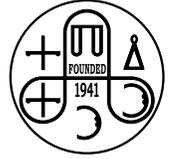


The **AATSEEL** **NEWSLETTER**



American Association of Teachers of Slavic & East European Languages

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2005 Preliminary Program
Languages in the
National Interest
Robert A. Maguire
An Appreciation

AATSEEL NEWSLETTER EDITORIAL STAFF**Editor:** BETTY LOU LEAVER**Assistant Editor:** ANNA JACOBSON

Contributing Editors: VALERY BELYANIN
 ALINA ISRAELI
 OLGA LIVSHIN
 KEITH MEYER-BLASING
 ALLA NEDASHKIVSKA
 JEANETTE OWEN
 MILA SASKOVA-PIERCE
 LINDA SCATTON
 CURT WOOLHISER

NL Coordinators:

Editor: Leaver@aol.com

Assistant Editor: ajacobso@indiana.edu

Layout/Advertising: CDLSrvcs@aol.com

AATSEEL Office:

KATHLEEN DILLON

Executive Director, AATSEEL

P. O. Box 7039

Berkeley, CA 94707-2306 USA

Phone/fax: 510-526-6614

E-mail: AATSEEL@earthlink.net

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 on the web:**

<http://www.aatseel.org>

AATSEEL POINTS OF CONTACT**President:**

CATHARINE THEIMER NEPOMNYASHCHY
 Barnard College
 cn29@columbia.edu

President-Elect:

SIBELAN FORRESTER
 Swarthmore College
 sforres1@swarthmore.edu

Past President:

BENJAMIN RIFKIN
 University of Wisconsin
 brifkin@facstaff.wisc.edu

Vice Presidents:

EMILY JOHNSON
 University of Oklahoma
 emilydjohnson@ou.edu

TODD GOLDING

Jefferson High School
 toddgolding@email.com

STEVE FRANKS

Indiana University
 franks@indiana.edu

MARY NICHOLAS

Lehigh University
 man3@lehigh.edu

JANE HACKING

University of Utah
 j.hacking@utah.edu

TODD ARMSTRONG

Grinnell College
 armstrong@grinnell.edu

Program Coordinator:

WILLIAM COMER
 University of Kansas
 wjcomer@ku.edu

Editor, *Slavic and East European Journal*:

GERALD JANECEK
 University of Kentucky
 gjanecek@uky.edu

Editor, *AATSEEL Newsletter*:

BETTY LOU LEAVER
 New York Institute of Technology, Jordan
 Leaver@aol.com

Executive Director:

KATHLEEN DILLON
 AATSEEL@earthlink.net

Webmaster:

MARTA DEYRUP
 Seton Hall Univ.
 deyrupma@shu.edu

Message from the AATSEEL President

Dear Colleagues,

I have had occasion to remark in previous columns that AATSEEL has indeed been fortunate over the years in its executive leadership. And now that the search for Kathleen Dillon's successors has been completed, I am happy to say that two more excellent administrators have come forward to accept the burden of stewardship of the organization. When Kathleen steps down, the responsibilities currently shouldered by the Executive Director alone will be distributed between two positions: Executive Director and Conference Manager. Patricia Zody will succeed Kathleen as Executive Director, and Diana Murphy will take on the newly created position of Conference Manager. Both will bring to AATSEEL valuable institutional experience, enthusiasm, creative ideas, and a dedication to preserving and strengthening AATSEEL. Both Pat, whose "day job" is Director of the Center for Language Studies at Beloit College, and Diana, who is Associate Director of the University of Wisconsin-Madison Language Institute, come to AATSEEL with strong backgrounds in teaching and administration. Happily, Kathleen will remain Executive Director until July 1 of next year and will mentor Pat and Diana in the coming months as they familiarize themselves with their responsibilities to the organization.

As I write this letter to you and we are savoring the final golden drops of summer break, the conference Program Committee, headed by Bill Comer, is hard at work finalizing the program for our December gathering in Washington, DC. A number of very special events have been made possible by this venue and by the efforts of dedicated AATSEEL members. Most notably, the annual President's Reception, co-sponsored this year by ACTR, will be held at the Embassy of the Russian Federation. We are grateful to ACTR Director Dan Davidson for his help in organizing the event and to Ambassador Yuri V. Ushakov for his hospitality. You are all

invited to what is certain to be a memorable evening. Again this year the conference program will include a number of roundtables devoted to intellectual and professional issues of particular contemporary relevance. I would like especially to highlight the roundtable on "Policy Relevance and Humanities Grants," which will feature representatives from NCEEER, IREX, ACTR, and the Kennan Institute. Other highlights of the conference will include a sketch from the one-man show "Isaac Babel," based on Babel's short stories and performed by the writer's grandson, Andrei Malaev-Babel, Artistic Director of the DC-based Stanislavsky Theater Studio (www.sts-online.org). A roundtable discussion of Babel's works is scheduled to accompany the performance. There will be an optional trip to the Hillwood Museum (www.hillwoodmuseum.org), which houses Marjorie Merriweather Post's renowned collection of Russian decorative arts, for those who have time and energy to wander farther afield. Most important, there is an increase in the number of conference participants across the board—in language, linguistics, pedagogy, literature, and cultural studies. Papers on Chekhov and Nabokov as well as on contemporary writing, film, and television are particularly well represented on the program. In line with recently established tradition, last year's recipient of the AATSEEL Award for Outstanding Contribution to Scholarship, Alexander Schenker, will deliver this year's keynote lecture entitled "What Are Slavs, Slavists, and Eastern Europe? The Linguistic and Cultural Boundaries of AATSEEL." Professor Schenker's presentation is certain to give the conference as a whole a sense of definition and a point of departure for reconsideration of the parameters of our field. I urge you all to attend.

At a time when the humanities in general and our field in particular appear beleaguered on all sides, it is immensely heartening that so many of you have rallied to make this year's AATSEEL conference special. It is my hope that, as we head to the nation's capital on the eve of our organization's 65th birthday, we can take energy from the symbolism of place and from the fullness of time

to launch a spirited dialogue about our future. To that end, I would like to issue a specially warm welcome to the newest members of our field, those among you who are graduate students who will be attending the AATSEEL national conference for the first time this year. I look forward to meeting all of you personally in Washington. I also look forward to welcoming back to the conference this year colleagues and acquaintances of longer standing. A good and worthwhile time is sure to be had by all.

With best wishes for the coming semester,



AATSEEL Newsletter: Why Electronic?

Based on a decision at the 2004 AATSEEL Board Meeting, the *AATSEEL Newsletter* has gone electronic.

This is not the first time that we have published an electronic newsletter. Since 2003, we had experimented with e-distribution of the newsletter. That experimentation has been quite successful. Those members of AATSEEL who received their copies of the newsletter by e-distribution received them on the first of the newsletter month whereas other members have had to wait as much as six weeks for the printed version to reach their doors. This is because the printing process is quite cumbersome: make plates, make dylux, send proof, get okay to print, print, adhere addresses sort by zip, bundle, and hand over to the USPS, which then goes through a slow process of delivering: bulk mail travels only whenever there is space available.

With the e-newsletter, you will always have access to your newsletter before the information is outdated! And if you belong to the group of people who must be able to read on paper, you can always print out the newsletter.

Important Conference Announcement!

AATSEEL is pleased to announce a gala President's Reception this year.

The event will take place at the Embassy of the Russian Federation and will be hosted by Ambassador Ushakov. The reception will be co-sponsored by AATSEEL, ACTR, and the Harriman Institute.

All AATSEEL conference participants are invited.

Date: December 29 — Time: 7:00 pm

National Language Activities and Policies 2005

J. David Edwards, Ph.D.
Executive Director, JNCL-NCLIS

- The Omnibus Spending bill which finally passed the 108th Congress increased spending for the Foreign Language Assistance Program (FLAP) by \$1.3 million to \$17.8 million; International Education and Foreign Language Studies in Higher Education to \$106.8 million; and Civic Education to \$29.4 million. Other federal programs of importance to languages were either level-funded or decreased slightly.
- The 108th Congress considered eighteen bills that dealt with languages and international studies, but only enacted two: the Intelligence Reauthorization and Intelligence Reform bills which require the defense and intelligence communities to improve and increase their knowledge and use of languages.
- The National Security Education Program (NSEP) was funded at its usual \$8 million with \$6 million more added for the National Flagship Language Initiative and \$2 million to work with Heritage Languages.
- The Administration's FY 2006 Budget Request again eliminates funding for FLAP, Star Schools, Civic Education, Javits, and a dozen other small federal programs that provide assistance to languages and international studies.
- Rep. Rush Holt (D-NJ) has introduced H.R. 115, the National Security Language Act which will improve America's foreign language capabilities through the following initiatives: 1) Loan Forgiveness for Undergraduate Students in Foreign Languages Who Become Teachers or Federal Employees; 2) Science and Technology Advanced Foreign Language Grants; 3) International Flagship Language Initiative; and 4) Encouraging Early Foreign Language Study.
- Senators Christopher Dodd and Thad Cochran will soon introduce the International and Foreign Language Studies Act of 2005 which reauthorizes Title VI of the Higher Education Act to include increased funding, greater outreach to the schools, increased study abroad opportunities, and greater use of technology.
- On March 8, the House passed H. Res. 122 expressing the sense of the House of Representatives regarding the study of languages and supporting the designation of a Year of Languages. Earlier this year, the Senate passed S. Res. 28 designating the year 2005 as the "Year of Foreign Language Study".
- The National Security Education Program has issued a request for proposals and will hold meetings regarding the creation of a K-16 Chinese Language Project.
- The Commission on the Abraham Lincoln Study Abroad Program has begun to hold meetings and seek input on this program, the vision of the late Senator Paul Simon, which would provide fellowships of up to \$7,000 for 500,000 students to study abroad for a summer or school year.
- Recently, the Department of Defense has released a momentous new "plan to overhaul military policy, doctrine, and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new sources of foreign language expertise outside the Defense Department" entitled the Defense Language Transformation Roadmap.

Detailed information on any and all of these developments can be obtained from the Joint National Committee for Languages and National Council for Languages and International Studies at <http://www.languagepolicy.org>

RUSSIAN AT WORK: INTERVIEWS WITH PROFESSIONALS WHO USE RUSSIAN ON THE JOB

Editor's Note: Special thanks to Mary Nicholas of Lehigh University for recommending that I contact Peter Christiansen. Please continue to send suggestions of former students and colleagues who use Russian in the workplace. Contact me at: Lscatton@ETS.org

Without Russian I would not have had a career: An Interview with Peter Christiansen

Sometimes interviewees deliver messages that are so compelling, they need to tell their stories directly. This is the case with Peter Christiansen, whose lively and detailed answers to my emailed interview questions follow below. Currently working as Business Development Manager for Safmarine, Inc., a container shipping company and part of the AP Moller/Maersk Group, Christiansen has used his knowledge of Russian to fashion a career full of adventure and variety. He received a BA from the University of Vermont and an MA in Russian from the University of Washington. In Russia, he has lived on Soviet factory ships, led tourist groups for REI Travel in Uzbekistan, Tajikistan, Russia and the Republic of Georgia, managed a large port, handled a US government project to deliver humanitarian aid to European Russia, the Urals, Siberia, the Russian Far East, and countries of Central Asia, and worked at the US Embassy in Moscow.

How have you used Russian in your career?

Russian was a key that opened many professional doors for me. If you know a language, and are willing to travel, you can go far in the world indeed. Be smart, try hard and be willing to go, and people will pay you to learn their business ---just because you know Russian. I didn't know the first

thing about the fishing industry or the container shipping business, but I got entry into these professions because I knew Russian. When I applied to work in Vostochnyj Port for Sealand Service, I interviewed with a senior VP. When I told him I didn't know diddly about shipping, he said, I don't care, you already know Russian. We can teach you the rest.

What advice can you give about finding a Russian-related job?

The important thing at the beginning is to get your name out there and look everywhere you possibly can. Be open to the unlikely, and ready to do anything, especially if you are just starting out. Find organizations and businesses working in Russia on the Internet, and send them nice letters. Let them know you want to work for them. If you hit on an opportunity and it sounds good, go for it. Get experience and meet people. You'll find meeting people is the best part of the Russian-related job. I've met wonderful people on virtually every job I've had in Russia and made many lifelong friends. Everybody is so adventurous when they are there, and afterward you really feel that you have been through something together. And making friends is what it's all about -- as the Russian proverb has it, Better 100 friends than 100 rubles....

Did knowing Russian ever help you in a difficult situation?

It once helped me get out of a traffic fine: I was stopped by the GAI in Moscow for some fictitious violation, and when the 'ment' told me what he stopped me for, I slapped my forehead and said, 'Vy, blin, daete!' This phrase is well known from the popular comedy, *The Peculiarities of Russian Hunting*, and translates something along the lines of, "Jeez, I can't believe you're pulling this s*** with me." The ment did a double take -- how could a foreigner know

*Editor: Linda H. Scatton
(Educational Testing Service)*

that -- cracked up laughing, and sent me along with a clap on my shoulder.

