

# **SPEECHES AT SCHOOL CEREMONIES AND VALUE TRANSFER BASED ON THE SCHOOL BULLETINS OF THE REFORMED COLLEGE OF DEBRECEN**

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## **ABSTRACT**

*The aim of the study is to examine aspects of talent management related to the transmission of cultural values. On the basis of the texts of speeches given at school ceremonies published in the school bulletins of the Reformed College of Debrecen, I am looking for the answer to the question which historical personalities, literary authors and artists were commemorated and through their work what traits and values were put in the centre of attention as a model for students to follow. The period under study: the 'building up and strengthening' of the institution's eight-grade grammar school system (1873–1914) and its 'heyday' (1914–1944) The Reformed College of Debrecen provided an excellent model and support for its students, not only in the transfer of knowledge but also in the complex development of personality, the valuable role of which helped many talented students to achieve success.*

## **KEYWORDS**

*gifted education, speeches at ceremonies, transfer of values, eight-grade high school, Reformed College of Debrecen*

## **INTRODUCTION**

The Reformed College of Debrecen plays a prominent role in the Christian education of our country, serving for centuries as the best source of knowledge and skills for the growing generations. The spirituality of the institution provides a support and a model for the development of talents, not only through dedicated teachers and outstanding students, but also through the exemplary role models of outstanding personalities and great figures of academic and cultural life. School celebrations are a valuable opportunity to come together in spirit and to highlight the work and personality of our great personalities through commemoration.

The focus of this research is on the speeches given at school ceremonies, which are also published in the school bulletins of the institution, in terms of who was commemorated and what values were at stake. The personalities held up as examples are essentially outstanding examples of deep commitment, perseverance and diligence, which have been the main reasons for their achievements in their profession. Therefore, their example also becomes part of talent management, as they encourage young people to persevere. Their work demonstrates the importance of diligence, of deepening one's knowledge in the field, which is essential not only for the acquisition of knowledge but also for the development of the best talents of each student.

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## LITERATURE REVIEW

Students in secondary education are, by virtue of their age, particularly concerned with finding their place in the world, searching for their own identity, which they can shape more fully through their communities. Their identity expresses an experience of unity with themselves based on a harmonization of experiences related to earlier life stages and the many life situations of the present (Erikson, 1991; 1997; 2002).

The people who accompany the individual - parents, peers and teachers - play a crucial role. Through moral education at school, the educational institution also consciously seeks to reinforce appropriate values and provide a moral model, which students can follow in order to make their behaviour in life qualitative and valuable. In relation to the period of the present research, the work of Mór Kármán (1843–1915) is highlighted, who considers the implementation of moral education in the community and the role of exemplary personalities to be important. It is necessary to shape the child's environment in such a way that it can "merge" with the received pattern (Pukánszky & Németh, 1996, p. 453), i.e. the emotional impact, the bonding can complete it, make the acquisition of the pattern deeper. School festivities, which build on the values of the past, commemorate the work of prominent personalities and reinforce their impact, fit in with this objective.

## RESEARCH METHODOLOGY

The aim of this study is to examine the aspects of institutional talent management related to cultural mediation. On the basis of the texts of speeches given at school ceremonies published in the school bulletins of the Reformed College of Debrecen, I am looking for the answer to the question which historical personalities, literary authors and artists were commemorated and which traits and values were focused on through their work as a model for students to follow.

The period studied: the 'building and strengthening' of the institution's eight-form grammar school system (1873–1914) and its 'heyday' (1914–1944). Students were offered a wide range of development opportunities, including the opportunity to join in the ever-growing number of self-education activities. The institution's commitment to faith led to the fulfilment of its educational mission of spiritual strengthening. This accompaniment in knowledge and faith was also reflected in the speeches given at school celebrations. In my research, I used qualitative content analysis to examine these speeches along the following lines:

- ☞ which persons are referred to in the speeches;
- ☞ what values are highlighted in relation to the individual through which his or her work can serve as a lesson for students.

In relation to the writings published in the school bulletins, it should be pointed out that there were e.g. eulogies (1914, 1926, 1931, 1935, 1936), farewell speeches for students called up for military service (1914), toasts for the opening of a new building, the opening of a building history and a drama performance (1913). These speeches did not mention any notable personalities and the values that can be marked by their work, and therefore they are not included in the present processing.

## RESULTS

Speeches for the celebrations, published in the school bulletins, commemorated the following prominent personalities:

*1. Table: Named personalities in the fields of language, literature and philosophy*

<b>Name of person</b>	<b>Themes of the speech</b>	<b>Year of the High School Bulletin</b>
Horatius	teacher's inaugural speech	1877/1878, 1884/1885
Dániel Berzsenyi	teacher's inaugural speech	1877/1878
Dávid Baróti Szabó	teacher's inaugural speech	1884/1885
Schiller	teacher's inaugural speech	1890/1891
János Arany	teacher's inaugural speech	1884/1885, 1891/1892
Pál Gyulai, La Fontaine, Socrates, Platon, Homeros, Vergilius, Ovidius, György Maróthi	teacher's inaugural speech	1895/1896
István Gyöngyösi, Ovidius	teacher's inaugural speech	1901/1902
Homeros	teacher's inaugural speech	1902/1903
Mór Jókai	lecture by a former student	1909/1910
Platon	teacher's inaugural speech	1912/1913
Mór Jókai	speech at the Jókai celebration	1924/1925
Ferenc Kölcsey	speech at the Kölcsey commemoration	1938/1939
Mihály Csokonai Vitéz	teacher presentation	1940/1941

*2. Table: Historical figures*

<b>Name of person</b>	<b>Themes of the speech</b>	<b>Year of the High School Bulletin</b>
István Széchenyi, János Hunyadi and Matthias	keynote speech at the "school celebrations to commemorate the millennium"	1896/1897
Lajos Kossuth	keynote speech on the occasion of the 100th anniversary of his birth	1902/1903
Miklós Sinai	speech on the occasion of the 100th anniversary of his death	1907/1908
István Széchenyi, Lajos Kossuth, Sándor Petőfi	keynote speech on 15 March	1907/1908
István Széchenyi, Lajos Kossuth, Ferenc Deák	keynote speech on 15 March	1911/1912
Saint Stephen, Matthias Hunyadi	teacher's inaugural speech	1912/1913
Máté Csák	teacher's inaugural speech	1913/1914
Sándor Nagy	teacher career spent 25-year anniversary celebration	1928/1929
István Széchenyi	school opening ceremony	1941/1942

