

AN INVESTIGATION OF THE IDEALS OF SECONDARY SCHOOL STUDENTS

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Ideals have an important role in the development of youth. The living person, historical hero, character from literature on an imagined person to whom the child, the young man would like to be similar, can be an important source of the development of his personality.

In the practice of Pedagogy many do not pay proper attention—not even in the education of teenagers—to the fact that inquiries should be made into the particular characteristic features of people who are highly esteemed by their pupils. During the course of their work within education with regard to teenagers it is completely arbitrary who should be the ones most likely to be characterized, to be put in the centre of interest so that they may be the models of action for their pupils.

This opinion and practice can be traced even better in the education of youth. Teachers often say that choosing an ideal and following it is common only in the case of small children. This opinion is based on the fact that small children have strong imitative propensities, they do not have their own principles, their affection for an attractive ideal is merely emotional. Their emotional instability, imaginative fantasy make small children choose a new type of ideal very often.

According to certain practicing teachers, young people form their own characters on the basis of their moral education, on their established world view. There are no examples, ideals in front of them, they even consider it a "childish thing" if they are thought to look upon some person or persons or certain human characteristic features as fit to be imitated. As they say, they are 'themselves' and they do not wish to be like anybody else. They form their own characters. This self-characterizing and, proclaimed opinion of young people about themselves is understandable in respect of their desire for self-research that is so characteristic of teenagers and young people. But the practice of

education, the frank, open statements of young people and our inquiries prove that it is "at the end of the teenager-age and mainly the youth-age that the development of ideals take place. One of the ideals, or a figure of an imaginative person made up by mixing together the various characteristic features of numerous ideals is the most likely to become the ideal, the embodiment of the desires and wishes of a young man." /Agoston, 1970, 284.p./

Because of the experienced and above-mentioned theoretical obscurities that occur in the practice of education we think we should declare very clearly that an ideal is different from a model. A model is always a living person. An ideal is the result of an abstraction on a higher level. It is most desirable that the human characteristic features represented by the ideal should correspond to the exigencies of society. Obviously it is impossible to set up an ideal for young people which realizes all social expectations. Persons who could realize certain human characteristic features on the most perfect level should be looked for, should be characterized and made attractive. For the sake of forming and developing an ideal, various models must be set for the pupils during the course of their education, in this way making it possible for the ideal to be formed and developed in their private life in accordance with the social conditions. It is the individuals i.e. pupils who put into words what they demand from their ideals during the course of their education. More exactly, the characteristic features considered to be worth following are realized, reflected in the individual. We agree with the following statement: "...ideals develop through the influence of social evaluation...they determine socially the general tendency of the personality..." /Daróczy, 1970, 80.p./

On the realization and on the acceptance of the important role that the above-mentioned facts play in the practice of education we declare it very important to make inquiries from time to time into how young people evaluate certain human characteristics, which are the most favourably accepted and most attractive characteristic features. On the basis of this we compare whether the socially determined scale of values is in accordance with the ambitions of our young people. The diagnosis developed in this way can be one of the planning of our educational work.

Ideals develop through the influence of many factors. Family environment, its cultural, educational level, its moral scale of values and its political atmosphere play an important role in it.

In their development the role of schools, the youth organization, the mass media, readings and any other spontaneous effect is very important, too.

One of the important aims of our investigation was to find out at what rate the school affects the development of ideals with the teaching material, with its special means and methods. We wanted to extend our inquiries about how the school directs its pupils towards out-of-school experiences that could be the source for developing their ideals and that could help them strengthen their imagination about a certain ideal. We also wanted to find out what they liked the most, what they selected from the various items of information they got during the time of our investigation and, we wanted to find out whether the chosen characteristic features which they found attractive and worth following are indeed of value, or only the product of a fashionable, second-rate, intellectual, trend.

In 1967 we started our investigations about the ideals of children. We got the inspiration to start our work from a special investigation which was done in France. The investigation we did in 1967 was the reproduction of the French one. Naturally we took into consideration the special Hungarian conditions, especially with regards to various institutions of education we visited during the time of our investigation.

The questions put to the pupils initiated in the investigation were the same as in the French investigation and the analysis of the matter of our investigation was done in accordance with the view-point of the French authors. /Dumazedier-Hassendorfer, 1965./

In the above-quoted study we referred to the fact that it is advisable as well as necessary- we declared- to discover the interest and follow with attention the tendencies and cultural development of our young people and, to repeat the investigation from time to time i.e. every five years. In the quoted material we also mentioned that it would be advisable to extend the investigation about ideals to an investigation about motives. Therefore during the recent investigations we tried to find out about the attractive human characteristic features and personalities which we declared to be worth following in the chosen ideal.

In the present study we present some extracts of a longer dissertation; we would like to enlighten the bases of the investigations only. Besides that, we also undertake the formulation of some relationships and conclusions.

### Methods Used During the Investigation.

We got the data of our investigation- we took a countrywide sample- by the means of a questionnaire. Taking into consideration of confidentialia intervallum -in a layered sample- we asked 2,500 pupils but got only 2,434 usable answers. The conclusions we got from the data of this population may be about 95 % true.

To get the necessary information through the method of filling in questionnaires we visited third classes in Hungarian secondary schools-grammar schools, specialized secondary schools and schools of industrial apprentices, so we gathered the opinions and confidences of 17year-old people by having them fill in our questionnaires.

