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**Talent management in the history
of the High School in Reformed College of Debrecen
between 1873–1944**

Theses of Doctoral (PhD) dissertation

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Introduction

The Reformed College of Debrecen as "the school of the country" (Bölskei 2006:7) is an exceptional example of our school system: its students can receive support to develop their best abilities thanks to its spirituality built on hundreds of years of tradition. The institution has always developed a "biblical pedagogical value system that focuses on talent and diligence" (Bölskei 2006: 7), on which the greats of science, culture and other fields were able to achieve significant results in their lives.

The students of the College increased the school's reputation through their academic success, and their persistent commitment increased the spiritual resources of the community as well. The historical vicissitudes of hundreds of years provided further confirmation for both the individual and the institution: without the support of their faith, the blessing of Providence, survival, especially excellent results, would not have been possible. The teacher can serve his vocation more fully if he also remains a student based on the messages of the Bible.

The "noble beauty of the facade of the Reformed College of Debrecen... fortunately hides modesty and awe-inspiring serious generosity" (Zsigmond 1937: 3). And this facade faithfully provides valuable guidance for developing the best abilities: "Orando et laborando!"

In my dissertation, I research the talent development activities of the High School in Reformed College of Debrecen. In addition to specialized literature on the history of education, based on primary sources, my aim is to examine the attitude towards the concept of talent, as well as the peculiarities of the talent development activities of the High School, based on the institutional historical determinants of the period from the introduction of the eight-grade high school system to its "heyday" (L. Györi 2013: 75) in 1944. In terms of the institution's ethos, all of this is reflected in the expectation of discipline, in the support of high-level, high-quality implementation of tasks through individual commitment. In addition, there is also the opportunity to develop in the communities of various self-education groups, where those with similar interests encourage and inspire each other. Based on these, in my research I focus on the self-educational activities of the High School in Reformed College of Debrecen, the specifics of their operation and their tools that can be grasped in the background of their effectiveness. Among the high school youth associations, the example of the Youth Church purposefully expresses the intertwining and mutually reinforcing role of academic achievement and religious contact.

As a student of the institution, Lőrinc Szabó was able to directly experience the spirit of the High School in Reformed College of Debrecen educational activities, which sustains and at the same time helps creative development. In his poem "*Mousetrap*" he writes about this: "we lived in the freedom of a clever mousecatcher, knowing but barely feeling the bars." (Szabó 1945–1957) In the course of my research, I examine the characteristics of this ethos, which provides both frameworks and freedom, and its role in the manifestation of talents in the context of institutional history: after reviewing the various discourses of talent, I summarize the main nodes of school history in the relevant historical period, and then, in the light of all this, the attitude towards talent I analyze it through the source material of the High School Notices. As a determinant of the framework of the talent development activities taking place in the institution, I review school laws and regulatory documents, and then I explore the self-education activities related to the talent development practices of the High School in Reformed College of Debrecen, and analyze the role of the teachers and the learning environment (libraries and classrooms).

Theoretical background

Related to the overview of the concept of talent, I relied on definitions from pedagogical and theological lexicons, as well as conceptual designations that can be traced back to biblical roots, as well as approaches from the history of education.

a. Definitions of talent in pedagogical and theological lexicons

The Hungarian Pedagogical Lexicon 1933–1934. based on the definition of talent: "it is closely related to the concept of (general) intelligence ... the investigations aimed at it refer to the measurement of attention, memory, combination, judgment. Talent (higher intelligence, genius) is a form of high intelligence in a specific field (e.g. music, mathematics, languages). ... Children's talents represent valuable state and national capital, which should be enabled to achieve their maximum performance with the least amount of effort and in the shortest possible time. ... the consciousness of being selected and gifted had a harmful effect on the moral development of the students." (Kemény 1933–1934: 784–785)

Among other things, the definition highlights skill areas that can contribute to a higher level of quality knowledge processing. It draws attention to the personal impact of this, to the way of individual living in connection with one's own talent, and thus its connection with moral development is also shown. Therefore, it is not enough just to increase knowledge in relation to talent management, but all this must be accompanied by a spirit that expresses value and supports it, which makes the process of developing talents more complex at the same time as morality.

