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Six months in Colorado

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How can I summarize on a few pages my impressions related to my six months' stay in the United States at the Denver University College of Law as a visiting professor? As my wife and our three daughters joined me, I also had an insight in elementary, middle school and high school life. Last but not least, all the treasures of Colorado that we saw cannot be forgotten.

Teaching and contacts with students

I had two subjects to teach twice a week: the European protection of national minorities and international humanitarian law (law of warfare). These optional classes were taken by cca dozen students each: the ambiance was rather convivial and I have very good memories of these classes.

E.g. I had a Cherokee girl in my class in my class on minority protection. She was slightly older than the others but she had already considerable practice as far as she acted as counsel for her tribe. After the

classes, she explained to me interesting cases from her practice related to the issues of native Americans in the US. There was also a Russian pharmacist, having newly arrived in the US, he wanted to have a law degree and, for evident reasons he was very interested in studying minority issues. The students were curious about how a regional international organization, namely the Council of Europe could develop a concise system of protection for the benefit of linguistic or national minorities.



In the group dealing with the law of warfare, I was the only male having performed military service, the other person with similar experience was a girl. Another member of the group had escaped years ago from the Balkan-tagedy of the 1990's: he had a definite talent for analysis of problems of the law of warfare. It was astonishing for me that students apparently saw the Vietnam war as a far element of world history. On the students' invitation, I participated also in the preparation of the DU-team for the Jessup moot court competition, related in that year also to humanitarian legal problems of warfare: I could check the students'skills in the presentation of pleadings, so important in a legal carrier.

Researching

All colleagues having returned from the United States were speaking lengthly about university libraries possessing enormous collections of books and reviews. I cannot

help doing the same: the reachness of libraries is shocking not only vis-a-vis Hungarian universities but also vis-a-vis French universities where I also had the possibility to study and to teach. I also benefited from the librarian facilities and wrote three articles: one about the development and limits of international jurisprudence, another about the role of the United Nations in the fight against international terrorism and a third about the international law of antiquity. The first two were published by the DU College

of Law (Denver Journal of International Law and Policy vol. 31 (n°3 – summer 2003 and in Ved P Nanda (ed): Law in the War Against International Terrorism, Transnational Publishers 2004), the third in a European legal review. (Journal of History of International Law 6 /2004)

I was very much impressed by web-based American law-journals and I can proudly say, we have recently launched our own virtual review, the Miskolc Journal of International Law. (<http://www.mjil.hu>)

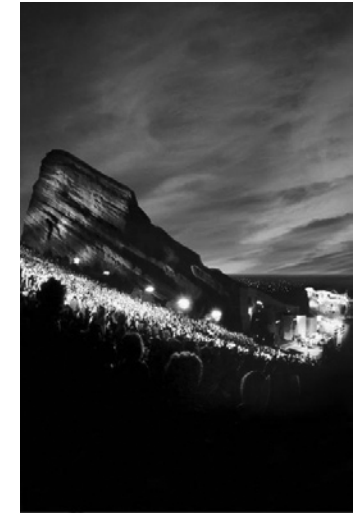
Denver colleagues were friendly and my Fulbright-supervisor, professor Ved P Nanda was always ready to help when I needed. I attended several interesting colloquies - I called the pizza colloquies as was served for the audience - about i. the universal fight against international terrorism, ii. legal coordinatas of the detention of captured Afgan fighters, detained in Guantanamo, iii. conditions of the international legality of the use

of force and the Iraq issue. (NB: my fellowship was realized in the Fall semester, i.e. in the turbulent months of the multilateral diplomacy preceeding the war.) It was very interesting to see everywhere, in cars, on dwellings and in shops the manifestation of the cohesion of the people in this very complicated and tragic affair where Europe did not and still does not understand the American position.

Public schools and our kids

For a foreign professor arriving with kids in the United States, the most difficult things are how to find a proper dwelling and appropriate schools. We were lucky as we got enormous help from the staff of the Dean's Office. Moreover Englewood, a quiet, calm and green suburbun town of Denver, had public schools frequented without any problem by kids of the local middle class. It was by the way very interesting for us to see that – contrary to our European standards – American schools may put on display the ethnic composition of the enrolled pupils as well as the ratio of kids enjoying free lunch.

