

Hungarian Studies at American and Canadian Universities*

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According to a definition coined during the 1930's, when Hungary witnessed a major resurgence of the discipline known as Hungarology or Hungaristics /*Magyarságtudomány*/, Hungarian studies comprise "the sum of all knowledge pertaining to the Magyars". More specifically, "it is the science that concerns itself with the past, physical and spiritual makeup, intellectual values and the conditions of the natural existence of the Magyars. Thus, in addition to history, it comprises geography, ethnography, anthropology, literary and cultural history, as well as the study of all other manifestations of Magyar existence."¹

While this definition of Hungarian studies may not be the best, it is certainly as encompassing as any. But precisely because of its comprehensiveness, it is more suitable for the description of Hungarian studies in Hungary, where such an encompassing approach is both natural and feasible.

Naturally, the situation is quite different for Hungarian studies abroad. Due to the lack of adequate funding, unfavorable conditions and insufficient interest, Hungarian studies outside of Hungary have to be more limited in scope. Initially programs are usually limited to the study of the Magyar language, with perhaps some reference to literature, culture and history. Only later, with the growing evidence of demand and support do some of these initial efforts evolve into more comprehensive programs, that may entail courses in several related fields under the direction of a scholar-professor.

This pattern has generally been true for most of the Hungarian programs at North American colleges and universities, although only two evolved into respectable centers of Hungarian learning. The birth and development of programs depends on a number of frequently changing external factors. These factors generally include: (1) the

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interests, needs and support of the American or Canadian Hungarian communities; (2) the interest and support of the Hungarian government; (3) and the needs and support of the American scholarly community and that of the U.S. or Canadian governments. The relative significance of these factors varied from time to time, and their impact also depended to a considerable degree on the role played by a few dedicated individual scholars at various times (e.g. Joseph Reményi in the U.S. and Watson Kirkconnell in Canada). The role of such scholars has been particularly significant during periods of disinterest on the part of the American and Canadian scholarly circles and the respective governments.

In addition to the above factors, the development of Hungarian studies in the U.S. and Canada also depended to a large degree on the maintenance of certain more encompassing area programs. The most significant of these were (and still are) the East European language and area programs, which have had a relatively high degree of popularity and support during the past twenty-five years. But the more limited Uralic and Altaic and Habsburg studies—which had their heyday in the late 1950's and 1960's—were also significant.

Types of Hungarian Studies Programs

In examining the development of Hungarian studies at American and Canadian colleges and universities, we find basically three types of programs, which on the whole correlate with the above-mentioned external factors. These include programs (1) which had been established and supported primarily by the Hungarians in North America, (2) those that enjoyed the financial and moral support of the Hungarian Government, and (3) those that were initiated by the American academic community, and at times supported by grants from various foundations or the U.S. Government. In the past, Hungarian studies programs have existed in all three of these categories, and their fate and fortune are good indicators of the relative interest and dedication of the above three factors in Hungarian studies.

The Pioneer Hungarian Studies Programs

The roots of Hungarian studies in the United States reach back to the early years of the twentieth century. They stretch back almost to the time when the pioneers of Russian and East European studies, professors Archibald Coolidge (1866-1928) and Leo Wiener (1862-1939), both of Harvard University, had turned the attention of American scholarship to the study of the East European world.

The first Hungarian program was initiated in 1904 in Bloomfield College and at the Bloomfield Theological Seminary in New Jersey,

where it continued until 1957. The primary purpose of this program was to educate Hungarian speaking ministers for the Hungarian Reformed and Evangelical Churches in the United States. Simultaneously, the college also provided English language training for theologians and theology students coming from Hungary.

A similar program also functioned at Franklin and Marshall College in Lancaster, Pennsylvania, between 1922 and 1936—apparently in the form of a separate Department of Hungarian Studies. Like the Bloomfield program, the Lancaster program also consisted of fundamental courses in language, literature, history and geography which stretched anywhere from two to eight semesters. The director of this program was the Rev. Dr. Alexander /Sándor/ Tóth, who also taught Hungarian at the nearby Lancaster Theological Seminary.

The third such program was initiated at Elmhurst College, near Chicago, Illinois, in 1941. Founded by the Rev. Dr. Barnabás Dienes, it also functioned as a separate Department of Hungarian Studies. After 1952 the department at Elmhurst College came under the direction of Professor August J. Molnár, who with others in 1955 established the American Hungarian Studies Foundation for the support and expansion of Hungarian studies programs in America. In 1959 this program was transferred to Rutgers University, where it functioned until its termination in 1965. In the meanwhile, the American Hungarian Studies Foundation (renamed American Hungarian Foundation in 1974) expanded its activities and support to include numerous other Hungarian academic programs and individual scholars. Thus, in the course of the past two decades (1955-1975), the Foundation has distributed over \$300,000 in grants and fellowships.

All three of the above pioneer college programs fell into the first category of Hungarian studies, in that they were supported primarily by the Hungarian Protestant churches in America, and they reflected the needs and aspirations of pre-World War II Hungarian immigrants and of their descendants in the United States. These programs also reflected the dedication of their founders and directors who struggled continuously to keep them going even in the face of various adverse circumstances.

The role and support of the American Hungarian community in Hungarian studies programs during the interwar period is also reflected by the University of Dubuque, Iowa, in the 1920's; the Central Theological Seminary of Dayton, Ohio, in the late 1920's and early 1930's; the Bridgeport Junior College of Bridgeport, Connecticut, from 1926 to 1931; and perhaps several other similar programs, most of which were composed of elementary language courses, with some aspects of Hungarian culture.

The situation appears to have been different with the Hungarian language programs that functioned off and on at Columbia and Harvard Universities during the 1920's and 1930's. In these two instances the needs of the American scholarly community seemed to converge with the desire of the Hungarian Government to support selected Hungarian programs abroad. During the mid-1920's Hungarian was taught at Columbia University by the visiting lecturer László Tápay-Szabó, and subsequently by the Rev. Dr. Géza Takaró, who also covered Hungarian literature, history and cultural history. Finally in 1939, a permanent Hungarian lectureship was established there by the Hungarian Government. This Columbia University lectureship functioned only for a few years under the direction of Joseph Szentkirályi (St. Clair), for the American-Hungarian belligerency in World War II terminated Hungary's financial support.

It deserves to be mentioned that the Columbia University lectureship was a byproduct of the comprehensive cultural and educational policy of interwar Hungary aimed at the formation of public opinion favorable to the revision of the Treaty of Trianon (1920). Initiated in the early 1920's by Count Kunó Klebelsberg (1875-1932), and continued by the historian Bálint Hóman (1885-1951) in their capacity as Hungary's ministers for culture and education, this policy was quite well served by the establishment and support of various centers of Hungarian learning in Europe. In the United States, however, it hardly went beyond the foundation of the Hungarian lectureship at Columbia University.