Has having Russian language skills improved your ability to do your job, or helped you to advance in your career?

The language skill is specialized enough that it can help you jump a rung or two on the ladder. When you go to Russia to work for a company, you immediately become a more visible person within the organization. You get more responsibility and the demands are bigger. Russia is considered a hardship post by most western companies, and people are curious about it. You always have a conversational entry and after about a month, you'll have enough anecdotes to dine out on with your colleagues. Usually an advance into Russia represents a considerable financial risk for an organization as well, so if you do a competent job, you can get noticed pretty quickly. All of these things can advance a career, and open up all kinds of fun opportunities. For example, I followed up my last job in Moscow with a wonderful posting for 2 years in the Netherlands.

Have these skills enhanced your personal life in any way?

My knowledge of Russian made it possible for me to live in fascinating places throughout Russia; visit almost every country in Europe on business and pleasure trips; and pay for two university degrees. Being bi-lingual is personally extremely satisfying and intellectually gratifying. It's incredibly enjoyable to be able to think and express one's thoughts in a different language. Russians are great conversationalists and it's been wonderful to listen to them. They are marvelous friends. They are fabulous writers and it's a treat to read their works in the original. They have wonderful comedy shows on TV, like

33 Square Meters and OSP Studio. It's enriching to go to an Orthodox church, listen to the liturgy in Russian, and light candles to put in front of the icons. Russian pop music is ridiculous fun. Dancing with Russians is the bomb. Knowing Russian has enriched my life far out of proportion to the amount of hours it took to master the language.

Also – touching on the most personal – my wife and I were married in Petropavlovsk-Kamchatski on Fisherman's Day, the biggest holiday on Kamchatka. Neptune presided over our wedding. Neptune turned out to be an actor wearing a fake green beard and carrying a cardboard trident, but what the hell. Also my son was born in Moscow. What could be more memorable than that?

What advice would you give students thinking of studying Russian?

Don't be intimidated by the language. Go after it systematically and don't be afraid to make endless mistakes. The important thing is to be engaged. Just go for it. Study is indispensable for gaining the most possible knowledge about Russia – the subject is too vast and diverse to learn about completely on your own. A student can get far by becoming an alert reader, and there is excellent literature about Russia and Eastern Europe out there.

It's especially critical to develop reading skills. Reading Russian helps speaking Russian for foreigners in so many ways – it allows you a constant method to practice and improve your grammar, improves your vocabulary, and helps with spoken Russian because it allows you to see words when you hear them. Spend the time to learn as much vocabulary as you can, and figure you'll need to rely on the dictionary a fair amount while you are first starting out. Learn contextual reading skills and apply them to wean yourself from the dictionary. The key is to read things you like to read. Start small and work your way to bigger things; a good trick is to read a short story in translation, and then go back and read the original Russian without a dictionary. Do this a few times

and then tackle a novel. Part of the fun is discovering the language; Bulgakov is a million times more enjoyable in the original.

Also don't neglect to watch TV – check out the news on ORT, or get a video of some modern Russian classics like the Brat series or Sobachee Serdtse. Almost every Hollywood movie has been translated into Russian – watch a movie you love in Russian and try to follow the language. The idea is to find something reasonably familiar so that you don't get lost and frustrated – find things you can follow easily at first, and build your knowledge and confidence as you go.

What advice would you give to teachers, who face declining enrollments, to convince more students to take Russian and stay with the language?

Woody Allen once commented that he considered becoming bi-sexual because it would double his chances of a date on Saturday night. Being bilingual in the working world works the same way – it doubles your chances of employment. Mastering a foreign language like Russian is a great way for students to set themselves immediately apart from all the other job applicants out there. Russian isn't considered a particularly sexy language right now but there is always a need for competent people in the organizations that work in Russia. Russian along with a Business Administration degree is a powerful combination; so is Russian and almost any science or engineering degree. Persons with these types of combinations should be able to carve out a niche for themselves fairly handily.

Another selling point is salaries. A person working in Russia can expect to earn more than for similar work in the US because living in Russia is a hardship. You may wind up in paid or subsidized housing, with a per diem thrown in for good measure, in which case your salary may turn out to be all discretionary income. The extra money can be manna from heaven for a new graduate. I paid off my student loans in

record time, travelled around Europe, and had enough left over at the end to set myself up pretty well when I came back to the US. It wasn't as good as winning the lottery but it wasn't too shabby, either.

I would also attract students to Russian by emphasizing the adventurous aspect of the place. The Former Soviet Union features many of the world's most amazing places; world-class cities in Moscow, St. Petersburg and Kiev; astounding historical sites in places like Pskov, Novgorod and the Golden Ring; wild nature in Kamchatka; one of Buddhism's holiest mountains in Buriatia...the list goes on and on. These are places are beautiful and well worth visiting. Find literature to get the students excited. Show them the most colorful and representative movies you can about Russia – Burnt by the Sun, The Barber of Siberia, East/West, Stalin's Projectionist, the Peculiarities of Russian Hunting and an Irony of Fate – and use them as a quick entry point into the subject.

How important have Russian skills been to your career? Is Russian essential or an enhancement?

Without Russian I would not have had a career. Virtually everything I have done professionally has been as a result of my Russian language skills. I am essentially dedicated to learning as much as possible about the Russian language, people, society and culture as I possibly can. Russian has been the bedrock of everything I have accomplished.

**AATSEEL
Annual Meeting
Washington, DC
27-30 December 2005
Mark Your Calendar!**

**For More Information:
<http://www.aatseel.org>**

Technology & Language Learning

“Technology-Enhanced Correspondence: Incorporating Webcasts into Language Instruction”

Anatoly Vasilievich Molchan,
Internet-West and John Riedl,
Translating Cultures, LLC

In this second installment of a two part series, Mr. Molchan and Mr. Riedl outline an innovative model for incorporating Webcasts into a distance language learning format.

We continue our case study of distance-learning using the internet and low-cost telephone service (see “AATSEEL Newsletter,” April, 2005) by discussing how we incorporate Webcasts into our daily “long-distance” Russian lessons. As you recall, the student works 15 hours/week with Anatolii Molchan, current director of Interlingua-West (www.comch.ru/~vest/), a private language school in Voronezh, Russia, and former instructor at Voronezh State University.

Заметно возросший за последние полгода уровень владения русским языком студента настоятельно требовал усложнения учебного процесса. Было решено сконцентрировать внимание на продолжении развития основных навыков владения языком – аудирования и говорения.

Для решения этих задач использовались различные виды работы, однако из-за недостатка места считаю необходимым остановиться на самом интересном из них. Речь идет об использовании прямых трансляций радио- и телевизионных программ (например, www.media-ru.com).

*Editor: Jeanette Owen
(Arizona State University)*

Прямые трансляции в Интернете мы записывали с помощью программы WM Recorder (www.wmrecorder.com). Сделанные таким образом записи можно было смотреть, используя “Windows Media Player”. Редактировались эти записи в программе “Windows Movie Maker”. Файлы посылались по электронной почте.

В течение последних шести месяцев на наших заочных уроках мы пользовались записями канала НТВ. Сначала преподаватель выбирал один сюжет соответственно интересам и уровню знаний студента и ставил 10-15 вопросов, требовавших ответов с использованием полезных для студента слов и конструкций. Ответы обсуждались на последующем уроке по телефону с анализом грамматических, лексических и стилистических ошибок. Через два месяца такие уроки стали заметно более легкими для студента, и было решено усложнить его работу. Мы ввели так называемое «транскрибирование» текста, т.е. дословную запись.

Запись текста отсылалась преподавателю, и во время урока производилась проверка правильности транскрибирования с совместным прослушиванием по телефону и последующим объяснением непонятных студенту мест. Благодаря такому способу проверки задания многие языковые трудности фонетического характера, например, редукция, диалектные особенности речи фигурантов записи и другие сложные для восприятия на слух нюансы устной речи становились понятными студенту.

Давая оценку эффективности этого вида работы, можно с уверенностью сказать, что он подходит студентам разного уровня владения языком. Кроме того, его можно использовать как в заочном, так и в традиционном обучении. В последнем случае запись текста

Editor’s Note: If you have an interest in the use of technology in language learning that you want to share, please send your submission to Jeanette Owen by e-mail (Jeanette.Owen@asu.edu) or snail-mail (ASU, Dept. of Languages and Literatures, P.O. Box 870202, Tempe, AZ 85287-0202)

делается на диктофон с радио- или телеприемника. Начинаящим можно задавать простые вопросы типа: «Где происходит действие?» или «О чем идет речь в сюжете?». Студенты среднего уровня вместо вопросов могут получать список ключевых слов и конструкций для облегчения понимания услышанного. Наконец, на занятиях со студентами продвинутого этапа можно использовать запись сюжета как основу для развернутой беседы. Anatolii Molchan, Interlingua-West (vest@comch.ru), John Riedl, Translating Cultures, LLC (jriedl@wi.r.com).

Sending News to the AATSEEL NL

News from the membership is always welcome. For the most sure form of delivery, it is best to send the information to the editor (Leaver@AOL.com). We always confirm receipt of information; no confirmation means that we did not receive your missive.

The kinds of news that we accept include awards, obituaries, projects of interest to the membership as a whole (or information needed from the membership as a whole), and summer and winter program announcements.

Additionally, a number of the column editors accept articles from readers. Please check the individual columns for contact information and specific content needs.

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT RUSSIAN GRAMMAR BUT WERE AFRAID TO ASK

Q. I'm always looking for good explanations of the following phenomena for my students: the verbs of "using" — пользоваться / воспользоваться, использовать, употреблять / употребить, употребляться — in which semantic contexts is one or another of these verbs required? Is there any rule regarding substances which can be "used up" (e.g., consumable goods) vs. abstractions?

A. Since употребляться is already mentioned in the question, I would add использовать, both of which, unlike the rest, are the passive -ся forms of the respective non-ся verbs. They would be used in those cases where the statement is very general and there is usually no expressed agent:

Как используется это лекарство / этот препарат?

Корни этого растения в пищу не употребляются.

We should also add применять-применить to the list of verbs.

The article by Г. Володина in AATSEEL Newsletter 40 (5-6) 1997: 23-27 offered some explanations of the phenomena. I would like to suggest a somewhat different way of looking at it: How does the meaning change when one verb is substituted for another while using the same noun whenever possible? And when is such a substitution impossible? Perhaps this approach will lead us to some generalizations and we could rely less on lists, which is the common way to explain these synonyms. I will obviously not go over пользоваться + abstract N(oun) which means 'enjoy N', such as пользоваться успехом, популярностью and the like, since no confusion can occur here.

The problem is two-fold: a) the definition of each individual verb; and b) the fact that the meaning interacts with each individual noun or rather type of noun. However, if one knows the core meaning and understands the

kinds of interactions that are possible, confusions become less likely.

With regards to core meanings, I suggest that пользоваться means 'to use leaving the entity more or less intact' or 'to use for its limited, primary purpose, 'to avail oneself of something': пользоваться лифтом, for example, 'to use the elevator' as many of us do in tall buildings.

Использовать means 'to use/exploit in order to achieve a larger, extended goal other than what the use of the object accomplishes':

Использовать лифт дольше 25 лет небезопасно, а потому запрещено Российской государственной горнотехнической инспекцией. (www.ntagil.ru/governm/press/22-06-2001.shtml)

While пользоваться лифтом means for 'a person or a group of people getting into an elevator and riding it', использовать лифт does not mean 'to ride it' but rather 'to operate it, to exploit it':

As a consequence использовать is used to mean 'non intended use' (presumably there is also a door):

Чтобы выйти из кабинета, не вздумайте использовать лифт - там Вас ждет охрана с пистолетами наготове. (gamesol.msk.ru/sol/591_16.htm)

Употреблять means 'to use in a way that consumes', its most obvious usage is 'use as or in food': употреблять в пищу.

Молодые листья и побеги тмина употребляют для приготовления салатов. (www.1001recept.com/recipes/sauce/spices5.html)

Needless to say, one cannot say *употреблять лифт.

Применять means 'apply' and is best exemplified by medications (for concrete nouns) and methods (for abstract nouns). Применять is part of

Alina Israeli
(*American University*)

Please send questions to: Prof. Alina Israeli, LFS, American University, 4400 Massachusetts Ave. NW., Washington DC 20016-8045; or via e-mail to: aisrael@american.edu

some process, be it treatment or investigation.

Clearly one cannot say *применить лифт unless лифт means something other than 'elevator'.

Now, let us examine a few types of nouns, and examine which of the "using" verbs they may be combined with.

