

University of Pécs
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Doctoral School of Educational Sciences

Hajnalka Piroska Szabó

**FROM ROSA LUXEMBOURG TO MARGARET THATCHER,
OR A COMPARATIVE ANALYSIS OF
REPRESENTATION OF FEMALE IMAGES
IN SECONDARY SCHOOL HISTORY TEXTBOOKS FROM 1949 TO 2014**

These of Doctoral (PhD) Dissertation

Thesis Supervisor
Dr. habil. Gábor Albert
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„But among all these men who have ranted and raved about what they have done, or dreamed of doing, let us not forget women. They are everywhere. But what do we know about them?“

(DUBY, 1987: 349).

Description of the research subject

In my thesis, I analysed the subjects concerning women in primary school history textbooks based on an adaptation of the textbook research model developed by Ágnes Dárdai Fischerné, which is based on the basic principles of pedagogical science and which examines the textbook as a didactic tool (DÁRDAI, 2002: 55-62). My doctoral dissertation - extending the temporal, institutional-genre and methodological framework of the study - continuing this research - explored the twentieth-century image of women, the female dimension and the female- and gender-specific content of secondary school history textbooks published between 1949 and 2014, as well as their structure along a pedagogical and textbook-historical focus, with a background of educational history.

Actuality of the subject

Women and gender issues as well as social problems affecting women are still strongly present in both international and national public discourse. The issue of women and gender can be considered a socially sensitive topic, which is being expanded with newer and newer aspects and concepts even nowadays, and which, due to its complexity, is generating more and more debate among social actors. In many cases, however, these debates are ideological or lack scientific basis. For example, the historical background to the situation of women and the explanations of the stereotypes that arise from it are generally absent from social discourse. All this may contribute to the reproduction of gender inequalities.

Relevance of the subject

The relevance of the research is based on the fact that feminist/gender perspectives only occupy a marginal and peripheral place within education and pedagogy. The number of women- and gender-specific textbook explorations is also very limited. Through its structure and content, the textbook - as a contemporary document - is an instrument that, as a litmus test, reflects both the legitimate body of knowledge that the school wishes to transmit and also, as a hidden

curriculum, the world-view and value system that society has adopted. Thus, the study of the twentieth-century image of women and its changes in history textbooks written between 1949 and 2014 could be justified, since the research could help to broaden the horizon of the history of education and the history of women's education in the examined period from the point of view of subject pedagogy and textbook history. On the basis of all this, the comparative analysis of history textbooks with women's themes - embedded in an international context - can emerge as a gap-filling research in the domestic scientific sphere.

Outline of the research issue

During my university studies, I spent one semester on an Erasmus scholarship at the Vorarlberg College of Education (*Pädagogische Hochschule Vorarlberg*), where I studied history and didactics and attended classes at the primary school of the institution. On the basis of my experiences there, which revealed that the Austrian educational curriculum had a more prominent female dimension, and at the encouragement of my professor there, Gerhard Wanner, I began to explore the subject in more depth.

The research problem stems primarily from the fact that women and female perspectives - despite the fact that they make up half of society - are not, or only less explicitly represented in history textbooks and in a variety of educational documents. As part of the hidden curriculum, the latent

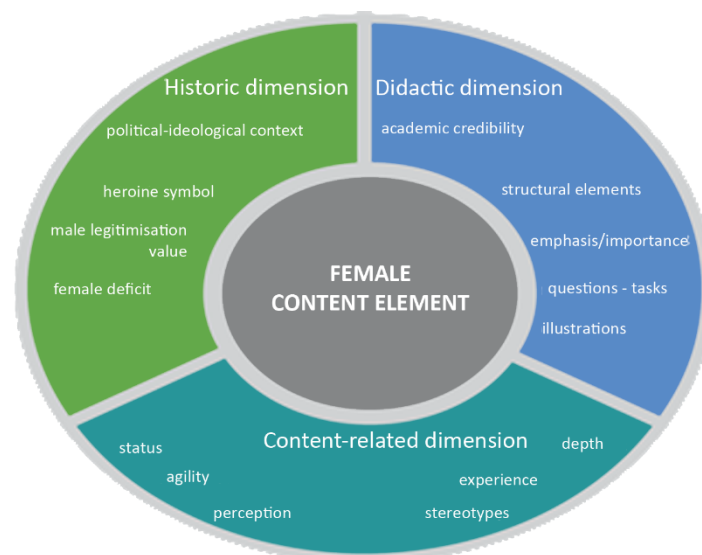
Research methodological background

My doctoral dissertation aimed to explore the female dimension, the emergence of female themes and content elements, as well as their changes, in history textbooks of a longer time period (1949-2014). For such an exploration of textbook content, the methodological framework of comparative textbook analysis proved to be the most suitable. Due to the interdisciplinary nature of the subject, the theoretical basis of comparative textbook analysis drew on the findings of several disciplines. The background of educational history - which served as a guideline for the research - was based on the works of István Mészáros, Béla Pukánszky, András Németh, Ágnes F. Dárdai, József Kaposi. The textbook theory and, within this, the textbook history literature basis for the analysis was provided by the studies of Mátyás Unger, Gábor Albert B., András Katona, András Szőke, Attila Herber, Zsófia Molnár-Kovács, Anna Dévényi and Zoltán Gözsy, which focus on textbooks as historical documents. In the field

