

**Theses of the University PhD**

**The History of the National Hungarian Village  
Talent Save Program**

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## **I. The Goal of the Thesis and Topic Description**

' I see a reduced model of all that happened in the folk movement in Sárospatak. There you could find everything locally and in small amounts that was later on happening in larger scales nationally: scouting, village seminary, village research and work, recital (regölés), talent save, adult education centre, literature clubs.' (Gombos 1990: 89) In our thesis, we would like to present one of the links of the model mentioned by Gombos, the history of talent saving. We use the term 'talent save' since at the time this term was used for the talented, village elementary school students, who were chosen and given secondary talent care. As we are dealing with a definite part of the secondary school talent care, i.e. the OMFT (Országos Magyar Falusi Tehetségmentés, National Hungarian Village Talent Save, NHVTS) founded in 1941, we took this term to use.

In our thesis we want to give an overview of the history of the talent care in the Horthy period, focusing on the period from 1935 to 1945. The goal of our work is to present the history of the elementary students' scholarship program, the National Hungarian Village Talent Save (NHVTS). We would like to give a clear view of how political and social processes were significant in establishing the scholarship program. The relevance of our research is justified by the fact that there has been no other researcher who had presented the structural work of the NHVTS. Therefore, our goal is to explore the history of the scholarship for the elementary students with the help of the available resources.

Our topic is discussed in the light of the given period presenting its political, social, economic and cultural settings (Kontra 2011). We found our first task in presenting the object of our research in a historical context since after 1920 the country that had been depleted in both in its area and population faced an enormous task: reconsidering the opportunities of Hungarians taking the new borders into consideration. In characterizing the period, we had the books of Levente Püski (See Püski 2006), Ignác Romsics (See Romsics 1999), Krisztián Ungváry (See Ungváry 2014) and Catherine Horel (See. Horel 2017) helping us.

It is important to emphasize that the exploration of Bálint Hóman's political work is incomplete, resulting in an ongoing debate about him. Therefore, the judgement of the politician Bálint Hóman is still not clear and so this certainly contributes to the fact that his cultural policy is less processed than that of Kuno Klebelsberg. It was mainly Gábor Ujváry who took the task of investigation (See Ujváry 2010 and 2011). Therefore Hóman's very own works served as important resources as well: 'Cultural Policy' published in 1938 and 'Hungarian Fate-Hungarian Call' in 1942 written by him.

Kuno Klebersberg and Bálint Hóman leading the cultural ministry regarded education and culture as one of the most important part of the national strategy. They claimed that an educated Hungarian society with a strong identity can only be created by giving sufficient intellectual nutrition. This is the guarantee of the re-emergence of Hungary. Both ministers agreed that the children of all social groups must be given the opportunity to be able to study in an educational institution according to their talent. However, regarding the important question of which social group is to renew the Hungarian society, Klebersberg and Hóman shared different opinions. While the Count considered the middle class to be able to show the way out of the crisis, Hóman put the case of 'the grassroots talents' into the focus of his activity. It was manifested by an edict of 57436 in 1941 about the 'establishment of the contributions of the talented poor village students for their grammar school education'. The cases in connection with this scholarship fund were administered first by the Department V and then from 1944, the Department VII in the Ministry of Religion and Public Education. The work done there is in the focus of our dissertation.

However, we need to mention that the main idea of the above mentioned state initiative is not from Hóman not even from the Ministry of Religion and Public Education. The scene of the initial trials of the movement was in 'the Athens on the River Bodrog'. On 18 June 1934 there was a vote on the actuation of the talent care program with the leadership of András Medgyasszay, board member, in the college of Sárospatak. In 1935, there was the first talent exam under the direction of István Harsányi, a teacher in Sárospatak. Harsányi's goal was to educate more and more people, an 'intellectual colonization' (Harsányi 1941). There were more and more people joining the talent saving work of the Lutheran Grammar Schools but in this way, only those students got the opportunity who were part of the Lutheran community. Talent save became nationally spread after 1941.

An emerging key question in our research is how much we can find politics as an influential factor in the development of the scholarship program launched in 1941 and also to what extent it can be regarded as a program meeting the child's special educational needs with pedagogical grounds. In our dissertation we would like to solve the above mentioned dilemma by answering the following questions:

- 1., What is the reason for establishing the scholarship supporting the talented poor students only in 1941, as there had been lively scientific activities in the topic after the period of WW1? What is the reason for waiting for almost 20 years for this opportunity? Were there any pedagogical movements claiming the importance of talent save during these 20 years?

