from 1770 to 1848 can be considered basically in the mirror of national events, so I made my paper for the second period with the following justifications.

2. The importance of the subject

- The research so far has not clarified how the Protestant Churches practiced their educational policy rights under the Law of 1791 for elementary schools. The research so far has not made clear that the Protestant denominations, which are constantly defending against the aspirations of the state, have been regarded as important or practiced only in theoretical terms.
- The developments that were not or only partially known indirectly influenced the lives of more than two hundred and thirty-two thousand Protestant students, determined the work of three thousand-six hundred teachers, in which three thousand-one hundred public schools prevailed. In my view, the continuous definition and re-determination of the content of the elementary school can be considered as a policy of the Church and increasingly as a social-political instrument, since it influenced and determined the dominant part of the population. As a result, it was essential, in the light of the central plans and regulations, who, how, how and in what circumstances did they teach and educate for what goals and what quality assurance? What were the goals in the process, what were the typical problems, obstacles, what were the reflections of districts, and what development concepts did they make?

- The Hungarian Lutheran and Reformed Church (and the Catholic Church which was not investigated) was the leader, organizer, and supervisor of the organization of basic public confessional public school education in Hungary. The details of their activities are unbreakable between 1855 and 1867. It can be stated that eleven years are missing from the history of Hungarian folk education. Only the examination of the missing period and the results obtained make it possible to understand the education policy of the churches, which is a key element of Hungary's public education history. I would like to demonstrate scientifically and objectively whether the Protestant churches, on the basis of their winning rights in 1791, really put emphasis on the overall development of the elementary school system or not? The question is whether autonomy was only theoretically important, and it was important for them only in times of crisis, or was it in practice too weighty, or in the more relaxed years it had any significance? For the realistic and objective judgment of the role of churches in the teaching profession, it is necessary to know the teaching processes that have taken place during the period.
- The Protestant National Educational Press is unexplored (1857-1867). Thousands of studies or source reports have not been processed. At present, the areas and directions of the development of ecclesiastical elementary school education can not be seen; they are only conceivable and their content is almost unknowable. The value and novelty of the state education policy starting in 1867 can only be established by knowing the preparatory or non-preparatory activities of the churches. In the present case it is undeniable that the Ministry of Religion and Public Education has organized state-run, mixed-operation and maintained school system with innovative, completely novel solutions, or has taken samples of the best practices, and has raised them to statutory and regulatory levels, reacted to existing barriers?

3. The relevance of the research in the light of mainstream historiography

For the validation of the above statements, prior to the beginning of the research, I placed considerable emphasis on the prevention of overlapping, repetition and redundancy in order to get acquainted with the relevant literature on the subject and its environment. I wanted to answer the question of what aspects of my thesis could enrich the literature of educational history, how to expand the known sources, how to tell it new and how to put it in the existing literature and sources? I have investigated the innovations that can be distinguished from the methodology of previous history of education history, and what technical and informatics developments can enrich the usual solutions that exist so far. According to my

results, the macro-type, national processes and smaller segments, topics or periods outside of the dissertation have been processed by the previous researches, if not always in their detail, but in their basics. I set out the most relevant research directions based on the most important determinants of the most influential mainstream researchers, and based on them the topic of my dissertation. The most important trends below have been defined by the work of writers that can be evaluated as milestones in their effects.

The general, thematic and conceptual processing of the history of Protestant churches has taken place (Révész Imre (1870), Zsilinszky Mihály (és kutató csoportja) (1907), Bíró Sándor (1949), ifj. Révész Imre (1957), Csohány János (1994), Zoványi János, Bucsay Mihály (1972., 1975., 1985), Fabiny Tibor (1997). The national (macro-level) aspects of the organization of 19th-century state-type public school education can be considered as processed (Kiss Áron (1881), Péterfy Sándor (1896), Kármán Mór (1906, 1911), Szelényi Ödön (1917), Kornis Gyula (1927), Kelemen Elemér (1994, 1996), Mészáros István (1968, 1981, 1984, 200)), Ravasz János (1968), Horváth Márton, Ravasz János – Felkai László – Bellér Béla – Simon Gyula (1960)), as well as his pedagogical history (Berczei Sándor-Komlósi Sándor-Nagy János (1988), Pukánszky Béla-Németh András (1999), Mészáros István-Németh András-Pukánszky Béla (2003)). The laws and documents of the era are available as explanations (Pethes János (1892), Firml Aladár (1903), Beér János (1954), Ravasz János (1966), Hajdú János (1981), Bajkó Mátyás (1970), Mészáros István (1891), Kelemen Elemér (2003)). The events and initiatives of 1848 and immediately preceding governmental and non-governmental events have been elaborated (Oroszné Murvai Margit (1955), Péterffy Sándor (1896), Ravasz János (1966), Hajdú János (1933), Felkai László, Kósa László (2011)). The study of the history of institutes having a significant impact on the level of Protestant elementary education has been thoroughly investigated (Nagy Sándor-Zsigmond Ferenc-Révész Imre (1940), Rúzsa Lajos (1981), Gyórfly Sándor-Hunyadi Zoltán (1986), Kocsis Elemér (1988), Varga János-Szekercés Pál (1990), Gömörly János (1994), Fehér Erzsébet (1997, 2007), Ugrai János (2007), Orosz Gábor (2008), Dienes Dénes-Ugrai János (2013), as well as the history of state college education colleges (Peres Sándor (1896), Szakál János (1934), Magyarfalvi Lajos (1981), Donáth Péter (2008)). The biographies of some of the key actors in Protestant education have been completed (Rechnitzer Magdolna (1940), Ködöböcz József (1997), Juhász Imre (1961, 1967, 1969)). The organization of the Ministry of Religion and Public Education and, in this regard, the work of Baron Eötvös József has been processed (Hajdú János (1933), Felkai László (1957, 1971, 1979), Kőte Sándor (1975), Mann Miklós (1987, 2013, 2013), Kelemen Elemér (2003)).

It can be stated that the authors did not undertake to disclose church developments between 1857 and 1867, which could probably affect the activities of the Ministry of Religion and Public Education. It can be concluded that the

analysis of the long-term work and the (partly) micro-research on segmental minor periods and subtests did not take into account the evolution of Protestant and Catholic education between 1855-1867. The popular topics of the works were state initiatives, parliamentary committees, legislation, Austrian education policy, the work of József Eötvös, the first and second ministry of religion and public education, and partly the struggles between the Catholic state and the Protestant denominations, early Protestant curricula (1790-1844) and the background institutions of elementary schools. So the literature and source publications did not elaborate about the autonomous (internal), state-independent organization and development aspirations of national Protestant churches in the period between 1857-1867. The literature did not elaborate the religious curriculum (Protestáns Egyházi és Iskolai Lap, Sárospataki Füzetek, Protestáns Népiskolai Közlöny (mentioning that on the Catholic side the same describes the Tanodai Lapok)).

