

# HSA Hungarian Studies Association

January, 2006

## Newsletter

**We have a homepage. Please bookmark: [www.hungarianstudies.info](http://www.hungarianstudies.info). Visit it, and if you find any mistakes, please let me know.**

### 1. Result of the elections

The result of the election held last December is that Alice Freifeld was elected as VP, and Emese Ivan and Judit Szapor were elected as executive committee members.

The Board is as follows:

President: Katalin Fabian, Lafayette College, email: [fabiank@lafayette.edu](mailto:fabiank@lafayette.edu) Term: 2006-2007.

Vice-President: Alice Freifeld, U. of Florida, email: [freifeld@history.ufl.edu](mailto:freifeld@history.ufl.edu) Term: 2006-2007\*.

Secretary-Treasurer: Susan Glanz, St. John's U, email: [glanzs@stjohns.edu](mailto:glanzs@stjohns.edu) Term: 2006-2007.

Executive Committee:

Judith Fai-Podlipnik, Southeastern Louisiana U., email: [jfai-podlipnik@selu.edu](mailto:jfai-podlipnik@selu.edu), term: 2005- 2006.

John Swanson, Utica Coll., email: [jswanson@utica.edu](mailto:jswanson@utica.edu), term: 2005 – 2006.

Emese Ivan, U. Of Western Ontario, email: [eivan@uwo.ca](mailto:eivan@uwo.ca), term: 2006-2007

Judit Szapor, U of Ottawa, email: [jszapor@uottawa.ca](mailto:jszapor@uottawa.ca), term: 2006-2007

\*On January 1, 2008 Alice Freifeld automatically assumes the position of the president.

### 2. Treasurer's report

Starting Balance on 11/22/2004	\$3,235.25
Deposits	<u>1,159.46</u>
<i>Subtotal</i>	<i>4,394.71</i>
Expenses	<u>1,531.63</u>
Closing Balance 12/22/2005	\$2,863.08

### 3. Publications and presentations by members:

**Federigo Argentieri**, was interviewed By Simon Parais in Nov. 2005. The interview, titled "They Don't Have That Far-Sightedness Typical of the Founding Fathers", can be found at <http://www.talaljuk-ki.hu/index.php/article/frontpage/3>

\_\_\_\_\_, was interviewed by Hungarian Radio on October 23, 2005 about Miklós Vásárhelyi.

\_\_\_\_\_, also received the *Middle Cross of the Order of the Republic of Hungary*.

**Congratulations from all of us!**

**Bela Bodo**, “White Terror, Newspapers and the Evolution of Hungarian Anti-Semitism after WWI,” *Yad Vashem Studies*, XXXIV (Spring 2006) (in print)

**Tibor Frank**, *Picturing Austria-Hungary: The British Perception of the Habsburg Monarchy 1865-1870*. Published by the Center for Hungarian Studies and Publications, Inc.

This book explores a turbulent period in Austria-Hungary’s history from a primarily British perspective. The author utilizes resources from the contemporary press and travelogues to emphasize British interest in preserving the Habsburg Empire as a political entity and the balance of power in Europe.

**Alfonz Lengyel** ([www.geocities.com/fmfsafsa](http://www.geocities.com/fmfsafsa)) is organizing an exhibit on the Harbin Jews in Sarasota, FL next March. He sent me this introduction, *The Short History of the Jewish Settlement of Harbin, Heilongjiang, China* to the exhibit.

In 1898 the Chinese Eastern Railway Engineering bureau was moved from Vladivostok to Harbin, and in 1899, with the beginning of the railway construction the first Jew, S.I. Bertsel, arrived in Harbin. At that time, Harbin was considered to be an extremely remote place. Jewish immigrants laid the foundation of today’s Harbin. As Jews escaped from the Tsarist pogroms the city’s Jewish population grew rapidly. In 1902 a kosher butcher, A.M. Nayier, was hired by a “Harbin Emigrant Jews Agreement”. This was the first community document signed in 1902 by Harbin Jews. Jews gradually re-established the life they had left behind. Jews were involved in every aspect of city life, from building hotels, banks, shops, bakeries, cafés, a sugar refinery, a tobacco company, a textile factory, edible oil for local consumption and export, mills, a coal mine, and a hospital. For entertainment, they built an art and music school, a theater, a movie house, and founded a symphony orchestra in which most of the players were Jews. They established race track. They had tailor shops, beauty parlors; they established pharmacies, introduced western medicine, and insurance companies. The Jewish population in 1907 was already so established that in the Harbin Autonomous Public Parliament, of the 40 elected members 10 were Jewish. By the 1930s, at least 20,000 Jews lived in Harbin, where cultural life was heavily Russian and Jewish.