of women's history and the history of girls' and women's education, the textbook analysis relied mainly on the works of Katalin Kéri, Béla Pukánszky, Mária Schadt, Orsolya Kereszty and Zsófia Tóth Eszter. The theoretical basis for the investigation of female content in history textbooks was provided by Annie Chiponda and Johan Wassermann, Brigitte Dehne and Susanne Popp, as well as by the women- and gender-focused textbook studies of Orsolya Kereszty. On the one hand, the textbook analysis model developed by Ágnes Fischerné Dárdai (DÁRDAI, 2002) can be considered as a methodological antecedent of textbook analysis. Another focus of textbook analysis has been the ideological function of textbooks, which, according to Gerd Stein's textbook analysis model, focuses on textbooks as political instruments. This line of research was grounded in the works of Gábor Albert B., whose findings were the starting point for my historical-ideological analysis of history textbooks (STEIN, 1977; ALBERT B., 2004, 2006, 2017).

Research methodological concept of the analysis: the female image dimension model

Considering all these research methodological antecedents and textbook analysis aspects, I developed a so-called female image dimension model, which drew the image of women in history textbooks and in the given period along three aspects: historical, didactic and contextual perspectives.



The female image dimension model

This tri-dimensional female image model means that the content elements related to women in history textbooks can have several dimensional meanings at the same time. Throughout the research, female issues in history textbooks were represented in a triple field of interpretation:

historical dimension, didactic dimension, contextual dimension. The historical dimension of the model is the historical-political-ideological context of the textbook content related to female issues, defined according to the categories of political-ideological context, heroine symbol, male legitimacy value of women, and female deficit. The didactic dimension of the female content in the textbooks could be conceptualized in terms of the categories of subject credibility, structural elements, highlighting/emphasis, questions-tasks, and illustrations. And the contextual dimension of the research was outlined along the lines of female status, doingness, perception, depth, experience/perspective, as well as stereotypes regarding women. By structuring the textbook elements related to women, which in many cases manifest themselves as hidden content, into dimensions, the similarities, connections, analogies, as well as differences, changes and developmental trends related to the image of women in individual history textbooks and eras can be more vividly traced over a time period spanning several decades. This methodological procedure also makes it possible to highlight the fact that the same textbook content can have different, even contradictory meanings in relation to different dimensions, thus revealing the hidden antagonism between the real and idealised female image of each era. The female image dimension model thus maps the thematic units of women in history textbooks in a complex manner. In the contexts of educational history, subject history and textbook history, the model explores not only the qualitative, quantitative and didactic segments of female issues, but also the ideological representations of women in a historical-political dimension and how female issues are embedded in the conceptualisation of history making. In contrast to the textbook explorations described so far, which have generally focused on a single research aspect - which were predominantly sociological stereotype studies and content analyses - the female dimension model allows for a multidimensional, multi-perspective examination of female themes in textbooks.

Objective and subject of the research

An overview table summarises and presents the concept of the research methodology (subject, type of research, main categories and subcategories, methods and tools of analysis) of comparative textbook analysis to be understood within the framework of the female dimension model. The basis of the textbook analysis is formed by the categories (Categories and subcategories), which are listed in the middle column of the table.

Subject, unit of measurement	Type of analysis	Categories and subcategories	Methods	Instruments (Work Tables)
<p>Knowledge elements related to women</p> <p>Sentence</p> <p>Name/Subject</p>	<p>Quantitative analysis</p>	<p>1. Knowledge elements related to women</p> <p>2. Structural elements</p> <p>2.1. Core text</p> <p>2.2. Didactic apparatus (Blank spaces)¹</p>	<p>Scope analysis</p> <p>Frequency analysis</p>	<p>I.A</p> <p>I.B</p> <p>I.C</p> <p>I.D</p> <p>I.E</p>
<p>Knowledge elements related to women</p> <p>Subject</p>	<p>Quantitative analysis</p>	<p>1. Contentual emphases</p>	<p>Quantitative content analysis</p>	<p>II.A</p> <p>II.B</p> <p>II.C</p>

¹ Textbook components belonging to the group of didactic apparatus: chapter and sub-chapter headings, captions for pictures, diagrams and maps, margins, margin captions (DÁRDAL, 2002: 83).

