

## *Albert Szent-Györgyi and the Student Union of the University of Szeged*

### Introduction

The period we are about to discuss is a short phase of Albert Szent-Györgyi's career in Szeged, barely a year. However, this is a phase with a great moral even for us now. The 1940/41 academic year is an extremely interesting year both for the university and its youth and for the city's history, when events of high ideals and deep dramatic happenings took place at the same time. This was one of those rare moments when youth becomes the main actor on the stage of history, and therefore became victims of historical turmoil, too. The article wishes to keep alive the memory of Albert Szent-Györgyi as a humanist, university leader, Nobel Prize winner scientist, and the students and university citizens of that period.

The article discusses the issue of autonomy in higher education and the issue of the students' democratic pattern of action. We emphasise that universities have their own individual microclimate – a notion familiar to youth research since long time ago. The attention of youth research turned to the active public role of the students due to events at the University in Szeged in the week before the Revolution of 1956, namely, the establishment of MEFESZ (Association of Hungarian University and College Students, AHUCS). However, this youth activity appeared in the higher education of Szeged for the first time on a university level, under the leadership of Rector Albert Szent-Györgyi, more than seventy years ago.

We are time travelling to the world of contemporary university citizens. This lifeworld may also be called the period of campus existence, the university life period, when young university citizens live in the campus. We analyse the issue of student self-activity in the case of the student union at the university in Szeged and Albert Szent-Györgyi's role in it. *Juventus ventus!* – since antiquity we know youth is like the wind. And what is wind like? It can be destructive, hurricane-like, stormy, icy, cold, bringing frost. But at the same time it can also light, free, happy, a breath of fresh air. Early documents, press releases, oral-history interviews, and Albert Szent-Györgyi's own statements and memoirs – from which we will quote a few – prove to us that Albert Szent-Györgyi considered youth as resource.

Our first Albert Szent-Györgyi citation is a television statement, in which he answers the English reporter's question about the start of his career: *"As a youngster I was very dull and my family was very worried thinking that I was an idiot and I started developing late and my uncle who dominated my family and was a well-known scientist objected most vigorously when I told him I wanted to go into science and then later he softened and consented that I should go into cosmetics. Ah, and then when I made more progress he consented that I become a dentist. And then even he had a very high opinion of me and said I could become a proctologist – he had haemorrhoids and was interested in that part of the body especially. So when I entered university and started research I started research on the structure of the anus and I feel now that I started science on the wrong end actually."*<sup>1</sup> – this statement – in my opinion – shows not only scientist Albert Szent-Györgyi's greatness and free spirit, but also his sarcastic sense of humour, all of which could carry him through the rough times in his own career and when he supported the birth of the student union at the university in Szeged.

Youth research considers the notion of active participation, which refers to involving the youth into decision making process as a benchmark for democracy. We are applying a typology consisting of four steps to determine how seriously the youth is taken from the point of view of their involvement in the decision making process, i.e. the possibility to make decisions in matters regarding themselves.<sup>2</sup> We do not regard involvement in the decision making process when adults put young people are put into the window as a decoration, nor when they choose "smart" opinions they like. The first step is when the adults ask the youth for their opinion but do not involve them in the decision making process, but make the decisions themselves. The second step is when the adults initiate the involvement of the youth and the decision is a result of a joint discussion. These are the first two basic steps. The third step is when the youth initiates decision making and execution – for which they receive opportunity from the adults. Finally, the last step, and the most complete involvement, i.e. the most complete participation is when the youth involve the adults in their initiatives and into the execution of their decisions, and the adults actively take part and support them. As we will see, university citizens in this period, under the leadership of the Rector Albert

---

<sup>1</sup> <http://www.youtube.com/watch?v=DKfssOAGFcY> Last download: 10/11/2012

<sup>2</sup> Arnstein, Sherry R. (1969): A Ladder of Public Participation. *Journal of the American Institute of Planners*, (4), pp. 216–224. and Hart, Roger (1992): *Children's Participation: From Tokenism to Citizenship*. UNICEF

Szent-Györgyi, started their movement, the youth of the university in Szeged, at the highest step, at the widest involvement level.<sup>3</sup> Albert Szent-Györgyi's role in all this is huge. It can be read out from József Halasy-Nagy university professor's words, when he wrote about the birth of the Szegedi Egyetemi Ifjúság (SzEI, Szeged University Youth) in the May 1941 issue of the Szegedi Híd and expressed his hope about the future, "*that the gardener, who planted this noble seed will take care of it and support it even when it will not be his official obligation.*"<sup>4</sup> Professor Halasy-Nagy thought that „*our university's future depends on this initiative's success to a large extent.*"<sup>5</sup>

## Towards the Szeged University Youth

Albert Szent-Györgyi was inaugurated as Rector of the university on October 24, 1940. He devoted the first period of his mandate to surveying youth organisations at the university. He was surprised to discover that at the Miklós Horthy University there are youth organisations which are not governed by students, but by elderly leaders. What is more, the majority of members are not university students either and the organisations were under political control from Budapest. Following this recognition, Albert Szent-Györgyi asked Ödön Pollner, a university professor, to look into the possibilities of a newly founded university to make changes in the issue of university student organisations. Ödön Pollner concluded that the fact that Miklós Horthy University started to operate in Szeged, as well as the fact that the previous university returned to Cluj-Napoca, means the termination of earlier student organisations at the university in Szeged and includes the possibility of founding new ones.<sup>6</sup>

During Ödön Pollner's investigation and resolution a law was initiated and adopted by the Upper House between December 11 and 18. The act limited the autonomy of higher education and certain education policy

---

<sup>3</sup> "Organising was initiated by the students and it should be realised together with the lecturers of the university. The aim is to create an educated type of Hungarians who understand the problems of the youth." – stated Szent-Györgyi to MTI (Hungarian news agency) in Pécs, in his presentation of 18 March 1941. SzN 19 March 1941. p. 3.

<sup>4</sup> SzH March 1941. p. 5.

<sup>5</sup> *ibid.*

<sup>6</sup> CsML VIII. 5. (Horthy Miklós Tudományegyetem Rektori Hivatal iratai [Documents of the Rector's Office of the Mikós Horthy University]) box number 5, 389/1940-41.

issues were brought under the competence of the ministry in four points. It became ministerial authority to determine the number of students to be accepted to universities and colleges; to determine the basic political and moral conditions of acceptance; to supervise the central organisation of student welfare care; to monitor university and college associations; as well as to determine the conditions under which a student may become a member of an association which is not subject to university or college authority. We are interested in the last two factors. Apart from professor Pollner's investigation results, these two last points initiated the establishment of the university students' Union by students and Albert Szent-Györgyi (who was conscientious that they have a very short period of time at their disposal, since his Rector mandate meant barely a year from December, when he was elected). December 13 is the historical date, when the Rector order issued at ten o'clock instructs the university students to assemble at eleven o'clock in the Auditorium Maximum at Szukováthy square (today Ady square) and listen to his speech about the necessity of a student union at the university in Szeged.