4. Reasons for selecting the period

The earlier date is explained in the technical sense by the start of the pages. Sárospataki Füzetek began in 1857, Protestáns Egyházi és Iskolai Lap began 1858. In the content sense, the key question is in what period of internal developments did the two journals be characterized? My research seeks the details of individual interior developments of Protestant churches in the mirror of the district press. My research is not directed at the cooperation of the state and the Protestant churches, the initiatives of the VKM, the teacher associations and the Elementary School Bill of 1868. Behind the discussion of the elementary school bill of 1868, liberal and orthodox Protestant debates and religious lobby activities were featured.

Based on the content of the journals, the eleven years between 1857 and 1867 can be regarded as periods of purely internal development, which is why the examination of this period is most justified. Protestant churches gradually diverged from the Viennese government, which aspired to state church expansion in 1855. According to their rights under the law of 1791, they were delimited from the state, and cooperation was refused. This is illustrated by the contents of the inscriptions on the Imperial Pat and the Enforcement Order. During this period, endogenous internal developments were clearly supported by superintendents and dioceses. And the decisive people who wanted national schools in 1867 and supported the Ministry of Religion and Public Education. The program of internal development was, in fact, the most straightforward and most concrete form of Ballagi Mór, who eleven years later, in 1867, sought to spread public opinion in relation to peoples' associations. The starting date of my research was partly linked to an editorial resolution expressing and reflecting the position of the professional opinion as a landmark.¹⁹ On the other hand, I linked to the validation of the statement in which,

¹⁹ Ballagi Mór. PEIL. I. évf. 2. sz., 1858., 36. o.

in 1857, church district meetings had ordered the organization of the district school presidencies. Thanks to elementary school boards and church districts, at least seven Protestant curriculum proposals were prepared (1858-1863). In September 1858, with the approval of districts, the central reformed elementary school curriculum was completed. The eleven years are therefore clearly the period of internal development, in fact only by the observance of compulsory schooling and funding (the collection of ecclesiastical tax) is the idea of applying for state intervention, but in many places they are disagreed with a matter that is incompatible with ecclesiastical independence, on the other side. I conclude the closing date (1867) with the establishment of the Ministry of Religion and Public Education and with the changed church and educational policies of liberal Protestants. From 1867, orthodox Protestants (persons and church districts) continued to preserve elementary schools as part of the church's floral garden, the interior mission. At the same time, the other group forming the leader of Mór Ballagi, in turn, places public schools in public domain, and several superintendents clearly state that public education is not the church but the state's responsibility (therefore, churches only receive education (with state funding)). The question started with the announcement of the public education associations, and by József Eötvös's very transparent private letter. Initiatives and changes have been rejected by several church districts and dioceses, but the disintegration of the Protestant Campus, which is locked in a uniform manner, has begun. In addition to the internal developments, there were also suggestions on professional cooperation with the state. The other reason for the closing date of 1867 is that the editorial office of the Protestant Church and School Leaflet devotes the year 1868 to the literary preparation of the expected public school bill and the autonomy of the state and church's autonomy.

5. Goals and limits of the research

5.1. Goals

In answering the subject of the dissertation, in response to the above duality, that is, the lines of literature so far and the unexplored, untapped era, I found it expedient to examine the activities of the Protestant churches in elementary schooling, or more precisely to subdivide it. When it came to knowing the volume of source materials, it became apparent that the exploration, interpretation and evaluation of all sources were unacceptable. This overcomes both the scope of the PhD thesis and the possibilities of research. I restricted my research to two church diaries, the Sárospatak Booklets (1857-1867), and the Protestant Church and School Pages (1858-1867). The emphasis was placed on theoretical preparation, knowledge of development plans and the assessment of reflections rather than local history studies related to practical validation.

- My overall aim is to examine the justification, interpretation and practice and operation of the autonomy of the education professions listed in the Law of 1791 in the light of the journals. Protestant denominations in what areas and in what processes did they exercise the educational policy rights enshrined in the law? What role did journalism play in this regard? In this regard, I examine the subject matter of the journals' educational policy.
- My goal is to answer the question of whether the Protestant denominations have been reorganized in the formal and substantive aspects of the 1857-1867 period at a system level, whether they have re-established or started reorganizing elementary schooling? I find it particularly important to answer five key questions. Did Protestant denominations determine the identity of elementary school? In the content sense, were they separated from the lower classes of the grammar school? Did the core curricula be prepared, did the documents governing the administration of the school administration be drawn up? And did the textbook programs be launched?
- An additional task is to find out how modernization represented the interests of the Church and the expectations of civil transformation. The question is mainly about how the goals and subjects of the curricula can be considered as part of an internal mission with an orthodox-pietist tradition seeking to raise the faith and the formation of ecclesiastical consciousness, as well as the rationalist, philanthropic trend that meets the expectations of civil transformation.
- As regards the autonomy of church and education, I consider the following questions to be answered:
 - How did Protestant denominations be interpreted in the 1848. XX. law and the Protestant suggestions of the Bach era in the changed political force?
 - How did Protestant churches interpret the public funding of church and school budgets? How did the state aid be interpreted? How did Protestant denominations seek to promote internal funding?
 - After the autonomous conception that emerged between 1844 and 1848, did the Protestant denominations in the changed political environment represent the position of the Church and the school relationship and the self-government of the school?
 - In the absence of a unified Lutheran and Reformed Church and a generally accepted church constitution (the Council), how did each of the church districts interpret the autonomy of education? How and on what conditions church chapters wanted to abandon the municipal rights as regards school administration, framework and content issues (curricula, curriculum, teaching methodology, textbooks)? If

compromise concessions were made on these topics, their decision was influenced by the intent of forming a unified church?

