

INTERVIEW WITH PROF. DR. RUDOLF ANDORKA, RECTOR-OF THE BUDAPEST UNIVERSITY OF ECONOMICS

Q. — How does the operation of the International Studies Center (ISC) help the university reach European academic and cultural standards?

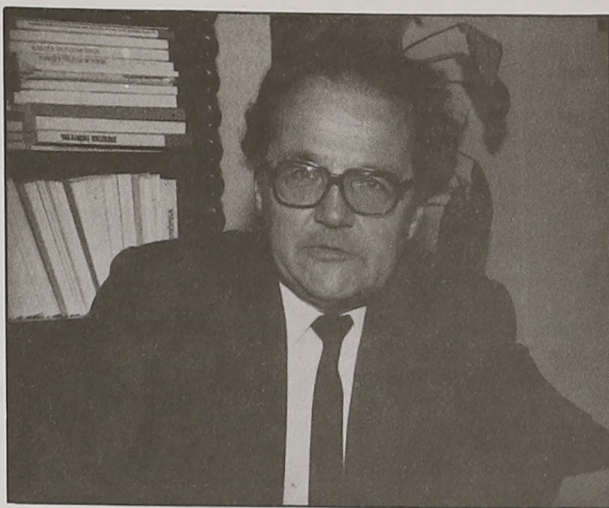
R. A. — The education within the framework of the ISC is naturally adapting itself to the structure and content of the education of developed countries, and by doing this, it also helps the Hungarian academic programs of the University to reach that standard. Also, I find it very useful, that lecturers of our University (myself included) can get acquainted with the knowledge, ways of thinking and demands of our foreign students. I hope the students of the ISC will develop close personal contacts with the Hungarian students, and thus they get a better view of the world of foreign universities.

Q. — You are teaching sociology in the ISC. Why do you think it is important, that, apart from the subject itself, foreign students arriving in Budapest be able to study social sciences?

R. A. — I think — or I hope —, that students who come to study at the ISC are interested in getting knowledge about Hungary or the whole Eastern Central Euro-

01 UR ISC represents

Hungarian Social Sciences



pean region. There are numerous reasons for the increase in interest towards our country and the region: from the increase in the economic activities of foreign firms to the academic satisfaction you can get studying the changes occurring here. In my opinion, you can only get acquainted with Hungary and this region, if, besides studying the structure, institutions and functions of the economy, you spend some time studying the society, political system and the culture of Hungary, in its sociological significance. That is why I think it's important to offer such courses to the foreign students coming to the ISC. During my sociology classes in there I have found that these students are interested in everything.

Q. — The ISC is a successful venture of our University, in terms of profit making as well. What are the effects of this institution on the Hungarian education?

R. A. — Naturally, it is important, that the ISC is producing income for the Budapest University of Economic Sciences since it helps to ease our grave financial problems. But I consider it more important, that the ISC is having a major effect on the educational level and international relations of the university, or more generally, spreading information among foreign students and teachers about Hungary and Hungarian social sciences.

Professors and courses at the ISC

The thorough grounding and the professional skills of BUES's professors make it possible to teach the whole range of the economic curriculum in English at the ISC. The professors working for the Centre come mainly from BUES but (especially on the short programmes) teachers from outside the university and experts from the 'real world' are also engaged. The ISC wants to invite guest-professors so the management has been looking for possible sources (foundations, scholarships etc.) to establish the financial background for this. The first step will be the four-month-long course of Professor Andrew Gross (Cleveland State University/USA) as a Fulbright scholarship starting in September 1992.

The first term at the ISC started in September 1991. In the first and second semester undergraduate students studied the following courses:

1. semester/Core courses:

Csaba Puskás: Mathematics I. Calculus for Business
Béla Tarlós: Introduction to Computing I.
Imre Csekő: Introduction to Economics I.
Tamás Csató: Economic and Social History 1780—1945
Mrs. Kovács Gabriella Császti: English for Specific Purposes

1. semester/Electives:

Gabriella Ilonszki—Attila Ágh: Introduction to the Political Systems of East-Central Europe
Ilidkó Bencze: Hungarian Language

2. semester/Core courses:

József Temesi: Introduction to the Management Science
András Gábor—Gyula Barna: Information Management
Ernő Zalai: Introduction to Economics II.
Miklós Hadas: Art and Politics in East-Central Europe: the Case of Hungary
Mrs. Kovács Gabriella Császti: English for Specific Purposes

2. semester/Electives:

Béla Tarlós: Introduction to Computing II.
Judit Papp: Hungarian Language

The graduate programme is due to start in September 1992, but, because of the keen interest, there was a "package-programme" with courses as follows:

1. semester:

Tamás Szentés: Advanced Studies in International Economics
Ernő Huszár: International and Foreign Trade Policy

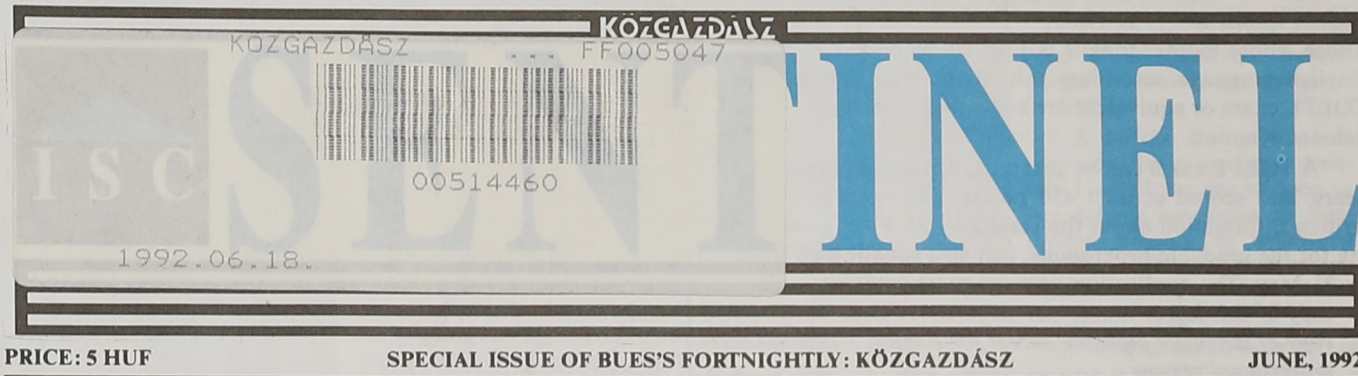
Rudolf Andorka: Social Changes in Hungary
Tamás Tóth: International Marketing
Géza Mezei: History of the Modern International System
Mihály Högye: Introduction to the Hungarian Economic Mechanism

2. semester:

Hajna Istvánffy: International Finance and Finance Management
Tibor Palánkai: European Studies: Integration, European Communities and the Transformation of Eastern and Central Europe
György Lengyel: Economic Sociology
László Szarvas: Introduction to the Political Systems of Central-Europe
Ádám Farkas: Corporate Finance
Márton Lengyel: Tourism in the World Economy
János Rapcsák: History of Political Thought

There are short, exchange and part time programmes at the ISC over and above the studies conferring degrees. The following professors have taken part in the ISC's short programmes from and outside the BUES:

Attila Ágh: Introduction to the Political Systems of Central-Europe; **György Borsányi:** History of Eastern Europe: World War I — Present; **Agnes Füle-mile:** Ethnicity and Village Life in the Carpathian Basin; **Mihály Högye:** Economics; **Frigyes Jónás:** Hungarian Language; **Tamás Réti:** East European Economies and the Changes involved in their Transition; **Júlia Szabó:** Hungarian Painting in the XIXth and XXth Century; **Mihály Szege-di-Maszák:** Introduction to Hungarian Literature; **Péter Galasi—Endre Sik:** The Second (Informal) Economy in Hungary; **Éva Szabó:** Hungarian Language; **Rudolf Andorka:** Sociology; **Gyula Bora:** Economic Problems of Environmental Policy in East-Central Europe: the Case of Hungary; **László Szarvas—László Vass:** Introduction to the Political Systems of Central Europe; **Ilidkó Erdős:** Hungarian Language; **Iván Szelényi:** Social Policy; **Zsuzsa Ferge:** Social Policy Regimes and Social Structure; **Tamás Bácskai:** Financial Background of East-Central Europe; **László Urbán:** Political Changes; **András Kereszti:** Changes in the Structure of the Media; **Katalin Szili:** Hungarian Language; **Gabriella Ilonszki:** East-Central Europe — A Regional Overview; **Attila Ágh:** Central European Political Systems; **György Mundruczó:** Statistics.



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JUNE, 1992.

ISC: an educational undertaking on the part of BUES

"The political changes of the last few years made it possible to found the International Studies Center at Budapest University of Economics", said professor József Berács the general director of ISC. Due to the peaceful turmoil in Central-Eastern Europe the interest in the region became much greater, he added. Lots of courses were organized to discuss political, social, and economic subjects related to the transformation of Hungary's social system. The lecturers and listeners came mainly from outside the university. "At that time the point was that Hungary seemed to be a curio: here was a planned economy transforming into a market economy, a communist dictatorship being replaced step by step by political democracy. Those who came here wanted to know more about these problems; almost nobody was interested in our professional knowledge in business matters and other economic sciences."

The peak of this type of programme came in 1991. After that the number of participants at international conferences and courses gradually diminished after which BUES's management decided to examine whether the university's teachers could sell their professional knowledge to foreign students in English. "I was asked to do this job and together with some colleagues of mine we found there was a real possibility to invite students from other countries to study business administration, economic, social and political sciences, presenting Hungary not as a postcommunist country but as the representative of Central-Eastern Europe; the BUES teachers would teach according to international standards, but at the same time present some sort of special, 'Central-European' view of their subject. This is what we had in mind when we founded ISC in September 1990." Berács explained.

The first undergraduate term started in September 1991. The students have different native languages and their preliminary training is usually worse than that of their Hungarian fellows. Therefore this programme is four years long instead of the in-

ternationally regular three years. "Over this period we don't want to offer second class practical knowledge as in general high-schools do; instead we must reach the standards of international elite institutions", the general director stressed.

There are 20 students from 8 countries at ISC now. Twice as many people turned up but the aim of the Center is to have four of five times more applicants than can be admitted. This is a condition of winning international recognition for the school. Finally, all of this year students completed the first term. Although there was a wide spread between their marks nobody failed.

Meanwhile ISC is preparing to establish a Masters programme. The two-term long graduate programme will provide a university degree and is offered to students who already have an undergraduate degree and would like to reach a higher

level. "Relating to business, and the economic and social sciences only the BUES can give such a degree in Hungary. We are very competitive in these subjects." Berács said.

The increasing number of private institutions teaching in English are challenging ISC because they naturally recruit their professors from the only university of economics in Budapest; the Centre therefore cooperates with the university in order to keep the teachers here. ISC offers much higher fees for courses than one can get from BUES proper, but as an additional income within the organization of the university.

ISC undertook selection for its courses. More than eighty teachers applied, some of whom have already taught in the USA, while others have undertaken to do this work in English for the first time, so that it is a great challenge for them. "There are no restrictions on Hungarian

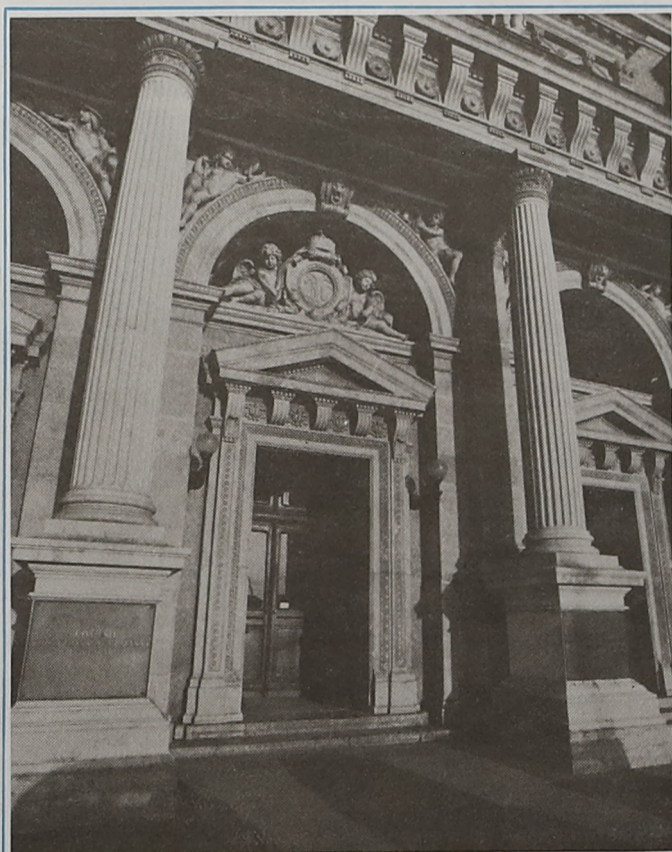
teachers at all: anyone who is able to offer an interesting course may apply," the general director said. "We have established an evaluation method to measure the professors' achievements but we handle its results confidentially."

