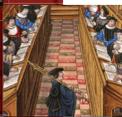




# PTE 650 JUBILEE IN EDUCATION

## „UNIVERSITY AND UNIVERSALITY – THE PLACE AND ROLE OF THE UNIVERSITY OF PÉCS IN EUROPE FROM THE MIDDLE AGES TO PRESENT DAY.”

### ABSTRACT BOOK



PÉCSI TUDOMÁNYEGYETEM  
Egyetemi Könyvtár és Tudásközpont



PÉCSI TUDOMÁNYEGYETEM  
• JUBILEUM 650 •  
UNIVERSITY OF PÉCS JUBILEE

EGYETEMI  
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PTE 650 JUBILEE IN EDUCATION



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PLENARY SESSION

*Prof. Dr. Christian HESSE*

**Professor, University of Bern Institute of History, Department of  
Medieval History (Switzerland)**

*Recent Studies in the History of Universities, Graduates and Students in  
Germany and Switzerland*

The aim of the presentation is to give an overview of recent studies and research projects concerning the history of universities and their scholars in medieval and early modern times both in Switzerland and in Germany. This comprises an introduction to databases and research on students and scholars which are internationally organized and interconnected with other projects, such as the “Repertorium Academicum Germanicum”. In addition, research concerned with the work of single scholars as well as studies on the history of particular universities and faculties, which are often motivated by anniversaries of the institutions in question, shall be introduced.

*Dr. László Szögi*

**Lecturer, Eötvös Loránd University Faculty of Humanities (Hungary)  
Unit Director of Research Group, Hungarian Academy of Sciences  
–Eötvös Loránd University “University History Research Group”  
(Hungary)**

*On university historiography in Hungary:  
An overview of the past 25 years*

In the following paper we display the development of writings about universities history in the last 25 years. It is important to underline that we use the name of Hungary as a historical definition. In this case it means the whole territory of the Carpathian Basin, because the current borders were created in 1920. Since the Hungarian universities were founded late the possibility of attendance at foreign universities represented great importance. Nowadays, we possess a database with more than 100.000 records about Hungarian students who attended foreign universities before 1918. Many source editions, analyses and monographs were published in this topic. The purpose of the following article is to summarize the most notable volumes.

## SECTION 1

### HIGHER EDUCATION IN THE MIDDLE AGES I.

*Prof. Dr. Márta FONT*

**Professor, University of Pécs Faculty of Humanities Institute of History – Department of Medieval and Early Modern History (Hungary)**

*The hope of success and the background of the failure: Establishing universities in medieval Hungary*

The study focuses on the circumstances of establishing of medieval Hungarian universities and analyses the problems of their short period of activity. The author applied many different points of view for the comparing first Hungarian university with the contemporary foundations in the neighbour countries. The author followed the comparative method also in the case of later founded Hungarian universities and made own conclusions. The latest research results on the field of history of universities were also used in the study.

*Dr. habil. Tamás FEDELES*

**Lecturer, University of Pécs Faculty of Humanities Institute of History – Department of Medieval and Early Modern History (Hungary)**

*„in dicta civitate Quinque Ecclesiensi de cetero sit studium generale” –  
Abriss der Geschichte der mittelalterlichen Universität Fünfkirchen*

Wohlbekannt ist, dass die erste Universität Ungarns 1367 in Fünfkirchen entstand. Die Geschichte der *Studium Generale*, deren europäische Bedeutung trotz ihres kurzen Bestehens zweifellos ist, ist von der Geschich-

te der Stadt und der Diözese untrennbar. 1978 wurde ein bedeutendes mittelalterliches Gebäude während der auf dem Gebiet der mittelalterlichen Bischofsburg zu Fünfkirchen von Győző Gerő und Mária Sándor geleiteten archäologischen Freilegungen ans Tageslicht gekommen. Dieses Bauwerk wurde von der Archäologin Mária Sándor nach einem dort gefundenen Wappenstein mit dem mittelalterlichen Universitätsgebäude identifiziert. Am 18. März 2014 wurde dieses Gebäude als *die Mittelalterliche Universität* nach den Rekonstruktionsarbeiten geöffnet, in dem die Besucher/innen die mehrhundertjährige Geschichte der Bischofsburg in Rahmen einer modernen Ausstellung erkennen können. In meinem Vortrag versuche ich die wichtigsten Kenntnisse bezüglich der mittelalterlichen Universität von Fünfkirchen kurz zusammenzufassen.