	Qualitative analysis	1.1. Specific historical female personalities (10 subcategories) 1.2. Female-related themes (12 subcategories) 1.3. Women's emancipation (4 subcategories)	Qualitative content analysis/didactic analysis Descriptive hermeneutic analysis	II.D II.E
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Overview table of the research methodological concept of comparative textbook analysis

Hypotheses of the research, research questions

I identified the low prevalence of female issues in textbooks as the basic hypothesis of the research, i.e. I assumed that female content and perspectives will not be given sufficient emphasis in history textbooks. Moreover, the substantive equivalence defined by Marc Bloch as a 'common ground' in the context of the comparative historical method - from which different differences can branch off, creating differences - could be a dominant influence for female issues in history textbooks, since the biological sex of women, femininity, is precisely such an essential identity (BLOCH, 1996; GYÁNI, 2020: 266). Based on this assertion, I have defined the second major hypothesis of the research, according to which the female-related content of textbooks is often linked in the expression of the same idea, even over decades (the marginality of women in history).

In addition to the hypotheses derived from the identities, I also formulated hypotheses related to each historical period, which were derived from the differences. In the context of the textbooks of the socialist era, the origin of the hypothesis was the aspiration/theory of the creation of a "new socialist type of man" required by the dictatorial state apparatus. Within the category of a 'new type of man', the creation of a 'new type of socialist woman' was also among

the aims as part of the ideology of 'state feminism', an idea which I assume is also reflected in history textbooks. My further hypothesis is based on the research of Béla Pukánszky, who suggests that the image of the 'working woman' is most prevalent in communist/socialist curricula, whereas post-regime change curricula is dominated by the ideal of the traditional woman (PUKÁNSZKY, 2007: 562). On the basis of these findings, I assumed that the same tendency will be discernible in history textbooks, i.e. the traditional roles attributed to women will be more pronounced after the regime change. My final hypothesis pertained to history textbooks in the decade following EU accession (2004-2014). The introduction of the 2003 NAT, which includes the basic principle of 'equal opportunities for men and women', is likely to lead to a greater proportion of female-related content in history textbooks promoting gender equality

In addition to the hypotheses, I have also formulated research questions in order to identify the focus of the textbook analysis as precisely as possible. The main research question was: What 20th century female images are reflected in fourth grade high school history textbooks from 1949 to 2014? After reading the textbooks, I formulated my further research questions along the lines of content and didactical perspectives as well as the three aspects of the female image dimension model (DÁRDAI, 2002: 78).

A, Contextual aspect: what did fourth/ twelfth grade high school students learn about women's history between 1949 and 2014?

B, Didactic aspect: what didactic support do the textbooks provide for the acquisition of knowledge, skills and competences related to women's history?

Historical dimension

1. What is the historical-political-ideological context in which the textbook contents on female-related topics are represented?
2. Do textbooks feature female personalities who are represented as role models in the textbook descriptions?
3. Do female historical figures appear in textbooks who exclusively legitimise and reinforce the historical role of men?
4. Are there female characters and female-related themes in textbooks which are overemphasised or omitted in certain historical periods?

Didactic dimension

1. Are the findings of female historiography and research presented in the textbooks, and if so, in which thematic didactic units are they represented?
2. To what extent and how female-related content is manifested in the structural elements of the textbooks?
3. Do the textbooks emphasise that the acquisition of female-related content is important for students?
4. What proportion of questions and tasks on female issues appear in the textbooks?
5. Do textbook illustrations include female-related content and, if so, do they have a pedagogical function?

Contextual dimension

1. What is the status of female characters in textbooks?
2. What female actions appear in the textbooks? Is there a static nature to female content, and to what extent are female historical characters constitutive and influential?
3. What is the perception of female historical figures, female themes and female emancipation?
4. In what historical subjects does the female aspect appear in textbooks? To what depth do the textbooks discuss female historical figures, female-related issues and the theme of women's emancipation? Are there any female trajectories?
5. Does the textbook reflect women's experience and vision? Do the textbooks include an aspect that shows how historical, social and ideological changes have affected women's lives?
6. Are there stereotypes ('selectivity-inequality', silencing, invisibility, fragmentation-isolation, linguistic bias) regarding female historical figures, female-related issues and the theme of women's emancipation? (TORGYIK & KARLOVITZ, 2006: 79)

Selection of the textbook sample

A basic requirement of research is that the analysis must be conducted on a representative sample. To this end, I had to establish a set of criteria regarding the selection of textbooks, which also defined four research dimensions: topographical aspect, chronological aspect, institutional-genre aspect, content aspect. I defined these research dimensions and their interconnections in accordance with Zsófia Molnár-Kovács's model of thematic interpretation (MOLNÁR-KOVÁCS, 2015: 7-11).