In terms of the definition of talent in the Hungarian Pedagogical Lexicon, the word talent was already mentioned in the 20th century. in the first half of the century, the Christian Bible Lexicon (1993) provides additional information on its biblical and religious aspects. The word talent does not appear here, and talent is related to the theme of "measures, money", within which it belongs to weight measures, and goes back to pre-Asian roots (Bartha 1993). With all of this, the meaning of the value-expression of value inherent in talent is also connected to the world of personal abilities as values, which thus expresses a toolbox that can be expanded for the individual and needs to be expanded at the same time.

The Hungarian Protestant Church History Lexicon (1977), in line with the Christian Bible Lexicon, also does not include the word talent directly, but talent appears as the title of sermon collections and other writings of pastors.

Based on the summary of the talent entries in the pedagogical lexicons, the enrichment of the pedagogical knowledge system shows the retention of some elements of the concept and the grasping of other details: cognitive abilities play a role in each definition, they carry within them the quality processing method of understanding and interpreting the world in the thought system of talents, as well as intellectual performance also – by maintaining a high level of effectiveness – the importance of a personal, creative vision for development also appears. In the entry of the Hungarian Pedagogical Lexicon of 1933–1934, imagination was already highlighted together with the world of music, as well as the role of childhood in relation to talent management, and later editions of pedagogical lexicons included, among other things, the determining nature of inheritance, as well as the importance of the right environment and the importance of development.

In addition, the difficulties associated with the world of talents also find a place in the lexicons: in 1933–1934, the problem of moral development was defined by experiencing the consciousness of being chosen. The newer 1976–1979 lexicon highlights the possibility of conflict with the environment, while the 1997 definition identifies it in the direction of more

immediate areas: emotional and behavioral characteristics and difficulties are referred to as part of the term.

In relation to the concept of talent, it should also be highlighted that the Hungarian Pedagogical Lexicon of 1933–1934 includes the concept of individual abilities in its explanation, thus indicating that the abilities themselves are "talents of the soul" (Kemény 1933–1934: 37). The spiritual roots of entanglement can also be traced back to the approaches of scholastic philosophy (St. Thomas Aquinas): it links abilities to different activities of the soul, while also supporting unity, i.e. the harmony of ability areas. The definition of the Hungarian Pedagogical Lexicon refers, among other things, to the ideas of Janet, who grasps the connection with action and activities, and this approach is also expressed in the pages of the 1997 Pedagogical Lexicon, which reflects the importance of the individual's activities and actions in relation to abilities and ability development (Báthory–Falus 1997: 196). In connection with this, it is also important that talent support programs also contribute to the freedom of individual activity, to provide opportunities for free discoveries, as a result of which the rich experience, understanding, and individual processing of personal experiences can be realized in a more diverse way.

b. Appearances of the concept of talent in biblical passages

Looking at the roots of ancient Greek-Latin education, different layers of meaning are connected to the concept of talent. The roots of the term talent appearing in the Bible also lead to the terms knowledge, intellect, wisdom, ability, aptitude (Fodorné Nagy 2015: 37), at the same time, the biblical parable of the talents proves to us that "what people receive from God ... they must turn, they have to deal with it, and they have to account for it to the giver" (Kádár 2020: 7). Utilization and enrichment express that work accompanied by diligence has a residual value, and this should be further developed for those with higher abilities in a certain area compared to their peers. After all, "to whom much has been given, much will be required, and from whom much has been entrusted, more will be required" (Lk 12:48).

Talents are gifts from God: multifaceted abilities that can be expressed, among other things, in the qualitative effectiveness of performing tasks, in finding faster, deeper, more complex solutions. The Christian's task is also to develop these, and the parable also supports that "every person has been given such a degree of endowment and skills, with the help of which he is able to fulfill the life task assigned to him by God" (Bognárné Kocsis 2018: 116–117). The possession of talent also means a responsibility for a person, with which he must reckon.