- Concerning the events of 1848, how did church circles and teachers evaluate teachers emancipatory aspirations, how did interpersonal or subordinate work, teachers' duties, workplace attitudes, and private life practices be interpreted, especially teaching, decision-making, representation and supervisory powers?
- I find it my goal to answer what the Protestant journals have supported the professionalization of teachers.
- My goal is to identify the means by which the authors wanted to develop the elementary school system (in terms of content analysis) within each topic. By detecting the categories we perform statistical (quantitative) and qualitative (descriptive) analyzes. Creating structured texts from unstructured texts as part of content analysis shows what elements (categories) of each article are created, and which categories appear in which articles.
- To answer the above questions, I have collected both of the journals of elementary school-related and elementary school-related articles. From the articles, I only analyzed the curricula, the documents of the administrative-administration system, the articles on the definition of autonomy of the school, the development plans, the studies of the teachers, the teachers' reports, the financing plans. I make quantitative results from content analysis transparent and usable by methods that have not been applied so far.
- Elementary school-related articles published in journals are classified into a repertoire by their primary content. I will publish the bibliographic data and contact details of each article. With modern IT tools (HTML, CSS, JS, JQ, Google Data Studio) I publish the repertoire on a web site. With regard to the Protestant Church and School Pages, I find it my aim to repertoire the articles that are considered the church political context of elementary school education, especially in the period between 1858-1861 and 1867.
- Another task is to place content that can not be displayed in the text in an IT framework. For this purpose I have developed an illustrative and interactive framework. The framework is methodological innovation. The framework is the content part of the dissertation, and its creation is a primary goal. In the context of content analysis, the tools placed in the framework provide quantitative results using static-based graphical visualization based on CorelDRAW and, second, considerably greater methodological innovation, using Google Data Studio for queries. By preparing applications, I aim to make readers use pre-made features to

make interactive, user-friendly queries, analyzes, reports, and reports from content analysis to help you understand and review the content analysis results, the architecture and content structure of the analyzed resources. The advantage of the development is the transparent and functional operation of textless useless, unreadable, dysfunctional data. The reason for this development is that as long as MS Excel supports dynamic data placement just under constraints, Google Data Studio will allow you to use the results of the dissertation with real-time queries and easy-to-upgrade and easily updated background data bases. The long-term goal of methodological development is to provide a sample of humanities research.

5.2. Limits

- In addition to preparing repertories, I do not undertake to write the history of the periodicals.
- I do not undertake the writing of the Church, theology, philosophy and social history of the epoch and the first half of the 19th century nor the description of the Protestant faith of the era. Partly as others have already done so, I do not pursue their literary processing and synthesis.
- I do not look at the previously elaborated principles, concepts and thoughts in the journals' articles. I do not consider the reception research, and in this connection, the 17-19. a detailed description of the history of the Protestant history of history, history, history and history, and the analysis and synthesis of related literature.
- I do not undertake the comparative and comparative examination of the Protestant curricula and initiatives, the 1868 Act on Public Education, the elementary school curriculum of 1869 and the ministry of Eötvös József.
- I do not undertake the presentation of a German-style (Prussian, Bavarian, Baden) education policy that can be regarded as a precedent for Protestant developments. However, as this is done in the framework of a long-term research project (2012-2016), in the form of a background study, I will make this out.

5.3. The limits of the relevance and representativeness of the results of the research

The relevance and representativity of the results of the research is consistent with the data sources, that is, the boundaries of the two journals, even though they are in many cases exceeding them. The PhD thesis, as a pioneering research, does not reflect the opinion of all Protestant teaching staff, organizations, institutions in

Hungary, but only those and those who published in the two journals. In my experience, however, journals can be considered as pages with a collection function. In addition to the two periodicals there were no other definitive Protestant journals. Church politics and policy-makers and clerics (church superintendents, chief priests, diocesan bishops, caretakers, reformers, inspectors, pastors and teachers, tutorials) could only put their opinions on the two pages. Domestic endeavors and problems therefore, if not all details and concepts, but in their direction, toolbox, and inventory, can be assessed at the baseline level (taking into account the very moderate filters of the editorial board). Despite the national relevance and the limitation of representativeness, in my opinion, although the validity of the research can not be extended to the two denominations as a whole, however, it can be said that the leading authors, directions and tools were published in the papers, so I give my conclusions to the conclusions and basics. On the other hand, with my dissertation I have given the fundamentals and benchmarks with which it can be relatively easy to start further research that increases relevance and representativeness.

6. Methods of the research

The two methodological methods of the research are document and content analysis based on the works of Maurice Duverger²⁰, Antal László²¹, Veikko Pietilä²², Szabolcs Éva²³, Lehota József²⁴, Klaus Krippendorff²⁵, Dárdai Ágnes²⁶,

20 Maurice Duverger: A dokumentumok elemzése. In. Cseh-Szombathy László, Ferge Zsuzsa (szerk.): A szociológiai felvétel módszerei. (III. kiadás) Közgazdasági és Jogi Könyvkiadó. Budapest, 1975., 116–124. oldal.

21 Antal László: A tartalomelemzés alapjai. Magvető. Budapest, 1976.

22 Veikko Pietilä: Tartalomelemzés. Tömegkommunikációs Kutatóközpont. Budapest, 1979.

23 Szabolcs Éva: Tartalomelemzés a gyermekkortörténet kutatásában. Gyermekkép Magyarországon 1868-1890. Nemzeti Tankönyvkiadó. Budapest, 1999.; Szabolcs Éva: Tartalomelemzés. In. Falus Iván (szerk.): Bevezetés a pedagógiai kutatás módszereibe. In. Műszaki Könyvkiadó. Budapest, 2000., 330–339. oldal.

24 Lehota József: A tartalomelemzés. In. Lehota József (szerk.): Marketingkutatás az agrárgazdaságban. Mezőgazda. Budapest, 2001., 76–94. oldal.

Available: <http://www.tankonyvtar.hu/hu/tartalom/tkt/marketingkutatás/ch02s09.html> (2018. 02. 12.)

25 Klaus Krippendorff: A tartalomelemzés módszertanának alapjai. Balassi Kiadó. Budapest, 1995. Krippendorff koncepcióit részben Pietilä munkája alapján vizsgáltuk.

26 Dárdai Ágnes: A tankönyvkutatás alapjai. Dialóg-Campus Kiadó. Budapest-Pécs, 2002

Huszár Zsuzsanna²⁷, Jane Stokes²⁸, Szak Andrea²⁹, Móré Mariann³⁰, Mayer Péter³¹, Kmetty Zoltán – Sztárayné Kézdy Éva³², Nyéki Lajos³³.