Some professors from the United States and other countries working temporarily for BUES complained that they felt as if they were in quarantine, they had no contacts with Hungarian students at all except at their official courses. The ISC's management decided that this must not happen to their students. They found two ways to help foreigners and Hungarians make friends. Firstly they have established the principle that a maximum of 20 percent of undergraduate students may be Hungarian among those who can afford the fees. (The ISC's fee is similar to the lowest fees required by business schools in the USA.)

Secondly, the management wants BUES's students to study their one or other regular subjects at the ISC in English free of charge. "This is important because it allows the domestic and foreign students to realize what level their fellows have reached," Berács emphasized.

A staff of six works for the ISC in two tiny rooms at the university. They do all the administrative jobs and help their students to find flats, to get textbooks, etc.

Running the programmes needs money. The ISC relies on sponsors and supporters and the management would like to establish a foundation to collect donations. They would like to convene a board consisting of internationally known experts and entrepreneurs, holding two or three sessions each year. They hope this body will be able to evaluate their decisions from an independent point of view, to give advice and at the same time to help in the financing of the ISC. "After all, the Center is an undertaking of BUES which is managed by my colleagues and I for the good of our teachers in the first place, but, in the longer term, for our students too".



How does one enroll in ISC programmes?

The International Studies Center started its programmes in 1991; both undergraduate and graduate levels are catered for and credits are given.

In the undergraduate programme all the applicants must pass an entrance examination, except for those who have completed two semesters of university education. The application deadline for undergraduate programmes is the 31st of May each year. The applicant will become a potential candidate and may enter the entrance exams after handing in everything the ISC asks for — application form, copy of previous diplomas, health certificate, payment of 50 USD application fee. The entrance examinations take place at BUES, in the second part of July.

Prior to the entrance exams, we organize a 3-week intensive preparation course for the applicants in Mathematics and English language. To attend it is not compulsory, but it is advisable.

The entrance exam consists of two parts:

- written
 - oral
- both in Maths and in English.

Those whose mother tongue is English, who have attended an English language secondary school, or who can produce a TOEFL exam or equivalent are exempted from taking the English examination.

A TOEFL exam can be accepted, if it is not older than two years, and scored at least 450 points. The applicants receive written information about the results by 31 July. Those applying for the graduate programme, can also submit their material by 31 May. The application package must contain:

- copy of BA degree
- copy of language diploma, except for English native speakers
- professional resume
- payment of 50 USD application fee.

There is no entrance exam in the graduate programme. In some cases an interview may take place. The Admissions Committee will take its decisions based on previous diploma results and professional background. The applicants will receive written advisement of the decision of the Admissions Committee. In one or two years the institution plans to make the GMAT entrance test compulsory.

Those students — both undergraduate and graduate —, who want to spend one or two semesters at the ISC as guest students, can apply both for the Autumn and Spring semesters.

The application deadline for the Autumn semester is 31 May, and for the Spring semester, 30 November. These students have to send their application forms, transcripts of their previous studies and the catalogues, that contain the description of courses.

Admitted students have to pay their tuition fees before the beginning of the courses, otherwise they may not commence their studies.

The first week encompasses the orientation period too. The students will receive their timetables, catalogues etc. during this week.

The student must obey every rule of the catalogue, otherwise he may be reprimanded. The basic function of the orientation week — apart from orientations from the teachers — is that the student be able to form a picture about the university, the academic demands on him and the possibilities the ISC might provide. The student must register with the administrative personnel during the orientation week. He can buy books at this time as well. Admitted students will get their students card and residence permits during this period. The student is obliged to fill in the necessary forms.

ACADEMIC DEMANDS

Evaluation takes place on the basis of a credit system, as in the USA. Every course lasts 15 weeks, 3 classes per week. 45 classes give you 3 credits.

Examinations and tests are handed out in the syllabuses at the beginning of the semester. Their general formula is that the student is examined by way of midterm and final exams. However, there can be an additional form of examining too: at the end of the course the teacher may evaluate the student according to the American system, as follows: Evaluation of results by percentage:

EXCELLENT	GOOD	SATISFACTORY	UNSATISFACTORY	FAIL
A+97-100	B+87-89	C+77-79	D+67-69	F+0-59
A 94-96	B 84-86	C 74-76	D 64-66	
A-90-93	B-80-83	C-70-73	D-60-63	

Those students, who fail ("F"), will have the chance of a single resit.

2 weeks after finishing the course, the students will get the official transcript containing the GPA value. The GPA indicates the progress of the student. If the result of an undergraduate is under 2,0, he will be watched over the next semester, and he will need to produce a GPA of more than 2,33. Otherwise the student may be suspended. For graduate students the minimal GPA value is 2,33. Besides obeying the academic demands, students should fit in with the university's other norms of behaviour, etc. If the students fulfill all the demands, then they can complete the semester successfully, and every teacher and ISC employee will help him in this process.

The structure of ISC programmes in general

While forming the programmes of ISC, we had to consider various aspects. One of the most important was that subjects and courses given in English education should be equal in content to subjects and courses given in Hungarian, thus assuring the equivalence of credits and diplomas. Another major consideration was that programmes should fulfill European and American standards, both in content and in their structure as well. Last but not least, these programmes must have special characteristics of a Hungarian or a Central-Eastern European nature.

Different programmes stress different aspects. The undergraduate programme resembles the Hungarian curriculum, because the structure of the subjects are very similar. The purpose of this is that the University should teach the same syllabus both in Hungarian and in English: in the ideal case these programmes should be interchangeable. We are proud of the fact that teachers of the University are able to teach their subjects in English as well. This is so because the younger generation of teachers has had the chance to study and teach in Western universities, for one or more semesters.

The structure of the graduate programme is more in conformity with international standards. The learning process is a bit longer than the international standard, but the cause of this is the extremely heterogenous group of students. During the first two semesters students with different abilities are raised to the same level, so the Chinese, the American or the French student can start their studies from the same basis. The graduate programme is planned to

be very colorful, and quite ambitiously, we offer many different opportunities. Although it is not likely that we can start all seven majors in the first year, the wide choice reflects our supply, and if a major cannot start in the first year, it can still be successful in the second.

We can be optimistic about the start next year, since most of the

subjects of the graduate programme, have been taught successfully in the academic year 1991/1992. Special exchange programmes and short programmes are another speciality of the ISC. The courses taught here are the most Hungary- and region-oriented. The topic, theories and practices of "reform" have induced

great interest among economists, sociologists and political scientists in the past, and we hope that it will still be interesting for some years to come. Our teachers give very high level lectures in this field as well.

The number of courses announced near one hundred. We have transformed into a little English-language university within the University. This requires very disciplined work from the organizers of education, leaders and teachers. In forming the courses, teaching and examining we have the same demands toward our workers as a Western university. We try to improve our provision of information as well. First of all we published the bulletin of the ISC, at present we are working on a brochure that contains all information necessary concerning the ISC, the academic rules and short descriptions of every course. This brochure will be available for students and teachers at the beginning of September.

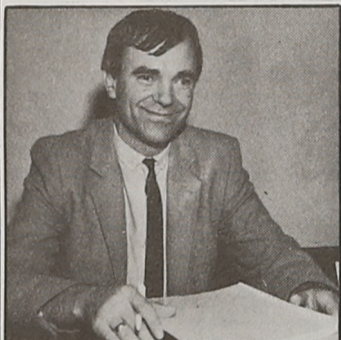
Our international relations are partly used for the purpose of improving our syllabuses. This is the aim of a specific TEMPUS project, where, apart from the ISC, the Erasmus University of Rotterdam, the London Business School and the Athens Business School take part. Workshops, specialising in unique fields of science and scholarships for teachers help us to acquire the experience of these institutions. However, it is not our aim to copy any of these systems; we try to take elements from everywhere, which can be used in the most efficient way at our institute.

József Temesi
Deputy Director of ISC



The team helps you

The International Studies Center is a university which is led and administered by only six people. This little team has very fine, qualified young men and women who work together well sharing both the successes and the difficulties of this considerable challenge.



JÓZSEF BERÁCS has been the director of the ISC ever since it was established. As such he is responsible for everything concerning the ISC. He is the one who says the final word on the content of the studies, he makes decisions about future developments, and he represents the ISC in general. He overlooks the undergraduate, the graduate, the PhD programs, the shorter courses and he supervises the entrance exams to the ISC. He is the manager and the Public Relations expert as well — no wonder since he is a professor of marketing at BUES and also at ISC. Finance in general is his responsibility too.

He prefers teamwork and recruited a group of well qualified people who work quite independently in their special fields.

Since the ISC is a very young institution the staff is still learning a lot day by day.

Students usually do not see Mr. Berács regularly — except the ones who are on his courses — but he is available as last recourse consultant on individual financial, academic and other problems.

JÓZSEF TEMESI has been the academic director of the International Studies Center since Spring 1991. In this position he leads both the undergraduate and the graduate programs: that means he makes up the framework concerning the content of the study courses, he makes strategic decisions and works out the programs in detail, he finds the best available teachers for each subject, he puts together the lists of teaching materials, and he does most of the organizing for the courses. For the

short programs he deals with structural issues, finds the professors and keeps up contacts with them. On behalf of the ISC he is responsible for preparations for the workshops which are supposed to help develop new teaching materials for the ISC in cooperation with the universities of Rotterdam, London and Athens coordinated in a TEMPUS project.



standard of the studies in general. Organizing conferences, dealing with the finances of the project, investing the resources are all part of her job as well.

All information materials and advertisements about ISC are made under her supervision.

ILONA TÓTH has been a key person on the ISC staff from the very beginning. She handles and knows about everything. That means she is the financial manager and administrator of the whole ISC, besides which she is responsible for the undergraduate and the graduate programmes and for the students. At the moment there are 20 undergraduates and about 35 graduates, but in September there will be about 100 new students.



These days he is working on a general list of the different subjects offered by the short programs of the ISC which will give detailed information about what is provided in the various special short programs of the ISC. He is putting one other catalog together; this one will describe in brief every subject and every theme which can be studied at the ISC. The codex of students rights and obligations will also be included in this brochure, which will be available by September. One other challenging job is to computerize the administration of the ISC.

ZSUZSA ANGYALOSY is your first contact if you are willing to study or teach at the ISC: she receives students' applications and gives information to professors abroad who are interested in coming to Budapest. She keeps the contact with universities abroad which intend to enroll their students into ISC courses.

Organizing summer courses is one of her special responsibilities. She coordinates the TEMPUS project in ISC which is a cooperation with 3 other universities in order to develop new teaching materials in English and to guarantee a high

She is at the centre of things at all times: applications, entrance exams, first registration, the private and academic problems of students during their studies, contracts and contacts with the teachers are in her hands as well. She orders the books, sees to it that all teaching material is available on time, she has a general picture of each student's progress etc. Visiting professors are received by her and the 30 resident teachers also turn to her.

She is a highly professional leader of the team, who fully enjoys this challenge.

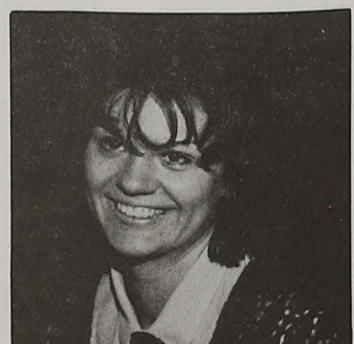
KATALIN SZABÓ is the secretary of the International Studies

Center. She started work in January 1992.