We decided in the usual way i.e. by lot, what secondary educational institutions to choose. We paid attention to the fact that the proportion of the industrial and agricultural branches of the various specialized secondary schools and schools of apprentices should correspond to the real percentage.

We treated the material of the various branches in a special way while analysing certain relationships. For example we analysed the effect of the basic curriculum in the various types of schools.

We so devised our questionnaire that it would be suitable for processing by computer. /See the questionnaire/ From the classifying data one can find out the sex of the young people who filled in the questionnaire, as well as the profession and education of their parents.

These latter data made it possible to find out about the relationship between the education of the parents and the ideals of their children.

The last questions of the questionnaires referring to the motivation of the choice, the chosen profession, the parents and the family environment also gave us precious information about the correlation of the family environment and the ideals as well as about the relationship between the former and the chosen profession

The investigation is very simple, but it is sufficient for gathering material which is suitable for analysis and for multilateral investigation of the chosen ideal.

According to the instructions /See the questionnaire/ given on the questionnaire the pupil was allowed to mention three names, names of personalities, whom they held in the highest esteem, to whom they felt drawn, and, who were the most attractive to them. So the pupils were allowed to make a free choice of the three persons whom they esteem, whom they consider worth following for some special reason, for their attractive characteristic features.

In the respect of the chosen personalities-this is emphasized in the basic material of the investigation, too, - the date of the investigation is very important. The investigation took place in 1973. Referring to the date of the investigation we have to remark that topicalities have a great influence on the choice of young people. But to form a judgement of the attractive moral, political, cultural and general human ideals of the stratum of pupils that was subject to the investigation the person who represents the attractive human characteristic features is of no crucial importance during the time of any investigation.

We composed the basic material in a very simple way. Taking into consideration the various types of schools as well as the whole population the votes given by the pupils for each personality i. e. ideal were counted up. /The number of appearances of each personality were counted up/ Personalities who were chosen by more than 3 percent of the investigated population were only objects of further analysis.

To make the multilateral analysis graphic we put the most important data of investigation in table form and, we present the first ten of the chosen ideals in tables according to the various schools. This order of the chosen ideals is a sort of order of importance itself. We set up an order according to the sexes, too. This part of the investigation is not presented here, but it seemed to be enlightening. In this study we present the percentage distribution of the effect of studies in different schools, the effect of the directing role of the studies. The distribution of the chosen personalities according to the type of school which the pupils attend can be the source of various educational conclusions. Such item of information referring to the whole sample can be very enlightening, but they are even more interesting if investigated according to the various types of secondary schools.

We made separate tables of the various periods of time in which the chosen ideals lived i.e. we wanted to find out whether the ideals

of our young people lived in former centuries or they were great living personalities. We thought it very important to differentiate according to the nationality of the ideals of our young people.

In the tables all the answers i. e. the answers of 2,434 young people can be found. As we said before, pupils involved in the investigation were allowed to mention 3 personalities. But not everybody took advantage of this possibility. There were pupils who mentioned only one or two personalities. This led to the situation that the sum of the various data shown as a percentage is never 300 % or 100 % in each table, but always less than that. The difference results from some pupils not giving all the three personalities. We considered it necessary to emphasize this fact as it would have seemed to be a lack of precision to those who wished to check the percentage.

We want to make another important remark on the method of processing the material. Of the enumerated characteristic features of the chosen personalities/"Enumerate the characteristic features whereby you esteem him, value him, follow him"/See the questionnaire we took into consideration only three characteristic features in the case of all personalities and, according to the order they were enumerated. The majority of pupils enumerated more than three attractive characteristic features. When we go into details investigating the material we shall pay attention to which characteristic features were mentioned in first, second and third places. The order of the enumeration may be unimportant, although it is very characteristic. For example a little girl from a grammar school put a famous sportsman in first place. It would be quite natural if she considered his glory, his good reputation and his success attractive. But amazingly even for us, she puts his "exemplary family life" in first place and his success, his sportmanship come only after that.

From the answers of the pupils we amassed nearly a hundred different kinds of characteristic features. In the cases where pupils - because of the rich assortment of the Hungarian language - gave synonyms for the same characteristic features we reduced the synonyms to the most widely used expressions. In some cases we used two or three synonyms to denote the same characteristic feature /e.g. 'consistency of principle, stability of ideas/. Of the characteristic features amassed depending on their relative



frequency we present the first 30 in this study pointing out their frequency rate as a percentage.

Relying on the experiences of the pre-assessment of our investigation in 1967, we decided to exclude the parents, closer relatives and teachers of the pupils from those whom they were allowed to choose as an ideal. Therefore, we gave a definite prohibitory instruction referring to this: "You can choose the names from any kind of human activity, from any kind of profession, with the exception of your parents, relatives and teachers." /See the questionnaire/ We had to make this decision because 90 % of the pupils involved in the former investigation chose a parent as an ideal, and the incidence of teachers was almost the same in their choice. Relying on these data we can declare that the effect of one of the parents prevails even in disintegrating families and that each of our young people finds somebody worth following among his teachers.

