

## Summary

Key-words: *historiography, cultural society, auxiliary sciences, world history, cultural history, classical philology, authors of the Antiquity, graduation exams.*

This Ph.D. analyzes the process of history teaching at the University of Cluj from 1872 until 1918. In this context, we also explore the research undertaken by the professors who have served the Cluj academic world. Consequently, we aim to evaluate the entire activity of the personalities who were teaching different types of historical courses over the years.

For a thorough documentation of our subject, we have consulted many archives and documentary sources. The main archive was that of the “Ferenc József” University, kept at the National Historical Archives in Cluj. The Lucian Blaga University Library also holds a great number of manuscripts and syllabuses of the history professors teaching at the university in the XIX century. In the National Archives in Budapest we were able to investigate documents which attest the historiographical tradition and the activity of the professors of history from the Cluj University in other institutions or academic associations. Last but not least, we must emphasize that the rich information contained in the following volumes: *Erdély Magyar Egyeteme. Az erdély egyetemi gondolat és a M. kir. Ferencz József Tudományegyetem története* [1941] and *Istoria Universităţii Babeş-Bolyai* [2012] was very helpful for our research.

In the first chapter of our Ph.D., entitled *The historiographical traditions of the city of Cluj (XVI-XIX centuries). History teaching at the academic institutes throughout time* we have established that the historiography created at the Faculty of Philosophy, Letters and History was based on solid foundations and registered an ongoing progress. The beginning of its evolution can be identified as far back in time as the Jesuit University, created by István Báthory in 1581. We can follow it up in the next academic institutions that were created and functioned in Cluj, as each of them

offered a framework for the personalities involved in the historical research or teaching process.

In 1579, István Báthory ordered the establishment of a Jesuit College in Cluj, which in 1581 became a university. Its professors worked according to the general norms of the Jesuit universities, namely according to a unitary and all-encompassing educational system that had the highest possible standards of the time.

In this context, we should highlight the activity of Antonio Possevino, which helped transform the university into a flourishing institution. The written report of Possevino, entitled *Transylvania*, contains many data and information regarding the state of this province.

After the reign of the Báthory family, the political history of Transylvania continued with the rule of a series of protestant princes. They have also given special attention to the academic life. As a result, protestant colleges were created in Cluj, Alba-Iulia, and Aiud. In 1622, Gabriel Bethlen promotes the College of Alba-Iulia to an Academia. The intellectual elite, educated mostly abroad, had deployed considerable efforts to convince the Transylvanian princes to set up universities or academies. Apáczai Csere János writes a memorandum to this purpose.

In the Transylvanian historiography, as well as in the entire cultural and intellectual life of this period, there is an atmosphere inspired by the Western academic environment and Western models are equally adopted.

This historical research is illustrated by historians and historical chroniclers whose writings represent until today essential sources for the events that took place in Transylvania. The work of Szalárdi János, Bethlen János and Bethlen Farkas is worth mentioning.

At the end of the XVII<sup>th</sup> century and the beginning of the XVIII<sup>th</sup> century the writing of memoirs and/or personal accounts was the most popular historical genre. Bethlen Miklós and Cserei Miklos are two figures famous for such texts. An important, pro-Habsburg statesman, Bethlen Miklós took part in the drafting of the *Diploma Leopoldinum*, which established the Habsburg domination over Transylvania. The Jesuits also played a significant role in the re-catholicization process of Transylvania as since 1693, helped by the emperor Leopold I, they were able to regain, their properties in Cluj, previously confiscated by the protestant princes. A year later, they opened the *Collegium Academicum*. Throughout the XVIII<sup>th</sup> century the catholic academic teaching in Cluj was ruled by the Jesuits and in 1773,

when this religious order was dissolved by the Pope, the colleges were taken over by the Piarists. In 1753 the College was promoted and became a University Academic College. After 1774, under the Piarist rule, the Cluj University underwent a series of changes and, as a consequence, the teaching became much more diversified.

In 1779, under the supervision of Pállya István, history was able to obtain its own teaching chair. Important historians and specialists of the Habsburg Empire, such as Koppi Károly, Bolla Márton, Katona Dènes and Hornyai Ambró worked here and led this chair.

The reforms of the emperor Joseph II led to radical changes, as they downgraded the rank of the college. An order issued on August 28, 1784 bestowed to the College of Cluj the rank of *Lyceum Regium Academicum*, which meant that this institution was considered equal to all the other colleges in Transylvania. The only exception to this status was the Medical and Surgical Institute, which had functioned within the Lyceum.

Amongst the professors of the *Lyceum Regium* we must mention Ioan Piuariu-Molnar (1749-1815). Over the years, many future cultural and political personalities of the Romanians of Transylvania have also studied here: Inochentie Micu, Petru Pavel Aron, Ioan Lemeni, Gheorghe Şincai, Gheorghe Lazăr.

Our research investigated the outstanding historiographical work of Koppi Károly and Kaprinai István. We have equally underlined and analyzed the fact that under the Jesuit influence even the protestant scholars started to gather historical documents. Amongst those who remarked themselves in this field we must mention Kénosi Tózsér János and Bod Péter.

The downgrading of the Cluj catholic college meant that those Transylvanian youngsters interested to obtain a university education were forced to do a *peregrinatio academica*. However, the academic idea survived in the religious environment. The Protestants tried several times to create a protestant university. The evangelical Saxons also wanted their own university. As for Romanians, the idea of having their own university was forcefully expressed at the Blaj National Assembly in 1848.