Based on László Mészáros's (2010) interpretation of the text, we can enrich the diversity of the talent discourse with ideas directly related to the concept of talent. Among other things, service, help and love, which enrich the world of talent with a sensitive spirit, appear in the context of the text, and in line with this concept of talent, and all of this strengthens the values and mission expressed in the direction of his peers and his community. Furthermore, the transmission and transmission of thoughts and messages with the touch of prophesying can also be seen, which can also create the coordination of inner deepening and attention directed towards one's peers. In addition to the emotional and relational fits, the concept of talent through the verbs also includes the touch of a kind of spiritual resource: the act, the experience of the will that brings security. Even in the background of all this, with persistence and deep attention, we can also come closer to the fuller development of talent, its value, and the living of its gift of grace.

In the New Testament, the logos "carrying the divine spirit creates the world and moves things forward in it according to God's plan. Its important characteristic is creative work" (Kádár 2020: 7), which has the effect that the world of talents is directly accompanied by interpretation, recognition of connections, creation, creativity. In the New Testament, God's

gifts of the Holy Spirit are spiritual gifts of grace, which "endow a person with special gifts" (Kádár 2020: 7). At the same time, the gifts of the Spirit oblige one to perform a specific task: the activity of the recipient is accompanied by a blessing, which also has value for the community, and the translation of these gifts to the benefit of others is particularly important (Fodorné Nagy 2015: 40). All of this can enrich the work of teachers in nurturing talent as a valuable guideline and help them reach additional resources: creative discoveries, deeper reflection, perseverance, new experiences of entering into a relationship through compassion, gratitude, and love.

c. The concept of talent in the work of the main educators of the researched era

József Zákány (1785–1857) was the student-turned-teacher of the Reformed College of Debrecen and became the "first great teacher of education" (Bajkó 1976: 105). With his exceptional personality and pedagogical system, he played a prominent role in the Department of Pedagogical Sciences. In 1825, the first "teacher's chair" of education was opened in Debrecen, and his "chair-taking speech discussing the basic issues of education science, which he gave on the occasion of his inauguration as a teacher at the college in Debrecen" was also published in print (Pukánszky 2003: 60). The main issue of education is: how to further help and increase the abilities of students... the purpose of education is to make Man what he was destined by the Lord of Nature (Fehér 1993: 380). It therefore confirms that the source of personal talent is rooted in divine decree, and educators and pedagogues must aim to develop the potentialities existing in the person during their talent nurturing activities. In this way, they can help the realization of that human completeness, which originally originates from God, was His plan for that individual, and it is necessary to fulfill this divine plan through human effort.

These thoughts of József Zákány direct attention to finding a person's life task and the role of educators in this. As a committed Reformed teacher, Luther's ideas are also reflected in this, who emphasizes the need to find our life tasks, the role of turning to God in this, and the importance of family education in the background.

Education is "a divine act. A child is a pledge that we must report to God. The family circle and the school fulfill the noblest vocation." (Nagy 1933: 157; Németh – Pukánszky 2004: 420) The most appropriate Christian action, which also contributes to salvation: the correct upbringing of children, which includes the expectation of obedience and the following of consistent, strict moral principles (Kapi 1940; Mészáros – Németh – Pukánszky 2002: 81). At the same time, the limitations are the source of the "honest life in this world" (Németh - Pukánszky 2004: 43), to which the following of divine laws and decrees and personal calling can lead. Obedience can also become truly complete if the call is also shown in everyday actions, thereby strengthening loyalty and responsibility (McGrath 2007: 271) in the direction of following the appointed path.

He trusts in the development of his students, he is an advocate of improvement through the internal means of education" (Bajkó 1976: 105; Bajkó 1981: 468). He considers the "ennoblement of human nature" (Fehér 2006: 435) as a priority task of education, which can be achieved by supporting the potentials that can be derived from God. All of this can unfold with the joint experience of education and, at the same time, sincerely experienced intimate religiosity (Pukánszky 1984: 1099).

The guiding thoughts of József Zákány have a great role in strengthening the psychological foundations of pedagogy. He believes that the task of education is to increase knowledge, and an essential part of education is the development of spiritual talents, which in today's terminology can be understood as the totality of cognitive, emotional, aesthetic, moral and spiritual abilities. A person is born with certain abilities, the development of which is determined by the role of direct experiences, as well as the support of a teacher based on a

humane human relationship, who loves children and takes their individual abilities into account (Fehér 2006: 435–436; 1993: 380; Tóth 2013: 112; Pukánszky 1984: 1103).