2., The edict of 57436 in 1941 only served to promote the grammar school education of the poor students from the villages, in other words, the social status was a condition for the winning of the scholarship. The question is why only these social groups were given the opportunity? Can we call this edict discriminative? How much we can regard it as an opportunity creator and how much is it a scholarship based on knowledge?

3., What working structure characterized the NHVTS? On the basis of which aspects were the talent-saving institutions chosen? On the basis of what kind of selection criteria did they get the scholarship program? Were the farm and village teachers, i.e. the interested, aware of all the exact details of the progress of the application for the scholarship? What documentation did the pedagogues have for organizing the competitions? Were there a separate educational program for the admitted children in the grammar school? Did the teachers in the talent save program have to have a special methodological knowledge on the basis of which they could work with talented children?

4., Is there a statement of the performance of the children involved in talent-saving? What results did the students in the scholarship program perform? What proportion did their social status and to what extent their performance during the recruitment process played a part, so were the talents really talented? How was the result of the talent save evaluated by the participating teachers and György Szombatfalvy, who was the coordinator of the scholarship?

## **II. Applied Methods and Resources**

During our work we applied the most commonly used method of education history, the method of document analysis. During our research we chose the circle of those resources which were relevant for our topic, investigated them and formed our interpretations. In the interpretation period we used both the researched and the secondary sources published in the present age. Our goal was to give an overview of an event of educational politics embedded in the investigated period, for the sake of which we aimed to explore the causality of the phenomena (Kontra 2011, Babbie 2008). That is how we resulted in a comprehensive picture of performance and development (Mészáros 1971). As we had not had a significant investigation of the NHVTS in our country we embarked on the exploration and analysis of the primary resources. The finished educational history work shows us a part of history with historical facts and correlations (Kéri 2001).

Thus, during the writing of the dissertation we relied on both primary and secondary resources. We have an abundance of literature on talent care. From the viewpoint of our work, István Harsányi's book, the 'Talent Care' is the most important (Harsányi 1994). We also relied on József Bánfai's work published in 2007, 'The Literature of the National History of the Matter of Talent from the Beginning to 1950'. The most outstanding researchers of the topic at the time were János Cser, Mátyás Éltés, Géza Révész and László Nagy (See Cser 1936.,1937.,1940., See Éltés 1914., 1916., See Révész 1918., See Nagy 1922., 1930.). Most authors of foreign works referred to Walther Moede's book that was published in 1918. Moede as a psychologist worked out his method of choice of the talents together with Piorkowski and Wolf in Germany (Moede, Piorkowski, Wolff 1918).

In the initial period of our research we reviewed the papers of the Hungarian National Archives. Due to the incomplete resource base we started to research locally as well. Our goal was to explore the papers of the grammar schools participating in the talent save program. After visiting thirteen national archives we collected especially the papers about talent research and so we have found ten institutions with relevant documents to our topic.

Besides the documents from the archives, regarding the processing the work of the talent saving work in Sárospatak we were given an important resource by dr. Ádám Harsányi. It is a family legacy made for the 80th birthday of István Harsányi, a heavy memory book<sup>1</sup>, where family members, friends and former students remembered the most important moments of Harsányi's life. The book itself is an excellent proof of the respect that surrounded Harsányi's personality and workmanship.

For the sake of relevant resources we reviewed numerous magazines, newspapers, denominational or specialist press (Sárospataki Református Lapok, Protestáns Szemle, Protestáns Tanügyi Szemle, Országos Középiskolai Tanáregyesületi Közlöny, Néptanítók Lapja, Magyar Paedagogia, Magyar Psychologiai Szemle, Magyar Szemle). On three occasions we had the opportunity to make interviews.

It was important for us to make interviews with those who participated in the talent save program because we could have given a more subtle picture of the school life and careers of the fewness of the interviews can be traced back to two reasons. On the one hand, most of the students in the talent save program had died and from those who are still alive only László

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<sup>1</sup> This book is literally a memory book since family members, distant relatives, good friends, colleagues and students remembered István Harsányi in some form – in poetry, letters, painting, drawing and sticking in photos etc.