1. Edible, concrete nouns.

As an edible object, виноград is consumed as food in either raw or prepared form:

Виноград употребляют как в сыром виде, так и для изготовления вина, которое, как говорят наши мудрецы, веселит сердце человека. (www.jewukr.org/center/tubishvat/child.html)

Grapes are also used for some other purposes, most commonly for winemaking. While the previous example stated how grapes are consumed, the next one states their use as raw material:

Спелый виноград используют для приготовления красных вин, а перезревший для Порто. (www.wine-world.ru/voc/article441.html)

Grapes also have a medicinal application:

Виноград применяют при заболеваниях сердца, печени, почек, при малокровии. (www.veget.ru/articles/a23.htm)

All in all, people have been availing themselves of grapes for a very long time:

Люди всю историю пользуются виноградом 7000-9000 лет. (www.wineclub.ru/wine/grape.htm)

Пользоваться is the hardest to use with such objects. It is practically impossible to find examples of пользоваться + food, if the food does not have a metaphoric meaning, such as хлеб.

2. Nonedible, concrete nouns.

Шерсть — wool — is a raw material, and its primary use is for making

something else, woolen garments for example:

Весеннюю шерсть используют для вязки свитеров, носков, варежек. (chkg.zaba.ru/cgi-bin/db.cgi?method=proxy&qid=smcat99.4.11)

The result of this use is no longer wool per se, but a woolen object.

How do you actually consume wool? By using it as a raw material for a product that is neither wool nor woolen, unlike in the previous example:

Ливанские марониты строят дома для мертвых из камня, а на Мадагаскаре употребляют шерсть и кости. (Психология смерти и умирания. www.aquarun.ru/psih/smert/smert5p4.html)

The product is a construction that contains wool but is not woolen.

To make an application of wool, a treatment by wool, or an improvement by wool, one uses it in a completely different way:

Известковый раствор, улучшенный цементом, иногда

дает волосные трещины, в которые затекает вода. Для улучшения качества такого раствора применяют шерсть домашних животных, добавляя ее в раствор. (Кровельные работы. www.mukhin.ru/stroysovet/buildhomenoterror/6_1.html)

How can one use wool as a tool leaving it intact? The next example represents one such possibility where wool is used as a magical power object:

Здесь кошка уже не является жертвой: ей не наносится никакого вреда, просто ею, а точнее ее шерстью, пользуются для вызова магических сил. (Образ кошки в славянской традиционной культуре (в сопоставлении с английской традицией) <http://www.rusfil.com/fil/f010.shtml>)

On the other hand, for objects such as a textbook that are already a result of production rather than a raw material, the primary use is expressed as пользоваться:

На начальном уровне мы

пользуемся учебником “America the beautiful”. (noucim.by.ru/uchebniki.htm)

Even though one can find very similar examples with использовать, most often the larger context will show that either there is a larger goal or that the textbook is only partially used, (which is tantamount to the same thing):

На занятиях используем учебник “Черчение”, задачки, таблицы, индивидуальные задания, графические диктанты. (www.kompas-edu.ru/zapolyarny.php)

In addition, one has to keep in mind that in many instances where we say use in English, another verb may be used in Russian: to use lipstick — мазать губы, to use a fork — есть вилкой, use your brain — думай головой and some others.

3. A concrete tool, a piece of equipment

Пользоваться emphasizes the operational side of use, while использовать emphasizes a larger purpose:



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Мы разучились пользоваться магнитофоном? Почему так вышло? (www.polska.ru/opinji/tranzit/pol24.html)

With пользоваться, a computer is usually used for its primary purpose, as in the next example:

Для проверки электронной почты можно пользоваться компьютером в Русском клубе. (www.dahab-club.ru/about/internet/)

With использовать, secondary use is usually emphasized:

Поэтому использовать магнитофон рекомендуется, но как вспомогательное средство. (abyse.starlab.ru/booksonline/art015.htm)

Так, по результатам социологического опроса, проведенного в трех школах Чебоксар, 68% учителей хотели бы использовать компьютер на своих уроках. (www.voppsy.ru/4y/ISSUES/1993/935/935120.php)

Эготроника учит использовать компьютер и интернет для здоровья и системного образования личности в век виртуальных симуляций и стрессовых ритмов. (submitter.ru/sites/ru/17/)

Т.е. если Вы планируете использовать компьютер для набора текстов или работы с электронными таблицами, то смело можете устанавливать 64 мегабайта памяти. (www.nonolet.ru/content_detail.asp?id=56&ac=0&pubid=366)

With equipment использовать and применять are often confused and it is clear why: to use a piece of equipment for a larger goal or to apply it to some other field are almost indistinguishable:

Полученные знания позволяют применять компьютер в любой сфере деятельности. (www.specialist.ru/programs/course.asp?idc=178)

Вот и возникает вопрос, будет ли он применять компьютер на своих уроках или нет? (www.rg.ru/Anons/arc_2003/0325/8.shtm)

Употреблять, on the other hand, is difficult to find, since one cannot use up a piece of equipment and make it disappear. If употреблять is used, it is usually in a jocular way:

Любите что-нибудь потреблять? Что значит — в каком смысле. В любом! Потреблять пиво, потреблять журналы, потреблять новые ботинки и употреблять компьютер по прямому назначению — для игры в компьютерные игры. (www.exler.ru/ezhe/23-10-99.htm)

4. An abstract noun representing a concept

Only two verbs — пользоваться and использовать — can be used with abstract nouns. Sometimes it is difficult to see the difference between the two. One has to keep in mind that использовать has a larger purpose.

In the case of freedom, пользоваться is usually more general while использовать is more concrete; in the examples below it refers to freedom of speech and individual freedom(s) as opposed to general freedom.

Я умею пользоваться свободой и не хочу, чтобы ее ограничивали. (www.ogoniok.com/win/200228/28-03-03.html)

Всем научились пользоваться люди, только не научились пользоваться свободой. (www.fox-design.ru/aphorism/archive/a83.html)

Он [Murano] даст им возможность максимально использовать свою свободу, не идя на компромисс в отношении управляемости машины. (<http://www.auto-dealer.ru/news.asp?id=772>)

Практичные медиамагнаты (пионер среди них Владимир Гусинский) научились использовать свободу слова и средства массовой информации как эффективное оружие в борьбе за влияние и деньги, да и верховную власть научили, как этим оружием воспользоваться для предвыборного промывания мозгов. (www.profil.orc.ru/archive/n284/text3.html)

Freedom in the last example is used as a weapon in the fight for influence and money.

In the next set with the noun нерешительность, when someone's indecisiveness is used by the other, one can view it as if in пользоваться the indecisiveness is out there, one just has to come and make use of it; note the

adverb просто, as if no effort is needed to avail yourself of it. In the case of использовать, serious scheming is going on to use indecisiveness for one's own gains; note the adverb всю in this case.

Он уверен что нерешительность правительства невыгодна всем стратегическим инвесторам РАО, кроме “Базэла”. “Его роль в затягивании реформы вряд ли велика, он просто пользуется нерешительностью правительства”, — резюмирует аналитик. (www.flb.ru/info/32987.html)

Зато сам Капчук, по нашей информации, всю использует нерешительность Виктора Басаргина. Пока г-н Басаргин размышляет о своем политическом будущем, Сергей Капчук проводит активные консультации с главами муниципалитетов, пытаюсь договориться о поддержке. (www.e-burg-mcs.ur.ru/obzors/n25.html)

5. An abstract noun with a concrete application

The death penalty is a concept that can have its physical realization. One can use the concept as a tool:

она [христианская церковь] даже начала пользоваться смертной казнью как оружием против неверующих. (<http://deathpenalty.narod.ru/nauka/foini.htm>)

One can use the death penalty to achieve a certain goal:

обычно не думают о другом конце власти, о корумпированных и нечистоплотных властях, которые могут использовать казнь как способ избавления от неугодных людей. (www.forum.ru/index.php?showtopic=13687&view=new)

Филипп использовал казнь Марии как благородный повод для тотальной войны против Елизаветы. (www.russian-bazaar.com/cgi-bin/rb.cgi/n=10&r=lit&y=2002&id=aciv.2002.3.2.5.12.57.10.lit.3.17)

Применить is very common with this concept due to continuous discussion of its application:

Надо применять смертную казнь, особенно к наркобаронам - поставщикам и торговцам “белой

смертью”, к насильникам и бандитам-убийцам. (http://www.businesspress.ru/newspaper/article_mId_40_aId_73407.html)

суд пересматривает дело Симмонса с целью принятия решения, могут ли Соединенные Штаты и далее применять смертную казнь в отношении преступников, не достигших 18 лет. (www.coe.int/T/r/Press/%5BTheme_files%5D/%5BDeath_Penalty%5D/default.asp)

While it is very difficult to find examples and a proper context for употребить, there are examples with употребляться (passive imperfective). It is not surprising that the examples have a “medicinal” format.

Одной из причин переворота 1762-го года, возведшего на престол Екатерину, был определенный страх дворянства в том, что вернут смертную казнь. И как бы в течении царствования императрицы смертная казнь употреблялась у нас крайне дозировано. То есть она не то, чтобы была выведена из законодательства, просто это была в высшей степени исключительная ситуация. (www.svoboda.org/programs/RYTT/2000/RYTT.050700.asp)

In two other instances of passive use of употребляться, the use of a specific form of capital punishment is being discussed:

этот род казни [распятие] был известен в глубокой древности ... но наибольшее распространение получил у римлян, у которых эта казнь употреблялась в больших размерах. (www.saintnicholasbayonne.org/Russ/theology_art8.html)

На практике эта казнь [залитие горла расплавленным металлом] употреблялась и в конце царствования Петра Великого; (www.allpravo.ru/library/doc101p0/instrum106/item979.html)

Let us examine the word слово. Пользоваться would be used in a sense that words are out there and we use them as we would checking books out of a library:

О первобытном человеке в строгом смысле слова мы ровно ничего не знаем. Поэтому следует

иметь в виду, что мы продолжаем пользоваться словом “первобытный” потому, что оно уже вошло в употребление, что оно удобно и что его трудно заменить. (Л. Леви-Брюль. Первобытное мышление. <http://www.psychology.ru/library/00032.shtml>)

To use a word to convey some meaning or for some other purpose would be использовать:

Журналистам Би-би-си запретили использовать слово ‘терроризм’ в репортажах из Беслана. (main.izvestia.ru/world/07-09-04/article350808)

Употребить слово means that the word becomes part of something bigger, as a molecule of a substance. Исползовать and употребить are almost interchangeable when speaking of how the word is used in a context in a conversation.

За время беседы Андрей [Кончаловский] ни разу не употребил слово “любовь”, но несколько раз употребил слово “счастье”. (www.domovoy.ru/0405/golight/party.asp)

This rule explains why speaking of grammatical features we usually use употреблять: they “disappear” in the context if used correctly, become not noticeable. But if someone chooses to use an unusual form, it would be использовать, because by standing out it would not disappear and clearly was used for some specific purpose if not effect.

Применить слово — to apply it to some object or concept — is similar to ‘calling’ the object or the concept something else, giving them a new name or definition:

С Алиевым связано много событий, к которым можно применить слово “впервые”. (www.asar.kz/Dariga/str7.html)

All in all, one has to keep in mind that the basic meaning of each verb interacts with the meaning of nouns.

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EMPLOYMENT OPPORTUNITIES

Assistant Professorship UNC-chapel Hill

The Department of Slavic Languages and Literatures at the University of North Carolina-Chapel Hill (<http://www.unc.edu/depts/slavdept/>) invites applications for a tenure-track assistant professorship in 19th-century Russian literature, effective July 1, 2006.

The successful candidate should have a Ph.D. by the time of appointment, must show promise or significant achievement in research and publication in 19th-century Russian literature, and must demonstrate excellence in teaching. The successful candidate will be responsible for teaching a wide range of general and specialized undergraduate and graduate courses in nineteenth-century Russian literature and culture as well as upper-division Russian language courses on an as-needed basis. Strong competency in teaching 19th-century Russian poetry is a must. Excellent (native or near-native) knowledge of Russian and English is required. Secondary specialization in any aspect of Russian culture or in another Slavic literature is desirable.

Applicants are requested to send a letter detailing their research and teaching interests, a curriculum vitae, a short writing sample (30 pages maximum), four confidential letters of recommendation, and a self-addressed postcard for acknowledgement of application. All materials should be mailed to Professor Christopher Putney, Search Committee Chair, Department of Slavic Languages and Literatures, CB #3165, 425 Dey Hall, University of North Carolina-Chapel Hill, NC 27599-3165 with a postmark of no later than October 15, 2005. No electronic applications, please. Interviews will be held at the November AAASS convention in Salt Lake City.

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Robert A. Maguire (1930-2005) An Appreciation

Our distinguished colleague, Robert A. Maguire passed away on July 8, 2005, after a lengthy bout with cancer. Bob succumbed to the illness only hours after he had handed over the completed manuscript of the translation of Dostoevsky's *Demons*, the project he worked on indefatigably during the last two years of his life. Bob's uncompromising devotion to his chosen field made it possible for him to muster his love for Russian language and literature as a source of strength and intellectual engagement to the end.