Overall, József Zákány's system of educational science also takes into account the complexity of the child's personality, and through the mutual influence of different areas of talent, supports the finding of harmony and the best possible formation (Fehér 1993: 379). The primary task of the teachers is the so-called The development of "spiritual talents" and, at the same time, religious contact and religious experience are a direct part of József Zákány's theory.

As a student of the Reformed College of Debrecen, Sándor Karácsony (1891–1952) was able to experience its spirit directly, and at the same time he was able to stand out from his fellow students and shape him as the leader of the Youth Congregation (S. Szabó 1926; L. Győri 2019).

Its educational philosophy is relationship- and child-centered, and directly carries the value of religious commitment. "As a follower of Calvin, he felt it his duty to read the Scriptures continuously, to fulfill his duties to a high standard, to manage the talents entrusted to him wisely, to work diligently, for which he drew spiritual strength and tireless enthusiasm from his religion." (Bognárné Kocsis 2018: 10) The source of her views on education also derives from faith, it is directly influenced by the Christian perspective, and accordingly she views the concept of talent and talent management in accordance with the development of faith and the deepening of faith. These two processes are closely related, neither progress nor development is possible without God's grace (Bognárné Kocsis 2018; Bognárné Kocsis é.n.).

Moral and religious development can lead to those above-average abilities and personality traits that are necessary in the long term for the development of talent, e.g. commitment to the task, persistence, diligence, professional humility, the ability to renew oneself, adaptation, joyful work, the ability to tolerate conflict, the ability to think at a higher level (analysis, synthesis, meta-level thinking). The development of abilities, i.e. the unfolding of talents, talent and the strengthening of faith, the deepening of faith affect each other in the following ways (Bognárné Kocsis 2018; Bognárné Kocsis é.n.):

- the strengthening of faith can be observed at the same time as the intellectual development or after it
- the deepening of faith and the maturity of the character are accompanied by the development of the individual's competencies, with which he will be able to achieve above-average cognitive performance;
- in addition to all this, of course, it may also happen that there is no connection between these two processes, i.e. intellectual development is not followed by certainty of faith, and religiosity does not result in significant development of abilities.

From the point of view of the development of the personality and at the same time the development of talents, it is essential that the individual is committed to deepening his own thoughts and reflections, as this helps his development. Knowledge in itself does not make you wiser, qualitative talent development requires research, gathering and creative work that pays attention to connections, as well as action, cooperation in the community, living the faith, and studying the text of the Bible. The development of personality and thinking that is realized as a result of the ability development and talent development process is what can help the development of faith. But of course it can work the other way around. The priority issue of the career selection period is finding the path for the growing young person, which can also become their profession. Finding the individual life task is also most helpful if the person can find the path intended by God, and then strives to develop it with diligence and perseverance, service, humility and love (Bognárné Kocsis 2018; Deme 2022).

d. Historical framework of the research, main institutional historical determinants

In connection with the history of the Reformed College of Debrecen, I researched the period between 1873–1944, when the eight-grade high school system was "developed and strengthened" (1873–1914) and its "heyday" (1914–1944) unfolded (L. Győri 2013). The beginning of this era was fundamentally determined by the educational reform, the Organisationsentwurf, prescribed by the Austrian autocratic policy, which ordered significant changes both in the structure of education and the personnel of the teachers (Zibolen 1984; Zsigmond 1937; Németh – Pukánszky 2004; Szathmári 1999). In terms of the College's history, as the main effect of everything, its departments became separated from each other and became independent. His spirituality helped the growth of his students with valuable, high-quality teaching and educational activities in accordance with the applicable secondary school laws, his student associations provided a wide range of opportunities for students to self-cultivate and develop their best abilities, and the further improvement of material conditions also contributed to the effectiveness of education (Mészáros - Németh - Pukánszky 2002; Németh – Pukánszky 2004; Kelemen 2002; Győri L. 1993: 27; Győri L. 2013: 69–70). The qualitative increase in knowledge and the soul-enriching effect of the evangelical teaching could both prevail in the community of the College, thereby helping to achieve further results and the expression of its spiritual values (Győri L. 2013).