Deli, Dr. László Ötvös and Erzsébet, Dr. Ötvös Reszegi were up for the interview – we made an unstructured interview with them. <sup>2</sup>

### **III. The Main Results of the Dissertation**

In the beginning of the dissertation we posed four important questions, we are giving the answers hereinafter. The first major scholar like discussion held in the issue of talent was organized in 1917 by the National Children's Study Council (Bánfai 2002). Among the speakers we can find Géza Révész, who talked about the way of recognizing talent at early age, while László Nagy gave a speech on how much it is important to get to know the child. Béla Plichta presented on the education of talented children. Another important organization is the Support Committee of Talented Children that started in 1918 in Szeged but it also asked for the support of the citizens in order to search for the pure Hungarian talents living in farms. By the works of László Nagy, the first Work Exhibition was organized where Nagy emphasized the relationship between pedagogy and art and then in 1926, he organized the second Work Exhibition as well. In other words, this talent care movement came into existence when reform pedagogical theories had spread and on the other hand, when economic and social problems had become acute. Politics ensured its support of specialists in a congress about talent save and career choice in 1926. As Klebersberg claimed, in the given historical situation it was the middle class that needed the most support. Kornis shared Klebersberg's opinion saying that the middle class bearing the national intelligence and the axis of the society needs to be strengthened by different scholarships founded for this goal. According to him, peasantry should send their children to schools of agriculture thus serving the development of the country. Both Kornis and Klebersberg agreed that peasantry could be called one of the corner stone of the society due to its number but renewal and reformation are such tasks that the country can do only with the help of the middle class and their active participation.

Klebersberg, emphasizing the agricultural nature of our country, said: 'Hungary is an agricultural country and this fact needs to be considered in the field of cultural politics as well. In this respect, the only consideration might be that of the farmer's child would not be taken from his father's profession due to his studies but on the contrary, the education system

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<sup>2</sup> Interviewee: Dr. László Deli (born: Biharnagybajom 17. 11. 1930.) Location: 6. Kárpát Street Gyula, Date: 10 March 2014. at 10:00am;

Interviewees: Dr. László Ötvös (born: Hajdúnánás 16.09.1930) and his wife Erzsébet, dr. Ötvös Reszegi (born: Hajdúnánás 06.06. 1932.) Location: 6. Bólyai street Debrecen, Date: 17 February 2014. at 4:00pm

must be formed in a way that it would help the child maintain his father's legacy more successfully with the help of his acquired economic culture in schools and trainings' (Bánfai 2000: 8).

In conclusion, the Klebersberg-era played a great part in establishing the conscious education of the elite and the institution systems attached to it. However it did not aim to outstandingly improve the cultural conditions of the poor social groups. Again, we should not forget that due to the building program of folk schools improved the cultural chances of this social group significantly.

This cultural political concept was changed only in the 30's when the state turned towards the people since, however unpleasant the social problems were for the government they needed to be dealt with somehow. In this period we can mention the Miklós Horthy state scholarship founded in 1937 and the Bolyai Collegium which was founded in 1939 by folk college students, who were part of the ethnographer, István Györffy's group. It continued its work as Györffy Collegium from 1942. Due to this change we can date the launching of the work of the National Hungarian Village Talent Save Movement (1941) (Papp 2008). These collegiums and scholarships primarily served the advancement of the social mobility (Romsics 2017).

Bálint Hóman claimed why he supported the education of lower social groups: '... between the union of the Hungarian nobility and the urban citizens resulting in an intellectual middle class and the village people there had been a foreign Jewish intellectual group inserted, blocking the way from the village groups of the society to become members of the spiritual and economic intellectuals' (Hóman 1942:221). One of the most definite point of the cultural politics of the Hóman period was the support of the authentic village groups as they saw it as a means of strengthening the middle class with Hungarian elements.

The wording of the edict obviously proves the group-specific nature of the scholarship. However, if we look at the income ratio of the Hungarian society between the two world wars and the opportunities in the field of education it is clear why the village poor was the target group of the scholarship (Mazsu 2012, Gunst 2005, Romsics 2017).

It was the village research literature that made it possible for a wider readership to get to know the situation of the peasantry. The most important writings in the genre of sociographic literature were published between 1934 and 1938 (Borbándi 1989). Although most of the copies can be regarded as works of literature their topics serve as a social medical findings as well. These works raised the attention to the untenable situation of the peasantry

so we think it was not by chance that after the publication of these works opportunities of scholarships for the poorer social groups were declared.