Bob was born in Canton, Massachusetts and grew up in Massachusetts and New York State. He majored in French at Dartmouth, beginning Russian only in his senior year. After his graduation from college in 1951, Bob went on to graduate study at Columbia, receiving his MA in Russian literature and a Russian Institute Certificate in 1953. He spent 1953-1955 on active duty in the US Army. Bob returned to Columbia to continue his graduate studies in 1955, traveling to the USSR and Poland in 1958 on a Ford Foundation grant. He completed his Ph.D. in Russian literature in 1961. Having taught at Duke and Dartmouth while still a graduate student, Bob joined the faculty of the Columbia Slavic Department in 1962, remaining there until he retired as Bakhmeteff Professor of Russian Studies in 2003. Over the decades, he served a number of terms as Chair of the Columbia Slavic Department and taught as a visiting faculty member at Indiana University, Oxford, the University of Illinois, Yale, Princeton, and Harvard.

I count myself fortunate to have known Bob for over three decades, first as my professor and later as my colleague and friend. While in graduate school, I took virtually every course Bob taught, so I can testify not only to his considerable gifts as a rigorous and charismatic teacher, but to the exceptional span of and vital interconnection between his teaching and his scholarship, which set a virtually unmatched standard of excellence for his students to emulate.

When I began my graduate training at Columbia in the fall of 1973, my knowledge of Russian literature was confined almost exclusively to the nineteenth century. Bob Maguire's survey of Soviet literature, which I took during that first semester at Columbia, defined the course of my career, as it did for others of my generation. It is easy to forget today, in our post-Soviet, post-cold war world how new, exciting, and challenging was the study of Soviet literature in this country over four decades ago when Bob was completing his doctoral dissertation, which would become the study of early Soviet culture through the lens of the "thick journal," *Red Virgin Soil*. Bob's seminal work was revolutionary on a number of fronts, not least of all because, at a time of political polarization, he looked at Soviet literature dispassionately, on its own merits as a subject of scholarly investigation. By the same token, in *Red Virgin Soil* Bob melded analysis of literary institutions and cultural context with analysis of literary texts in a seamless continuum which remains both relevant and exemplary

almost four decades after the book's first publication. It is therefore fitting that *Red Virgin Soil* is one of the only studies of Russian literature in the history of Slavic studies in the United States to have remained continuously in print from its initial publication in 1967 to the present. And, at a time when the study of Soviet literature within the Soviet Union was still seriously hindered by the state, and in the United States was still, if not in its infancy, then just barely in its adolescence, Bob's book set a standard of sophistication and excellence for the field at large.

Yet for Bob Maguire *Red Virgin Soil* and Soviet literature were only the start, and he went on to excel in an exceptional span of activities. In the decades that followed, he established himself as one of the world's foremost experts on Gogol, beginning with the edited volume, *Gogol from the Twentieth-Century: Eleven Essays* (1974), and his translation of Vasily Gippius's *Gogol* (1981) and culminating in his seminal study, *Exploring Gogol* (1994), which was awarded the MLA's prestigious Aldo and Jeanne Scaglione Prize for Best Book in Slavic Studies in 1995. Bob's extraordinary career as a scholar went hand in hand with his extraordinary career as a translator from Russian and Polish. His 1978 translation of Andrei Bely's novel *Petersburg* in collaboration with John Malmstad remains the standard English rendition of one of the most verbally complex and aesthetically saturated Russian literary works of the twentieth century. Over the years he produced a remarkable range of translations, including the poetry of the Nobel Prize winning poet Wislawa Szymborska (with M.J. Krynski, *Sounds, Feelings, Thoughts: Seventy Poems*, 1979). Other recognitions included a John S. Guggenheim Memorial Fellowship (1969-1970), the Amicus Poloniae Award from the Republic of Poland in 2000, and the American Association of Teachers of Slavic and East European Languages Award for Outstanding Contribution to Scholarship in 2002.

In the citation I wrote for Bob when he received the AATSEEL Award for Outstanding Scholarship in 2002, I qualified his list of achievements by noting that his career was "far from over." Sadly, that was not to be the case. Yet, as it turned out, in the short space of time left to him Bob accomplished more than many scholars do in a lifetime, seeing his superb translation of *Dead Souls* into print and completing the fair draft of his rendering into English of that most "Gogolian" of Dostoevsky's novels, *The Demons*. I even got a laugh out of him the day before he died by telling him I would bring *The Brothers Karamazov* for him to start translating the next time I came to visit. Yet, while those of us left behind find it hard to let him go, I believe that Bob himself was at peace knowing that his work was done.

Those of us who knew him will miss his Irish charm and ready wit, the intensity with which he lived Slavic studies and the generosity of spirit that let him continue to worry about others even as his own life was ebbing away. His writings and his example will remain with us all in the years to come.

There will be a roundtable at the AATSEEL National Conference in Washington, DC devoted to "The Legacies of Robert Maguire."

Message from NCLRC

We send our condolences to our colleagues in Florida, Alabama, Mississippi, and Louisiana who are dealing with the aftermath of Hurricane Katrina. The concerns we all face at the beginning of the school year have given way to simple survival for many of you now. Many of you will not have a school to return to once the water subsides. Our hearts are wrenched by reports of the devastation across the southern United States, and the desire to help if possible. For now, we can only sympathize, and hope that you and your students are safe.

One school we know a little about is one that has an award-winning French Immersion program, the Edward Hynes Elementary School in New Orleans. The program offers K-6 partial French Immersion. <http://www.hynesschool.org/faq/index.php#FGeneral> A parent from Hynes writes:

"At this time, I am unsure as to what exactly can be done for the Hynes com-

munity. We are spread out over about five or six different states, from Florida to Texas. Unfortunately, several of the schools where we are temporarily enrolling our children have absolutely no elementary foreign language resources. Many families still in Louisiana are trying to move to schools in areas with French Immersion programs.

We operate a e-group at Yahoo, <http://groups.yahoo.com/group/hynes-pto/> and I will send out a message on it tomorrow to see where and what our teachers and parents recommend. We certainly don't want our children to lose their language skills and practice because of the storm.

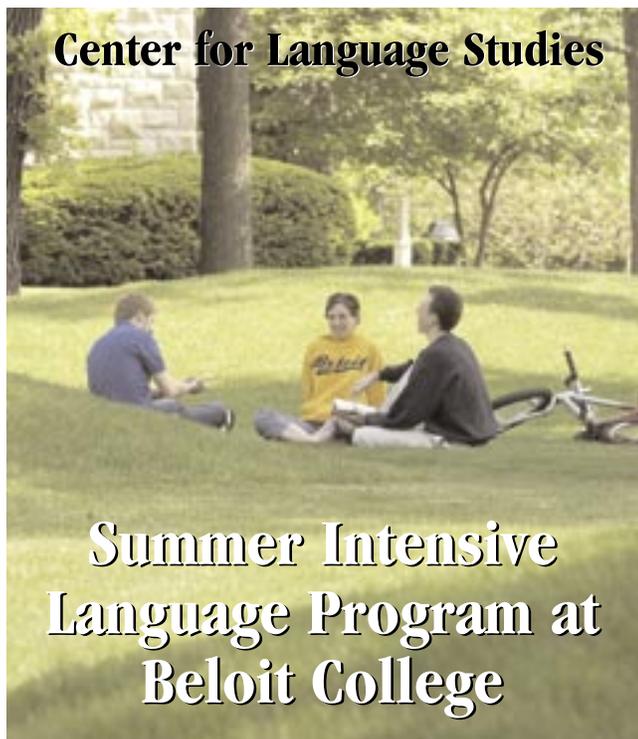
We might use books and tapes in French, software, games, etc. ANYTHING that can keep our children's skills sharp will be useful. I will try to compile a list of addresses to send the stuff to, but right now, it looks like we will all be displaced for six months to a year."

Angel Dean Collins, temporarily relocated to Tuscumbia, AL

Please let us know (email nclrc@gwu.edu) how your school fared if you are in an area affected by the hurricane. If you'd like to convey a message to the foreign language teaching community, we'd be glad to hear from you. If you're looking for a school in which to place your child, you might contact your state association to find out where foreign language programs are in schools you are near. A list is available here: http://www.valdosta.edu/scolt/state_assoc.htm

Our regular newsletter, The Language Resource, will be coming out on September 15th, along with the new Culture Club and at long last, our updated website! We hope you'll agree it was worth the wait!

Sincerely, the staff of the NCLRC: James E. Alatis, Anna Uhl Chamot, Catherine Keatley, Jill Robbins, Abbe Spokane, Dorcas Francisco, and Susan Cuff.



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Czech Corner

Editor's Note: This corner is for teachers of the Czech language, and I would like to invite them to share their news, views, and experience related to the teaching of various kinds of courses dealing with Czech culture, language, and literature. Contributions do not have to be limited to the United States; they can and should include issues of Czech language and culture instruction throughout the whole world. Contributions to the Czech Corner may be sent to the column editor at mzs@unlserve.unl.edu.

Czechoslovak Society of Arts and Science Call for Papers

Congress in České Budejovice

The 2006 SVU World Congress will take place at the University of South Bohemia in Ceske Budejovice, Czech Republic on June 25 - July 2, 2006. The Central theme is "Czech and Slovak Culture in International & Global Contexts"

The participants can submit topics on almost any subject of human endeavor, including the arts, humanities, social sciences, science and technology, medicine, agriculture, environment, business, civil society, library & information science, computers, etc. Prof. Vladimír Papoušek, Vice Rector UB and Dr. Miloš Rečcihl, President SVU are the main organizers (www.SVU2000.org).

As in the past, there will be a parallel cultural program of theatrical productions in Ceske Budejovice and in Cesky Krumlov. The opening reception will be hosted by the Lord Mayor of Ceske Budejovice and by the Budvar/Budweiser Brewery.

Social program includes excursions to Cesky Krumlov, the Renaissance town on the UNESCO list of World Monuments. Other excursions will take the participants to Tabor, the famous Hussite town, and to surrounding castles and monasteries.

For submission of papers or further information contact:

1. Panels in Czech/Slovak: Doc. Michal Bauer, PF JU, Jeronymova 10, 371 15 Ceske Budejovice; tel.: 420 38 7773209; e-mail: bauer@pf.jcu.cz
2. Panels in English: Mila Rečcihl, 1703 Mark Lane, Rockville, MD 20852; tel.: (301) 881-7222; e-mail: SVU1@comcast.net
3. Papers in linguistics can be submitted directly to: Lida Cope, PhD, Assistant Professor of Applied Linguistics Linguistics/TESL Lead Faculty, Department of English, Bate Building #2150, East Carolina University, Greenville, NC 27858 ; (252) 328-6411 copel@mail.ecu.edu

Further information concerning lodging, cheaper flights offered by CSA, etc. can be found on www.SVU.2000.org

See you in Ceske Budejovice!

IATC News

Teacher of Czech Receives AATSEEL award for Excellence in Teaching

Masako Ueada Fidler of Brown University received this prestigious award at the AATSEEL annual meeting in Philadelphia.

University of Gainesville in Florida starts to teach Czech.

The instructors are Dr. Hana Filip of Stanford and Holly Raynard from UCLA is the programs lecturer. We congratulate them.

Next Issue of Czech Language News

It will be devoted to teaching of Czech literature and film. For information about submissions and subscription contact Craig Cravens svejk@mail.utexas.edu

*Editor: Mila Saskova-Pierce
(University of Nebraska)*

IATC meeting in Washington

The International Association of Teachers of Czech will hold its annual meeting in Washington, DC, during the December AATSEEL conference. Neil Bermeil, President of the Association, made an appeal to all the Bohemists, to join the discussion concerning the future trend toward collaborations. For place and time please contact Neil Bermel at n.bermel@sheffield.ac.uk. For further news about the International Association of Teachers of Czech and its publications contact also Craig Cravens. svejk@mail.utexas.edu.

The Czech Embassies Get Involved in Czech Programs

The Association of Teachers of Czechs will discuss a plan for inclusion of the Czech Embassies as a resource to the individual university Czech language programs. The Czech Embassies are willing to lend support.

For example its representatives have visited Czech programs at Universities in Great Britain. In the United States Czech ambassadors have visited several times the campuses of the University of Nebraska. Ambassador A. Vondra and Ambassador Martin Palous addressed students in public lectures in Lincoln and in Omaha.

In addition the Czech Embassy Deputy Chief of Mission and Political Counselor Dr. Vratislav Janda visited Lincoln in the Spring of 2005. Cultural Attaché Stella Kukuckova of the Slovak Embassy in Washington visited the University of Nebraska at Lincoln in September 2005 and offered her embassy's help with materials concerning Slovak culture. She and the honorary consul of the Slovak Republic in Kansas City Dr. Ross Marine and the Honorary consul of the Czech Republic Sharon Valasek visited Nebraska on several occasions.

