

**A NEW SYNTHESIS ON THE EDUCATION IN BUKOVINA  
DURING THE AUSTRIAN RULE<sup>1</sup>**

Bukovina is a historical region that had an usual historical destiny accustomed to eastern Europe's, where in the 20<sup>th</sup> century there were major changes of frontiers, generated by the two World Wars and the collapse of the former Soviet Union in 1991. In this context, Bukovina changed in 1918 its status of the Austro-Hungarian province to the province of Greater Romania. The Northern part of this region had become in 1940 and 1944 part of the USSR, and in 1991 part of Ukraine, whether its Southern part had belonged to Romania, during this period.

On the other hand, Bucovina had an unusual historical destiny, being considered since the early 20<sup>th</sup> century a Central-European cultural area or a territory located "between East and West" (*zwischen Orient und Okzident*) as it was pointed by Erich Beck – the most important expert in recording and systematizing writings about Bukovina.

Having all these considerations, writings about Bukovina are naturally attracting the interest of specialists. This is also the case of the monograph of Mr. Constantin Ungureanu, a dedicated researcher to the history of education in the former Austrian Bukovina.

Studies made by Constantin Ungureanu on this topic are distinguished by critical sense, scrupulousness, analysis, synthesis, but also by a high capacity of comparison. This paper about the Secondary education in the former duchy of Bukovina happily continues and develops the comprehensive study about primary education, published on 2007, in Kishinev (Rom. Chişinău). Doing an extensive review of previous contributions on the subject under discussion, Mr. Constantin Ungureanu proves outset, an exhaustive knowledge of historiography problems.

By his book, he aims and succeeds to complete and deepens the topic, previously treated at a superficial level – incomplete or subjective. Works written

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<sup>1</sup> Constantin Ungureanu, *Şcolile secundare din Bucovina (1808-1918)* [Secondary Schools in Bukovina (1808-1918)], Chişinău, Tipografia Centrală, 2016, 304 p.

in Romanian, German, and Ukrainian about the primary and secondary education from Bukovina are oriented to analyze the educational process of those ethnicities, often lacking of comparison and critic spirit, without which the historical truth fades or disappears.

The book aims and succeeds to answer a number of key questions to elucidate the topic. Among these, we include: what was the influence of the revolution on 1848-1849 on the evolution and development of secondary education? Which factors have contributed in increasing the number of secondary schools at the beginning of the twentieth century? Why girls' high schools appeared later than boys' high schools? What ways of solving found Austrian authorities concerning language teaching? What are the similarities and differences between the programs of human and real gymnasiums, girls' high schools and elementary schools? How the secondary education did from Bukovina developed compared to other Austrian provinces inhabited by Romanian? etc.

The author has proposed research objectives such as:

- Comparative analysis of regulations in the dualist Empire, concerning the organization and operation of gymnasiums, high schools and real profile schools.

- Policy reforms in Bukovina's education after the 1848 revolution.

- Detailed analysis of Bukovina's secondary education during the provincial autonomy.

- Careful investigation of all categories of secondary schools in the Duchy of Bukovina.

- Accurate playback of the schoolchildren population, by native language and religious structure.

- Synthetic analysis of the Romanian textbooks developed by Bukovinian teachers.

- Comparative research of Bukovina's secondary education level, in relation to other Austrian provinces or territories inhabited by Romanians.

- Fulfillment of numerous tables and charts regarding the Bukovina's secondary education.

- Work analysis of secondary schools and high schools in the province during the First World War and a few years after the union with Romania (1918).

The bibliography used by the author is very extensive, being structured in: I. *Unpublished and published sources*. II. *Publications*. III. *General and Special Works*. Intense use of unpublished sources gives the paper a strong originality character. This type of information was taken, analyzed and included in the book, the author studying funds from: **State Archive of Chernivtsi Region** (Funds: The Executive Committee of the Duchy of Bucovina; Regional Directorate of Chernivtsi;

Provincial School Council of Bukovina; the Superior Gymnasium in Chernivtsi; No. 3 Gymnasium in Chernivtsi; Orthodox girls High School in Chernivtsi; Private Girls Gymnasium in Chernivtsi; Municipal Girls High School in Chernivtsi; Metropolitan Church of Bukovina; etc.); **National Archives of Bucharest** (Funds: Collection of Austria's microfilms; Aulic War Council in Vienna; Iancu Flondor; Sever Zotta; Hurmuzachi; Teodor Balan) and **the National Archives of Suceava** (Funds: Stefan cel Mare High School in Suceava; German Franz Joseph High School in Siret, Girls High School in Rădăuți).

Regarding published sources, C. Ungureanu uses various Austrian statistics, stenographic protocols of the Bukovina Diet, yearbooks of the Bukovina's High Schools and other published collections of documents, as well as Romanian and German publications (from the Austrian, interwar and present period). C. Ungureanu also uses an extensive Austro-German, Romanian, Ukrainian bibliography, followed by an index of names and places and comprehensive summaries of the paper in German and English.

The book is divided into two large chapters and 11 subchapters. In the first chapter, entitled ***The Gymnasiums in Bucovina***, are being described the work and organization of secondary schools for boys in Bucovina, subsections providing details about Gymnasiums schools in the Duchy, especially those teaching in Romanian. Chapter II (***Other secondary educational institutions***) analyses the girls High Schools, Real Schools, Vocational Schools and the Normal School for Teachers of Chernivtsi. By the first decade of the Twentieth century, the language of teaching in this institution was German and afterwards three national sections - German, Romanian and Ukrainian were organized. Since 1910, few private normal schools for girls were opened in Chernivtsi (two German, one Romanian and one Ukrainian).

Between the second half of the Nineteenth century and early Twentieth century, secondary and vocational education in Bukovina has developed greatly, numerous gymnasiums and lyceums for boys and girls were created, aiding secondary schools with real profile. German language dominated further the instructive-educational process. However, the schools with teaching in other national languages had also evolved. Before the start of the Great War in Bukovina there were 13 secondary schools for boys. Related to their language teaching, four German Gymnasiums, four German-Romanian Gymnasiums, two German-Ukrainian, two Ukrainian and one Polish Gymnasiums were functioning. Two real profile schools, a vocational school, some state and private high schools for girls, and two normal schools dedicated to training the teachers were also functioning. Despite the difficulties, there is an evolution of secondary education in Romanian

language in the Duchy of Bukovina, interrupted by war and followed by integration into educational structures of the unified Romania.

At the end of this short analysis, we present some summative personal conclusions. Undoubtedly, we see a massive scholarly and reconstruction work based predominantly on historical sources. The author compares the situation of education in Austrian Bukovina to the situation of education in the Old Kingdom of Romania, Transylvania and Bessarabia. We suggest a comparison between the secondary schools and the education, in general, in Austrian Bukovina and the education in other non-German neighboring provinces, of the former Austro-Hungarian Empire. In this way, we can certainly get interesting conclusions.

The author also could try a broader analysis and comparison of works that are treating the history of education in Austrian Bukovina, belonging to various national historiographies (i.e. Romanian, Ukrainian, Austrian, German, Polish and Hebrew). From this point we could also get many other interesting conclusions.

These observations do not wish to diminish the value of this monumental monograph; on the contrary, they intend to suggest its improvement.

Anyway, Mr. Constantin Ungureanu's book *Secondary schools in Bukovina (1808-1918)* is an important milestone in the historiography of the problem, both through scientific and methodological accuracy, critical approach, elegant appearance, and, at the same time, synthetic. Therefore we recommend reading this book, both by researchers and common readers passionate about the cultural history of Bukovina under Austrian rule.

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