♦♦♦

*Dr. Kurt MÜHLBERGER*

**Lecturer, Vienna University Archive (Austria)**

*Austrian Contributions to the History of Universities:  
Results and Modes of Research*

The university is a genuine intellectual creation of the European Middle Ages. The very first period of the emergence of free associations of scholars and students was in the 13<sup>th</sup> century. In Southern and Western Europe this model of the unbound universities was successful. At the middle of the 14<sup>th</sup> century existed about 30 *studia generalia* in Europa, including the most famous classical schools in Bologna, Paris, Oxford etc. Something like that did not develop in Middle- and Eastern Europe. The very erudite King Charles IV founded the first university north of the Alps in Prague (1348). This foundation meant very much for Middle- and Eastern Europe. It followed the foundations in Krakow (1364), Vienna (1365), Pécs (1367); Heidelberg (1386) and Buda/Old Ofen (1395), all established by local rulers under the banner of territorial lordship. Sometimes communes also were founders like Erfurt (1379) and Cologne (1388).

The first printed work in Austria is a catalogue of rectors, concerning the time from the foundation of the Viennese university (1365) until 1559, in which he added historical and biographical remarks. The author himself, Georg Eder, announced a history of the University of Vienna, that he never finished, but his “rectors-catalogue” was the basis of several historical chronicals in the 18<sup>th</sup> and early 19<sup>th</sup> century. As far back as in the early 16<sup>th</sup> century we also find panegyric and biographical literature about Viennese researchers of astronomy and mathematics, the most famous was the work “Viri mathematici” of Georg Tannstetter-Collimitius (1482–1535) from 1514.

At the beginning of the modern scientific historical research and publications on the history of universities in Austria, we find the work of the philosopher of Enlightenment on the university of Göttingen, Christoph Meiners (+1810), with his work in four volumes “Geschichte der Entstehung und Entwicklung der hohen Schulen unseres Erdteiles” (1802–1805). This is not a collection of histories of universities, but a comparative history of structures of European universities. It includes for instance chapters about different foundation deeds, privileges, academic jurisdiction, administration, nations, colleges, officials, professors, students, riots, buildings, etc.

In Austria the university-reforms about 1848/49 gave the impulse for scientific research in this topic. The ministry of education Thun-Hohenstein instructed Rudolf Kink (1822–64) to elaborate a modern history of Viennese university. It was published in 1854 in two volumes. Other reasons were university-anniversaries. Several anniversary-publications were published e. g. about Praha (1859), Vienna (1865), Innsbruck (1869), Graz (1886), Vienna, polytechnic university (1915) a. s. o.

Around the end of the 19<sup>th</sup> century a lot of new books were published, that had an effect on the modern research of the 20<sup>th</sup> century: e. g. Friedrich Paulsen, Georg Kaufmann, Heinrich Denifle, Hastings Rashdall, Karl Schrauf, Artur Goldmann, Gustav Strakosch-Grassmann, etc.

In 1965 was the 600-year jubilee of the University of Vienna, at the same time the XII. International congress of historians took place there.

It was decided to work on an international bibliography of the history of universities and work more intensive on this topic. Besides the following legion of anniversary-editions until the 1990<sup>th</sup>, a new socio-historical university history was established and new questions about universities and politics, culture, science, education, migration, academic transfer a. s. o. were in the focus of the modern research.

♦♦♦

*Dr. Adinel C. DINCĂ*

**Assistant professor, Babeş-Bolyai University 'George Bariţiu' Institute of History Romanian Academy (Romania)**

*Unknown Manuscripts from Medieval Universities. Some Examples from Transylvania*

Perhaps the most important source for the establishment of parochial libraries in the Western Middle Ages was the private donation of books. This is also the case for St. Mary's Church in Sibiu (Romania, also known as Hermannstadt). Among the books still preserved now in the collections of the Brukenthal Museum, Sibiu, one may find a few manuscripts from the 13<sup>th</sup> to 15<sup>th</sup> century that display clear proofs of their origin from various European universities: Paris, Krakow, Vienna. The aim of my paper is to discuss such signs of provenance (names of professors, *pecia* marks, book bindings, etc.) and to analyse the historical context, in which such manuscripts found their final home in medieval Transylvania.