The topographical horizon of the research - in contrast to the temporal dimension - is narrow and well-defined, since the focus of the research was exclusively on history textbooks published and used in Hungary.

Regarding the temporal spectrum of the textbook analysis, I have chosen a rather wide time interval (1949-2014), which provides the opportunity to map the image of women in different historical periods, as well as its changes and trends through a longitudinal analysis of textbooks. The main rationale for setting the time frame between 1949 and 2014 was that a parallel could be drawn between the two endpoints from the perspective of educational history and textbook history. On the one hand, this is because schools were nationalised by the communist regime in 1948, and from 2013 onwards, public education institutions in Hungary were also taken over by the government. On the other hand, in 1949, textbook publishing in Hungary came under state control, removing the freedom of choice of textbooks, while in 2014 the Hungarian textbook market, which was liberalised in 1985, became a state monopoly again.

The definition of the institutional-genre dimensions of history textbooks was fundamentally determined by the chronological aspect of the analysis. From 1949 onwards, textbook publishing in the period preceding the change of regime was carried out through a single publisher ("National Textbook Publishing Company", later "Textbook Publishing Company"), under state monopoly. After the change of regime, the same textbook publisher, under a different name (National Textbook Publisher, Knowledge of Generations Textbook Publisher), continued to be the dominant player in the textbook publishing sector until the 2013-2014 academic year, in a now pluralistic textbook market. Taking all this into account, it seemed logical that the analysis of the history textbooks of the textbook publisher covering the period under study from its birth until its demise could provide a representative sample, since these textbooks were of national relevance throughout the period, had large print runs, and were widely distributed and used. Furthermore, in terms of the institutional-genre aspect of the

textbooks, the textbook sample included secondary school history textbooks, and within this, mostly secondary high school history textbooks.

The contextual aspect of the research was defined by the twentieth-century female thematics, which clearly marked out the grade level of the high school history textbooks for us. As a result, the longitudinal textbook study explored the image of women and its changes and trends in different historical periods in fourth (or twelfth) grade high school history textbooks. I have chosen the twentieth century as the focus for female-related issues because this is the period when women's lives underwent significant changes and their roles were fundamentally modified or transformed. I wanted to trace this process of female emancipation through the analysis of history textbooks.

Besides the criteria and research dimensions listed above, it was also important to determine the year of publication of the textbooks. In order to do this, I defined time periods determined by the nodes of the history of era and education, subject- and textbook history, and the history of women and women's education, and selected the officially licensed history textbooks published between 1949 and 2014 along these lines. The primary sources of the textbook analysis were therefore the official documents that fundamentally determined the teaching of history, i.e. the history textbooks of secondary grammar- and high schools between 1949 and 2014. A total of 14 history textbooks were included in the study sample, 7 from the period before the regime change and 7 from the period after the regime change.

Outcomes of the textbook analysis

Quantitative indicators of knowledge elements with feminine themes

- From the figures on coverage, it was evident that female-related topics were only present in very small proportions in the history textbooks, as in none of the textbooks did they account for more than 5% of the total.
- There was a wide variation in the coverage data, i.e. the history textbooks contained very different proportions of female-related knowledge elements.
- The coverage data for the history textbooks showed that textbooks published after the change of regime contained almost three times as many sentences on female-related

knowledge than textbooks published before the change of regime. This is particularly true for textbooks published after 2003, as these history textbooks have the highest rates.

- A frequency measurement among the history textbooks indicates that textbooks written after the change of regime have almost twice as many sentences on feminine knowledge than textbooks written before the change of regime. Again, history textbooks published after 2003 had the highest number of items.
- Overall, feminine content was more prevalent in the didactic apparatus than in the basic text. In the case of textbooks published before the change of regime, the presence of feminine elements was more evenly balanced in the relation between the basic and didactic texts. In history textbooks written after the change of regime, on the other hand, female-related topics were less present in the core text. This is particularly true for history textbooks with a high number of feminine elements. In other words, the more the female-related content increases in the textbooks studied, the more didactic texts will contain it. This textbook practice demonstrates the complementary function or lack of weight of feminine subjects.
- The textbook writers made very little use of the possibility of presenting women's history in introductory or summary texts, thus within the group of core texts, feminine issues were overwhelmingly contained in explanatory texts. Within the category of didactic apparatus, female-related content appeared most frequently in sources or supplementary texts.
- The frequency figures for female representations in history textbooks were also very low, with a share of only 5%. If we also include illustrations that depict both men and women, the average percentage is four times higher (21%).
- Overall, in terms of textbook illustrations, women were very rarely depicted alone, and in most cases they were represented together with men.
- Regarding the comparison between history textbooks written before and after the change of regime, the former had far fewer illustrations of women.