Recently they took part in the Czech Days organized by the Komensky Club (Students of Czech Language) in Lincoln in September 8-10, 2005.

Continued on page 17

SUMMER LANGUAGE PROGRAMS

Note from the Editor: The AATSEEL Newsletter will be happy to announce your summer (and winter) language programs in Slavic and East European languages and/or programs in Russian and East European cultural studies. Please e-mail your information to the editors by the deadline for the various issues. These deadlines can be found on the back cover of any issue of the newsletter or at the AATSEEL website: <http://www.aatseel.org>. The strong preference is for information to be submitted electronically. Summer program information is carried in every issue, beginning in October of the academic year leading up to the program; winter program information is carried in the October and December issues.

American Councils for International Education: ACTR/ACCELS

Summer Russian Language Teachers Program: Provides full support for faculty and future teachers of Russian at the university, high school, and secondary school level to study Russian literature, language, culture, and second language pedagogy at Moscow State University for six weeks. Graduate students with a commitment to the teaching profession are encouraged to apply.

Awards provide round-trip international airfare from Washington, DC to Moscow, Russia; living stipends; full tuition; housing with Russian host families; pre-departure orientation; weekly cultural excursions; insurance; and visas. Funded by the U.S. Department of Education. Application deadline: March 1.

Russian Language and Area Studies Program: The American Councils for International Education: ACTR/ACCELS has administered intensive Russian language study programs in immersion settings for American undergraduates and graduate students since 1976, serving more than three thousand students and faculty.

The Russian Language and Area

Studies Program provides approximately twenty hours per week of in-class instruction in Russian grammar, phonetics, conversation, and cultural studies at Moscow International University, and at the Russian State Pedagogical University (Gertsen Institute) in St. Petersburg. In Vladimir, Russian classes are taught by the CORA Center for Russian Language.

At all three sites, classes are conducted in Russian by regular members of the faculty. Financial aid is available. Application deadline for Summer: March 1.

The Eurasian Regional Language Program: offers instruction in virtually any of the languages of the former Soviet Union at leading institutions throughout the region. Graduate students participating in the Eurasian Regional Language program are eligible for full or partial scholarships from the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the former Soviet Union (Title VIII). Undergraduates who intend a career in teaching are eligible for full or partial scholarships from the U.S. Department of Education for their participation. Application deadlines for Summer: March 1.

Title VIII South-East European Language and Research Programs: offers instruction at leading institutions in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Macedonia, Romania, and Serbia-Montenegro.

Open to graduate students, Ph.D candidates, faculty, and scholars with at least basic proficiency in the target language. Graduate students are eligible for U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII) funding. Program features include round-trip international travel, housing, visas, insurance, tuition, and university affiliation. Application deadline for Summer: January 15.

For more information, contact: Outbound Programs, American Councils

for International Education: ACTR/ACCELS, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036; (202) 833-7522, outbound@americancouncils.org.

Beloit College

The Center for Language Programs at Beloit College is offering summer intensive programs in Russian, Czech, and Hungarian June 10-August 11, 2006. These courses last either 4 ½ or 9 weeks. First through fourth year Russian is offered, as is an advanced course in political Russian. Hungarian and Czech courses are at the beginning level. See ad on page 8 of this issue of the *AATSEEL Newsletter*.

Bryn Mawr College

Founded in 1977, the Russian Language Institute (RLI) at Bryn Mawr seeks to support the study and teaching of Russian in the United States by providing an intensive-immersion setting for both teachers and learners of the language. The RLI offers an eight-week intensive immersion program for undergraduate students, graduate students, and teachers, concentrating on language training.

All courses strongly emphasize the development of speaking, listening, reading, and writing skills in Modern Standard Russian within the context of a systematic and structured approach to the mastery of Russian grammar and vocabulary.

Financial aid is available to qualified applications. Assistance awards are based on academic merit and demonstrated need; priority for assistance is given to advanced-level students and to teachers of Russian. Determination of acceptance into the summer Russian language program is made on a Rolling Admissions basis, except for those applying for financial aid.

The deadline for turning in applications is April 1. All decisions on financial aid will be made by April 15. A letter of acceptance is routinely mailed within four weeks after receipt

of an application for those who are not applying for financial aid.

For more information, contact rli@brynmaur.edu.

Dubravushka School

Experience has proved that getting potential Russian language students to Russia is the best way to get such students to take the Russian language and, once having started it, to get them to continue with it.

A prestigious college preparatory boarding school located just outside Moscow has a summer (June and July) program where English is taught to 150 high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers beginning and intermediate Russian lessons at what is in effect a subsidized rate of \$300/week (minimum stay two weeks) to native English speaking high school aged students. This fee includes room and board, Russian lessons and airport pick up and drop off.

For additional information, see www.dubravushka.ru or contact Bill Grant, US Agent, at 941-351-1596 or grantwb@tampabay.rr.com.

Middlebury College

The Middlebury College Russian School offers seven levels of intensive undergraduate language instruction in its 9-week program and 6-week graduate courses in language, literature, and civilization.

For further information and applications contact Margot Bowden, Coordinator, Russian School, Freeman International Center, Middlebury College, Middlebury, VT 05753, telephone 802-443-5533, or bowden@middlebury.edu, or Russian School Director Karen Evans-Romaine, Ohio University, at evans-ro@ohio.edu. Information and applications are also available at the Middlebury Russian School website: <http://www.middlebury.edu/lr/russian>. Consideration of applications begins in January; apply early for financial aid.

Monterey Institute of International Studies

Preparing to travel, study or work in Russia? Take part in an intensive Russian language study experience

this summer at the Monterey Institute of International Studies in beautiful Monterey, California.

We offer an intensive eight-week Russian language program at the beginning, intermediate and advanced levels. In-class language study is complemented by cultural activities and opportunities to practice the language outside of class. We bring together motivated students and skilled native-level instructors in an intensive, small class environment that proves to be quite rigorous and demanding, yet most effective for language acquisition.

Make the most of your summer-study at MIIS! Also offered: Arabic, Chinese, French, German, Italian, Japanese, Korean, and Spanish. Contact us at 831-647-4115 or silp@miis.edu for more information.

University of California at Los Angeles

University of California Los Angeles is planning 1st and 2d year Russian, an intensive eight week course, it meets five days a week four hours a day, and there is a tutor after class.

The Intensive basic course in the Russian language focuses on communication with attention to grammatical accuracy. The class also works on reading, listening, and writing. Video is used throughout the course. Students work with an experienced instructor and have one-on-one tutoring with a native speaker of Russian.

The Intensive Intermediate Russian focuses on furthering competency in standard contemporary Russian. Additional emphasis on reading and writing skills. Exposure to Russian culture through literature, films and other activities. Students work with an experienced instructor and have one-on-one tutoring with a native speaker of Russian.

For more information, contact Olga Kagan, Ph.D., Director, Language Resource Center, Coordinator, Russian Language Program, Tel. (310) 825-2947, Fax: (310) 206-5263, E-mail: okagan@humnet.ucla.edu; okagan@ucla.edu; Mailing address 2207 Hershey, UCLA, Los Angeles, CA 90095-1502; <http://www.humnet.ucla.edu/flr>; <http://www.humnet.ucla.edu/russian>; <http://www.heritagelanguages.org>

<http://www.heritagelanguages.org>

Send information on your language programs to the AATSEEL Newsletter editors!

Czech Corner Continued

Continued from page 15

They met for a round table and talked with students of Czech language about opportunities in Central Europe. Their presence constituted a willingness to help in the recruitment efforts of the Czech program at the University of Nebraska.

In addition it was learned that the Czech Ministry of Foreign Affairs has materials it sends to individual program upon request. These include films, children books, music tapes and CDs. (Vladimira Knappova)

Gratias Agit Prize for Komensky Club

The Nebraska University Czech Komensky Club received the Gratias Agit Prize from the Ministry of Foreign Affairs of the Czech Republic in June 2005 for its 101 years of cultural programming for the university and Nebraska communities. Charles Svagera, the president of the club and Dr. Mila Saskova-Pierce who has been the club academic advisor for the last 16 years were flown to Prague and received the prize from the hands of Cyril Svoboda, the Minister of foreign Affairs of the Czech Republic. The Ministry reiterated its offer to help with the Czech activities in the World.

AATSEEL Newsletter Columns

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusic, Czech, Russian and Ukrainian studies. We invite readers to send information for sharing to the respective column editors. If editors come forward, we are willing to add columns for other Slavic languages.

PSYCHOLOGY OF LANGUAGE LEARNING

This column is intended to promote a dialogue for teachers of Slavic languages regarding the psychological aspect of language learning. Submissions for future editions of this column should be sent electronically to vbelyanin@mtu.ru.

Psychology and Language Teaching

Marion Williams
University of Exeter, UK

Over the years a considerable amount has been written about the methodology of language teaching. We have seen changes in language teaching methods from grammar translation to structural approaches, followed by functional, notional and communicative approaches. However, I will argue that, whatever method is followed, what is far more important is having a basic understanding of the psychology of language learners and teaching languages.

This is, of course, a vast topic, and one I attempted to tackle in the book *Psychology for Language Teachers* (Williams and Burden, 1997). I felt that as language teachers we needed to understand more deeply the perspective of the learner, and thus I decided to investigate the field of Educational Psychology to see what light it could shed. I had a number of key questions in mind:

- What do we mean by learning?
- How do learners learn languages?
- What strategies do they use?

What motivates learners to learn a language, and how can I influence their motivation?

What aspects of the classroom environment affect learning?

What sense do learners make of their successes and failures in learning?

What can teachers do to help learners to learn most effectively?

In order to understand what is meant by learning it is important to make a distinction between learning as a mere transmission of knowledge, and learning as an individual construction of knowledge, known as constructivism. Learners make their own sense of the world in ways that are personally meaningful to them. They map new information onto old, and re-shape their understanding so that it is personally significant. However, this takes place within a social context; thus we can refer to a social constructivist approach to learning. It is this approach which underpins all of my own work.

The question of motivation leads us into what is meant by the term motivation. If we take a social constructivist approach, then we believe that motivation is concerned with learners making their own sense of the learning situation, and making their own decisions about their actions. We therefore reject the use of rewards and punishment, which are teacher-centred, and argue instead for enabling learners to make their own decisions about action.

This involves teaching learners to think; building up and developing their cognitive skills. Learners can be taught to think through the various curricular subjects (see Burden and Williams, 1998). However language teachers are in a strong position to design tasks for their learners which develop both language and cognitive skills, i.e. require thinking.

In considering what teachers can do to help learners to learn, I have been very much influenced by the powerful model of mediation proposed by the Israeli psychologist, Reuven Feuerstein.

*Editor: Valery Belyanin
(Moscow State University &
Moscow State Ling. Univ.)*

Feuerstein proposes 12 ways in which a teacher can mediate, all of which can be applied to the language classroom. Basically, teachers should convey clearly to learners what they need to do, why they should do it, and how it will be beneficial to their future development. In response, learners need to 'reciprocate' this intention so that they approach the task in a focussed and self-directed way. Teachers also need to build up learners' confidence, teach them the strategies they need to learn the language, and develop feelings of belonging and individuality. Thus teachers are scaffolding learners towards becoming self-directed individuals who can function within a society. This considerably expands the role of the teacher, but at the same time can be an extremely rewarding experience for teachers.

Williams, M. and Burden, R. (1997) *Psychology for language Teachers: a social constructivist approach*. Cambridge: CUP.

Burden, R. and Williams, M. (1998) *Thinking Through the Curriculum*. London: Routledge.

Letter from the Editor

Well, not a letter, but a short note. Some of the usual columns – Ukrainian Issues, Notes from Counterparts, Recent Publications, Member News – have been deferred to the next issue, due to the length of this issue created by including the 2005 Preliminary Conference Program, which is available as a separate electronic file.

Betsy L. Lauer

Graduate Student Forum

“If you had to name one skill that you learned in graduate school and that proved particularly useful, what would it be.”

This is a difficult question for at least two reasons. When I look back at graduate school from the vantage point of now 35–40 years, it’s faded so greatly in my memory that I’m not sure I can trust my first recollections. Like a trip to the dentist many years ago for a long, hard root canal or to the hospital for major surgery, the discomfort seems to have paled, leaving behind only the happy feeling of vanished pain and restored health. Is it really possible that graduate school represented some of “the best days of my life”? I doubt it... but that’s the way it feels.

Besides that, the question seems to be the wrong one, or at least not a particularly useful one. I mean, the basic skills needed for a successful academic career can be acquired by just about anyone bright enough to get accepted to a doctoral program. These would include, for example, excellent practical language skills, excellent research skills, and excellent expository writing skills. And of course, later, you can always use as models for the courses you teach the many courses you’ve sat through over the multitude of years you’ve been lower down in the academic food chain. The fact is that virtually all of the faculty colleagues I’ve known somehow or other had the requisite skills. What distinguishes them from one another is not so much their skills, but their values and attitudes. In this respect, naturally, they’re a pretty diverse lot, and not a few whose values and attitudes are odious have been very successful. Nevertheless, the question I’d rather answer is, “What value, or attitude, proved particularly useful?”