## SECTION 2

### HIGHER EDUCATION IN THE EARLY AND LATE MODERN PERIOD

*Prof. Dr. István MONOK*

**General director, Library and Information Centre of the Hungarian  
Academy of Sciences (Hungary)**

**Professor, Eszterházy Károly University/University of Szeged**

*The role of special libraries in fighting for the freedom of academic  
research – A European story with examples from Hungary*

Libraries can be considered democratic institutions from the establishment of the first collections. Those in power normally do not concern themselves with the fact that a library is a store house of knowledge potentially available for people, information that testifies, teaches and reminds us. Information, which might make us think in a different way than those in power would like us to think. When power players realize this then they brainwash society by the destruction of libraries, the erasure of memories and the modification of the contents of the collections.

Keeping the material of libraries under control or regulating access to the knowledge stored in them did work until the spread of the hand-press and the great discoveries of the 16<sup>th</sup> and 17<sup>th</sup> centuries. In the second half of the 16<sup>th</sup> century, however, changes in the history of ideas took place in the Western Christian world, which raised the question directly whether scientific enquiry should adjust to church canons or secular laws or whether academic research is free. The debate around this issue brought about a changed relationship to academic heritage. Therefore, the role of scientific libraries and especially that of university libraries changed as well.

In my lecture, I will present this process focusing on the history of university libraries especially in the intellectual arena of the Hungarian Kingdom and Transylvania.

•••

*Prof. Dr. habil. Krzysztof Ożóg*

**Professor, Jagiellonian University (Poland)**

*The University of Krakow in the 14th-18th Centuries. Research, methods and impulses for new questions*

The University of Krakow was founded in 1364 by King Casimir the Great; however, after the King's death in 1370, it ceased to function. When it resumed its functioning in the years 1390–1393 and after the Faculty of Theology was established in 1397 by Pope Boniface IX, the University was founded again in 1400 by King Wladislaus Jagiello. Since then, the University of Krakow has been continuously operating until today. The research on the history of the University of Krakow has been carried out since the first half of the 19<sup>th</sup> century and was much stimulated by the well-preserved archive and the anniversaries of the two foundations celebrated in 1864, 1900, 1964, 2000 and 2014. The archive holds the most important books and official documents, including the university register (*matricula*), *libri promotionum Facultatis Artium*, *libri diligentiarum* and *acta rectoralia*. So far, researchers have been concentrating on the edition of the oldest university sources and on describing the University's historical background of the period until the late 18<sup>th</sup> century. The greatest attention was devoted to the two first centuries of the history of the University, thus, the two foundations of the University: in 1364 and in 1400. In addition, researchers focused on the University organization, its endowment, functioning and its role in Central Europe, as well as on student communities, eminent masters and their academic output in the 15<sup>th</sup> and 16<sup>th</sup> centuries. Much less interest was observed, however, in researching the period of the 17<sup>th</sup>

and 18<sup>th</sup> centuries. It was the prosopographical method that gave an impulse to extensive research on the Krakow students and professors in the period until the end of the 18<sup>th</sup> century. The method is used now to build the *Corpus academicum Cracoviense* electronic database.

♦♦♦

*Dr. Milada SEKYRKOVÁ, PHD*

**Lecturer, archivist, Institute of the History of Charles University and Charles University Archive in Prague (Czech Republic)**

*Parallels and differences in the history  
of the universities of Pécs and Prague*

University of Pécs and Prague are two of the oldest universities in Central Europe. Both of them are the oldest universities in their states. In their history they alternated periods of prosperity and periods of decline when only one or the other survived. The religious situation in the country had been ever of great importance for both of them and strongly influenced their position in the educational system. Modern history of the University of Pécs began even later in the territory of the Czechoslovak state where the school had undergone many personalities living in then Czechoslovakia.

The paper discusses the parallels in the development of these two universities and attempts to highlight the differences that result from the specific local development of Hungarian Kingdom and of Bohemian Kingdom. It deals with question if the university reforms form the period of Maria Theresa, respectively in Pécs more from period of Joseph II, until the time of WW1 unified their run (as the state intended at the time).