In view of my view that the organization of the Protestant public school did not start in 1857, but dates back much earlier, on the other hand, the defense of the autonomy of education and conflicts unfolding between the state and the Protestant Church (1850-1860). I found it essential to reveal the essential processes through the use of secondary literature. In this case, I relied on the work of mainstream authors recommended and accepted by the history and education profession, and I used the source material and documents included in each work. Instead of rewriting history or repeating history, I thought it important to use the process approach, to detect contexts, and to visualize it for transparency. To this end, along with the flowery texts, I presented the processes and the links with seven A / 3-size posters with graphic programs. I found it important to emphasize and point out that the events between 1857 and 1867 had antecedents. I considered it crucial to process the issues affecting the research period. (This is the case, for example, in 1848, complex and multi-directional, controversial events). In the introduction, I sought to understand and understand the events of the research period by identifying the key and critical elements (documents, laws), establishing critical processes (establishing legislation, state initiatives, ecclesiastical endeavors), clarifying the bases of conflicts and following their runs. During the research of the central subject of the dissertation, I processed the ten years of the

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- 27 Huszár Zsuzsanna: Az idő mint fogalmazási tartalom. Az iskolai élet és a felnőttég ritmikái szerkezete tanulói fogalmazások tükrében. In: Iskolakultúra 2008. 3-4. szám., 88–95. oldal. Available: http://real.mtak.hu/58941/1/10_EPA00011_iskolakultura_2008-3-4.pdf (2018. 10. 12.)
- 28 Jane Stokes: A média- és kultúrákutatók gyakorlata. PTE Kommunikáció- és Médiatudományi Tanszék. Gondolat Kiadó. Budapest, 2008.
- 29 Szak Andrea: Helyi konfliktusok az írott médiában. In: Hadtudományi Szemle. 2. évf. 4. sz. 2009., 119–123. oldal.
- 30 Móré Mariann: A tartalomelemzés, mint a szakdolgozatírásban alkalmazható kutatási módszer. In: Kovácsné Bakosi Éva (szerk.): Társadalomtudományi Tanulmányok III. Debreceni Egyetem Gyermeknevelési és Felnőttképzési Kar. Hajdúböszörmény, 2010., 47–63. oldal. Available: <http://files.moremariann.webnode.hu/200000041-a0b8ba1b32/A%20tartalomelemz%C3%A9s,%20mint%20a%20szakdolgozat%C3%ADr%C3%A1sban%20alkalmazhat%C3%B3%20kutat%C3%A1si%20m%C3%B3dszer.pdf> (2018. 05. 11.)
- 31 Mayer Péter: Dokumentumelemzés. In: Kórodi Márta (szerk.): Turizmus kutatások módszertana. (Elektronikus könyv). Pécsi Tudományegyetem, 2011. Elérhető: <http://www.eturizmus.pte.hu/szakmai-anyagok/Turizmus%20kutat%C3%A1sok%20m%C3%B3dszertana/book.html#d6e497> (2018. 02. 12.)
- 32 Kmetty Zoltán – Sztárayné Kézdy Éva: Tartalomelemzés – szövegelemzési módszerek. In: Kutatásmódszertan és prezentációkészítés. Károli Gáspár Református Egyetem Bölcsészettudományi Kar., 2013. Available: http://igyk.pte.hu/files/tiny_mce/File/kari_projektek/informacioutadaservenyesules/tananyagok/1_alprojekt/KM/07_kutatasmodzertan7_tartalomelemzes.pdf (2018. 02. 12)
- 33 Nyéki Lajos: A pedagógiai kutatás metodológiai alapjai. (Power Point előadás). Available: <http://docplayer.hu/5771405-Apedagogiai-kutatas-metodologiai-alapjai-dr-nyeki-lajos-2015.html> (2018. 02. 12.)

Protestant Church and School Pages and the eleven years of the scientific Sárospataki Booklets. With the help of the title, box and content analysis I examined all dissertations, studies, publications and document publications. By grouping, I have selected the writings directly or indirectly related to the elementary school education and beyond. Subsequently, I analyzed the articles in the Public School group by content analysis and classified them into twenty-six topics based on their primary content orientation. Topics include either purely scholarly topics, and segments that are outside, but still affecting the development of public school. I built a database from the processing, which contains the bibliographic data of the publications (507). The database was published in my dissertation. I have made visualization of static calculations using methods and methods not detected so far in other works. By mathematical methods, I listed the number of studies in each topic group, the ratio of all the studies to the study, the number of parts of the studies, the number of individual and multiparty studies, and the total number of pages in the group. All of these have been broken down into two magazines. The results were summed up, the partial results were aggregated, the ratios were indicated. In the other way, I showed the distribution of the database in the different groups of topics, broken down into two sheets according to the years and years.

In addition to the areas related to the public school, I sought to reconstruct its publication environment and to return the field of the themes. This is necessary because public education developments can be seen as part of a wider policy of church. Articles related to public school are basically embedded in larger processes. I have identified the conceptual (overlapping) grades and the micro-periods within them, as well as the editorial communications expressing the direction. On the basis of titles and content, I classified the studies into the category and listed them with the publicity data, and I also tried to reconstruct the context of the studies of folk studies and make bibliographic data accessible to them. In the course of the procedure, only studies on church politics, autonomy, church organization and public initiatives were classified as publications that indirectly affect public life, and not in scientific, ecclesiastical and liturgical studies. From the twenty-six topics I worked with content and document analysis tools for articles related to autonomy, curriculum, school administration, imperial paternity, development plans, teachers, teachers' circles, finance, textbooks and teaching methods. In the case of curriculum-school regulations, the curriculum, teaching methodology and the textbooks for each case were not analyzed in text. From this methodological principle, only by its novelty, I went through the minimal analysis of the reform pedagogy of Pál Gönczy and some of the very modern innovations. In the curricula, I placed emphasis on the goals, tools, confessional education, protestant and national identity and the framework of the public school for the elementary school. In the case of governmental regulations and regulations, the analysis of the levels of the institutional system, including the

management, administration and supervision of the public school, was of interest, especially the competences of the individual levels, roles and jobs, and the responsibilities, obligations and tasks charged to them were considered significant. In the theoretical background of the autonomy of education, the content analysis was important in understanding the legality of local government, the meaning and role of confessional education. At the same time, I did not interpret autonomy not only between the churches and the state, but also the division of autonomy, the division of churches, was an aspect as well as the question of the autonomy, subordination of the teachers, and why.