Although in a different sense, the scholarly activities of Professor Joseph Reményi (1891-1956) at Western Reserve University in Cleveland, and of Professor Watson Kirkconnell (b. 1895) at several Canadian colleges and universities were also of utmost significance throughout the interwar and post-World War II periods. Their activities were more significant in the area of publishing on Hungarian literature and culture, than in teaching, which was limited by the lack of sufficient demand. Both Kirkconnell and Reményi were motivated primarily by their scholarly interest, although they both maintained close contact with the Canadian and American Hungarian communities, as well as with scholarly and cultural circles in Hungary.

As we survey the development and achievements of Hungarian studies in North America prior to the golden age of this discipline during the quarter of a century following World War II, we find that all of the college and university programs were of rather limited scope and of modest quality. Even the most comprehensive of them were limited to basic language studies, with perhaps the selective inclusion of some literary, historical and geographical studies—all given by the same professor, who at best was a specialist in only one of these fields.

Next to offering the basics of Hungarian language and culture, the main function of most of these pioneer programs appears to have been to supply the Hungarian Protestant Churches in America with the needed number of clergymen. The preparation of prospective area scholars was a secondary goal, and then it was limited to such institutions as Columbia and Harvard, where future East Europeanists may also have wished to gain some familiarity with the Magyar language and culture. This situation remained unchanged until after World War II, when the sudden emergence of the Soviet Union as one of the two super powers and the controlling influence in East Central Europe, made it necessary for the U.S. Government to support the quantitative and qualitative improvement of East European, and therein Hungarian studies.

The Golden Age of Hungarian Studies (1945-1970)

In addition to the general rise of interest in Russia and East Central Europe during and after World War II, the specific factors that have contributed to the rise of Hungarian studies in America during the 1940's and 1950's include: (1) The birth of a number of intensive language programs during the war, which were inspired by considerations of national security (e.g. the Army Language School of Monterey, California, the Indiana University Air Force Language School in Bloomington, Indiana, and the Foreign Service Institute of Washington, D.C.); (2) the rise of American structural linguistics and the creation of two major and several smaller Uralic and Altaic programs at a number of American universities; (3) the National Defense Education Act (NDEA) of 1958 and the consequent establishment of four Uralic and Altaic (Columbia, Indiana, Berkeley, Colorado) and a number of Russian and East European Language and Area Centers; and finally (4) the rise of Habsburg studies during the late 1950's and 1960's.

The above factors have all contributed to the rise and development of Hungarian studies on a much higher scholarly level than before World War II—reaching their climax during the 1960's. After a quarter century of qualitative and quantitative improvement, however, around 1970 there began a noticeable decline. This decline was due partially at least to the general economic crisis in the Western World that dried up many of the formerly available financial sources. It was also due, however, to the senseless "over-production" in the field of East European studies, the progressive liquidation of the Cold War, and the simultaneous decline in the need for East European area specialists. As a result, severe cutbacks occurred in several respectable Hungarian studies programs and others were simply abolished. Some of the small programs which came into existence in the late 1960's and

early 1970's in consequence of the so-called "ethnic revolution" somehow survived. Interest in ethnicity in a pluralistic society brought them into existence, keeps them going, and also determines to a considerable degree their general tone and makeup. The most significant of these types of programs is the yet-to-be discussed Cleveland State University Hungarian studies program founded in 1969.

In light of the decline and disappearance of a number of significant Hungarian programs during the past few years, it is perhaps justifiable to include in this survey not only the currently functioning programs, but also those that have been discontinued or suspended recently. While they functioned, they all had a considerable influence on the spread of Hungarian language and culture in the United States and Canada, even though they were rather unequal in scope and uneven in quality. Content and quality-wise they range from such comprehensive and interdisciplinary programs as those at Columbia and Indiana Universities (involving scores of Hungarian and Hungarian-related courses, and perhaps a dozen or more scholars from various fields) to a number of simple programs composed only of one or two basic language courses, at times taught by non-professional native speakers.

The Two Leading Hungarian Studies Centers: Columbia and Indiana

Comprehensive interdisciplinary Hungarological programs on a high scholarly level have developed only at two universities: Columbia University in New York City and Indiana University at Bloomington, Indiana. Of these two universities, Columbia pioneered Hungarian studies, providing the same level of excellence that characterized the university at large. But ultimately it was Indiana that developed the most encompassing program. Moreover, today Indiana University's program is the only remaining American Hungarological center; and it is also the only remaining NDEA Language and Area Center in Uralic and Altaic studies supported by the U.S. Government.

Both at Columbia and at Indiana University, the Hungarian studies programs have developed in conjunction with two significant area studies programs, involving numerous departments. At Columbia the Hungarian area studies were an integral part of the Uralic Language and Area Center (1959-1965), which since 1965 is the Subcommittee on Uralic Studies, and the Institute on East Central Europe. At Indiana the Hungarian program came to be based largely in the Department of Uralic and Altaic Studies (the only one of its kind in the Americas), and partially in the Russian and East European Institute. The disciplines involved in these two programs vary slightly, but they generally include anthropology, economics, educa-

tion, Finnology, geography, government, history, international relations, law, linguistics, music, Slavistics, sociology, Turkology, as well as a number of other fields, including a great number of East Central European and Uralic and Altaic languages and literatures. While the program at Columbia declined in recent years the program at Indiana has remained substantially intact. In addition to scores of related area courses, the program at Indiana is also distinguished by the fact that—among the sixty-plus languages offered by the university—it teaches over a dozen Uralic and Altaic languages.

Hungarian Studies at Columbia University

Before its recent contraction, Columbia University's Hungarian studies program used to offer between fifteen to twenty semesters of specifically Hungarian courses. These included offerings in the Magyar language, philology, literature, history and proto-history. During the late 1950's and early 1960's, when Columbia University became one of the four NDEA Uralic and Altaic Language and Area Centers (1958-1965), its Hungarian program was particularly strong in linguistics. Later, with the decline and eventual elimination of the whole linguistics program, the emphasis shifted to literature and history.

In addition to some of the interwar attempts, the origins of the Columbia University Hungarian program go back to 1947, when—in conjunction with the rapidly expanding East European program, that soon resulted in two distinct institutes (Russian and East Central European)—Professor John Lotz (1913-1973) was appointed to the Department of Linguistics. Professor Lotz soon developed the nascent Hungarian studies into a respectable program, in conjunction with the newly founded Department of Uralic and Altaic Languages (1953-1965), and also produced several excellent scholars to continue his work. Without aiming at completeness, some of the noted linguists and literary scholars who at one or another time were associated with the Columbia University Hungarian program include Robert Austerlitz, Elemér Bakó, Francis S. Juhász, Kálmán Keresztes, Albert Tezla and others. Following Professor Lotz's retirement from Columbia in 1967 (when he became the director of the Center for Applied Linguistics in Washington, D.C.), the major burden of carrying on the linguistic aspects of Hungarian studies at the institution fell to his former student, Professor Robert Austerlitz; while the Hungarian language and literature courses were taught by various resident lecturers and visiting literary scholars. The latter also included the noted poet György Faludy (b. 1910). At the present Hungarian language is taught by Francis Juhász and János Latin. Dr. Juhász also offers courses in linguistics.

