

relation to Selberg's Lemma and is one that may not be available otherwise. I have also included heuristics for the first elementary proof of the prime number theorem.

I hope to continue my academic relationship with both my advisers and Professor Szabó long after I leave Budapest. If our ideas bear fruit, it is likely that my advisers and I will continue to apply them to similar problems. I see my experience as a Fulbright Scholar as having affected my educational experience in a very substantial way and do not know of a way to demonstrate my gratitude. I hope to continue interacting with the Commission in the future and hope Hungary remains a popular host country for students of mathematics.

4.2 Works Cited

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Egy amerikai az Amerikai Kuckóban

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There are four American Corners in Hungary. My placement is at the American Corner in Pécs where I take on numerous roles. This paper describes my roles and responsibilities at the American Corner in Pécs. I pay particular attention to advising-related activities and the necessity for me to seek opportunities to advise students at the American Corner. I also describe the academic and cultural programs that I helped the American Corner in Pécs present during the 2007-2008 academic year. Finally, I enlisted the help of my American Corner and Fulbright colleagues from the other American Corner cities to give their input and feedback on what an American grantee can do for an American Corner. The objective of this paper is to share my experiences so that future Fulbright grantees to Hungary can know how they can better interact with American Corners in Hungary.

Being a Fulbright teaching assistant means that I get to wear different hats and take on different roles as a teacher, advisor, and more. My two placements are at the University of Pécs and the American Corner in Pécs. At the university, I teach two required undergraduate seminars: Contemporary American Culture and Listening and Speaking Skills. I am proud to say that I developed the syllabi and taught these courses with some guidance from my colleagues at the university, the Fulbright commission, and in the U.S. However, my other big role, and the focus of this paper, is my duty at the American Corner in Pécs.

I often joke that I am the American at the American Corner. However, I quickly realized that beneath the tongue and cheek humor I applied lies a powerful truth. I am—for lack of a better term—the official American at the American Corner. Part of my grant says that I am an educational advisor, responsible to the American Corner in Pécs. However, I am much more than an educational advisor. I have been discussion leader, seminar leader, political analyst, brain-stormer and my favorite two roles: Dracula and Santa Claus. I make presentations at primary schools, speak at formal and informal occasions on behalf of the corner, attend American movie screenings, and unofficially represent the corner at parties hosted by student groups at the university. Yet, these roles have little to do with educational advising. While I am ready and willing to be an educational advisor, the fact is that the American Corner in Pécs uses me in many different ways.

In this paper I will describe my roles and

responsibilities at the American Corner in Pécs, then propose a few ways in which other Fulbrights or American fellows can help out at other American Corners. I enlisted the help of the four American Corner directors in Hungary, Fulbrights in American Corner cities, and colleagues who work with American Corners in other countries to compile a brief look at what an American grantee (Fulbright, Peace Corps, English Language Fellow, etc...) can do for an American Corner and what an American Corner can do for them. Finally, I encourage all Fulbrights and American professionals working abroad to volunteer some of their time to an American Corner.

There are over 500 American Corners worldwide, with new corners being added each month. Each American Corner is a partnership between local governments and institutions and U.S. Embassies. Partner institutions include, but are not limited to public libraries, local governments, and universities. U.S. Embassies provide material, technical support, and oversight of American Corners. This includes educational advising and testing resources, computers, televisions, projectors, and digital video conferencing equipment. The partner institutions provide financial support for staff, space for the American Corner, and budgetary oversight of corner activities. Additionally, all partners take an active role in training and developing educational advising services at each American Corner.

First, a short overview of Pécs and the American Corner in Pécs is necessary to understand the environment in which

I operate. Pécs is a small university city (population 110,000) located on the southern side of the Mecsek mountains. The University of Pécs is home to about 36,000 students and has 15 faculties. The city is widely known for its culture and education. In 2010, Pécs will be the European Capital of Culture along with Istanbul, Turkey and Essen, Germany. Many Hungarians I talk to, speak very fondly of Pécs. Combined with generally warmer weather and more sunshine than other parts of Hungary, the region surrounding Pécs is a very pleasant place to live and work. With such a large city and University, it is an ideal location for an American Corner.