3. Table: Named personalities in the field of natural sciences

<b>Name of person</b>	<b>Themes of the speech</b>	<b>Year of the High School Bulletin</b>
Descartes	teacher's inaugural speech	1901/1902
Benjamin Franklin	teacher's inaugural speech	1904/1905
Samuel Diószegi and Mihály Fazekas	teacher's inaugural speech	1906/1907
János Bolyai and Farkas Bolyai	teacher presentation	1909/1910

4. Table: Personalities in the field of theology

<b>Name of person</b>	<b>Themes of the speech</b>	<b>Year of the High School Bulletin</b>
bishops who have been important in the history of the College: Péter Körmendi, Sámuel Szilágyi, István Szoboszlai Pap, Dezső Baltazár	Baltazar American Foundation Memorial Meeting	1925/1926
The Reformed faith of Péter Méliusz Juhász, the Hungarian New Testament of Tamás Félegyházi, Songs of God by György Gönczi, Péter Alvinczi, Albert Molnár Szenczi	400th anniversary of the College	1937/1938
Augustinus, Csokonai, Arany, Petőfi, Ady, Kant	teacher presentation: Focusing teaching on religious education	1940/1941

Based on these summaries, the emphasis on the humanities is also clearly visible in the value mediating activities of the Reformed College of Debrecen: the role of the teachers of classical philologia and the education in faith. All this served as an intellectual support for the students, the system of knowledge provided a deep and secure basis for their world view. In addition, as a teaching and educational institution, the College had to transmit science content to the students, to keep abreast of the latest research findings and to ensure that the students' attitude to the created world was up-to-date. Faith was also a further extension of the knowledge of natural phenomena, as expressed in the lecture "*Concentration of teaching in religious education*" in the school year 1940/1941. The author emphasises the direct links with religious education in each subject, thus reinforcing the complex character-development ethos of the College.

In the following, I will go through these texts to consider the complexity of the value transmission in the institution, which can be seen as a direct contribution to talent management.

## Presentation and analysis of the texts examined

### *Named personalities in the fields of language, literature and philosophy*

1877/1878 Károly Gergely, teacher of classica literatura and religion, inaugural speech (High School Bulletin, 1877/1878, p. 1–18)

Personality of interest: Horatius

Topic processed: analysis of an ode

Published values:

The speech confirms the importance of the interweaving of poetic language with emotion. Horatius is concerned for his friend Vergilius, who was about to travel to Athens to revise the Aeneis. The poet feels that his ship has a great role to play in protecting his friend, but only if it remains intact, "not blown away by the winds." (High School Bulletin, 1877/1878, p. 6) But "Horatius's anxious soul could not rest in entrusting the ship to the protection of higher powers ... new and new horrors appeared before his trembling soul." (High School Bulletin, 1877/1878, p. 8) The poet's soul was "quite overwhelmed with emotion. In him they all merge at once, and in this extraordinary state of mind his words and expressions become extraordinary. ... Poetic language is the language of heated emotion and vivid imagination, whose main characteristic is vividness." (High School Bulletin, 1877/1878, p. 8–11)

The value of the text is thus the care of language, which helps to share emotional nuances and at the same time reinforces the Christian spirit: while the god of the pagan world is vengeful, "we worship a loving heavenly Father who bestows blessings on us, his beloved children". (High School Bulletin, 1877/1878, p. 15) And this love binds us to our Master and to each other: '... I have learned: "You will be known to be my disciples if you love one another." I will endeavour by my example to impress this noble Christian sentiment on the hearts of my disciples.' (High School Bulletin, 1877/1878, p. 16) Beyond all this, the Christian man is bold, which also leads to "the happiness of mankind and the attainment of eternal peace" as a value (High School Bulletin, 1877/1878, p. 15) The message of the speech also highlights the fact that works are always directly determined by our emotions and our life of faith, and that these two things also make them nobler, more nuanced, more complete.

1877/1878 Inaugural speech of Lajos Elek, teacher of Hungarian language and geography (High School Bulletin, 1877/1878, p. 18–32)

Prominent personality: Dániel Berzsenyi

Theme explored: the emergence of patriotism in his poetry, "to do all he could for the welfare, happiness and glory of his country and nation; to revive and put to work the mutinous national consciousness." (High School Bulletin, 1877/1878, p. 23)

Published values:

The author emphasizes that the values of education, diligence and sacrifice must be used for the benefit of the country, since "science and education are a great power" (High School Bulletin, 1877/1878, p. 28) The importance of learning, the value of knowledge and the use of knowledge for the benefit of the country should be followed by all students.

In addition, the text points out that Berzsenyi also corrected and advised Kazinczy in improving his works, thus highlighting the values of reflection, of strengthening and developing the good. This helpful experience of sharing is essential to more effective creation, and is also a direct determinant of talent management: by helping each other, individuals and communities can flourish.

1884/1885 Inaugural speech of Dr. János Öreg, teacher of classica literatura (High School Bulletin, 1884/1885, p. 4–10)

A notable figure is Horatius, who "said that it is enough to have good will." (High School Bulletin 1884/1885, p. 5)

Theme addressed: the role and value of reflection, rather than memorising the material to be learned

Published values:

The main message of the speech is to encourage students to think deeply, to work hard on the material they are learning and to look for new connections. "Literacy does not consist in a great mass of knowledge, but in a self-conscious mastery of knowledge ... thus, through inner processing, the student is not only educated, but educates himself" (High School Bulletin, 1884/1885, p. 8–9).

"What do I consider to be the role of secondary school teachers? ... to teach the subject in such a way that its students are able to work hard, to work on their own, to work consciously on what they have learned. ...but it is not possible to achieve triumph or glory without effort. Attention coupled with diligence – and the result will be great." (High School Bulletin, 1884/1885, p. 9–10) And the accomplishment can only be completed with the help of divine providence.

1884/1885 Sándor Sinka, teacher of Hungarian and German language, inaugural speech (High School Bulletin, 1884/1885, p 11–34.)

Notable personality: János Arany on "classicist" literature: "the measure was new precisely because it was old: that of the Romans." (High School Bulletin, 1884/1885, p. 13) In this way, he affirms the importance of returning to the basics – especially in a situation of controversy, which also developed around the poetry of Dávid Baróti Szabó.