We quote Albert Szent-Györgyi: *"There is a new mood developing at this university, the university cathedra will no longer separate the professors from the students. I would like to make an attempt to unify our university's youth. My primary aim and task is to make university belong to the youth and the youth belong to the university. As a patriot my objective is to provide the youth with the possibility to develop spiritually, since a university citizen's primary obligation is to organise a complete overview of education. The failure of the modern age is that it educates masses and not individuals; this is why we need to make ourselves more human. The shortest path to achieve the above is through the development of sense of responsibility. I would therefore like to involve youth in the leadership of the university. Namely, student life was pretty poor until now, since advocacies from Budapest tried to organise the youth, and this was of course a mission impossible. The new student unity does not want to turn against anybody, nor do they want to put pressure on the youth in terms of ideology."*<sup>7</sup> A report from Délmagyarország – with another quote from Albert Szent-Györgyi. *"I would like to create a self-conscientious student unity, which would take part in governing the university, which can educate itself to become a fully responsible person, a personality. This is the patriotic obligation of the student unity: this is how it should define patriotism. It should educate itself to become a personality, an educated, upright human, because*

---

<sup>7</sup> SzN 14/12/1940 p. 5.

*the failure of the modern age is that it does not educate individuals, but masses, which can then be led to any direction and used to any purpose. This is why a student unity is necessary – continued the Rector – to develop a community which would replace various disruptive and divergent associations, and which provides opportunities for further development outside the university, in clubs and in any other respects to make the student become a personality. This was not present till now. There were certain advocacies in Budapest, but they cannot deal with the issues of the province.*<sup>8</sup>

After the event the extremists launched an attack against Albert Szent-Györgyi, which evolved into an attack series and followed him through his whole mandate as a Rector. Albert Szent-Györgyi referred to the results of the Pollner investigation in the speech above, when he talked about the youth association governed from Budapest. This reference basically regarded the Turul Association.

The University Council regulated this matter through a regulation under which the Szent-Györgyi issued a Rector's notice<sup>9</sup> on December 18, 1940 determining that *"a university student can become a member of an association, whose leadership is not under university governance (Turul and its divisions – Csaba, Rákóczi, Árpád, Emericana, Gábor Bethlen Circle, Luther Circle, etc.) only with University Council's permission."* An exception from the above are students who became members of above mentioned associations before the establishment of the Miklós Horthy University, and they could keep their membership. According to the regulation, those who intend to become members of the above associations are obliged to request the permission of the Council, otherwise *"becoming a member of the above mentioned associations calls for a disciplinary action"*.

As a result of this, in Turul Association's newspaper, Szegedi Új Nemzedék an attack was launched against Albert Szent-Györgyi and against the student union at the university in Szeged.

This attack was reinforced by another event, in which Albert Szent-Györgyi declared his commitment to an exclusion-free student union. The leaders of the Turul Association, Vilmos Fitor national leader, Ede Babiczky regional leader, Dr. Elemér Veres and Péter Jung primus magisters, as well as Dr. László Halász Szabó, leader of the Szentes organisation appeared before Albert Szent-Györgyi and in a more than hour-long meeting demanded from the Rector to

---

<sup>8</sup> DM14/12/1940 p. 3.

<sup>9</sup> CsML VIII. 5. (Horthy Miklós Tudományegyetem Rectori Hivatal iratai [Documents of the Rector's Office of the Mikós Horthy University]) box number 5, 208/1940-41.

allow the functioning of the Association at the University. They argued that *“at other universities of the country the Association is not only welcomed, but acknowledged and supported, it is only the university in Szeged that does not even provide a place for them on its premises”*<sup>10</sup>. Szent-Györgyi rejected this by declaring that he wishes to support a student union which is not fractioned, in which students are members due to their status as university students, consequently, they are not divided based on religious, church affiliation, faculty membership and other differences, but are members of the organisation to be founded exactly based on their university citizenship<sup>11</sup>.

The next event in the birth of student union at the university in Szeged happened on February 17, when student council elections started at the university in Szeged.<sup>12</sup> In the next three days 22 medical students (years 1-5), 11 student from the Faculty of Arts (years 1-4), 8 pharmacy students and 12 students from the Faculty of Mathematics and Natural Sciences (years 1-4) were elected. With regards to this event two things need to be emphasised: firstly, the students elected representatives on the level of years (i.e. year representatives), and secondly, this election happened without any official candidature, based solely on the students' public trust.<sup>13</sup> This may appear extraordinary having in mind our modern sense of law, when both in the political arena and during student council elections major campaigns strive to obtain representatives and lobbies.<sup>14</sup>

In the days to come, while the students organised the movement<sup>15</sup>, the Rector gave several presentations in this topic, out of which the most important is the one held on February 27, 1941 at the Friends of the University open

---

<sup>10</sup> SzÚN 21/12/1940 p. 8.

<sup>11</sup> MN 21/12/1940 and Journal of Szeged 21/12/1940 p. 3.

<sup>12</sup> SzN 21/02/1941 p. 4.

<sup>13</sup> “The leader is finally not the loudest person, but one whom the youth considers devoted.” – wrote István Kristó-Nagy Junior student in the May 1941 issue of Szegedi Híd (4.p.)

<sup>14</sup> Jancsák, Csaba: Hallgatói demokrácia és a hallgatói önkormányzatiság Magyarországon (1988 – 2008) [Student democracy and student self-governance in Hungary (1988 – 2008)] In: *Állampolgári kompetenciák kutatása és fejlesztése. Útkeresés és továbbadás az aktív állampolgárságra képzés folyamatában*. Belvedere Meridionale, Szeged, 2008, pp. 39-56.

<sup>15</sup> “I was not the one who founded SZEI, it was inspired by the students, I only helped them find themselves, discover their studentship, their sense of community and responsibility, but my principle was always that *students should guide themselves*, so all I am doing now is making sure that all issue concerning the students should be left



university<sup>16</sup>, where he stated that organising the independent student youth's plays a central role in his Rector credo due to the functions of the university to educate and create intellectuals. *"The role of a modern university is not only to convey expertise, but to educate in the purest and most complete sense of the word. Namely, contemporary universities are important organisations of the state and public life, especially because the university became the preparatory school for the public life. And we expect both expertise and personal values from a public figure. What means do we have to form personalities? Primarily lectures, if they are not merely a pile of superficial data. Apart from lectures, it is the youth itself that can provide possibilities for a richer life. University youth should not be united only within its own group, but with the university on the whole. The framework for this is already given at the university in Szeged, and it should be filled with content. We can hope the university in Szeged can become a genuine, warm home for the Szeged students. Consequently, graduates from the university in Szeged will have a fuller spirit."*<sup>17</sup> This modern attitude based on idea of free thinking was the most important element of Szent-Györgyi's "pedagogical programme"<sup>18</sup>: he thought acquiring "know-how" type of knowledge is essential, and contrasted it with estranged, inert knowledge, memorising and cluttering the brain with chaffs<sup>19</sup>. We can therefore conclude that Szent-Györgyi, a committed believer in value-filled higher education, considered the university's most important task to convey values – both in formal educational form (lectures and seminars) and in informal educational situations (e.g. free time).

---

in the hands of the students." Albert Szent-Györgyi: A SzEI-ről. [About SzEI (Szeged University Youth)] SzH 02/05/1941. (Italics taken from the original text – the author.)