In 1932 the Japanese army entered into Harbin. In 1939 the Russian Fascist protested against the Manchu Regime for helping Jewish refugees who came from Europe via Siberia. In 1938 five Japanese government envoys came to Harbin, and signed a resolution stating that the former statement “Jews Welcome,” must be replaced by “Jews should not be excluded” in further immigration decisions. The Japanese at the suggestion of Leon Zikman allowed 2,000 Jewish leather workers to come from Germany to Japanese occupied Manchuria. However, in 1942 when Japan allied itself with Nazi Germany, this resolution was suspended.

Few Jews returned to the Soviet Union. One wanted to study music in Leningrad, but he was arrested as a spy and killed by the Soviet Secret Police. Most returnees met the same fate. In 1945 the Soviet Army occupied Harbin. Many Jews were arrested and taken back to the Soviet extermination camps of the Gulag.

Most of the Jews left Harbin in 1949, emigrating to Israel, to the United States, Australia and Canada.

In 1956 Mao Zedong closed the New Synagogue. In 1958 some 294 Jews were massacred, leaving only 130 Jewish residents in Harbin. Only Israel Epstein stayed after the death of Mao Zedong. He became member of the Standing Committee of the Chinese People’s Political Consultative Conference, (CPPCC) later to be called People’s Congress. He died in May 2005.

The present Chinese Government decided to encourage not only the rebuilding of the Synagogues in Harbin, but also to establish the Jewish Research Center at the Heilongjiang Provincial Academy of Social Sciences in Harbin. Certainly, the Jewish Research Institute in Harbin is a great step forward, not only in the history of Jewish Diaspora, but also spawning the friendship between China and Israel.

**Ivan Sanders** held a public lecture titled “Question of Identity in the Novels and Essays of Imre Kertész” at CEU, Budapest on January 24, 2006.

**Béla Várdy and Ágnes Huszár Várdy.** *Újvilági Küzdelmek: Az Amerikai magyarság élete és az óhaza* [Struggles in the New World. Life of Hungarian Americans and Their Relationship to the Old Country] (Budapest: Mundus Egyetemi Kiadó, 2005, 370 pp.)

This volume contains twenty-three studies about Hungarian Americans and their relationship to the mother country. These studies have appeared in print during the past decade in such well-known Hungarian periodicals as the *Valóság* [Reality], *Hitel* [Credit], *Magyar Napló* [Hungarian Diary], and *Nyelvünk és Kultúránk* [Our Language and Culture] all of Budapest, *Korunk* [Our Age] of Kolozsvár/Cluj-Napoca, Transylvania, *Magyar Egyháztörténeti Vázlatok* [Essays in Hungarian Church History] of Szeged, *Debreceni Szemle* [Debrecen Review] of Debrecen, and *Forrás* [Source] of Kecskemét. The content of this volume constitutes only a selection of the two authors’ Hungarian language writings produced since the mid-nineties.

The individual studies deal with such topics as: (1) A survey of Hungarian American history and literature, (2) Louis Kossuth’s role and impact upon American society, (3) Hungarian American literacy, journalism and scholarship, (4) Hungarian American religious life and religious institutions, (5) the impact of the Treaty of Trianon (1920), Hungarian revisionism, and the two world wars upon Hungarian Americans, (6) and finally the evolution of the image Hungary and the Hungarians in the United States during the past century and a half.

Outside a few minor corrections and additions, and the elimination of the unavoidable repetitions among studies dealing with the same general topic, these writings have been republished without major changes. Combined in a single volume, they present a broad and in-depth view about Hungarian American life and the history of Hungarians in the United States.

All of these studies are the products of two scholars who left Hungary as children, were educated in Western Europe and the United States, and have devoted the better part of their lives to the study of Hungarian American society and culture. Together they have authored, coauthored and edited over two dozen volumes, as well as over six-hundred studies, essays, reviews and newspaper articles.