Theme explored: the link between love of country and love of language

Published values:

The main message of the text is an expression of respect for the Hungarian language, while also reminding the poet of the need to respect the rules and make adjustments. "He praised him for his efforts on the Hungarian language. His only regret was that he had taken greater liberties with the more difficult laws of poetry." (High School Bulletin, 1884/1885, p. 31) In order to improve and become better in our field, the text affirms the value of following rules, of accuracy, and warns that the careful improvement of ourselves and our work is always an important task. This is also an expression of our commitment and a way of achieving quality results, which are also necessary for the betterment of our skills.

1890/1891 Zsigmond Nagy german-latin language and literature teacher's inaugural speech (High School Bulletin, 1890/1891, VII–XXX. p)

Personality of note: The work of Schiller

Theme explored: finding a place in another field (medicine) instead of the desired field (theology), with an upbringing that demands strict "military discipline" (IX), may be rooted in a desire for creative freedom. "The greater the constraint, the more the desire for freedom and the ideal of contradictions grew in him." (High School Bulletin, 1890/1891, p. X)

Published values:

The analysis explains the value of the poet's work: 'the richness of thought was matched by the richness of plot,... and strove for a formally articulated, tightly knit whole.' (High School Bulletin, 1890/1891, p. XIII) The unity of thought, the artistic shaping, the realism of the representation are the source of the representation, which is intertwined with the talent of the creator to observe and analyse, and the way of establishing a unique context. Im-



agination, emotional involvement and enthusiasm make all this more complete. And Schiller's work also draws attention to another German characteristic: 'the German nation is proud of its nationality, attached to its national institutions, persevering in the struggle for national ideals ... Learn their science and use their intellectual achievements for the benefit of our country.' (High School Bulletin, 1890/1891, p. XXVI) The values reinforced in the background of the works, therefore, in addition to the role of soaring thoughts and emotions, again indicate the importance of perseverance and commitment, trusting that they could help the students of the College to produce valuable works.

1891/1892 Endre Kulcsár teacher's inaugural speech (High School Bulletin, 1891/1892, p 6–24)

Personality and theme: the poetry of János Arany

Published values:

The author reviews the richness of language used in the works of János Arany. "By using figures that seem simpler ... he can handle the pen according to the wit of the nation." (High School Bulletin, 1891/1892, p. 8) The value of humanity is also confirmed in the poet's toolkit by the emotional impact: "our interest is heightened by the compassion we experience for his hero on the part of the singer." (High School Bulletin, 1891/1892, p. 10) The sensitive portrayal of the characters is a particularly important part of any work, so that we feel ourselves in sympathy with them and are directly involved in their experience. Emotional resonance also means a deepening of the emotional involvement of the reader, the recipient, feeling close to the character, our immersion and perseverance towards him.

Furthermore, the poet's tool is: "we must see not only a simple personification, but also the singer's return to the past ... this is how he gains our trust" (High School Bulletin, 1891/1892, p. 11–12) The emotional effect, the experience of spiritual touching in the reader, which is also essential for the message to reach its goal, is a very important accompaniment of literary works. This can unfold through language, and "Arany is one of those fortunate poets who had the diligence to learn the language of their people and the sense to recognise its peculiarities ... and thus served to strengthen the national spirit." (High School Bulletin, 1891/1892, p. 22)

The value of these reflections is confirmed by the words of János Öreg, through meditation bishop Dr. Áron Kiss: "The eternal God ... has kindled two worlds in the soul of man. One is the world of reason, by which he may discover the path of righteousness and truth in all the intricacies of life. The purest light of this is the development of human wisdom... The other world is the world of faith in the inmost depths of the heart. There, where the light of reason no longer reaches, where the eye of reason is blinded, it lights a sublime light into the infinite. ... Language is the key to the heart.... The wisdom of every nation is measured by the number of its words – as many thoughts as it has words to express!" (High School Bulletin, 1891/1892, p. 24–25)

1895/1896 József S. Szabó teacher's inaugural speech (High School Bulletin, 1895/1896, p. 3–32)

Notable personalities: the poetic tales of Paul Gyulai for school purposes, LaFontaine's tales as a use of pedagogy in poetry (High School Bulletin, 1895/1896, p. 7); Socrates, Platon as a source of education through poetry (High School Bulletin, 1895/1896, p. 11) (with Platon's work being made more complete by the inclusion of music), Homeros's work being taught values and moral models through reading and learning about it, and later other Greek authors: Horatius, Vergilius, Ovidius, etc, and with the Renaissance, classical culture is revived. By Erasmus: importance of classical values – and Erasmus' influence continues in the Refor-

mation (return to classical poets, e.g. Homeros), György Maróthi: revival of the classical spirit in the institution.

Topic: The educational impact of Old Classical poetry c.

"For centuries, the most powerful tool for educating children to become human has been the ever-powerful products of poetry. They are the most subtle and ideal motifs for the development of the heart, the mind and the spirit." (High School Bulletin, 1895/1896, p. 4)

Published values:

The author analyses the values of community and honesty as the most important values: "To educate a man in the truest and noblest sense of the word; a man of religion and character, with that unselfish feeling, that lofty thought which looks not only to his own profit but also to that of others; – a man who, in the midst of a thousand struggles, a million interests, never wavers, never loses the balance of his soul, such a man can be educated not by mere factual knowledge, but by the substantial, sublime ideals which can be derived from knowledge. – And what else is the task of secondary school but to educate an honest man!" (High School Bulletin, 1895/1896, p. 4)

The humanities, literature and poetry are also direct aids to education, especially when they are close to the child's soul. "Poetry ennobles life" (High School Bulletin, 1895/1896, p. 5), the transmission of religious and moral ideas and values is linked to its language: it educates "the child's faith, morals, enthusiasm, taste, love of work, patriotism, respect for humanity ... Poetry: an educational tool" (High School Bulletin, 1895/1896, p. 6–7).

Beyond emotional involvement, they are rooted in thought values that have a deeper impact through creation, a complex resource. Poetry, in union with music, is fulfilled, the soul is ennobled.