- Moreover, a comparison of coverage and illustration data revealed that these were not manifested as mutually reinforcing units, but as substituting components in the educational process.

Quantitative indicators of contextual emphases and their subcategories

- Based on the frequency measurement of the content focuses, the category of specific women (48%) was the most frequent, followed by the group of feminine themes (39%) and the lowest value was reached by the subject of women's emancipation (13%). These proportions were similar for history textbooks published before and after the regime change.
- In history textbooks written before the change of regime, specific female characters were generally present in history by name, autonomously and with a status of their own. In post-regime change textbooks, however, there is an increase in the number of female historical figures who appear on the historical horizon identified only through male characters.
- Feminine subjects are quite fragmented in the studied history textbooks. In terms of the frequency of feminine subjects, the most frequent descriptions were those related to women's work (before the regime change) and to women's subordination and sacrifice (after the regime change). In the history textbooks before the regime change, the issue of motherhood was not prominent.
- The theme of women's emancipation was less touched upon or dealt with in textbooks. Within the category of emancipation, textbooks written before the regime change most often presented content related to women's work, while those written after the regime change most often dealt with the issue of suffrage. It is important to note that content related to women's education was not included in the examined history textbooks.
- An analysis of the illustrations according to the main categories reveals that feminine themes were the most prominent (79%), followed by specific groups of women (18%).

The percentage of illustrations relating to women's emancipation was only 3%. These rates were similar for history textbooks published before and after the regime change.

- Within the textbooks, the category of specific women was the most prevalent, while the illustrations were dominated by feminine subjects. The theme of women's emancipation was neither dominant in the textbooks nor in the illustration sample.
- In terms of names in the illustrative base, the proportion of specific female historical figures with names was roughly the same as for the ones with no name included, and a higher proportion of them were featured alongside men. This was mostly true for textbooks published after the change of regime.
- The illustrative representation of feminine themes was mainly realised in the context of various historical events, social and political activities, and also in the context of subordination and victimhood.
- The illustrative base of women's emancipation was not statistically measurable due to the small number of items. This limited number of items was evenly distributed between the subcategories.
- Female historical figures were more prevalent in the texts than in the illustrations, while female subjects were more prominent in the illustrations. Thus, in terms of general feminine subjects, the illustrative elements were not supported by textual narratives. Therefore, it can be concluded that the textual and illustrative elements did not support or complement each other, but were substitutes for each other regarding the representation of the feminine aspect in the textbooks.

Qualitative indicators of contextual emphases and their subcategories

Historical dimension

- The historical-ideological dimension of the textbook analysis mapped the female-related content elements of history textbooks through the categories of political-

ideological context, heroine symbolism, the male legitimacy value of women, and feminine deficit.

- The feminine content in textbooks of the 1950s was permeated by a Marxist, class-struggle historiographical conception. In the history textbooks of the 1980s, the militant, class-struggle attitude concerning feminine content faded away completely, or was relegated to economic historical content. The history textbooks written after the change of regime were characterised by intellectual-ideological pluralism in terms of feminine content.
- The political-ideological context of feminine content in history textbooks published before the change of regime was mainly manifested in the themes of political activism, ideology, women's organisations, women's equality and women's work. In history textbooks after the regime change, we could find political-ideological texts in the context of historical sources.
- The 'heroines' of the history textbooks before the regime change were left-wing revolutionaries, labour movement leaders and politicians such as Rosa Luxemburg, Clara Zetkin, Dolores Ibárruri, Kató Hámán. In the case of history textbooks after the regime change, social democratic and right-wing politicians were given "heroic roles", such as Anna Kéthly and Margit Slachta. Internationally, also a right-wing, conservative female politician made her debut on the history stage in the person of Margaret Thatcher. Later, following the turn of the millennium, the most important female character, alongside Margaret Thatcher, was the American singer Janis Joplin, who emerged on the historical horizon as a representative of the counterculture, the hippie movement. The 'heroines' of the history textbooks of the 2000s were manifested in a rather hectic way, as single examples (Indira Gandhi, Evita Perón, Hillary Clinton).
- In the history textbooks published before the regime change, women were in the spotlight by their own right, and their role in shaping history was indisputable. In the textbooks published during the period of regime change, female historical figures also took part in historical events by their own right. In the 1990s, however, an increasing number of female historical figures appeared in history textbooks, who were included

in historical narratives in order to reinforce the historical and political legitimacy of men.