In the area of social sciences, the burden of Hungarian studies has been borne primarily by Professor István Deák who, since 1967, is also the director of the Institute on East Central Europe. Ever since his first appointment at Columbia in 1963, Professor Deák has made an effort to extend offerings in Hungarian history. This also involved the periodic appointment of such visiting scholars from Hungary as Drs. Péter Hanák, Domokos Kosáry and Zsuzsa Nagy. Unfortunately, the general economic decline, the retirement and death of Professor Lotz, and the sagging interest in East European studies had an adverse effect on area programs at Columbia. The formerly impressive Hungarian program had deteriorated considerably, along with the decline and contraction of the sponsoring Uralic and East Central European programs. Yet, the presence of Professors Austerlitz, Deák and Tibor Halasi-Kun (Turkic studies), and such other scholars as F. Juhász and J. Latin keep the remaining program at a respectable level. Moreover, should circumstances change favorably, the Columbia University Hungarian program could again develop into a full-scale center of Hungarian studies.

Hungarian Studies at Indiana University

The Hungarian studies program at Indiana University has been more fortunate than its counterpart at Columbia University, and today it is the only federally supported comprehensive Hungarological center in North America. Moreover, while it also felt the negative pressures exerted on programs considered of low priority at a time of diminishing funding, the Indiana University program still retains much of the coverage, quality and vitality that used to be its mark during the 1960's. This is due to a large degree to the dedicated and effective leadership of Professor Denis Sinor, the chairman of the Department of Uralic and Altaic Studies, without whose efforts the Indiana University Hungarian program would also have suffered considerably.

Hungarian studies at Indiana University reach back to the period of World War II, and more specifically to the Air Force Language School established there for the teaching of rare, but strategically important languages. This was soon followed by the development of an increasingly comprehensive East European studies program, which soon grew into an East European Institute (1951), and then into an even more comprehensive Russian and East European Institute (1959). Initiated by Professor James F. Clarke in 1951, and then restructured and directed by Professor Robert F. Byrnes in 1959, this institute ultimately developed into one of the three leading Russian and East European study and research centers in the United States, which at times was manned by over fifty teaching and research scholars. Moreover,

in the area of East Central European and Hungarian studies, it was rivalled only by Columbia University's Institute on East Central Europe.

Parallel with the rise of East European studies at Indiana University, the Uralic and Altaic program also developed from its World War II roots. For a considerable time it functioned under the leadership of Professor Thomas Sebeok, who developed it into an increasingly complex linguistically oriented program. Then in 1963, Indiana University was made into one of the NDEA-sponsored Uralic and Altaic Language and Area Centers under the chairmanship of Professor Denis Sinor. Two years later the program was transformed into a full-fledged department.

As it stands, the Indiana University Hungarological program is part of the only Department of Uralic and Altaic Studies and the only surviving NDEA Uralic and Altaic Language and Area Center in the United States. Moreover, it is also the only Hungarian studies program which—in addition to offering the traditional M.A. and Ph.D. degrees in various aspects of Uralic and Altaic studies—also offers a Certificate of Hungarian Studies, either independently, or in conjunction with one of the advanced degrees. Furthermore, the program also offers a wide variety of courses both on the undergraduate and graduate level.

The course requirements for the Certificate of Hungarian Studies vary between thirty-one and thirty-four semester credit hours beyond basic language courses. The requirements include advanced courses in the Magyar language, history, literature, linguistics and various elective courses in anthropology, economics, folklore, geography, government, music and a number of other fields. Moreover, the requirements include an examination of the candidate's reading and oral proficiency in Hungarian, a written comprehensive examination on the material covered in the course work, and a research thesis or essay on a specific topic prepared partially in conjunction with a required seminar in Hungarian studies. Candidates for the Certificate in Hungarian Studies generally, but not necessarily, combine their work with study for one of the advanced degrees in the Department of Uralic and Altaic Studies, in the Russian and East European Institute, or in one of the numerous relevant departments of the University.

Despite certain cutbacks in funding, the Russian and East European Institute is still manned by about forty scholars, with about 130 semesters of courses, and the Department of Uralic and Altaic Studies by sixteen scholars, who offer over 100 semesters of course work. Of the scholars, several are of Hungarian birth (i.e. Professor Denis Sinor, Thomas Sebeok and Gustav Bayerle), and two others, who

have received part of their training in Hungary at the intellectually exclusive Eötvös College of the University of Budapest, also speak Hungarian (i.e. Professors Alo Raun and Felix Oinas). Moreover, the department has constant Hungarian visiting language instructors (e.g. Tamás Radványi for 1973-1975), and often also noted visiting professors from Hungary and Germany (e.g. Professors Gyula Décsy from Germany, and Professors Edmond Schultz, Barnabás Csongor, Károly Czeglédy, András Róna-Tas and others from Hungary). No less is it significant that noted Hungarian-born professors also offer courses in several related departments and disciplines (e.g. Professors Linda Dégh in folklore, Andrew Vázsony in Language Sciences, and János Starker and Tibor Kozma in music, etc.). All in all, despite the difficulties of the 1970's, the Indiana University program in Hungarian studies is still a comprehensive one, and it offers undoubtedly the best preparation for a prospective Hungarian area specialist in North America.

Military and Diplomatic Schools

As the rise of these two leading Hungarian studies programs was considerably influenced by the federally supported military and diplomatic schools developed during World War II, we cannot bypass the latter—even though they do not fit into the traditional category of “college and university”.

The most significant of these schools is undoubtedly the Defense Language Institute (DLI), which came into being in 1963 through the unification of the Army Language School at Monterey, California, and the Language Department of the Naval Intelligence School at Washington, D.C. These two institutions became respectively the West Coast Branch and the East Coast Branch of the DLI.

The teaching of Hungarian has generally been limited to the more significant West Coast Branch of the DLI at Monterey, which for two decades functioned as the Army Language School, and where some of the revolutionary methods of language teaching have been developed under the direction of professional linguists and competent native speakers. Some of the Hungarian linguists who have contributed to the development of the Hungarian program at Monterey included Professors B.C. Maday, J.S. Nyikos and J. St. Clair /Szentkirályi/. Professor Maday, currently of American University, was the chairman of the Hungarian Section during the early 1950's; while Professor St. Clair, formerly of Columbia University, has headed the section during the 1960's and 1970's.

During the past two decades Hungarian has been taught at two different levels at the Monterey branch of the DLI. The first level consists of a forty-seven week “Basic Course”, and the second level of

a thirty-seven week "Aural Comprehension Course". The former carries a maximum undergraduate credit recommendation of twenty-one hours, and the latter fifteen hours. In addition to speaking and aural fluency in the Magyar language, DLI students also acquire some background in Hungarian history, geography, economy and politics.

While it functioned, Hungarian language training at the Indiana University Air Force Language School was basically identical with the training at the Army Language School at Monterey. Apparently, this was not quite true for the Foreign Service Institute (FSI) at Washington, D.C. Established in 1947 as a direct successor to the Foreign Service School (or Foreign Service Officers' Training School) for the purposes of providing background and language training to the professional members of the American diplomatic corps, the FSI is composed of several specialized schools. These include the schools of language and area studies, to which over half of the institute's resources are allocated. But as testified to by a number of official reports, the FSI's achievements during the 1960's were less than favorable. While its achievement level has undoubtedly improved in recent years, in the teaching of languages (including Hungarian) it does not seem to be on par with the West Coast Branch of the DLI. The FSI, however, was responsible for the development and publication of language textbooks for over two dozen languages, which are generally highly regarded both by teachers and students. The FSI's Hungarian textbooks and readers are used by a number of universities.