Overall, "after the initial uncertainty, the College of Debrecen quickly found itself, and based on the results of its institutions, they were already at the forefront of domestic education in the last third of the century" (Győri L. 2006: 58), until 1948 "it played a role far exceeding the numerical ratio of the domestic Reformed role in Hungarian education ... [where] education aims not only to prepare for ministerial service, but also to train civil officials." (Győri L. 1993: 7)

Research questions and method

I examine the talent nurturing spirit and tools of the Reformed College of Debrecen along the lines of the following research questions:

1. From the perspective of school history, how does the attitude towards talent manifest itself and how does it change in the history of High School of the Reformed College of Debrecen in the examined period? Related to this, in what forms and contexts does the concept of talent appear in the institution's school bulletins?
2. How is discipline and the value of being disciplined enforced in the laws and regulations of High School of the Reformed College of Debrecen, as well as in the notices? How the emerging ethos is related to the ethos of the institution, with particular regard to talent management.
3. How is talent supported in the High School of the Reformed College of Debrecen during the period under review?
 - a) In what way is the community approach expressed in the high school of the Reformed College of Debrecen in the spirit of helping the development of abilities during the examined period, especially with regard to self-education activities?
 - b) What is the role of the teaching learning system and spiritual support in supporting the development of abilities?
 - c) What is the role of the teacher in supporting the development of abilities?
 - d) How does the learning environment support the talent development process in the institution?

In the course of my research methods, I also use the diachronic and synchronistic processing methods of educational history research (Kéri 2001): with diachronic processing, the 1873–1944 of High School of the Reformed College of Debrecen. I follow its history in chronological order, and I synchronistically match the institution's approach to talent management and the peculiarities of its talent management practice in terms of school history. During my research, I also work with a problem-historical and comparative perspective, during which I compare the talent management practice of reformed schools operating as talent centers with the talent management practice of past self-education circles.

I summarize my research planning by summarizing my research questions, primary sources, and related research methodology in the following table:

	Connecting research question topic	Research question number	Primary source¹	Research method
Talent management characteristics of the institution's ethos	emergence of the concept of talent	1.	High School Bulletins	qualitative content analysis
	order of discipline regulation	2.	school laws and disciplinary regulations /TtREL I. 8. h) 13 d/	qualitative content analysis
Talent management practice in the institution	self-educational activities, community value	3. a)	High School Bulletins, documents of self-education groups: protocols, careers and additional student papers, journal /TtREL II. 24. o/	qualitative content analysis, document analysis, quantitative processing of data collection
	learning by teaching and the role of spiritual support	3. b)	High School Bulletins	qualitative content analysis, quantitative processing of data collection
	teacher's role	3. c.)	High School Bulletins	qualitative content analysis
	characteristics of the learning environment	3. d)	High School Bulletins; Documents of monks /TtREL II. 7. p/	qualitative content analysis, quantitative processing of data collection

The results of the research

The purpose of this dissertation is to analyze the attitude and toolbox of talent support that can be grasped in the pedagogical spirit in the eight-grade high school system of the Reformed College of Debrecen, focusing on the historical period of the institution between 1873-1944. Based on the long-standing institution's role in talent management and Reformed

¹ The marking of the documents follows the list of holdings of the Archives of the Tiszántúli Reformed Church District: <https://leveltar.drk.hu/fondjegyzek/szerkezete>

traditions, my research focuses on activities that help the development of talents, especially on the specific functioning of self-education groups and the personality of the teacher, as well as the toolkit related to the learning environment. Regarding the talent enrichment spirit of the institution, the approach to the concept of talent and its meanings, as well as the guidelines of the school laws and disciplinary regulations defining the framework of this spirit, are also at the center of my analysis to support the fact that all of these could also become quality enhancers of the institution's talent support role.