Finally, the paper reminds some natives of Pécs, who more recently studied at Prague (German) university.

♦♦♦

*Mgr. Mária GRÓFOVÁ*

**Historian-archivist, Comenius University Archive in Bratislava (Slovakia)**

*Slowakische Historiographie der Hochschulbildung*

Der Beitrag konzentriert sich auf die slowakische Historiographie des 20. und 21. Jahrhunderts, die sich der Geschichte des Hochschulwesens in der Slowakei widmet. Im Mittelpunkt des Interesses der Autorin stehen neben den Autoren, die systematisch über die Universitätsausbildung forschen, auch synthetischere Werke zur Geschichte des Bildungswesens, spezialisierte Studien zur Geschichte der einzelnen Bildungseinrichtungen in der Slowakei oder Arbeiten, die sich den Problemen der slowakischen Studenten der Auslandsuniversitäten in der Vergangenheit widmen. Der erste Teil erläutert die Arbeiten mit dem Fokus auf den Zeitraum bis 1918, in dem die Themen über die Geschichte der mittelalterlichen Universität Istropolitana in Bratislava, der neuzeitliche Universität in Trnava (Tyrnau, Nagyszombat) und der Akademie Košice (Kaschau, Kassa) sowie über die Geschichte des evangelischen Kollegiums in Prešov (Preschau, Eperjes) oder der ersten Hochschule der Welt mit technischer Ausrichtung – der Bergbauakademie in Banská Štiavnica (Schemnitz, Selmechánya) dominieren. Der zweite Teil beschreibt die historische Entwicklung von 1918 bis zur Gegenwart. Aus der Geschichtsschreibung dieser Zeit dominieren vor allem Veröffentlichungen, deren Schwerpunkt vor allem auf der Geschichte der ältesten Bildungseinrichtung der Slowakei – der Comenius-Universität in Bratislava, aber auch auf anderen Hochschulen liegt. Darüber hinaus widmet sich der Beitrag der Geschichte einiger wissenschaftlichen Institutionen und Gesellschaften, die in irgendeiner Weise direkt oder indirekt mit der Universitätsausbildung in der Slowakei im 20. Jahrhundert zusammengehängt hatten, wie z. B. Šafárik's gelehrte Gesellschaft in Bratislava oder die Slowakische Akademie der Wissenschaften und ihre Vorgänger.

13<sup>TH</sup> OCTOBER 2017. (FRIDAY)

SECTION 1

HIGHER EDUCATION IN THE MIDDLE AGES II.

*Dr. István DRASKÓCZY*

Lecturer, Eötvös Loránd University Faculty of Humanities

Department of Medieval and Early Modern History (Hungary)

Director, Hungarian Academy of Sciences - Eötvös Loránd University  
“University History Research Group” (Hungary)

*Ungarn – ein Land ohne Universitäten. Studenten aus Ungarn an den  
Universitäten in Wien und Krakau zur Zeit der Jagellonen (1490–1526)*

Die meisten Studenten aus Ungarn besuchten die in der Nähe der Landesgrenzen gelegenen Universitäten Wien und Krakau. In dem Zeitraum von 1491 bis 1525 studierten 90% der im Ausland Studierenden an diesen beiden Universitäten, wodurch diese eine herausragende Bedeutung in der ungarischen Bildungsgeschichte erlangten. In der Zeit der Jagellonen stieg die Zahl der im Ausland studierenden Ungarn bis 1520 kontinuierlich, dann aber trat eine Änderung ein. Man kann sie auch mit der türkischen Bedrohung erklären, doch es handelte sich nicht um ein auf Ungarn begrenztes Phänomen. Nach 1520 verringerte sich nämlich die Gesamtzahl der Studenten in Wien und in Krakau. Das ist auf die Reformation zurückzuführen.