Recently Terminated and Still Functioning Smaller Programs

Next to the two leading centers of Hungarian learning in the United States—Columbia and Indiana Universities—the other Hungarian college and university programs were of modest scope and quality. Several promising programs of only a few years ago have lost their vitality, and have either abandoned, suspended or at least reduced their offerings considerably. These formerly promising centers include such institutions as the University of California at Berkeley, Rutgers University, the University of Washington in Seattle, as well as the State University of New York College at Buffalo, which was part of a consortium with the State University of the same city. While none of these institutions had extensive offerings in Hungarian studies, these studies frequently had the advantage of being connected with noted universities, and in some instances with significant centers of Central and East European studies.

Up to 1973, the University of California at Berkeley program consisted of eleven semesters of course work in language and litera-

ture, which was supplemented by various related area courses from a wide variety of fields on Central and Eastern Europe, offered by a number of departments of the university. After several years of successful work, this program came to a halt in 1973 as a result of the termination of those external funds that supported it. Subsequently, Dr. Lóránt Czigány, the director of this program, returned to another academic post in England.

The Hungarian program at the State University of New York College at Buffalo functioned between the years 1969 and 1973 under the direction of Professor Joseph Értavy-Baráth. It consisted of a few basic courses in Hungarian language and literature, and was aided by various related courses offered in the East European program of the Buffalo consortium. Professor Értavy-Baráth's departure from the university in 1973 terminated the Hungarian program, save for the language courses, which may be offered occasionally on a tutorial basis. Its most lasting achievement appears to have been the initiation of a monograph series with the financial support of the Hungarian Cultural Foundation, also headed by Professor Értavy-Baráth. This series has already six published volumes on Hungarian topics, with an additional twenty-plus volumes in various stages of preparation.

Contrary to the situation at California-Berkeley and Buffalo, the Hungarian program at Rutgers University and the University of Washington in Seattle have not been officially terminated. Due to a lack of interest and perhaps financial problems, they both appear to be in a state of suspended animation. While theoretically they still offer Hungarian language courses, in practice these courses seldom materialize. Courses on the history, politics and culture of the Danubian Area (if not on Hungary specifically), are still available at both of these universities.

After the termination of an earlier Hungarian program at Rutgers University under Professor August J. Molnar, a new program was started in 1965 by Professor Joseph Held. During the late 1960's and early 1970's, this program consisted of basic Hungarian language and history courses, with additional related courses offered by such noted historians as P. Charanis, R. Kann, and T. Stoianovich, and more recently by G. Vermes at the university's Newark campus.

The Hungarian program at the University of Washington in Seattle is connected with the scholarly activities of two Hungarian born historians, Professors Peter Sugar and Imre Boba. Moreover, it is part of one of the strongest programs on East Central Europe. Despite the University's strength in East Central Europe, however, the University of Washington's Hungarian offerings never developed into a comprehensive program. Thus outside of a few basic language courses, it consisted largely of area courses, rather than specific

Hungarian course offerings. It seems that the current crisis in American East European studies had an adverse effect also on the East European program of the University of Washington.

Of the still functioning small but meaningful Hungarian programs, the most significant include the University of California at Los Angeles (UCLA), Portland State University, and Cleveland State University. Though different in character, they all are basically one man programs.

The Hungarian program at UCLA is composed of eight semesters of course work under the direction of Dr. Marianna Birnbaum. Interestingly, the courses include not only the customary offerings in language and literature, but also Hungarian folklore and mythology. Moreover, in addition to the advantages of being part of a major university, with significant East European and other related offerings, this is the only Hungarian program—outside of its more extensive counterparts at Indiana and Columbia—that is also part of a small Finno-Ugric studies program.

The situation at Portland State University is slightly different in that the local Hungarian program is connected with a Central European Studies Center which, on the undergraduate level, has been rated in the past as one of the best in the country.

The Portland Hungarian program is directed by Professor Louis J. Éltető and it offers two years of basic language courses, two semesters of literature, and occasionally some additional tutorial courses on a higher level. In 1974, the university has also initiated an intensive summer institute, which is composed essentially of the above courses. It is equally significant that since 1973—similarly to some of the larger programs—it also has a special exchange arrangement with Hungary, which permits American students to spend a year at the University of Szeged.

Cleveland: The Special Case

The Hungarian program at Cleveland State University is in many ways different from all other similar programs in the United States. This difference is due partially to the makeup of the local Hungarian community (which has generally been one of the largest, most compact and ideologically most conservative of all Hungarian settlements in North America), and partially to the fact that the current program is based largely on second generation Hungarians who come from this community.

The history of Hungarian studies in Cleveland reach back to the professorial activities of the already mentioned Joseph Reményi at Western Reserve University (1926-1956). Professor Reményi taught Hungarian literature in his comparative literature courses, and

promoted the cause of Hungarian culture through his extensive literary activities.

In the early 1950's Professor Reményi's work in Cleveland was complemented by the establishment of the St. Stephen Free University that functioned for three years under Professor Ferenc Somogyi's direction. It offered courses in a wide variety of fields, including Hungarian history, legal history, literary history, linguistics, geography, ethnography and on several aspects of Hungarian law. At the time of its foundation, the goal was to make the St. Stephen University an integral part of John Carroll University of Cleveland—in imitation of several so-called "free universities" of the interwar and post-World War II era in Europe. Due to the lack of sufficient interest on the part of prospective students, however, this plan eventually failed to materialize.

During the 1960's, Professor Reményi's work at Western Reserve University was continued by Professor Ferenc Somogyi. With funding and support from the American Hungarian Studies Foundation Professor Somogyi introduced a seminar in Hungarian cultural history that functioned between 1962 and 1967. During the same period, Western Reserve University also offered courses in Hungarian language, taught by Dr. Ilona Vassko.

In 1969 the center of Hungarian studies in Cleveland has shifted from Western Reserve University to Cleveland State University. This new program was established by Professor Robert Oszlányi within the Department of Modern Languages, in the wake of the so-called "ethnic revolution" that surfaced about that time. Subsequently the university also developed a modest East European studies program up to the level of an M.A. degree. As it stands, the Cleveland State University Hungarian program is composed of two academic years or six quarters of general Hungarian literature, history and culture (simply called "Hungarian"), and two quarters each of composition and conversation, literature in translation and readings in Hungarian literature. Additional work may also be taken under the classification of "independent study". All courses are offered by Professor Oszlányi, and the majority of them are geared to second generation Hungarians who already have some command of the Magyar language.