Her work is the solid, dependable and firm background of the ISC; typing, corresponding, informing both in English and in Hungarian and copying — that's her job. She buys the books for the undergraduate and graduate courses and also the new teaching materials are bought or copied by her. She is there when students need her, and she gives all kinds of support to the other staff members of the International Studies Center.



ÁGNES RÉH joined the ISC staff in January 1992. Organizing the short courses is her main responsibility. She contacts the teachers, makes up the schedule, receives the students, finds accommodation for them, and organises excursions and leisure programmes for them. These short courses happen both in the summer holiday and during the academic year, so Ágnes is always busy with different programmes and groups. In the CIEE programme the International Studies Center and the BUES provides one-semester training for students from the United States. There is a US resident director who handles students and issues, but the organizing is done by Ágnes. She is the contact person of the training programme for Dartmouth College students as well and she is preparing a one semester programme starting in September with a business school in London.



The Soros Foundation supports the ISC

There is a network of Soros Foundation and Open Society Fund offices all around Eastern Europe. These offices have developed a common programme, called the East-East programme to support projects that bring the nations of this region closer to each other. Inviting students from Eastern Europe to each others' countries is very much a programme we wanted to support and this is why we thought that the programme combined with the curriculum offered by the Budapest University of Economics would be beneficial for the young people of the region. During the last academic year 10 students from the Soviet Union, Poland and Rumania were selected for the year's grant in the Education Abroad program. This year we had students for the same programme from Poland, Rumania and the Ukraine. For the coming 1992/93 academic year the programme was announced in all the countries of Eastern Europe. We have contacts not only in the major cities of the region but in places like Tirana, Kisinov, and Lasi too. But it is the students of the programme that provide the best advertisement. They all had a wonderful time here. The courses at the University focused on Central European problems with the help of American and Western European theoretical approaches. Part of the curriculum was a field trip to Prague and Vienna. And believe it or not, it was the first time that many of the Eastern Europeans had visited these cities. Based on the success of our cooperation with the ISC this year we added 3 additional programmes. First of all we invited visiting professors from Eastern Europe to teach at the University. This semester Professor T. Goban-Klas (Poland) gave lectures on the mass media and public opinion in the region. The other programmes that we would like to bring students to are the 2 summer courses at the ISC. They will hopefully attract the attention of Croatian, Russian, Polish, Moldavian, Rumanian, Armenian, Slovak, Czech, Estonian, Latvian, Lithuanian and other students.

Prof. Ernő Zalai, who took the initiative

Q. — As Vice Rector of the University, you initiated the International Studies Center. Has it fulfilled your plans?

E. Z. — International relations started to intensify at our University in the 1960's parallel with the general tendency of opening up foreign relations in Eastern Europe. Cooperation agreements were first limited to counterpart institutions in the other former socialist countries. Also, like most other countries in Eastern-Europe, the Hungarian government offered scholarships for students coming from the other socialist and Third World countries to study in Hungary. That fact brought the first foreign students to the University.

The 1980's witnessed a rapid proliferation of international relations. Various new cooperation and exchange agreements were signed with Western Universities from all over the world, including first the USA, Japan and Germany, and then later, especially following the 1989 events, most other countries of Europe as well. The usual forms of international cooperation include exchange of faculty and students, joint workshops and seminars, joint research, foreign internships, organization of short study tours and the like.

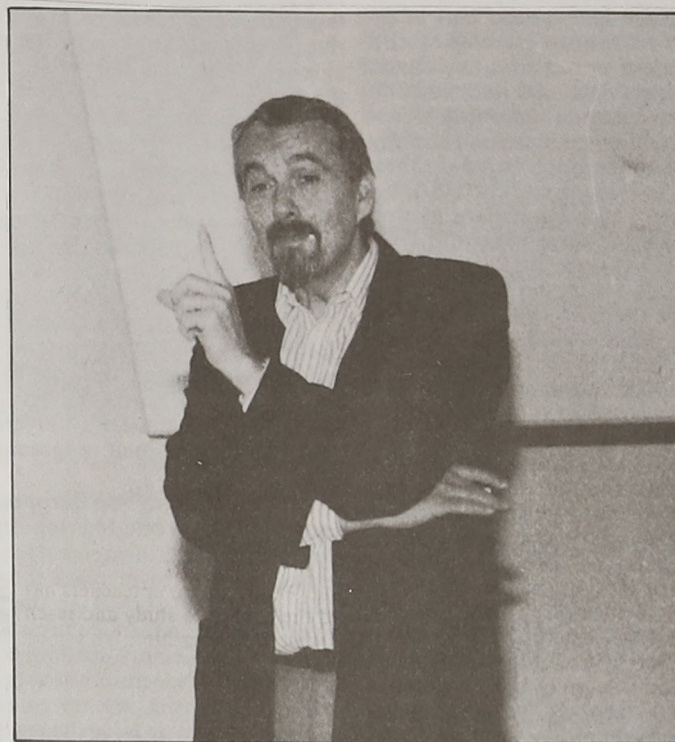
Since the mid-1980's Budapest University of Economic Sciences has offered English language courses for foreign students focusing on East-Central Europe (history, politics, economic, social and cultural life, language, etc.). These courses have attracted many foreign students (especially from the USA) and in the fall semester of 1990 there have already been more than 120 foreign students enrolled into part-time studies in English. It has become more and more cumbersome to organize these courses offered to foreign students in the traditional (mostly bilateral and part-time) forms.

On the other hand there were other parallel developments which led us to the idea of launching regular degree programs in English and increase the number and widen the spectrum of courses offered in foreign languages. They were closely related to the radical curri-

culum reform that we started in 1986 and introduced in 1988, well before the bloodless revolution swept through East-Central Europe in the fall of 1989. The reform process placed the University into the focus of international in-

Term International Program. I have to tell that the Center under the leadership of József Berács has so far fully lived up to expectations and in fact in many ways exceeded them.

Q. — You have been a lecturer



in numerous foreign Universities. Which are these, and what have you been teaching?

E. Z. — Yes, I was lucky enough to have chances to study and work abroad. Being exposed early enough to a different culture and mentality, to live and work for some time abroad is a unique experience and I learned a lot from it. My first longer term stay abroad was a post-doctoral study at the Carnegie-Mellon University in Pittsburgh, financed by the Ford Foundation (1971-72). In 1977-78 I was invited back to Pittsburgh to give courses at Duquesne University. Between 1981-84 I was invited to be a researcher at the International Institute of Applied System Analysis in Laxemburg, Austria. In 1990 and 1991 respectively I was Visiting Professor at Central Missouri State University and the University of Texas at Austin for one semester each place.

Q. — Now you are a lecturer in the ISC. What are your subjects?

E. Z. — In the first year of the ISC program I was teaching Principles of Economics for undergraduate students.

Q. — What are your experiences concerning the priorities among the interests of foreign students, which part of the profession is most interesting to them?

E. Z. — It is rather difficult to expect freshmen to exhibit special interests in the field of economics of business administration, since they are just beginning to familiarize themselves with an area that is basically unknown to them. A few students nevertheless were more mature ones and showed a special interest in questions related to the social and economic transformation that started in East-Central Europe and we discussed them whenever it was of some relevance to the topic covered.

Q. — Do you have any experiences about differences between Hungarian students and foreigners in the ISC?

E. Z. — The first year is not representative in any way, therefore I would not like to jump to any definite conclusion or comparison. Anyway, my impression was that on average there was no significant difference between the two groups of students.

Q. — What does it mean for you to teach in the ISC?

E. Z. — For me it means some kind of refreshment and challenge. I would not normally teach undergraduate courses and therefore it is a different experience for me from pedagogic point of view.

Q. — ISC aims at the level of elite universities. What are the tasks of the Institute and the lecturer in order to reach it?

E. Z. — There is a very simple rule. In order to have an excellent university one needs excellent students and faculty. The rest of the problems will be automatically solved. How to achieve that? That is a difficult question. I believe the three most important prerequisites to success are commitment, persistence and good luck. We possess the first two and will see if we will have the third one as well.

Dartmouth students at BUES

Dartmouth College is one of the most famous private universities in the United States. It was founded in 1769, the 9th oldest institution of higher education in the USA. As a member of the Ivy-league, its fame and quality of education can be compared with Harvard, Yale and Princeton universities.

of the Berlin-wall, visited Czechoslovakia, Poland and some could even pay a visit to Rumania, just before the revolution of 1989.

Most of the students participating in the Hungarian program major in History, Government or Economics. For this reason BUES generally provides in-



The College offers courses both for undergraduate and graduate studies. Students can major in the fields of Humanities, Science, and Social Science. Of the somewhat more than 5000 students, 4000 attend programs leading to the degree of Bachelor of Arts (BA), and around 1000 students continue in the professional schools (e. g. Medical School, School of Engineering, Business Administration) or participate in advanced programs offered by the different departments of the College.

The academic exchange program between Dartmouth College and the Budapest University of Economics was established in the Spring of 1985. Since that time almost 100 Dartmouth students studied for a term in Budapest, and five Hungarian professors carried out research at Dartmouth.

The sixth group of students is going to arrive in September 1992.

The Hungarian program is very popular at Dartmouth. Although students can choose from among several off-campus programs the competition is always very high for the Budapest program. This is not a surprise. Lots of social and political changes have taken place in Europe in that period of time which have generated further interest and curiosity towards Hungary. American students were present at the proclamation of the Republic at Kossuth square, witnessed the demolition

struction for the following courses for transfer credit: History of East-Central Europe, Economics of Translation and Advanced Russian.

Former instructor on these courses, by now have become VIPs. The History course e. g. was held for years by Prof. Géza Jeszenszky, the present foreign minister of Hungary, and the Economics course by Prof. Péter A. Bod, former minister of trade and industry. As invited lecturers, famous sociologist, representatives of the different parties, journalists made the different aspects of the Hungarian society known for the American students. In addition, Hungarian Language and Culture, a non-credit course is also offered every year.

Since the fall of 1990, 3-5 East European students including Hungarian ones as well, could take classes with the Dartmouth College group.

It is worth mentioning, that some of the former students of the Budapest program regularly return to Hungary: either visiting friends, doing research in Hungary, or working in American-Hungarian joint ventures. I am sure that those who participated in the program. Understand Europe much better including the East-Central European countries, and are willing to work for the further development of economic and cultural cooperation between Hungary and the USA.

György Mundruczó
Resident Director

How to survive in Hungary

The classic question is sometimes altered in this way: To eat or not to eat? We might also cite another saying in this regard: Money makes the world go around. The truth of this sentence is part of our life because nowadays attending university needs a lot of money in Hungary.

The first problem is residential. If you don't live in Budapest or you don't have relations you will have to look for a flat or something else (e. g. a dormitory). But unfortunately there are not enough dormitories which represent the cheapest option although sometimes not the best. Some dormitories in very old buildings are in bad conditions and should be restored. But dormitories have some advantages beyond financial as you can live with your friends and there is a lot of fun and goings on: this is the bright side of student life. If you can't live in a dormitory you will have to live in lodgings. This is the most expensive way of living because the price of a normal flat can reach an average salary. The great advantage of living in a flat is that it is more comfortable than the dormitory.

The second problem is eating.

ants, pizzerias, and pubs in Budapest. You can choose between a restaurant and cooking at home. If you don't have enough time to cook or don't like doing this you can try to cook from frozen food, but this is not the cheapest way. If you are in a hurry you can have lunch in McDonald's or Burger King but it is more expensive, compared to sala-

ries, than in Western-Europe and USA. We have lunch in good and cheap restaurants which have a special student atmosphere. (The last way is having lunch at the university...)

Finally the third problem is entertainment. Now the price of 'culture' (cinema and theatre tickets, books, newspapers etc.) are getting higher and



higher. There are a lot of good clubs, pubs and bars in Budapest. Recently some new pool halls have opened. If you would like to go somewhere in the evening you have to take some money. You can spend on one night's entertainment a couple of hundred Forints including in the price of tickets, having dinner and drinking. It is the same situation with clothes. A good comfortable pair of shoes or a pair of jeans cost about 2-3 thousand Forints.