I applied a complex method for the development plans, teachers' groups, and teacher meetings. I used content and text analysis, the identification of critical elements, statistical calculations and the visualization of the results obtained with graphical programs. During the content analysis, I identified the critical elements, defined the toolkit for the improvements. The exploration and deep analysis of the toolkit provided an opportunity to determine the content of the core components. I thought it was important to monitor the combination of individual elements. What I considered important was the author of a study on what each asset item, that is, the device that had broken down into the smallest unit, and what content it understood, and how did it come into conflict with other ideas. In addition, what kind of identities are the differences between the authors of each element. I have mapped the critical or key elements and zones, especially the collision zones. I made it clear that some authors considered why the instrument was important, what exactly was it under, and why did it explain its expected effectiveness, and how different opinions were criticized or accepted? In this context, I worked with text analysis to tackle the critical points of a study in a subject and to return the internal dynamics. During the text analysis, I frequently used sources to reproduce the stylistic quality, direction and the weight of statements in the original text. Besides the text analysis and evaluation, I found the quantification and the measurement important. The results of the statistical analysis of topics, subtopics and elements, the various internal proportions were graphically visualized by means of pioneering methods on a color-coded data plate, with a percentage and a numerical distribution, visualizing the number of studies and studies per section, each element. From this point of view, I found it important to demonstrate the distribution of the elemental elements and groups of the device system, as well as to highlight the elements most discussed.

8. Presentation of the primary source

| Megnevezés | Link (2018. 10. 15.) |
|-------------------------------|---|
| Database | http://lendvaitamas.hu/phd_melleklet/phdrep.html |
| Statistical statement I. | http://lendvaitamas.hu/phd_melleklet/phdrepstat01.html |
| Statistical statement II. | http://lendvaitamas.hu/phd_melleklet/phdrepstat02.html |
| Layer structure | http://lendvaitamas.hu/phd_melleklet/retegszerkezet.html |
| Church policy context | http://lendvaitamas.hu/phd_melleklet/egyhazpolitikai_kont_extus.html |
| Church policy context (Excel) | http://lendvaitamas.hu/phd_melleklet/egyhazpolitikai_kont_extus_excel.xlsx |

Username: lendvaitamas , password: phd2018

9. Theses

1. Protestant education policy between 1857 and 1867 (in part, in the context of an ecclesiastical organization in this context) can be considered as the basis and foundation of the 1770-1856 period of Hungarian history of education history. The conflicts between the state's actions and the autonomy demands of the Protestant denominations significantly influenced the concepts that emerged between 1856 and 1867 and partly gave them a pattern.
2. The Protestant denominations prepared theoretical work for the autonomy of church policy and education policy. In addition, the education policies were practiced, operated and contained in content. That is why they were able to effectively protect themselves from state expansion. In order to prevent state legislation, they wanted to demonstrate their viability through the results of self-organization. The activation of the autonomy rights (Act XXVI of 1791) was used to offset the endeavors of the state church. The conflicts between the state's actions and the autonomy demands of the Protestant denominations significantly influenced the concepts that emerged between 1856 and 1867 and partly gave them a pattern. In spite of the interpretation of the interests and contexts of the previous period, the teaching (and church) events between 1857-1867 can not be evaluated.
3. During the period 1770-1867, the state wanted to control Protestant churches, wanted to limit their self-governance and autonomy. The state wanted the restriction with legislation. It therefore motivated the Protestant

denominations in part followed by partly preventative developments. Protestant churches, partly because of internal needs, and partly because of state measures and legislation, continue to develop and implement educational developments and eliminate problems. Public interventions can be considered as key motivators in the developments. The Vienna decrees, which basically wound up the self-government, put protestant denominations in front of the entire closure or complete termination.

4. The journals provided a forum and a platform for the complex development of elementary schooling. Even though the entire organization does not, but the exercise of the autonomy of the school's autonomy rights is recognized in the larger circles, themes and related instruments. It is a particularly good source of knowledge on the concept of teachers, as well as the emancipation aspirations of teachers and the details of cooperation between teachers and pastors. Periodicals can be used to map out elementary school development and its contextual and political context. Researched journals are suitable for scientific research. The journals had the validation criteria against the press as a historical source. Members of editors, co-workers, regular and casual writers were European-educated, world-class, high-ranking teachers and church leaders. Several of them reported that they later worked for the Ministry of Religion and Public Education. In general it can be concluded that after the defeat of the War of Independence (1849), prominent Protestant church and teaching professionals manifested themselves primarily in periodicals. The journals used the reflexive, explanatory, interpreting, orienting, guiding, and influencing functions as reference. The journals undertook the literary reconciliation of the diocesan and district councils' resolutions and the explanation of the decisions adopted, and their major goals were the preparation of the synod.
5. The nature and the way of elementary school developments are based on the lack of Lutheran and Reformed church building, the interpretation of autonomy and the way of dividing the autonomy rights set out in the Law of 1791. Church circles and dioceses have protected their powers not only against the state, but against each other. There was a perceptible phenomenon that the diocesan churches and church districts, which were part of the same denomination, and the churches belonging to the same denomination, but which were organically separate, were not unanimous in the law of the church, not in all cases and not in all cases legal harmony between them. The background to this phenomenon was the lack of sanctification of the church building. The church districts, partly the counties, have taken as much from the canonical books of 1791 as they did and how they served their interests. The journals, especially the Page, were exactly one of the aims of legal harmonization. In the elementary schools, the decisive question was which church administration levels could exercise the management, organizational,

supervisory and enforcement rights and which ones were closed? The question was not answered uniformly, despite the central reformed school system adopted by the Church districts in 1859. Therefore, lobbying organizations have been formed to deal with these issues, which also sought to influence ward, district, and district decisions within journals. The lobbying organizations focused on the standardization of curriculum, curriculum, teaching methodology and textbooks, and the assessment of teachers' rights expansion. Major debates took place in these areas. In the context of the allocation of autonomy and the exercise of local government rights, the main factors of discussion were the content factors (textbook, curriculum, teaching methodology, number of classes, subjects) and management, administrative and supervisory powers. The rights of content matters were upheld by the church districts, but the elaboration and definition of the content was placed in the hands of church-based elementary school boards as professional advisory and decision-making professional organizations. The chambers were connected with grammar schools, teacher training centers, the spiritual elite of the district. The reformist diocese councils of 1858 formed a significant role in the system, which, alongside the flow of information, played a primarily supervisory, executive and problem-solving role. The autonomy of the reformed districts could not be restricted by the Universal Reformed Elementary School Committee, which included district councils, given that the implementation of its decisions was necessary to approve district district assemblies. This type of autonomy interpretation can be justified by the central reformed framework curriculum, which aims to standardize the minimum standards, and the related centralized textbook program, which is democratically and tenderly promoted in the tendering system. In the case of the Evangelical denomination, the annual convention defined the central curriculum, but the districts had to contribute to its adoption and implementation. Another aspect of autonomy related problems was the disputes between local levels, especially ward and diocesan levels, and the intentions of higher levels seeking to limit it. Local levels, especially elementary schools and some of the teachers, insisted on the independent definition of teaching methodology, textbooks and curriculum, and to influence their definition despite the intentions of higher levels. Considerable disputes have arisen in the very closed system of autonomy rights. Especially the intention of the teachers to expand their rights, often the emancipatory aspirations, and in extreme cases the intention of separating the church and school. Teachers were in fact trying to exit from the status of implementation and to participate and vote in person or through representation in the presbyterian, county and district general conferences, and on the other hand to fill the local and district inspectors' office. The aspirations of the teachers were approved by some dioceses and districts, while others have blocked it.