<sup>16</sup> Szent-Györgyi held several presentations in Szeged about the thought of student unity and its objectives. He devoted his trip to Pécs in March to show his support of the idea of student unity. (SzN 19/03/1941 p. 3.)

<sup>17</sup> SzN 28/02/194 p. 4.

<sup>18</sup> "My activity as a Rector was guided by two convictions. One of them is that the aim of a university is not only to cultivate, teach and improve expertise, but primarily to educate the youth; my other belief is that the university belongs to the students and the students belong to the university." Szent-Györgyi Albert tanévzáró ünnepséget megnyitó beszéde, 1941. június 5-én. [Albert Szent-Györgyi's opening speech at the academic year closing ceremony on July 5, 1941.] In: Újszászi, Ilona (szerk.): *A szegedi felsőoktatás integrációjának története (1981-2010)*. Szegedi Tudományegyetem, Szeged, 2010, p. 35.

<sup>19</sup> Szent-Györgyi Albert: *Az élet jellege*. [The Nature of Life] Magvető, Budapest, 1975, p. 91.

## The structure of the Szeged University Youth

### *The students' home: the Club*

On March 15, 1941 the home of the Szeged university youth was handed over. Szent-Györgyi notified the Minister about the creation of the organisation in a notice issued March 24 and called for the registration of the organisation under applicable laws. The youth workgroups received rooms partly on the ground floor of the Faculty of Law which moved back to Cluj-Napoca and partly in the basement of the central building. The Rector determined the function of the university club to be a place where the students can “*relax, read, have fun and meet fellow students*”<sup>20</sup>. Later, when he visited Hungary in 1973, Szent-Györgyi<sup>21</sup> reminisced about this event and the microclimate at the time: “*One should not only live, but should enjoy life. People can work well only if they can entertain well. If they can rest. If they work a lot, they cannot rest from work and then cannot work, either. Consequently, I wanted to provide a more colourful life to the students, so we created a club, where – similarly to old clubs – you can sit in these high chairs. It doesn’t affect anybody’s morality, if you sit on a chair. But it gives a certain colour to things. We were subjects to attacks immediately.*”<sup>22</sup>

All this ignited another set of attacks. Szent-Györgyi was assaulted from right-wing press for trying to introduce liberal spirit – not to be confused with the modern sense of liberalism – i.e. the Anglo-Saxon type of liberal

---

<sup>20</sup> SzH 02/05/1941 p. 2.

<sup>21</sup> Albert Szent-Györgyi came to Szeged, Hungary, to be inaugurated as an honorary doctor. This is when István Kardos filmed a two-part portrait movie about him. An edited version of the text in the movie was published in 1973 as part of Albert Szent-Györgyi’s book *The Nature of Life* (pages 57-116). Medical University of Szeged inaugurated Albert Szent-Györgyi as an honorary doctor on October 12, 1973. An interesting information: the legal predecessor of the Medical University, József Ferenc University, which “emigrated” from Cluj-Napoca and was embraced by Szeged, already inaugurated Albert Szent-Györgyi as an honorary doctor in 1938 (Albert Szent-Györgyi was a lecturer at the institution from 1931 till 1945). József Ferenc University in 1940 moved back to Cluj-Napoca, i.e. part of the university (primarily its Faculty of Law), and a new university was established in Szeged, the Miklós Horthy University, whose first Rector was Albert Szent-Györgyi. From 1945 the name of the university was changed to University of Szeged, and in 1951 the Medical University of Szeged (SZOTE) formed and independent institution. In 1987 the Medical University of Szeged became Albert Szent-Györgyi Medical University (the abbreviation remained SZOTE). In 2000 all higher education institutions were integrated into University of Szeged.

<sup>22</sup> Szent-Györgyi Albert 1975, pp. 96-97.



atmosphere, the world of Anglo-Saxon universities' free thinking intellectual clubs to Szeged. In one of the rooms of the Club created in the central building there were table tennis tables, the other was a reading room and the third a dining room. Szent-Györgyi wrote his thoughts about the Club in the Szegedi Híd magazine.<sup>23</sup> When reading the article, we understand what he attempted to do: *"There is no room for card games, alcohol nor inappropriate talk within the walls of the club" [...] "a junior officer serves the students nutritious food and drinks for pennies, while they (both in Oxford and Cambridge) spend their free time there and get educated for a life as intellectuals"*.

Later in the Club one could also buy a SzEI (Szegedi Egyetemi Ifjúság, Szeged University Youth) badge designed by university student Béla Jankó. It cost 2 fillérs (change, Hungarian equivalent of USD cent or GBP pence). The badge represented a candle on a shield and above the shield there was the title Szegedi Egyetemi Ifjúság (Szeged University Youth).<sup>24</sup>

### *Operational resources and workgroups of the organisation*

What income did the student union have? Primarily the membership fee paid by students in the amount of 1 pengő.<sup>25</sup> This was approximately one percentage of the scholarship fee of that time. Szeged' mayor, József Pálffy, supported the foundation of the club by five thousand pengő and Bernát Beck, capitalist from Szeged and an Upper House representative by 1000 pengő. These two donations from the two liberal public figures and the fact that Bernát Beck was of Jewish origin provided fresh impetus for attacks from extremists. Albert Szent-Györgyi and the newly formed youth organisation were attacked in the Nemzetőr (National Guardian) newspaper. In Turul's newspaper, the Szegedi Új Nemzedék (New Generation of Szeged), the following statement appeared: *"The Turul Association does not hinder anybody in forming an organisation provided they do so along Christian values, but we will inevitable confront any formation that accepts Jewish, liberal money."*<sup>26</sup>

What was the structure of the Szeged University Youth? It is best described in a three level way. First of all, it was layered according to "professions" (or

<sup>23</sup> SzH May 1941 p. 2.

<sup>24</sup> SzH January 1942 p. 9.

<sup>25</sup> CsML VIII. 5. (Horthy Miklós Tudományegyetem Rektori Hivatal iratai [Documents of the Rector's Office of the Mikós Horthy University]) box number 5. 208/1940-41.

<sup>26</sup> SzÚN 27/03/1941 p. 4.

as we would call them today, training areas), which mirrored the faculties of the university. In other words, the faculty-related legal status of students provided the first level – as seen before, student elections, elections of representatives happened in this way, too: Medical Faculty candidates, Pharmacy Faculty candidates, Chemistry Faculty candidates, teacher candidate (Faculty of Arts and Faculty of Mathematics). The second level is an inner hierarchical relationship: the *Council*, comprised of heads of expert groups and work communities, representatives of years comprised the *Election Assembly* and the *Representative Assembly*, there was also an *Audit Committee* for financial audit purposes, *Information Service* responsible for the informing the public, *Liaison Service* liaising with external contacts, as well as *Support Service* dealing with the student-social matters. Note that this structure to a great extent reflects the modern University of Szeged's student self-government. It is also worth emphasising that the Representative Assembly, as the student self-government caucus and the Council, similarly to the student self-government presidency, as well as different audit, informational and other social committees have been founded here at the university already then, in 1941, for the first time in Hungary. The third level is the structure built of activities and specialisations. Members of the Szeged University Youth were involved in the following self-active groups: *Hungarian Cultural Work Community*, *Choir*, *Hungarian Word Work Community*, *Art Lovers Work Community*, *Photography Lovers Work Community*, *Sports Work Community*, *Religious Work Community* (*Maria Congregation*, *Gábor Bethlen Circle*, *Luther Association*), *Theatre Company*. These eight activity groups basically cover all segments of a student lifeworld. A short note with respect to the Szegedi Egyetemi Atlétikai Klub (SZEAC, Athletic Club of the University of Szeged): we can find similar names in the contemporary university sports life of university cities, which denote the university framework of operation. These associations were hotbeds of not only university (mass) sports, but also of national competitive and elite sport and therefore played an important role in improving the quality of domestic sports life.