For me, the answer is in the relative priority assigned to the three cardinal academic “domains”: research, teaching, and service. It’ll surprise no one that at the institutions I’ve worked, the winner by many lengths is research—

scholarship, publications. Teaching may come in second, but it’s often far behind the winner. And poor academic service? Well, it’s usually a sorry, distant third, if it’s not scratched entirely before the race even begins. My personal ranking would be different. I’d put teaching, i.e., students, in first place. Not that I would, or could, recommend ignoring research and (yes) service (you have to do it all), but I’d make sure, before anything else, that my courses and my students got full and undivided attention before anything else.

This attitude, one that I’ve never regretted, is one I acquired in graduate school, along with the rest, from some not too shabby scholars and teachers:

—from the department head who, on his own initiative, added letters of recommendation to my wife’s and my fellowship applications in our first year (a couple of our former undergrad teachers had neglected to send in letters without telling us), thereby making us eligible for consideration (successful);

—from the several dissertation readers, who—to judge by the turnaround time—stopped everything they were doing to critique chapters as fast as I could get them to them, so that I could meet a critical deadline (and not lose my first job);

—from the Russian-language instructor who spent hours of out-of-class time helping someone who seemed fatally otherly-enabled Russian-language-wise.

Most of these don’t find their way into curricula vitae, but have great and lasting consequences, and are likely to be remembered and appreciated long after those that we’ve taught have left our classrooms and offices.

Ernest Scatton
Distinguished Service Professor
(emeritus)
University at Albany (SUNY)

Editor: Olga Livshin
Northwestern University

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Joan Chevalier (Brandeis University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (University of North Carolina at Chapel Hill); James Levin (George Mason University); Benjamin Rifkin (University of Wisconsin at Madison); Ernest Scatton (State University of New York at Albany), and Irwin Weil (Northwestern University). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

Seeking AATSEEL Chapters

Are you a member of an active regional, state, or local AATSEEL chapter? If so, the AATSEEL Executive Director would like to hear from your group so that we can compile a list of active chapters, including their contact information.

And here’s another good reason to let us hear from you: Paragraph 3c of the AATSEEL Bylaws states, “The charter of a chapter shall be automatically suspended if a chapter fails to remain active, that is, if it fails to hold at least one meeting a year and forward minutes of such meeting or meetings to the Executive Director and to the Editor of the Association’s Newsletter by December 15 of any given year.”

Contact AATSEEL at:
AATSEEL@earthlink.net

BELARUSICA

The Belarúsica column editor is looking for contributions to this column. Contributions from North American colleagues are especially appreciated. (Contributions should be no more than 1-2 pages in length.), deadline 6-8 weeks in advance of the issue month. For more information, contact Dr. Curt Woolhiser, cwoolhis@fas.harvard.edu.

Zora Kipel Prizes In Belarusian Studies

The North American Association for Belarusian Studies (NAABS) and the family of the late Zora Kipel are pleased to announce two annual prizes for new publications in Belarusian studies, the Zora Kipel Book Prize, and the Zora Kipel Article Prize. The prizes, \$500.00 for books and \$200.00 for articles, will be awarded to the authors of outstanding new publications in the fields of Belarusian cultural studies, linguistics, literature, history and politics. Books and articles published in the last three years (2002-2005) in either English or Belarusian are eligible. Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send a copy of your book or article to the following address by December 1, 2005:

Dr. Curt Woolhiser
Harvard University
Department of Slavic Languages
and Literatures
Barker Center 327, 12 Quincy St.
Cambridge, MA 02138-3804

Winners will be announced in the spring of 2006.

Zora Kipel (1927-2003): An Appreciation

By Thomas E. Bird (CUNY-Queens College) (published in full in *Zapisy/Annals* (Belarusian Institute of Arts and Sciences, New York) (New York-Miensk 2004), 27, p. 7).

*Editor: Curt Woolhiser
(Harvard University)*

“Zora Kipel will be remembered by generations to come as a pioneer researcher who dedicated her life to investigating, rescuing, and helping to preserve fully and accurately the history and culture of her nation.

A member of an indomitable generation who survived the Second World War and went on to build remarkable academic and intellectual careers, she was impelled by temperament to pursue interests beyond the boundaries of any single discipline.

With a flair for responsibility and endowed with unparalleled modesty, she pursued thoroughness, authenticity, and integrity in both her personal life and professional work. Courteous and honest in her dealings with others, she was a cherished cicerone of close friends, visiting scholars, and far-flung correspondents -- from all of whom she won respect.... “

“She made a significant contribution to the field of Belarúsica through her research, editing, and collecting, combined with a kaleidoscopic variety of civic and bibliotecal activities. An omniverous reader, her own research focused on literary influences. Dr. Jan Zaprudnik has chronicled her accomplishments in detail.” [please see bibliography in *Zapisy* 27 (2004), pp. 27-34].

“...Her knowledge, insight and wisdom, her warmth and friendship will be sorely missed.

May her memory be eternal!”

Symposium: “The Arts, National Identity and Cultural Politics in Belarus”

**Harvard University,
October 14-15, 2005**

Harvard University’s Department of Slavic Languages and Literatures is pleased to announce a symposium

on “The Arts, National Identity and Cultural Politics in Belarus” to be held at Harvard on October 14-15, 2005, in conjunction with the first North American performances by the Jakub Kolas Academic Theatre at the Arsenal Center for the Arts in Watertown, Massachusetts (please see announcement below for further information about the performances). The symposium will focus on the role of literature and the arts in the construction of competing visions of Belarusian national and cultural identity, and the ways in which the Lukashenka regime has sought to shape post-Soviet Belarusian society through state intervention in the cultural sphere. Presentations are planned on contemporary Belarusian literature, theatre, music, visual arts and film, as well as cultural and educational policy in Belarus under Lukashenka. In addition, there will be a screening and discussion of the recent, critically acclaimed film “Occupation: Mysterium” (2004) by the Belarusian director A. Kudzinienka (banned in Belarus for its unflattering portrayal of Soviet partisans during WWII), a reading of contemporary Belarusian poetry, and an exhibit of Belarusian visual arts and photography.

A preliminary schedule of the symposium and related events is appended below. Please check the website of the North American Association for Belarusian Studies (www.belarusianstudies.org) for updates. For further information, please contact Dr. Curt Woolhiser (Department of Slavic Languages and Literatures, Harvard University) by e-mail at cwoolhis@fas.harvard.edu

Co-sponsored by the Department of Slavic Languages and Literatures (Harvard), The Harvard Ukrainian Research Institute, The Davis Center for Russian and Eurasian Studies, the Orsa-Romano Cultural and Educational Foundation, and the North American Association for Belarusian Studies.

**Monday, October 10-
Friday October 21**

Exhibits of contemporary Belarusian visual arts and photography (Ticknor Lounge, Boyston Hall (Harvard) and Arsenal Center for the Arts, Watertown)

Thursday, October 13

2:30-3:30 Meeting with members of the Jakub Kolas Theatre at Harvard (Humanities Room, Barker Center 133)

4:00-7:00 Screening of "Occupation: Mysterium" followed by discussion (Fong Auditorium, Boylston Hall, Harvard University)

8:00 Performances of "Chagall...Chagall..." and "The Arrest" by the Jakub Kolas Theatre, Arsenal Center for the Arts, Watertown

Friday, October 14

Session I (Humanities Room, 133 Barker Center, Harvard University)

3:30-3:40 Opening remarks

3:40-4:20 Arnold McMillin (University of London) "Aspects of Belarusian Literature since 1994"

4:20-5:00 Zina Gimpelevich (Waterloo U, Ontario) "Vasil Bykau: My Biography is in My Books"

5:00-5:40 Paula Survilla (Wartburg College, Iowa) "Back in the BSSR, or And the Beat Goes On: Adaptations in Sound and Vision in the Belarusian Rock Movement, 1989-2005"

5:40-6:00 Thomas Bird (CUNY-Queens College) -- discussant

6:00-6:30 presenters' responses, questions and discussion

8:00 Performances of "Chagall...Chagall..." and "The Arrest" by the Jakub Kolas Theatre, Arsenal Center for the Arts, Watertown

Saturday, October 15

Session II (Humanities Room, 133 Barker Center, Harvard University)

10:00-10:40 Grigory Ioffe (Radford U, Virginia) "Cultural Wars, Soul-Searching and Belarusian Identity"

10:40-11:20 Iryna Vidanova (Johns Hopkins) "The State vs. the Nation: Lukashenka and Educational Policy"

11:20-12:00 Elena Gapova (European Humanities University, Minsk/Vilnius) "The Cultural as the Political in Belarusian Intellectual Journals"

12:00-12:20 Timothy Snyder (Yale) -- discussant

12:20-12:40 Vital Zajka (YIVO Institute for Jewish Research, New York) -- discussant

12:40-1:30 presenters' responses, questions and discussion

2:00 Performances of "Chagall...Chagall..." and "The Arrest" by the Jakub Kolas Theatre, Arsenal Center for the Arts, Watertown

4:30-5:30 Reading of contemporary Belarusian poetry (Humanities Room, 133 Barker Center)

5:30-6:30 Business meeting of the North American Association for Belarusian Studies

(Humanities Room, 133 Barker Center)

8:00 Performances of "Chagall...Chagall..." and "The Arrest" by the Jakub Kolas Theatre, Arsenal Center for the Arts, Watertown

Performances by the Jakub Kolas Academic Theatre (Viciebsk, Belarus) at the Arsenal Center for the Arts, Watertown, Massachusetts, October 13-15, 2005

The Jakub Kolas Academic Theatre is the second-largest theatre company in Belarus and the country's premiere touring company. With funding from the Trust for Mutual Understanding (New York), Harvard University, and the Orsa-Romano Cultural and Educational Foundation, on its first North American tour the Jakub Kolas Theatre will be performing two of their most popular pieces, Uladzimir Drazdou's "Chagall...Chagall..." and Sakrat Janovich's "The Arrest", at the Arsenal Center for the Arts in Watertown, Massachusetts, October 13-15, 2005. Both plays will be performed in the original Belarusian with projected English supertitles.

"Chagall" is the theatre's most internationally acclaimed and recognized production, having been performed at the East Goes West Festival in London; at the Edinburgh Festival Fringe where it was awarded the "Fringe First" award by the Scotsman; at the Espace Pierre Cardin in Paris at the behest of Mr. Car-

din himself; at Mittelfest in Cividale del Friule, Italy; at the International Festival "Contact" in Toruń, Poland; and at the Baltic Home Festival in St. Petersburg, Russia. The Scotsman writes: "Chagall, Chagall...", from Vitebsk in Belarus, is a staggeringly beautiful show about the early life of the artist Marc Chagall, as he remembers it in his dying moments. Born in Vitebsk in 1887, Chagall was entirely shaped as an artist by the life of the city's Jewish community and by his love for the little city he never left in his imagination....Here, nine magnificent actors from the Jakub Kolas Academic Theatre recreate that life in a series of ten exquisite, tableau-like scenes that shimmer with respect for the world Chagall knew, and with sorrow for the horrors that were to sweep it away."

The second production, "The Arrest," a unique example of the theatrical mastery of Artistic Director Vital Barkouski, is an exploration of Belarusian identity and the modern Belarusian experience based on episodes from the life of the Belarusian scholar, educator and political activist Branislau Tarashkevich (imprisoned by the Poles in the 1920s as a "Soviet agent," and later executed by the Soviets as a "Polish spy"). As in Drazdou's "Chagall," in Janovich's "The Arrest" the viewer is made acutely aware of Belarus's historical role as a contested cultural and political borderland -- a role that was to have particularly tragic consequences over the course of the 20th century.

For more information about the Jakub Kolas Theatre's performances at the Arsenal Center, as well as about possible performances in other cities during the theatre's first North American tour, please contact the theatre's international manager, Mr. James Mallinson, at james@mallinsonarts.com.

AWARDS

Rossica Translation Prize Announces 2005 Shortlist

First Award For Excellence In Russian - English Literary Translation

LONDON, 1 September - The Rossica Translation Prize shortlist for 2005 was announced today by Academia Rossica. The £2000 Rossica Translation Prize is the first award for literary translation from Russian into English to be established anywhere in the world and it is open to works published in any country. The prize will be awarded biennially (£1500 to the translator and £500 to the publisher) for the best new translation of a high-quality Russian-language literary work.

From a total of 34 eligible books submitted by the publishers for the Rossica Translation Prize, six finalists and two 'Special Commendations' were selected.