The restriction of autonomy was motivated by the extreme emancipation demands associated with Lajos Tavasi and its reform circles in 1848, as well as the desire to separate the church and school. Church districts, therefore, have largely been distrustful of the less intentions of the teachers to expand their rights. In the context of autonomy, teachers with limited rights joined with the teacher conferences. The official teachers' associations were quorum before the diocesan and ecclesiastical assemblies and commissions. Until one teacher was not able to influence the general assemblies, the unified decisions of the teachers' associations are on the agenda.

6. The development of elementary schools was an essential area in the context of preparing for the synod. The reformed elementary school policy was the first area in which the four reformed church districts were in agreement, so agreement on the subsequent Church constitution was also relevant. With the knowledge of larger church policy goals, it becomes clear that the Tiszáninneri District, which is leading in the field of education, has adopted the four-grade type Gönczy curriculum. And it resigned from the type Árvay curriculum which was classed as a European standard for six-grade local curriculum. In this context, the journals have been reporting on five reformed curricula (three in detail) and one lutheran curriculum, and two reformative school administration documents. There was no reflection on the documents or because they did not come to the editorial office or because the editorial staff did not want to hinder the case. Although the curricula differed in several pedagogical and methodological questions, they had a common feature that the function of elementary schools was based on Protestant traditions and Western European models in a way that was linked to the enlightenment and rationalism's conceptual system and to the natural, (natural history, natural history, geography, health sciences, human knowledge) while maintaining the Christian denominational nature of elementary schools and their evangelizing, internal missionary function. In the course of modernization, the classical subjects were supplemented with new ones that had to be taught according to new textbooks. The curricula, in spite of their rationality, have been reconciled to science teaching with religious-religious teaching. The curricula emphasized that, besides other subjects, natural sciences are best suited to guide children to the knowledge of God (through knowledge of nature). The curricula clearly defined the identity of elementary schools, and they were separated from the grammar school classes in several ways. In addition to the lexical knowledge, the curricula have put emphasis on understanding, understanding development, and promoting the ability of thinking. The curricula were thus holistic, and at the same time they intended to develop the lexical education of children, to develop basic skills, to develop intelligence, and to develop character development on the basis of Christian religion and partly to physical

education. Instead of the scientific discussion and the systematic presentation of the subjects, the notable, popular performance of the disciplines was considered important. Building on Protestant traditions, they considered the illustration to be essential. The significance of the curricula was primarily that teaching materials minima, teaching methodology and textbooks were prescribed uniformly and mandatory for all reformed and evangelical elementary schools. Curricula can be interpreted as a standard that seeks to eliminate the autonomy of elementary schools and teachers with the centralized standard. In this constellation, the teacher entered the theoretical executive status, his freedom was largely limited by the central curriculum and mandatory guidance books and reading books. Standardization was enforced by the Central Reformed Order of 1859. The order was the basic document of the administration system of the school. The document defines management, organizer and supervisory levels. Another characteristic of the curricula was the interpretation of autonomy for the Reformed Church. In particular, the Reformed Tiszáninnei District emphasized the autonomy of school affairs within the diocesan jurisdiction. The influence and operation of teaching autonomy was considered above all by the approval of the church district as a teacher seminar and the college. The District insisted on the freedom of definition at the moment of the number of classes, the subjects, the curriculum and the teaching methodology. Such an interpretation of autonomy caused the establishment of a reformed central framework curriculum. In accordance with the framework, the curriculum contained the curriculum minima, the curriculum sketch and the teaching methodology, but did not contain specific curricula and detailed methodology, as opposed to the local curriculum of Árvay. The Reformed Universal Elementary School Committee commissioned the textbook program to implement the framework curriculum. The call for proposals practically restated the aspects in the framework curriculum. The major conflict between the church districts was mainly due to the fact that the Tiszáninnei Reformed District prepared the volumes of elementary school textbooks from 1852. The autonomy discussions focused primarily on content issues, textbooks, curricula and teaching methodology between the Universal Reformed Elementary School Commission and each district, districts and districts. In the absence of teacher training, the use of the curricula was required to be a guidebook and a reading book.

7. The reformed elementary school administration system was organized in the era. It was initiated by church districts. Journals have reported some of the results of the process, but the whole process can not be recognized in journals, but archival sources will need to be acquainted with it later. In 1857, elementary school committees were formed in the Reformed church districts. The General Reformed Elementary School Commission was established in

1858 by district committees. The Central Committee could enforce its decisions by approving church districts. The Central Committee has largely determined the functioning of elementary schools. According to his duties, the Central Committee has prepared curricula and regulations, and directed the central textbook program by conducting tenders. During this period, the elementary school administration system of the Reformed Church District was completed (Antalfi, 1858), one year later, partly based on this the central reformed elementary school system (1859). The Order has mandated by the later amendments the organization of the teaching meetings and the diocesan elementary school committees. The Protestant Church and School Page supported this process through the referral function, primarily through the teaching reports, as well as information provision.

