

to enrich our contextual understanding of the problems in east central Europe related to the sometimes controversial “politics of history and memory” in the countries of the region after the demise of communism in 1989. Since it is possible to trace some of the fault lines of present-day memory and history politics’ contentious aspects in the region to the erstwhile “counter-history” under state socialism, one can see this volume’s collection of case studies as a valuable contribution to broaden the scope of today’s ongoing debates.

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Experten und Beamte: Die Professionalisierung der Lehrer höherer Schulen in der zweiten Hälfte des 19. Jahrhunderts. By Márkus Keller. Studien zur Sozial- und Wirtschaftsgeschichte Ostmitteleuropas. Band 24. Wiesbaden: Harrassowitz Verlag, 2015. 276 pp. Notes. Bibliography. Photographs. €54.00, paper. doi: 10.1017/slr.2017.100

The goal of this book is to compare the process of professionalization of high school (Gymnasium) teachers in Prussia (Germany) and Hungary (Austro-Hungarian Empire) during the second half of the 19th century. The work is a revised PhD Dissertation the author published in 2010 in Budapest.

The book consists of two short (introduction and summary) and four longer chapters. These latter ones discuss the following issues: concepts of professionalization of intellectuals (“értelmiség(i),” or “Bildungsbürger”); methods of historical comparison; teachers’ professional associations; the main aspects of teachers’ identity in the two countries; and finally their relationship to the state. This last chapter makes up more than two-fifth of the book. It is subdivided into three parts: one each dealing with Prussia and Austria-Hungary and a third, short chapter for the conclusion. The chapter describing Hungary is significantly stronger than the one dealing with Prussia. The difference is a result of two topics, the first, the recapitulation of the service regulation (szolgálati szabályzat), and the second the investigation of the law on high schools (Gymnasia).

The sociological basis for the concept of professionalization is Harald Wilensky’s 1964 theory, published in the *American Journal of Sociology*, treated with the necessary critical approach, although the importance of secrecy as the counterpart of competence is not mentioned. The historical investigations of Hannes Siegrist is followed (24). This concept takes into account that throughout continental Europe the modern state had a much more important role in the life of the professions than in the Anglo-Saxon world. Concerning this investigation in the case of Hungary, the names of Maria M. Kovács, Erika Szívós, and András Vári are mentioned. The name of Zsombor Bódy (“La formation du groupe social des ‘magantisztviselő’ en Hongrie 1890–1930,” *Genèses* 42, 2001: 106–20) is brought up, but the classic essay of István Hajnal (“From Estates to Classes,” trans. János Bak, *History & Society in Central Europe* 2, 1994: 163–83) is not listed by the author. This is a pity, because a reflection of the findings of Bódy could have strengthened the argumentation of Keller.

The author states that the teachers’ profession was dependent on the state; professional development started and went on along with the struggle (“Kampf”) between the state and church(es), the more or less centrally-organized religious denominations (71). The consequences, however, were different in the two countries. For several reasons the position of the churches in Hungary was stronger than in Prussia: “The separation of the teachers’ careers from theological ones was initiated

in both countries by the governments. . . . The secularization of the teachers' profession made progress by much bigger leaps in the Prussian territories than in Hungary" (250). In Prussia the so-called assessment of lectureship ("Lehramtsprüfung") was introduced in 1810: "In Hungary, the assessment of lectureship was institutionalized much later (1883) and was not based that much on neo-humanistic principles" (253), compared to Prussia. This is why the desirable content of the professional pattern in Prussia resembled to that of the "Beamter" (civil servant), while in Hungary it was rather that of the "expert" (in the field of pedagogy). The same inclination to the pattern of the Prussian "Beamter," as against the separate identity of the Hungarian "magántisztviselő," was shown in the case of late 19th century white-collar workers by Zsombor Bódy. That might suggest that the process of professionalization was more differentiated in the Hungarian case than in the Prussian one but this proposition would not stand up to historical criticism. It was already István Hajnal who in 1943 in his aforementioned essay suggested that "[t]eachers, doctors, and engineers . . . these professionals—by definition liberal-rational in orientation—found their identity in an irrationally defined community: that of "gentlemen" (Hajnal, 178). It was not the level of education but the deficit in strength and differentiation of corporate life that made Hungarian professionalization weak.

In any case, this piece of comparative historical-sociological research is not only an important contribution to the understanding of Hungarian professionalization but also to the clarification of the differences between these continental patterns.

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Another Hungary: The Nineteenth-Century Provinces in Eight Lives. By Robert Nemes. Stanford: Stanford University Press, 2016. xii, 292 pp. Notes. Index. Illustrations. Photographs. Maps. \$65.00, hard bound.

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Another Hungary examines the country's northeastern provinces in the nineteenth century. This region, which has since been divided between Hungary, Romania, Slovakia, and Ukraine was often seen as a negligible backwater of the old kingdom, socially and geographically removed from the modernizing metropolis of Budapest. Robert Nemes wants to challenge this imagery and demonstrate the significance of small towns on the periphery. These places mattered to their inhabitants, who took pride in them and strove to improve them. The author is convinced that this also makes them relevant to modern historians.

Robert Nemes is well-qualified to write this alternative history. In his 2005 study *The Once and Future Budapest*, Nemes portrayed the social and political transformation of an expanding capital. In his new book, he wants to demonstrate that there was life beyond Budapest, as well as personal dedication and agency. For this purpose, he traces the histories of eight individuals who grew up in northeastern Hungary. Their collective experience illustrates the profound changes that remade provincial Hungary no less than the remainder of Europe during the long nineteenth century.

The individuals chosen for the investigation hail from diverse backgrounds. Count József Gvadányi gained minor prominence as a traditionalist writer. Ráfáel Kästenbaum started as a simple peddler but evolved into one of his county's biggest tax payers, who willed much of his fortune to local schools and institutions. Pál Vásárhelyi left a small town in the Spiš region to become Hungary's chief water engineer. Klára Lövei hailed from an impoverished noble family in what is now Romania's Maramureş region and