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**REPRESENTATIONS OF EUROPE IN HISTORY
TEXTBOOKS FOR THE HUNGARIAN SECONDARY
SCHOOLS AT THE TIME OF THE AUSTRO-
HUNGARIAN EMPIRE IN THE CONTEXT OF
HISTORY OF PERIOD, SCHOOL HISTORY, AND
TEXTBOOK HISTORY**

Theses of Doctoral (PhD) Dissertation

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Dissertation Topic

The '*representations of Europe*' is a symbolic expression with double meaning. In a wider sense, it means a historical, geographical, political, cultural entity or construction. In a narrow sense, however, it means the depiction of Europe in pictures and maps, as well as means the different views about Europe which, in the current dissertation, is approached apropos of history textbooks within the framework of textbook research.

The research attempts to reveal the representations of Europe in Hungarian history textbooks in the analysed period (1867-1918). However, we also focus on other dimensions of textbooks so the extensively approached context of history of period, school history, and textbook history create the basis and establish comprehensive framework for analysing representations of Europe in textbooks. The research seeks to achieve representative analysis, and accordingly, brings into focus universal history textbooks (including all editions) for students of the 7th grade (textbooks for Hungarian upper secondary education) at the time of the Austro-Hungarian Empire. The research focuses only those universal history textbooks which used to teach modern history (from 1648 to 'present').

Motivation behind the Choice of Topic

Analysis on representations of Europe in history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire is necessary in several regards. The comprehensive study (looking back until the second third of 19th century) on representations of Europe in respect of Hungarian history textbooks have not yet occurred. In Hungarian literature professional studies which focused on Europeanism and representations of Europe in respect of textbooks first published in the early years of 1990s. The only exception was the research of Ottó Szabolcs in the 1980s (see EURÓPA-KUTATÁS, 2006). The mentioned studies first of all highlighted analyses of textbooks published after the change of regimes in 1989 (see for example DÁRDAI, 2002; DOMOKOS, 2002; M. CSÁSZÁR, 2004).

Since the early 1990s the topic of Europeanism is often addressed in international forums and in related textbooks researches (see DÁRDAI, 2002: 73). The international analyses on representations of Europe, mentioned in the

dissertation, make clear the relevance of Hungarian research intentions and the linking of results of Hungarian researches into the international trends.

The number of Hungarian publications and textbook researches in connection with Hungarian history textbooks in the observed period is considered minimal. The Hungarian literature deals with the history textbooks of the period, but only marginally. Thus, regarding Hungarian history textbooks in this period the analysis on representations of Europe leaves scope for a stop-gap research perspective.

Over the last fifty years the numbers of Hungarian journal articles and scientific results on textbook illustrations and their role in education are also considered as minimal (FISCHERNÉ DÁRDAI, 2008: 322). Only a few pieces of Hungarian literature deal with the issue of the textbook illustrations at the time of the Austro-Hungarian Empire. These include, above all, the publications of István Mészáros and Károly Bartos (*'A tankönyvkiadás története Magyarországon'* and *'Történelemtankönyvek és taneszközök a dualizmus korában'*) (see MÉSZÁROS, 1989; BARTOS, 2000). Thus, the analysis on textbook illustrations in history textbooks during that time regard as less popular research topic.