In what follows I will elaborate on two working communities. The first one is the *Hungarian Cultural Work Community*, led by Sándor Kiss,<sup>27</sup> a student

---

<sup>27</sup> Sándor Kiss (1918-1982) after completing Teacher Training Institute of the Reformed Church in Sárospatak, between 1937 and 1941 Hungarian-History major at the State Civil School Teacher Training College. Acquired teacher training institute's teaching qualification at the Apponyi College in 1943. [http://www.tortenelmitar.hu/index.php?option=com\\_content&view=article&id=4705&catid=74:k&Itemid=67&lang=de](http://www.tortenelmitar.hu/index.php?option=com_content&view=article&id=4705&catid=74:k&Itemid=67&lang=de) Last download: 2013.01.07. Cf.: Jancsák, Csaba (2010): Hallgatói élet és ifjúsági szervezetek az Állami Polgári Iskolai Tanárképző Főiskolán. [Student life and youth organisations at the State Civil School

from Apponyi College. Approximately two dozens of students were members of this group. However, many more people attended their events, which were open to the public. This community's work was structured around three themes. One of them was – as explained by them – to make the students realise they want to know more about themselves and Hungary. Make them conscientious about everything that is truly Hungarian in them in every area of life<sup>28</sup>. The other theme is Hungarology scientific research and village research, or as we would call it today, cultural management and rural development. With regards to this group's activity it is important to mention that between January 7 and 22 (1942) they organised the first adult education programme in Hungary initiated by students. At the event, which could be referred to as informal training, university students gave lectures to farming youth. When doing research on the history of the university, we will find that the *Hungarian Cultural Work Community* had an immediate antecedent in the middle, i.e. in the second half of the 1930's. Its name was Szeged Youth Art College and it is considered by quite a few historians and sociologists<sup>29</sup> one of the most important Hungarian youth movement. We can see that between 1937 and 1940 some of the students could transfer this tradition as a value-transfer to their younger fellow students. The Szeged Youth Art College (1930-37) developed partly from the village research movement and partly from Gábor Bethlen Circle of students of the Reformed Church.

Who were the prominent figures of this organisation? I emphasise the following members based on their contribution: Ferenc Erdei<sup>30</sup>, Gyula Ortutay<sup>31</sup>,

---

Teacher Training College] In: Kiss, Róbert –Tamás Vajda [eds.]: *Az állami Polgári Iskolai Tanárképzős Főiskola története (1928-1947)*. Belvedere Meridionale, Szeged, pp. 117-133.

<sup>28</sup> SzH March 1942 p. 9.

<sup>29</sup> Csaplár, Ferenc (1967): *A Szegedi Fiatalok Művészeti Kollégiuma*. [Szeged Youth Art College] Budapest: Akadémiai Kiadó; Vajda, Tamás (2009): *Szegedi Fiatalok Művészeti Kollégiuma*. [Szeged Youth Art College] In: Olasz, Sándor – András Zelena (ed.): *„Mert annyit érek én, amennyit és a szó” Szegedi Radnóti-konferenciák*. Szegedi Tudományegyetem Bölcsészettudományi Kar, Szeged, 2009, pp. 213-228.; Miklós, Péter (2011): *A szegedi bölcsészkar Radnóti Miklós diákéveiben. Tanulmányok Radnótiról, kortársairól és a szegedi egyetemről*. [The Faculty of Arts when Miklós Radnóti was a student. Studies about Radnóti, his peers and the University of Szeged] Radnóti Szegedi Öröksége Alapítvány, Szeged, 2011

<sup>30</sup> Ferenc Erdei (1910-1971) sociologist, member of the folk writers, academic. After 1945 several times minister.

<sup>31</sup> Gyula Ortutay (1910-1978) ethnographer, politician, akademik. Between 1947-1950 Minister of Religious Affairs and Public Education, from 1958 till his death member

Béla Reitzer<sup>32</sup>, Viola Tomori<sup>33</sup> and Sándor Bálint<sup>34</sup>. They represented village research among the contemporary university students, i.e. the ethnographic, cultural anthropological, village sociological aspect. Sándor Bálint was not student at the time, but an Assistant Lecturer without salary at the university<sup>35</sup>, but his articles were published in the Szegedi Kis Kalendárium (Szeged Almanac) of the Szeged Youth Art College, and he also gave lectures about the ethnography of the Great Plain and folk tradition in Szeged. It was the Szeged Youth Art College that published certain works of Dezső Baróti<sup>36</sup> and three volumes by Miklós Radnóti<sup>37</sup>. The most significant event of the period was a village research camp organised by Viola Tomori<sup>38</sup> in 1937. This camp basically meant the epilogue of the Szeged Youth Art College. The movement dissolved in the waves of life and history, partly because it left Szeged and partly because its leader, György Buday<sup>39</sup> moved to London (where he developed a successful career as a graphic designer). We emphasise therefore that the *Hungarian Cultural Work Community*, based on the village research activity of the Szeged Youth Art College developed its own life path.

---

of Presidential Council.

<sup>32</sup> Béla Reitzer (1911-1942) sociologist, journalist.

<sup>33</sup> Viola Tomori (1911-1998) village researcher, sociologist, psychologist.

<sup>34</sup> Sándor Bálint (1904-1980) ethnographer, art historian, lecturer at the University of Szeged.

<sup>35</sup> „Later on the Szeged Youth Art College developed, from which me, Károly Anzelm Berczeli and Ferenc Erdei were left out. Not even I know how.” Bálint, Sándor *Tiszatáj*, 1974/9 cited by LENGYEL, ANDRÁS: A Szegedi Fiatalok mozgalma és Bálint Sándor. [The Szeged Youth Movement and Sándor Bálint] *Tiszatáj* August 2004, pp. 57-68.

<sup>36</sup> Baróti, Dezső: *Gyula Juhász* (studies, 1933). Baróti was a lecturer at the University of Szeged from 1948, between 1955-57 rector of the university, in 1956 supported the students and the revolution, was arrested after retaliation in 1957 and sentenced to one year six months in prison. He could not return to the University.

