



THE MESSENGER

College International Building, a 130 Year History



By: Laura Hutton

Built in 1876-77 by Vilmos Freud, the building we know as College International has a history hardly evident when wandering the halls. This fresh look pushes the rich history of the place out of sight, but not out of mind.

Originally The National Institute of Jewish Deaf-and-Dumb, founded by Antal Fochs in 1874, it was a school for deaf children. The building consisted of a room for prayer until the synagogue was added during the 1920's remodel.

The Institute's operations were interrupted by the restrictions placed on the rights of Jews in the 1930's. However, the Institute most likely stayed in the building until the Nazi occupation in 1944.

The building became a hospital during the occupation. It was a part of the Jewish Council and was protected by the Red Cross. Old and sick members of Jewish families were sent to this expensive hospital. Once a member of the family was paid for, the rest of the family was encouraged to stay there as well.

The goal of the Council was to get many people into the safety of their hospital and keep families together. Art History Professor and Architectural Historian János Szirmai recalled meeting a man who was protected in the building, "Some years ago, an old gentleman from Israel has visited us and asked for permission to go to the roof, as he was hiding there at the time."

On December 28, 1944, the Jewish Council hospitals were attacked by

Hungarian Nazis and SS soldiers.

During the attack, valuables were taken and about two dozen men were killed. Those who lived through that attack however, survived the Holocaust.

There was another Jewish Council hospital protected by the Red Cross. It was located at Wesselenyi utca 44. The Red Cross, however, was not the only organization helping Jews. The Swedish embassy was well known for their efforts led by Raul Wallenberg.

Despite the efforts, "still about 600,000 Hungarian Jews were killed by the Germans in concentration camps or by the Hungarian Nazis, who shot them into the Danube," said Szirmai. A bronze shoe installation memorializing those who lost their lives on the banks of the Danube can be found along the river close to Parliament.

After the war, The National Caring Committee of the Hungarian-Jewish Deported People was located in the building. The Committee was funded by the American Jewish Joint Distribution Committee.

The building was again transformed in 1949 when it became a college for teachers of disabled children. In 1999, this college changed locations and the building was given back to the Jewish community of Hungary.

College International was established in 1990. Classes were taught on the Buda side in what was a Communist Education Center. McDaniel College Budapest began in 1994 and in 1996 a "College of Entrepreneurs" program was started. College International shared the building with this program and taught their students on the fourth floor. As both programs grew, space became an issue and College International was relocated to its current location in 2001.

College International signed a 15 year lease on the building the year they moved in and Szirmai commented on the lease. He acknowledged that there is still plenty of time before it expires in 2016 and stated, "Our cooperation with the Association of Hungarian-Jewish Communities is very good and since the law

doesn't let owners of cultural and educational buildings to use them for other reasons; I really hope that the lease will be extended."

Restorations were begun when College International moved in. Szirmai recalled the day before he left Budapest to see his daughter, who was studying on the Westminster campus, "A young interior designer came with plans to decorate the building. Within this he wanted to paint the columns and rails to silver-gray. This was the moment when I took a hammer and started to beat one of the columns and after some minutes I arrived to the original colors. That you see today: olive green and gold."

In addition to the column restoration, "we reproduced the cover stones of the corridor covers (most of them were broken), we cleaned the marble stairways and reproduced all the stained glass windows," added Szirmai.

In its short history of just over 130 years, the building has changed hands multiple times and been a part of many life stories. Through education, sickness, and protection, lives have changed since 1876.

If only walls could talk.



Culture



A Clashing of Cultures

By: Amy Rust

Shouts echo through an empty school hall. Books bang and doors slam shut in this noisy institution. Why would teachers allow their students to create such a ruckus, you ask? Because the teachers can't hear how loud their students are being. The teachers are Deaf; the students are Deaf in an American Deaf institution.

Dr. Mark Rust, a graduate professor at McDaniel College, grew up with Deaf parents. Before moving to McDaniel College, Dr. Rust worked at the Maryland School for the Deaf as an English teacher. Along with him is Mrs. Dottie Rust, teaching job training at Maryland School for the Deaf. Both Dr. Rust and his wife are hearing. Both use American Sign Language in each of their jobs.

