

American Hungarian Educator

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Association

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Please visit the AHEA Web page at: <http://magyar.org/ahea> and send any suggestions you have to the Executive Director at eniko.basa@verizon.net or 4515 Willard Ave., Apt. 2210, Chevy Chase, MD 20815

Conference

Our conference in Budapest was a successful and enjoyable event thanks to local organizers **Kálmán Magyar** and **Lousa Vasvári**, session chairs and all who contributed to the planning. There were many unique events as well as a rich program of academic papers.

Early arrivals were treated to a presentation of *Mária Főhadnagy*, the operetta by Jenő Huszka at the Budapest Operetta Theater on Wednesday, June 1. The next day, visits to the Folklore Archives at the Institute of Musicology of the Hungarian Academy of Sciences in the morning and an afternoon visit to the Bartók Archives set the theme of the exploration of Hungary's musical heritage. Lectures by the curators of the collections highlighted each visit. In the evening, the film, "A temetetlen halott" was presented with the director, Martha Mészáros, present to discuss this cinematic exploration of the significance of Imre Nagy.

In celebration of the 30th anniversary of the Association, **János Horváth**, Professor Emeritus from Butler University and currently member of the Hungarian Parliament, arranged for lunch in a private dining room adjoining the Vadász Terem. The group had the chance to view some of the magnificent public spaces as well as the

Hungarian Crown and regalia displayed in state as symbols of the sovereignty of the country. After lunch, the terraces off the dining rooms afforded unique views of the city. The anniversary celebrations continued the next day when President **Susan Glanz** opened the formal sessions at the Central European. Greetings from Education Minister **Bálint Magyar** were conveyed by **Bálint Pataki**, and **Enikő Molnár Basa**, founder of the organization and currently the Executive Director, gave a historical overview.

A pre-conference session on Thursday explored the problem of Hungarian Language Education outside of the Hungary. Educators from areas of minority Hungarian populations as well as the international diaspora addressed problems. One presentation dealt with teaching Hungarian as a second language in India. **Margit Nagy** (Voivodina, Serbia) called attention to the real problems of the lack of a political elite and the ever diminishing network of schools in Serbia which is paired with active discrimination (restrictions on the use of Hungarian, interdicts on Hungarian language books, difficulties in establishing Hungarian schools--even religious schools). What is needed, she pointed out, are locally published Hungarian language books and residential

schools for grades 5-8 so that students living in small communities have an opportunity of education in their native language. **István Aranyosi** from Brassó (Transylvania, Romania) pointed out that one has to decide the target for language instruction; is it to be taught as a curiosity, as in India, or for “ourselves” within the minority community. If the later, then tolerance has to be built step by step from both sides. And tolerance can only be reached by education. In the diaspora, dormitories (residential schools) and regional centers are most important in achieving educational parity. **Julianna Bika** gave an informative account of the remarkable project in Árpádhon, Louisiana where an isolated turn of the century Hungarian community managed to sponsor Hungarian instruction for its children in the 1970's with teachers from Hungary. The architect of this system was Giselle Friedrichs who was able to implement a cooperative venture between the US Dept. of Education and the Anyanyelvi Konferencia.

The Literature session on Friday explored Jewish issues in postwar Hungary while a panel on Economic History concentrated on economic survival in the 21st century. The talk on hyperinflation by **János Horváth** was particularly informative as it drew on his experience in stabilizing the post 1945 Hungarian economy. **Margaret Allen** traced the history of the National Bank in the war, while **Edit Nagy** also tackled the postwar economy. **Andrew Felkay** examined the Kadar years as ones of relative economic freedom balanced against an ideologically mandated planned economy.

The Current Events panel addressed problems of contemporary Hungary from the market orientation of art (**Sylvia Clark** and **Mary M. Long**) to pension reform (**Laura Forker**).