During these years, historians such as Jakab Elek, Kővari László and Mikó Imre already illustrate through their historiographical activity the renewal of the cultural and scientific life, as they lay out the foundation of several publications (newspapers and reviews), as well as those of different associations, such as the Association of the Transylvanian Museum.

The chapter *The institutional frame of teaching history in Cluj 1872-1918* describes in a very detailed way the significance of the foundation of Cluj University in 1872. We demonstrate that this event had decisive consequences regarding the development of culture and science in Transylvania, including for the historical sciences. This moment embodies the success of long and unrelenting efforts of the intellectual elites. The Law XIX/1872 stated that the Cluj University was to have a modern structure, with the highest standards in terms of teaching and scientific activity. Four faculties were created: The Faculty of Law and State Sciences; the Faculty of Medicine; the Faculty of Philosophy, Letters and History; the Faculty of Mathematics and Natural Sciences and. A pedagogical institute was also to be set up alongside the two latter faculties. There were also attempts to start a Roman Catholic and a Greek-Catholic Theology Faculty. However, the issues of the academic theological training were solved in other forms. Since 1895, an Academy of Protestant Theology, a distinct institution from the university, will start functioning in Cluj.

The university started its activity on November 11, 1872, with 258 enrolled students. In the first years, the institution had to face a lot of hardships (lack of proper classrooms, lack of scientific documents, etc), as the political authorities failed to provide it with their unwavering, strong support. But at the end of the XIX<sup>th</sup> century and the beginning of the XX<sup>th</sup>, this situation radically changed. The construction of the main University building and that of the Central library, meant that the university could now benefit from a functional, modern infrastructure.

The internal life of the Faculties and of the university was guide by the professors, who, together with the students, created the local academic community.

The Faculty of Philosophy, Letters and History started its activity with 10 chairs or departments, led by an equal number of professors. The historical sciences were extremely well represented, as there were six such departments: a department of world history, one of Ancient world history, one regarding the history of Hungarians, a department of the history of the Hungarian culture, a department for auxiliary historical sciences and, last but not least, a department of archaeology.

This was the framework were the teaching and historiographical activity of the Cluj professors took place between 1872 and 1918.

Our next chapter is titled: *The teaching of history at the Cluj University 1872-1918. The teaching activity and the historiographical activity of the professors from*

*the history departments.* Here we analyze and describe in detail the activity of the full tenure professors and of private professors, the courses they taught and their historiographical performance. We demonstrate that in general the local historiography maintained a predominantly factual approach, yet new currents and scientific research methods, which were dominating the Western Part of Europe also started to manifest in Cluj. The works of Karl Lamprecht were read in Cluj and their ideas were applied by the local professors. Consequently, positivism was fully developed in Cluj. Professors Márki Sándor, Szádeckzy Kardoss Lajos and many others were excellent specialists of the auxiliary sciences and of the libraries. The historiographical and teaching activity of Szábo Károly, Márki Sándor, Finály Henrik, Ladány Gedeon, Lánczy Gyula, Szádeckzy Kardoss Lajos, Erdély Lázsló, Vajda Gyula, Pósta Béla, Buday Árpád – all full tenure professors, as well as that of private professors Lukinich Imre, Dékány Kálmán, Gergely Sámuel, Weltheimer Ede, Kovács István is thoroughly analyzed and described in this chapter of my Ph.D.

The Cluj University was granted since its beginning the right to award the academic titles of doctor and Doctor Honoris Causa. In the chapter titles *The doctorate in history at the Cluj University 1872-1918*, we illustrate that in those times the title used for the doctorate was that of *tudor*, yet the short version of it was Dr. In theory, those who were awarded Ph.D. titles were also granted the right to teach and do other similar activities in universities. An order of the Minister of Cults and Public Instructions issued in 1877 established all the details of the Ph.D. awarding procedures in Humanities. They were unchanged until 1892, when a new, all encompassing order was issued on the subject. The procedures of the exams and the compulsory requests that needed to be fulfilled in order to obtain a Ph.D. were thoroughly established.

Researching the registers and the catalogues from the archives of “Ferenc József” University we discovered the many cultural personalities, renowned professors and researchers were awarded with Ph.D. titles, after passing exams and presenting doctoral dissertation with historical subjects. The data and information from the Ph.D. catalogues are of great interest for the present day historians, as they offer valuable insights regarding the members of the exam committees, the evaluations that were made and the themes of the doctoral theses.

In the next chapter, entitled *The training of history teachers for high schools and gymnasiums* we have studied how the chairs of history from the Faculty of

Philosophy, Letters and History contributed to the training of the professors who taught history in the gymnasiums and the science high-schools of Transylvania or other provinces of the Austro-Hungarian Empire.

Our analysis takes into account the legislation that ruled the acquirement of a teacher's certification, as well as the institutes that organized such exams and the ways in which exams were held.

Before preparing the exams in history, the candidates had to pass preliminary tests in the following disciplines: Hungarian language, philosophy and pedagogy. For the exams in history the aspirants had to prove they had precise knowledge of the Ancient history, of the cultural status of the Roman Empire and Ancient Greece. They were also asked to have a clear vision regarding the evolution of world history. Another requirement was to master the critical research methods and the auxiliary sciences. A special accent was furthermore placed on the significant knowledge of Hungarian history.

In this chapter we also wanted to outline the fact that for the future secondary schools teachers, the Cluj university professors held a lot of synthetic lectures and took part in different commissions, where they worked with a remarkable rigorousness.

Our Ph.D. closes with the *conclusions* that we can infer from our entire study and here we equally presented our intentions for further research.