Hungary has seven schools for the Deaf, one of which is located in Budapest. On March 26, I was privileged to accompany Dr. Rust and Mrs. Rust to a tour of the Deaf school. The differences of culture were shocking.

According to Dr. Rust, 80% of graduates who graduate from the Deaf Education program are Deaf. Therefore, most teachers and professors in America use American Sign Language in the classroom, as opposed to speech. However, the European Union has different statistics. In fact, most of the teachers in the Deaf schools in Europe are hearing. Those who are Deaf, also speak their native tongue as they were taught orally throughout their years of schooling. The Deaf school in Budapest, as we discovered on our visit, teaches their Deaf pupils the Hungarian language through oral education. By learning to speak as well as sign, the students can be mainstreamed into the culture at large.

To me, this was surprising. The European Union, as I understand it, takes the Deaf individual and erases their identity of 'Deaf' and forces them to be mainstreamed into the greater population. In America, when one is Deaf, they are usually put into Deaf schools and learn the Deaf culture of America. They learn America Sign and use little voice. At least, that is how the school system works at Maryland School for the Deaf.

Regardless, in a muted world, cultures may stretch across a continent but the differences between American Deaf culture and European Deaf culture were eye opening, or perhaps I should say 'ear opening'.



Information

CORRECTION

In our article carried in the March 2008 issue of the student paper, we falsified the facts when we claimed that students had not received adequate information about the TOEFL requirement for graduation and the sanctions for those who fail to comply with this requirement by the end of the 2nd academic year.

Contrary to what the article alleged, all brochures and other information materials list the TOEFL requirement as one of the requirements for graduation for international students whose native tongue is other than English. On p. 37 of the current Academic Guidance Bulletin, which has been in force since Fall 2006, the following is stated:

“The TOEFL Requirement

All students whose native language is other than English are required to pass the TOEFL (Test of English as a Foreign Language) test at an appointed testing centre in the second academic year and attain a score equivalent to at least 213 on the CBT version or 550 on the paper-based version of the test. As of July 2006, the Internet-based version of the test is administered in Hungary.

Completion of the TOEFL requirement is a prerequisite for enrolling for the third academic year in Budapest as well as for transferring to the main campus of the college for the upper two years. Students who fail to meet this requirement before the end of the 2nd academic year will be required to take an intensive remedial course in English in the third year and carry a reduced number of credit courses. “

All students were reminded by their academic advisors of the possible consequences of not meeting the TOEFL requirement by the end of the second academic year.

The official TOEFL Information and Registration Bulletin has been made available to students in the racks to the right of the college bulletin board, together with an information sheet on the registration procedure and the test dates.

We apologize to our readers for the misleading information contained in our article on the TOEFL requirement.

The Editor

Learning Outside the Classroom

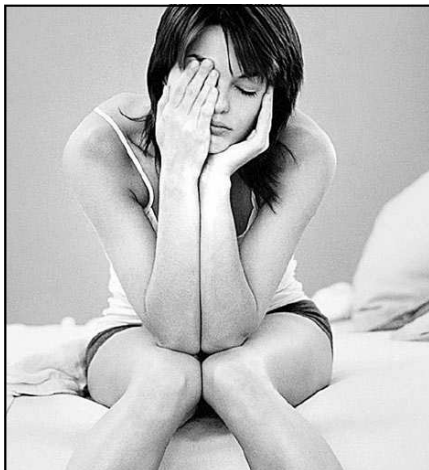
By: Estefania Luraschi

Having a room in which to hold a class is not only important, it is necessary. But McDaniel College Students also have the chance to learn outside physical walls. Here are a few of the class-related, non-classroom activities students have been involved in this Spring.