In addition to its heavy reliance upon second generation Hungarians, the Cleveland program appears to be different from all of the above-mentioned Hungarian programs also in that it has an intimate relationship with the local Hungarian community and seems to reflect the relatively conservative political philosophy of the post-1945 immigrants. Perhaps for this very reason—and in contradistinc-

tion to all other Hungarian programs—the Cleveland program has no official contact with scholarly institutions in Hungary.*

We might add that in recent years the Cuyahoga County Community College of Cleveland also tried to offer courses in Hungarian, but apparently without much success.

Hungarian Studies in Pittsburgh

Of the remaining universities that had offered Hungarian language courses during the past few years, only the University of Pittsburgh and American University of Washington, D.C. had the potential to develop these courses into more encompassing programs. At the present, however, only Pittsburgh still offers some Hungarian language courses in the Department of Linguistics. These are basic introductory and intermediate courses which are handled by William /Béla/ Biró and Melinda Besskó.

While due largely to the lack of sufficient interest, a Hungarian program has never developed in Pittsburgh beyond simple language courses, instruction in Magyar had already been offered during the 1930's by Dr. Clara Fetter. During World War II Pittsburgh also had an Army Language School that emphasized Balkan languages, but it did not survive the war. Since the early 1960's, East Central European studies have been well represented by the consortium composed of the University of Pittsburgh, Duquesne University and Chatham College. Jointly, these three institutions offer dozens of related courses in such diverse fields as history, literature, political science, economics, anthropology and even music. However, most of the Hungarian-related courses are in history and are taught by Professors James F. Clarke (a specialist in Byzantine and Balkan history), S.B. Vardy (who offers several courses in East Central European, Habsburg and Ottoman political and social history), and Stephen Borsody (who specializes in the region's twentieth-century developments). Courses in Hungarian music—including the "Kodály method"—are offered both at Duquesne University (Professor L. Munkáchy and C. Kunko) and at the University of Pittsburgh (Professor D. Bartha). Duquesne University is also the home of the Tamburitza Institute of Folk Art, which specializes in East Central and Southeast European folk art and folk music, and has an internationally recognized folk ensemble that also performs Hungarian dances. At the present plans are also under way for an interinstitutional and multidisciplinary

*Following Professor Oszlanyi's illness and subsequent retirement, the direction of the Hungarian Program at Cleveland State University was assumed by Professor Theofil Lant of the Department of German of that institution. Dr. Lant is already making contacts with scholarly circles in Hungary.

seminar in Hungarian culture and civilization, to be offered jointly by a number of specialists (e.g. W. Biró in geography, E. Chászár in political science, L. Munkáchy in music, M. Sózán in anthropology and folklore, A.H. Várdy in literature and S.B. Várdy in history). Pittsburgh is also the center of a number of scholarly journals in the area, some of which have relevance to Hungarian studies (e.g. *East Central Europe*, *Southeastern Europe*, *Byzantine History*, as well as the older *Canadian-American Slavic Studies*). They are all under the general editorship of Charles Schlacks Jr. from the University Center for International Studies at the University of Pittsburgh.

Past and Current Programs from Washington, D.C. to Colorado

Hungarian studies at the University in Washington, D.C. never reached program status, although Professor Béla C. Maday has been offering various related courses in the Anthropology Department and in the School of International Services for over a decade. These courses inspired a number of Ph.D. candidates to concentrate on Hungarian studies. The American University has also offered Hungarian language courses in alternating years. For a while these courses were taught by Dr. András Sándor, and more recently by Dr. Enikő M. Basa who also introduced an interdisciplinary course in Hungarian civilization. But due to low level of student interest, these courses are offered only irregularly.

During the past few years Hungarian language courses have also been offered at the State University of New York at Stony Brook, Ohio University in Athens, Colgate University in Hamilton, N.Y., and Purdue University's extension center at Calumet, Indiana. But of these language course offerings only Stony Brook has managed to maintain itself, with the support of the American Hungarian Studies Foundation. In most instances they were lacking the social and institutional backing for the development of more comprehensive Hungarian programs.

The situation was considerably different at the University of Colorado, at Cornell University and at Georgetown University, where Hungarian was also taught for a number of years after World War II. Due to a wide variety of related course offerings at these universities, they might have developed comprehensive programs in Hungarian studies.

The institution that came closest to the development of such a program was the University of Colorado, which for seven years had one of four U.S. government sponsored NDEA Uralic and Altaic Language and Area Center (1958-1965). During most of this period, the Hungarian language instruction was under the direction of Dr.

Charles Wojatsek, supported by the university's program in East Central Europe. The latter was established during the interwar period by Professor S. Harrison Thomson (b. 1895), one of the great pioneers of East Central European studies in the United States, who had also established and edited the first significant American scholarly journal of the area, the *Journal of Central European Affairs* (1941-1964).

At the present, the University of Colorado's program in East Central Europe is under the direction of Professor Stephen Fischer-Galati, the founding editor of both the *East European Quarterly* (1967-) and the "East European Monographs" series (1970-). Currently, courses in Hungarian are not offered by the university.

The "Kodály Method" in America

While perhaps not in the main line of Hungarian studies, mention should be made of the work of the Kodály Musical Training Institute (KMTI) at Wellesley, Massachusetts. Founded in 1969 with the assistance of the Ford Foundation, the KMTI is a non-profit educational corporation whose mission is "to develop an authentic adaptation of the Kodály concept for the use in American schools."²

The Kodály method is also taught at Duquesne University, the University of Pittsburgh, Indiana University, as well as at Holy Names College in Oakland, California. In August of 1973, the latter institution hosted the "First Kodály International Symposium" with the participation of over sixty delegates from sixteen countries. Moreover, in September of that year, Holy Names College instituted a new Masters of Music Education Degree, with an emphasis on the Kodály method.

Hungarian Studies in Canada

While Hungarian immigration to Canada has been considerable, Hungarian studies programs at Canadian institutions of higher learning have never been able to compete with their counterparts in the United States. Moreover, prior to 1964 no Hungarian program at the university level seems to have existed in Canada. The scholarly activities of Professor Watson Kirkconnell, reaching back to the 1920's, were, of course, very significant; and his scholarly output in the area of translating and interpreting Hungarian literature for the English speaking world is probably without parallel. But he never managed (or perhaps never intended) to establish a Hungarian program. Thus, the first Canadian Hungarian studies program was established only in 1964 at Montreal's Loyola College under the direction of Dr. Dezső Heckenast. It was sponsored by Canada's Széchenyi Society and comprised basic courses in Hungarian language, literature

and history. The Loyola program functioned for six years (1964-1970), in the course of which it had about 250 registered students in one or another of its courses. Even so, by 1970 it was terminated, partially because of a lack of sufficient interest, and partially because the Széchenyi Society terminated its financial support.

Since then plans have been under way to create an endowed chair of Hungarian studies at the University of Toronto, which sponsors perhaps Canada's most significant program on East Central Europe. The latter even contains a course on the "History of Modern Hungary and Czechoslovakia", which is given by the noted Polish specialist, Peter Brock. If and when established, the proposed chair of Hungarian studies will undoubtedly serve as an intellectual center for the study of Hungarian language, literature, history and culture on a scholarly level. But this will require an endowment of about \$575,000, and the current fund drive is still far from its goal.