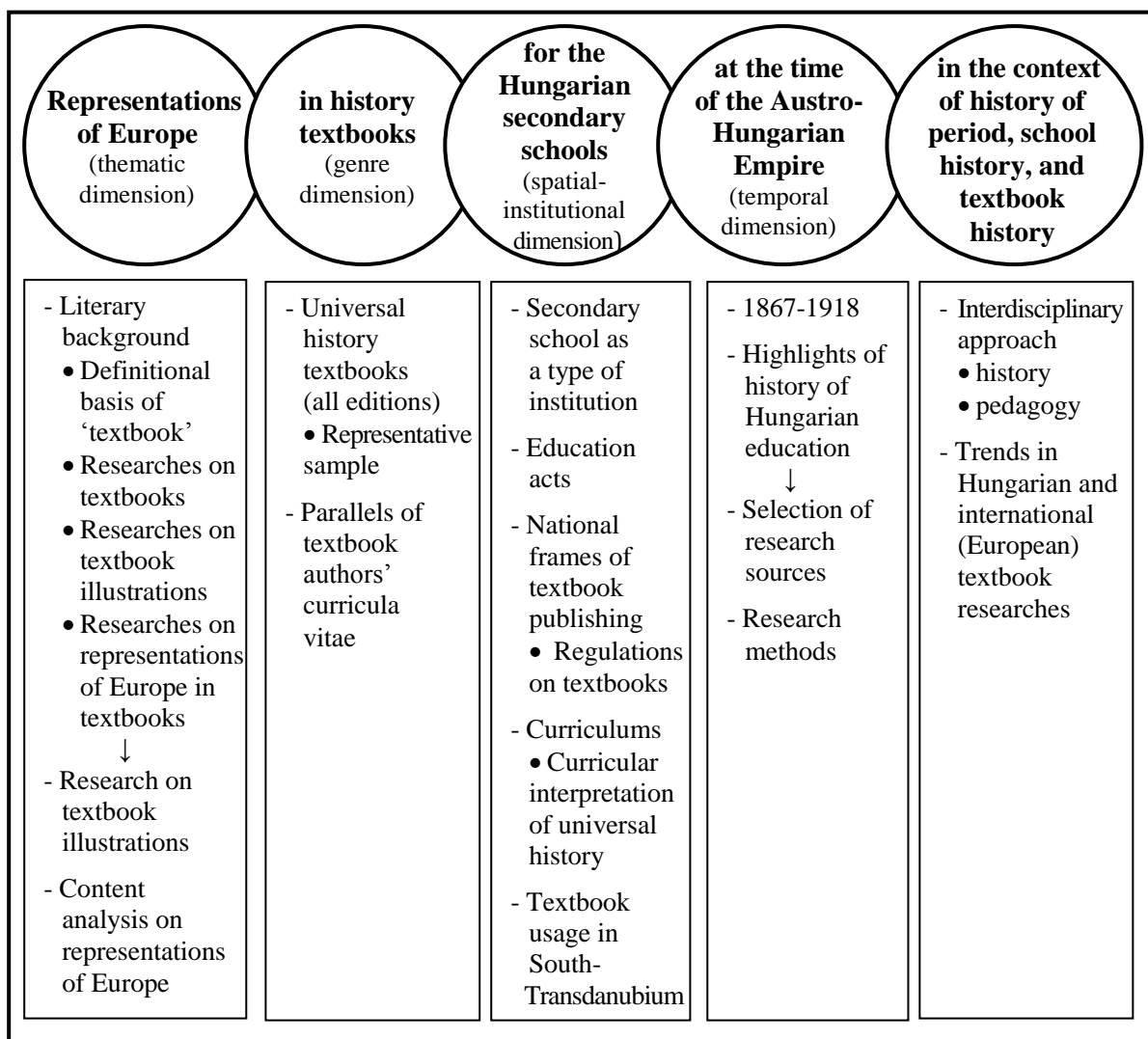
Today Europeanism plays a decisive role in our identity, and therefore we need to know how far the conceptual basis and historical roots of it go back to the time of the Austro-Hungarian Empire. We also need to know if contemporary textbooks contain some references to this.

The Interpretative Framework of the Research

One of the basic steps before starting analysis is laying down the main research dimensions. In this case it means thinking over the five dimensions and makes their connection points clear.