The American Corner in Pécs, the first American Corner in Hungary was established in 2004. The other American Corners are located in Debrecen (opened 2005), Veszprém (opened 2006), and Eger (opened December 2007). The staff at the American Corner in Pécs includes Ms. Zsuzsanna Nagy, the director of the corner, and two project managers: Ms. Nora Cvikli and Mr. Peter Filák. The official partners of the AC in Pécs are the University of Pécs, the City of Pécs, and the Pécs 2010 public company, which is responsible for overseeing the European Capital of Culture program.

The Pécs 2010 management company houses the American Corner in the city center of Pécs. The center of the city is an ideal location because the various faculties of the university are spread throughout the city, none being more than a 20 minute walk from the center. The American Corner has access to one large lecture hall and a smaller classroom for seminars, both

of which are shared with the company. Recently, the corner relocated its office from the first floor of the building to the ground floor. The move resulted in more space for the library and a dedicated office for educational advising. Moving to the ground floor was also beneficial because the American Corner receives more traffic than the other offices in the building. Along with the European Union cultural information center, the American Corner is the busiest office in the Pécs 2010 building.

The American Corner in Pécs runs a number of regular programs. These include a bi-weekly film screening based on a different theme each semester, a monthly “talk time” to discuss current events in English, and regular presentations from the local representatives of Camp Councilors USA. While I attend nearly all of the events at the American Corner, I have been most active in planning and preparing the “talk times”. I also write columns in the university newspaper, *Univ Pécs*, sponsored by the American Corner. During February and March I conducted a mini-series of educational advising seminars to help Hungarian students learn more about resume, cover letter and personal statement writing. In addition to the on-site activities at the corner, I have also helped and conducted a number of school visits and programs for primary and secondary schools.

Although my Fulbright grant says that I am a teaching assistant and educational advisor, very little of my work at the American Corner involves educational advising. There are a few

factors that account for this. First, there is only sporadic visits of students seeking educational advice. Secondly, Nagy Zsuzsanna has been an educational advisor for her entire career. Since she is always in the office during normal hours, she is able to immediately help any student who needs advising services. There are times when Zsuzsanna will ask me to offer advice for a particular student or program. Additionally Nora Cvikli is also being trained as an advisor. The American Corner has a partnership with Camp Councilors USA (CCUSA), an organization that links US summer camps with young Hungarians who can work for a summer abroad. CCUSA has two advisors/representatives that recruit and advise applicants from Pécs. A number of students who come for advising came to see the CCUSA representatives. Having three capable advisors gives the American Corner in Pécs a unique advantage in Hungary. It also means that talent can be devoted to other activities, which is the case with me.

I began working with the American corner when I arrived in Pécs in September 2007. After discussing my interests and abilities with my colleagues, we agreed that I could be the moderator of the monthly “talk times”, discussion clubs that deal with U.S. current events. Every other week, I attended American film screenings, occasionally giving opening commentary. The topic for the fall film series was “Los Angeles: City of Angels”. At first, my participation at the American Corner was broad, but limited mainly to cultural programs and

entertainment, but I quickly found ways to share my educational experiences.

November brought many opportunities to interact with Hungarian students and educators on a more professional basis. Nagy Zsuzsanna and I visited the Ghandi high school to give a joint presentation about study in the U.S. Students at the Ghandi school are mainly Roma and are enrolled in beginning to intermediate English lessons. My portion of the presentation dealt with the typical day of a U.S. university student and included a lot of pictures and some humorous moments. I was very impressed with the facility and faculty at Ghandi. This was where I met another U.S. teacher, Jennifer Mara Holder who is living in Hungary as a State Department English Language fellow. Though I did not get to work directly with Jennifer, this visit to the Ghandi high school set up a very productive collaborative relationship that culminated in a joint presentation with Jennifer at the “Secrets of Teaching English as a Foreign Language” conference in Narva, Estonia in March 2008.

The third week of November was International Education Week. During this week, the American Corner had a number of programs designed to raise awareness about study abroad opportunities. I presented a segment on the Fulbright scholarship during a program entitled “Students of the World”, which included presenters from about 10 other organizations. This program was unique because it drew a number of students and educators together in a very informal setting to

discuss international study. There was no set schedule and plenty of refreshments. The program lasted over 2 hours, but all participants left with a great deal of knowledge about opportunities to travel, work and study abroad. I personally spoke with a number of participants about their aspiration to apply for a Fulbright. Upon reflecting about the application process to the Fulbright and many other prestigious scholarships, I concluded that I could help equip students to tackle the complicated application process for such scholarships. I wanted to focus on the written parts of an application because the ones I saw from Hungarian students did not have the extroverted style that I feel is necessary to win a competitive scholarship or internship.