- In the history textbooks of the Rákosi and Kádár eras, right-wing, Christian-conservative female figures were exclusively presented in a negative context, and traditional roles for women were missing from these textbooks. In the post-change of regime history textbooks, left-wing, communist female characters were completely 'weeded out'. They were replaced by social-democratic, right-wing and liberal women politicians, and the traditional role of women, such as motherhood and reproduction, became more and more prominent among general feminine themes.

Didactic Dimension

- The qualitative analysis of the didactic context of the textbook content was conducted according to the categories of scientific authenticity, structural elements, highlighting/exactness, questions-tasks, illustrations.
- In the textbooks published in the early 1950s, scientific authenticity could not be analysed, as feminine content could be exclusively interpreted along political-ideological thematic lines. In the textbooks of the 1980s, feminine content was no longer exclusively manifested along political-ideological lines, but from an economic and social-historical perspective.
- In the history textbooks published at the dawn of the regime change, the academic representation of women's history could not be identified.
- After the millennium, history textbooks increasingly included feminine content and the outcomes of women's history writing and research. In the 2010s, the references of feminine history in the textbooks indicated a scientific awareness in terms of the quantity and thematic quality of feminine knowledge elements, but a coherent curriculum regarding feminine history was still not developed.

- In terms of structural elements, an analysis of the history textbooks of the 1950s was not possible, as the degree of didacticization of these textbooks was still rather low in this period. In the textbooks of the 1960s, however, there was an increasing proportion of feminine content in didactic texts. In the case of the history textbooks published in the 1980s, feminine content was much more prevalent, while being included in a more diverse didactic apparatus (source, blank space, appendix, readings).
- The didactic arsenal of feminine knowledge elements in history textbooks produced during the period of regime change presented a rather modest image. In the history textbooks of 1995 and 1999, their prevalence in the core text and didactics was balanced, with a threefold didactic surplus regarding feminine content. As for the didactic group, feminine subjects were predominantly found in historical sources and supplementary texts.
- Among the history textbooks of the 2000s, the 2003 edition of Lator's textbook had a much higher proportion of feminine content in core texts, which was exceptional for history textbooks published in the second half of the 1990s and the 2000s. The history textbook of 2005 included most of the feminine elements in its didactic texts, more specifically in supplementary texts and sources. The 2014 textbook by Száray-Kaposi also represented feminine content in its didactic texts, with a six fold surplus, due to its structural composition. Among the didactic text types, feminine themes were most prevalent in supplementary texts, sources and blank spaces.
- Regarding the category of emphasis/importance, of the history textbooks of the 1950s, only the 1959 textbook could be evaluated, with 45% of all female items being present as highlighted information in this textbook. The history textbooks of the 1960s scored high in terms of emphasis/importance (23%, 66%). And the 1968 textbook had the highest score of all the textbooks analysed in terms of the representation of female aspects as remarkable content. Feminine knowledge elements in the core text were only very rarely highlighted in the history textbooks of the 1980s; these textbooks, together with the history textbooks of the 1950s, achieved the lowest scores.

- The history textbooks of the change of regime had a share of 8% and 26% in the emphasis/importance category. History textbooks published in the mid to late nineties emphasised and highlighted women-related content in 17%.
- History textbooks published after the turn of the millennium considered it important to highlight women-related information in 17% and 8% respectively. In the 2010s, the proportion of compulsory female subjects in the textbook was 8%.
- History textbooks did not include questions and exercises until the 1980s. The textbooks of Ágota Jóvorné Szirtes included feminine knowledge elements in exercises and questions in the textbooks, although only a few times (6-4).
- The history textbooks of the regime change did not contain questions and tasks related to feminine themes. In the textbooks of the 1990s, there were also very few questions and tasks related to female-related topics (3-5).
- The history textbooks published after the turn of the millennium had surprisingly poor data in the category of questions and tasks, as questions and tasks related to feminine content did not appear at all in these textbooks.
- The only exception was the history textbook Száray-Kaposi, which contained a number of questions and exercises with a female content (35). In several cases, the questions and exercises were linked to textbook illustrations, diagrams, graphs, tables and maps. Furthermore, it was an exceptional solution in the textbook to include several questions for each of the women's content elements, providing a multi-perspective nuance to different historical phenomena.
- The feminine-themed illustration base of the history textbooks of the 1950s could not be analysed. Of the textbooks published in the 1960s, the 1968 Balogh history textbook was the only textbook before the change of regime in which there was a balanced proportion of textual and pictorial female elements (29-19). The illustrative apparatus of the history textbooks of the 1980s concerning feminine themes performed better than the earlier textbooks, both quantitatively (16-14 items) and qualitatively (more diverse

feminine themes, subjects on lifestyle and mentality, representation of women in the private sphere, feminine knowledge elements in diagrams and tables).