While processing the data of the investigation we discovered that our young people find a lot of people whom they consider to be worth following and they choose their ideals from people in different professions. These people usually live in the environment of the young people, and they can be, for example, workers whom pupils of specialized secondary schools were able to meet in the workshop or in the fields of a co-operative farm. We can find leaders of the youth organization among them - they obviously got acquainted with these young leaders in the youth organization. We can also find Young Masters of the Trade among the chosen ideals. The names of these young masters appear in the newspapers and they are known through the mass media. These young masters are not scientists, they are not national heroes, they are ordinary people but they are pre-eminent among the others in their work-places because of their attractive characteristic features, because of their work and their uprightness. These people are called 'the heroes of everyday life' in this study.

We have also to mention that we composed the question on the questionnaire so that it called for a certain orientation. /See the first page of the questionnaire/

Now from the basic material of the investigation we present the first 10 names according to the different types of schools. /See tables I-VI in the appendix/

The most remarkable thing is that people from all the different schools mentioned Angela Davis, the famous fighter for civil rights - her name was put in first place three times! Our young people protested against Angela Davis's unlawful arrest and obviously this unlawful arrest affected their choice. But the reasons why she was put so high were her steadfastness in her principles, her progressive way of thinking and her love for her fellow countrymen.

Speaking about the similarities which were quite remarkable in the case of the lists of names given by the different schools we have to mention that the name of the outstanding personality in the international workers' movement, Vladimir I. Lenin, was on each list. A lot of young people found his character worth following and considered his revolutionary behaviour attractive. This, and the fact that besides V.I. Lenin, Marx and Engels were chosen quite often, prove the positive effect of the Hungarian method of teaching history.

In every layer investigated we find in second place Sándor Petőfi, who was one of the greatest Hungarian lyrical poets, and the hero of the war of independence of 1848. No wonder that he has such an intensive effect on young people even today; the last five years of his exemplary life were so outstanding that we could hardly find anybody else in world literature to compare with him.

We have to mention yet another essential similarity. The category of 'heroes of everyday life' has a high relative frequency-value in each type of school. In both branches of the school of industrial apprentices /industrial and agricultural/ this category was put in first place.

But we can see remarkable differences in the choice in different types of schools. One of the remarkable differences can be seen in the frequency that sportsmen are chosen. We cannot find sportsmen on the list given by pupils of secondary grammar schools. The frequency of choice of sportsmen is only 29.0 % in this category. This frequency can be valued positively, i.e. it can be an aversion to star-cult; but again, this can testify that our pupils are not educated to leading a healthy way of life. The high percentage rate of sportsmen chosen by pupils in schools of industrial apprentices can be explained by the attractiveness of mere physical strength and capacity, and, last but not least, this high percentage rate /48.6 % and 51.8 %/ can also be explained by the possibility of

quick success.

One of the most important effects of our public education, i.e. the effort to use an approximately identical basic curriculum which gives an identical general education in different secondary educational institutions, is illustrated by the fact that the outstanding personalities of Hungarian literature - Sándor Petőfi /1823-1849/, Endre Ady /1877-1919/, János Arany /1817-1832/, Kálmán Mikszáth /1847-1910/, Attila József /1905-1937/ and Miklós Radnóti /1909-1944/ - are amongst the first ten of the chosen ideals.

The effectiveness of the Hungarian method of teaching history in secondary schools is illustrated in a similar way by the fact that the positive heroes of our national history, the outstanding personalities of our progressive national endeavours, such as Lajos Kossuth /1802-1894/, Miklós Zrínyi /1508-1566/ and Ferenc Rákóczi II. /1676-1735/, as well as the heroes of the Hungarian workers' movement, can also be found among the ideals.

As a remarkable fact we have to mention - without the slightest intention of condemning them - that nonserious forms of entertainment are represented only by Jane and Peter Fonda and the Hungarian Zsuzsa Koncz among the first 10 of the chosen ideals. Other representatives of non-serious entertainment indicate our young people's attraction towards this genre, i.e. pop music. This category had 7.6 % in grammar schools; in specialized secondary schools this category had 7.3 % /industrial branch/ and 4.7 % /agricultural branch/. The percentage rate of the outstanding personalities of the above-mentioned genre among the chosen ideals is 24.7 % in the schools of industrial apprentices /industrial branch/ and 25.3 % in the agricultural branch. Nevertheless there is no reason for us to regard or declare this as dangerous even in the case of industrial apprentices. Yet the interests of young people from grammar schools differ quite remarkably from those of young people from specialized secondary schools and schools of industrial apprentices. We regard this interest as natural. This picture does not indicate that the refinement of our young people is poor and that their taste is distorted. This shows only a characteristic interest of young people which has always existed. We think that this last statement of ours is proved by the reasons for which the stars of nonserious entertainment were chosen by our young people.