Class	Activity
Holocaust and Memory	Visit to the Jewish district and Synagogue
Introduction to Hungarian Culture	Visiting the Opera, attending ballet
Environmental Policy	Visit to the renewable energy exhibition at the French Institute
Art of the Renaissance	Visit to the Museum of Fine Arts' Medici exhibition
Journalism	See Journalism students' articles online at http://mcdaniel.blogspot.com/
World Music	Regular visits to music exhibitions and concerts

Other events which provide alternatives to classroom learning are the hosting of guest lecturers, such as Cesar Beltran, who spoke about wind power and wind turbines in the Environmental Policy class. The recent trip to Pécs for study abroad students was another glimpse into a beautiful southern Hungarian student town. A few weeks ago, a joint lecture and concert were held about the Blues; Linda Van Hart, visiting professor from the main campus, spoke about the Blues in African American art, while Wale Lingener, a Swiss-American musician and professor, played a selection of soulful blues music from the American south. Look out for more non-classroom, college activities.

Lifestyle



Just Five More Minutes

By: Maja Florsic

Do you often feel drowsy during the day? Do you usually fall asleep within the first five minutes after lying down in bed? If your answer to either of these questions is yes, according to Dr. Melissa Conrad Stöppler, you are officially sleep deprived.

As someone once quite accurately remarked: 'The amount of sleep required by the average person is five minutes more.'

This notion that the average person requires more sleep than they get is supported by a range of, to me, somewhat disturbing statistics. According to a *National Sleep Foundation* survey, almost 74% of all Americans do not get enough sleep each night. The same source suggests that 30-40% of all heavy truck accidents are due to driver fatigue. *CNN* has reported that 'sleep problems are reaching epidemic proportions, estimated to be the number one health related problem in America.' In the same light, *The National Commission on Sleep Disorders* reported that sleep deprivation costs \$150 billion each year due to higher stress and reduced worker pro-

ductivity.

These statistics make me very uneasy. Furthermore, apart from these visible risks, sleep deprivation can impair peoples' health in countless ways.

First and foremost, sleep deprivation affects the immune system by lowering the number of white blood cells, which in turn becomes more and more helpless in fighting disease and protecting the body. With a weakened immune system, our bodies are more prone to diseases and conditions such as the common cold, diabetes and even cancer. Lack of sleep also causes stress, which in turn can affect the immune system just the same. The doctors writing for *MedicineNet* add the risk of high blood pressure, heart disease, increased heart rate variability, asthma, stress and other medical conditions to the list of long term sleep deprivation effects. According to these experts, 'Deep sleep triggers more release of growth hormone, which fuels growth in children.' Lack of sleep in children therefore means less growth hormone secretion.

Dr. Michael B Russo, Division of Aircrew Health and Performance, US Army Aeromedical Research Laboratory Department of Neurology, suggests that infants need 14-16 hours of sleep daily, adults 8-8.4 hours, and even less at an older age. "Sleeping too little creates a 'sleep debt.' This debt needs to be adjusted by sleeping for longer periods over the next few days. People who sleep less have an impairment of judgment and reaction time." Keeping Dr. Russo's analysis in mind, it is logical to assume that students and adults are in most danger of

being sleep deprived, therefore I only looked at these age groups in my inquiry.

Although doctors generally recommend at least eight hours of sleep per night for effective performance of the body and mind, I agree with those who argue different people have different needs. In turn, if these individual needs, whatever they are, are not met, consequences will follow.

In an attempt to establish a pattern between age (adult) and hours of sleep needed, I talked to several individuals ranging in age from 20 to 48 and was unable to establish a pattern.

A personal friend of mine, aged 24, says she needs only about 6 hours of sleep a night. "When I'm lacking sleep I usually feel overly emotional, I lose my appetite, and in extreme cases I even feel paranoid," she says. In contrast, another individual I talked to, and roughly the same age, feels he needs at least 8 hours to feel well rested, otherwise he is unable to concentrate for longer periods of time. Others need even more sleep and describe themselves as "quite useless without it."

The only thing these individuals seemed to have in common is the fact that they all feel they need more sleep than they get, even if only five minutes more and somehow I think their bodies would be grateful for those five minutes.



Sports



Socializing with basketball

By: Viktor de Hegyessy

It is not uncommon for children to play basketball as early as four to five years of age. Based on this information and based on the amount of time that children spend participating in sports, it is important to mention that they are provided with an experience that offers them many benefits concerning their physical development and their integration into society.

Usually, this responsibility falls on the shoulders of the coaches and parents that often volunteer their time to work with these young athletes, helping them in the overall progress.