The Culture and Cultural Policy panels needed two sessions, with the one focusing on post 1989 Hungary and its facing of the Holocaust, while the other highlighted films. Music, with both sessions being chaired by **Judith Olson**, explored the world of Gypsy music in the Friday session. **Lynn Hooker's** examination of the various types of gypsy music—pop, rap, etc.—spread a light on the way in which this music influenced earlier genres. The presentation by **Katalin Kovalcsik** explored this theme further, while that of **Isvtán Pávai** focused on interethnic relations in the traditional music of Transylvania. On Saturday, the theme was Translation, Transition and Influence. Hungarian musical themes in the Western tradition were traced through the evolution of the Hungarian State Folk Ensemble from a Soviet-inspired troupe to one that expressed the Hungarian spirit (**Lisa Overhouser**); the influence of Alexander László and Hungarian elements in the work of Miklós Rózsa (**Jörg Jewanski** and **Michel Pisani**), and the synthesis of such influences given in the presentation of **Gyögy Szónyi** on classical composers who had been influenced by Hungarian music.

The History sessions addressed the question of Emigrés and Immigrants in North America with talks on Colonel Michael Kovács de Fabricy of the American war of Independence (**Marge Kotnik**), Lajos Kossuth (**Kenneth Nyirady**) and the 20th century intellectual Ignotus (**Tibor Frank**). The History panel on Saturday explored the aftermath of World War II.

Appropriately, Education was the theme of four panels. *Keeping Hungarian Culture Alive* was highlighted by a rich presentation by **Piroska Nagy** on teaching Hungarian culture in the international classroom.

Illustrated by slides and realia, she brought to life the interactive experience of children of diplomats and employees of multinational companies in grades 1-8 whose exposure to Hungarian culture is almost exclusively through these classes, even though they live in Budapest. Approaching her subject both through holidays and the seasons, she noted that she also publicizes events via boards in the lobbies to draw in the parents. A catalogue of cultural programs in New Jersey was presented by **Gyöngyvér Harko**, while **Martha** and **Katalin Nyikos** explored linguistic issues, particularly as these relate to home instruction, interaction with peers (Cserkészzet) and the need to raise the language of the students to their intellectual level, far beyond the “konyhanyelv” most second and third generation students attain. *Holocaust Education* continued the sub-theme of the Conference with presentations by **Ruth Biro** on Raul Wallenberg and **Kathy DeRose** on Henrietta Szold, **Wayne Brinda** on lessons in moral courage, and **Martha Pereszlényi-Pinter** on the 1936 Olympics.

Can We Learn from Each Other compared some Hungarian programs to US and EU practices to draw conclusions about the exchange of information. The program of the **Calasancius Training Program** was presented by some of the alumni of the who showed how their experiences in the US helped them to translate their advantages to others, to become proactive in the selection and funding of the project, and to reach out to students in Transylvania and Slovakia on the American model. **Susan Glanz** explored the transition from school to work in the US and Hungary, noting that the US is less concerned about “job mismatch” than Hungary, maybe attesting to the more fluid environment in the former. **Éva Gönczi** from the Ministry of Education in Hungary spoke on the proposed legislation designed to deal with the huge

increase of students since 1990, Hungary’s accommodation of the Bologna process, which will introduce a BA program of 3 years, and MA with two additional years, and a PhD with two more years beyond the Masters. The reintegration of institutions of higher learning into comprehensive universities is part of the process, and has been virtually completed. There are also plans to strengthen links between the universities and the labor market and to promote mobility both within Hungary and Europe.

Zoltán Abádi-Nagy, Vice Rector for International Affairs at the U. of Debrecen, spoke on “Reinventing the University in Hungary” with respect to the educational institutions (18 state universities, 13 colleges, 5 denominational institutions) and the increase in enrollment by 36%, with women making up 57% of admissions. The reform towards the Bologna Process has taken place in three phases: “universitas” meaning a commitment to integrated education, the actual re-integration of schools which the Communists had torn apart, and rising to EU challenges. The ERASMUS program aids in the socially driven university reform, and things like credit transfers (which predicate the establishment of a credit system) are problems to be addressed. On the other hand, the Bologna Process demands greater institutional autonomy, an increase in the budget for higher education and research, the linking of education to a knowledge-based society, and the removing of obstacles to this process. The work of the Bálint Balassi Institute in supporting a sense of Hungarian identity in minority populations was addressed by **Orsolya Nádor** who pointed out that the Balassi Bálint Institute may be evolving toward an umbrella organization for all cultural institutions. Recognizing that language and culture are closely related, though not identical, the Institute is also