## BREAKDOWN OF THE SELECTED PERSONS BY LINES OF OCCUPATION

	Grammar school %	Specialized secondary school (Industrial branch) %	Specialized secondary school (Agricultural branch) %	School of industrial apprentices (Industrial branch) %	School of industrial apprentices (Agricultural branch) %	Total %
Sport	29,0	36,4	38,0	48,6	51,8	41,7
Motion picture	14,1	10,2	12,6	13,0	12,0	12,7
Theatre	13,0	17,3	20,6	20,6	16,0	17,7
Song, jazz	7,6	7,3	4,7	24,7	25,3	17,0
Other world star (TV, radio, circus)	12,6	11,4	9,5	17,3	14,0	14,6
Classic literature	68,2	69,7	77,7	54,6	63,8	62,3
Trashy literature, crime stories	2,1	2,0	0,0	3,0	3,2	2,5
Serious music	8,5	7,5	6,3	4,7	2,0	5,9
Fine arts	7,0	6,4	17,4	4,4	2,0	5,5
Scientists, scholars, inventors	34,5	24,7	22,2	9,8	12,8	19,2
Traveller discoverer	8,6	13,9	4,7	8,4	8,8	9,4
Historical and political heroes	52,5	52,6	55,5	41,1	46,5	47,0
Popular heroes	0,8	1,1	0,0	1,0	1,6	1,0
Soldiers, military leaders	4,3	3,6	0,0	3,3	7,6	4,0
Persons of religion	0,5	0,6	0,0	0,0	0,0	0,2
Heroes of weekdays	4,1	13,5	9,5	23,1	29,3	17,1

Their reasons were: artistic interpretation, good diction, cheerfulness and gaiety.

For the distribution by profession of the chosen ideals who were put in first, second and third places according to types of schools and in general, too, see table VII.

By a brief comparison of the different data we can assume a most enlightening conclusion about the deliberate activity of a given educational institution, and about the effect of the out-of-school orientation which is spontaneous or, in some cases, controlled by a particular interest of a given group of pupils.

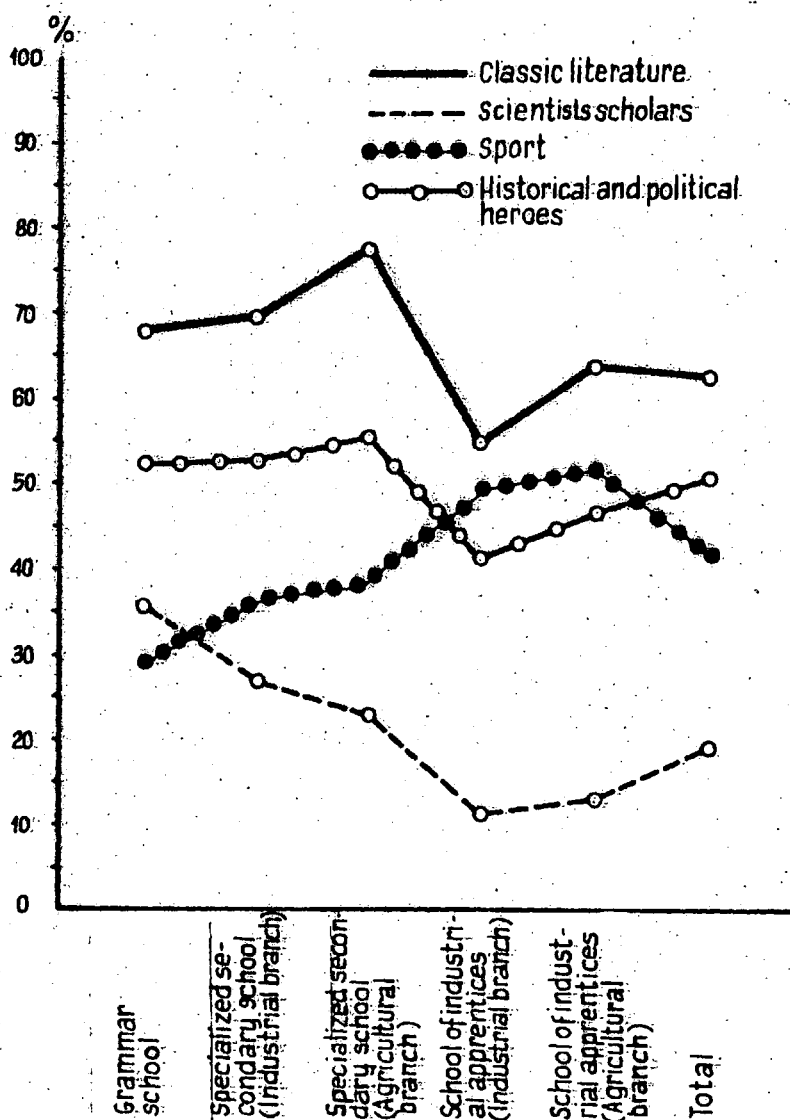
In the case of pupils involved in the investigation, the effect of school on these pupils is illustrated by the 59.89 percentage rate as opposed to the percentage rate /40.11 %/ of out-of-school information /sport, film, theatre, chanson, jazz, television and radio, trashy literature, the heroes of everyday life and religion/. Of course, this rate is different according to different layers:

	Within-school effect %	Out-of- -school effect %
Grammar school	72.4	27.6
Specialized secondary school /industrial branch/	67.2	32.8
Specialized secondary school /agricultural branch/	68.4	31.6
School of industrial apprentices /industrial branch/	49.9	50.1
School of industrial apprentices /agricultural branch/	49.4	50.6

We did not intend to set up a standard according to the above-mentioned percentage rates because the out-of-school effects - film, theatre, radio and television, and, first of all, the heroes of everyday life - have their own real cultural values. In the case of schools of industrial apprentices the approximately 50-50 % distribution shows that the effect of the school as a source for choosing an ideal is quite strong; but the pupils have also closer connections with everyday life and activity, and this fact strengthens the effect of out-of-school factors.