<sup>37</sup> Radnóti Miklós: *Lábadozó szél* [Recovering wind] (poems, 1933); *Kafka Margit művészi fejlődése* [Artistic development of Margit Kafka] (PhD thesis, 1934); *Újhold* [New moon] (poems, 1935). Cf. Miklós, Péter (2009): Radnóti Miklós szegedi éveiről. [About the Szeged years of Miklós Radnóti] In: *ibid*: „*surranna kell most élned itt. Tanulmányok Radnóti Miklósról és költészetéről*. [“now you have to live a hasty life here”. Studies about Miklós Radnóti and his poetry] Radnóti Szegedi Öröksége Alapítvány, Szeged, 2009, pp. 33-41.

<sup>38</sup> Lengyel András (1986): *Dudar*. [Dudar (a village in Veszprém county, Hungary)] Budapest: Országos Közművelődési Központ

<sup>39</sup> Budai György (1907-1990) graphic, wood carver, book artist.

The other significant self-active group was the *Theatre Company*. We highlight this group because its activity is one of the best known among the groups belonging to the university youth organisation. What is more, this community's antecedent can also be traced back to the Szeged Youth Art College, where Ferenc Hont<sup>40</sup> was responsible for the matter. It was also the Szeged Youth Art College that initiated the foundation of the Open Air Festival at Dóm square. On August 26, 1933 they performed *The Tragedy of Man* by Madách directed by Ferenc Hont. Among university lecturers taking part in this activity we should highlight Sándor Sík's role, who participated not only in professional education of the students, but also in their spiritual guidance and support. The *Theatre Company* of the Szeged University Youth made an introduction on March 8, 1941, in a promotional manner, one month before the planned premiere of *Hamlet*, in a literary evening where they recited poems<sup>41</sup>. On this event Sándor Sík talked about the company and Dezső Baróti gave a lecture on the poetry of romanticism. Reporting on this event, the journalist of the Szegedi Új Nemzedék concluded<sup>42</sup> that he disagrees with the company having such grandiose plans as to perform *Hamlet* in one of the city's stone theatres and recommended them not to do so. At the same time, the newspaper published positive criticism of the poetry night, noted István Horváth's "remarkable acting talent"<sup>43</sup> and Károly Szász and Lenke Gyulai's "intelligent and good performing skills, as well as their openness"<sup>44</sup>. The life of the main actors of *Hamlet*, however, reached a *Romeo and Juliet* ending.

### *The Hamlet – the tragedy of István Horváth and Kata Tóth*

*Hamlet*'s premiere was on April 1 in the Szeged Chamber Theatre. *Hamlet* was played by Károly Szász, a student of Faculty of Arts, Gertrude by Kata Tóth, and the director was István Horváth. From reports of contemporary daily newspapers we know the play was a huge success. *Magyar Nemzet*, *Magyar Hírlap*, *Délmagyarország*, *Szegedi Napló* all praised the performance and the young actors' enthusiasm. Szent-Györgyi's comment in the *Délmagyarország*: "*Per-*

---

<sup>40</sup> Hont Ferenc (1907-1979) director, arts organiser, lecturer and director of theatre and film arts college.

<sup>41</sup> SzÚN 08/03/1941 p. 7.

<sup>42</sup> SzÚN 09/03/1941 p. 13.

<sup>43</sup> *ibid.*

<sup>44</sup> *ibid.*

*forming our Hamlet it is not only about loving arts. It is about a bunch of young people coming together and learning how to work selflessly, and in a disciplined manner undertaken voluntarily, the love for drama and respect for acting is born in them, they get to know the pure language of the theatre, the depth of literature is opened to them and so students taking part in Hamlet will leave the university with a value in their soul not conveyed by any lecture. Teacher trainees participating in performing Hamlet cannot become bad teachers...*<sup>45</sup>

The extremist Új Nemzedék started a weird battle at this point – we already mentioned how they attacked liberal perspective and Albert Szent-Györgyi as not being Hungarian enough, at least in the sense the extreme right would want him to be. In their review of the play of April 2 they repeat their opinion that this play is a great challenge and therefore not the best choice, however, they acknowledge that this performance was a nice, good and interesting one, and “it was good to see a Hamlet performance with a correct knowledge of the role”<sup>46</sup>.

At this point of our study we need to diverge a bit from our narrow topic and for purposes of better understanding of the subject matter quote at length professor Sándor Sík, who wrote a recommendation from a literary historian’s, professor’s and mentor’s point of view for the brochure edited<sup>47</sup> by the students for the premiere with the cast, information about the play and the director’s concept. *“Those righteous boys and girls, who in the past weeks spent late night hours stolen from resting to identify themselves with János Arany Hamlet translator’s classical sentences, to live through his way of thinking and his rhythm, have received the highest education in the most sacred sense of the word, not only from a human, but also from a nation’s point of view. They themselves hence became apostles and educators of our biggest national sanctity and glory: our Hungarian language. But they will also be apostles of that often mentioned unity, the lack of which all people who are actually concerned with our society painfully feel; which is mentioned in upsetting tones, and which is urged by our leaders, and the foundation of which has excited the best of the university and college youth of Szeged for years.[...]Those of you who do not know what community work is, take part in an evening rehearsal of our young actors and you may get a hint of the energy at work in the souls’ deep, which determines the life or death of a nation. Those who like the youth – and to love the youth means working on the future of the nation – will see that this joint work, this devotion*

---

<sup>45</sup> DM, 02/04/1941

<sup>46</sup> SzÚN 02/04/1941 p. 7.

<sup>47</sup> Paku, Imre (ed): *Az Egyetemi Színjátszó Társaság ismeretterjesztő füzetek 1.* [Educational booklets of the University Theatre Company Volume 1] Szeged, 1941



*meaning sacrifice and tiredness, this holy enthusiasm is all about the love of art and spirit. Today, when the majority of people are mainly concerned with material goods and wellbeing, career and coarse pleasures, when masses see physical force and success as the highest ideal, here a not so small elite of the Hungarian youth considers the most practical idealism, art and poetry the most important things, devotes the best they can give to this. [...] At the moment we are the starting point, we do not have, and probably will not have our own theatre, acting school, drama playwright, like the great nations' student artists have. We cannot even make our own scenography. But a treasure promising something big is present in this small group already at the beginning: enthusiasm, love of arts, serious education, work and young morality. This all makes it enough to attract the whole country' attention, but at least the love of the Szeged's society, which is currently more important than anything else in the world.*<sup>48</sup>

The next picture in history's ghost train is the Duna Corso in Budapest, Carlton Hotel, where this particular Hamlet performance ended tragically. That summer, on August 8, 1941, the Hungarian Parliament adopted a law<sup>49</sup> which modified a resolution on marriage right almost fifty years old and narrowed the possibility to wed by racial protection provisions. This law prohibited mixed marriages, or even sexual relationship between Jews and non-Jews, which was considered miscegenation. According to the law everyone who had two grandparents who were born as Israelite church affiliates was regarded as Jewish

The relationship between Kata Tóth, who played Gertrude in the Hamlet, a 21-year old, third year chemistry student, and the director of the play, István Horváth Junior, a 22-year old 2 year Faculty of Arts student, had a tragic ending. On October 17, 1941, Kata and her love, István, took the train to Budapest and checked in to a hotel as a married couple and there, in the hotel, in the dawn of October 18, took cyanide to end their lives. This dramatic outcome was partly due to the historical context and partly due to the social context. Namely, Kata's father, a watchmaker and jeweller from Szeged, sympathised with fascist views and forbid his daughter to see István, let alone become his wife.<sup>50</sup> This caused these two young people's death. The city was shaken by the event: *"there were obviously obstacles before the planned marriage – can be*

<sup>48</sup> Sík, Sándor: Hamlet. A szegedi bemutató századik évfordulójára. [Hamlet. Centenary of the Szeged premiere] In: Paku, Imre (ed.): *Az Egyetemi Színjátszó Társaság ismeretterjesztő füzetei I.* Szeged, 1941. 12-15.pp.