Diagram 1 – The Interpretative Framework of the Research

(Representations of Europe in history textbooks for the Hungarian secondary schools at the time of the Austro-Hungarian Empire in the context of history of period, school history, and textbook history)



The Aims of the Research

- We try to analyse the definitional basis of ‘textbook’ in every Hungarian pedagogical lexicon, determine the representations of ‘textbook’ in pedagogical lexicons, as well as emphasize the changes of ‘textbook’ definitions.
- We chart and systematize the connection points and the research possibilities of the conceptions of ‘representations of Europe’ and ‘textbook research’ in the mirror of the topic’s literature.
- We review the summary studies (monographs, essays etc.) of Hungarian researches on textbook illustrations and different theoretical approaches in order to improve former analyses.
- We make an attempt to outline the strong features and structural conceptions of Hungarian ‘secondary school’ (as a type of institution) at the time of the Austro-Hungarian Empire.
- We would like to delineate the main tendencies about textbook conceptions of Hungarian ministers of culture and religious. These ideas can be the starting points of deep analysis of textbooks in the secondary schools in the observed period.
- We examine the parallels and basic differences that can be observed in the work of the authors of universal history textbooks for secondary schools. In the framework of a comparative analysis we try to achieve a structured and thematised review of authors’ *curricula vitae*.
- We provide a comprehensive picture on universal history textbooks (including all editions) for Hungarian secondary schools at the time of the Austro-Hungarian Empire.
- We analyse the curriculums for secondary schools in the observed period. We focus on history subject, in particular instructions on teaching universal history.
- In the course of research on textbook illustrations we attempt to type the illustrations and determine their quantitative and qualitative parameters.

- With the help of creating and systematizing main categories, subcategories, and titlewords we make a content analysis on textbooks' (sub)chapters. We only focus on (sub)chapters deal with universal history after 1815. Our aims are to show the stable and changing tendencies of representations of Europe in history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire.
- We bring to light which universal history textbooks were used to teach modern history in public upper secondary education in South-Transdanubium in this period. At the same time we try to point out parallels that can be indentified in connection with the textbook usage of the examined institutions.

Research Questions

The *central research question* is:

How Europe and Europeanism were represented in textbooks, so what sort of representations of Europe were found in universal history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire?

The related *research questions* are:

1. *What proportion of the texts and illustrations of textbooks represents Europe or rather European historical link compared to the whole contents of analysed chapters, subchapters?*
2. *How should 'Europeanism' and 'Europe' be defined in analysed universal history textbooks (in analysed chapters, subchapters) for Hungarian secondary schools at the time of the Austro-Hungarian Empire?*
3. *Have the textbooks' contents being changed in connection with the representations of Europe in the analysed period? If so, what extent they have being changed?*

Research Methods

Literature Analysis

Before preparing the analytic unit of the research we shall elaborate the relevant literature of the dissertation topic. The collection, interpretation, and systematisation of the literary background put forward the research problems, experiences, coherences, research methods detected by former analyses and create the theoretical framework of the present research (see FALUS, 2004: 37, 62). Apropos of research on representations of Europe in textbooks at the time of the Austro-Hungarian Empire, with the help of literature analysis, we examine the developmental process of definitional basis of 'textbook' in every Hungarian pedagogical lexicon (published in the 20th century). Furthermore, we review the former analyses on representations of Europe and European dimension in history (and partly in geography) textbooks based on Hungarian (and some aspects of actual international) literary background. We are also concerned with structured presentation and systematisation of former analyses of Hungarian researches on textbook illustrations.

Source Analysis versus Documentary Analysis

In the course of current research we are also carrying out source analysis or rather documentary analysis but at the same time the exact definition of this method faces some problems. The reason for this can be answered by the ideas of Mária Nádasí: One of the common features of source analysis and documentary analysis is that the objectives of analysis are such materials which have not been created due to researchability. However, diverse feature of them is that source analysis is connected to the past and documentary analysis lives in the present. (see NÁDASI, 2004: 317) The difficulties of identifying this method are due to the fact that the research topic is at the border of history and pedagogy (see also DÁRDAI, 2002: 19-22).