Hier lohnt ein Vergleich der Zahl der Krakauer Studenten aus dem Königreich Polen (oder, wie die Polen sagten, aus dem Gebiet der Krone) und der ungarischen Studenten, die ihr Wissen in der österreichischen und in der polnischen Hauptstadt erweiterten. Die Grundlage des Vergleichs besteht darin, dass die Gesellschaft der beiden Königreiche

ähnlich war und beide Königreiche etwa 3,1–3,5 Millionen Einwohner hatten. Von 1470 bis 1520 studierten in Krakau 50 % mehr Studenten aus Polen als Studenten aus Ungarn die Universitäten Wien und Krakau besuchten. Diese Zahl zeigt den Unterschied zwischen Ländern mit und solchen ohne Universitäten auf.

♦♦♦

*Dr. Borbála KELÉNYI*

Research fellow, Hungarian Academy of Sciences – Eötvös Loránd University “University History Research Group” (Hungary)

*Students from the medieval Hungarian Kingdom at the University of Vienna.  
Additional data to their studies: faculties and graduation*

My paper presents the students from the medieval Hungarian Kingdom at the University of Vienna. It is well-known that the majority of the Hungarian students attended the University of Vienna and the researchers of the topic may consider themselves fortunate, since the list of the students between 1365 and 1526 is published by Anna Tüskés [Anna Tüskés: *Students from Hungary at the University of Vienna 1365–1526*. Budapest, 2008. (Magyarországi diákok a középkori egyetemeken 1.)]. The researcher accomplished a grandiose work by collecting the data of the 7,213 students from the sources systematically. Anna Tüskés also intended to gather the data of the Hungarian students’ faculty or faculties and their graduation. She identified the faculty in the case of 843 students. However, some further databases have come to light since her publication, which allow the expansion of Anna Tüskés’s data. The graduation-list of the faculty of arts e.g. was available previously by 1416 inclusive, but it was published till 1555 after 2008.

Consequently my paper aims at demonstrating the students’ choice of faculty or faculties or their graduation. The examination of the University of Vienna has particular importance since all the four faculties (of arts, law, medicine and theology) were allowed to operate with papal permission. Moreover, the data are especially significant,

since almost only the data of the faculty of arts remained in the case of the University of Kraków, which was the second most popular university with the Hungarian students.



*Miklós BODA*

**Literary historian, retired principal librarian (Hungary)**

*Some remarks on the prehistory of „studium generale Quinqueecclesiense”*

In my articles published during the 1990s, which were later collected in a volume of essays, I dealt with the historical research related to the medieval University of Pécs, the disputed arguments about its localization, and, last but not least, with the little researched topic of the prehistory of the foundation of the university. In the present paper, I would like to return to the university's former history by offering some new aspects to that discourse.

In the discussions of the prehistory of universities contemporaneous with the University of Pécs, the most often cited example is the University of Krakow, Poland. It is most likely that Royal Chancellor Florian Mokroski's „study trip” to Bologna and Padua in 1351 was planned on purpose, in order to make preparations for the foundation of the university 13 years later. Hungarian historiography refers to the possible connections with Prague of William of Koppenbach, who was bishop of Pécs since 1361. There are also references to the attempt of King Louis I of Hungary, perhaps also having in mind the future foundation of the university, to invite Professor Bartolommeo Piacentini, who was at the time teaching at the University of Padua.

In my paper, I would like to call attention to the possibility that Nicholas of Neszmély (bishop of Pécs between 1346 and 1360), the predecessor of bishop William (known to be the founder of the university), could witness that, during his first Neapolitan campaigns of 1347–1348 in which bishop Nicholas participated, King Louis the Great paid special attention to the University of Napoli and gave generous

donations to the orders teaching at its Faculty of Theology. As the bishop of Pécs, Nicholas himself did much to ensure the good studying conditions, possibly abroad, too, of those monks and priests „who exceeded in the sciences and in their morals” during their service of the bishopric. As is well known, Nicholas Olah, in one of his important works (*Hungaria*, 1536), recalling his memories about Pécs, also makes reference to the „true bishop” Nicholas of Neszmély and his tomb erected in the Gold Mary Chapel. As he writes, „his cilice and haier-shirt are hanging there, which he was wearing during his life.” In my paper I express my agreement with Péter Kulcsár’s view who argues that the Nicholas Oláh’s often cited lines, in fact, the memory of Bishop Blessed Mór is merged with that of Bishop Nicholas of Neszmély.