<sup>49</sup> Act XV of 1941 (08/08/1941) on amendments and modifications of Act XXXI of 1894 on marriage law, and necessary racial protection provisions related to it.

<sup>50</sup> Szent-Györgyi 1975, p. 97.

read in Délmagyarország – *which were impossible to be overcome and which prevented them from getting married. They could not violate the law which came into force recently. When they saw this obstacle before them, before their love, they must have decided to become each other's in death if they cannot be so in life. Cyanide was at the disposal of the miss and they knew the poison would bring death in minutes. And in the evening their bodies were found in the hotel room.*"<sup>51</sup> The city of Szeged has been touched by the tragic ever since.<sup>52</sup>

On this day another event happened, which I believe highlights the tragic nature of the dramatic event described above and Albert Szent-Györgyi's sadness about it – which he wrote about in his memoirs. Namely, this same October 18 was the day he entered marriage with his second wife, Mária Borbíró, in his private apartment, with two professors as witnesses. Exactly on the same day these two young people, whom Szent-Györgyi liked, loved and respected, committed suicide. *"If only they had come to me with their problem, I am sure I would have found a solution."*<sup>53</sup>

### *Newspaper of the Szeged University Youth*

In what follows I will present the student newspaper of the Szeged University Youth. It had two newspapers, both founded and published by students. One of them was published under the name Flogiston, and was the newspaper of the students of the Faculty of Natural Sciences. It disappeared after a short period of great enthusiasm, as is characteristic of the majority of university papers. The other magazine, Szegedi Híd – primarily due to its quality and good ideas – may be considered significant. Szegedi Híd started off as a newspaper published every two months. Gábor Szabolcsi and István Kristó-Nagy were the editors. Under Rector Szent-Györgyi's mandate only one issue was

---

<sup>51</sup> DM 21/10/1941 p. 5.

<sup>52</sup> Ferenc Temesi writer described this story in the Romance part of his work entitled *Dust*, which is about the city. "This close to passing away, it is only my love and by belief that lives. My belief, that there is no death, only life and life again", written in his farewell letter by István Horváth" Ferenc Temesi: *Por. [Dust] Magvető*, 1986, 1987; volume No. 2, pp. 33. This topic was elaborated in 2011 in Gyula Radó's docufiction film entitled *The Legend – the history of Hamlet from Szeged*. The ten-year old University Theatre of Szeged held the premiere of its play entitled "Something is rotten in the state" on November 7, 2012, to commemorate the love of István Horváth and Kata Tóth. The play was directed by Norbert Varga.

<sup>53</sup> Szent-Györgyi 1975, p. 98.

published, in which they formulated their mission statement and advertised their programme. *“Szegei Híd (Szeged Bridge) is the title of the newspaper of the youth in Szeged. The bridge is a symbol. A bridge connects religions, communities, people, social classes, nations. [...] It is a symbol not of loud patriotism, but patriotism of deeds, of building a nation. [...] The Szeged University Youth wishes to be a bridge. [...] The university in Szeged is already a bridge between the different groups of university students, faculties and years, and it is also a bridge between the students and the professors. [...] It wants to become a bridge between the teacher training college and all universities in Hungary. [...] It became a bridge between social classes, because it supports the idea of a state without conflict between them.”*<sup>54</sup> Szegedi Híd was thought of as a symbol – they pictures themselves, the Szeged university youth organisation as a bridge and the newspaper was meant to be a bridge between the lecturers and the students, between the city and the university. The following programme statements were written for this first issue: István Kristó-Nagy Junior The new spirit in Szeged<sup>55</sup>, József Halasy-Nagy The Unity<sup>56</sup>, István Nyikos Hic et nunc<sup>57</sup>.

---

<sup>54</sup> SzH May 1941 p. 1.

<sup>55</sup> “We should not be interested in where, how and in what movement the modern intellectual leaders of Hungarians are fighting against each other. We want synthesis, we want to bridge conflicts, if the common intellectual ground is given. [...] The majority even today is not interested in anything else besides their own convenience and entertainment, their own future. [...] However – and this is what counts! – those who can and like to think, had to come to this place as a result of the books read, disagreements and disappointments. We hope to welcome even more of the Szeged youth. They represent the majority already today, even if not in numbers, but quality wise. Their belief is that they are concerned in everything, nothing is irrelevant, be it an issue regarding the university, the country or a “private matter”. And though they are not interested in enforcement, they are leading the Szeged University Youth. This is not a dictatorship, this is merely the victory of the better. The leader is finally not the loudest person, but one whom the youth considers devoted.” (SzH May 1941. p. 4.)

<sup>56</sup> “Our student unity in this respect stands for blooming of a unique university life. It does not wish to rip anyone from the national community, but it reminds every university citizen that during their university years they have obligations to the university, too. Namely, the university is the hotbed of the future of a nation, so it is not without interest to the nation, what kind of seeds sprout here. [...] It is therefore desirable not to leave this Szeged student unity to die, but to help it blossom into a rich fruit-growing tree.” (SzH May 1941 p. 5.)

<sup>57</sup> “We started by establishing the unity of our youth. We are not continuing the babel tower game anymore, where everybody talks and wants different things. Then came the elections, which was perfectly clean and put right people to the top. Community life – student life started – contrary to individual life present so far.” (SzH May 1941 p. 5.)

The first issue also published Albert Szent-Györgyi's writing in which he assessed Szeged University Youth's activity: *"If you want the students to fulfil the great national profession, you need to make them proud to be students, to make them feel the unity in which they can form and lead their own lives, in which the students can live in a small closed society and learn the rules of human cohabitation, as well as expand their spirit and knowledge. When the students form a unity and are strong enough to fight for their rights, they are ready to be unified with their professors and the university as a whole. This unity has been established in Szeged. The university in Szeged is truly an alma mater, a friend and a home to its youth."*<sup>58</sup>

## From centre to periphery

Youth research considers the world of university students as a special class of young people, whose characteristics are primarily determined by the university campus life and the microclimate resulting from the university citizenship. Starting from the end of Szent-Györgyi's mandate as the Rector the university youth slipped from the centre to the periphery. The Szeged University Youth organisation, and the lifeworld of university youth dissolved in the whirl of history<sup>59</sup>.

We pointed before that extremist pressure on Rector Albert Szent-Györgyi and the representatives of the Szeged University Youth was gradually stronger and demanded from them to admit whether they are functioning according to the laws and to declare if there are Jews among the members of the organisation or those who can be regarded as Jews according to the law. I would like to note that this infiltrating and intensifying anti-Semitism was also present at other Hungarian universities. What is more, there were examples of prosecuting with bats, but here, Albert Szent-Györgyi closed and protected the university from attacks from the press and in the political public talk. This however caused more and more criticism of Rector Albert Szent-Györgyi. At this time Szegedi Új Nemzedék reported<sup>60</sup> on the Szeged University Youth not declaring what part of the organisation is Jewish, nor whether they are going to prohibit students of Jewish origin from attending the university.