- The history textbooks published at the time of the regime change were very poor in terms of illustrations. Of the textbooks of the 1990s, László Lator's 1995 history textbook scored the second lowest in the post-change period in terms of female illustrations (9). Konrád Salamon's 1999 history textbook (S1999) was the first textbook after the change of regime to include a higher number of illustrative female content and the only one to include a similar proportion of textual and visual elements related to women (76-68). Women were manifested in a variety of roles in this history textbook, not only in pictorial illustrations but also in graphic representations and tables.
- Of the history textbooks published at the turn of the millennium, László Lator's 2003 history textbook contained more female illustrations than the previous edition (9-15). Another change from the previous edition was that feminine themes were not exclusively presented in a political-ideological and victimisation context, but also in relation to themes of lifestyle history. In the history textbook of 2005, there were a total of 40 illustrative elements related to women, represented along a variety of themes (historical events, ideological propaganda, female victimization, women's work, lifestyle and fashion history). There were also some feminine content on illustrations and graphs.
- The 2014 history textbook had the highest number of illustrative elements regarding women's content (76). General feminine subjects unfolded along a broad thematic horizon, such as historical events, female victimization, women's work and employment, while the lifestyle history aspect of the textbook's illustrative base was also prominent. The illustrative representation of women's emancipation was also unique in this history textbook. This textbook also contained the highest number of graphic illustrations. The Száray-Kaposi textbook also had the highest number of elements in terms of tables, figures and diagrams. It was an exceptional practice to include questions and exercises in the textbook to support and increase students' motivation.

The dimension of contents

- A qualitative analysis of the content-related context of knowledge elements related to feminine subjects monitored history textbook texts along the categories of status, agency, perception, depth, experience/perception and stereotype.
- Female historical characters in history textbooks published before the regime change had an independent status, while in those published after the regime change, traditional roles (wife, mother, daughter, female relative) were also present in relation to female status.
- In textbooks before the regime change, one could almost exclusively find active female characters in history-shaping roles. In textbooks written after the change of regime, on the other hand, there were many more female characters who were present in a sphere less exposed to historical changes, in accordance with their traditional female roles. However, we could also witness a variety of active, history-shaping female roles in these textbooks, manifested mainly through historical reminiscences.
- Overall, it can be concluded regarding the history textbooks as a whole that the majority of the female characters portrayed in them were perceived in a rather neutral or positive way. In case of history textbooks from before the regime change, eighty percent of the female characters were manifested in a positive context. In textbooks published after the change of regime, the proportion of women in neutral and positive roles was more evenly balanced, and negative female qualities were more commonly found.
- Apart from a few examples, the life stories of historical women figures were not developed, and in many cases they were only mentioned.
- Regarding the history textbooks of the communist-socialist period, the female experience, the female voice, appeared only on very few occasions. After the change of regime, there were many more quotes on women in history textbooks. These feminine quotations have been interpreted both through participants in historical events and through the research of women in a particular discipline.

- In case of history textbooks from before the regime change, there was only a limited amount of stereotypical content regarding female historical figures. These textbook contents were characterised by stereotypes of silence and invisibility, as only few female characters appeared in them. The history textbooks of the regime change continued the same practice, of course omitting ideological stereotypes. However, in the history textbooks of the post-regime change period, a variety of stereotypes could be identified in relation to specific female historical figures (silencing, invisibility, marginalisation, selection).
- In terms of general feminine subjects, the history textbooks of the 1950s and 1960s had very poor content, the descriptions of the situation of working women being the most representative. The textbooks of the eighties were characterised by a more diverse range of female statuses, which became important from an economic point of view. In the history textbooks written during the regime change, feminine themes in general were reduced compared to the textbooks of the 1980s. In the nineties and in the history textbooks after the millennium, female characters appeared in diverse roles and statuses, with an emphasis on traditional feminine qualities.
- The history textbooks of the fifties and sixties were characterised by active, history-shaping female activities. In the eighties, female characters continued to be active participants of historical-political events, but in a less intense and offensive way. The history textbooks published after the change of regime have often thematised the passive role of women, dominated by female victimization. Active feminine motives were most prominent in political engagement and female employment. Post-millennium history textbooks presented a colourful palette of female actions, although the activities associated with inactive, traditional female roles predominated in textbook descriptions.
- The general perception of feminine themes in the surveyed history textbooks was neutral. In textbooks of the pre-regime change period, general feminine issues were typically presented in a neutral and positive context. However, in case of the textbooks written after the regime change, a number of negative examples of women's themes could also be detected.