We learned a lot about American teaching methods in schools: the promotion of creativity and self-trust was considered as one of the basic pedagogical aims. Compared with Hungarian standards, the quantity of the mandatory data of classes was much less, but the basic difference vis-a-vis the so called German-type (or Prussian) pedagogy prevailing in cca half of the European countries was that pupils were not required to memorize



so many things, long and rather boring texts, but they were taught how to find the necessary data for a given project (why not „3-dimensional”) and how to carry out their ideas. Schools organized regularly exhibitions from the pupils'artifacts and these events were often linked to multiculturalism, manifested *inter alia* in cooking etc. I appreciated very much the idea when each pupil in my daughter's class had to find a country the history or the culture of which he or she was ready to show in a 3 dimensional form: they had to establish the installation, add a typical music, show the traditional gastronomy.

Compared to my elder daughters who studied English as a foreign language for years, my youngest daughter arrived

without knowing a word of English and moreover for her, arriving from the kinder-garten, this was her first elementary school. She was received with kindness and care on behalf of her teachers and schoolmates, and we could soon feel that she was able to follow the classes and to communicate with the others. Each month, some pupils became *cougar kids* of the month, the cougar being the school mascot, in presence of the whole school. My daughter was also decorated in December, just before our return, and the wording of her „award” shows well the spirit in the school: „How lucky Charles Hay elementary School has been to have Blanka as part of our school community. Most of us cannot imagine what it must be like to come to a new country and be surrounded by people we don’t know and a language we don’t understand. (...) She soon helped us to learn how to communicate despite the language barrier (...)”

Our daughters got quickly integrated in school life and what’s more, they found friends: they went out shopping or supporting the school’s teams. These friendships are still existant; they regularly write letters or E-mails to each-other.

Wonderful Colorado!

Denver, the „mile high city” is a typical capital of an American state: with a short history, high sky-scrappers, Victorian-style cottage-houses and a lot of parks. It has no historically important buildings but the Denver Museum of Nature and Science can be very proud of the collections of dinosaures. We very much

enjoyed the Denver Zoo and all the different types of fish and sea animals of the Aquarium. Before Christmas we saw the Denver Light Parade, a spectacular show sponsored by the lectric companies. In spite of the rather chilly weather, a huge crowd gathered to see Cinderella’s carriage or the giant-like ballons.

Denver is also the gate to the Rocky Mountains; the national parks are really fantastic: Pikes’ Peak, the National Monument Park or the Garden of the Gods (near Colorado Springs) with the strange configurations of cliffs, rocks known from „western” movies or the Red Rocks Amphiteatre are all such „must see”-s that all teachers of geography would like to see – and not only to teach by photos. (The same can be said about the geysirs, mofettas, sulphataras of the Yellowstone park, in Wyoming and Montana.) We also visited canyons but maybe our most interesting trip was the visit was to Mesa Verde, the home of cliff-dwelling cities of the anasazi tribes, disappeared around the XI-th century.

We enjoyed every day life as well: the swimming pool or the tennis courts next door made it possible for us to keep fit. We appreciated the fact that we had time for everything, a change after the overloaded and busy days in Europe.

Research-results, documentation, new professional ties, new friends and a variety of impressions: six months’ of great adventure and a good initiation into the American way of life.

Thank you America, thank you the Fulbright Commission!

Cultural Variation in Metaphor¹

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Abstract

Cognitive linguists have so far paid a great deal of attention to the remarkable universality of many conceptual metaphors. However, their theories fail to account for the equally impressive diversity of metaphorical conceptualization both across and within cultures. The present paper is an attempt to lay down the foundations of a theory of metaphor that is capable of simultaneously accounting for both universality and variation in metaphor.

1. Introduction

The general question that I will be concerned with in this paper is the following: *To what extent and in what ways is metaphorical thought relevant to an understanding of culture and society?*

Clearly, any answer to this question forces us to consider issues typically discussed in two broad ranges of disciplines: cognitive science and the social sciences. Typical

representatives of the former include contemporary cognitive psychology and cognitive linguistics, whereas a chief representative of the latter is anthropology in its several forms (symbolic, cultural, semantic, etc.). Metaphor has always been of great interest to many anthropologists since the very beginnings of the field (see, for example, Fernandez, 1986, 1991). The general difference between the two ranges of disciplines in the handling of