Rossica Translation Prize 2005 Shortlist

Hugh Aplin – translation of Bulgakov's *The Fatal Eggs*
Hesperus Press 2003

Andrew Bromfield – translation of Kononov's *The Naked Pioneer Girl*
Serpent's Tail 2004

Robert & Elizabeth Chandler, Olga Meerson – translation of Platonov's *Soul*
Harvill Press 2003

Robert Maguire – translation of Gogol's *Dead Souls*
Penguin 2004

Oliver Ready – translation of Buida's *The Prussian Bride*
Dedalus 2002

Arch Tait – translation of Volos's
Hurramabad
Glas 2001

SPECIAL COMMENDATIONS

Michael Molnar – translations of poems by Krivulin in: *Ten Russian Poets*:

Surviving the Twentieth Century
Richard McKane (ed.), Anvil Press
2003

Robin Kemball – translation of Tsvetaeva's *Milestones*

Northwestern University Press,
2004.

The judges for 2005 are distinguished specialists in Russian literature, Professors John Elsworth (University of Manchester), Angela Livingstone (Essex University) and Gerald Smith (University of Oxford).

The establishment of this unique prize aims to promote the best of Russian literary culture in the English-speaking world, serving and encouraging the translation of a broad range of authors, genres and periods. It recognizes the vital contribution Russian literature continues to make towards enriching the intellectual life of the English-speaking world.

The Rossica Translation Prize has been established by ACADEMIA ROSSICA, a UK Registered Charity. Academia Rossica was created in London in 2000 with the aim of promoting cultural collaboration between Russia and the West. Working closely with leading cultural institutions, Academia Rossica initiates and realises pioneering projects presenting the best of Russian art to western audiences. Rossica, the international art quarterly published by this organisation, is the only English-language journal devoted to the many facets of Russian heritage and the newest artistic movements in contemporary Russia. Director of Academia Rossica, Svetlana Adjoubei, says: "We believe that stronger cultural links are essential to a successful dialogue between Russia and the West in politics, business and other spheres, and to the further integration of Russia into the world community." See more information

about Academia Rossica at www.academia-rossica.org

Rossica Translation Prize 2005 is sponsored by the Foundation of the First President of Russia, Boris Yeltsin, which was established in Moscow in 2000 as an independent charitable organisation. Its primary aim is to create an environment that will help the younger generation to fulfil its creative potential. The Foundation therefore undertakes a broad range of educational, scientific, scholarly and cultural projects and programmes in support of talented young men and women.

Notes to editors: The competition for the 2005 prize consists of submissions published between 2001 and 2004. Any previously unpublished translation of a literary work is eligible to be submitted to Academia Rossica by the publisher. The next Rossica Translation Prize will be awarded in 2007; entries should be sent to Academia Rossica by 1 January 2007.

The finalists of the Rossica Translation Prize 2005 will be reading from the shortlisted books in the London Review Bookshop - 14, Bury Place, London WC1 on 27 September 2005, 6.30 pm. Tickets are £4 (£3 to Rossica members) and can be bought in advance (tel: 020 7269 9030) or on the door.

The Rossica Translation Prize 2005 will be presented at the Translators' Association prizes award ceremony on 3 October 2005 at the UCL Bloomsbury Theatre, London.

Press and publicity:
Jill Cunningham: press@academia-rossica.org

Editors Note: If you have made an award or are soliciting nominations for an award, please let the editor know.

PROFESSIONAL OPPORTUNITIES

Calls for Papers

November 28-30, 2005

Dostoevsky International Colloquium

University of Sao Paulo, Brazil

The Graduate Program in Russian Literature and Culture at the University of Sao Paulo (Brazil) will hold from November 28–30/2005 an international colloquium on Fyodor Mikhailovich Dostoevsky. Papers from slavists and from scholars from others fields of study (Literary Theory, History, Philosophy, Social Sciences, Linguistics, Arts) are welcome. The papers presented at the panels will be selected for publication in the second volume of the *Caderno de Literatura e Cultura Russa*, a prestigious journal published by the University of Sao Paulo.

Those who are willing to join the colloquium should send (until October 15) an abstract of up to 250 words containing the title of the work, name of author, institution and professional status (undergraduate/graduate student, teacher, independent researcher) to the e-mail: bgomide@hotmail.com

Organized by the Graduate Program in Russian Literature and Culture – University of Sao Paulo

Conferences and Workshops

October 7-10, 2005

3rd National Conference of the Russian American Medical Association

We plan to hold the 3rd National Conference of the Russian American Medical Association in Washington, DC on October 7-10, 2005. We are looking for partners. Are you interested in participation?

Contact: Boris Vinogradsky, MD, General Surgery, Cleveland, OH, President, Russian American Medical Association, www.russiandoctors.org

October 22, 2005

CDLC Third Annual Conference on Teaching and Learning to Near-Native Levels of Foreign-Language Proficiency

The Third Annual Conference on Teaching and Learning to Near-Native Levels of Foreign-Language Proficiency, sponsored by the Coalition of Distinguished Language Centers, will be held October 22, 2005 at Howard University in Washington, DC. A call for papers is currently in effect. Potential presenters should submit an abstract to the program committee: Betty Lou Leaver (Leaver@aol.com) and Boris Shekhtman (sbsltc@aol.com). Check the website, www.distinguishedlanguagecenters.org, for updates and registration information. The proceedings of the 2003 conference can be purchased from online bookstores, and the 2004 proceedings are due out this summer.

February 2006

Developing Nativelike Literacy in L2

Co-sponsored by the Consortium of Teaching Excellence Center affiliate of the US-based Coalition of Distinguished Language Centers, New York Institute of Technology in Jordan, Jordan University of Science and Technology, and the University of Jordan, this conference is dedicated to exploring the issues of developing high-level proficiency in reading and writing in foreign languages. It is an outgrowth of a CCCC (NCTE) grant to study the acquisition of high-level writing skills. Reading skills will be included, as well, in the conference.

The conference organizers will provide transportation and lodging within Jordan and arrange for pre-conference and post-conference tours. Jordan has many attractions to offer: Dead Sea swimming and health improvement, diving in the Red Sea at Aqaba, visiting the ancient Roman cities of Petra and Jerash, standing on Mount Nebo, and much more. Plan to come! Plan to participate!

For more information, watch the Coalition of Distinguished Language Centers' website: [\[languagecenters.org\]\(http://languagecenters.org\) or contact Dr. Amal Jaser, \[ajaser@just.edu.jo\]\(mailto:ajaser@just.edu.jo\).](http://www.distinguished-</p>
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Grants and Fellowships

November 15, 2005

SSRC Eurasia Program 2006 Predoctoral and Postdoctoral Fellowships Competition

The Eurasia Program of the Social Science Research Council (SSRC) is currently offering a number of fellowships at both the predoctoral and postdoctoral levels for the 2006-2007 academic year. These fellowships are intended to support research, writing, training and curriculum development on or related to the New States of Eurasia, the Soviet Union, and/or the Russian Empire, regardless of the applicant's discipline within the social sciences or humanities. These fellowships are funded by the U.S. Department of State under the Program for Research and Training on Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Online applications and supporting materials are now available on the SSRC website at www.ssrc.org/fellowships/eurasia. The electronic application submission deadline is November 15, 2005 at 9:00 p.m. for all categories of fellowships except the Teaching Fellowship. Teaching Fellowship applications will continue to be accepted until January 24, 2006 at 9:00 p.m.

Awards will be offered in the following five categories:

Predissertation Training Fellowships—support the development of research skills and/or language training for graduate students in the early stages of their doctoral programs;

Dissertation Write-up Fellowships—provide support for the 2006-2007 academic year to graduate students nearing the completion of their doctoral programs;

Postdoctoral Research Fellowships—provide support for recent PhD recipients and junior faculty wishing to complete existing projects and/or undertake new research;

Postdoctoral Language Training Fellowships, NEW—support postdoctoral scholars in acquiring requisite language competency that will allow them to broaden existing and/or advance new research projects;

Teaching Fellowships—provide support for faculty members wishing to create and implement significantly revised or wholly new university courses.

Additional information may be found at: <http://www.ssrc.org/fellowships/eurasia/>, and questions may be addressed to the Eurasia Program Staff: eurasia@ssrc.org. Please periodically check our website for additional information, including details and application materials for annual dissertation development workshop, training seminars, institutional grants, and other events.

Eurasia Program Fellowships, Social Science Research Council

810 Seventh Ave 31st Floor, New York, NY 10019

Phone: 212-377-2700/Fax: 212-377-2727

August 15 Annually

Kluge Center Fellowships for Library of Congress

Library of Congress Invites Applications for Kluge Center Fellowships. The Library of Congress (<http://www.loc.gov/>) invites qualified scholars to conduct research in the John W. Kluge Center using the Library of Congress collections and resources for a period of up to eleven months.

The Kluge Center is located in the Jefferson Building of the Library of Congress and provides attractive work and discussion space for scholars. Residents have easy access to the library's specialized staff and to the intellectual community of Washington. The Kluge Center especially encourages humanistic and social science research that makes use of the library's large and varied collections. Interdisciplinary, cross-cultural, or multi-lingual research is particularly welcome.

Among the collections available to researchers are the world's largest law library and outstanding multi-lingual collections of books and periodicals. Special collections of manuscripts, maps, music, films, recorded sound,

prints, and photographs are also available. Scholars who have received a terminal advanced degree within the past seven years in the humanities, social sciences, or in a professional field such as architecture or law are eligible to apply.

Exceptions may be made for individuals without continuous academic careers. Applicants may be U.S. citizens or foreign nationals. For applicants whose native language is not English, there must be evidence that the applicant is fluent in English.

Up to twelve Kluge Fellowships will be awarded annually. Fellowships are tenable for periods from six to eleven months, at a stipend of \$4,000 per month. Visit the Library of Congress Web site for complete fellowship program information and application procedures Location: USA Deadline: Aug. 15 each year. Website: <http://www.loc.gov/loc/kluge/kluge-fellowships.html>

Various closing dates

Title VIII Research Scholar Program: Provides full support for three to nine-month research trips to Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova.

Fellowships include round-trip international travel, housing, living stipends, visas, insurance, affiliation fees, archive access, research advising, and logistical support in the field.

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Title VIII Combined Research and Language Training Program: Provides full support for research and approximately ten hours per week of advanced language instruction for three to nine months in Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova.

Fellowships include round-trip international travel, housing, tuition, living stipends, visas, insurance, affiliation

fees, archive access, research advising, and logistical support in the field.

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

Title VIII Special Initiatives Fellowship: Provides grants of up to \$35,000 for field research on policy-relevant topics in Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan.

Applicants must hold a Ph.D. in a policy-relevant field and have sufficient language-ability to carry out proposed research. Scholars must conduct research for at least four months in the field. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

Title VIII Southeast Europe Research and Language Study Programs: Provides full support for three to nine months of research and/or language study in Southeast Europe. Fellowships include round-trip international travel, housing, living stipends, visas, insurance, tuition, and affiliation fees. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII). Open to graduate students, post-doctoral scholars, and faculty. Application deadline: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Title VIII Southeast Europe Summer Language Program: Offers international airfare, tuition, insurance, and living stipends to graduate students for up to three months of intensive language study at major universities throughout Southeast Europe and the Baltic states.

Open to students at the MA and Ph.D. level, as well as faculty and post-doctoral scholars. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII). Application deadline: January 15.

Summer Russian Language Teachers Program: Provides full support for teachers of Russian at the university, high school, and secondary school level to study Russian literature, language, culture, and second language pedagogy at Moscow State University for six weeks. Graduate students with a commitment to the teaching profession are also encouraged to apply.

Awards provide round-trip international airfare from Washington, DC to Moscow, Russia; living stipends; full tuition; housing with Russian host families; pre-departure orientation; weekly cultural excursions; insurance; and visas.

Tentative program dates are June 17 to August 4. Funded by the U.S. Department of Education. Application deadline: March 1.

Scholarships for language study on American Councils programs overseas: Graduate students participating in the American Councils Russian Language and Area Studies program or the Eurasian Regional Language program are eligible for full or partial scholarships from the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the former Soviet Union (Title VIII). Undergraduates who intend a career in teaching are eligible for full or partial scholarships from the U.S. Department of Education for their participation in the Russian Language and Area Studies Program or the Eurasian Regional Language program.

The American Councils Russian Language and Area Studies Program provides intensive Russian language instruction in Moscow, St. Petersburg and Vladimir, Russia.

The Eurasian Regional Language program offers instruction in virtually any of the languages of the former

Soviet Union at leading institutions throughout the region.

Fellowship information and applications are included in regular application materials for both programs. Application deadlines: October 15 (spring semester programs); March 1 (summer programs); April 1 (fall semester and academic year programs).

For more information, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036; (202) 833-7522, outbound@americancouncils.org.

Kennan Institute Short-Term Grants: The Kennan Institute offers Short-Term Grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C. area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected.