---

<sup>58</sup> SzH May 1941 p. 2.

<sup>59</sup> On April 3 1941 Pál Teleki Prime Minister committed suicide, on 11 the Hungarian troops headed to the South, on June 27 Hungary entered against Soviet Union, from December 7 state of war existed against England and the USA.

<sup>60</sup> SzÚN 30/03/1941 p. 8.

*“...It is well known that a storm has been raging around Szeged University Youth even since its foundation. The association, which is operating under the Nobel Prize winner Rector’s highest support, has been attacked by right newspapers. As a reaction to this, the Jewish and liberal newspapers of the capital rushed to give a friendly tap on the shoulder of the student organisation dissolved in club life. Newspapers in favour racial protection complained that Szeged University Youth does not prioritise the national aim, such as the Jewish question, for example.”<sup>61</sup>* At the same time, in another article<sup>62</sup> they wrote about Albert Szent-Györgyi ordering a closed meeting in which only students of the university in Szeged took part and no representatives of political organisations, who would have wanted to express their critical opinion at the event.

In May 1941 Szent-Györgyi responded to this hostility: *“We were expecting the attacks, since a self-conscientious, independent body of students violates many interests. Sadly, none of the persons who are attacking us have come down to us to see what we are doing, although we welcome everybody who is truly interested in youth. However, to bear these attacks without comment was probably the most difficult part of my mandate as a Rector. But only he who does not ride a horse does not fall from it: only people who do nothing are not attacked. I weighed all this into the sacrifice I made for the university and for the youth, when I substituted the laboratory for the Rector’s chair. But I had my reward: when I look at the students I do not see “humble respect” any more, but they greet me with love and I know this made me contribute a pebble to building a better, more honest and more Hungarian Hungary.”<sup>63</sup>*

The legal background changed, however, the Minister of Religious Affairs and Public Education regulated in a decree the issue of university youth organisations (35144/-Regulation No. IV of 1941). As a consequence of the regulation the university had to modify Szeged University Youth’s Statute. The text was amended to allow only Christian students to be accepted. *“Only those proper students of Christian origin enrolled to the Hungarian Royal Miklós Horthy University may become proper members of the organisation, who cannot be objected neither from national, nor from Christian moral aspect.”<sup>64</sup>*

In late Autumn, they tried to answer the attacks at the Szeged University Youth’s newspaper. In the May 7 issue of the Szegedi Híd they published their

---

<sup>61</sup> *ibid.*

<sup>62</sup> SzÜN 01/04/1941 p. 5.

<sup>63</sup> SzH May 1941 p. 2.

<sup>64</sup> CsML VIII. 5. (Horthy Miklós Tudományegyetem Rektori Hivatal iratai [Documents of the Rector’s Office of the Mikós Horthy University]) box number 7, 870/1940-41.

opinion, that they do not turn to the future of their country and the youth with the type of patriotism pressured by the Turul Association. *“Since we did not post this on every corner of every street and did not shout the loudest we can heroically, we have been denounced not to be Hungarian and not to be Christian, whereas it is exactly our Christianity that stopped us from shouting out loud. This is what we have learnt from the Gospel: ‘[...] sound no trumpet before you, as the hypocrites do in the synagogues and in the streets, that they may be praised by others.’[...] And this is what we have learnt from one of the greatest Hungarian teachers, Mihály Vörösmárthy: ‘Love your country instead of talking about it!’ But we could quote from any great Hungarian prophet. Even Ady restrained from shouting out loud to the four cardinal points of the world that what the shouters understand well.”*<sup>65</sup> Albert Szent-Györgyi’s answer to the attacks: *„Patriots with empty spirit and intellect, but with loud voice are of no use to the country.”*<sup>66</sup>

Szent-Györgyi’s mandate as a Rector ended with the Autumn semester. Károly Kogutowicz was not a devoted supporter of liberal organisation of the university youth, which lead to restructuring of the organisation. Both in the life of student organisation and in the leadership of the university a right turn took place.<sup>67</sup> On June 15, 1942 the newspaper of the youth organisation reported about it: “The Szeged University Youth is proud to be the one who received *numerus nullus iudeorum*, which a year ago was labelled Jewish-friendly.”<sup>68</sup> This was possible because in June last year students graduated and according to the law the university did not accept students of Jewish origin for the first year, hence the “*numerus nullus iudeorum*” was realised. One year after its foundation, by Spring 1942, the organisation was infected by the illness of the age.

## Summary

At the end of our study we consider it necessary to devote a few sentences to the afterlife of Szeged University Youth. The historical thread can be taken in two directions. We can emphasise the student democracy experiment

---

<sup>65</sup> SzH May 1941 p. 7.

<sup>66</sup> SzH May 1941 p. 2.

<sup>67</sup> Miklós, Péter: *Szent-Györgyi Albert politikai szerepvállalása*. [Albert Szent-Györgyi’s political engagement] In: *ibid.*: A szegedi bölcsészkar Radnóti Miklós diákéveiben. Radnóti Szegedi Öröksége Alapítvány, Szeged – Szabadka, 2011, pp. 109-122, p. 112.

<sup>68</sup> SzH June 1942 p. 15.



and follow it until 1956, when the first autonomous student movement was founded after the WWII, the Magyar Egyetemisták és Főiskolások Szövetsége (MEFESZ, Association of the Hungarian University and College Students, AHUCS)<sup>69</sup> on October 16, 1956. It ignited the Revolution of 1956 and continued to function until Autumn 1988, when the Szeged student self-government was established and became the supporter of the social, political and university political regime transition.<sup>70</sup>

The other direction can be carried all the way through modern times, its focus is on the character and role of student self-activity and cultural value creation, conservation. Based on these parameters and starting from Szeged Youth Art College (1930-37) and Szeged University Youth (1940-45), we arrive to university groups operating today. Currently there is the Szeged University Choir, founded in December 1924<sup>71</sup> and gave its first concert on February 25, 1925. Under Rector Szent-Györgyi's mandate it was transformed into a mixed choir (previously it was a male choir). The other group is the theatre company, started by Ferenc Hont in the 1930's, having István Horváth and his fellow students as members in 1941, and continuing its activity as the Szeged University Theatre. In the life of this group we can talk about two successful periods, one was between 1961 and 1974, under the leadership of István Paál and its Petőfi-rock period, and the other one was from 2000 when the University of Szeged was integrated and Zoltán Czene took over as organiser and director.