*Péter HARASZTI-SZABÓ*

Assistant research fellow, Hungarian Academy of Sciences – Eötvös Loránd University “University History Research Group” (Hungary)

*An unknown professor at the medieval University of Pécs?*

In my presentation I will overview a possible assumption, which maybe could improve our knowledge about the medieval professors of the University of Pécs. Until this time we know only the famous canonist of Bologna, Galvano di Bettini who took lectures at Pécs in the Middle Ages. Although, Ede Petrovich according to his own researches connected some other person to this university too with more or less possibility. During my earlier researches at Prague I have found a codex, which provenience probably also lead us to another professor of Pécs. The probable copier of this codex, John of Buda obviously had his personal contacts with one of the famous professor of Bohemian capital, John of Prague. Further information also allow us the presumption that John of Prague at the turn of the 1360/1370s lived and taught in Hungary for a couple of years, while also presumable that John of Buda get the Bachelor degree at Pécs around 1374. I will analyse the possibility of these suppositions.

## SECTION 2

### HIGHER EDUCATION IN THE LATE MODERN/ CONTEMPORARY PERIOD

*István LENGVÁRI*

**Director, University of Pécs Archives (Hungary)**

*Professors of the Pécs Erzsébet University (1923–1950)*

Based on a recently published database\*, the lecture examines the characteristics of the academic staff of the four faculties of the University, regarding recruitment and career in- and outside the Erzsébet University. The conditions of the foundation and operation of the university were almost always far away from ideal, even comparing with other Hungarian universities. The lecture tries to reveal those drawbacks and how disadvantageous they were for the professors and university leaders. Based on statistical data, we present a nationwide comparison of the institution on the education market with different parameters. An important new achievement is that not only the university professors, but also all the tutors with a higher scientific degree (PhD) were examined.

\*Lengvári István (főszerk.): Pécsi egyetemi almanach I. (1367–1950). Pécs, 2015.

♦♦♦

*Petra POLYÁK*

**Archivist, University of Pécs Archives (Hungary)**

*University jubilees in Pécs during the 20<sup>th</sup> century*

The evocation of an institution's past by university jubilees has a practical aim, i.e. the elevation of historical traditions in which

institutional identity has been rooted in, and on which the present (and future) unique characteristics of the university has been (and will be) based on. Celebrating (or even not celebrating) of a given institutional anniversary mainly depends on how these evocable historical traditions could be inserted into the general framework of the institution's actual and dominant self-identity, and into the socio-politico-cultural circumstances as a whole. Hence, the acts of remembrance not just tell a lot about the past, but as well as the very present of the jubilarians.

In the case of Pécs, the fact whether the university wanted or not to celebrate a given jubilee during the 20<sup>th</sup> century was fairly depended on how much the jubilarians intended to conciliate the ancient, but discontinuous history of higher education in Pécs rooted in the Middle Ages with the origin of the university's modern, but a bit more continuous predecessor: the Elisabeth University which was, however, founded in Pozsony (Bratislava), and moved to the city only in 1923. Between the two World Wars, the university and its professors were keeping alive the traditions of the university's Bratislavan origin continuously and consciously, which also supported the Hungarian revisionist politics on a symbolic playground. Nevertheless, their endeavor overshadowed the medieval heritage of higher education in Pécs despite of all the efforts made by the city's representatives to maintain it. On the other hand, after 1945, keeping alive the symbolic attachment of the university to its Bratislavan origin became not just impossible, but even objectionable, which intensified the importance of medieval heritage of Pécs's higher education. Moreover, at the end of the 1950s, this ancient heritage suddenly became vital for the university existed in Pécs for only a couple of decades yet.

