**Mitrovics Gyula (1871-1965)**



**Gyula Mitrovics**, the **first professor of pedagogy at the University of Debrecen** and the **organizer of teacher training**, is a pronounced figure in the Institute of Education.

Gyula Mitrovics was born in Sárospatak in **1871**. His father, Gyula Mitrovics the Elder, was a Reformed pastor and theology teacher, a highly influential church writer in the history of the Hungarian Reformed Church. Mitrovics Junior completed his university studies at the universities of Budapest, Vienna and Berlin, and later became a teacher at the **grammar school in Sárospatak**. In 1909, however, he received a teaching post at the **Reformed College in Debrecen**. Between 1914 and 1918 he was director of the **college library**. At the same time, in 1917, he became a **private lecturer at the university.** He **was appointed professor** in 1918 and headed the Department of Education until 1941.

His concept of **educational science** was mainly derived from the Protestant traditions of the colleges of Sárospatak and Debrecen and the University of Kolozsvár. The theories of Kant, Herbert Spencer, Wundt and Paul Barth had a great influence on the development of his **philosophical understanding**.

Gyula Mitrovics’s educational work was deeply intertwined with his aesthetic interests, though over time, his pedagogical focus appeared to recede in favor of his aesthetic pursuits. As president of the Hungarian Aesthetic Society and editor of Aesthetic Review, he increasingly dedicated himself to aesthetic theory, which left less room for educational research in the traditional sense. Nevertheless, his pedagogical thinking remained rooted in aesthetic principles. Mitrovics believed that nearly every subject could be approached from an aesthetic perspective, and he considered art fundamental to the development of emotional intelligence in students.

His first major contribution to educational science was the paper Educational Tasks after the War, which laid the groundwork for his later theoretical development. His pedagogical system was most fully articulated in his work on the foundations of educational theory, where he consistently emphasized the importance of an artistic-aesthetic approach to teaching and learning.

In addition to his theoretical contributions, Mitrovics played a significant role in shaping teacher training. He advocated for the enhancement of both theoretical knowledge and practical experience in teacher education programs.

Overall, Gyula Mitrovics stands out as a formative figure in the history of the Institute of Educational Sciences at the University. His integration of aesthetic principles into educational theory significantly influenced the development of an aesthetically oriented approach to educational science.