So we can claim that the edict of 57436/1941 contained positive discrimination as reading the text of the regulation it is clear that it does not give an opportunity for the whole society but it is group-specified, which shows the strong social nature of the scholarship.

The state regarded the question of talent save as a social issue, but at the same time it disregarded important aspects of education (Komjáthy 2004). This can be proven in the poor performance of the accepted children. This supposition is justified by the results of the talent save program as well. Just think about the statistics published in 1943 by Szombatfalvy that showed a distressing picture of the intellectual performance of the applicants (Szombatfalvy 1943). The opinion of an exam committee working in a grammar school in Mukachevo also strengthens this, that had been hopeful about the performance of the little village children but it fell short of the expectation: 'Truly these tests showed a distressing result. (...) the papers showed the picture of children who had their usual childish selfishness, were simple growing up in the midst of the material world view of the village people and had terrible spelling mistakes' (Turchányi 1942: 3). They added that they would not have chosen anyone for the competitions on the basis of the quality of the tests.

During the investigation of talent save program from the pedagogical point of view we found that the only help for the teachers who were chosen to coordinate the talent save activities in the school were the meetings held in 1942 and 1943, where they could mainly attend presentations of theoretical nature. So, in the centre we do not find the talent saving work but the successful organization of the talent exams. After the start of the program there were no available documents dealing with the pedagogical point of view of the talent saving work, only those tackling series of social issues (clothes and shoes aid, travel grants, accommodation). In other words, for the NHVTS, the main task was to resolve these social kind of problems. On the basis of the documents of the grammar schools involved in the talent save program and according to the information found in the yearbooks we can claim that there was not a separate program put together for the students accepted in the talent save program but they were treated the same way as the other students. As there are no documents including applications or questions related to talent save in a professional manner, we suppose that teacher who participated in the talent save program did not need to have special methodological knowledge either in connection with raising and educating talented children.

However, we do not agree with the evaluation of the work organized and coordinated by the state as a pretence action included in Bánfai's study in 2005 (Bánfai 2005). After the results of the first years the members of the National Talent Search Committee realized that most of the applicants should be supported in their further studies in middle schools. So the student who did not perform the requested results according to the 57. 435/1941. V. 2. Edict, could go on studying in a middle school. Szombatfalvy – just as the previously mentioned edict and a document from 1943 prove – found it important to give support to those who performed poorly besides helping grammar and civil schooling. In accordance with the Ministry of Home Affairs they aimed to stop the level reduction in a way that they gave opportunity to talented children from the peasantry. Knowing Szombatfalvy's person and workmanship we cannot claim that he would have given his name for pretence actions, as being the coordinator of the program, he gave precise instructions to the school district royal directors in connection with informing the teachers and to the school directors about the transaction of the competition exams as well. Before the start of the program, he personally asked the directors to give a report about the institutions that belonged to their competence, on the basis of which the grammar schools that could work in the talent save program were chosen.

In conclusion, we can claim that while the talent care activities of the Lutheran church had been working for decades that affected the culture locally and regionally, the state tried to elevate this work to a national level. However, the Ministry of Religion and Public Education had tried everything for the success of the program, the war and the problems coming from the social-economic conditions of the country made the successful realization hard. Most of the letters addressed to the Ministry of Religion and Public Education were about the social problems of the students who had won the scholarship but we do not gain information about the results representing the success or the failure of the program. Therefore in the dissertation we were able to give an account of the history of the NHVTS from the start of the program until the transaction of the competition exams.

During the interview with László Deli it became obvious that however the initiative in 1941 was not the most well-organized and well done program of the cultural government it meant the only chance to break out for those who took part in the program and got accepted later at universities or other schools of higher education and were able to have the career of intellectuals.

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### List of other publications

Hungarian scientific articles in Hungarian journals (1)

11. **Pornói, R.:** In honorem Brezsnaynszky László: Felszántatlan területeken: Tanulmányok  
Brezsnaynszky László 65. születésnapjára.  
*Új Pedagóg. Szle. 63* (1-2), 133-136, 2013. ISSN: 1215-1807.

The Candidate's publication data submitted to the IDEa Tudóstér have been validated by DEENK on  
the basis of Web of Science, Scopus and Journal Citation Report (Impact Factor) databases.



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