♦♦♦

*Prof. Dr. András NÉMETH*

**Professor, Eötvös Loránd University Faculty of Education and Psychology (Hungary)**

*The development's phases of the Hungarian educational sciences as academic discipline in the 19<sup>th</sup> and 20<sup>th</sup> century*

The research to date indicates that more phases in the European academic discipline development of the educational sciences can be distinguished. In the first phase, which followed various chronological courses in different countries, we find the institutional formation of pedagogy, as it was then understood, as a disciplinary field and reaching its peak in Herbartianism. The second phase centered on the empirical paradigms of research in the social sciences, most of all in psychology. The third phase is the phase of lasting institutionalization of the educational sciences, which in most places began already in the first half of the 20<sup>th</sup> century. Here the German «Geisteswissenschaft» played a role. After the World War II, was included the influence of the Soviet Union and began the fourth phase of development of the educational sciences in Hungary. The paper is therefore organized as follows: in section 1, it will be shown generally that while the Hungarian history of pedagogy and the educational sciences is a history of the reception of mainly German Herbartinism developments, it is also characterized by strong adaptation. In section 2, the development of pedagogy is described briefly within the context in which complex connections between «new education» and academic pedagogy developed. In section 3, the discipline formation and discipline development in the period at the service of the building of socialism/communism.

♦♦♦

### SECTION 3

#### LIBRARY HISTORY

*Dr. Éva SCHMELCZER-POHÁNKA*

**Head of Department, University Library of Pécs and Centre for Learning, Department of Historical Collections (Hungary)**

*Ecclesiastical book collections of higher education in Pécs from the very beginning to the end of the 18<sup>th</sup> century*

The libraries in Pécs have a long history. The emphasis—in connection with the history of libraries serving as a theme of this lecture—is placed on book collections linked to the Catholic Church, which served to support higher education. We try to outline their development from organizing the bishopric of Pécs to the foundation of the public library in 1774 by György Klimo.

Several ecclesiastical collections were available in Pécs for centuries to support higher education: in a minor part the bishops' private libraries (from János the III. [Janus Pannonius] to Zsigmond Berényi) and libraries of monastic orders participating in education (Dominican, Franciscan, Augustinians) but most definitely the cathedral library became its scientific depository. In the city, nationally outstanding book collections were based beside the realized or to be realized higher education institutions from the end of the 14<sup>th</sup> century to the end of the 15<sup>th</sup> and from the last third of the 18<sup>th</sup> century. The bishop's library, which was established—by György Klimo—especially for university purposes, with its 19–20<sup>th</sup> century “monopoly”, implicated the highest literary and resource requirements of higher education and became the cornerstone of university founding plans. The guided library history exhibition faithfully reflects the close link between ecclesiastical book culture and higher education in the city, which is also supplemented with local library topography.

*Prof. Dr. Ágnes F. DÁRDAI*

**Professor, General Director, University Library of Pécs and Centre for Learning (Hungary)**

*Reformer directors of the Elisabeth University Library (1930–1942)*

The two directors, József Fitz and Ákos Domanovszky organized—in about a year—one of the best libraries of the country in Pécs from an outdated and poorly functioning institution. Analysing their modernization activity, we refer to the contemporary university policy ambitions embedded in the context of the Klebelsberg era cultural policy, the relationship between the bishopric, the city and the university and that for both of them Pécs was a kind of ‘learning place’, where they tried their reform efforts as it also was an instructive place of their struggles in their directorial work. The administrative, library organization and financing experiences they gained in Pécs have been successfully used in Budapest later; Fitz at the National Széchényi Library and Domanovszky at the University Library.

In addition to the documents in the University Archives of Pécs, we reviewed the mostly handwritten private letters—found in the National Széchényi Library Manuscripts—which were written by Domanovszky to his predecessor between 25 November 1930 and 19 November 1941.

As the result of resource analysis, the scenes of library modernization, the process of making a decision in the library or in university forums, the difficulties of financing and the tough, sometimes inventive struggle of the two directors for the acquisition of financial resources can be reconstructed. In the course of the analysis, we also refer to their stock registration- and cataloguing innovations that were also recognised abroad at that time.

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*Who saves the memories for the future? – Libraries in the 21<sup>st</sup> century*

The presentation deals with transition of the science and the education in the digital Age. First of all short look after the new sources of the education and the new ways of the communications. The access to the information and the knowledge is radically changed. The libraries must change to accept the challenge the digital word. The presentation shows the answers of the Hungarian National Library. At the beginning collecting digital and digitized books from online sources, publishers, authors. Then the start collecting the Hungarian public e-journals to save and service them. Next steps were collecting the online images and special digital documents like infographics and presentations. Last but not least it will show the first steps of the Hungarian web archive pilot project which aims to build the Hungarian Internet Archive.

## NOTES

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