Content Analysis

The representations of Europe in universal history textbooks for Hungarian secondary schools in the observed period are taken stock by the method of content analysis. The reason for this is that the content analysis is an interdisciplinary method which helps to discover the hidden features of publications (see ANTAL, 1976: 44-45). That is why besides the manifest textbook Europeanism the latent content is also come to light (see BABBIE, 2008:

357-358). After the Second World War the application of this method came to the front. At an early stage, the pedagogical application of content analysis meant the demonstrations of textbooks' value choice. (SZABOLCS, 2004: 331)

The main steps of content analysis on representations of Europe can be summarised as follows:

Step 1. Determining research sources and research methods based on the aims of the research and research questions

Step 2. Clarifying the main content categories, as well as making a comprehensive quantitative analysis on main categories

Step 3. Analysing in detail 'Europe' as main content category; collecting and systematizing expressions and ideas in connections with 'Europe'

Step 4. Analysing phrases in connections with 'Europe'; inducing titlewords

Step 5. Categorising titlewords; creating content subcategories

Step 6. Analysing content subcategories built on titlewords

Step 7. Summary – Fixing the results of the research in relation to 'Europe' as main content category

Research on Textbook Usage

By means of a so-called *textbook usage analysis* we study the school reports of secondary schools (Pécsi Magyar Királyi Állami Főreáliskola, Kaposvári Magyar Állami Királyi Főgimnázium, Szekszárdi Állami Főgimnázium) which were existed in South-Transdanubium at the time of the Austro-Hungarian Empire. However, a question arises: what kind of new research aspects and results can be obtained from the analytic overview of the school reports. In order to answer this question, we would like to refer to the words of István Mészáros (see MÉSZÁROS, 1988). He concludes that from the beginning in the printed school reports of the secondary schools the list of last year's textbooks must be published. (That is one of the reasons why schools reports are also of enormous value for research on textbook history.) (MÉSZÁROS, 1988: 15) Textbook usage analyses which rely on the analyses of school reports (and other archival sources) are rare in Hungary. In this aspect the researches of Gábor Albert (see ALBERT, 2012a, 2012b, 2013, 2014), Attila Verók (see VERÓK, 2014), Ján Gunčaga and Sándor János Tóth (see GUNČAGA – TÓTH, 2013), as well as Martin Méreg (see MÉREG, 2014) should be noted.

Research Sources

Primary Sources

Universal history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire

In the course of research we try to make representative analysis. To achieve this, it has been noted *the criteria of textbooks' choice* as follows:

- analysis of textbooks for secondary schools
- analysis of universal history textbooks
- analysis of textbooks for students of the 7th grade
- analysis of all editions
- except for analysis of handbooks (workbooks, readers etc.)

Along these parameters the research accomplishes analytic overview of 16 textbooks.

Curriculums for Hungarian secondary schools in the observed period

Besides the contemporary history textbooks for Hungarian secondary schools the curriculums for secondary schools also belong to primary sources of the research. About Hungarian curriculums during that time we can get information from the book of Nándor Horánszky published in 1974 (HORÁNSZKY, 1974; about curriculums for secondary schools see HORÁNSZKY, 1974: 82-93).

Education acts, regulations on textbooks, and protocols of National Council of Public Education in this period

The primary sources also include the *education acts* (their details about the choice of textbooks and the usage of textbooks), the *regulations on textbooks*, and the *protocols of National Council of Public Education* at the time of the Austro-Hungarian Empire.

School reports

On the one hand, we study the *school reports of public secondary schools which were existed in South-Transdanubium at the time of the Austro-Hungarian Empire*. These include:

- the school reports of Pécsi Magyar Királyi Állami Főreáliskola (the school years from 1875/76 to 1940/41)

- the school reports of Kaposvári Magyar Királyi Állami Főgimnázium (the school years from 1884/85 to 1931/32)
- the school reports of Szekszárdi Magyar Királyi Állami Főgimnázium (the school years from 1896/97 to 1929/30)

On the other hand, apropos of *the research on career paths of textbooks' authors*, the data of school reports contribute to get better acquainted with the teaching activity of textbooks' authors.

Secondary Sources

The secondary sources provide opportunities for constructing a multiple list which not only makes a review on literature of researches on (history) textbooks in the observed period. It has had some possibilities to process systematically the former analyses and literature of certain subfields (for example researches on representations of Europe in textbooks and Hungarian researches on textbook illustrations). On the whole, considering secondary sources, the research have a diverse bibliographical background.