It seems to be enlightening to observe the order of the different kinds of professions put in first, second and third places

VIII. table



according to the different secondary educational institutions. Ideals chosen from classical literature are put in first place in every type of school. /We put the classical writers as well as characters in this category/. Historical and political heroes were put in second place in grammar schools /52.5 %/, in the industrial branches of specialized secondary schools /52.6 %/ and in the agricultural branches of specialized secondary schools /55.5 %/. Sportsmen were put in second place in both branches of schools of industrial apprentices /48.6 % and 51.8 %/.

Scientists and inventors were put in third place in grammar schools /34.5 %/ and in the same place we can find sportsmen in both branches of specialized secondary schools /36.1 % and 38.0 %/. Historical and political heroes are put in third place in schools of industrial apprentices /41.1 % and 46.5 %/.

The above-mentioned data are presented on table VIII: for the percentage rates see the diagrams.

Classical literature - besides Hungarian poets and prose-writers - is represented by F.M.Dostievsky, A. Dumas, J.W.Goethe, A.S.Pushkin, L.N.Tolstoy, Jean-Paul Sartre, E. Zola, Harriet Elizabeth Beecher-Stowe, Guy de Maupassant or by characters created by them.

We mentioned before that the representatives of the sciences make a great impression on our young people. It is indeed enlightening to look at the list of names of those personalities who became ideals. Johannes Kepler /1571-1630/, Kempelen Farkas /1734-1804/, James Watt /1736-1819/, Alexander Humboldt /1769-1859/, János Bolyai /1802-1860/, Louis Pasteur /1822-1895/, Alfred Nobel /1833-1896/, Robert Koch /1843-1910/, I.P.Pavlov /1849-1936/, K.E. Tziolkovsky /1857-1935/, Fridtjof Nansen /1861-1930/, Albert Einstein /1879-1955/, A.S.Makarenko /1888-1939/, Albert Szent-Györgyi /1893- /, Christian Barnard /1924- /.

This list of names gives us a picture of wide-reaching interests, but it also shows that our young people do not very well know the great scientists and outstanding inventors of our time.

On the data of our investigation in 1966 we have to declare again that in Hungary the education of young people in art in secondary educational institutions leaves a lot to be desired. We cannot declare even today that this problem is solved, but, partly

# BREAKDOWN OF THE SELECTED PERSONS BY CENTURIES

Century	Grammar school %	Specialized secondary school (Industrial branch) %	Specialized secondary school (Agricultural branch) %	School of in- dustrial appren- tices (Industrial branch) %	School of indust- rial apprentices (Agricultural branch) %	Total %
XX.	192,4	205,9	206,3	227,4	225,7	214,8
XIX.	57,0	59,7	65,0	38,9	54,6	49,4
XVIII.	6,0	4,5	3,1	3,5	3,2	4,3
XVII.	2,0	0,9	0,0	0,5	0,0	0,9
XVI.	5,0	4,3	3,1	4,8	8,8	5,2
XV.	3,1	2,2	3,1	2,0	2,8	2,4
XIII.	0,0	0,2	0,0	0,0	0,0	0,0
XI.	0,8	0,0	0,0	0,4	0,8	0,4
I.	0,1	0,2	0,0	0,0	0,0	0,0
B.C.	1,1	0,4	0,0	0,7	1,2	0,8



because of the influence of school education, and mainly by the effect of radio and television, we succeeded in directing a lot of young people's interests towards classical music and painting. At least, the fact that we can find such names as Leonardo da Vinci, Michelangelo, Vincent van Gogh, Auguste Renoir, I.J.Repin and Pablo Picasso indicate this.

Outstanding representatives of classical music - J.S.Bach, Joseph Hydn, W.A.Mozart, Ludwig van Beethoven, Richard Wagner, Georges Bizet, Frederic Chopin, P.I.Tchaikovsky, Antonin Dvorák, Bedrich Smetana, Leonard Bernstein, as well as the Hungarians Zoltán Kodály, Béla Bartók, Ferenc Liszt and Ferenc Erkel - had a great impression on our young people. They found the characteristic features and artistic capabilities of these musicians very attractive.

The material of the investigation was processed with regard to the centuries in which the chosen personalities lived. Looking at the table we learn that the effect of the XXth. century is the strongest. It is quite obvious that this is the result of the school curriculum, but the mass media have an important role in it, too. 64.0 % of the ideals chosen in grammar schools, 68.3 % and 68.6 % in specialized grammar schools, 75.6 % and 75.0 % in schools of industrial apprentices lived in the XXth. century. Because of the effect of the outstanding personalities of literature and the sciences of the XIXth. century, as well as because of the attractiveness of music and painting of the same century, it is quite obvious that the effect of the last century is still very strong. 19.0 % of the ideals chosen by people in grammar schools, 19.6 % and 21.6 % in specialized grammar schools, 13.3 % and 18.0 % in schools of industrial apprentices lived in that century. The percentage rate of ideals chosen from previous centuries is negligible.

We had to consider the important question of our young people's general familiarity with world affairs. Do they know outstanding scientists, writers, historical personalities and political heroes of other nations? Do all these foreign personalities have an effect on our young people? For the different data referring to this point see table X.