Short-Term Grants provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Short-Term scholars. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project, a curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All applicants must note their country of citizenship or permanent residency in their materials. Letters of recommendation, with signatures, should be sent either by fax or post, all other application materials may be submitted via e-mail or in hard copy. Any materials submitted in hard copy should be in clear dark type, printed on one side only, and without staples.

Grant recipients are required to be in residence in Washington, D.C., for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year. Closing dates are **December 1, March 1, June 1, and September 1**. Applicants are notified of the competition results roughly seven weeks after the closing date. U.S. citizens, permanent residents, and non-Americans are eligible for Short-Term Grants, although funding for non-American applicants is limited. Approximately one in three American applicants and one in six non-American applicants are awarded Short-Term Grants in each of the four competition rounds.

The Short-Term Grant Program is supported by the Program for Research and Training on Eastern Europe and the Independent States of the former Soviet Union (Title VIII) of the U.S. Department of State and the George F. Kennan Fund. Continuation of the Short-Term Grant Program in 2006-2007 is contingent on future funding.

The Woodrow Wilson Center can only provide grants to those non-U.S. citizens who hold a J-1 Visa. Non-U.S. citizens who are located in the United States at the time the Short-Term Grant is awarded must leave the United States in order to be issued a J-1 Visa before they can receive their award. J-1 Visas cannot be issued to individuals while they are in the U.S. on a different visa.

For more information, or to apply for a Short-Term Grant, please visit www.wilsoncenter.org/kennan, or contact:

Fellowships and Grants
Kennan Institute
One Woodrow Wilson Plaza
1300 Pennsylvania Avenue, NW
Washington, D.C. 20004-3027
Telephone: (202) 691-4100
Fax: (202) 691-4247
Email: kennan@wilsoncenter.org

Languages in the National Interest

The National Council for Languages and International Studies (NCLIS), composed of fifty-five associations representing over 200,000 language professionals, endorses the study of world languages in addition to English to assist in meeting national interests related to:

- Increased diversity in communities and schools nationwide;
- The need for an internationally competent workforce;
- New national and human security challenges, and
- The need to develop a well-educated, culturally literate, and globally responsible citizenry

Among groups from the government, academic and private sector, there is consensus for the creation of a systematic and systemic approach to language education in the United States. NCLIS endorses:

1. Language and culture instruction that begins in the early grades, continues with well articulated sequences of instruction throughout grades K-12 and two and four year colleges and universities, allows for multiple entry points, and encourages life long language learning.
2. A broad offering of languages that support global literacy and communication goals related to the learning of languages and their cultures that are important for future economic and security needs.
3. Adequate financial support for, and philosophical commitment to, language education in the federal budget and by state legislatures.
4. Recruitment of highly qualified teachers along with the promotion of teaching excellence through effective pre-service education, professional development, and opportunities for participation in exchange and study abroad programs.
5. Incorporation of standards-based assessments of language and culture into state and/or federal accountability systems.
6. Maintenance and continued development of heritage language proficiency to promote bi-literacy and cultural awareness to enhance opportunities for further achievement—both for cultivation of heritage resources to teach these languages and for cultural understanding within our communities.
7. Establishment of standards-driven, research-based policies for teaching language and culture.
8. Integration of other content areas into the teaching of language and culture at all instructional levels.
9. Improved access to currently available foreign language instructional materials, distance learning resources, and technologies to expand foreign language and cultural learning opportunities.
10. Support for advanced research and development in second language acquisition, foreign language pedagogy, heritage languages, assessment, and other areas critical to the advancement of language education.
11. Continued development of policy and legislation to address gaps in national language capacity by creating a variety of program models and financial incentives for learning, maintaining, and teaching languages other than English.
12. Establishment of a national coordinating entity to develop, organize and oversee the implementation of a national world language strategy that will provide US students with the kinds of instructional programs needed to acquire meaningful levels of language and cultural competence.

PLAN TO ATTEND AATSEEL 2005

Dear Colleague,

I am delighted to welcome you to this year's AATSEEL convention in Washington, DC. This year we will enjoy our conference in the nation's capital, at the JW Marriott Hotel, just blocks from the White House and the Washington Metro, connecting you easily to most parts of the city.

We have an excellent set of panels, thanks to the Program Committee chaired by William Comer, along with sessions sponsored by our sister organization ACTR, and opportunities to attend events at the MLA. We are especially pleased to announce that Alexander Schenker of Yale University, winner of the 2004 AATSEEL Award for Outstanding Contribution to Scholarship, will be presenting the keynote address this year: "What Are Slavs, Slavists and Eastern Europe? The Linguistic and Cultural Boundaries of AATSEEL." The keynote is scheduled for December 29 at 11:00, following the annual business meeting.

ACTR and AATSEEL are pleased to announce that the annual president's reception will be held at the Embassy of the Russian Federation and hosted by Ambassador Ushakov

Our annual conference is the place for Slavists to share with one another. I urge you to come and join (or rejoin) the ongoing conversations about our research, teaching, and service, to meet new colleagues and reconnect with old friends. No other conference provides us with a focus on Slavic literatures, linguistics, and pedagogy.

Register soon and come to AATSEEL 2005 in Washington, DC..

Sincerely,
Catharine Nepomnyashchy
President, AATSEEL

American Association of Teachers of Slavic and East European Languages

Washington, DC ~ December 28–30, 2005

WELCOME TO AATSEEL 2005! Here is information about registering for the conference, transportation, housing, and the program. If any questions remain unanswered after you have read this information, please contact us:

Kathleen E. Dillon; Executive Director, AATSEEL; P.O. Box 7039; Berkeley CA 94707-2306 USA

Office phone/fax/messages: 510.526.6614; Email: AATSEEL@earthlink.net; AATSEEL home page: www.aatseel.org

PROGRAM OUTLINE

(Subject to change. Please visit the program website for updated information.)

December 27

AATSEEL Program Committee (5-7 p.m.)

AATSEEL Executive Council (7-10 p.m.)

Conference Registration (5-7 p.m.)

December 28

Conference Registration (7:30 a.m.—7 p.m.)

Slava/Olympiada Breakfast (8—10 a.m.)

Conference panels

Exhibits (9 a.m.—4:30 p.m.)

ACTR Board Meeting (5-7 p.m.)

December 29

Conference Registration (7:30 a.m.—5 p.m.)

Conference panels

Exhibits (9 a.m.—4:30 p.m.)

AATSEEL Business Meeting 10 a.m.

Keynote Address: 11:00

ACTR General Membership Meeting (5:15 p.m.-6:30 p.m.)

AATSEEL President's Reception/Awards held jointly with

ACTR & Harriman Institute at Russian Embassy (7 p.m.)

December 30

AATSEEL Executive Council (7-10 a.m.)

Conference panels

Exhibits (9 a.m.—noon)

AATSEEL Program Committee (12-1 p.m.)

- Scores of panels will offer hundreds of papers and presentations on language, literature, linguistics, technology and pedagogy.
- Some 400 of the most active and professional scholars in Slavic from the USA, Canada, and a number of other countries will attend.
- Gratis interviewing facilities will be available. Please contact the Executive Director for details.
- The exhibit hall will feature companies offering the newest and best in scholarly books, textbooks, audiovisual aids, study abroad and summer intensive programs, and more.

HOTEL

JW Marriott, 1331 Pennsylvania Avenue, Washington, DC 20004; phone 202-393-2000.

ROOM RATES: \$119 single/double occupancy. Hotel room rates are subject to applicable state and local taxes (currently 14%).

FACILITIES: Ideally located on Pennsylvania Avenue's Federal corridor, just blocks from the White House, this beautiful and contemporary Washington DC hotel offers a celebrated address near the Convention Center, Capitol Hill, the city's best monuments and museums, renowned restaurants, and cultural venues. For complete information and a virtual video tour, see <http://marriott.com>.

RESERVATION DEADLINE: Reservations must be made by Friday, 25 November and must be guaranteed with a major credit card.

RESERVATION PROCEDURE: Call the JW Marriott directly at 202-393-2000 or 800-228-9290 and register at the AATSEEL rates.

TRAVEL: United Airlines is the Official Airline for travel to AATSEEL in Washington, DC when you or your travel agent call United's toll free number 1-800-521-4041 and refer to the Meeting ID Number 531CH. The 10% discount off the unrestricted mid week coach fares is available when purchased 30 days in advance of your travel date. Less than 30 days, a 5% discount will apply. Dedicated reservationists are on duty 7 days a week, 8:00AM to 10:00PM EST. Book early to take advantage of promotional fares that give you the greatest discount. Mileage Plus members receive full credit for all miles flown to AATSEEL 2005.

CONFERENCE REGISTRATION: Registration is required of all attendees. Current AATSEEL members qualify for reduced conference registration (see registration form, below). Preregistration by 30 September is required of conference presenters; preregistration for others closes 30 November. All conference presenters must be current AATSEEL members. You may preregister online at www.aatseel.org.

CANCELLATION, REFUND POLICY: Preregistration refunds will be made for written cancellations received up to the applicable preregistration deadline (September 30 for program participants, November 30 for all others), less a \$10 processing fee. After that date no refunds will be made.

MLA COURTESY RATES: MLA/AATSEEL will again offer each other's registrants courtesy registration rates of \$40 for students and \$65 for non-students. AATSEEL registrants attending MLA conference functions may show their AATSEEL registration badge at the MLA conference desk to secure these rates.

THE *AATSEEL Newsletter* will carry the preliminary conference program. You may also check the AATSEEL Web Site for details.

PREREGISTER ONLINE

www.aatseel.org

or

you may also mail or fax the form below (fax: 510.526.6614). Complete the information requested and return it with your check (payable to AATSEEL in US dollars) or credit card information before 30 November (*30 September for program participants*). (Please PRINT all information.)

Last name _____

First name _____

Mailing address:

Contact info (in case we have questions):

Phone: _____ Fax: _____

Email: _____

Affiliation as you wish it listed on your conference badge:

PLEASE DO NOT USE THIS FORM TO JOIN AATSEEL OR RENEW YOUR MEMBERSHIP.

CIRCLE the appropriate registration category and amount:

PREREGISTRATION, CURRENT MEMBERS:

STUDENT MEMBERS - \$55.00 ALL OTHER MEMBERS - \$80.00

PREREGISTRATION, NONMEMBERS OR NON-CURRENT MEMBERS:

STUDENTS - \$70.00 OTHERS - \$105.00

LCD PROJECTOR RENTAL - \$50.00

PAYMENT METHOD (check one box):

Check enclosed (US funds; payable to "AATSEEL, Inc.")

Credit card: Visa; Mastercard

Account number: |_|_|_|_|-|_|_|_|_|-|_|_|_|_|-|_|_|_|_|

Exp. date (MM/YY): (___/___) Signature: _____

Please return this entire form and your remittance to AATSEEL, P.O. Box 7039 Berkeley CA 94707-2306. If you have any questions, please do not hesitate to contact us. If you wish to receive a receipt please include a stamped, self-addressed envelope. Thank you for your continued interest in, and support of, AATSEEL!

Office use: Check # _____, date _____, amount \$ _____

AATSEEL Newsletter Information

The *AATSEEL Newsletter* is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date. The next deadline is February 15, 2005.

PUBLICITY AND ADVERTISING POLICY

Free of Charge: Full scholarship study tours and stateside study programs, meetings, job information, new classroom materials, and similar announcements are published free of charge.

Advertising Rates: Commercial ads of interest to the profession are accepted at the following rates and sizes: (Other sizes, such as vertical half-pages and quarter pages, can sometimes be accepted; please query first.)

| | | |
|-------------|-------|---------------------|
| Full page | \$200 | 7 5/8" x 9 3/8" |
| Half page | \$120 | 7 5/8" x 4.5 11/16" |
| Column inch | \$30 | Approx. 6 lines |

Advertisement Composition Fee: The *AATSEEL Newsletter* staff will compose your advertisement for you based on your text, specifications (if any), and graphics (provided by you or suggested by the staff). There is a \$75 fee for this service.

Error Correction Fee: If advertisers wish to have the *AATSEEL Newsletter* staff correct errors in text, graphics, or composition that were created by the advertiser, there will be a \$50 correction fee. Similarly, if an advertiser wishes to use an advertisement from a previous year and change dates and other information within the ad, there will be a \$50 correction fee.

Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Executive Director.

Format: Preferred format for advertisements is PDF or eps with embedded fonts. Either Macintosh or PC format is acceptable. Advertisements without graphics may be sent as word files; rtf is preferable if using programs other than Word or WordPerfect. Files may be e-mailed to the editor (Leaver@aol.com). Detailed instructions for advertisers on how to prepare advertisements for the *AATSEEL Newsletter* can be found on the AATSEEL website: <http://www.aatseel.org>. Questions not answered there and requests for exceptions should be addressed to the Editor.

AATSEEL
c/o Kathleen Dillon
P. O. Box 7039
Berkeley, CA 94707-2306 USA

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