The Results of the Research

The main results of the research are presented along the aims of the research and research questions.

The aims of the research are achieved as follows:

- The definitional basis of 'textbook' haven been analysed in every Hungarian pedagogical lexicon, thereby the representations of 'textbook' in pedagogical lexicons have been determined, as well as the changes of 'textbook' definitions have been emphasized. The analysis revealed that an increasingly complex and multiperspectivical approach have being unfolded as regards the interpretative framework of the 'textbook'. The conceptual descriptions of 'textbook' have been found only in three of the seven pedagogical lexicons. Both of them are published in the 20th century. The overview on the definitional basis of 'textbook' have provided opportunity to make clear that in Hungary collecting and writing down the definitional basis of textbook research and textbook analyses have begun after the Second World War. Systematising and publishing definitional basis in pedagogical lexicons were also started at that time.

- The connection points and the research possibilities of the conceptions of 'representations of Europe' and 'textbook research' have been charted and have been systematized in the mirror of the topic's literature. Literature analysis focused mainly on the Hungarian literary basis but the results of the international (European) textbook researches which published after the millennium have also attracted increasing attention. In the course of the synthesis it became apparent that the Hungarian (mainly history) textbooks researches on representations of Europe and their publishing were of great interest at the end of the 20th century, since the 1990s. All of the results of the researches drew attention to the lack of definition of 'Europe'. Furthermore, the multiple research efforts have let to be seen the methodological possibilities of the topic researches and the analytical experiences, thereby different options are offered to further researches of the topic.
- In the interests of exhaustiveness, former Hungarian researches and publications on textbook illustrations have been reviewed. The aims of the overview were to make such a synthesis which present and summarize the main parameters of Hungarian researches on textbooks. Over the past 50 years interest in textbook illustrations and pictures in textbooks were continuous and complex but at the same time were a less intensive (scientific) interest.
- The strong features and structural conceptions of Hungarian 'secondary school' (as a type of institution) have been outlined at the time of the Austro-Hungarian Empire based on contemporary education acts, curriculums and literary sources. Two types of secondary school were identified: eight-year grammar schools and eight-year secondary schools for sciences and modern languages. Furthermore, references were also made to the structures and tasks of secondary schools for girls.
- The regulations on textbooks in the observed period have been reviewed to make clear the national frames of textbook publishing. The more detailed analysis of regulations on textbooks in respect of the period 1867 to 1918 is unprecedented in the Hungarian literature. For that reason, this synthesis has revealed the procedures of authorisation of textbooks and public reviews of textbooks as regard the reference period. The available sources mainly permitted the intensive analysis of the period 1867 to 1903. The regulations on textbooks have shown that the practices of

public reviews of textbooks were coherent and uniform in the entire period but at the same time the regulations have contained only the main frames and guidelines.

- In a comparative examination the parallels and basic differences have been explored in the work of the authors of universal history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire. The analysis has discovered similarities in the textbook authors' *curricula vitae* in a number of respects. In addition, there have been some difficulties: data and biographical moments contained in the sources have been available at different levels. Parallels and differences bring additional perspectives to our knowledge on the period 1867 to 1918 and the group of textbooks' authors.
- Also in the interests of exhaustiveness, the descriptive list has been made of universal history textbooks (including all editions) for Hungarian secondary schools in the observed period. The short presentation has been completed along the authors and the years of textbooks' first editions. By presenting history textbooks have had an opportunity to provide a comprehensive and holistic picture on textbooks' (source) basis.
- The curriculums for secondary schools at the time of the Austro-Hungarian Empire have been analysed. The research has been focused on history subject, in particular instructions on teaching universal history. The analysis of curriculums has showed that in the first half of the observed period a stronger emphasis on universal history was typical and in the third period of the 19th century the increase of national approach was a distinct feature in the curriculums. In addition, teaching universal history was presented in every curriculum for secondary schools, both on lower and upper secondary levels. Chronological constructions of teaching materials on history have also been a constant feature. (The periods of history were: antiquity, middle ages, modern history, and contemporary times.) However, in addition, it was depended on the curriculums, which grades focused on the different period(s) of history. Furthermore, it has been established that in every analysed curriculums the regulations in connection with teaching materials on universal history were Europe-focused.