8. While the reference function prevailed in some article groups, so far other article groups contained publications that were characterized by direct reflection on reality, discourses, major disputes, explanations and influences. These were mainly related to multi-element development plans and teacher-related studies. The development plans were consistent with the school-based training of teachers, the organization of teacher associations, the organization of teacher meetings and the payment of teachers' salaries. Like other article groups, the organization of teaching meetings and associations was proposed solely under the supervision of the Church, as they were afraid of the emancipatory aspirations of teachers. The development plans could not reconcile the different training of teachers and the strengthening of self-awareness and identity resulting from professionalism. These factors will later become the basis of independence endeavors. The development plans of the elementary schools were considered simultaneously as tools for the internal mission and the renewal of the faith, as well as the means of civilian modernization on the basis of christian religious-religious principles. The weight and significance of the concept is that individual authors have easily accessed the elementary school as having assumed - originally - a public task and service, ie the interpretation of elementary education as a public service, as a public service. Referring to this definition, several authors regarded the state as the task of normative financing of elementary elementary schools, the taxation of educational taxes, the enforcement of the framework and the provision of the framework. State funding was reconciled in this case with the full maintenance of the autonomy of education. Part of the development plans, with regard to the contents and the way of teaching, raised the conceptual development and the Christian religious education in connection with the central curricula in contrast to the development of unilateral lexical education. A significant part of the development plans supported only the learning of the interpreted, processed, understood knowledge and discarded the memorization of the unintelligible information. Evaluation was based on

critical and free thinking rather than lexical literacy. According to several plans, the basis for the evaluation can not be the ability of a mechanical cancellation of the knowledge. During the course of compassion, several texts were understood. Accordingly, teaching teachers have suggested suggestions, experiments, and comparisons of theoretical development and understanding in the teaching methodology. Basic subjects were often expanded with the subjects to be taught at elementary school level in natural sciences, and some development plans also suggested the teaching of elementary constitutional science. The development plans clearly have the role of rational, secular education material, which is primarily taught by readers in reading lessons, reading through reading books, and developing the ability to read comprehension. Some development plans have pointed out that the fulfillment of compulsory schooling is related to the content of elementary school education, these concepts have been understood as investment, investment, which can later be marketed with knowledge and can compensate for the material return on labor. According to this, the parent only educates his or her child if he sees financial gain, otherwise the parent is obliged to make the most profitable agricultural or household work at present. In connection with the development of the system, evangelical and reformist development plans emphasized the limitation of the autonomy of the local level in terms of subjects, leckerend, curriculum, teaching methodology and the choice of textbooks. At the same time, by enforcing the central standards, teachers' instructors were assigned to local and district clerics. Development plans partly focused on the framework. In connection with the framework, the organization of an effective supervision system was expected to lead, to enforce the core curricula, to enforce compulsory school attendance and to perform their duties properly in the job descriptions of teachers. They also linked the standardization effectiveness with the supervisory authority. As regards the supervisory system, attention was drawn to practical aspects. One of the core problems has been identified in the content of co-operation between pastors and teachers, and between the pastor and the ward. While some of the concepts outlined the extraterrestrials of pastors to teachers, other articles criticized primarily the confrontation between the pastor and teacher, the local community, the problem of "blessed good peace", and the low social standing of district attorneys. Another problem was seen in the lack of knowledge of the pastors, lack of expertise and competences required for supervisory activity. In the field of supervision, the mentor, as the practitioner of the employer's rights, was required to inspect, warn, instruct and penalize the teachers. In this connection, the need for subordination and the naturalness of cooperation have been highlighted. The weight of the problems of the supervisory system is primarily due to the fact that Protestant denominations have often been unable to enforce their up-

to-date curricula, and in part this will lead to the elementary school law of 1868, in which churches are obliged not by the churches but by the state to teach teachers and children compliance. So that criticisms of the supervisory system also sought to influence the job descriptions of the supervisors.

9. While the development plans focused primarily on the framework, another category of articles was devoted to the teaching profession. Consideration of any degree of emancipation and independence as a result of the events of 1848 (Lajos Tavasi, Universal Teachers' Congress) resulted in significant disputes. Part of the articles dealt with the discussion of emancipation issues. In this context, the co-operation of separation, the pastor and teacher, the teaching profession, the representation and voting rights of the teachers and the professional expectations associated with the pastors appeared. The reality of their concept is demonstrated by the fact that the issue was differently judged by the different dioceses and districts and made different decisions (in some counties and districts teachers could attend meetings, school committees, may be inspectors). Other dioceses and districts were excluded from these. The moderation and open-mindedness of the teachers within the system, and not the independence of the system, was often considered to be possible over a long period of time, under conditions, if and when it was a kind of approach. Different combinations were included in the conditions: school-based training and practice of teachers (grammar school, teacher training, three years of auxiliary work), achievement of excellent results, proof. The other problem was that the unity of the church and the school was symbolized by the pastor and the teacher's unit, so their Christian-religious cooperation and work culture was key but the practice often did not show that. Several articles allow the emancipation of teachers solely with the fulfillment of conditions, with a long period of time allowed. These articles, however, wished to improve the co-operation and working culture between the pastor and teacher, and thus wanted to normalize the content and the way of cooperation. In many cases subordinate, executive status has resulted in teachers' independence aspirations. The process of emancipation was determined and influenced by the fact that teacher trainers were continuously independent of other educational institutions. This was also related to the appreciation of teaching diplomas, the strengthening of the identity of teachers, the formation of teachers' associations and the formation of the organized teachers. In line with these, several articles kept clergy only in the presence of adequate qualifications and in the presence of elementary school teaching to guide and supervise the teachers, to be able to administer elementary schools.
10. Professional interest representation bodies and negotiating platforms of teachers were mandatory instructional associations and meetings initially recommended by the state and church districts and subsequently in the docu-

ment regulating the reformed administration system. According to reports published in the journals, informal associations and officially recognized quorum-based associations took significant part in the development of elementary school education. With regard to the contents of the teaching, the members helped each other by giving detailed teaching methodology related to general and subjects, passing on textbooks and curriculum experiences, exchanging views and presentations, reports and tutorials on different topics. Writing materials were often circulated for sharing results, and they wanted to set up separate journals for this reasons. Particularly important factors were basic subjects, such as reading, writing, counting, grammar, singing methodology and teaching, basic skills developing and the teaching of new types of subjects. However, the difficulty of modernizing elementary schools is indicated by the fact that, besides discussing the methodology of basic skills, the history, church history, natural history, natural history, elemental natur science and health sciences. The problem was that the teaching of the above subjects required proper teaching methodology guidebooks and reading books. However, these were not always available. The other problem was that there was a need for a good reading ability to use reading books. However, its development has often encountered difficulties. For this reason, discussions about different reading concepts have evolved. The other problem was that, like the central curricula, neither the teachers' associations nor did they discuss the methodology of speech and intelligence development, demonstration, and explanation. In the context of the framework, the subject of lectures and disputes was mainly the subject of compulsory education, infrastructure, teaching materials and discipleship. From a content point of view, the associations interpreted the framework curricula, facilitated their adaptation to local curricula, and in conjunction with them, they paid considerable attention to the guiding and reading books that influenced both the curriculum and the methodology. This was particularly important because the books prepared under the central textbook program did not cover all subjects until the middle of the 1860s, and therefore the central reformed curriculum and the central committee did only recommendations. Associations helped content matters by organizing elementary school libraries, reading associations and journals. For this they asked the members for a financial contribution. The associations also played a significant role in organizing non-systematic aid institutions and funds. As a first organization, the teachers' associations organized the various insurance companies which provided them with pensions for survivors, widows, orphans, teachers, and retirement after their service. The legitimate teaching societies with founding documents could have passed their decisions to the diocesan and the ecclesiastical assemblies. The general assemblies have decided to approve or reject them. However, apart from the fact that several emancipation topics were discussed, they could not

become the scene of direct emancipation, as their activities were supervised by association co-chairs, usually diocesan diaries. Therefore, the degree of independence and the extent of the authority was dependent on the ecclesiastical president and the ecclesiastical assemblies.