prepared to accept the fact that cultural identity and linguistic identity are not necessarily coterminous. This dichotomy was also addressed in the talk by **Maria Aldea** and **Adrienn Vincze** who pointed out that scholarship students from Hungarian backgrounds no longer speak even the kitchen Hungarian of earlier generations, though they do have a sense of identity. Such scholarship students can benefit from programs at various Hungarian universities which offer Hungarian studies classes to teach history and culture in settings which do not require language competence.

due to personal commitments by the Ambassador and security issues, the event had to be hosted off site. **Agnes Kelevéz** of the Petőfi Irodalmi Institute came to the rescue not only in arranging for a reception in one of the most magnificent rooms of the restored Karolyi Palace but also in arranging for the reception with the excellent restaurant on the premises. The US Counselor of Public Affairs, **Césaar Beltrán**, acted as host. The closing banquet at the Duna Palota was a delightful experience with entertainment provided by a group capturing Hungarian music on ancient instruments. Dancing concluded the Budapest portion of the conference.

The American Embassy acknowledged the importance of the event by hosting a reception;

Business Meeting

The Secretary's report, published in the **2004 Newsletter**, was accepted as published. The Treasurer's report is summarized below (figures reflect Dec. 2004):

<i>Checking Account</i>		<i>Savings Account</i>	
Beginning balance of \$	897.20	Beginning balance	\$1,753.38
Deposits	<u>2390.25</u>	Interest earned	5.16
Total	\$ 2390.25	Deposit for Scholarship funds	<u>1,500.00</u>
		TOTAL	\$3,258.54
Expenses	<u>-\$2,387.54</u>	Withdrawal for Scholarship	<u>-638.00</u>
Balance	\$ 899.91	TOTAL	\$2,620.54

Certificate of Deposit (Scholarship fund)

Beginning balance	\$8,607.89
Interest earned	<u>564.48</u>
Ending balance	\$9,172.37

We have almost ten thousand dollars in the Scholarship fund; periodically, amounts from the Savings account are transferred into the CD. My goal is to increase the funding so we can distribute \$1,000.00 each year from the interest. For that we will need to increase the capital. So far, this has been done by transferring funds from the general funds and through donations. To achieve this goal, earmarked donations will be appreciated. Remember, these donations are tax deductible

Nominations and Elections:

The new officers and board members are:

President:	Susan Glanz	Vice President:	Judit Keserű Némethy
Treasurer:	Anita Komlódi	Secretary:	Enikő Molnár Basa
Advisory Board: George Bisztray, Katalin Nagy, Louise Vasvari			

The Executive Board approved a change in the By-Laws delineating the duties of the Treasurer with a permanent secretariat run by the Executive Director. This will allow the books to be kept in one place and not necessitate opening new bank accounts, while still ensuring that there is full representation on the Executive Board. Ballots will be sent out in January to all current members via email for those whose addresses we have and by snail mail for the others. Membership is for the calendar year, and the mailing label on this newsletter has the date of your membership. Please note and send dues as appropriate to receive the ballots.

The Executive Board approved the launch of an *e-journal* to publish selected papers from the conferences. Initially, thirty papers are planned for publication from the thirty years of the AHEA. Members who have presented papers and wish to have these considered should send these in Word or WordPerfect format to eniko.basa@verizon.net. Please send in suggestions for a title. The working title is YEARBOOK OF AMERICAN HUNGARIAN STUDIES. The journal is planned as an annual. We are moving into the electronic age on other fronts also. Already many communications are by email, and we will explore establishing a closed listserv to allow members to keep in touch.