1. Examining the concept of talent

Expressing the institution's commitment to talent care, I built the analysis of the attitude to the concept of talent on the analysis of the following concepts found in the High School Bulletins: talent, wisdom, ability. My related research question: From the perspective of school history, how does the attitude towards talent manifest itself and how does it change in the history of High School of the Reformed College of Debrecen in the examined period? Related to this, in what forms and contexts does the concept of talent appear in the institution's school bulletins?

Based on pedagogical and religious sources related to the concept of talent, my analysis was determined by the following aspects: development of abilities, development of talent, qualitative spiritual surplus – blessing, mission and growth, support of personal and community values, role of complexity, expression of creativity – area of talent. The researched concepts appeared with different emphases along these aspects, and institutional historical determinants also played a role in all of this. Among other things, the use of the word "talent" became prominent in the period between 1901–1910 and 1921–1930, in connection with the ever-widening expression and expansion of the high school's talent care toolbox, and all of these factors also determined the word "ability" to become more common. After that, the burdensome period of Trianon, and then the role of differentiation aimed at individual abilities by the secondary school law of 1924, is also expressed in the commitment to nurturing talent, and in the appearance of this in the use of words. The latter period also showed an increase in terms of the occurrence of the word "talent", that is, in terms of the strengthening of individual values. The role of the 1930s also stands out, when at the same time the word "wisdom" increased in frequency of occurrence. In this period, the role of the secondary school law of 1934, which strengthened the national character, was also a specific determinant in the life of the institution, as well as the qualitative development of students' self-education as an opportunity to develop and develop their individual abilities to the highest possible level.

The use of the word "talent" is most often associated with the meaning of "Development of abilities - development of talent", and it is also referred to directly along the lines of talent areas in the High School Bulletins, especially the works of the linguistic and literary talent area reflect its role in the institution. In this way, the talent fostering spirit of the College also expresses the support of the momentum and soaring, which can help to develop the abilities of the students to the highest possible level, and carries within itself the possibility of free development, expression along the lines of individual ideas and creations.

This approach can become even more complete by experiencing the qualitative spiritual surplus in the reformed spirit of the institution, which is the content thread with the next frequency in terms of the order of analysis. All of this helps the individual to tune in to his personal mission through the experience of faith and his internal commitment to the values of the Bible, and at the same time, its realization is also carried within him. The same emphasis on occurrence is reflected in the aspect of complexity, which also carries a significant value in relation to talent support, as it also develops the individual way of thinking and the interrelationship of thoughts, and thus its role is also expressed in the direction of new individual research in-depths. In the multifaceted extracurricular programs of the institution,

this complexity provides an opportunity to further enrich the knowledge and skills that match the students' areas of interest.

2. The order of discipline regulation

In researching the Reformed College of Debrecen talent support approach and tools, a significant role is played by the value of discipline that determines the institution's educational activities, which is also expressed by school laws and regulations. The following research question of my dissertation is related to all of this: How is discipline and the value of being disciplined enforced in the laws and regulations of High School of the Reformed College of Debrecen, as well as in the notices? How the emerging ethos is related to the ethos of the institution, with particular regard to talent management? My sources are laws found in the Archives of the Tiszántúli Reformed Church District: they reflect the school regulations of the years 1873 and 1878, and I also analyze the internal and disciplinary regulations related to the years 1873 and 1877.

In these, the role of respect, the expectation of commitment to learning and the importance of quality performance are confirmed in several aspects. In addition to all of this, the value of spiritual support can also be seen in the role of religious services, as well as in the area of advocating and supporting the framework of becoming spiritual companions for each other. Following the legal requirements can be considered a basic value that conveys the belief in educability even in the event of non-compliance, and is expressed through the enforcement of the principle of gradation.

All these legal regulations and regulations also played a decisive role in the institution's spirit of talent support, and as part of this, they also determined the academic performance and behavioral evaluations of the students. In terms of their tendency, it can be confirmed, among other things, the effect of the strictness shown in the lower grade levels on the better behavior and academic averages of the higher grades: the students who regularly come to the institution and study in the lower grade levels received worse behavior evaluations, while the VII. and VIII. and a small number of graders received "bad" or "regular" "less regular" or "inadequate" ratings for their behavior, while at the same time most "good" and "exemplary" were determined among them. From all of this, we can assume that the acquisition and observance of the institutional customs could have been achieved by the time the students arrived at the upper division, and the intertwining of this is also expressed with the academic performance. The increase in the number of excellent students in all subjects also reflects value, highlighted in the 1930s, a period that also played a decisive role in terms of the quality growth of self-education activities.