In this study we analysed the relationship between Albert Szent-Györgyi and the Szeged university student unity. We surveyed the documents found in the university archives, the articles of contemporary newspapers, and memoirs of the actors. Based on all of them we can assess that in the period under investigation, under the Rector Albert Szent-Györgyi's mandate, in the 1940/41 semester, a student democracy experiment was developed, which derived from an autonomous atmosphere in the higher education. Climaxing in university students' self-activity coming from university citizens' campus life and free

---

<sup>69</sup> Cf. Jancsák, Csaba: A magyarországi hallgatói mozgalom bölcsője – a szegedi MEFESZ. [The cradle of the Hungarian student movement – the MEFESZ (Association of Hungarian University and College Students, AHUCS) from Szeged] In: *A szegedi szikra. 1956 MEFESZ Szeged Belvedere Meridionale*, Szeged, 2011, pp. 63-87.

<sup>70</sup> Cf. Jancsák, Csaba: A perifériáról a centrumba: '89. és a felsőoktatás világa. [From periphery to the centre: 1989 and the world of higher education] In: *Rendszerváltozások Kelet-Európában. Szegedi Társadalomtudományi Szakkollégium*, Szeged, 2010, pp. 33-42.

<sup>71</sup> SzH December 1941 p. 14.

spirit it resulted in transferring the university youths' thinking from periphery into the centre. All this thanks to a Renaissance person, a Nobel Prize winner and active university leader, Albert Szent-Györgyi.

## Bibliography

- Arnstein, Sherry R. (1969): A Ladder of Public Participation. *Journal of the American Institute of Planners*, (4): pp. 216–224.
- Csaplár, Ferenc (1967): *A Szegedi Fiatalok Művészeti Kollégiuma*. [Szeged Youth Art College] Akadémiai Kiadó, Budapest.
- Hart, Roger (1992): *Children's Participation: From Tokenism to Citizenship*. UNICEF.
- Hegyi, András [ed.] (1982): *Fejezetek hat évtized történetéből*. [Chapters from six decades' history] JATE, Szeged.
- Jancsák, Csaba (2008): Hallgatói demokrácia és a hallgatói önkormányzatiság Magyarországon (1988 – 2008). [Student democracy and student self-governance in Hungary (1988 – 2008)] In: *Állampolgári kompetenciák kutatása és fejlesztése. Útkeresés és továbbadás az aktív állampolgárságra képzés folyamatában*. Belvedere Meridionale, Szeged, pp. 39-56.
- Jancsák, Csaba (2010a): A perifériáról a centrumba: '89. és a felsőoktatás világa. [From periphery to the centre: 1989 and the world of higher education] In: *Rendszerváltozások Kelet-Európában*. Szegedi Társadalomtudományi Szakkollégium, Szeged, 2010, pp. 33-42.
- Jancsák, Csaba (2010b): *Hallgatói élet és ifjúsági szervezetek az Állami Polgári Iskolai Tanárképző Főiskolán*. [Student life and youth organisations at the State Civil School Teacher Training College] In: Róbert Kiss –Tamás Vajda [eds.]: *Az állami Polgári Iskolai Tanárképző Főiskola története (1928-1947)*. Belvedere Meridionale, Szeged, pp. 117-133.
- Jancsák, Csaba (2011): A magyarországi hallgatói mozgalom bölcsője – a szegedi MEFESZ. [The cradle of the Hungarian student movement – the MEFESZ (Association of Hungarian University and College Students, AHUCS) from Szeged] In: *A szegedi szikra. 1956 MEFESZ Szeged*. Belvedere Meridionale, Szeged, pp. 63-87.
- Kiss, Róbert Károly (2007): Humanista tudós a diplomácia porondján. [Humanist scientist in the arena of diplomacy] *Szeged*, 2007/11, pp. 18-20.
- Kiss, Róbert Károly (2012): A Szegedi Egyetemi Ifjúság egységszervezet létrejött. [The founding of the Szeged University Youth] In: Vajda,

- Tamás – Róbert Károly Kiss [eds.] (2012): *Egyetemi ifjúsági egyesületek Szegeden 1919 és 1944 között*. SZTE, Szeged, pp. 101-115.
- Lengyel, András (1986): *Dudar*. [Dudar (a village in Veszprém county, Hungary)] Budapest: Országos Közművelődési Központ.
  - Lengyel, András (2004): A Szegedi Fiatalok mozgalma és Bálint Sándor. [The Szeged Youth Movement and Sándor Bálint] *Tiszatáj* 2004/ augusztus, pp. 57-68.
  - M. Kiss, Sándor (1995): *Szent-Györgyi Albert és a Szegedi Egyetemi Ifjúság*. [Albert Szent-Györgyi and the Szeged University Youth] MTA Szociológiai Kutatóintézet, Budapest.
  - Miklós, Péter (2007): „A politika behatolt az életembe”. Szent-Györgyi Albert politikai szerepvállalása. [“Politics envaded my life”. Albert Szent-Györgyi’s political engagement] *Szeged*, 19 (2007). 11. sz. pp. 21-23.
  - Miklós, Péter (2011): Szent-Györgyi Albert politikai szerepvállalása. [Albert Szent-Györgyi’s political engagement] In: Péter Miklós: *A szegedi bölcsészkar Radnóti Miklós diákéveiben*. Radnóti Szegedi Öröksége Alapítvány, Szeged, pp. 109-122.
  - Miklós, Péter (2011): *A szegedi bölcsészkar Radnóti Miklós diákéveiben. Tanulmányok Radnótiról, kortársairól és a szegedi egyetemről*. [The Faculty of Arts when Miklós Radnóti was a student. Studies about Radnóti, his peers and the University of Szeged] Szeged: Radnóti Szegedi Öröksége Alapítvány.
  - Sík, Sándor (1941): Hamlet. A szegedi bemutató századik évfordulójára. [Hamlet. Centenary of the Szeged premiere] In: Paku, Imre (ed): *Az Egyetemi Színjátszó Társaság ismeretterjesztő füzetei 1*. Szeged, pp. 12-15.
  - Szabó, Tibor – Andor Zallár (1989): *Szent-Györgyi Albert Szegeden és a Szent-Györgyi Gyűjtemény*. [Albert Szent-Györgyi in Szeged and the Albert Szent-Györgyi Collection] (Tanulmányok Csongrád Megye Történetéből XV.) Csongrád Megyei Levéltár, Szeged, pp. 9-102.
  - Szent-Györgyi, Albert (1975): *Az élet jellege*. [The Nature of Life] Magvető Kiadó, Budapest.
  - Temesi, Ferenc (1986, 1987): *Por*. [Dust] Magvető Kiadó, Budapest.
  - Újszászi, Ilona (ed.) (2010): *A szegedi felsőoktatás integrációjának története (1981-2010)*. [The history of higher education integration in Szeged] Szegedi Tudományegyetem, Szeged.
  - Vajda, Tamás (2009): Szegedi Fiatalok Művészeti Kollégiuma. [Szeged Youth Art College] In: 213-228 pp. Olasz Sándor – Zelena András (ed.): „Mert annyit érek én, amennyit és a szó” *Szegedi Radnóti-konferenciák*. Szegedi Tudományegyetem Bölcsészettudományi Kar, Szeged.

## *Newspapers*

- SZN = Szegedi Napló [Journal of Szeged]
- SZÚN = Szegedi Új Nemzedék [New Generation of Szeged]
- SZH = Szegedi Híd [Szeged Bridge]
- DM = Délmagyarország [South Hungary]
- MN = Magyar Nemzet [Hungarian Nation]