So if you would like to live well you have to work or to ask your parents for money. Every student in Hungary gets something from the Ministry of Education and, if you get good results at the university, you can get a scholarship. The amount of your scholarship depends on the university distribution system first of all and, of course, you. Here at our university the average scholarship is about 3-4 thousand Forints.

To sum up, you need 10 thousand Forints per month to survive in Hungary including accommodation, eating, and leisure. You are likely to spend more if you travel somewhere or use a car. But this is the topic of another article.

International Relations of the BUES

Educational reform at the Budapest University of Economics has been tied to the development of international relations. The main characteristic of the latter during the eighties was the connection with the universities of communist, mainly Eastern-Central European countries. At the same time, BUES had some relations with Western universities in the seventies, within the framework of which some lecturer exchanges took place. These relations widened slowly, but steadily. The breakthrough, however, came in the middle and second half of the eighties. In parallel with academic reform we established connections with more and more Western universities and signed contracts on the exchange of students, lecturers and researchers. After 1988 the number of such bilateral contracts, signed with European and overseas universities has increased sharply.

We established strong links of cooperation based on these contracts with famous universities in Europe and the USA, but we have partnerships in the Far East and other regions as well. For example, we have had a cooperative agreement with Dartmouth College (New Hampshire, USA) since 1985. In this project students of the College attend one semester at BUES and the credits they get here are valid in the USA. Besides them we have received groups of students from California and other universities of the West and the USA, for different courses.

We have started a mutual MBA training together with London School of Economics and with the consortium MUCIA, established by 8 Midwestern Universities in the USA. Our relations to different foundations (Know-How Fund, Mellon Foundation, USAID, Soros Foundation, etc.) have strengthened and helped the development of our foreign relations. In a five-year programme, with the support of Soros Foundation, more than 60 of our teachers have visited Western-European and American universities for one or two semesters. After they came back, with rich experiences, they took part in working out the syllabus of the academic reform and teaching it.

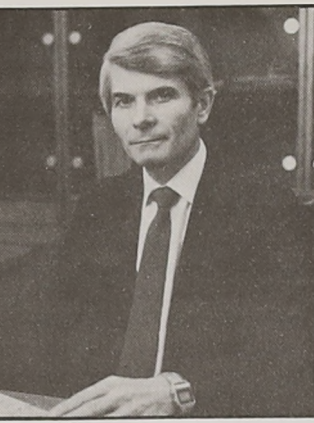
It became obvious that the exchange of a major number of students can only be successful if the foreign language syllabus offered to students reach graduate level, rather than being based simply on the organisation of separate courses. This led the leaders of the University to organize the International Studies Centre in 1990 to establish the graduate oriented English language programme. As a result, the undergraduate programme

started in 1991, while in 1992 the graduate program will commence too. Later on we plan to develop a PhD course as well. Basically the ISC has a double duty. Besides the graduate program, it organizes English language teaching for those foreign students, who arrive according to a bilateral agreement or come to study at the University on, say, a TEMPUS program.

By pioneering academic reform in Hungary and being successful in complementing its Eastern European orientation with Western and overseas cooperation, BUES has become widely known throughout the world. The numerous universities which seek its partnership in mutual education, research and study, and a few dozen already existing cooperative agreements indicate the University's reputation.

Our most important connections in Europe are with the Universities of the Netherlands, Germany, United Kingdom and Austria, but generally we have agreements with one or two universities in practically every Western European country. We have good relations with universities and their societies in the USA. We have mutual programmes with Canadian universities as well.

BUES wants to be a European University. This should be reflected in foreign relations too. In the longer term, we would like all of our students to attend at least one semester in a foreign university, not just to increase the number of students who have spent some time abroad. In the same time we would like to increase the exchange of lecturers as well. Very often these days we have guest professors, leading courses at BUES. Just the same, many of BUES's lecturers have taught for a shorter or longer time abroad. Moreover, we try to establish mutual research programmes seek to provide the basis for a high level of education.



Prof. Csaba Forgács
Director of International Affairs

Information management: a new area of business expertise

A relatively new discipline, information management is the subject of an undergraduate course at ISC taught by Gyula Barna and András Gábor, professors of BUES's Department of Information Systems. Running a business needs to fulfil traditional functions, like financing, accounting, finding human resources etc. In the age of cheap computers and software an additional task is to obtain, store, process and retrieve the huge amount of information that is available and handleable by PC's and computer networks. "Two decades ago it was relatively simple to obtain and treat the information one needed to do run a business from day to day," says Gyula Barna. "Company financial managers, for example, knew how to handle their data on the basis of tradition and the everyday practice of their departments. Today, when computers are easily available and data bases have been increasing rapidly, he can't survey the information so easily any more. This has become an independent job which requires professional skill," he adds.

This course isn't about computing. "We want our students to realise that having a suitable information system is a condition of meeting the goals of a business as it provides the necessary information and gives some sort of decision making support," Barna says. The course is based on a previous one which familiarized students with the principles of computer systems, software and the basic program types. (The undergraduate students have the opportunity to study more about computing, data management, spreadsheets, using word processors etc. at an alternative course led by prof. Béla Tarlós.)

The text book is Andersen's Consulting; Foundation of Business Systems. In addition to this there are educational aid materials and educational software. *Students can solve their case studies using this Computer Aided Software Engineering software* or, more precisely, its educational version. It helps them to develop information systems that can handle the problems dealt with in the case studies. After that students can compare the different answers they gave for the same questions, and consult their professors on the results.

According to Gyula Barna their subject has been a bit difficult for undergraduate students in the first year so they're going to make it more interesting, with less technical details, concentrating more on its usefulness for everyday business. The more sophisticated methods will be taught at graduate level.

ISC will have its own PC network

ISC is going to set up a personal computer network especially for its undergraduate, graduate and postgraduate students' demands. The 50 workstation local area network will be installed in the central building of BUES, and its software capacity must meet all the requirements that are usually fulfilled at business schools similar to ISC. Students will be able to work on word processor, spreadsheet, financial planning etc. softwares. The network will be linked to an IBM 3090 computer, operated by IBM Academic Initiative in one of BUES's buildings, providing a huge data base and other facilities for users.

Council on International Educational Exchange

Semester Abroad Program at BUES 1990-1992

University students from North America have been coming to Budapest University of Economic Sciences for one or two semesters of study through the CIEE program, established in August 1990. Council on International Educational Exchange is a non-profit international educational organization based in New York which has study abroad programs for Americans in over 20 countries. Due to the recent political changes in Central Europe, CIEE decided the time had come to open a program in Budapest. Shortly thereafter, CIEE also opened a program in Prague where Charles University is the host institution.

Americans who study at BUES through CIEE are usually in their third or fourth (and final) year of university. At BUES they may choose to attend 3 or 4 courses. The subjects available are history, political science, economics, ethnography, art history, Freudian psychoanalysis and culture (film, literature and music). All of the professors deliver lectures in English. In addition to classroom lectures, students also enjoy visits to museums and field trips to villages. Each semester the group takes several excursions to different parts of Hungary and to Transylvania. This year the students visited with ethnic Hungarians living in the Ukraine and Romania. They also met with ethnic Hungarians from the Vojvodina who are now living in Budapest. Excursions were also taken to Pécs, Mohács (for the Busójárás!), Szentendre, Visegrád and Esztergom.

All students are required to study the Hungarian language while they are here. Most of them do not have any prior knowledge of Hungarian. For them it is a challenging experience, especially when they must put their beginning Hungarian language skills to immediate use in the markets. The students live in private apartments. Thus they need to learn language skills quickly for shopping and other errands. Posting letters and packages at the Post Office can be particularly difficult, and Americans are not accustomed to the gruff behavior of the postal clerks.

When CIEE participants meet Hungarian students at Közgáz, the most frequently asked question is, "Why do you come to Hungary?" There are many answers. Some of the Americans come from Hungarian-American families. Other students have a major area of concentration in International Relations or European History of Political Science. All will agree that it is much more advantageous to study about Central Europe while actually residing in a Central European country. The contact with Hungarian professors and an international mix of students at Közgáz afford CIEE participants with a rich educational experience that cannot be duplicated in the U. S. Many will find themselves back in Hungary in the future. Already, students from earlier semesters have returned to work or continue their studies in Budapest. Other students will discover that their experience here will help them compete in the ever tightening job market in the U. S. Their European education will enable them to stand out and be noticed by prospective employers.

The last days of the semester are just ahead. It is difficult for CIEE students to say good-bye. They know that once they are back home, they will feel a special home-sickness and longing for Hungary. And that is what keeps them coming back.

ELIZABETH WINSHIP
Resident Director CIEE

Prof. András Bauer is highly involved with marketing education

He is a graduate of this university and joined after the Marketing Department in 1978 after 3 years practical experience, mainly abroad. He started by teaching (international) market research and later several other subjects as well. At the moment he is responsible for this area of study at BUES (jointly with Prof. Berács). He very early took part in teaching design management (partly from the experiences through teaching at the College for Applied Design) and pioneered services and non-profit marketing education in Hungary. Before BUES started the English language programmes he was appointed Adjunct Professor at the International Management Center. Professor Bauer is involved in curriculum development at BUES and plays the role of marketing module coordinator of the BUES/LBS MBA programme. Similarly he is a participant in ISC's marketing team.

Professor Bauer is involved in postgraduate teaching, he has been responsible for or-

ganizing BUES postgraduate marketing education, and taking part in the Bank Management Education Center curriculum development.

Professor Bauer is currently employed by the Walter A.



Haas School of Business Administration, University of California Berkeley, teaching several marketing courses.

He has published several books and articles, such as the current marketing textbook at

BUES (co-authored with J. Berács). His research interest is mainly in the managerial areas of marketing (strategy, organization, information systems etc.).

He is responsible for several ongoing international research projects on consumer behavior (EVE network), entrepreneurial marketing (University of Strathclyde) etc.

Prof. Bauer has large international experience. He has been able to lecture at several universities. The most important stay was the time he spent at UC Berkeley on a Soros Grant.

He is an active member of the Hungarian Marketing Community. Being former secretary at the Chamber of Commerce he was one of the founders of the Hungarian Marketing Association, where he has been elected vice president.

He is the Hungarian national representative of the European Society for Marketing and Opinion Research (ESOMAR) and member of AMA and EMAC.

Professor Bauer has been working on several committees with the IMF, ICC, the State Property Agency and several Hungarian institutions. As an active consultant he is co-owner of Management Ltd. an outstanding consulting company.

At the International Studies Center András Bauer is participating at both marketing courses, at the East-European marketing program and is going to teach sales management courses.

"I find teaching at the International Studies Center very challenging. The cultural diversity of students and the opportunity to work with an outstanding faculty and staff is a great experience. I do hope I will not only be able to transfer knowledge to the participants but to receive enrichment for myself as well.

At an educational institution values matter a great deal. The ISC's outlook offers fertile ground for cooperation and teaching and in the future hopefully research as well. I share the outlook of the ISC".

TEMPUS

TEMPUS helps E/C. European higher education to catch up. The Ministerial Council of the Common Market established the TEMPUS (Trans-European Mobility Scheme for Universities) on the financial basis of the PHARE programme. The main purposes of TEMPUS are:

- to help the renewal and development of higher education in Central-East European countries as a part of the reconstruction of these nations economies;

- to promote cooperation, the exchange of professors and students among East-Central European countries and the higher educational institutions of Common Market members. The purposes of the ISC correspond to TEMPUS's principles; therefore, together with three foreign institutions, the ISC took part in a TEMPUS competition applying for financial support for the founda-

tion of the Center. We won a three-year-long project, and are introducing the first part of it now. The institutions in cooperation are:

- ERASMUS University Rotterdam (Netherlands);
- London Business School (England);
- Athens University of Economics and Business (Greece).

