

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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**Special in This Issue:
New National Foreign-
Language Initiatives**

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.comAssistant Editor: ajacobso@indiana.eduLayout/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**Layout/Advertising:** CDL Services, Amman, Jordan**Submitting Copy:**

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AATSEEL Web site

**For current online information about
 AATSEEL and its activities, visit AATSEEL
 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
 Temple University
benjamin.rifkin@temple.edu

Vice Presidents:

ANTHONY ANEMONE
 College of William and Mary
aanem@wm.edu

BETSY SANDSTROM
 Thomas Jefferson High School
 for Science and Technology
betsy.sandstrom@fcps.edu

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.

Message from the AATSEEL President

Dear Colleagues and Friends,

First of all, let me thank all of you who have instilled a new vitality in AATSEEL, both through labors throughout the year and at our wonderfully successful conference in Washington, DC. First and foremost our gratitude goes to Bill Comer and the Program Committee, who put together such an exciting conference, and to Executive Director Kathleen Dillon, the person on whose desk the buck always stops. She should certainly remember her final conference as the gold standard we will all have to strive to meet in the future. I would also like to say a grateful farewell to two especially valuable members of the AATSEEL Executive Committee whose terms ended on January 1: Todd Golding and Emily Johnson. Both have served our organization above and beyond the call of duty. As to the conference, all of you who participated—and a record of over half of our members were in attendance—did AATSEEL proud. Our keynote speaker, Alexander Schenker, eloquently posed the challenge of how, in a post-communist world, we are to define our scholarly boundaries geographically, linguistically, and intellectually. Questions of related urgency reverberated throughout diverse panels, as we saw the bounds of our disciplines stretched beyond the traditional limits of linguistics, literature, and pedagogy into film and other media, cultural and historical studies, and even into questions of how we might better engage the social and even natural sciences in intellectual dialogue. In this context, special thanks must go to the representatives from IREX, ACTR, NCEEER, and the Kennan Institute who participated in the roundtable on applying for humanities grants in a political context that mandates policy relevance. The hopeful message that came out of the panel is that all these organizations are working hard to fund quality proposals across the board. They encourage AATSEEL members to apply to one or more of these institutions and to explore

carefully the various programs offered by their institutions to maximize the chances of attaining funding.

In a similar vein, with the announcement of the National Security Language Initiative (NSLI)—a joint effort of the Departments of State, Defense, and Education—at the U.S. University Presidents Summit on International Education held on January 5-6, 2006, we were all reminded of how our field can be shaped by its historic proximity to politics. Spearheaded by Secretary of State Condoleezza Rice, who herself trained as a Russia specialist during the tremendous boom in Russian studies in this country during the Cold War, the initiative recognizes the crucial importance of qualified language specialists to United States national security and names Russian as one of its six priority languages. In the words of Secretary Rice, this program “will give earlier instruction in language to our children, K through 12. It will encourage students in university and in graduate school to take on the hard and critical languages. And it will press forward to bring people into the Foreign Service and into the Defense Department and into our intelligence agencies, who are competent in those languages.” (For the full text, see <http://www.state.gov/secretary/rm/2006/58735.htm>; for an overview of the summit, see <http://www.state.gov/r/summit/>; and for the press briefing, see <http://www.state.gov/g/rls/rm/2005/58737.htm>). We must applaud this acknowledgement of the crucial importance of the study of languages and cultures and do our best to see it implemented in a timely and effective fashion at all levels of our educational system. I urge you to inform administrators at your home institutions of this important development so that we can without delay enter into the dialogue it promises to open up.

Clearly, this is no time to rest on our laurels. It is not too early to explore how we can build on our DC momentum to produce an equally lively conference in Philadelphia this coming December, a conference that I hope will also focus on how AATSEEL can more energetically support its members throughout

the year. Renovation of the AATSEEL website to better meet the needs of our members is very much a matter for discussion, and I welcome your suggestions.

In addition to higher attendance and participation at the Washington conference, the success of our meeting really relied on the scholarly exchange and intellectual connections that participants made during the three days. And so for the 2006 conference we especially encourage scholars to submit proposals for innovative sessions that can be advertised in the on-line call for papers and to organize whole panels on engaging topics, especially panels that facilitate dialogue among generations.

Please note that organizers of panels are encouraged to gather participant abstracts and submit them directly as a group to the appropriate contact person by either the April 15 or the August 1 deadlines. The conference website guidelines will clarify that abstracts should be tightly focused and not longer than 300 words (although they may be shorter). We hope that this will help streamline the process of panel formation and sharpen the intellectual exchange. As far as conference activities beyond panels are concerned, while we may not be able to match an embassy reception, there are a number of very exciting events in the works. Stay tuned for more information.