The majority of the chosen personalities in every secondary school are Hungarian. The U.S.A. is put in second place and the

# BREAKDOWN OF THE SELECTED PERSONS BY COUNTRIES (STATES)

	Grammar school %	Specialized secondary school (Industrial branch) %	Specialized secondary school (Agricultural branch) %	School of industrial apprentices (Industrial branch) %	School of industrial apprentices (Agricultural branch) %	Total %
Albania	0,1	0,2	0,0	0,4	0,4	0,3
Australia	0,5	0,2	0,0	0,0	0,0	0,2
Austria	0,5	1,4	0,8	0,3	0,0	0,4
Belgium	0,1	0,2	0,0	0,2	0,0	0,2
Brazil	1,1	10,0	1,5	2,7	4,4	2,4
Bulgaria	0,0	0,0	0,0	0,1	0,0	0,0
Cuba	2,8	2,9	3,1	1,1	1,6	2,0
Czechoslovakia	0,5	1,3	1,5	0,0	0,0	0,4
Denmark	0,5	0,0	0,0	0,0	0,0	0,1
Egypt	0,1	0,2	0,0	0,0	0,0	0,1
France	10,1	9,3	11,1	6,8	4,8	8,0
Germany (German Federal Republic, German Democratic Republic)	7,3	8,6	7,9	4,8	6,4	6,4
Greece	2,3	0,9	0,0	0,8	1,6	1,2
Holland	1,5	1,1	0,0	0,6	2,8	1,1

Hungary	160,7	160,4	182,5	195,3	220,4	183,2
India	1,8	0,9	0,0	0,4	1,6	0,9
Ireland	0,6	0,6	3,1	1,0	1,2	0,9
Italy	4,6	6,6	4,7	6,4	4,0	5,7
Norway	0,3	0,2	0,0	0,0	0,0	0,1
Poland	6,1	2,7	0,0	1,5	1,6	2,8
Rumania	0,1	0,0	0,0	0,0	0,0	0,0
Soviet Union (Russia)	16,8	19,4	6,3	15,3	16,8	16,4
Spain	0,1	0,2	0,0	0,1	0,4	0,2
Sweden	0,3	1,1	0,0	0,1	0,0	0,3
Switzerland	1,1	0,6	4,7	0,4	0,0	0,7
United States of America	35,2	45,4	44,4	27,6	18,8	32,3
United Kingdom	10,1	9,8	6,3	8,7	6,8	9,4
Yugoslavia	0,6	0,0	1,5	1,9	3,2	1,3

Soviet Union in third. On literature and the arts France is put in fourth place. We find the representatives of the U.S.A. in second place and those of the Soviet Union in third in the industrial branches of specialized secondary schools. In the agricultural branches of the same type of secondary school the U.S.A. is put in second place and France in third. In our opinion, literature and pop music had an important role in determining this order. In the schools of industrial apprentices the attraction towards sports stars and pop singers is illustrated by the order of the nationalities of the chosen ideals. The U.S.A. is put in second place, England and the Soviet Union in third in this case.

We also investigated the sources of the chosen ideals of our young people. The data /see table XI/ regarding this point of view are very enlightening. If we refer only to the fact that, with the exception of the industrial branches of schools of industrial apprentices /with a slight deviation only!/, it is the school studies which dominate, then we can see that even if there are probable differences caused by the socio-cultural environment and that these differences can be traced in our different secondary schools, the result of our great efforts to eliminate the differences can be traced, too.

. In the order of the sources of the ideals, radio and television were put in second place. In both branches of schools of industrial apprentices - not by chance, and completely understandably in view of the above-mentioned connections - sports games, daily magazines /sports magazines/ were put in a very high position.

This outlined material, which referred to the most essential points only, is sufficient to describe the cultural education of our young people during the time of the investigation. By comparing the different data we can gain a picture of the essential characteristic features of this cultural level. We can refine this picture if we make inquiries into the reasons and the human characteristic features which had a determinative role concerning the choice of our young people.

In the present study we cannot go into details in analysing the 90 odd human characteristic features which we gathered in the entire material. We cannot even present whether the most valuable human characteristic feature chosen by a certain young pupil is in accordance with the social scale of values. Now we only enumerate the

## WHERE THE SELECTED PERSONS ARE KNOWN FROM

	Grammar school %	Specialized secondary school (Industrial branch) %	Specialized secondary school (Agricultural branch) %	School of industrial apprentices (Industrial branch) %	School of industrial apprentices (Agricultural branch) %	Total %
From:						
School - studies	80,9	76,8	84,1	57,7	81,9	70,1
Compulsory readings	4,0	3,6	1,5	5,7	8,0	5,0
Readings	58,0	57,2	60,3	37,1	38,1	46,6
Radio	22,7	31,8	50,7	26,3	25,3	27,0
Television	53,9	47,8	42,8	63,7	57,4	57,4
Theatre	3,8	2,9	3,1	4,1	2,4	3,6
Cinema	9,8	6,6	12,6	8,7	12,8	9,1
Daily papers	14,2	16,0	7,9	14,0	7,6	13,6
Magazines	2,0	2,5	1,5	3,3	0,8	2,5
Competitions	11,8	19,9	3,1	34,4	79,3	25,9
Somewhere else	7,1	13,2	12,6	23,1	25,7	17,5

## XII. Table

talent  
patriotism  
desire to learn  
artistic performance /acting/  
courage, heroism, resoluteness  
exemplary conduct, attractive personality  
persistence, perseverance  
ability to speak in public  
love of sports  
generosity, self-denial  
fighting spirit  
modesty,  
sportsmanship, fairness  
love of the people  
honesty, integrity  
will-power  
moral courage, fighting power  
revolutionary spirit, love of liberty  
gaiety, good-humour  
love of justice  
struggle for civic rights  
success, results achieved  
humanitarianism  
good appearance  
struggle against oppression  
diligence, continued effort  
consistency of principles, ideological firmness  
progressive thinking  
love of work  
popularity, good image  
love and understanding of young people  
purposiveness, determination

first 32 characteristic features according to their relative frequency /see table XII/. We think that these are human characteristic features suitable for the composing of a human ideal, and that a human ideal composed by these human characteristic features illustrates that our young people develop in a healthy way; the majority of them chose an ideal which is in accordance with our social aims and educational ideals.