As a result of this project we can adapt the ISC's programmes to the experience of Western higher education to meet international standards in economic studies. By the mediation of the ISC's professors, these standards may appear as part of the BUES's Hungarian studies as well. We organize conferences to improve the quality of our curriculum, especially of the syllabuses that are far behind what

is required. We want our curriculum to reflect the real running of market economies. The conferences also help the adoption of modern syllabuses. The first conference was held in Budapest in November 1991. The participants discussed the purposes of the undergraduate and the graduate programmes; the basic structure of the Centre's studies; and pointed out the facultative professional fields.

The topic of the second conference in Rotterdam in February 1992 was the evaluation of the subjects of the Masters programme; which of them was in demand, which of them had to be rearranged.

The ISC's TEMPUS project helps the ISC professors to gain up-to-date information on the newest progress in edu-

catinal development, and to keep up contacts among BUES and foreign universities. The project will be the financial basis of the visit of three ISC professors at cooperating institutions to study the teaching of their respective subject, or, perhaps, also to give some lectures over there. The best students will be able to go abroad taking part in exchange programmes organized by the project's coordinators. These trips hopefully will start in 1993.

The main purpose of the TEMPUS project is the improvement of the curriculum, but it also financially supports the ISC to set up a computer network; to establish its own library; and to provide the indispensable office requisites of running the Centre. As a result of this a new, well-organized educational system has been forming having all the necessary methods and instruments of this.

Seventy percent of students study two languages

The Budapest University of Economics Foreign Language Teaching and Research Centre was created on March 15, 1992. The organizational units of the Centre consist of the departments, together with the Language Laboratory and the Library. The languages taught in the BUES Language Teaching and Research Centre to large numbers of students are English (c. 1200 students), German (c. 800 students), French, Italian, Russian, Portuguese, Spanish; and to smaller numbers of students Arabic, Czech, Finnish, Chinese, Korean, Lithuanian, Norwegian, Rumanian, Swedish, Serbo-Croat, Slovenian, Slovak and Hungarian. With support from the Soros Foundation, the teaching of Central European languages is carried out by the Centre free of charge to those who apply. The courses are open and may be attended by anyone, not just university students.

The Language Laboratory has an extensive collection of audio material and a relatively modest amount of video material. The Laboratory studio provides facilities for the making of semiprofessional sound recordings.



The building is equipped with both a conventional and a parabolic antenna, which can receive not only Hungarian transmissions but also programmes in English, French, German, Italian, Russian, Spanish and Slovak. In the departments a considerable amount of scientific work is carried out. The main areas of research being investigated are literature, semiotics, history, theoretical linguistics, applied linguistics and methodology. The Centre is introducing computerized language instruction, and also carrying out significant work in the areas of text-book-writing and the compilation of dictionaries and teaching materials.

The aim of the language teaching carried out in the BUES FLTRC is to give students competence to negotiating level in at least two foreign languages, gaining one advanced level certificate and one specialized intermediate level certificate in state examinations. Language training is carried out in a system of modules and mainly in small groups of 12-15 students. The various modules also include lectures (grammar, civilization, economic topics). A new form of training launched in the 1990-91 academic year is that of teachers qualified to teach economics and a foreign language. Specialized language teacher training is at present being given in the departments of English, French and German.

Prof. Hajna Istvánffy Lőrincz teaches international finance

Q. — *What does it mean for you to teach in the ISC?*

H.I. — Teaching at the ISC is not an easy task. After some years of experience teaching foreign students in English I still enjoy it very much! It is evident that you have to work out a special program which covers the conventional areas of International Finance, offering also something more specialised to students from different European countries. Since they are to get an internationally accepted degree, their professional knowledge must suit relevant expectations. Nevertheless in my opinion, it is not only possible, but is our duty to offer something different information additional to the general topic, giving some idea about or (Central-East European, or even Hungarian) way of thinking.

Q. — *You teach foreign students International Finance. How big is the interest in this subject?*

H.I. — Teaching International Finance, discussing the very different theoretical and practical issues of the international financial system, you should never forget that these students may be our prospective partners in business life, and some will be our partners in international organizations or governmental bodies. Therefore it is of fundamental importance to help them to understand our situation, our limits and possibilities, and our ambitions to develop a really efficient economy. Since International Finance covers problems of macro- and microfinance, everybody is to find an area of special interest. The atmosphere of our lectures is good, we have been discussions. Students confront their views and try to defend them against me and against each other. All in all, I think they are interested in the topic! They could hardly understand any events in the world economy or political life without some basic knowledge of the financial markets, exchange rate system, indebtedness and the role of world financial organizations.

Q. — *What lecture notes or books are there for the students to prepare for your classes?*

H.I. — Students are recommended to attend lectures, to make their own notes on the discussions and explanations. They can obtain a basic book as well, "International Finance" by Michael Melvin Edited by Harper and Row, New York. There are other publications available in the Central Library of the University. For the next academic year the newly established European Documentation Centre will be at their disposal with special EC publications.

Q. — *Do you plan to develop your subject, or start a new topic?*

H.I. — Of course I feel the necessity how and in which di-

rections my course should be developed. World economy and international financial relations are in steady and dynamic change something which requires everybody to discover new relations, to emphasize new relationships, theories as well as methods. In that sense I am convinced that we have to pay more attention to some special questions; first of all to the unique feature — as a case study — of creating and developing financial markets (money, capital, foreign exchange) in Central-East Europe, to bank (central-bank) reform, to the Stock Exchange, and to the financial aspects of European integration, both inside the EC and the associated regions. Since just recently I was elected to the Board of Directors of the Hungarian Credit Bank, my new activity will surely help me. As to the intensification of European finance, the new efforts to set up a new European Department as a centre for research and teaching in European integration, will give a significant impulse.

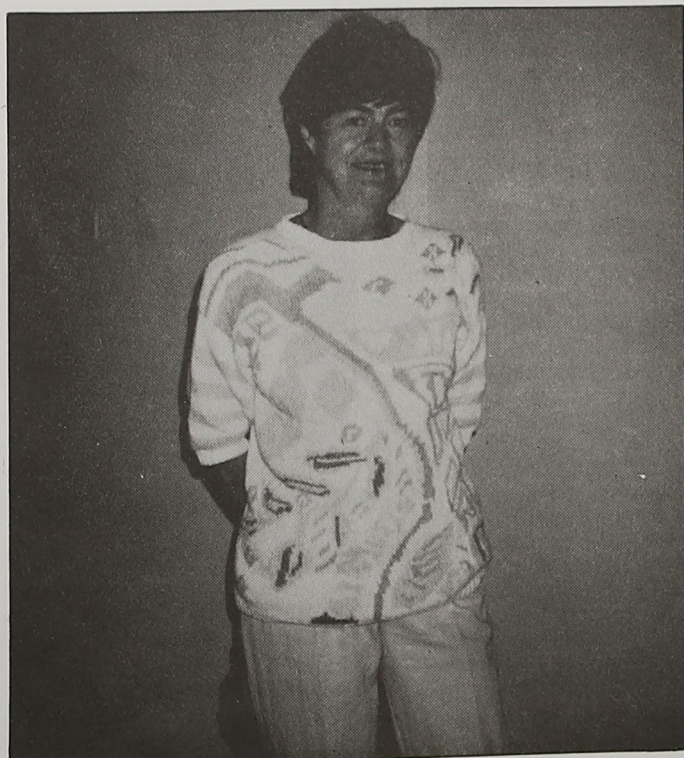
Q. — *Do you experience any difference between students of the ISC and their Hungarian counterparts?*

H.I. — It is rather difficult to make any comparison with Hungarian students. Any generalisation has serious dangers. Circumstances are totally different. To give a lecture to 15-20 students or for 300 it is not the same either for the teacher, or for the students. Their reactions are much more spontaneous, they play evidently a much more active role if they are in a small group, where everybody knows each other. Still I wouldn't say that foreign students show a deeper interest in International Finance. The growing number of

Hungarian students writing their diploma-work on different aspects of finance testifies that they clearly understood the significance of the questions involved in our efforts to adjust.

Q. — *What future would you predict for the ISC?*

H.I. — I don't want to make any prophecies, but I am fully convinced that the role of the ISC will grow significantly in the future. The need for international experience even in the field of higher education is very great. The share of students studying abroad has been steadily increasing since the 60s and as a result of the European integration process it is more and more natural or necessary to spend some semesters at a foreign university. Up to now universities in Central-East Europe played a role in this international exchange of students mainly as home institutions. The significance of the Budapest University of Economic Sciences as a host institute for students from different European countries will strengthen, since there is real interest in Hungary, for the political, economic and social aspects of transition, for our approach to European integration and the possible cooperation of the countries inside the region. To need all these requirements and to offer regular courses for foreign students covering all those topics for which real interest exists, this is our most important task. I am sure there are several professors in Hungary, who would be pleased to cooperate with the ISC extending and developing the programs run by the Centre, in order to assist future international cooperation and understanding of our common interest.



Prof. Tamás Szentes experiences from all over the world

Q. — *You are one of the professors fortunate enough to be teaching at the ISC. What is your subject?*

T.Sz. — International Economics (and in the next Academic year Development Economics as well).

Q. — *Outside Hungary where did you have the opportunity to teach? How long a time did you spend abroad and what subjects did you teach?*

T.Sz. — Actually I had many lecturing tours in the last twenty years, and being regularly invited as I was I had the privilege to lecture occasionally at the universities or other Academic institutions of nearly thirty countries, mainly in Western Europe, but also including the USA, Canada and the Third World. From 1967 to 1971 I was working as Professor and head of Economics at the University of Dar es Salaam in Tanzania. The subjects I was lecturing included Economic Theories, International Economics, Development Studies, Comparative Economic Systems, African Economic Problems (as well as Hungarian Studies).

Q. — *How satisfied are you with your ISC students? What did you experience with regard to their preparedness and diligence?*

T.Sz. — I have really enjoyed the work with them. They all showed great interest in the subject, were active and diligent, some very enthusiastic and ambitious. There was a friendly atmosphere in the class, with a cooperative spirit and good discussions. On the other hand, as an unpleasant surprise at the beginning I had to realize that the background knowledge of most

of the students (though they came from different universities and countries) were at a much lower level than had been expected, particularly in respect of economic theories, and that they had hardly learned any International Economics in the course of their undergraduate studies. For this reason I had to modify the original, advanced level teaching programme and devote more time and attention to some basic concepts and methods. I am glad to say that thanks to the students diligence, finally, despite this difficulty we have managed to go through the complete course outline, but no doubt at the price of enhanced efforts and harder work on their part.

Q. — *What textbooks or hand-outs and readings have been used in your courses?*

T.Sz. — Two compulsory readings were prescribed:

a) Dominic Salvatore's International Economics as a basic textbook (selected chapters), and

b) a shortened and revised version of my former book (Theories of World Capitalist Economy: A Critical Survey of Conventional, Reformist and Radical Views) in xerox. In addition there were also other readings recommended but not quite used (because of the difficulties mentioned above).