The perennial issues of recruiting new members and publicizing the Conference were also discussed. General information about the Association is available on the Web, as is information on the annual conference. We keep in touch with past members via an email mailing list (and Newsletters sent to those whose membership has only lapsed a year or two). However, there is always attrition and we have not attracted a significant number of new members. We need to encourage those who take advantage of the Conferences to present papers to become active and permanent members, and for this I am asking the help of all the members. Please contact your colleagues and acquaintances who are interested in Hungarian studies and urge them to join. And, we need active members!

Laszló Nedeczky, representing the Romanian Hungarian Educators Association which administers the scholarship funds sent to Transylvania through the Felfalusi Kovács Antal Foundation, gave a report on how these funds are distributed and its benefit to Hungarian students. The availability of the scholarship is advertized in the *Brassoi Lapok* and, while students in the diaspora are targeted, any Hungarian student living in Romania can apply. The applications package should show the completion of a Hungarian high school, their grades, the parents' income, family circumstances, and the student's academic and extra curricular activities. A commission composed of a university professor, the president and vice president of the Kovács Antal association, the president of the Hungarian College Students Association, and, representing the Romanian Hungarian Educators Association, its Brasso County president and two teachers, one of whom is Laszló Nedeczky as organizer, reviews the applications. A point system has been set up to aid in the evaluation. In 2004 twelve students received amounts ranging from 1.1 million to two million lei.

Upcoming Conferences:

The 2006 meeting will be held in Bloomington, IN, April 27-30, 2006. The Theme of the Conference is: **Cold War Hungary: the Revolution of 1956 and its Aftermath in Hungary and the West**. This will be the 50th anniversary. We hope there will be a good turnout. Suggested future meetings are: 2007 Columbia University; 2008 offers welcome. We will invite Fulbright scholars then in the US and also American Fulbrighters who had been in Hungary. (A call for papers is enclosed in the Newsletter)



News

A **Children’s Bicycle Group** of the Regnum Marianum Parish made a good-will tour from New York to Washington, D.C. July 15-31, 2005. They presented Sándor Sík’s drama, *King Stephen*, and visited stops of Louis Kossuth’s 1851 trip on their own 700 mile journey. They held a memorial ceremony at Kossuth’s bust in the Capitol and toured both New York City and Washington, D.C . They contacted the AHEA and we were able to provide referrals for housing and a VIP tour of the Library of Congress.

The **American Hungarian Foundation** celebrated its 50th anniversary this year with events at Elmhurst College in Illinois, an exhibition at its New Brunswick museum, an performance by the Hungarian National Operetta Theater and an Anniversary Ball in New Brunswick, a memorial tour in Hungary. A conference sponsored jointly with the National Széchényi Library on “Contacts and Contributions. American and Hungarian Relations” concluded the year-long celebrations. An exhibit highlighting the history and activities of the American Hungarian Founded opened at the National Library in conjunction with the conference.

The Calasanctius Training Program (www.ctpinfo.hu) is an admirable initiative which has brought many young Hungarian professionals to the US for study and internships. Upon return they are expected to participate in the alumni and outreach work of the Program. Courses in business and management at Hungarian schools in Transylvania and Romania is one of the ways in which the CTP has been expanding the benefits of its reach.

The third meeting of Young Hungarian Professionals took place at the Hungarian Embassy on March 19. As noted in earlier Educators this is partly an initiative of the AHEA through Enikő M. Basa. Sponsored by Ambassador András Simonyi and the HungarianAmerica Foundation, the conference addressed issues of professional training, translation of skills to the Hungarian scene, and ways in which the work of Hungarian students, academics and researchers can be turned to advantage in Hungary. As the Ambassador stated, there is a need to make Hungary more competitive and it is the young people in science and entrepreneurs who have gained know-how and established contacts in the US who can make this happen. The weak link in the triangle of Science, Entrepreneurship and American venture capital rests with the government which needs to be much more welcoming to students and researchers returning to Hungary. But both the private the public sectors need to respect the abilities and capabilities of those returning from abroad more.

documentation of minority cultures, establishing and maintaining databases and developing the library and archives. While Hungarians are present in the Slovak government and civil rights are ok, Hungarians are still not equal from a national point of view because they are not recognized as a national minority, nor are its symbols recognized. Districts have been gerrymandered to divide the Hungarian population and there are vociferous attacks on Hungarians. The relationship between the two groups is not the best, so, the Institute has its work cut out. For more information, visit their web site: www.foruminst.sk.