11. The journals helped the work of the teachers by providing textbook reviews and textbook criticism. In addition, several teaching methodological articles have been published. For the teachers and school book and text book makers it was an important fact that the journals were published by the school and text book tenders of the Universal Reformed Elementary School Committee. The journals not only provided the calls for tenders but also the process of evaluating the incoming tenders. By submitting the content of the criticisms, new considerations were given to the applicants.

10. Publications and conferences related to research

Number of books as independent author: 1

Number of books (study volumes) as co-editor: 1

Lendvai Tamás

A porosz népiskolaügy fejlődésének főbb állomásai és jellemzői 1737-1840 között, különös tekintettel az állam és az egyház viszonyára

In: Kozma Tamás, Kiss Virág Ágnes, Jancsák Csaba, Kéri Katalin (szerk.) Tanárképzés és oktatáskutatás. 758 p.

Debrecen: Magyar Nevelés- és Oktatáskutatók Egyesülete (HERA), 2015. pp. 221-233.

(HERA ÉVKÖNYV 2014)

Lendvai Tamás

A porosz népiskolaügy fejlődésének főbb állomásai és jellemzői 1737-1840 között, különös tekintettel az állam és az egyház viszonyára. In. HuCER 2014.

Hungarian Conference on Educational Research. Szeged, MTA SzAB Székház, 2014. május 29-30.

Lendvai Tamás

Szemelvények Bajorország népiskolai közoktatásának történetéből (1770–1815)

TUDÁSMENEDZSMENT 16:(1) pp. 64-81. (2015)

Folyóiratcikkek/Szakcikkek/Tudományos

Lendvai Tamás

A porosz népiskolaügy 18. századi fejlődése

TUDÁSMENEDZSMENT 15:(1) pp. 146-166. (2014)

(Pécsi Tudományegyetem)

Folyóiratcikk/Szaccikk/Tudományos

Lendvai Tamás

A Porosz Királyság népiskolaügye a 18. században

In: Andl Helga, Molnár-Kovács Zsófia (szerk.)

„Iskola a társadalmi térben és időben V.” tudományos konferencia:

Absztraktkötet. 77 p.

Konferencia helye, ideje: Pécs, Magyarország, 2014.05.20-2014.05.21.

Pécs: Pécsi Tudományegyetem, "Oktatás és Társadalom" Neveléstudományi

Doktori Iskola, 2014. p. 66. 1 p.

(ISBN:978-963-642-628-6)

Könyvrészlet/Absztrakt / Kivonat/Tudományos

Lendvai Tamás

Az 1868. június 23-i népiskolai közoktatás tárgyában készült törvényjavaslat bizottsági munkálatai a 6. sz. kérdés tükrében

In: Murádin János Kristóf

Garaczi Imre (szerk.)

Magyarságtudományi kutatások III.: Nemzetpolitika és magyarságtudomány.

Konferencia helye, ideje: Veszprém; Tserl.; Wien, Magyarország, 2012.10.26-

2012.10.27. Veszprém: Veszprémi Humán Tudományokért

Alapítvány, 2014. pp. 181-199.

(ISBN:978-615-5360-02-2)

Könyvrészlet/Szaktanulmány/Tudományos

Kaposi Zoltán, Lendvai Tamás, Oroszi Sándor (szerk.)

A tudomány és az oktatás vonzásában: Tanulmánykötet Tóth Tibor professzor emlékére

Pécs: PTE, 2012.

(ISBN:978-963-642-453-4)

Könyv/Szakkönyv/Tudományos

Lendvai Tamás

A századforduló szociológiai és szociográfiai munkáinak felhasználási lehetőségei Prohászka Ottokár munkásságának (1893-1905) megértéséhez

In: Kaposi Zoltán, Lendvai Tamás, Oroszi Sándor (szerk.)

A tudomány és az oktatás vonzásában: Tanulmánykötet Tóth Tibor professzor emlékére. Pécs: PTE, 2012. pp. 86-99.

(ISBN:978-963-642-453-4)

Könyvrészlet/Szaktanulmány/Tudományos

Lendvai Tamás

Gróf Széchenyi István mindennapjai: Emlékképek a naplóból
Győr: Győr-Moson-Sopron Megyei Múzeumok Igazgatósága, 2011. 51 p.
(ISBN:978-963-7207-44-0)
Könyv/Szakkönyv/Tudományos

Lendvai Tamás

Pikler Gyula és Prohászka Ottokár 1907-es vitája
In: Andl Helga, Dominek Dalma Lilla, Molnár-Kovács Zsófia (szerk.)
Iskola a társadalmi térben és időben 2009. 230 p.
Konferencia helye, ideje: Pécs, Magyarország, 2009.11.24 Pécs: Pécsi
Tudományegyetem, pp. 69-72.
Egyéb konferenciaközlemény/Konferenciaközlemény/Tudományos

Lendvai Tamás

Ottokár Prohászka's conception about democracy
In: Steinerné Molnár Judit, Tóth Sándor Attila (szerk.)
Bölcsészeti, műszaki és társadalomtudományi kutatások az Eötvös József
Főiskolán 2008. 420 p.
Baja: Eötvös József Főiskola, 2009. pp. 176-182.
(ISBN:9789637290633)
Könyvrészlet/Konferenciaközlemény/Tudományos

Lendvai Tamás

The major principles of Ottokár Prohászka's theories - about evolution,
democratic system, and public education (1867 - 1916)
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Könyvrészlet/Konferenciaközlemény/Tudományos

Lendvai Tamás

A Magyar Katolikus Egyház oktatáspolitikai nézetei a dualizmus első éveiben.
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