While currently no Hungarian studies program exists at any of the Canadian universities, several institutions have programs in Central and East European studies. Some of these have Hungarian area specialists, or at least scholars who are interested in aspects of Hungarian developments attached to them. The most significant of these include the University of Toronto (Professors Bennett Kovrig, Peter Brock, Scott M. Eddie and H.G. Skilling), Carleton University in Ottawa (Professor Philip E. Uren) and the University of British Columbia (Professor János Bak). Other scholars in the field of Hungarian studies, working in isolation, include Professors Nándor F. Dreisziger (Royal Military College of Canada at Kingston), Louis A. Fischer (McGill University's Macdonald College), Alexander Fodor (McGill University), Peter Hidas (Dawson College at Montreal), Martin L. Kovács (University of Regina), László László (Concordia University at Montreal), Pál Pilisi (Université du Québec at Chicoutimi), Géza de Rohan (University of Western Ontario), Thomas Spira (University of Prince Edward Island), Charles Wojatsek (Bishop's University), and a number of others. Of these scholars, Professor Dreisziger is the editor of the *Canadian-American Review of Hungarian Studies*, and Professor Spira is the editor of the *Canadian Review of Studies in Nationalism—Revue Canadienne des Études sur le Nationalisme*. Professor Kovács, who is known for his work on early Hungarian settlements in Saskatchewan, has treated Hungarian history and culture in several of his courses. Starting with the fall semester of 1975, Professor Fodor of McGill University will teach a course on Hungarian literature.

It should also be mentioned that, in imitation of several American universities, in 1974 McMaster University of Hamilton, Ontario, has initiated an exchange program with the Hungarian Institute of

Cultural Relations in Budapest. But as McMaster University has no Hungarian-related studies, this program is limited primarily to the exchange of scholars in the physical and natural sciences.

Potential Hungarian Studies Programs in North America

According to a survey prepared by Professor Piotr S. Wandycz of Yale University under the sponsorship of the American Association for the Advancement of Slavic Studies (AAASS), in 1970 there were over thirty strong or at least good Russian and East Central European programs in North America. Of these all but two—those at the universities of Toronto and Ottawa—were in the United States. In addition to the most significant institutions already mentioned in conjunction with some of the Hungarian programs (i.e. California-Berkeley, Columbia, Harvard, Indiana, Pittsburgh, UCLA and Washington-Seattle), some of the other respectable East European programs were located at the University of Chicago, Duke University, Georgetown University, the University of Illinois, University of Kansas, University of Michigan, Michigan State University, University of Minnesota, University of North Carolina, University of Notre Dame, Ohio State University, Princeton University, Vanderbilt University, University of Wisconsin and Yale University. While this list is not complete and the changing conditions of the early 1970's have undoubtedly altered the content of some of these programs, given a favourable turn of events, all of these universities have the potential to support strong programs in East Central Europe, with considerable attention to Hungarian studies. Some of these institutions and programs also have scholars on their faculties who specialize in, or at least have some interest in Hungarian history and culture (e.g. K. Hitchins and P. Schroeder at Illinois, G. Kiss at Michigan, W.O. McCagg at Michigan State, S. Kertész and A. Gábrriel at Notre Dame, and many more). This holds also true for the institutions listed in the first group where, in addition to the already mentioned scholars of Hungarian birth, there are such historians and political scientists who study aspects of Hungary and its neighboring lands as A.C. János and W.B. Slottman at California-Berkeley, Barbara and Charles Jelavich and H.B. Kaplan at Indiana, R.L. Wolf and P. Magocsi at Harvard, and a number of others.

There are of course numerous other scholars of both Hungarian and non-Hungarian birth at a number of American and Canadian colleges and universities who are interested in Hungarian history, literature and other aspects of culture. But perhaps less than half of them are located at institutions which have the potential for more comprehensive Hungarian studies programs. In addition to those already mentioned, the latter include T. Aczél, W.M. Johnston, L.

Tikos and F. Váli at the University of Massachusetts, M. Hollós at Brown University, T. Barker and J.F. Začek at the State University of New York at Albany, G. Bárány at the University of Denver, R. Braham, P. Fichtner, B. Király, M. Low and A.G. Whiteside at one or another of the colleges of the City University of New York. R.V. Burks at Wayne State University, L. Domonkos at Youngstown State University, J. Kessler at the University of Kentucky, M. Fenyo at Boston University, A. György and G. Teleki at George Washington University, G. Lányi at Oberlin College, A. Makkai at the University of Illinois-Chicago, A. Nekam at Northwestern University, M.S. Pap and G.J. Prpic at John Carroll University, J. Rath, the editor of the *Austrian History Yearbook*, at Rice University, J. Remak at the University of California-Santa Barbara, T. Sakmyster at the University of Cincinnati, B. Szabó at Long Beach State University, R. Tókéš at the University of Connecticut, I. Völgyes at the University of Nebraska, W.S. Vucinich at Stanford University, D.E. Weinberg at Case-Western Reserve University, Z.A.B. Zeman at the University of Texas, and P.E. Zinner at the University of California-Davis. Others are located at institutions which conceivably would be less willing and able to support comprehensive programs in Hungarian studies. These include W.M. Batkay and P. Pastor at Montclair State College, E. Chászár at Indiana University of Pennsylvania, J. Décsy and S. Goldberger at Greater Hartford Community College, C. Gáti at Union College and University, M. Hillinger at Hampton Institute, G. Horváth at Oregon State University, J. Horváth at Butler University, M.S. Horváth at St. Peter's College, A. Kovács and until recently B. Borisz at St. John's University, W.A. Jenks at Washington and Lee University, A. Kadarkay at Occidental College, S. Kosztoľnyik at Texas A. and M. University, Z. Kramár at Central Washington State College, E. Lengyel at Fairleigh Dickinson University, A. Lengyel at Northern Kentucky State College, A. Ludányi at Ohio Northern University, N. Nagy-Talavera at Chico State College, A.N. Nyerges, Eastern Kentucky University, L.P. Pastor at Seton Hall University, J. Radványi at Mississippi State University, A.A. Reisch at Manhattan College, G. Rothenberg at Purdue University, M. Sózan at Slippery Rock State College, T.L. Szendrey at Gannon College, E.A. Tuleya at Millersville State College, A. Urbansky at the University of Bridgeport, A.H. Vardy at Robert Morris College, L. Vincze at Bowling Green State University, and perhaps numerous others whose names and activities have not come to my attention. Thus, this listing and categorization is neither complete, nor faultless. It simply reflects my awareness of scholars who are working or at least are interested in aspects of Hungarian studies; and the categorization is my understanding about their general social and institutional base.

While the fortunes of Hungarian studies have steadily declined during the 1970's, the situation is still far from hopeless. Both language and other fields are available for study at a high and comprehensive level. In the past, summer language courses have been offered both on the East and the West coast with the support of the NDEA. More recently the AAASS has made an effort to coordinate these efforts so as to permit alternating universities to participate in this undertaking. As an example, according to a recent survey by the International Research and Exchanges Board (IREX), in the summer of 1975 Hungarian language courses were available at least at five universities in the United States. In addition to the already discussed summer institute at Portland State University, these institutions included Kent State University, the University of Pittsburgh, the University of Texas at Arlington, and Yale University. Several of these universities offered Hungarian courses on two or three levels, depending on demand. Moreover, specialized language instruction was also available abroad at the University of Debrecen in Hungary, and at the *Gesellschaft für Ost- und Südostkunde* in Linz, Austria.