- In the course of research on textbook illustrations the illustrations have been typed and their quantitative and qualitative parameters have been determined. The illustrations have been grouped as well as the density of illustrations has been calculated. Furthermore, the functions, places, and colours of illustrations have also analysed. The difficulties of illustrations' typing have also been discussed. The typing can be considered one of the novelty and result of the dissertation because the analysis on illustrations of (history) textbooks at the time of the Austro-Hungarian Empire can be considered less preferred research topic. The review and systematisation of textbook illustrations has drawn attention to some quantitative and qualitative trends, as well as to tendencies of illustrations' functions. The textbook illustrations were in line with the texts of textbooks during that time but in the history textbooks of the period the illustrative role of them were a determining factor (see BARTOS, 2000). The illustrations have visualized the segments (first of all in the form of depictions of humans, locations, and buildings) of content messages.
- Content analysis has been made in order to introduce the representations of Europe in history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire. For this purpose, main content categories, subcategories, and titlewords have been created. In textbooks' (sub)chapters, deal with universal history after 1815, the stable and changing tendencies of representations of Europe have been brought into focus. The 5 main content categories (in particular including 'Europe'), the 5 content subcategories, and the 104 titlewords (with a total of 468 textbook occurrences) have established a complex system which have provided opportunities to draw quantitative and qualitative conclusions through the stop-gap analysis on representations of Europe in history textbooks in the observed period.
- The school reports (in particular the list of last year's textbooks) of three public secondary schools, which were existed in South-Transdanubium at the time of the Austro-Hungarian Empire, have also been studied. With the help of school reports' data it has been brought to light which universal history textbooks were used to teach modern history in public upper secondary education in South-Transdanubium during that time. A particular emphasis has been placed on the parallels between the textbooks usage of the examined institutions. This analysis has also strengthened the

indispensable role of school reports in researches on textbooks usage and textbook history. The results of this analysis will establish the basis for further research opportunities.

The main results of the dissertation are presented, in the similar manner as the aims of the research have been presented, along the research questions. Before providing the details of the results another production needs to be mentioned which also enrich the results. The book '*A tankönyvkutatás magyar bibliográfiája (2000-2010)*' is a stop-gap volume which was made in parallel with the dissertation. The book was written by Zsófia Molnár-Kovács and was published in 2013 (MOLNÁR-KOVÁCS, 2013b; see also MOLNÁR-KOVÁCS, 2013a).

Besides the mentioned book *the main results of the dissertation* are summarized as follows:

The research questions and the results:

1. *What proportion of the texts and illustrations of textbooks represents Europe or rather European historical link compared to the whole contents of analysed chapters, subchapters?*

First, the curriculums for secondary schools at the time of the Austro-Hungarian Empire have been analysed. The research has been focused on the appearance of history subject in the curriculums. The analysis has made clear that *in the analysed curriculums the regulations in connection with teaching materials on universal history were Europe-focused.*

The content analysis of textbooks' (sub)chapters deal with universal history after 1815 has demonstrated *the clear dominance of European historical link in textbooks.* These claims have been substantiated in three points. *On the one hand, in the (sub)chapters of the 15 examined textbooks the history of Europe has amounted to 93 %. It has meant that the representations of Europe were about 79,5 – 100 % per textbook.* On the other hand, it has been shown that in the 15 examined textbooks' (sub)chapters, deal with universal history after 1815, the 5 main content categories ('Europe', 'America', 'Asia', 'Africa', and 'Australia') have been represented by a total of 727 expressions. *Within the 727 occurrences (100 %) the 'Europe' as main category has been represented in the largest number and percentage (468 occurrences – 64,4 %).* Thirdly, attention has been paid to define the

frequency of the occurrences of 'Europe' as main category with the help of an indicator of density in the examined textbooks' (sub)chapters. The indicators have demonstrated that *the mentions and representations of Europe have been occurred usually once per a textbook page in the examined textbooks' units.*