When athletes participate in a sport, they will experience many benefits. Some of these will be short-term and easily recognized, while others will not be as easy to recognize, but will stay with the athletes much longer and will help shape their overall development.

The benefits below are most commonly associated with “team-play” sports participation, such as basketball. By participating in basketball, the young athlete will develop and become skilled at various sports skills. Thanks to interaction with others, basketball can develop the skills young people need to socialize with their peers as well as adults. When it comes to shoot and score, the young athlete will develop independence, and when it comes to passing the ball and relying on one of his teammates, it therefore develops confi-

dence. Also, if the young athlete succeeds and thus scores, it helps develop a sense of achievement, which finally helps develop a positive self-image. Even though basketball is “team-play” game, there are always going to be better or worse players on a team. So, a hierarchy among players is almost essential. Therefore, basketball helps to develop leadership skills and qualities. And also, playing on a team will help the players learn how to cooperate and to compete.

In physical and conditional aspects, basketball develops agility, coordination, endurance, flexibility, speed, and strength.

In a psychological aspect, while playing the game players have to make decisions that sometimes fail, usually evoking a feeling of responsibility. So, basketball also helps to develop the ability to make decisions and accept responsibilities.

At the same time, during the game a lot of emotions are expressed, like anger when the opponents score, or joy when you win. So, basketball teaches you how to understand and express emotions, imagination, and to appreciate what the body can do.

Playing basketball, therefore, can be a useful tool in helping a child to first understand society and then finally integrate into it.



60 SECONDS “What are your plans for the summer?” by: Katya Ivanova



Name: Vahideh Ahmadpour
Major: Studio Art and Art History
Year: Sophomore

“Before going back to my home country (Iran) I want to pass my TOEFL exam and then absolutely go back home to visit my family. I really miss them. Then I would like to travel throughout my own country because there are so many towns with pretty nice views and different cultures. The first town to visit will be Shiraz to see Perspolis (the ancient art building) because I just saw it on pictures and it is my duty to see the famous places in my country as an Iranian.”



Name: Evan Ticknor
Major: Communication, Sociology
Minor: Art
Year: Sophomore

“I am going to travel around Europe! I intend to visit Barcelona, Paris, Amsterdam, Dublin, Oxford and finally London. Then I will be returning to Chicago to work, go to the beach and go to Cubs’ games.”



Name: Jennifer Sandler
Major: English
Minor: French
Year: Junior

“I am probably going to work retail again, and spend tons of time looking at/applying to graduate schools. Hopefully I’ll have some time to catch up with friends I haven’t seen since leaving for Budapest.”



Name: Herman Lugaro
Major: Communication
Year: Junior

“I plan to travel with my wife and daughter, but haven’t decided where yet.”



Name: Christina Mwapaura
Major: Communication
Minor: Political Science
Year: Senior (graduating)

“I’m sadly packing my bags and leaving Budapest. Going back home, so that finally I can stop worrying about school assignments and projects due dates.”



Name: Fernando Gomes
Major: English
Minors: French, Writing, Theatre
Year: Sophomore

“Hopefully, I will work, and still be able to go to Sydney, Australia for the World Youth Day. Before moving back into campus, I will take a road trip across the States with some friends.”



Name: Margó E. Kovács
Student Program Assistant

“In June I will go on a holiday in Bourgas, Bulgaria with friends, as well as visit my relatives in the countryside. In July I will be assisting with the Summer Program for the American high school teachers, and in August the preparation of registration for the new semester and the Study Abroad Program will begin.”



Name: Dadvey Zargaran
Major: Political Science and International Studies
Year: Senior

“In this summer, I’m going to work part-time as a language teacher, go to a fitness club to keep myself fit, and of course go on short trips and discover new places, people and flavors (food), as far as my time and budget let. Enjoy life with more learning and experiences!”

Jokes

By: Katya Ivanova

Source: <http://www.unwind.com/jokes>

The not necessarily well-prepared student sat in his life science classroom staring at a question on the final exam paper. The question directed: "Give four advantages of breast milk." What to write? He sighed, and began to scribble whatever came into his head, hoping for the best: 1. No need to boil. 2. Cats can't steal it. 3. Available whenever necessary. So far so good - maybe. But the exam demanded a four-part answer. Again, what to write? Once more, he sighed. He frowned. He scowled, then sighed again. But suddenly, he brightened. He grabbed his pen, and triumphantly, he scribbled his definitive answer: 4. Available in attractive containers.

