

## *Thesis*

Despite the fact that hundreds of authors made publications in the journal entitled *Nyugat* in a wide range of themes from literature to sciences, the articles in connection with education and pedagogy however, escaped the observation of deeper research.

Education for the journal *Nyugat* is particularly important. First, the debates on secondary school education of the 1910s, 1920s and 1930s were published here as well. Second, among the authors of the three generations of the journal there are a whole lot of teachers, who taught in secondary schools and were poets or writers at the same time (e. g. Mihály Babits, Gyula Juhász, Margit Kaffka, Béla Balázs, Milán Füst – just to give a few examples.) It did happen that they articulated their minority report contra the moulders of education policy and were undeservingly attacked hazarding their subsistence.

In the first part of my dissertation therefore I review the debates in *Nyugat*, analysing their historical background as well. Moreover, it is important to note that the teacher struggling among inconsistent desires became an archetypical figure of the literature of the era. In my dissertation I try to read the novels featuring teachers as teacher- novels using a so far unnoticed viewpoint.

In the second part of my dissertation I make an endeavour to present the universal features of the teachers described in the literary works of the age of *Nyugat*. In addition I analyse some personality characteristics of teachers depicted in literary works. To do this I use the Panoptikum theory of Michel Foucault, the theory of Victor Turner on liminal existence and the researches of Joseph Adelson. My teacher categories are the following:

- employee teacher
- headmaster
- the teacher in love
- absolute teacher

I also give examples of the typical literary representations of the ethos of the teachers.

As teachers were existentially dependent on power discourse it was almost impossible for them to step out from their social position and to create in the sense of the open morality of Bergson. Despite their unique vein in pedagogy in the given historic context the role of the teacher was irreconcilable with artistic freedom so most of them either parted with teaching or were dismissed. In my opinion the teachers of the novels are suffering from a temporary state of mind because of these bitter experiences.

At the same time it is important to emphasise that the figure of the teacher representing open morality also appeared in the novels of the era - I introduce this type in the chapter entitled the absoluta teacher.

The primer literature I used is the following:

Zsigmond Móricz: Az Isten háta mögött, Légy jó mindhalálig,  
 Kamaszok, Forr a bor  
 Dezső Szabó: Tanárok, Legenda Lőcsén, Ecce Homo  
 László Vajthó: Tanárok  
 Pál Farkas : Egy tanár jegyzetei  
 Gyula Juhász: Orbán lelke  
 Frigyes Karinthy: Tanár úr kérem  
 Margit Kaffka: Hangyaboly, Mária évei  
 Dezső Kosztolányi: Aranysárkány  
 Sándor Bródy: A tanítónő  
 Babits Mihály: Tímár Virgil fia, Kártyavár, Halálfiái

Aladár Kuncz: Felleg a város felett

Sándor Márai: Bébi vagy az első szerelem

Marcell Benedek: Hamlet tanár úr

Aladár Komlós: Néró és a VII/A

Ferenc Molnár: A Pál utcai fiúk

Sándor Karácsony: 8 éves háború, A csucsai front

Erő Szép: Hetedikbe jártam

László Németh: Utolsó kísérlet (trilógia), A drága jó nyolcadik

Ferenc Móra: Hannibál feltámasztása

and short stories, novels featuring teachers.