1901/1902 Inaugural speech of Dr. Ferenc Csűrös (High School Bulletin, 1901/1902, p. 3–27)  
Notable personality: the translations of István Gyöngyösi (three Ovidian letters), who was "a great admirer and careful student of Latin poetry. ... He is characterised by an unparalleled ease of versification, a Hungarianism of presentation, a smooth flow." (High School Bulletin, 1901/1902, p. 6)

Topic covered: linguistic subtlety, the role of reflection in the background of translations

"Gyöngyösi's attention was captivated by the formal perfection, the linguistic polish and the brilliance of the verse, in which Ovid was recognised as an inimitable master by the great poets of the golden age of poetry. Gyöngyösi's excellent sense of language was accompanied by a self-conscious artistic sense, which encouraged him to express beauty and perhaps to create new ones, even in the difficult Hungarian language of the time. He sought the original, the impressive, the artistic beauty in his expressions. And where could he have found a better model, a more perfect teacher than Ovidius, of whom the ancients said that prose sounded like poetry on his lips?" (High School Bulletin, 1901/1902, 18. p)

Published values:

In his analysis, the author emphasizes the linguistic tools of the poetic letter and the richness of its expression: the genre offers the possibility of "the careful analysis of a woman's soul, the expression of small psychological traits, the meticulous, eloquent drawing of colourful, descriptive details. And all this in an amazingly flexible artistic language, which is in tune with the nature of the subject. They are rather poetic studies, capable of brightening the poet's talent for observation, but especially for poetry." (High School Bulletin, 1901/1902, p. 18)  
The richly detailed explanations and subtle formulations provide an opportunity for in-depth reflection, and show the value of the ability to use words to shape and share ideas. And as we shape words, we also work with their deep and complex meanings, so literary works help to convey a richness of meaning.



1902/1903 Dr. Béla Szeremley teacher's inaugural speech (High School Bulletin, 1902/1903, p. 16–28)

Featured personality: Homeros

Theme under discussion: hospitality of the ancient Greeks

Published values:

The thirst for knowledge encourages you to explore the world, and in this new and unknown territory, you need to be accompanied by the people who live there. Thus, this particular human relationship was born out of a combination of education and personal accompaniment, due to the expansion of trade. It highlights the value of new discoveries, while at the same time the discovery is enriched by the assistance of a companion.

"The merchant and entrepreneurial people needed allies who could accommodate them and support their interests. The private traveller, the unfortunate exile, or the stateless stranger, found a wide and friendly welcome, the memory of which was transmitted even to his descendants." (High School Bulletin, 1902/1903, p. 18) Originally with the Phoenicians this system of relations was based on business interests, later with the Greeks it was formalised by the strengthening of personal friendship, which was also subject to divine protection. This spiritual link highlights the role of exploration and the value of bonding, of building on each other.

1909/1910 "What does the Hungarian nation owe to Jókai?" by Lajos Kardos, 1st year student of the Humanities, former student of the College. Essay which won 2nd prize at the Hungarian philological competition of the National Secondary School Teachers' Association (High School Bulletin, 1909/1910, p. 29–32).

Prominent personality: Mór Jókai

Published values:

The personality and work of our great writer Jókai stands as an excellent example for all generations: he "teaches us to admire virtue, greatness, goodness, nobility, and to respect them sincerely" (High School Bulletin, 1909/1910, p. 30). The heroes of his works serve the value of true humanity, they embody the values of perseverance, loyalty, and affection.

"We can also learn from him patriotism in the noblest sense of the word, attachment to everything that is Hungarian: the Hungarian land, the Hungarian language, the Hungarian people; we can learn to respect the memories of the great past and to honour ourselves, especially ourselves: the youth. There is no other novelist who can come close to Jókai in his loving portrayal of all Hungarian life." (High School Bulletin, 1909/1910, p. 30) His novels were based on life in the reform era, when Hungarians were honoured, and his message is that "this strength will always keep the Hungarian alive." (High School Bulletin, 1909/1910, p. 31)

Through Jókai's works, he taught his nation widely, strengthened its historical memory and its Hungarian identity. "Let us show our gratitude to Ira by becoming like the Hungarian youth who lived in the great poet's imagination; in this way we can learn lifelong lessons." (High School Bulletin, 1909/1910, p. 32) Loyal attachment makes us more persevering in everything, togetherness ennobles the soul.

1912/1913 Inaugural speech of Dr. Lajos Bessenyei, teacher (High School Bulletin, 1912/1913, p. 3–18)

Featured personality: Platon

Topic: "Outline of the contents of Platon's Symposium." his thoughts on the meaning of Eros at the banquet, based on his work

Published values:

By reviewing the different points of view on a topic, the speech expresses: in learning about any topic, it is necessary to look at the meaning of the concept from different angles, to try to understand the different points of view. It is necessary first to see what the thing to be examined is about, and then to observe its operation and effects, and to discover its inner coherence. "It is the hidden ideas, the latent causes and purposes, which give this work its real, great value, and therefore their accurate discovery is indispensable." (High School Bulletin, 1912/1913, p. 3–4) This is also the source of all research.

The work also helps us to understand the multiple meanings of Eros, of love, e.g. "not only in the human soul does it reign over beautiful things, but also in others and over others, in every animal body, in every plant of the earth, in a word, in every being ... The ornament of all gods and men, the most beautiful and best leader. ... Love manifests itself in our will to possess the good always." (High School Bulletin, 1912/1913, p. 7–11) The degrees of love are: love of a beautiful body, love of a beautiful soul, love of all beautiful souls, love of beautiful deeds and sciences, love of the idea of the beautiful.

The message of the work concerning the teacher-disciple connection is: "the two opposing elements of the work of teaching: teacher and disciple, are perceived in close unity, in beautiful harmony" (High School Bulletin, 1912/1913, p. 18) This harmony offers help beyond social relations in the relationship with the created world, and as we are connected with love to know and understand, so it is possible to shape it, to strengthen the good.

1924/1925 Speech by Dr. Ferenc Zsigmond at the 1925 Jókai Celebration (High School Bulletin, 1924/1925, p. 3–10)

Prominent personality: Mór Jókai

Published values:

Jókai's work appeals to all ages, and every reader can find value in his art. "Jókai's poetry is nothing less than the world's most lavish, dazzling, glittering, beautiful Christmas tree, surrounded not by small children but by students of developing intelligence, fervent imagination, tingling ambition, and bright eyes." (High School Bulletin, 1924/1925, p. 4) The moral message and at the same time the emotional power of his works are manifold: patriotism, selflessness, idealistic love are all evident in the lives of his heroes, and beyond their individual fate, "noble solidarity with all mankind, childlike trust in heavenly providence and intimate faith: behold, such precious treasures can be gained in terms of worldview". (High School Bulletin, 1924/1925, p. 7) He has an artistic way with the Hungarian language, and the inspiring, touching or interesting content is accompanied by nuanced, beautiful wording and storytelling.