UNIVERSAL GRADE CHANGE FORM

University: _____

To: Professor _____

From: _____

I think my grade in your course, _____, should be changed from _____ to _____ for the following reasons:

1. The persons who copied my paper made a higher grade than I did.

2. The person whose paper I copied made a higher grade than I did.

3. This course will lower my Grade Point Average and I won't get into:

Medical School Graduate School Dental School My Fraternity/Sorority

The Mickey Mouse Club Tri County Tech

4. I have to get an A in this course to balance the F in: _____.

5. I'll lose my scholarship.

6. I'm on a varsity sports team and my tutor couldn't find a copy of your exam.

7. I didn't come to class and the person whose notes I used did not cover the material asked for on the exam.

8. I studied the basic principles and the exam wanted every little fact.

9. I learned all the facts and definitions but your exams asked about general principles.

10. You are prejudiced against:

Males Females Catholics Whites Protestants Minorities People Students

11. If I flunk out of school my father will disinherit me or at least cut my allowance.

12. I was unable to do well in this course because of the following illness:

mono broken baby finger acute alcoholism pregnancy VD fatherhood

13. You told us to be creative but you didn't tell us exactly how you wanted that done.

14. I was creative and you said I was just shooting the bull.

15. I don't have a reason; I just want a higher grade.

16. The lectures were:

too detailed to pick out important points not explained in sufficient detail

too boring all jokes and not enough material

all of the above

17. This course was:

too early, I was not awake.

at lunchtime, I was hungry

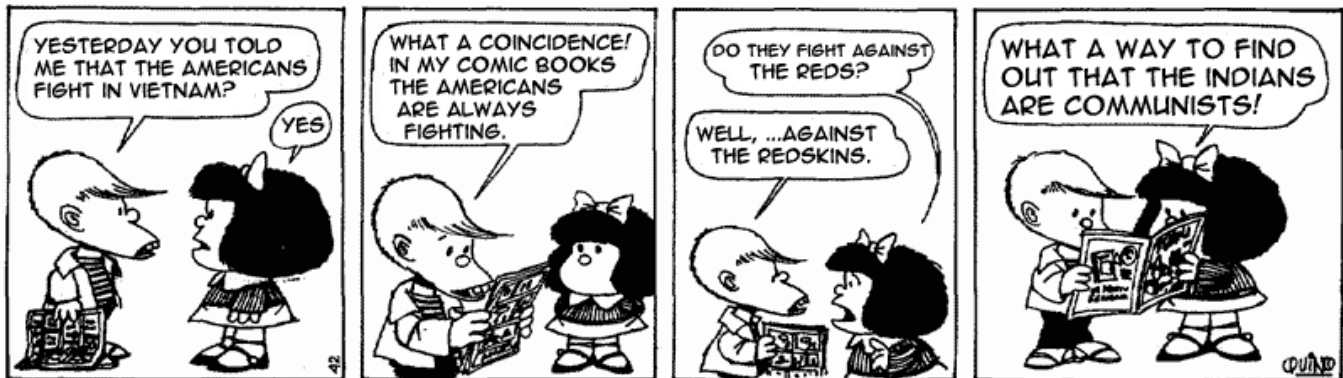
too late, I was tired

18. My (dog, cat, gerbil) (ate, wet on, threw up on) my (book, notes, paper) for this course.

19. Other _____

Jokes

Submitted by: Estefania Luraschi



<http://www.livejournal.com/users/amigosdenafalda>

Sports Schedule

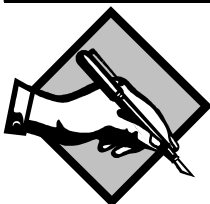
The hours below are available at the Veterinary College gym (across the square) for student use:



Friday



Football: 4:00 - 5:30
Basketball: 5:30 - 7:00



The Messenger staff encourages our readers to send their comments in letters to the editor.

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