3. Research on self-education activities and spirituality

The commitment of the High School of the Reformed College of Debrecen to talent management and its methods are prominently reflected in the educational tools of the institution, which is why my next research question aims to show this: How is talent supported in the High School of the Reformed College of Debrecen during the period under review? As a part of everything, I focused on the self-education circle-community approach: In what way is the community approach expressed in the high school of the Reformed College of Debrecen in the spirit of helping the development of abilities during the examined period, especially with regard to self-education activities?

Based on the information content of the High School Bulletins and archival self-education circle minutes from 1873-1944, the dissertation processed the work of the high school self-education circles, the circle of its members and their activities. The specifics of the self-

education circle organization confirmed the work of inspiring students of different ages and helping them develop their abilities, and its diversity, which provided the opportunity for students to connect and show themselves according to the most diverse areas of interest, and to develop increasingly better and better performance. The self-organizing nature also enabled and developed the position in additional responsible roles.

Reviewing the activities of high school self-education groups, the so-called in the activity system of the High School, later known as János Arany's Self-Education Circle, the extensive shaping of the students' linguistic and literary talents, also through the operation of a special evaluation system: the developmental feedback provided to each other stimulated all of them – creators and critics alike – to achieve the next quality performance. A specific trend was confirmed: the students were regularly able to perform well in several areas and develop, in which they also enriched and shaped each other more consciously, and all of these are values of the institution's talent support spirit.

The high school self-education circle activities are excellent examples of the methodological diversity of institutional talent development and thus the increase in complexity, as it provides more and more opportunities for students to get involved and develop their abilities in the most diverse fields. All of this, in addition to genre and thematic enrichment, also carried the possibility of organizational development, since the quality development of the ethos of the self-education circle could also be realized and, in terms of the values of the self-education circle community, its role as both a developer and a reflection, and at the same time the value of providing community cohesion and resources could increase.

4. The demonstration of learning by teaching and the role of spiritual support

Researching the talent support spirit and toolkit of High School of the Reformed College of Debrecen, the role of spiritual determinants emerged, to which my following research question fits: What is the role of the teaching learning system and spiritual support in supporting the development of abilities?

The community of the High School's Youth Church mostly reflected the expression and growth of the students' spiritual support through their faith, which also had a directly determining role in their academic success. The older fellow students were not only able to set an example before the younger ones in a professional aspect, in a specific scientific field, but also through the sharing of the values of the Bible and the joint processing of spiritual contents, education in the faith could increase in the Reformed institution. Among other things, their topics were related to church history, the greats of the Hungarian Reformation, the "spiritual problems" of the youth, religious morals and disciplinary issues, and through all these the community played a role in increasing knowledge and shaping behavior.

The dissertation processed the information found in the High School Bulletins regarding the functioning and professional-spiritual activities of the Youth Church, which summary provides an insight into the further determinants of the qualitative spiritual growth of high school education, and thereby the development of talent. The entries of the Notices can also be considered as feedback to acknowledge the students' ways of involvement and their diversity. They express the role of complexity and the support of connection to thematic and spiritual application opportunities, and the promotion of quality submissions. The spiritual work of the Youth Church provided an excellent opportunity for the students to reflect on their own mission, the manifestation of biblical values in their direct lives and their role as a helper, by strengthening their faith; and among the members of the community, Sándor Karácsony was an outstanding example to his fellow students.

5. The role of the talent support teacher and his commitment

In enriching students' academic progress, in addition to the role of fellow students, committed teachers also have a special role, for this reason, researching the talent development processes implemented in the High School of the Reformed College of Debrecen, I have the following research question: What is the role of the teacher in supporting the development of abilities?