Nor can we present the connections between the career chosen /or assigned by the parents/ and the ideal.

The negative tendencies traceable in the material of the investigation could be suitable for the presentation of different proposals. So from these negative tendencies proposals could be made for corrections to the curriculum, for strengthening the centrality of education in the secondary educational institutions and for the further refinement of the programme-policy of the mass media so that they might intensify their developments with special regard to programmes for young people.

The possibility of further development is given - according to decisions by the Party and the State - by making a positive change in direction of one very important factor, viz. the socio-cultural environment.

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## Изучение идеалов молодёжи

д - р Куншаги Элемер

В статье публикуется часть результатов исследований, начатых автором в 1972-м году. На основании исследований, предшествовавших данному исследованию, автор исходит из гипотезы, что на учащихся 16-17-и лет отдельные человеческие свойства обязательно оказывают влияние и одни из них являются привлекательными, достойными подражания. Поэтому и для педагогической практики необходимо и полезно исследование в определённые сроки того, какие примеры, качества человека влияют на нашу молодёжь.

Кроме этого автор предпринимает также и выявление мотивов выборов учащихся.

Исследование, лежащее в основе статьи, было проведено анкетным способом и посредством собеседований. Сведения получены от гимназистов, учащихся профессиональных средних школ и училищ. Число опрошенных достигает 4 тысяч. Следовательно, результаты исследования являются репрезентативными по всей стране.

Из данных, годных к разностороннему рассмотрению многих отношений, в статье сообщаются виды занятий, из которых учащиеся выбрали свои идеалы, столетие, в котором жили выбранные личности, указываются их национальная принадлежность и качества / мотивы /, на основе которых они выбирались.

Данные, послужившие для анализа в качестве материала, приведены в наглядных таблицах, могущих оказывать ценную помощь и педагогической практике.

## Untersuchung der Ideale von Jugendlichen

Dr. Elemér Kunsági

In der Abhandlung berichtet der Verfasser über einen Teil der Ergebnisse seiner im Jahre 1972 begonnenen Untersuchungen. Auf Grund der Untersuchungen, die der jetzt laufenden vorhergegangen sind, geht er davon aus, dass einige menschliche Eigenschaften auf 16-17-jährige Jugendliche unbedingt von grosser Wirkung und für sie sympatisch und folgenwert seien. Deshalb ist es für die pädagogische Praxis durchaus nötig und nützlich, von Zeit zu Zeit zu untersuchen, was für Ideale, Persönlichkeitsmerkmale auf unsere Jugendlichen wirken. Darüber hinaus hat der Verfasser auch unternommen, die Motive der Wahl von Jugendlichen zu ergründen.

Die der Abhandlung zugrundeliegende Messung wurde durch Fragebogenmethode und Gruppengespräche bzw. Gruppenbefragung durchgeführt. An der Untersuchung nahmen 16-17-jährige - Schüler von Gymnasien, Fachmittel- und Facharbeiterschulen - Teil und fast 4.000 Jugendliche wurden in den Gesprächen befragt. Die Ergebnisse sind deshalb auch landesrepräsentativ.

Von den mannigfaltigen, auf die Untersuchung vieler Zusammenhänge anwendbaren Daten teilt der Verfasser hier die folgenden mit: die Berufe, die bei der Wahl von Idealen bei den Jugendlichen vorgekommen sind, das Jahrhundert, in dem die gewählten Persönlichkeiten lebten bzw. leben, ihre nationale Verteilung, sowie die Persönlichkeitsmerkmale /Motive/, auf Grund deren sie gewählt wurden. Die Daten werden in Tabellen veranschaulicht, und auf ihre Grundlage werden Analysen durchgeführt, sowie für die pädagogische Praxis nützliche Schlüsse gezogen und Richtlinien angegeben.

## • A p p e n d i x




Seal of the School

### BASIC INFORMATION

Sex of the pupil:

1 girl

2 boy

Corresponding figure to be crossed!

Occupation of the father: . . . . .

Occupation of the mother: . . . . .

The highest level of the father's school education:

1 Less than eight years of general school

2 Eight years of general school:

Corresponding  
figure to be  
crossed!

3 Secondary school:

4 University, college, institute of higher education

The highest level of the mother's school education:

1 Less than years of general school:

2 Eight years of general school

Corresponding  
figure to be  
crossed!

3 Secondary school

4 University, college, institute of higher education

### READ THE FOLLOWING PASSAGE CAREFULLY!

On the following questionnaire /I., II., and III.paragraphs/ enumerate the names of three personalities you hold in the highest esteem, who are the most sympathetic to you, that is to say, who had the greatest influence on you.