- The texts dealing with feminine subjects did not form compact, coherent texts. Female-related content was mostly found in single sentences or perhaps paragraphs. The most typical feminine topics, discussed in detail in the textbooks, were: female employment, childbearing, abortion, violence against women, women as victims of historical events, women as participants in historical events.
- Historical changes affecting women's lives are very rarely reflected in history textbooks. In history textbooks of the 1950s and 1960s, women's lives were mostly represented by specific female historical figures. In the textbooks of the eighties, there were more descriptions of women's lives. In the history textbooks published after the change of regime, the female experience was most often realised in the context of sacrifice and work. After the turn of the millennium, the multiplicity of feminine themes led to a more complex presentation of historical processes that affected women. These descriptions were organised around five thematic clusters: vulnerability due to historical-political events, female experiences linked to traditional roles, the impact of historical events on women's lives, women's employment, and historic everyday life.
- In terms of stereotypes, history textbooks of the 1950s and 1960s were characterised by the invisibility and silencing of feminine issues. In the history textbooks of the late Kádár period, there were more stereotypical descriptions of feminine themes (linguistic, ideological stereotypes). In case of the history textbooks of the regime change, the feminine aspects of the different historical periods were not prominent in the textbook descriptions ('silencing', stereotypes of invisibility). The history of women in the 20th century was often represented as a 'history of suffering' in these history textbooks. In history textbooks written after the turn of the millennium, many stereotypical representations of women were manifested, while the one-sided portrayal of the social changes that shaped women's lives was also common.
- The theme of women's emancipation as a historical process did not appear in any of the history textbooks, even the information on the subject was fragmented and brief. The content elements regarding women's emancipation were presented in different legal texts, international treaties and party programmes in history textbooks before and during the regime change. In the history textbooks of the 1990s, the process of women's emancipation was interpreted mainly in relation to the issue of suffrage. The history

textbooks published after the turn of the millennium discussed the history of women's emancipation at a significantly increased length, but more often as part of the didactic apparatus.

- Textbook descriptions dealing with the history of women's emancipation lacked value judgements and were rather characterised by a positive textbook context.
- In terms of stereotypes, invisibility and silencing were the most common, as there was little overall knowledge of women's emancipation. In addition, the stereotype of fragmentation was particularly prominent, as the historical process of women's emancipation was not outlined in any of the textbooks. The practice of marginalisation in textbooks was also evident in the fact that, in many cases, the knowledge elements on the subject were found in readings or supplementary texts.

Main outcomes of the dissertation

- As a result of the comparative analysis of textbooks, a new complex methodology could be developed, which allowed me to analyse the female image and its changes in different historical periods in the context of educational history, subject- and textbook history. The complex model has created the female image of history textbooks along historical, didactic and content dimensions, which could be applied to the study of the female dimension of textbooks in a generic way, when meeting all the validity criteria.
- In the course of the research, I was able to access a deeper meaning of history textbooks, which allowed me to identify and define additional types of stereotypes (e.g. ideology-based stereotypes) beyond the "bias criteria" formulated in the literature.
- On the one hand, the research outcomes confirmed my hypothesis that the character of the "new socialist woman" appeared in the history textbooks of the time, in line with the ideological, political, social and economic expectations of the communist dictatorship. On the other hand, these studies have also shown how the image of women as represented in history textbooks of the communist-socialist period, subjected to

political-ideological influences, was shaped and changed during the decades of dictatorship.

- The conclusions of the textbook research on feminine issues also confirmed my hypothesis, derived from Béla Pukánszky's findings, that the type of 'working woman' identified in the history textbooks of the communist-socialist state, prepared for the same roles as men, disappeared after the regime change, and was replaced by the traditional idea of women, which has lived on almost unchanged for millennia (PUKÁNSZKY, 2007: 562).
- Quantitative and qualitative studies of history textbooks published after the turn of the millennium showed that these contained a higher proportion of female content, thus promoting gender equality.
- Furthermore, the research also confirmed my basic hypothesis that the female dimension - a substance defined by Marc Bloch as a 'common point' (BLOCH, 1996; GYÁNI, 2020: 266) - was underrepresented or marginalised in the decades that followed, which was rooted in the concept of women's marginality in history.
- The outcomes of comparative textbook research can contribute to the formulation of so-called minimum consensuses, according to disciplinary and didactical criteria, on the basis of which women's history can be incorporated into history textbooks and thus into history education as a well-developed, uniform and coherent curriculum (FRITZSCHE, 1992).
- By adapting the female dimension model, which uses a multidimensional network and a multidisciplinary and interdisciplinary approach to examine the content elements and their contexts as well as narrative and ideological patterns, which are often manifested as hidden messages - and, with the support of text analysis software, the patterns of interpretation and meaning of pseudo-scientific, disinformation content and narratives could be identified and researched, and thus used in various fields of education, especially in the present knowledge segment of history teaching.

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