2. *How should 'Europeanism' and 'Europe' be defined in analysed universal history textbooks (in analysed chapters, subchapters) for Hungarian secondary schools at the time of the Austro-Hungarian Empire?*

The necessary start point is to remind the tendencies in connection with the Hungarian literature of research on representations of Europe. It has been found that from the beginning of 1990s in examined history and geography textbooks the conception of Europe is not defined. For that reason, this research has wanted to clarify if the examined textbooks' units contain definitions about Europe, as well as based on that, the analysis has also wanted to focus on how Europeanism can be identified on the basis of the textbooks' (sub)chapters. Besides this, a review has been made on the latest results of international researches on representations of Europe.

Regarding the textbooks during that time, it can be said that in their examined units *does not appear any conception of Europe.* However, with the help of content analysis it has been given an opportunity to make a deep analysis on the textbooks' units.

By means of content analysis 5 content subcategories have been created within the 'Europe' as main content category. *Thus, in the examined units 'Europe' has been represented as the construction of (nation) states, as the construction of forming (internal and external) power relations, as the construction of unitary whole, as the industrial/commercial construction, and the cultural construction.* The emphases of the subcategories have been further modulated along the titlewords. On that basis, it may be considered that *in the examined universal history textbooks Europe first of all has been represented as the sum of (nation) states and has been emphasized the role of forming its power relations.* Besides this, one could argue that *Europe, on the one hand, as the sum of (nation) states above all may be interpreted as the sum of '(major) powers', 'states', and 'nations/peoples', and on the other hand, Europe as the construction of forming power relations is based on two pillars: 'whole' and 'peace'.*

3. *Have the textbooks' contents being changed in connection with the representations of Europe in the analysed period? If so, what extent they have being changed?*

To outline the developmental process, based on the tendencies of representations of Europe in history textbooks for secondary schools at the time of the Austro-Hungarian Empire, the research have focused only universal history textbooks, including those chapters deal with universal history after 1815, which used to teach modern history (from 1648 to 'present'). The textbook of Mangold from 1885 (MANGOLD, 1885), the textbook of Szölgyémy from 1914 (SZÖLGYÉMY, 1914), and the textbook of Takáts from 1917 (TAKÁTS, 1917) were the concrete timeframe of the history textbook sources. This means a nearly 30-year period in which our focus were on the changes of emphases in textbooks.

The stable tendencies of representations of Europe in history textbooks can be summarized as follows:

- *The Europe-focused content in textbooks (and in curriculums) is dominant* (see details in the results of the first research question).
- *The conception of Europe/Europeanism is undefined* (see details in the results of the second research question).
- *Europe as the construction of (nation) states and as the construction of forming power relations was emphatic* (see details in the results of the second research question).

During the analysis, strong tendencies on the changes of textbooks' content have not being occurred in connection with the representations of Europe.

However, some content features can be identified:

- As regards the nearly 30-year period (1885-1917), *the representations of Europe were more dominant* in the textbooks' examined units published between 1891 and 1903 (so *in the years around the turn of the 19th into the 20th century*). These claims have been substantiated in two points. On the one hand, the occurrences of 'Europe' as a main content category were the most frequent in the textbooks published in those years. On the other hand, the 'Europe' as main category had the greatest indicator of density in the mentioned textbooks (except MANGOLD, 1902).
- *In the years 1891 to 1903 it has also been a slightly increased focus on the globality of Europe.* It has been also noted that in the years 1891 to

1903 the numbers of titlewords in connection with the content subcategory called '*Europe as the construction of unitary whole*' were noticeably higher than in the following years at the time of the Austro-Hungarian Empire.

- Regarding *the editions of the same textbooks* it can be said that from edition to edition *the frequency of representations of Europe has been usually intensified* (see MANGOLD, 1885, 1891, 1902; MIKA, 1904, 1912; UJHÁZY, 1904, 1913; VASZARY, 1904, 1912).