In January I approached Nagy Zsuzsanna about a series of advising seminars focusing on resumes, cover letters and personal statements. She was very enthusiastic about the idea and promptly worked out a schedule and made room arrangements for me. The goal of these seminars was to help students improve their already existing application materials or help them think differently about any new applications they wrote. I wanted to begin these seminars early in the semester when students would not be as busy as other times. Also, many scholarships and graduate schools have April deadlines for applications. I wanted to give students who attended the seminars plenty of time to revise and seek additional advice on their application materials. The seminars attracted between 9 and 14 participants each session. As a result of these seminars,

I took on a more aggressive position finding students who could use my help in constructing their applications. For these students, having me critique their application materials meant having an extra set of eyes and a native speaker give feedback.

It was during the African American Week in February that I witnessed the American Corner in Pécs at its best. Though my planning and assistance were not always needed to prepare for this monumental week, I learned a great deal about my colleagues and their dedication during this time. The African American week started with a photo exhibition, film screening, and blues concert. This was followed up by three more concerts, a translation seminar, a lecture about the Civil Rights Movement, and a soul food dinner. All of the concerts were sold out and there was very good attendance for every event. The American Corner enlisted the help of the US Embassy in Budapest, a Fulbright professor from Debrecen, an American gospel singer living in Germany, and three fine Hungarian bands. Each of my colleagues had one or more events to coordinate—including making arrangements with different venues and scheduling performers. Cultural Affairs Officer Mark Tauber remarked that the even the US Embassy would not take on such an ambitious program for a week-long event. February and March demonstrated how well established the American Corner in Pécs is and how much support the US Embassy gives to it and the other American Corners.

Besides working with the American

Corner in Pécs, I witnessed the opening of a brand-new American Corner in Eger during December 2007 and visited an American Corner in Narva, Estonia during a conference in March 2008. On these two occasions I drew the conclusion that the American Corner in Pécs is a well-established, well-supported institution. Seeing two less established American Corners also made me think about my contributions to the American Corner in Pécs and how much similar contributions might mean to other American Corners.

All of the American Corners in Hungary have at least one Fulbright grantee in its city. Not all of these grantees have a formal affiliation with their respective corner, but each can and does contribute to the American Corner. Most of the time, contributions of Fulbrights are simple, but valuable. They are experts in their field and have personal interests that they can indulge with participation at an American Corner. I decided to survey my American Corner colleagues and Fulbright colleagues located in American Corner cities to get a better idea of what we as American grantees can do for American Corners and what specific needs American Corners feel that we can meet.

In addition to my more serious education endeavors at the American Corner, I had the pleasure to participate in a number of other programs. Some of my favorite times working with the American Corner came during special programs and holiday programs done for primary school students. For Halloween I donned a Dracula costume and taught fourth year students the finer points of pumpkin carving. In late February I hosted a station on the “Underground Railroad” at the same primary school during an African American Week program. To my pleasant surprise, the kids remembered me from the Halloween program. At Christmas time, I put on a different hat—and a different suit. I played Santa Claus at the American Corner Christmas party held at Café Dante in Pécs. The gathering was small, but those in attendance appreciated my hammed up performance.

Fulbright

Grantees

2008-2009

Spectroscopic Investigation of Parsamian 21 and Development of Infrared Data Reduction Techniques

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Abstract

I have spent my time with the Konkoly Infrared Space Astronomy Group (KISAG) working on two projects. The first is a spectroscopic investigation of Parsamian 21, a star whose classification as a FU Orionis type pre-main-sequence star was questioned in a recent paper (Quanz et. al. 2007) [1]. I estimate a spectral type, confirm the detection of a Lithium I absorption feature and discuss the implications on the star's evolutionary status. I also report evidence that the star's well documented bipolar jets are precessing. The second project is a highly technical one in which I furthered the development of a data reduction pipeline for data from the near-infrared CAIN II camera on the Carlos Sánchez Telescope at the Observatorio del Teide in the Canary Islands. New data reduction techniques were developed to correct saturated, over-exposed, images so that they can be reliably used for photometry. This effectively extends the dynamic range of the Mercury Cadmium Telluride (MgCdTe) detector in this camera, allowing relative photometry of stars much brighter than the standard stars around them, including many young stars of interest to KISAG.