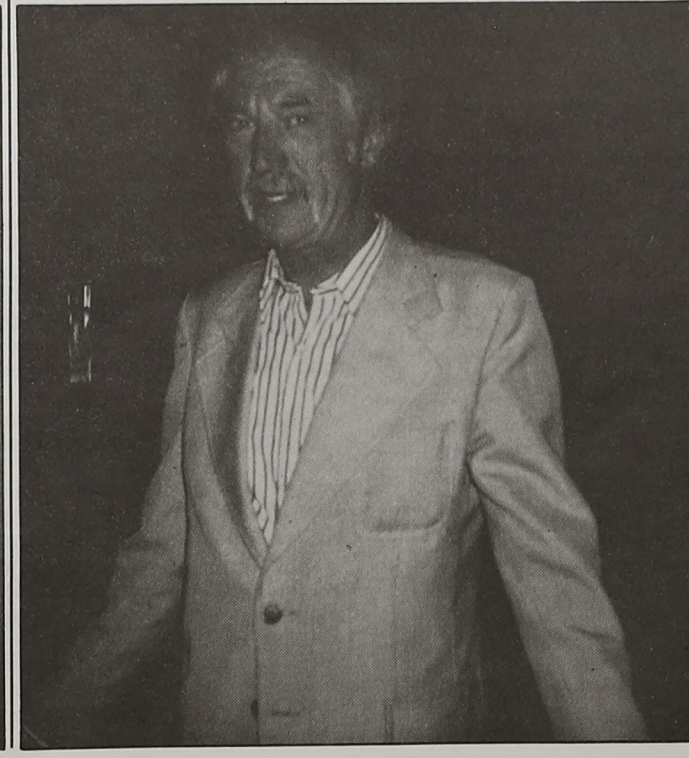
Q. — *What is your idea concerning the future development of your subjects and do you intend to start new subjects?*

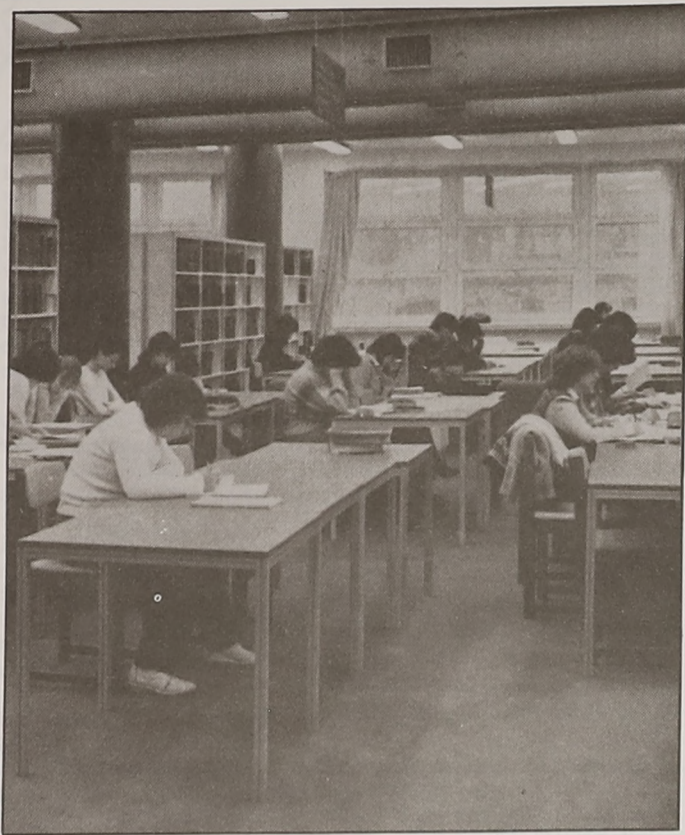
T.Sz. — As regards International Economics, in view of the above experiences I have already prepared a revised, two-semester programme for the

next Academic year, which without limiting my definition and opportunity to teach all the main theoretical schools of International Economics may provide more time, in a flexible way, to exercise the students in basic concepts and methods, too, and also to discuss in more detail the real problems. In addition to this subject I will also teach (as I've always done) Development Economics together with my colleagues, and take part in the teaching of Comparative Economic Systems, as well as in the course on the transformation in Eastern and Central Europe, especially in Hungary. (The latter includes topics on which I have published a lot recently, such as the origin, nature and characteristics of the Stalinist system, its international implications, crisis and transformation, analogies between East and South, the criteria and international effects of system transformation, Hungarian economic policy and the world economy in the last 46 years, etc.)

Q. — *You also participated in the workshop in Rotterdam which was sponsored by TEMPUS to promote the development of the teaching programme of the ISC. What experiences and ideas have you brought home from there?*

T.Sz. — It is always very useful and helpful to exchange our experiences and views on teaching, its content and methods with colleagues. Though I have known many Western universities and their teaching programmes it was interesting to hear detailed information on the structure, conditions, programmes, syllabuses, plans and problems of Erasmus University, this famous Dutch institution of high quality and reputation. Our ISC programmes, plans and experiences were also presented there, mainly by our academic director, Dr. József Temesi. I had only to give brief additional information about the international subjects, such as first of all International Economics, and also International Finance, the Economics of International Integration, European Studies, and Development Economics, etc. The discussion we had with our Dutch and Greek colleagues was very frank and friendly in which, of course, several questions and modifying suggestions were raised and also answered. In general, it has reinforced our conceptions and plans rather than encouraged us to change them. As regards International Economics, the participants in the workshop seemed to have agreed also with our intention to include all the main theoretical streams in the historical and critical survey.





UP Welcome to the Central Library

With the largest collection in the field of economics in Hungary the Central Library of Budapest University of Economic Sciences is not only an academic library but performs the functions of a national information center as well. As an academic library it serves the educational and research needs of the university and provides the necessary educational material for students. As an information center it provides material and bibliographic information for a wide range of readers, from researchers to economists working in business. The present collection of the library consists of 600 000 volumes and 1600 different kinds of periodicals. As for nontraditional information carriers, it stocks microfiches, video material and several databases on CD-ROM. The subject coverage is mainly economics, business, finance, and management, but the library collects material on other social sciences (sociology, political science, law, public administration) and applied mathematics and computer science that are also parts of the university curriculum.

Registration and borrowing take place on the ground floor. Registered library patrons may borrow six volumes at a time, for a one-month period. The reference service card catalogues, terminals for on-line catalogue searching and CD-ROM reading facilities are also situated on the ground floor.

The online catalogue — called Econinfo — contains the bibliographical data and subject descriptions of all the documents that have arrived in the library since 1990. As a three-language keyword-system is provided, searches can be carried out in either Hungarian, English or German. At present, 10 terminals are provided for online searching purposes. Bibliographical and textual information can be gained by searching several international databases on CD-ROM (i. e. ABI/Inform, Econlit, Sec-online, IBFD Tax Treaties, IBFD European Taxation Database, International Statistical Yearbook, Megatest, EBSCO

Serials Directory). The most frequently used volumes of Hungarian economic literature, and the recently acquired foreign publications can be found here on the open-access shelves.

The general reading room for students is situated on the first floor where the most frequently used documents for individual study are displayed. Reprographic services are also provided here.

On the second floor there is a reading room for advanced studies and research work. The latest foreign and Hungarian periodicals, foreign-language handbooks and reference works are displayed here. A smaller room on the same level provides audiovisual services from the media collection of the library. Besides the services mentioned so far (reference service, catalogue searching, photocopying) the library provides an SDI service. This is a fee-based subject monitoring service in the fields of economics and social sciences.

The Library compiles and publishes the following bibliographies:

1. Hungarian Economic Literature
This yearly published special bibliography comprises the works of Hungarian economists published in Hungary in a given year. Books, periodicals and documents published by government agencies, research institutions are cited. Authors' and title index, subject index in Hungarian, and English as well as a list of the most important Hungarian journals in the field of economics complete each volume in the series.
2. Publications of the Teaching Staff of Budapest University of Economic Sciences
The volumes include the bibliographic entries of the following publications in a systematic order corresponding to the organizational structure of the University: books published by any (Hungarian and foreign) publishing houses, text-books, articles published in journals and newspapers, dissertations for scientific degrees, conference materials, research reports, etc. Subject index in Hungarian and English is attached to each volume.
3. Doctoral theses at the Budapest University of Economic Sciences
This bibliographic series comprises the doctoral theses accepted at the University classified by faculties and departments in alphabetical order by authors' name. The volumes are completed with author's and subject index.

Should we "privatize" the student hostels?

There was a heated debate between professor *Sándor Kerekes*, the Rector's representative on the student hostels authoritative body the S. H.'s Council and *Csaba Lenger* the director of one of university's hostels on the meaning of the hostels financial autonomy.

BUES has three student hostels. All of them have two, three, or four bedrooms. The *Kinizsi* and *Ráday* Hostels are close to the old "customhouse" but the *Tarkarét* Hostel is quite far from here, although people say the air is much less polluted over there. BUES is a public university so its students hostels are subsidized. Staying at a hostel is some sort of social allocation benefit because you have to pay just 10-15 percent of the real cost, the rest being paid at the expense of university's budget, that is through government subsidy. Therefore it is not surprising that year by year many more students have come forward seeking hostel rooms than there are. The university's management and the students delegate representatives to the Student Hostel Council which makes decisions on how to distribute the subsidy among the hostels and what kind of general rules should regulate the selection of applicants for university hostels etc.

Government subsidies have been gradually reduced and so the Council is forced to seek other sources. There are a number of possibilities: for example cutting running costs, letting out some parts of the buildings, but most of all by transforming the hostels into normal hostels during the summer. But even these sources could not compensate for all the shortfall so

the question is, can we maintain the hostels as social benefits for students or should we alter them into self-financing institutions?

"If the discussions resulted in the abandonment of the hostels social function then there would be no reason to keep them in the hands of the university, said *Sándor Kerekes*, especially if we were to give up their traditional educational function."

Although it seems that the question has already been decided since students think of the hostels in the first place as places for staying, *Kerekes* stuck to his point: "Our teaching system has been pro-

viding less and less opportunity for people to enter into friendly relations with each other: eighteen-year-olds who exchange their close family life and the calculable communities of secondary schools for the big city's 'anonymous', individual style of living, need these intimate terms with others". The basis of this argument is that hostels have to provide education in its broader sense for students, something that helps them to become not merely experts, but intellectuals with wider horizons.

Csaba Lenger accepted the argument that the hostels must be a

forum for making friends for students but basically disagreed with the idea of maintaining their welfare function.

"The average income of adults/parents are so low in Hungary today that for the time being we won't be able to give up their welfare status. However, the money shouldn't be given to the hostels but directly to students themselves because in this way, it would force hostel managements to provide better services."

What would be the solution in the longer term?

"Firstly students should pay the true cost of staying at hostels. Secondly the hostels should be financed as nonprofit making institutions, for example as foundations which would mean that any profits made would have to be ploughed back into them. The charges would rise by 80 percent but students would pay from the social benefits they would now receive instead of the hostels", *Lenger* explained. In this way hostels would have to compete with each other and with the private sector. "It wouldn't be a problem for us, if less students came to stay here, because we could do business on the basis of our free rooms and the money that could be made in this way would be used to improve our services or to reduce the fees. This benefit could persuade a lot of them to stay at our hostels and we would benefit from a considerable part of their social benefit money", *Lenger* pointed out.

According to him, this would not be the "privatization" of the student hostels, of course, just a kind of financial autonomy. Managers must find the most effective ways of financing the hostels.



Four colleges within the university

There are four special colleges for advanced studies in BUES. Namely: *László Rajk College for Advanced Studies*, *István Széchenyi College for Advanced Studies*, *College of Social Theories and Management College*. They are basically similar but have some interesting differences as well.

The similarities:

The main purpose of them is to provide wide possibilities for professional, social and political selfeducation and activity for their members. Their fundamental values on which their members operation is based are: to become professionals of high standard; to live a democratic community life; to develop sensitivity toward social and national problems; and the principle that everybody is judged on an achievement basis.

Their current membership is ranging from 40 to 80. The students live together in each college as a community in the buildings of BUES's student hostels.

One can become a member of a college through meeting some requirements.

The colleges are run by democratic rules: The main power of them are Assemblies which meet three or four times in a semester. For day to day matters there are annually elected Governing Committees. Their directors are professors who are elected each or every other year by the Assemblies.

The colleges are partly educational institutions. They invite respected professors both from and outside of the university to give courses on various subjects (in economics, economic policy, business and management, sociology, political science, philosophy etc.)

They also organize evening lectures and debates open to the public on economic, political and social topics. Among their guests — besides outstanding Hungarian personalities — they had such international celebrities like Nobel-Laureate economists *Kenneth J. Arrow* and *Herbert Simon*, the Deputy Prime Minister of the Polish Solidarity Government, *Leszek Balcerowicz*, *Otto von Habs-*

burg of European Parliament or *Riszard Kapuscinsky*, the famous Polish journalist.

Rajk and *Széchenyi* have always actively involved in politics. Before the recent change in Hungary's political system these colleges were strong basis of the political opposition.

All of the colleges organize a number of cultural and sport events and have a lot of fun.

The differences:

Rajk is the oldest of them (founded in 1970). One of its traditions is that they have close connection with their cca. 350 alumni. Alumni helps the current members in their professional work as well as in solving many of their problems of operation.

Széchenyi's speciality is its commitment to the Hungarian cultural heritage. It keeps up lots of friendly intercourse with the associations, cultural and political organizations of Hungarian minorities in Hungary's neighboring countries. Its members also have good connections with the representatives of other nations intellectuals.