In this connection mention should also be made of the significant work of the International Research and Exchanges Board of New York, which handles most of the official scholarly exchanges between the United States and Hungary. Established in 1958 as the Inter-University Committee on Travel Grants at Indiana University, and transferred to New York City in 1969 under its new name, IREX is the most significant institution that makes it possible for American scholars to conduct research in Hungary under rather favorable circumstances.

Although initially American scholars could collectively spend only a total of twenty-four man months in Hungary, today seventy man-months are available. This makes it possible for IREX to send up to ten to twelve American scholars per year to Hungary, for periods ranging from one to twelve months per recipient. The scholars involved represent various fields, from humanities and social sciences, to natural and physical sciences. The beneficial effects of this exchange program are incalculable. This is attested to by all former IREX Fellows, including the author of the present study.

IREX also encourages various other forms of scholarly contacts and collaborations between American and Hungarian scholars and tries to aid such contacts with a limited number of *ad hoc* grants.

Some of the Major Problems of Hungarian Studies

Among the numerous problems that have plagued and still plague Hungarian studies in the United States and Canada, none is more significant than the lack of sufficient funds. Contrary to the situation in the interwar and the immediate post-World War II period, when there was a shortage of qualified scholars, today there are more than enough American and European-trained historians, political scientists, linguists and other scholars to man several significant Hungarian programs. In fact their major problem appears to be that they have nowhere to go with their training; or that they have to engage in activities and teach in fields which are really beyond their intended field of competence. Thus, the majority of them teach courses in Russian or general European history, literature, political science, etc., and only a lesser number of them stay within the confines of East Central and Southeastern Europe. Moreover, only a select and fortunate few can devote themselves primarily to Hungarian studies.

It is the absence of demand for their specialty that prevents Hungarian area scholars from becoming more immersed in Hungarian studies. This lack of demand is naturally reflected in the lack of sufficient funds. This is precisely why—after the brief flareup in the post-Sputnik period—Hungarian programs are again suffocating for want of financial support. Government grants have shrunk, and few of the universities seem to be able to support such “esoteric” and economically unviable programs as Hungarian studies. Private foundations geared toward the support of Hungarian studies can hardly keep going themselves.

Hungarian Foundations

The oldest and largest of these foundations is the *American Hungarian Foundation* (until 1974 known as the American Hungarian Studies Foundation), which was founded under the leadership of Professor A.J. Molnár, its current Executive Director. During its two decades of existence (1955-1975), the American Hungarian Studies Foundation distributed \$307,880 to various Hungarian studies programs, for fellowships, research grants, library collections and various other related Hungarian educational and cultural programs. While this undoubtedly appears to be a respectable sum (and it certainly involved major efforts on the part of the Foundation), it loses some of its impressiveness when viewed against the time span of twenty years, and against the overall size of the American Hungarian community (which numbers perhaps close to a million). It certainly does not speak well for the generosity of American Hungarians toward Hungarian culture and learning in the United States.

The foundation that distributed the next largest sum is the Canadian *Széchenyi Society*, founded in 1963 and directed by J. Fülöpp and L. Duska. Between 1964 and 1972 the Széchenyi Society's "Hungarian Educational Committee" collected and distributed close to \$50,000, supporting not only the Montreal Hungarian program, but also dozens of other cultural and scholarly activities. Since 1970, when the idea of a Hungarian chair at the University of Toronto was conceived, the Széchenyi Society raised over \$190,000 for that purpose. This is still far short of the goal of \$575,000, but it speaks well for the Canadian Hungarians. Despite their being fewer in number, they appear to be more generous toward Hungarian culture and learning than their counterparts in the United States.

The third foundation in the area of Hungarian studies is the *Hungarian Cultural Foundation*, established and led by Professor Joseph Értavy-Baráth. This foundation came into being in 1966 largely for the purpose of supporting a Hungarian program at one of the colleges or universities in Buffalo. When the Buffalo Hungarian program was finally established in 1969, it depended largely on the support of the Hungarian Cultural Foundation. In the same year the foundation also began a valuable publication series in conjunction with the Program in East European and Slavic Studies at the State University of New York College at Buffalo. When completed as projected, the series will have between 25 and 30 significant volumes on Hungarian literature, history and on various other aspects of Hungarian culture. So far six volumes have appeared (on E. Ady, L. Mécs, S. Petőfi, A. József, L. Kossuth and N. Lenau), and several others are in the final stages of publication.

The Hungarians of North America have also initiated some years ago the *United Hungarian Fund* for the purposes of supporting Hungarian studies on the primary, secondary and university level. Though the Fund had been re-started several times, usually under different leadership, it still has far to go to become a viable organization. Moreover, up to now very little of its financial support went to existing Hungarian programs on the university level. The United Hungarian Fund appears to be more interested in primary and secondary education and in youth organizations.

Problems of Publication

Closely related to financial problems is the difficulty of publishing in the area of Hungarian studies in North America. The number of journals and other periodicals is limited, and the publication of monographs is next to impossible. The difficulty is best illustrated by the fact that no major journal of Hungarian studies came into existence even during the heyday of these studies in the 1960's. The ephemeral

The Hungarian Quarterly (1961-1965) was closer to a political and cultural than to a scholarly journal, and it never managed to acquire the desired stature. The multilingual *Hungarian Historical Review* (1969-), which subsequently moved to South America, lacks the necessary institutional affiliation and it publishes almost exclusively in proto-history. Not until 1974 was there a new attempt made, when *The Canadian-American Review of Hungarian Studies* appeared on the scene, under the editorship of Professor N.F. Dreisziger. It is sponsored by the Hungarian Readers' Service of Canada, whose director, Dr. F. Harcsár, hopes to affiliate the journal with a scholarly institution. It is hoped that the Review will emerge into a position of a respected and quoted journal in its field.

A year earlier, the American Hungarian Foundation launched its *Hungarian Studies Newsletter* (1973-) under the Editorship of Professor B.C. Maday. But being what it is, a newsletter and not a periodical, it publishes only brief book and periodical reviews and short notices on research in progress and on exchange programs. It does not carry articles of a scholarly nature.

There are of course a number of well-established area periodicals, such as the *Slavic Review* (1941-), the *Slavic and East European Journal* (1943-), *The Austrian History Yearbook* (1965-), the *East European Quarterly* (1967-), the *Canadian-American Slavic Studies* (1967-), the lesser known and irregular *Studies for a New Central Europe* (1963-), and the more recent *East Central Europe* (1974-) and *Southeastern Europe* (1974-). They usually publish on the whole area or on large regions of East Central and Eastern Europe, and do so in numerous fields. Consequently, their capacity to publish on Hungarian topics is limited.