His works are a faithful expression of his belief in the importance of mission, and thus we can also see him as a prominent value in the context of talent education: "The foundation of Jókai's world view is the conviction, the belief that the greatest vocation in the world is always waiting for the young generation, their great vocation, which they must fulfil". (High School Bulletin, 1924/1925, p. 5) Each of us must follow the path that is destined for us, and in doing so, develop our best abilities - so that the individual may become a value to his community.

1938/1939 Speech by Dr. Kálmán Kállay at the 1939 Kölcsey Memorial Ceremony (High School Bulletin, 1938/1939, p. 5–9)

Prominent personality: Ferenc Kölcsey

Published values:

Building on the parallels between the Hymn and the Bible, the speech analyses the role of the fear of God and faith in Kölcsey's work: "Faith is something that people, and thus

the College, cannot give to anyone, but the seed of faith planted by God in Kölcsey's soul was involuntarily, unconsciously, increased by the spirit of the College." (High School Bulletin, 1938/1939, p. 6) The faith in God also supported Kölcsey's moral views and perseverance, and was expressed in his works: e.g. in Parainesis he emphasized "the necessity of pure morality and idealism in human life, the pursuit of the good and the beautiful, unconditional adherence to virtue, respect for parents, love of one's country and a sense of belonging to the nation." (High School Bulletin, 1938/1939, p. 7) The influence of the College was further expressed in Kölcsey's steadfastness, his upright and puritanical spirit, his love of science and people.

Beyond this, there was also a contrast between Kölcsey's commitment to progress and the College's rigid adherence to tradition. Kölcsey's talent was not limited by this, but the commitment and "divine spark" within him helped him to produce great works. "The spiritual threads inseparably bound him to the College." (High School Bulletin, 1938/1939, p. 9)

1940/1941 Lecture by Mr. József Kónya, teacher: "Csokonai for Hungarianism" (High School Bulletin, 1940/1941, p. 10–14)

Featured personality: Mihály Csokonai Vitéz – "the great Hungaricus preceptor of the Age of Enlightenment speaks to us as the nation's master teacher." (High School Bulletin, 1940/1941, p. 11)

Theme discussed: the role of national consciousness, "how man can meet his human and national duty" (High School Bulletin, 1940/1941, p. 10–11)

Published values:

Through the work of Csokonai, the lecturer draws attention to the richness of the Hungarian language: 'Csokonai feels, when the free use of the Hungarian language is introduced, like a prisoner released from prison ... He learns the emotional impact, the thought content, the mood elements and the musical modulations of words.' (High School Bulletin, 1940/1941, p. 12) The linguistic expression of ideas through the special tools of the Hungarian language has a very rich and profound content. While the speaker is concentrating on the formation of words, he or she is also organising the underlying thoughts and emotions, which has a kind of "emphasis effect": emphases and inner connections are drawn out and inevitably transmitted to the listener. By consciously pursuing this complexity, our Hungarian language also helps to shape the way we see the world.

### *Historical personalities*

1896 Ceremonial speech "at the school celebration commemorating the regimental year" – Kálmán Géresi (High School Bulletin, 1896/1897, p. 22–45)

Personalities of note: István Széchenyi, János Hunyadi and Mátyás

Theme processed: national revival

Published values:

The Millennium speech will highlight the values of our country and the sources of its survival despite the ordeal of history. These include divine providence and political wisdom, national vitality, which "have not abandoned us even in the most difficult circumstances, in the greatest crises, as the whole of Hungarian history teaches us." (High School Bulletin, 1896/1897, p. 36) Unity and solidarity are also important values: "In Hungary, the crown not only represents a form of government, but also the historical, national, moral, geographical unity and survival of the country, the existence of Hungary" (High School Bulletin, 1896/1897, p. 38).

Our source is divine providence, from which, drawing strength in the soul, we can maintain commitment, deep emotional involvement: "Love of country is always strong in us." (High School Bulletin, 1896/1897, p. 43) Our deep love and enthusiasm for our country inspires us to noble resolutions and courageous deeds. And the College is "a sacred place of Hungarian religiousness and national culture. In the last seven centuries of the thousand years, there has always been a church and a school on this site. ... For many centuries, the inhabitants of this town have sought and found in this place the repose of their souls and the cultivation of their minds." (High School Bulletin, 1896/1897, p. 44–45)

1902/1903 Ceremonial speech on the occasion of the 100th anniversary of the birth of Lajos Kossuth – speech of Sándor Sinka, director (High School Bulletin, 1902/1903, p. 3–15)

Featured personality and theme: the work of Lajos Kossuth: "A great man whose ideals merged with the ideals of the nation." (High School Bulletin, 1902/1903, p. 4)

Published values:

Kossuth's intellectual greatness and the value of his work are mainly built around the idea of national independence. His dedication and perseverance, despite the attacks, faithfully represented it. "By his passion, his moral courage, his vast knowledge, and his power to move the hearts of men, he won for the nation the aspirations of the nation, the reforms he discussed, enacted into law. His opponents proclaim that 1848 could not have been achieved without his enthusiasm. ... This struggle for the constitution he fought by sheer force of word." (High School Bulletin, 1902/1903, p. 9–10) His patriotism, perseverance, consistency, emotional and spiritual strength helped him to achieve his results, and thus he is an excellent example of the importance of these values.

"Learn from his life that it is a great thing to believe in ideas, to strive for them, to work for them, to suffer for them. Learn from him how to use the flame, the talent, to keep it pure and noble. Learn from him the love of man, which knows no distinction between man and man, learn from him the respect for the eternal rights of mankind: freedom of conscience and thought, equality of rights, brotherhood. Be unselfish like him ... Learn from his example to be zealous for great causes ... let the light of his faith guide you." (High School Bulletin, 1902/1903, p. 14–15)

1907/1908 Commemoration on the occasion of the 100th anniversary of the death of Miklós Sinay – Dr. Ferenc Csűrös (High School Bulletin, 1907/1908, p. 3–24)

Featured personality and topic: the work of Miklós Sinay, historian

Published values:

The historian is an excellent example of the personification of in-depth research: he excelled in his studies from an early age and continued to work with great care on historical sources. "He devoted himself to them with great affection, listening to historical lectures during his travels abroad, collecting source material, and for this he had to be thoroughly prepared, aided by his teachers and the well-stocked library of the college." (High School Bulletin, 1907/1908, p. 4) As a teacher at the College, he also imparted historical knowledge in great detail: 'he did not want to teach data, but to show what the true way of cultivating history was, by immersing himself in the subject. This is the true aim of teaching in the highest degree. By his own example, he showed most directly what is the right and expedient method of the true historian's work. ... A rare brilliancy of mind, an admirable firmness of character, an undaunted will, a profound scholarship, acknowledged and admired in his time, united in one person." (High School Bulletin, 1907/1908, p. 4–7)

He has written the history of the Protestant Church in excellent detail. In the process, he was criticised for highlighting the power of secular rulers in church government, but he

remained an excellent example of selfless loyalty and tenacious will. All this was accompanied by his wide-ranging great knowledge and, as a researcher, the message of his work: thorough collection of material and deep thought are the source of all research, he worked with 'all-describing perseverance'.