The large majority of their books are in English, but some of their more recent ones have also appeared in Hungarian. The latter include the 840-page historical synthesis *Magyarok az Újvilágban* [Hungarians in the New World] (Budapest, 2000), and the social-historical novel *Mimi* (Debrecen, 1997), which also appeared in English (Chicago, 1999). The latter is now being used as an obligatory reading in several courses of history and literature at half dozen American colleges and universities. Some of the authors’ English language scholarly works, on the other hand, are being used at a number of major Hungarian universities. The latter include *Modern Hungarian Historiography* (New York, 1976), *The Hungarian-Americans* (Boston, 1985), *The Austro-Hungarian Mind* (New York, 1989), and *Ethnic Cleansing in Twentieth-Century Europe* (New York, 2003).

Put together, the scholarly studies in this volume present a penetrating, comprehensive and worthy picture of the Hungarian American past, as well as of the immigrants’ social life, culture, institutions, political activities, and their relationship to Hungary. As such, although a work of meticulous scholarship, it goes well beyond the limits of scholarly interests. It is a volume that can be of interest to those who wish to learn about the history and role of Hungary and the Hungarians, and about their impact upon American history.

**Újvilági küzdelmek [Struggles in the New World]** can be purchased in most bookstores in Hungary, as well as from the authors, at the following address: 5740 Aylesboro Avenue, Pittsburgh, PA 15217. Tel. 412-422-7176; e-mail: [Svardy@aol.com](mailto:Svardy@aol.com) OR: [AHVardy@aol.com](mailto:AHVardy@aol.com). Price with postage: US \$30.00.

#### 4. Miscellaneous News

a. **KLIO**, [www.c3.hu/~klio](http://www.c3.hu/~klio), is a reviewer journal in historical science, is recommended to anyone interested in history. It provides information in Hungarian on the latest results of the science of history published in various languages in a number of countries. It is published twice a year. Book or article reviews by historians from Hungary or abroad, in Hungarian or English, Germany (to be translated into Hungarian) are welcome. The editor is looking for persons who can contribute. The email of the editor is [fodormne@delfin.klte.hu](mailto:fodormne@delfin.klte.hu) for Kati Fodor.

b. By a unanimous and recorded vote, the House of Representatives passed H. Res. 479 on December 6, 2005. The resolution, which had been introduced by Congressman Tom Lantos (D-CA), recognizes the 50th anniversary of the 1956 Hungarian Revolution and enjoyed the support of the American Hungarian community and its various organizations.

c. **Találjuk ki Közép-Európát/Reinventing Central Europe** is an independent website focusing on politics, society, arts, communities, cities, countries, and regions. The editor is Elemer Hankiss. The site's addresses for the English version are: [www.europe-reinvented.org](http://www.europe-reinvented.org); [www.europe-renewed.org](http://www.europe-renewed.org); [www.europa-nova.net](http://www.europa-nova.net); while the Hungarian sites are at: [www.reinvent.hu](http://www.reinvent.hu); [www.central-europe.hu](http://www.central-europe.hu); [www.makeover.hu](http://www.makeover.hu).

**d. Please let your students know. New accredited English language program in Budapest. (BA in Sociology) Bachelor of Arts degree at the Faculty of Social Sciences of Eötvös Loránd University, Budapest in cooperation with the Texas Christian University (TCU)**

Start date: 1 September, 2006.

The Faculty of Social Sciences at Eötvös Loránd University, with its predecessor, the Institute of Sociology and Social Policy, has a three decade long tradition of being a unique concentration of outstanding social science scholars, an institution for research and teaching. Now this internationally acknowledged faculty offers courses to acquire a BA degree in English both for Hungarian and non-Hungarian students, residents or non-residents in Hungary.

##### **Aim**

To acquire a Hungarian BA degree at ELTE, Faculty of Social Sciences or a US BA degree at the Texas Christian University. US or non-Hungarian students can study in English in Hungary and acquire an internationally acknowledged degree. Students enrolled in the BA program can complete their studies in Hungary, or can divide their studies between two years in Hungary and two years in Texas. Students applying to TCU must go through TCU's admission process and meet TCU's requirements. Non-Hungarian residents must obtain a Hungarian student visa. The credits earned in Hungary will be transferred and acknowledged by TCU.