You can choose names from any kind of occupation, any profession except you parents, close relatives, teachers. If one of the persons you choose is not well known, denote his/her profession and nationality.

The persons chosen can be alive and deceased. It does not matter in which age or century they lived.

Finally, the personalities chosen by you can be natives or foreigners. At school you learned about famous personalities about writers, poets, scientists, discoverers, historical heroes, politicians. You read about noted personalities as well, but you may have had a chance to get acquainted with personalities acting, working in various fields, from newspapers, weeklies, periodicals, pictorial magazines, the cinema, radio or television.

Thus there must be personalities you got to know, for whom you feel respect and sympathy, who had and still have an influence on you. You have to enumerate three of these, and answer questions referring to them.

I. . . . .

a b c d e

f g h i j

k l m n o

--	--

Where do you know him/her from?

/Cross code letter of the correct answer. If you do not find a suitable answer, write your answer on the dotted line!/  
.....

- a from your studies at school
- b from your compulsory readings
- c other readings
- d from the radio
- e from television
- f from the theatre
- g from the cinema
- h from newspapers
- i from pictorial magazines
- j from sports

ori . . . . .  
.....

Enumerate those qualities of his/hers, why you respect, hold in esteem, follow him/her.

.....  
.....  
.....

--	--	--	--	--

II. ....

a b c d e  
f g h i j ☐☐  
k l m n o

Where do you know him/her from?

/Cross code letter of the correct answer. If you do not find a suitable answer, write your answer on the dotted line!/  
.....

- a from your studies at school
- b from your compulsory readings
- c other readings
- d from the radio
- e from television
- f from the theatre
- g from the cinema
- h from newspapers
- i from pictorial magazines
- j from sports

or: .....  
.....

Enumerate those qualities of his/hers, why you respect, hold in esteem, follow him/her.

.....  
.....  
.....

--	--	--	--	--

III. ....

a b c d e

f g h i j

k l m n o

--	--

Where do you know him/her from?

/Cross code letter of the correct answer. If you do not find a suitable answer, write your answer on the line dotted!/  
.....

- a from your studies at school
- b from your compulsory readings
- c other readings
- d from the radio
- e from television
- f from the theatre
- g from the cinema
- h from newspapers
- i from pictorial magazines
- j from sports

or: .....

Enumerate those qualities of his/hers why you respect, hold in esteem, follow him/her.

Finally we ask you to answer the next 3 questions!

1. What profession do you prepare for?  
.....
2. Was your choice out of free will? yes - no /Underline correct answer!/  
.....
3. If not, what would you /have liked/ to become?  
.....

--	--	--	--	--



I. Table

GRAMMAR SCHOOL

1. Angela Davis
  2. Sándor Petőfi /poet/<sup>+</sup>
  3. Endre Ady /poet/
  4. V.I. Lenin
  5. Attila József /poet/
  6. Lajos Kossuth /historical hero/
  7. M. Curie
  8. Heroes of weekdays
  9. Jane and Peter Fonda
  10. Tamás Vitrai /TV reporter/
- 

<sup>+</sup> The profession of the chosen person was denoted only in case of Hungarians

II. Table

SPECIALIZED SECONDARY SCHOOL

/Industrial branch/

1. Angela Davis
2. Sándor Petőfi /poet/
3. Endre Ady /poet/
4. Heroes of weekdays
5. V.I. Lenin
6. Lajos Kossuth /historical hero/
7. Miklós Radnóti /poet/
8. J.A. Gagarin
9. Miklós Páncsics /sportsman/
10. Jane and Peter Fonda

III. Table

SPECIALIZED SECONDARY SCHOOL  
/Agricultural branch/

1. Angela Davis
2. Sándor Petőfi /poet/
3. Endre Ady /poet/
4. Mihály Munkácsi /painter/
5. Heroes of weekdays
6. Andrea Gyarmati /sportsman/
7. Miklós Radnóti /poet/
8. János Arany /poet/
9. Ernst Hemmingway
10. Tamás Major /actor/

IV. Table

SCHOOL OF INDUSTRIAL APPRENTICES  
/Industrial branch/

1. Heroes of weekdays
2. Sándor Petőfi /poet/
3. Angela Davis
4. V.I. Lenin
5. Attila József /poet/
6. Endre Ady /poet/
7. Gyula Bodrogi /actor/
8. Miklós Táncsics /sportsman/
9. Flórián Albert /sportsman/
10. J.A. Gagarin

V. Table

SCHOOL OF INDUSTRIAL APPRENTICES

/Agricultural branch/

1. Heroes of weekdays
2. Sándor Petőfi /poet/
3. Angela Davis
4. V.I. Lenin
5. Endre Ady /poet/
6. Attila József /poet/
7. Kálmán Mikszáth /writer/
8. László Papp /sportsman/
9. Miklós Radnóti /poet/
10. Zsuzsa Koncz /pop singer/

VI. Table

TOTAL

1. Heroes of weekdays
2. Sándor Petőfi /poet/
3. Endre Ady /poet/
4. V.I. Lenin
5. Attila József /poet/
6. Lajos Kossuth /historical hero/
7. Miklós Páncsics /sportsman/
8. J.A. Gagarin
9. Miklós Radnóti /poet/
10. Flórián Albert /sportsman/