Educational Opportunities

Programs in Hungary:

The **Central European University**, accredited in the US (an absolute charter from the Board of Regents of New York State Education Dept.), offers post-graduate instruction in the social sciences and the humanities and serves as a research center. While located in Budapest, classes are in English and the students are drawn from Central and Eastern Europe as well as the US and Western European countries. The Master's Program offers degrees in Arts with focus on economics and central European studies, nationality and human rights studies, etc.; Science, with concentration on environment and information technology, and Law, with emphasis on constitutional law, human rights and international business law. The Doctoral Program also focuses on issues of environment, economics, Central European history, and gender studies. A Master of Business Administration and an International Master's in Management complement the program designed to enable students from the former Soviet world to excel in the global economy. The web site is: www.ceu.hu.

Balassi Balint Institute and Kodolanyi Janos University College offers classes in Hungarian and opportunities for study in Hungary for non-Hungarians as well as training in Hungarian language and Hungarian studies for university students and young graduates. The summer university program offers a particularly rich and enjoyable introduction to the country and its culture. Check out www.bbi.hu and www.kodolanyi.hu for more information. If interested in obtaining US credit for the Hungarian experience, D'Youville College in Buffalo, NY has a partnership program. For more information see www.dyc.edu.

Debrecen Summer School, the oldest and most prestigious of the summer programs, has expanded not only in year-round mini semesters and numerous publications and teaching aids, but now welcomes high school students into its summer school. Instruction is now year-round, with intensive courses offered in the spring (February-March, April-May, and May-June), fall (September-October and November-December, and winter (January) in addition to the two summer semesters, and semester courses which follow the academic calendar. Supplementing housing possibilities is the new Student Apartment Hostel on the campus which offers accommodations in well-appointed modern efficiency apartments with amenities such as on-site laundry facilities, internet rooms for free access, and gym facilities. The program also includes opportunities to explore Debrecen and the countryside and participate in cultural and folklore programs. Web site: www.nyariegyetem.hu.

throughout Transylvania it seeks to address the needs of the Hungarian community to professional and higher education. Hungarian universities work closely with them, particularly Debrecen and Szeged. I had the opportunity to give a lecture at the Nagyvárád campus where the English department is staffed in part by lecturers from Debrecen. Connections with institutions abroad are sought, the library needs both basic materials and current publications, and while there is a fairly good computer lab, more equipment is needed. Support for automation, dormitories and student aid are probably the greatest needs. Its home page is: www.rmpsz.ro.

AHEA Membership Form/Dues Renewal

Dues are payable for the calendar year. All members are urged to send their 2006 dues in January. *The date on your mailing label indicates the year we last received dues from you. We will only send out reminders in February via email where possible, but no other general notice of membership dues.*

Name:

Address: (give preferred mailing address)

Business phone: _____ **Home phone:** _____

Fax: _____ **email:** _____

Institutional affiliation: _____

Other address (optional) _____

Dues: Regular members: \$15.00 Couples/Joint members: \$20.00 Students/Retired: \$10.00

Make checks payable to: AHEA Treasurer and send to AHEA, 4515 Willard Ave. Apt. 2210 Chevy Chase, MD 20815. Clip or copy and return with a check for the appropriate amount.

Dues have remained constant for several years. Please be sure to give us your mailing and email address. We are using the latter to communicate news of a timely nature or those with a deadline. Also, we can notify you about developments pertaining to the e-journal, updates on the conference, and other dated news.

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