##### **Credit Requirements**

1. Three years in Budapest, 180 units (Hungarian BA degree), or
2. Two years in Budapest, 90-100 units. Two years at TCU, the rest of the required units by TCU to be earned at TCU (US degree).

**Tuition** - is \$ 3,000 per semester.

##### **Why to choose to earn a BA degree in this program?**

To study in an international environment with outstanding internationally recognized professors.

To conduct studies in English, and to earn an internationally acknowledged degree in Hungary.

To earn a US degree, dividing the curriculum into two parts, studying two years in Budapest, two years in Texas.

**Application deadline is 15 May, 2006. For further information contact**  
[turay@ludens.elte.hu](mailto:turay@ludens.elte.hu)

**e. I have also received the following email:**

I am Bertalan Lissak, managing director of *A Nyelviskola /The Language School/*, Budapest, Hungary. I am writing to you because I am looking for partners for the exchange program we have.

In the last 16 years, we have been working successfully with *GAP ACTIVITY PROJECTS*, Britain. Unfortunately GAP decided to withdraw its project from Hungary. That is why I am looking for partners to take the place of GAP and send volunteers to Hungary to do TEFL work.

**What we can offer?**

Voluntary work in Hungarian schools, not only in Budapest, but throughout the country and for either one school term or for the whole year, i.e.:

We have contracts to host schools, which offer teacher-assistance jobs in their institutions. Schools provide: food, accommodations and pocket money to assistant-teachers.

We offer voluntary work in Hungarian orphanages and some conservation work in museums.

While volunteers are in Hungary we remain in continual communication with them, and resolve any problems which might arise concerning illness, changing placement, social problems, and so forth.

The project receives the support of the British Council which operates under an agreement between the Hungarian and the British government.

Volunteers receive an **induction TEFL course** (Teaching English as a Foreign Language) which allows volunteers to go to these placements and teach English to students. They can also provide help to the English teachers at their placements, or even take classes on their own. Many of them continue teaching English in Hungary during summer vacation while others go so far as to making it their profession. The experience also prepares them for the challenges of living in a foreign country.

In the last sixteen years we have had an enormous number of volunteers participate in this project. It has been successful for all those to whom Hungary was just another *far away, unknown country* and also for those who have had distant relatives or other form of Hungarian origin.

Firstly, it helps participants to mature and to be independent adults. When they arrive they are often inexperienced teenagers who have just graduated from school. But when they leave, they are mature people with clear ideas and aims in life. They manage to build true self-confidence by learning about their own abilities.

Secondly the volunteers are all bridges between cultures – their own and the Hungarian. It helps the both them and the students they help understand and accept differences in people and cultures. Hungarian students, especially the ones who live in the countryside, learn about the volunteer's country be they British, Australians, New-Zealanders or Americans. Otherwise, they have no chance to meet foreigners or to have a native-speaker teacher of English.

**What we would like from our partner?**

We deal with everything from the time the volunteers arrive to Hungary, but in conducting a successful program, we can only do half of the job. We would like to find our other half in our partners. To be able to send volunteers to Hungary our partner should be able to:

Promote the Hungarian project to students of college or university age, find eligible volunteers/candidates, do recruiting, be able to give them a briefing in their own country.

We would also prefer our partners to deal with: Collecting enrolment fees from volunteers, booking flights, arranging insurance for them

If you are interested, please get into touch with me: Bertalan Lissák,  
(bertalan.lissak@anyelviskola.hu) Managing Director, A Nyelviskola Kft., 1122 Budapest,  
Krisztina krt. 2-4. T/F: 214-5355 [www.anyelviskola.hu](http://www.anyelviskola.hu)

**f. Call for Papers - The 1956 Hungarian Revolution 50 Years Later— Canadian and International Perspectives**

October 2006 marks the fiftieth anniversary of the 1956 revolution in Hungary and the arrival to Canada, a few months later, of nearly 40,000 Hungarian refugees. The Hungarian

uprising--the world's first televised revolution--became a defining moment in the history of the Cold War and captured the interest of people throughout the world. New information has become available in the last fifteen years and additional primary source documents have surfaced since the 1996 conference, held in Budapest. In light of these developments, an international scholarly conference is being organized between October 12-14, 2006 by the University of Ottawa's Institute of Canadian Studies, with the cooperation of the Hungarian Studies Association of Canada and the Canada-Hungary Educational Foundation.

