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Social psychology factors of community education based on comparative analysis of twentieth century *Székely* and *Csángó* life histories of community educators

In the course of the present research I have reached overall conclusions through the unfolding of life histories belonging to three community educators from Székelyföld/Székelyland and two from Csángóföld/Csángóland (Antal Mária, Ghimes-Făget/Gyimesbükk; Gál Irma, Joseni/Gyergyóalfalu; István Lajos, Corund/Korond; Máthé Ferenc, Vârghiş/Vargyas; Nyisztor Ilona, Pustiana/Pusztina) as well as through the image of their life-work within the respective community, its outline in the press and through the institutionalised recognition of their activity.

I have made an attempt to inquire into the relation between the mentality of a community educator and the existing social and political background, moreover the way the prevailing social, political context has influenced the formation of life cycles. I have presented those periods which provided prosperous conditions for the prevalence of minority culture; moreover I have also overviewed the eras of decline when restricting measures hindered previously established order of social roles of the minority elite. Furthermore, I have illustrated the effect and the outcome of community education regarding the particular social context, moreover the development of students' attitude to traditional culture, the reception and effect of values transmitted in a local, regional and international context. I have tried to identify the social attitude which evolves within the judgement of the community concerning these personalities.

The research methods I have used include life histories, the Thompson questionnaire pattern, question-oriented interviews, gathering relevant documents regarding the way I discussed life histories, cumulative life cycle graphs as well as two types of multi-variable inductions: correspondence and cluster analysis. The documents include not only photographs but also newspaper articles dealing with the people's work, certificates as well as the comments of the visitor's book.

To sum up, we could point out that the subjects of the research are representative personalities of the local and regional society in Székelyland/Székelyföld and Csángóland

/Csángóföld. Identifying themselves with an intellectual way of life they represent and hand down a perspective that is particularly concerned to preserve and protect values. Instead of approaching villagers with some condescending attitude of the upper-class or educating people from the 'outside' or from 'above', they easily accommodate themselves to the community and live together, coexist with them.

The way these people focus their knowledge on the abundance of everyday social life and moreover the fact that their institutionalised recognition prevails far beyond the boundaries of the village confer them into outstanding, popular personalities who are regarded with respect both by locals and foreigners. Their characteristic features such as determination, thoughtfulness towards others, patience, their loving, helpful attitude, love of work as well as their unselfish character that is not striving either for recognition or fame, their ceaseless self-taught manner, outline the prototype of a community educator.