

**"GEORGE EMIL PALADE" UNIVERSITY OF MEDICINE, PHARMACY,
SCIENCE AND TECHNOLOGY OF TÂRGU MUREŞ
DOCTORAL SCHOOL OF LITERATURE, HUMANITIES AND APPLIED
SCIENCES
FIELD: HISTORY**

**HISTORY AND IDEOLOGY
THE FIRST WORLD WAR IN HISTORY TEXTBOOKS
IN ROMANIA AND HUNGARY
1948 - 1989
-SUMMARY-**

Candidate:

Cristian-Ioan CIULA

Scientific leader:

Conf. Dr. Alessandro VAGNINI

TARGU MURES

2020

This paper contains an analysis of the main legislative reforms, history methodologies and history textbooks from the communist period. The analysis was made to demonstrate how harmful the involvement of politics in historical writing can be, as it was entirely enslaved to the interests of the nomenclature during the communist period between 1948-1989. In order to demonstrate these aspects, we considered it necessary that the period subject to analysis be divided into three, everything being thought in such a way as to highlight as well as possible the changes that occurred in historiography, but also in the social area. Thus we submitted to the research a first period, that of 1948-1960, this being equivalent to the Stalinization that took place in that period. The next period under investigation was between 1960-1970, which we showed was a real period of relaxation, of an educational autonomy. The last analysis was made on the period 1970-1989, a period in which we demonstrated how all the great achievements of the previous period are erased, everything being subjected to an ideological and social freeze, the equivalent of a true restalinization.

The first two chapters of the paper are the introductory chapters, chapters in which we presented how the sudden transition from a so-called bourgeois-landlord regime to a new form of country leadership that was a communist one. Also in these chapters I tried to identify the possible ideological currents to which the communists referred in order to find their legitimacy. Immediately after clarifying the above aspects, I moved on to the more technical part, the one in which I showed what the school methodology meant in that period. I described the way it went to be implemented in the educational area and how it was used by the party during the research period. Immediately after the methodology I proceeded to an analysis of the textbooks. Here I have shown what is wanted from a textbook, how it should be and how it was used during the communist period. But after all these aspects, most of which were introductory, in the next subchapter I described the reason for choosing the First World War, as the main subject of comparative analysis, between Romania and Hungary.

In the third chapter, the Stalinization part of history and the educational system is analyzed. I started from the analysis of the context through which the implementation of the Stalinist directives is reached. Thus I showed the pattern that was used in the implementation of the new system, a pattern that was similar both in Romania and in Hungary. In the analysis I tried to show how things that seemed to unfold on a normal path are somewhat upset by Stalin's death in 1953. He is replaced by Khrushchev, who soon begins the process of de-Stalinization. I

watched this process, which was a real shock wave in most communist countries. Changes that were extremely noticeable in the neighboring country, where the Hungarian revolution of 1956 is reached, I took into account its repercussions and described how the events evolved and what their consequences were.

After this contextualization of the period 1948-1960, I proceeded to the exposition and description of the main legislative changes that took place in that period. Later I went on to research the methodologies that were used in teaching history. This time I started from the methodology of V.G. Cartov, who appeared in the U.R.S.S. but it was implemented in most states where the Soviet model of government was to be shifted. Along with the above methodology, I showed how another guide in history was the U.R.S.S. Communist Party Short Course in History. These two were completed in this part of the paper, by the analysis of the 1959 methodology, which appears in Romania at a distance of 10 years from the implementation of the Soviet one, representing the first autochthonous methodology analyzed. After the part in which the legislation and methodology were exposed, the last analysis was focused on the history textbooks that appeared in the above mentioned period. Here I analyzed in a first stage the textbooks edited by Roller and later I moved on to the textbook addressed to fourth grade students, edited by Dumitru Almaş. I considered it to be a special case, because this textbook, as I have shown, lasted from 1955 to 1997, after the period analyzed here. Instead, in the textbook part of Hungary, five textbooks were submitted to research, which were translated by order of the Minister of Education and addressed the Romanian minority in the neighboring country.

In the fourth chapter I went on to describe the period of relaxation, both historiographically and socially. I also presented here how the Romanian and Hungarian societies have evolved from the political and social point of view. I described the main moments of this period, moments that can be interpreted as real time limits. Thus, I described the moment of the 1964 declaration, how Nicolae Ceauşescu came to power after Dej's death, and finally I showed how the 1968 moment was a decisive one. Also here I showed how in Hungary there is a period that was very calm, a period preceding the future trend dominated by the figure of the Hungarian leader János Kádár, the one who will transform Hungary into the happiest barracks of the communist camp.

After describing the historical contexts above, I proceeded to the presentation of the legislative changes, and later to the analysis of the methodologies that appeared in that period. Of

these, the methodologies that appeared in 1962 and 1968 were analyzed. After the methodology, I started researching the textbooks, and here I stopped on the textbooks edited by the team formed by Dumitru Almaş, Georgescu-Buzău Gheorghe and Petric Aron, these being designed for the level of the 8th grade. Regarding the textbooks in Hungary, I turned my attention to three editions, the ones that appeared in 1961, 1962, and the last one investigated was the one that was published in 1969.

In the fifth chapter, which is the last chapter of the study, a longer period was analyzed, which lasted from 1970 to 1989. A period that in many ways resembles with the period dominated by the figure of Stalin, but this time the figure that rules the whole society is that of Nicolae Ceausescu. Thus, I demonstrated how everything is turned upside down in 1971, with his visit to Asia. From that moment on, the cult of personality rises to extraordinary heights, the measures at least in the historiographical field seem to be inspired by Stalinist rhetoric, everything is being related to those dictated by the supreme leader. In the Hungarian part, things were apparently very calm. However, Kádár's regime was not perfect, but it should be noted that he showed political tact, managing to keep his position until 1988. There were not many major legislative or other changes, but we must note that the Hungarian leader was one who managed to set up a communism that was called goulash communism, a communism with a human face. After describing these moments that influenced the entire period that was under investigation, I proceeded, according to the pattern, to analyze the relevant methodologies of this period. Here I considered important the methodologies of 1970 and the one that appeared in 1981. Regarding the textbooks, for the period 1970-1976 I analyzed a series of textbooks designed by a group of authors consisting of Dragne Florea and Ionescu Matei, these being dedicated to the 8th grade students. Subsequently, for the years 1977-1989, the research was carried out on a series of textbooks elaborated by Elisabeta Hurezeanu, these being dedicated to the students from the 10th grade. For the part with the Hungarian textbooks, I chose to show the beginning of the period through a textbook published in 1970, later I managed to analyze a textbook from 1981, and finally a textbook published in 1984.

In conclusion, I believe that I have managed to show that history, at least for the communist period, was entirely dominated by the political factor. I appreciate the fact that I managed to prove by this thesis the harmfulness of political involvement in history.