Proposals for conference papers and presentations relating to the scholarly examination of 1956 are welcome and should relate to one or more of the following broadly defined themes:

1. The 1956 revolution in Hungary in its historical, historiographical, and political contexts.
2. An examination of the international context of the revolution and its aftermath.
3. Canadian immigration and refugee policies in the 1950's, the Canadian government's response to the refugee crisis (comparisons to other countries), as well as the reception and integration process of the Hungarian arrivals.
4. Contributions to Canadian life and society and comparative studies of post 1956 refugee and immigrant movements to Canada.

Please submit your proposal of 250 words, or less, and biographical information by February 20, 2006 in either English or French, the working languages of the Conference. Paper proposals may be sent electronically, in the form of a word document, or by regular mail to the following address: **Attn: Pierre Anctil, Institute of Canadian Studies, Univ. of Ottawa, 52 University St, Ottawa, (Ontario), K1N 6N5, Canada.** e-mail: [egervari@uottawa.ca](mailto:egervari@uottawa.ca)

**g. Couple of interesting items from Newsnet:**

i. **AVIVA – Women's World Wide Web** ([www.aviva.org/europe.htm](http://www.aviva.org/europe.htm)) offers a free webzine which contains, among other resources, news concerning women's issues in Europe.

ii. Website of primary source materials for East-Central Europe is hosted by Cornell U. at [www.einaudi.cornell.edu/europe.integrated\\_history/index.asp](http://www.einaudi.cornell.edu/europe.integrated_history/index.asp). The U. wants to make this a central clearinghouse for sources relating to East-Central Europe for all to use. They are requesting that if you have sources already online, translations that are in the public domain, or sources for which you own copyright that you would allow them to add to the site. Please contact Holly Case, e-mail: [hac27@cornell.edu](mailto:hac27@cornell.edu) or James Bjork, e-mail [james.bjork@kcl.ac.uk](mailto:james.bjork@kcl.ac.uk).

iii. The U. of Pittsburgh launched a website on Joseph Stalin, STALINKA, a comprehensive digital library of Staliniana for educational purposes. STALINKA comprises both visual and verbal texts. The latter, currently under construction, includes biographical history, annotated bibliographies of Stalin's works, a "who's who" of individuals and organizations central to his activities, and critical scholarship on Stalin/ism. <http://images.library.pitt.edu/s/stalinka>.

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**Do not forget to pay your annual dues. Thank you!**

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I thought you might find the latest AAUP survey on faculty salaries interesting. (Hopefully, everyone earns more than the average for their regions, and therefore, will not find these numbers too depressing.) <http://www.aaup.org/surveys/05z/Tab7.pdf>