The difficulties in the area of periodical publications are multiplied when it comes to the publication of monographs. The most significant monograph series in the area include Indiana University's "Uralic and Altaic Series", which since 1960 has published well over 150 volumes; Columbia University's "East Central European Studies" series, with close to two dozen volumes; and the more recent "East European Monographs" series, published by the *East European Quarterly* at the University of Colorado and distributed by Columbia University Press, which in the course of the past five years has published about a dozen volumes. The existence of these series is very significant, for they all include Hungarian topics. Because of the lack of formerly available funds, however, they all seem to have slowed down the pace of publication.

There are some primarily Hungarian undertakings in the area of monographic publications. The most significant of these are two series: One referred to earlier and sponsored by the Hungarian Cul-

tural Foundation within the "East European and Slavic Studies" series of the SUNY College of Buffalo; and the second being the "Hungarian Heritage Books" series under the sponsorship of the Hungarian Literary Guild and the Danubian Press. Both of these series are suffering from the lack of adequate funds, and the latter also from the lack of accepted scholarly institutional affiliation.

In the light of the above, it is hardly surprising that most specialists of Hungarian studies find it difficult to publish in their field, and that with a few fortunate exceptions even the many dozens of valuable Ph.D. dissertations remain unpublished. The demand for scholarly publications in Hungarian studies is so limited that most commercial publishers do not even consider them. (A recent notable exception is the "Hungarian Authors" series, initiated by Twayne Publishers in 1975, under the editorship of Dr. Enikő M. Basa. The volumes in this series, however, have to be written according to a specific and uniform formula.) University presses, which previously at least considered some manuscripts in the area, have also become reluctant to publish on such esoteric topics as Hungarian studies.

Associations of Hungarian Area Specialists

Up to relatively recently, Hungarian studies were not represented by any independent scholarly association. Hungarian area specialists functioned only within such more comprehensive organizations as the American Association for the Advancement of Slavic Studies, the Conference Group on Central Europe, and various regional organizations. In 1969, on the initiative of Professor Peter F. Sugar and others, efforts were begun to establish an association for historians with Hungarian interests. The result was the foundation in 1970 of the American Association for the Study of Hungarian History (AASHH), which subsequently sought affiliation with several more encompassing professional societies. The purpose of the AASHH is to establish contacts among historians with interest in Hungary, both in North America, as well as in Europe. It does so, partially by organizing Hungarian panels at various scholarly meetings, and partially by publishing a *Newsletter*, which includes news of the profession and lists many of the current publications of its members.

Another somewhat more encompassing association was founded in 1974. Called the American Hungarian Educators' Association, this organization hopes to unite those college and university professors (and secondary school teachers) who have scholarly or cultural interests in Hungary. Under the temporary leadership of Dr. Enikő M. Basa, the AHEA hopes to affiliate with several American professional associations and to hold annual conferences. It already has close ties with the American Hungarian Foundation's *Hungarian Studies Newsletter*, which carries most of the news about the new association.

The Three "Worlds" of a Scholar of Hungarian Studies

In addition to the well-known financial problems (i.e. the lack of funds either for teaching programs, or for publications), the most significant problem that plagues scholars of Hungarian studies in North America is their somewhat ambiguous position in the three separate "worlds" to which they are more or less attached. While trying to conform to the rigorous demands of the American scholarly world, they are confronted on the one hand with the expectations of the American-Hungarian community, and on the other with those of the present-day Hungarian scholarship in Hungary. The interests of the latter two usually clash, as do the interests of objective scholarship and those of the politically charged American-Hungarian community. Thus, whatever the practitioner of Hungarian studies does (particularly if he is of Hungarian birth or background), he is certainly unable to live up to the expectations of all of these three separate worlds. In American scholarly circles he is generally thought to be less than fully objective, even if he goes out of his way to be so; the politically charged American-Hungarian community usually regards his striving for objectivity as an act bordering on treachery to Magyar-dom; and in the scholarly world of today's Hungary he is often suspected of being the harbinger of various "bourgeois" and other anti-Marxist ideas, and thus the value of his work is questioned. Consequently, while trying to preserve his independence and scholarly integrity, many a scholar of Hungarian studies in North America finds himself suspected and distrusted by all of the three "worlds" in which he moves. And thus, unless willing to sell himself to the highest bidder, he usually ends up as an isolated advocate of an esoteric cause.

SOURCES AND BIBLIOGRAPHY

The purpose of this essay is to summarize and to evaluate briefly the development of Hungarian studies in the United States and Canada on the college and university level. While I have tried to mention most of the significant milestones in this development, this essay makes no claim to comprehensiveness, nor to finality in its evaluations. It is not based on a statistical analysis of all possible sources, partially because of many of the desired sources are still not available, and partially because such a thorough analysis could only be published in a monograph form.

Most of the current information in this essay is derived from direct communication—both written and oral—with colleagues who are active in the field of Hungarian Studies in the United States and Canada. Some of these came in the form of observations and criticism on one of my earlier studies on this topic entitled *Magyarságtudo-*

mány az észak-amerikai egyetemeken és főiskolákon/Hungarian Studies at North American Colleges and Universities/ (1973); others are the result of conscious data collection on my part. Information was also derived from the most recent catalogues of the universities discussed, as well as from brochures published by institutes and departments within these universities.

Because Hungarian studies are in a constant state of flux, and because not many colleagues took the effort to report on their respective programs in response to my appeals published in the *Hungarian Studies Newsletter* and the *Newsletter* of the American Association for the Study of Hungarian History, some of the most recent (and perhaps some earlier) developments may have escaped my attention. I do hope that response to this study will be more widespread and I shall be able to prepare a more thorough and comprehensive summary on this topic in the future.

The text of the original version of this essay was read and criticized by the following scholars: Paul Bódy (Ohio State University), James F. Clarke (University of Pittsburgh), Nándor F. Dreisziger (Royal Military College of Canada), Joseph Értavy-Baráth (Hungarian Cultural Foundation), Béla C. Maday (American University), August J. Molnár (American Hungarian Foundation), Denis Sinor (Indiana University), and Ágnes Huszár Várdy (Robert Morris College).

While I am grateful to them, and have tried to take their recommendations into consideration, it was not always possible. Thus, the final version of this essay reflects my own knowledge and thinking about the topic, as well as my limitations and fallibilities.

Since much of the information in this essay is based on other than published sources, only direct quotations from printed sources are documented. Some of the results of my research have already appeared in print in the form of the studies listed under my name. I have relied on them considerably, but I have also found the following additional works useful.

NOTES

1. *A Kir. Magy. Egyetemi Nyomda jelentése a "Magyar történet" befejezéséről és a magyarság tudományos megismerését szolgáló "Hungarológiai Sorozat" további kötetéről* [The Report of the Roy. Hung. University Press on the Completion of the "Hungarian History" and on the Forthcoming Volumes of the "Hungarological Series" Destined for the Scientific Examination of the Magyars], attached to vol. VIII of Bálint Hóman's and Gyula Szekfű's *Hungarian History*, 8 vols. (Budapest 1928-1934), p. 1.
2. Kodály Musical Training Institute flyer, August 1, 1973 (Wellesley, Mass.), p. 1.

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