The members of the College of Social Theories are committed to the best values of the Left. That doesn't mean they would have been supporters of the so-called "leftist" regime of the past. They simply think that the solution of the great problems of the modern world, the environmental crisis, the overpopulation, the North-South contradiction require of people to find a new style of living.

The Management College is the youngest (founded 1,5 years ago). Its members think of themselves being much more practical than their "older brothers". They want to become good businessmen so they consciously make contacts with each other to find friends and to find potential business partners in future as well.

If you would like to establish contact in a formal or informal way with these institutions and their members, they'll be happy to answer your call.

Cultural possibilities in the university in BUDAPEST

There is a wide variety of cultural opportunities available at the Budapest University of Economics. On entering the building, you will be confronted with the breathtaking beauty of this more-than-a-hundred years old building. You will be astonished to see the size and carefully decorated walls of the aula and its surroundings. The remainder of the building is of a quite practical nature for purposes of education. If you are interested in architecture, you may like to know that the original function of this building was as a custom-house. The enormous doors of the edifice were designed to be able to take in trains full of grain.

So do not forget! There is much to see in Budapest's architecture. But there are many activities within the university, that are also worth mentioning. The main event in the lives of students, apart from the exams, is the KEN. This is short for 'University of Economics Days', organized in April or May and lasting for usually a week. During the week there is an election campaign in which 3 or 4 candidates run for the student rectorship. At the end of the week student-rector is elected by the jury who evaluates all the activities of the particular team during the week. The new rector undertakes the job for 24 hours, and next Monday — business as usual.

Apart from this main event, there are many other cultural and educational possibilities at our university. To handle all of them, there is an Office of

Cultural Education. There is a student choir and a dance ensemble, for those interested in more classical forms of culture. The Office also runs a Club in the basement of the university, a place where you can have your favorite drink, play pool and have fun. Every Saturday night a rock and roll band plays to entertain the guests. The club's popularity is increasing sharply.

The leader of the club organizes various circles for special interests, such as for fans of photo and films. The so called Visual Brigade has won various prizes at different national and international shows.

Last but not least, let's look at the KDC, the Student Centre of the University. It is a megascale, complex entertainment programme every Friday night, from 8 p. m. to 2 a. m. In the show there is a live concert from a leading Hungarian pop-rock star, two feature films and the chance to dance the night away in a first class discotheque on the first floor. You have a wide choice of eating and drinking places in the building of the university. An average of 1500 visitors come to the KDC each weekend.

Budapest has a lot to offer to foreign visitors in terms of culture. There are daily programmes at the Opera and in most of the theatres (there are many of them), including one that plays in English, the Mer-lin theatre.

There are many museums in Budapest. They stay open every day. Many of them put on display contemporary artifacts.



WORK AND FUN

Association Internationale des Étudiants en Sciences Économiques et Commerciales — the International Association of Students in Economics and Management. The world biggest professional students organisation was founded in 1948 by seven countries in Western Europe. Today it has 74 member countries, 700 local committees and 50 000 members.

AIIESEC gives young practically oriented individuals the opportunity to develop the values, and skills necessary to become the leaders of tomorrow. AIIESEC means people. People whose horizons stretch from to write a perfect business letter to how to change the world.

Idealistic or not, AIIESEC members convinced dozens of the Fortune Top 500 companies to sponsor their activities worldwide.

The international operations of AIIESEC have focused on the Exchange Programme for the first

forty years of the Association's history.

An AIIESEC traineeship abroad is a great opportunity to experience the culture and lifestyle of a foreign country. AIIESEC uses the "export—import principle". For every trainee from abroad that comes to Hungary, a Hungarian student gets the chance to do a traineeship in one of our 74 member countries. For every student we try to find the traineeship that suits best, for every company we look for the trainee who fulfills their requirements best.



During the last years AIIESEC has developed a unique worldwide network, thus a capacity to have a more relevant impact on society.

The concept of addressing the activities of AIIESEC towards global world issues was first concretised in 1987. A two year programme emphasizes the importance of finding new ways for a sustainable development on Earth.

AIIESEC discovered new potential within the organisation, how to influence global decisions with concrete suggestions.

In the 1990—1992 term our Global Program is highlighting corporate responsibility and the role of enterprises in environmental protection.

The annual meeting of the 74 member countries may seem very colorful, though it still remains what it is: A functional meeting divided into three commissions according to the different programmes of the association. Organizing the International Congress means an extraordinary opportunity for the host country to catch the spirit of internationalism.

When we decided to organize the Congress we did not really see what it would mean: a lot of work and sometimes sacrifice from people and the organisation as well.

This was the first time in the history of Hungary that representatives from more than 70 countries have come together.

So we hope we helped the World to come together to see one other's cultures and to build BRIDGES FOR ALL.

The Hilarious Elevator

Long blonde hair, a pleasant smile and a lovely East Coast accent, Tracy Korn is one of the 20 CIEE students.

Q. "How did you come to Hungary?"

T. K. "I came to Hungary by accident. One of my friends was on the California—Wisconsin Program. She and many other people also told me how wonderful Budapest is. So I went to the Study Abroad Office and found this program."

Q. "What do you study?"

T. K. "In the States I studied Economics then I switched to psychology. Now I study Interpersonal Communication."

Q. "How about your relations to Hungarians?"

T. K. "I don't know too many of them. Most of my friends are in the international school. It is a pity because I am amazed by the culture. We studied architecture, Bartók's music, Esterházy's writing. It would be really nice to meet more Hungarians."

Q. "What is most surprising for you in Hungary?"

T. K. "Living here is extremely hard, and people are very sad. What really struck me is that university students are also very sad, although they have no real reason for that. I know a student who was admitted to one of the most famous American colleges, but he is still sad being afraid of the difficulties in finding a job."

Q. "A friend of mine, who has been living here for several months now, told me he is becoming a sexist himself — living among Hungarians. What do you think about that?"

T. K. "I think sexism is hilarious. It's like in the 50s in the U. S. Using the elevator is rather confusing. People stop to let me go first. In the U. S. it is vice versa, people are friends in the street, in the elevator they are unfriendly. Hungarians are not such fun in the street but the elevator is hilarious."

Exercising democracy

by Rebecca Peabody Sewall

It's May Day in Budapest, 1992. Information tents are set up by the new political parties in People's Park. The absence of the traditional May Day parade, and the presence of these tents visual testimony to the dramatic political and economic changes that have taken place in the past few years.

As an anthropologist and a veteran of the pro-choice movement in the States, it is the scene that has transpired around the 'Coalition for choice' tent that has attracted my attention. There, all types of people; bands of young men, young families, pregnant women, old ladies and men in uniform have gathered. They are curious about the petition that is circulating, and once they are told of its cause, many unexpected supporters of maintaining a woman's right to abortion are patiently waiting in line to sign it. They are eager to ensure that their name be included, and eager to partake in the exercise of democracy, and exercise that many of these very groups have helped to foster.

The scene was such a stunning contrast to those I have experienced in similar situation in the States. I thought of the many times while participating in pro choice rallies I had been heckled, called a "murder" and been doused with what was intended to represent blood. I thought of the violent bombings of abortion clinics and of the destructive emotional and physical tactics used by 'operation rescue'-an anti-

abortion group in the States. I thought how strange it was that here were people, from two different cultures, with two different histories, and with, until recently, two very different political and economic systems, engaged in the same struggle. I think what struck me the most as I watched the exchange between the public and the members of the coalition was people's willingness to assume the responsibility of participating in a democratic society. They were there to become familiar with the issues, to listen and to learn. They were there not only to exercise their long-fought-for right to vote, but also to partake in deciding upon what issues the public will vote. Their willingness to embrace their role, as individuals, within a democratic society inspired me, while at the same time, it made me painfully disheartened to think of how the very same issue has come to the fore in the States.

I can only hope that the people of Hungary will learn from our mistakes; that once the novelty of democracy has worn off, that people will be at next year's May Day celebration showing the same willingness to educate themselves and participate, and that the same interest will continue for the next thousand years. I can only hope that they will realize, as we were forced to, that it is not a simple question of battles won, or battles lost, but a question of how consistently the battles are fought. I hope they are now made painfully aware that if you don't participate, you only have yourself to blame, and that "it can happen here".

Demanding courses vs. beautiful women

Fuat Özveri has spent a semester in Hungary and he has three more years to go. Homesickness is not his way, but he supposes Istanbul will offer him more chances when he returns.

Q. — Why do you need an Economics degree?

F. Ö. — I have a degree in Hotel Services. It was a two-year course and afterwards I should have joined the Turkish army. I thought there would be some better options. I went to work for an American company and then I came here.

Q. — How did you learn about the ISC programme?

F. Ö. — We have some friends, who went to the University of Medicine. They said Budapest would be a good place to go to.

Q. — I never knew there were any Turkish people at our university. What are the other nationalities in your group?

F. Ö. — In the ISC undergraduate programme there are students from Turkey, Korea, Saudi Arabia, Egypt, the USA, Finland and Greece.

Q. — So you can meet a dozen different nationalities every day.

F. Ö. — For me it was a bit difficult because I joined the group this semester. Everybody knew each other by the time I arrived. I have some friends in the international school but I cannot make friends with Hungarians. I was struck how beautiful Hungarian women are but they seem to be afraid of foreigners, especially people from the east.

Q. — Is communication an overall problem for you here?

F. Ö. — It is. The ladies in the cafeteria, for example, do not help you if you do not know how to ask for a coffee... There are some festivities at the university this week and all the participants are Hungarian. No one even thought of the students on the international programme. We will never find out what all this great fuss was about. We are a bit cut off.

Q. — Have you had any good experiences here?

F. Ö. — I think courses should match courses in other countries. In Turkey an economics degree course covers law and sociology. Here we only have "sociology" which in practise is Hungarian literature and history. I think more practical knowledge is needed. It would be beneficial if students could add more to the courses. We have very limited time for using the computer lab. In my old school you could use computers at the weekend as well.

Q. — Apart from all these problems, how do you feel in Budapest?

F. Ö. — It is a wonderful city. Public transport is great, it was easy to find a nice flat, social facilities are good. Prices are extremely low and, to say it again, I was amazed how beautiful Hungarian women are. I love cars, there are so many absurd models. It is a great city.

Intellectual masochism

The rise and fall of the yuppie empire

"Can you imagine that one day English will be the official language in Hungary?", he asked hopefully since he knew hardly any Hungarian at that time.

"No", I said gloomily. He noticed it and went on playing his cornet...

I was kind of a guide for their group of twenty. I showed them around the Castle district and the other usual places.

I picked out David at once. It turned out that his father was a psychiatrist as well. Once we had an appointment, he didn't show up but half an hour later he found me in a restaurant he had never even heard of.

Strange guy. Who can it be? "Who are you?"

"My name is David Kovács. My grandfather was 16 when he went to the U. S. in 1922. My family is mostly not Hungarian but this is the culture which we adopted in New York. Whenever my father came across a Hungarian in the street they were always very friendly."

"What images did you have about Hungary?"

"My father told me lots of good things about it except for the last week before I came here. Then he finally told me how miserable his situation had been. But I had very vague images... I saw some tourist advertisements with the violin being played and dancing... I did not know what I was getting myself into. I did not expect anything because I knew it would be totally different."

"Do you find Hungarians here as friendly as those in New York?"

"It is a big problem. There are twenty of us here, we can get on well with each other but it is completely superficial to spend six months like this."

It is very difficult to make friends with Hungarians because of the language barrier. Some of them speak English of course, but it would be weird to start talking to someone in English at the cafeteria. I also feel that Hungarians are turned off by Americans."

"Has anything shocked you in Hungary?"

"Air pollution. I read an article in which two American businessmen described how deterring it was to wake up and look out of the window of the hotel. You cannot see the other side of the river."

"Do you think Hungarians are pessimistic?"

"A friend told me that intellectual masturbation is very popular here. People are carried away with bad thoughts and they start enjoying it in the end."

In talking with the people I realized how important the '56 revolution was and that people did not fight against communism afterwards.