In the dissertation, based on the High School Bulletins of the researched period between 1873–1944, I summarized the role of teachers in talent management along the following aspects: speeches related to the teaching profession: speeches given at seat taking and jubilee and retirement ceremonies; the teachers' way of assigning tasks, especially related to Hungarian language papers; organization of study trips as talent development programs; furthermore, the regular discussions of the individual scientific activities and methodological development of the teachers, which also serve as a model for the students to delve deeper into a specific field and achieve effectiveness. Through the examples of the Informants, the dissertation confirmed, among other things, the role of teachers as talent facilitators, in addition to their specialist expertise and knowledge transfer tools, the value of personal example, which can also contribute to the further commitment of students to a specific field, and their questions to new contexts they can also contribute to finding and delving into the following research areas.

6. The role of the learning environment in the institution's talent support toolkit

I also researched the multifaceted role played by the Reformed College of Debrecen in talent management through the material environment. My related research question: How does the learning environment support the talent development process in the institution? The dissertation revealed the history of the library and clerical holdings that can be captured in the High School Bulletins and archival records of the period 1873–1944, through which the talent nurturing characteristics of the institution and their study from an educational historical perspective could become richer.

The high level of support for the students' research skills in the institution stood out, as well as the many-faceted opportunities to increase their knowledge and skills in the fields of science that interest them. In addition to the self-organizing operation of the self-training circles, which also carries responsibility, the librarians and clerical students could also experience the possibility of further personal development, at the same time they could experience the possibility of their unique involvement and immersion in the given scientific field, and all this could even become the basis of their new research questions and analyses. In relation to libraries, the value of taking care of poorer students should be highlighted, with which their best abilities and achievements could be achieved for them as well, and the primacy of their knowledge and results could be expressed regardless of their origin.

Reviewing the determinants of the institution's approach to talent support and its pedagogical toolkit between 1873–1944, I compared the emerging trends with the results of the present research, among other things in connection with Reformed talent points, the Hungarian Templeton Program, and the results of my research among Reformed religious education students, the main emerging trends provide confirmation of the the harmony of the past and the present, especially considering the role of talent management as a complex personality development in the following areas: in order to develop the best abilities of students, their persistent commitment and their disciplined, diligent involvement in the direction of their best performance is necessary, so the educational the spirit of educational institutions. It also fundamentally provides emotional and spiritual support through the role of keeping faith and

biblical values, enriching spiritual resources, as well as the power of attachment, through the trusting relationship with the teacher and peers, and the community's attention to each other. In addition to the personal determinants, the creative and inspiring role of the learning environment is also a valuable support in the development of in-depth, individual research work, and through it even in the direction of formulating new connections and interpretation possibilities. The role of faith as value mediation embraces and provides further deep and more fully formative support in the manifestation of talent, at the same time it provides direct assistance in the direction of living and thus unfolding the individual's mission, the path assigned to him. From all of this, you can draw new support for the further involvement of the individual and for the higher-level exploration of his research area, as all this was shown, among other things, in the self-education circles of the Reformed College of Debrecen, as well as in today's Reformed talent points and in the background of further personal developments.

On the basis of High School Bulletins and archival sources, the determinants of the institution's talent support spirit were revealed, and the development of abilities, support for talent development, quality spiritual surplus - values of blessing, mission and growth, the support of personal and community values, the role of complexity, and the expression of creativity stood out. The institution's laws and disciplinary regulations point to the role of discipline and the value of order to the realization of deepening and development. Self-education communities are sources of both academic progress and the experience of religious support resources: these areas enrich each other, and the role of self-education circles as a development, reflection and expression of solidarity is equally important for the development of students' best abilities. It can also be confirmed that the institution's multi-faceted talent support activities can be made more complete by dedicated teachers, and that the learning environment and its tools (books and technical materials related to various fields) play a decisive role in the background of the development.

The role of the Reformed College of Debrecen in accompanying its students is very diverse, but it is certain that the motto by which the experience of support can be lived within its walls, as it has been during the past centuries, will certainly continue to be for the spiritual strengthening of many, and at the same time faith and knowledge serves as a guideline for its harmony: *Orando et laborando!*

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