1907/1908 Speech by Dr. Ernő Petzkó at the 15 March celebration (High School Bulletin, 1907/1908, p 25–31)

Personalities: István Széchenyi, Lajos Kossuth, Sándor Petőfi

Published values:

The national holiday is an excellent example of the strengthening of national feeling, and through the deeds of those who serve it, it points out that "the highest measure of duty and performance must be met with loyalty and complete devotion, solidarity and compassion". (High School Bulletin, 1907/1908, p. 29) "Writers and poets are also fiery awakeners of the national spirit. Their strength, their determination, their enthusiasm are luminous torches. They inspire and inspire, they inspire to action, they set the nation's truth aflame." (High School Bulletin, 1907/1908, p. 26) For the students of the College, these examples serve as a spiritual affirmation of national identity, while at the same time encouraging them to develop, which enriches both their commitment and their education with values.

1911/1912 Speech by Dr. Márton Szabó, teacher: The 15th of March in Hungary (High School Bulletin, 1911/1912, p. 3–13)

Notable personalities: István Széchenyi, Lajos Kossuth, Ferenc Deák (Napoleon, Metternich)

Published values:

Through the memory of March 15, the author focuses on the role of perseverance and discipline for the students of the College: "The founding of a democratic Hungary was a decades-long work, and the most powerful and characteristic moment of this decade-long work was March 15 ... History knows no more disciplined movement than the Hungarian March 15 movement." (High School Bulletin, 1911/1912, p. 9) Thus, the personalities who set themselves as values did service both by their stand for freedom and by their expression of discipline, which in turn underpinned their thoughtfulness. Each of these values and their balance is also necessary when we follow the development of talents: we must allow them to be touched and to share their particular ideas, because they can lead to conclusions that can help science and the community to progress by providing new insights.

1912/1913 Osváth Ödön teacher's inaugural speech (High School Bulletin, 1912/1913, p 19–30)

Personality of interest: Szent István, Hunyadi Mátyás

Topic: "The causes of the first struggles of the oligarchy and serfdom." – historical overview of the situation of the serfs

Published values:

The example of King St. Stephen serves above all to strengthen the unity of faith and thought: "the Hungarians became fully European in their thinking, and truly Christian in their souls" (High School Bulletin, 1912/1913, p. 19). In terms of their legal status, serfs were sometimes slaves, sometimes their labour had a value for the maintenance of the state, and sometimes they were burdened by taxes and other prescribed obligations. Even in these hardships, his perseverance strengthened his spirit: "His unbreakable tenacity, his strict, fanatical insistence on his right to free movement, and his understanding that he was as much a constituent part of the nation as the nobility, increased his strength still more." (High School Bulletin, 1912/1913, p. 22)



The reign of Mátyás Hunyadi drew attention to the value of togetherness: against the power of the lords, "the Hungarian nation does not consist of one or two orders, but of all its inhabitants" (High School Bulletin, 1912/1913, p. 24). Furthermore, the value of work and the appreciation of the fulfilment of duty also played an emphasized role: "prosperity and sacrifice should go together, because great wealth and rank do not come for free". (High School Bulletin, 1912/1913, p. 25) He loved the people, valued their work, and promoted the progress of hard-working people, which is how he still sends the message of perseverance and dedicated commitment to knowledge and education.

1913/1914 Dr. Gyula U. Szabó teacher's inaugural speech (High School Bulletin, 1913/1914, p. 53–76)

Featured personality: the character of Máté Csák in dramas and narrative poetry – "Máté Csák Trencsényi in Hungarian dramatic and epic poetry".

Published values:

The example of Máté Csák was associated in different representations with several values: the role of commitment – "a fighter for an ideal, a principle" - stood for the free election of the king (High School Bulletin, 1913/1914, p. 59) His adherence to the values of the past, his perseverance, was met with incomprehension: "a man who loves his country was sought to destroy just when he wanted to support it with all his strength, ... Máté Csák is truly a Hungarian with a noble soul and a noble heart." (High School Bulletin, 1913/1914, p. 66) Although the works analysed do not present the real historical figure, "he was immortalised as a true tragic hero in an epic adaptation" (High School Bulletin, 1913/1914, p. 76) His character through the works shows that, in addition to building on the traditions of the past, development, shaping, and seeing further connections from a new perspective can also become valuable.

1928/1929 The 25th anniversary of Béla Nyáry (High School Bulletin, 1928/1929, p. 20–23)

Prominent personality: Sándor Nagy

Theme addressed: appreciation of the teaching profession

Published values:

Every teacher's career should value the value of teaching, of passing on the best of their knowledge to students over decades. "Famous masters have enriched human souls, brought thought and ideals to human life, and set the path and direction for human progress." (High School Bulletin, 1928/1929, p. 20) Teaching is a noble life vocation, and thousands of students have been blessed with the opportunity to develop their talents within the walls of the College.

And the role of the teacher will continue to haunt the lives of students for decades to come, with a single sentence from a childhood teacher becoming a defining moment. The speech quotes the famous saying of Sándor Nagy: 'I owe my life to my father, but my kingdom to my master' (High School Bulletin, 1928/1929, p. 21). "Whatever the discipline, a skilled, zealous, eminent teacher, with a picture of spiritual integrity, can command the universal respect and esteem of the cultural and human community ... because he is concerned with the noblest material, the human soul, and serves the highest aim: education, perfection." (High School Bulletin, 1928/1929, p. 21–23)

1941/1942 Speech by Zoltán Varga, teacher, at the opening ceremony of the school year: "The Teaching of Széchenyi" (High School Bulletin, 1941/1942, p. 7–10)

Personality and theme: the work of István Széchenyi

Published values:



The speech focuses on the value of work as a message of Széchenyi in the context of the College's quality teaching and learning impact. "Action and work shall be your prayer" (High School Bulletin, 1941/1942, p. 8) In Széchenyi's system of thought, the desire to work is the effect of the divine spark in the depths of the human soul: "in the human soul imbued with the divine spirit, God speaks, who has a plan for this soul" (High School Bulletin, 1941/1942, p. 8)

Work is essential to fulfilling a vocation, a mission from God. For every man there is a vocation which best suits him, which he can best fulfil, and at the centre of life is vocation work. The ability to create helps us to fulfil our vocation and it also binds us to God.