The *central research question* and the results are:

How Europe and Europeanism were represented in textbooks, so what sort of representations of Europe were found in universal history textbooks for Hungarian secondary schools at the time of the Austro-Hungarian Empire?

The representations of Europe in the examined textbooks have been approached in several aspects. Attention has been paid to *the proportions in textbooks, the conceptual frames, and the changes of emphasis in textbooks.*

The proportions in textbooks:

- The Europe-focused content in textbooks (and in curriculums) is dominant clearly.

The conceptual frames:

- The conception of Europe/Europeanism is undefined.
- Besides this the latent 'Europeanism of textbooks' can be identified with the help of content analysis. In the examined universal history textbooks Europe first of all has been represented as the sum of (nation) states and has been emphasized the role of forming its power relations. Europe, on the one hand, as the sum of (nation) states above all may be interpreted as the sum of '(major) powers', 'states', and 'nations/peoples'. On the other hand, Europe as the construction of forming power relations is based on two pillars: 'whole' and 'peace'.

These findings can be considered as the stable tendencies of representations of Europe in history textbooks.

The changes of emphasis in textbooks:

- During the analysis, strong tendencies on the changes of textbooks' content have not been occurred in connection with the representations of Europe. However, some content features can be identified.
- The representations of Europe were more dominant in the years around the turn of the 19th into the 20th century.
- In the years 1891 to 1903 it has also been a slightly increased focus on the globality of Europe.
- Regarding the editions of the same textbooks it can be said that from edition to edition the frequency of representations of Europe has been usually intensified.

Further research opportunities

The new scientific results and the new research trends could be further developed in several aspects. In this regard some possibilities are:

- The primary sources of the research could be expanded to analyse the entire spectrum of contemporary universal history textbooks for secondary schools. A given textbook unit or the entire textbooks could also be examined.
- It is also possible to accomplish a complex research on Hungarian history textbooks focusing on the entire 20th century (up to the present day). However, in this case, careful consideration should be given when choosing the research sources and the relevant research methods.
- It might be possible to make a synchronous comparative analysis based on the rich international history textbook basis of Georg Eckert Institute for International Textbook Research in Germany. This would allow for the analysis of textbooks' pictorial and textual features. These textbooks come from different European countries or from other continents. During the comparative analysis several aspects are necessary to think over. The analysis must take into account for example the periodization of the different countries' history and the significant differences of education systems, the types of institutions, and the regulations in curriculums.

- The European overview provides for the opportunity to make an ‘inverse analysis’ too. In doing so, the representations of Hungarians in the European history (and/or geography) textbooks can be shown besides the representations of Europe in Hungarian textbooks. This intention has also precedents. A short volume were published by Lipót Dezső in 1928 in which geography textbooks for foreign secondary schools were at the centre of attention, including data and facts about Hungary (DEZSŐ, 1928). The book *’Külföldi tankönyvek magyarságképe’* was written by Ottó Szabolcs in 1990 (SZABOLCS, 1990). The volume, edited by Árpád Hornyák és Zsolt Vitári in 2009, contains such Hungarian researches which analyse the representations of Hungarians in history and geography textbooks in central European countries (HORNYÁK – VITÁRI, 2009; see also MOLNÁR-KOVÁCS, 2011).
- Besides the research on representations of Europe in history textbooks it would be also advisable to analyse (Hungarian and/or international) geography textbooks too. Apropos of Hungarian geography textbooks, *Zsuzsa M. Császár’s* research on geography textbooks for primary and secondary schools can be a good starting point. She published her research in 2004 (see M. CSÁSZÁR, 2004). The sources may be selected with the help of textbook catalogues published by HIERD - Educational Library and Museum in the in the years of 1990s (see for example BAKONYI – SASI – TÓTHPÁL, 1989; TÓTHPÁL, 1987). The analysis of international lines focuses the attention to the database and holdings of Georg Eckert Institute for International Textbook Research.

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