I saw a good film in connection with this: Time Stands Still. The film took place in a school where students were dancing. There was no individual move, dancing was strictly limited. It was in contrast with what I saw in Sopron. We also went to a high school. There was folk music on the first floor and a disco on the second. I realized how in-

dividualistic Hungarians are. And that is good; it should not be limited."

"Have you got new friends?"

"Yes I have made a few friends... I had a couple of fairly disturbing conversations with Hungarian friends who were drunk. They were joking about fascist ideology. I, unknowingly, took them seriously and was quite upset. Even though I later found out that they were only joking I was still affected; even joking about such important issues is damaging."

"Hungary is rapidly changing. Do you see any signs of a new lifestyle, a profit-oriented value-system emerging?"

"I do not know. We, in New York, were able to witness the rise and fall of the yuppie empire followed by a deep recession. The yuppie lifestyle is undoubtedly safe. But it ultimately leads to greed. During the Kádár-regime many chose prostitution for the sake of their career. Today nobody can be forced to become a prostitute..."

Lessening handicaps

The Students Committee (SC) is an organization for representing students interests at various forums and is re-elected every year. Pablo Arnaldo Fritz Sepulveda, a third-year student, represents students from countries other than Hungary.

Q. "What are the most typical problems or complaints foreign students have? How can you help them?"

P. A. F. S.: "The former SC did not have appropriate relations with abroad. Foreigners did not have the impression that the SC represented them too. They have special problems which are partly the same as those of the Hungarians but in the current situation it is difficult to solve them using official channels."

I mostly learn about their problems in informal ways. They have difficulties with their subjects and also the language. Most of the time we can manage solving these problems by consulting teachers individually but positive discrimination has to be stressed continuously: lessening their handicaps rather than creating privileges is emphasized."

Q. "Do you have any contact with those taking part in the international programmes at our university?"

P. A. F. S.: "No, they are a different caste altogether."

Q. "What are your plans for the future?"

P. A. F. S.: "We should encourage foreigners to take part in more student activities. We must find ways and means to establish and maintain relations with their homelands; the colleges they had gone to before they came to Hungary; organizing AIIESEC seminars, traineeships and scholarships together with them. On the other hand these students should be also given more opportunities to get scholarships and traineeship programs during their years at university."



Tutors assist ISC students to adapt

Sitting over a coffee in the canteen I talked with Ms. Ilona Tóth about the ISC and its students. I asked her how the foreign students feel in Hungary and whether it is difficult to adapt to new surroundings.

"In my experience adapting is not easy and that is why the ISC would have liked to employ two students as tutors in order to help" — said Ilona.

"This system, as you know well, does not work perfectly but we have taken the first steps — she continued. — There were some successful initiatives with Hungarian students e. g. a play in December in Ráday dormitory or talking with Mr. Bozóki in Rajk College. But the whole problem has not been solved yet because we contact many students to organize programmes but we do not have permanent students. From September we will try to employ two students again who have well-defined obligations. At the commencement of the academic year our tutors have to show the whole university area including in the dormitories, the gymnasiums and the library to the new students, they try to organize some programmes with Hungarians like trips or something else, and they have to help foreigners if they have a problem at the university or somewhere else. In order to do this tutors would have a permanent time every week when their students could find them in one room of the ISC. Of course, for this job they will get a salary like those students who are demonstrators at departments."

If you, on reading this article, think that you might be suitable for this kind of work look for Ms. Ilona Tóth in room 205.

Students studying at ISC have the opportunity to go in for sports at BUES. All the possibilities open to their Hungarian fellows are available for them too. What sports can one do either amateur or professional?

BUES's students can choose among several kinds of sport as their regular physical education (in the curriculum). The Department of Physical Education runs basketball, volleyball, judo, aerobic, table-tennis and, most of all, traditional football training. The newest sport, but fast becoming more popular, is floorball. All these can be done in the university's beautiful, modern gymnasiums. BUES hasn't got a swimming pool of its own so students swim in a rented pool which is easily accessible from the university.

If someone wants to do more sports, she or he could join in the regular sports competitions held every year. Basketball, volleyball, table-tennis and judo are among the possibilities. These competitions are organized at the university or among different university teams.

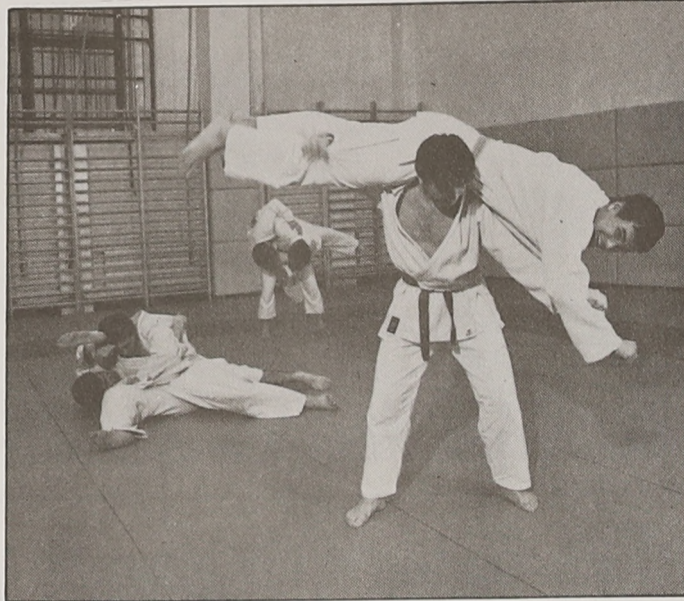
There are some students who are signed on players at

Sports at BUES

home and spend a longer time at BUES. It wouldn't be good if they couldn't do their respective sport at a high level so if someone spends at least one year in Hungary and produces a certificate of her or his professional status at home as well as permission to be a pro-

fessional sportsman or woman in Hungary then BUES gets permission to have her or him as a player and so he or she can be a member of one or other team of the university that competes in the national championships.

The Students Sport Circle of



BUES has been working successfully for a long time. This organization is led by elected students. It runs football, volleyball, basketball, table-tennis, and badminton training, as well as cross-country tours. So there is a wide range of opportunities as far as sport is concerned for everyone.

In spite of all this, there can be special demands. For example, a team or some friends may want to make use of a gymnasium to do some sort of special training. It's not impossible! They simply have to notify the Dep. of P. E. and, if there is any chance, they can have the room and, in addition, a coach to help them if they need him.

The Dep. of P. E. organizes cross-country tours in every season of the year. The atmosphere of these is always fantastic. In January ski camps for beginners and at intermediate level, and in April riding schools await sports lovers. In summer students can exchange their university rooms for the shore of Lake Balaton to study surfing instead of maths. At the same time, getting familiar with the country's natural beauty can best be done through a well-organized cycling tour.

A STUDENT FAIR

A journey to BRUSSELS on a student exchange

It is a new opportunity for our university to be able to present itself at international students fairs. These fairs represent an excellent chance for us to establish contacts with various European universities, as well as for the preparation of student exchange programmes. At the latest such fair held in Brussels the Hungarian University of Economic Sciences was represented by Ilona Tóth — a member of ISC —, Árpád Abrahám and Szabolcs Földvári — both 3rd year students — as well as Éva Vajda — who is in her 4th year.

Á. Á. — Szabolcs and I were delegated to the exhibition by the Student Committee. Our trip, like all other student trips, with the exception of those from the Technical University, was financed and organised by OFÉSZ. (National Union of Students Hungary.) We set off in two rickety buses for Brussels but, characteristic of the low level of organisation, it turned out only at Mosonmagyaróvár (a town at the Hungarian—Austrian border) that the only person who knew where we were supposed to stay in Brussels, had been left behind. Furthermore, our expenses had also been miscalculated, the fee for the autobahn being 300 DM instead of 30 and the hotel, which we finally managed to find, also cost more than we had expected.

Everybody was very helpful to us at the exhibition. Since we were the only representatives from Eastern Europe, apart from the representative of the Rumanian Ministry of Education, all the interest in this region was focused on us.

Q. — What contacts did you manage to establish in Brussels?

Sz. F. — A private university in Brussels would be happy

to take Hungarian students. The university would provide its services free of charge, the students would only have to take care of their accommodation. Students of business and international relations of the Lisabon University proposed a one month student exchange programme, while a French university is organising a summer college together with the BME (Technical University of Budapest). We would also like to join this programme.

Q. — How would you describe the general atmosphere of the fair?

É. V. — Most of those participating in the fair were students from Spain, France and Portugal, apart from the Belgian hosts, of course. They tried to create a good atmosphere with the usual Latin temperament, but we did not really take part in this. It was interesting to meet personally the representatives of the famous Amnesty International and also those of an association proposing a healthcare programme in a rather 'crazy', pushy way.

Q. — How did ISC benefit from your participation at the fair? I asked Ilona Tóth.

I. T. — Our primary aim was to introduce ISC to those

Western European students who may become our students in the future. The Western style education, the summer courses and exchange programmes offered by ISC all provide internationally accepted grades and diplomas. We think that they may prove tempting to students from Western Europe, too. Participation in such students fairs is useful because it gives us an opportunity to give detailed information about what we do and what we offer to any foreign students who might be interested in us in person.

Q. — What concrete contacts did you manage to establish?

I. T. — The Groupe ESC Lyon will send French students to our graduate course in September 1992. They will also promote the financing of the training of 2-3 Hungarian students in France by the TEMPRA foundation. We carried out negotiations with NENE College (Northampton) about the possibility of an exchange programme. We established contacts with the TEMPUS representative of the EC: this TEMPUS office is the centre of the whole TEMPUS network. The representative of the Wall Street Journal offered subscriptions to his newspaper by Hungarian students for a nominal price.

Students' life at the University



groups. AIESEC is a well-known organization all over the world, and they have been operating in Hungary since 1972. Tutors are organized to help the first-year students adapt to the university.

The freshmen ball is a very special event to welcome all new students. In fact it is a very elegant and ceremonious party held in the beautiful main building of the university. The special guest is the rector, who gives a speech and officially opens the ball. First-year female students come in long dresses, men in evening suits and they dance a traditional Hungarian dance followed with a waltz where the young ladies are called on to dance with the rector, the deans and the professors. All kinds of music is played in the different rooms of the building, one can choose Scottish and Greek folk dances, traditional Dixieland and evergreens or even sing themselves in the bar. There are movies shown, all kinds of games to join in, cabarets to watch and scenes concerning the highlights of student life to enjoy. There might be hard times to come, but this night is for fun and a memory to treasure.

AIR specialises in the organisation of exchange programmes with other universities. AEGEE is an international student association which organises seminars and a summer university on different topics. Studium Generale teaches maths, history and other subjects necessary to take the entrance exam. The student committee is elected every spring and their task is to represent the students in the different discussions at the university. There are three faculty councils and they have some student members too. If you would like to work and earn some money then you can find two student cooperatives. Our university is good for sport and all kinds of teams await you whether you are good at basketball, volleyball or something else. The conclusion? Bon appetit with one (two? three?...) slices of our big cake!

Life at our university is not boring. There are several different groups and many activities within the framework of which it is easy to find your place. The point is that you will not be dissatisfied after finishing the university if you choose right.

If you are interested in journalism the KÖZGAZDÁSZ awaits you. If you have a special field of interest you can apply for that department to be a demonstrator. We have four special colleges but you can read about them in more detail in another article. Let's go for a walk. On the first floor you will find many different rooms behind the doors of which are many different

The ISC exhibits itself in Vienna

Representatives of the ISC took part at a students fair in Vienna a few months ago where Polish, Czech, and Bulgarian universities were represented in addition to others from West-Europe. There was keen interest in the ISC's presentation. Many Austrian school-leavers wanted to get information about part-time programmes. Some of them would come to Hungary for three or six months, they are not interested in the full-term studies because those of them who can afford prefer to study in English-speaking countries. The ISC's representatives negotiated with their partners at the Universities of Vienna, Linz and Klagenfurt on the subject of long-term cooperation. They agreed with a partner from Bratislava on propagating each others programmes and exchanging experiences from time to time. The ISC met its primary goal: it was able to call attention to itself. The next step will be to improve the quality of the marketing material.

ISC SENTINEL

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