Széchenyi also stresses that it is our duty to serve our national community through our individual perseverance, which is also the source of development and perfection. "We need to prepare ourselves for our vocation as perfectly as possible, to do our work as conscientiously as possible. This, according to Széchenyi's teaching, is in the national interest" (Gimn High School Bulletin, 1941/1942, p. 8).

1941/1942 Lecture by Dr. Sándor Makkai, bishop, university professor: 'Széchenyi and the Youth' (High School Bulletin, 1941/1942, p. 11–16)

Notable personalities: 'Széchenyi was the fire that Kossuth and Petőfi's wind-blower struck, to bring flame to the Hungarian rooftops.' (High School Bulletin, 1941/1942, p. 15)

Published values:

The lecturer analyses Széchenyi's work through the value of his commitment to his faith, stressing that "he was able to become the greatest, i.e. the most Hungarian and the most faithful Hungarian because he was able to embrace the destiny of his nation in his Christian faith." (High School Bulletin, 1941/1942, p. 12) The Hungarian nation must also follow its destined path, by the grace of God it must fulfil its destiny. National education and education must also help on this path, "strengthen the Hungarian reason and will, and thus make it free and invincible from within" (High School Bulletin, 1941/1942, p. 13).

### ***Named personalities in the field of natural sciences***

1901/1902 Inaugural speech of János Zalányi, teacher of the Department of Mathematics and Physics (High School Bulletin, 1901/1902, p. 28–48)

Personality of note: Descartes as a researcher of the relations between geometry and algebra

Topic covered: theory of vectors: "By correctly interpreting the quaternion, not only the elementary but also the higher quantitative aspects can be established." (High School Bulletin, 1901/1902, p. 48)

Published values:

The author explains the system of mathematical relationships with careful thoroughness, pointing out the value of precision, of precise attention in the verification of these theorems. Mathematical relationships also help us to discover order in our lives, and thus to achieve it, and if the world can be ordered, it is certain to help us to be spiritually ordered ourselves. It is also the source of all quality and effectiveness, and is therefore indispensable in talent management.

1904/1905 Inaugural speech of Béla Nyáry, teacher (High School Bulletin, 1904/1905, p. 3–12)

Featured personality: Franklin Benjamin

Topic covered: atmospheric electricity, storm clouds and lightning research results

Published values:

The speech points out that natural phenomena interact in a significant way, and that many points and events in the created world are directly interconnected. On this basis, it is not possible to single out one phenomenon in isolation, but to grasp knowledge only by looking at the totality and understanding their interdependence. It is also important to understand the interplay of opposites, which are also interrelated, just as they are interrelated in the moments of our lives. The College has opened up a wide range of exploration opportunities for its students, so it is important to reach out to a broad audience in terms of talent management. Learning about the world through their openness and inclusiveness can also lead to the discovery of deeper connections.

1906/1907 Dr. Ferenc Csűrös, "The Debrecen Artists' Book and its Writers" (High School Bulletin, 1906/1907, p. 3–45)

Personalities of note: Sámuel Diószegi and Mihály Fazekas

Topic covered: the role of the Herbal book: the significance of the "first scientific botany written in Hungarian" (High School Bulletin, 1906/1907, p. 4) The authors were not professional botanists, but they created the main principles of the Hungarian scientific language through it. Published values:

The value of the Herbal Book is to organise and create a naming structure of scientific quality. The order, which also helps us to understand the created world, helps us to express order in the life of both the individual and the community, in which further depths and interconnections can be explored.

The authors' wide range of knowledge (theology, ancient literature, bookishness, mathematics) and their dedicated, persistent, in-depth approach to the subject have contributed greatly to this. A striving for accuracy and a wealth of knowledge were combined with diligence and a deep involvement of the soul, both of them 'with great conscientiousness and skill' in the tasks entrusted to them. (High School Bulletin, 1906/1907, p. 20) 'They were infatuated with the beauty of nature. Diószegi observed the manifestation of divine power above us in nature's system of wondrous wisdom, Fazekas enjoyed its beauties with the poet's feeling, and his soul, saturated with the thoughts of Rousseau, was drawn to the peaceful, tranquil silence of the great nature.' (High School Bulletin, 1906/1907, p. 22) Through their work they became excellent examples of the effective implementation of research work.

1909/1910 Lecture by István Jakucs: "The geometry of Bolyai" (High School Bulletin, 1909/1910, p. 3–15)

Personalities of note: János Bolyai and his father Farkas Bolyai

Published values:

The work of eminent mathematicians has drawn attention to connections that would not have been made without their persistence and interconnectedness. Their work is intertwined: the father's failure to prove a mathematical postulate became a question for his son to investigate: how to construct geometry. "János Bolyai's work was not understood, mainly because of its difficult notation and its absolute geometric implications" (High School Bulletin, 1909/1910, p. 15), but its value is shown by the fact that its new vision is the source of later important theories in natural science. Their work shows that it is worthwhile for the talented to look at existing information from a completely different perspective, since a different viewpoint can reveal additional connections.