**Average Compensation, by Region, Category, and Academic Rank, 2004–05 (Dollars)**

Academic Rank	NORTHEAST		NORTH CENTRAL		SOUTH			WEST	
	New England <sup>a</sup>	Middle Atlantic <sup>b</sup>	East North Central <sup>c</sup>	West North Central <sup>d</sup>	East South Central <sup>e</sup>	West South Central <sup>f</sup>	South Atlantic <sup>g</sup>	Mountain <sup>h</sup>	Pacific <sup>i</sup>
<i>CATEGORY I (Doctoral)</i>									
Professor	151,585	148,887	128,616	119,806	112,176	116,673	126,399	110,421	140,520
Associate	101,800	102,653	91,520	85,489	82,294	83,281	89,361	81,803	93,371
Assistant	85,389	86,408	77,049	72,333	69,460	72,289	76,118	71,395	81,513
Instructor	63,999	56,372	53,901	52,092	46,903	46,808	54,673	52,193	57,350
Lecturer	70,526	65,794	58,522	50,307	50,461	55,952	54,762	58,450	71,066
No Rank	66,227	64,764	55,694	63,274	45,859	74,725	76,410	46,196	70,648
All Combined	116,508	111,964	98,033	92,475	85,596	86,775	95,492	86,749	109,569
<i>CATEGORY II A (Master's)</i>									
Professor	107,822	110,025	94,824	89,774	87,499	87,648	93,230	88,095	104,599
Associate	85,005	87,135	77,568	73,194	71,046	71,184	74,748	73,361	83,886
Assistant	70,928	70,875	65,385	62,055	60,968	60,079	63,255	63,433	70,493
Instructor	57,289	56,468	51,257	50,759	48,178	47,019	50,294	52,016	57,020
Lecturer	63,237	59,401	50,753	43,642	45,813	42,348	49,488	54,994	66,638
No Rank	61,307	55,536	69,214	54,362	54,227	52,745	58,161	49,421	64,523
All Combined	85,585	85,734	75,756	72,033	69,074	67,683	72,712	70,341	86,130
<i>CATEGORY II B (Baccalaureate)</i>									
Professor	117,129	107,027	88,615	85,094	77,471	77,040	87,700	82,528	105,449
Associate	85,600	82,200	72,006	67,794	63,838	64,988	69,261	68,778	78,016
Assistant	69,709	66,189	60,008	57,887	54,432	54,846	57,609	57,886	66,138
Instructor	52,801	54,312	50,476	47,585	45,188	45,025	45,965	43,540	59,537
Lecturer	73,716	60,748	52,708	55,097	49,323	45,729	51,343	33,803	63,963
No Rank	66,615	72,681	56,404	44,467	35,702	48,642	68,338	77,900	87,908
All Combined	92,129	81,171	71,972	67,933	63,242	61,195	68,721	65,990	83,170
<i>CATEGORY III (Two-Year Colleges with Ranks)</i>									
Professor	79,369	100,986	84,209	77,538	70,772	68,462	80,664	72,939	84,013
Associate	66,386	81,496	71,237	67,155	61,055	59,796	65,756	66,268	74,520
Assistant	61,763	70,393	61,135	59,562	52,206	57,063	57,646	62,193	65,720
Instructor	55,127	58,876	51,085	51,418	45,605	49,828	48,813	55,810	57,665
Lecturer	58,558	63,833	52,679	41,975	n.d.	n.d.	49,171	54,792	n.d.
No Rank	n.d.	58,994	n.d.	47,994	45,987	40,723	48,932	63,349	n.d.
All Combined	70,799	79,189	67,245	66,916	56,430	59,491	64,059	63,021	70,746
<i>CATEGORY IV (Two-Year Colleges without Ranks)</i>									
No Rank	n.d.	n.d.	60,970	53,013	41,198	48,278	44,489	44,898	62,559
<i>ALL CATEGORIES COMBINED EXCEPT IV</i>									
Professor	128,497	127,948	113,896	102,662	99,341	102,712	110,780	104,744	123,379
Associate	91,249	91,768	83,730	77,293	74,512	76,392	80,823	78,783	87,516
Assistant	75,697	74,856	70,015	65,236	63,328	65,140	67,769	68,150	74,890
Instructor	57,217	56,874	52,263	50,283	47,113	47,130	51,104	52,423	57,632
Lecturer	69,619	63,474	55,574	48,189	48,437	52,562	52,637	56,137	68,558
No Rank	63,971	66,079	67,557	50,884	46,563	55,307	68,520	57,902	66,473
All Combined	99,643	95,018	86,748	79,820	75,412	76,658	83,068	81,193	96,904

*Note:* The table is based on 1,416 reporting institutions representing 1,715 campuses. For definitions of categories, see Explanation of Statistical Data on page 45.

N.d. ♦ no data.

a. New England: CT, ME, MA, NH, VT, and RI.

b. Middle Atlantic: NJ, NY, and PA.

c. East North Central: ILL, IN, MI, OH, and WI.

d. West North Central: IA, KS, MN, MO, NE, ND, SD

e. East South Central: AL, KY, MS, and TN.

f. West South Central: AR, LA, OK, and TX,

g. South Atlantic: DE, DC, FL, GA, MD, NC, PR, SC, VA, and WV

h. Mountain: AZ, CO, ID, MT, NV, NM, UT, and WY

i. Pacific: AK, CA, HI, OR, WA, and GU