*Named personalities in the field of theology*

1925/1926 József S. Szabó: Speech at the commemoration of the Baltazar-American Foundation (High School Bulletin, 1925/1926, p. 3–10)

Notable personalities: the bishops who have marked the history of the College: Péter Körmendi, Samuel Szilágyi, István Szoboszlai Pap, Dezső Baltazár

Theme under discussion: emergency fund for the survival of the College

"When the greatest danger is greatest, that is when God is closest to us. This biblical truth is reflected in the history of our college of nearly 400 years. Its many happy and joyful days have been punctuated by a torrent of adversity and misfortune." (High School Bulletin, 1925/1926, p. 3)

Published values:

Even in situations that threatened the very existence of the College, hope, the experience of belonging, the role of faith and gratitude for the appreciation of values were a particular support. The Baltazar Foundation is a nexus of supporters who felt and understood the role of the College and the importance of maintaining its spirit. "In these associations, a sense of common belonging and brotherhood, the Hungarian word, song and culture were cultivated. ... It is primarily thanks to them that we have not been lost, but have remained Hungarian in language, feeling and faith." (High School Bulletin, 1925/1926, p. 6) And the main treasure of the helpers is not monetary wealth, but love, and therefore their support sends a special message: "never forget those who are tired for you, and those who have stretched out their helping arms to you across seas in the name of eternal mercy and inexhaustible love!" (High School Bulletin, 1925/1926, p. 10) Sacrifice is also an appreciation of the valuable work that has been accomplished in the Colony, and loyalty and gratitude to it inspire further appreciation through, among other things, academic achievement. The role of faith in all this has made teaching-education more fulfilling.

1937/1938 Ceremonial speech of Dr. Zsigmond Varga in honour of the 400th anniversary of the College (High School Bulletin, 1937/1938, p. 3–7)

Notable personalities: the Reformed faith of Péter Méliusz Juhász, the Hungarian New Testament of Tamás Félegyházi and the divine songs of György Gönczi "nourished the divine praise, whose words and majestic melodies lifted souls to the heights of heaven." (High School Bulletin, 1937/1938, p. 3)

"Péter Alvinczi was a student of the College of Debrecen, whose clear, concise style was a hallmark of the Hungarian literary language. Albert Szenczi Molnár started his world tour from the College. His improved translation of the Károli Bible, the first independent edition of the Psalms of St. David and his melodic setting of the Psalms of St. David are his memoirs. It is to his credit that he also introduced the structure and vocabulary of our Hungarian language to the world." (High School Bulletin, 1937/1938, p. 4)

Published values:

The city of Debrecen played a prominent role in the cultivation of Hungarian-language culture, with the Reformed College as its intellectual centre. The institution serves the unity of knowledge and faith, enriching the knowledge and strengthening the spiritual strength of its students. The speech commemorates the fact that with its spirituality "the Debrecen College was able to embody the ideal of education and to take part in the recreation of national life. This is shown by the example of its outstanding students, who were the best of the country". (High School Bulletin, 1937/1938, p. 6) The history of the College proves that faith and persevering commitment are a source of great achievement.

1940/1941 D. Dr. Sándor Nagy: "Concentration of teaching in the field of religious education" (High School Bulletin, 1940/1941, p. 3–9)

Personalities of note: Augustinus, Csokonai, Arany, Petőfi, Ady, Kant

Theme addressed: faith education in the light of the different subjects, the role of emotional and moral education beyond the curriculum

Published values:

In the process of teaching and learning, the knowledge to be imparted is particularly valuable for students if it is not recorded in isolation, but if its context is developed through deeper reflection. We can also learn about the order and richness of the created world by completing our in-depth observations with a search for further internal coherence. "If it is important for the development of intellectual content to include the elements of knowledge in as many subjects as possible, it is even more important to seek ways of focusing on the more hidden, deeper and more complex field of emotion." (High School Bulletin, 1940/1941, p. 3) The role of religious studies is emphasised, and it is important to harmonise the spirituality of teaching with the teaching and educational aspects of religious studies.

"Religion is the most universal influence on human life at all times. Where better to explain this, to emphasise the importance of religion, than in lessons on history." (High School Bulletin, 1940/1941, p. 4–6) The lecture presents the importance of religion in the history of culture in connection with the person of Augustine, and then goes on to discuss the works of the great literary figures Csokonai, Arany, Petőfi, Ady. "Among literary works, the most outstanding are precisely those which agonize over the most hidden questions of the religious soul, or which have been calmed in a happy state of resolution." (High School Bulletin, 1940/1941, p. 6) The natural sciences also fit in directly: "to search in the eternal mysteries of existence without accepting the existence of God is only to grope in the dark." (High School Bulletin, 1940/1941, p. 7) In Kant's words, "Nothing lifts me to God so much as a living conscience in me and the starry sky above me." (High School Bulletin, 1940/1941, p. 7) Without the support of faith, the system of knowledge finds less ground in us, but the strength of faith helps to complete and build into a higher system all that we have come to know about the created world of nature. The work of the College's dedicated Reformed educators has faithfully exemplified these truths, the more formative power of faith.

## SUMMARY

Looking through the school bulletins of the period under study, we can see which notable personalities were highlighted in connection with which events, and what values their example was reinforced for the students. Summarised by subject, these values were as follows:

- ✧ Values linked to personalities in the linguistic, literary and philosophical fields: the role of emotions in the background of poetic language, care in the shaping of language, a richly detailed linguistic toolbox, the harmony of love and daring, patriotism in the light of literacy, diligence and sacrifice, the values of reflection and development, the role of reflection and conscious thought, the value of perseverance and commitment, interconnectedness regularity and betterment, careful development, attentive observation, reflection and reflection, humanity and community, honesty, attunement, discovery and accompaniment, loyalty, affection, love and harmony, belonging, values of Hungarianness, the role of mission-vocation.
- ✧ Values associated with historical personalities: unity and belonging, deep patriotism, enthusiasm, emotional involvement, the value of faithfulness, perseverance and consistency, commitment, discipline, loyalty, reflection, diligence, contextualisation, devotion, compassion, the value of work, duty, diligence, sacrifice.

- ✎ Values associated with the personalities of people in the field of science: accuracy, precision, deep involvement, order, organisation, interdependence, coherence, hard work, perseverance, conscientiousness.
- ✎ Values related to the personalities of the faith area: values of hope, belonging, faith, gratitude, appreciation, brotherhood, love, loyalty, sacrifice, mercy, grace, unity of knowledge and faith, persevering commitment, complexity and interdependence.

The importance of perseverance and commitment, the role of faith and the experience of belonging, which can be seen both as a source of developing the best of individual abilities and as a way of demonstrating the values of the community, are recurrent themes in the speeches. The institution of the Reformed College of Debrecen has provided an excellent model and support for its students, not only by imparting knowledge and skills, but also by strengthening their spirit and developing their personality in a complex way, the valuable role of which has helped many talents to show themselves and to be successful. At a ceremony organised in honour of his jubilee and farewell to his career as a teacher, József S. Szabó, the director, described his beloved institution in the following words. (High School Bulletin, 1928/1929, p. 18)

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