Finally—as promised—AATSEEL 2007 will convene in Chicago. Best wishes for a wonderful 2006!

Catharine S. Nepomnyashchy

Catharine S. Nepomnyashchy

Congratulations to New AATSEEL Officers

Effective July 1, 2006

New Executive Director

Pat Zody (Beloit College)

New Conference Manager

Dianna Murphy (University of Wisconsin-Madison)

2006 AATSEEL Executive Council

President (2-year term):

Catharine Nepomnyashchy
(President 2005-2006)
Director, Harriman Institute
Chair, Slavic Department, Barnard
College
219 W 80th Street Apt 1D
New York, NY 10024
phone: (212) 854-6213 office
home: (212) 595-7715
fax: (212) 496-1371
email: cn29@columbia.edu

President Elect (2-year term):

Sibelan Forrester
(President 2007-2008)
Russian/Modern Languages and Lit-
eratures
Swarthmore College
500 College Ave.
Swarthmore, PA 19081-1390
phone: 610-328-8162
fax: 610-328-7769
e-mail: sforres1@swarthmore.edu

Past President (2-year term):

Benjamin A. Rifkin
(President 2003-2004)
Vice Dean for Undergraduate Affairs
College of Liberal Arts, Temple Uni-
versity
1206 Anderson Hall, 1114 W. Berks
St.
Philadelphia, PA 19122
phone:(215) 204-1816
fax (215) 204-3731
email: brifkin@temple.edu

Vice Presidents (six; 3-year terms):

Steven Franks
(2004-2006)
Slavic Department
5102 Ballantine Hall
Indiana University
Bloomington, IN 47415
phone: 812/855-8169
email:franks@indiana.edu

Mary Nicholas
(2004-2006)
MLL Department
9 W. Packer Avenue
Lehigh University
Bethlehem, PA 18015
phone: 610/ 758-3090
fax: 610/ 758-6556
email: man3@lehigh.edu

Todd P. Armstrong
(2005-2007)
Director, Center for International
Studies
Associate Professor of Russian
Mears Cottage 113
Grinnell College
Grinnell, IA 50112
phone:641-269-4716
email: armstron@grinnell.edu

Jane F. Hacking
(2005-2007)
Associate Professor of Russian
Department of Languages and Litera-
ture
University of Utah
255 South Central Campus Dr. Suite
1400
Salt Lake City, Utah 84112
phone: 801-581-6688 (office)
801-581-7561 (main office)
fax: 801-581-7581
email: j.hacking@m.cc.utah.edu

Anthony Anemone
(2006-2008)
Dept. of Modern Languages and
Literatures
College of William and Mary
Williamsburg, VA 23187-8795
phone: 757-221-3636
fax: 757-221-3637
email: aanem@wm.edu

Betsy Sandstrom
(2006-2008)
Thomas Jefferson High School for
Science and Technology
6560 Braddock Rd.
Alexandria, VA 22312
phone: 703-750-8369
email: Betsy.Sandstrom@fcps.edu

Conference Program Chairman

William J. Comer
Director, Ermal Garinger Academic
Resource Center
Associate Professor, Slavic Languages
and Literatures
University of Kansas
1445 Jayhawk Blvd., Room 4070
Lawrence, KS 66045
phone: 785-864-4701
fax: 785-864-1256
email: wjcomer@ku.edu
www.people.ku.edu/~wjcomer

SEEJ Editor

Gerald Janecek
Professor of Russian
University of Kentucky
Lexington, KY 40506
Phone: 859-257-9854
Fax: 859-257-3743
Email: gjanecek@uky.edu

Newsletter Editor

Betty Leaver
Defense Language Institute
784 Northridge PMB 293
Salinas, CA 93906
phone: +962-6-553-4761
fax: 831-886-2486
Email: Leaver@msipress.com,
Leaver@aol.com

Executive Director (until June 30, 2006)

Kathleen E. Dillon
AATSEEL
P.O.Box 7039
Berkeley, CA 94707
phone/fax: 510-526-6614
email: aatseel@earthlink.net
www.aatseel.org

Executive Director (July 1, 2006 – June 30, 2009)

Patricia Zody
New AATSEEL Office Information
TBA

Letter from the Editor

Greetings to all. I hope your spring semester has started auspiciously.

Many apologies for the late arrival of this newsletter. Since going electronic, this is the first time the AATSEEL Newsletter has not appeared on or before the first of the month. At the beginning of this month, I was on a plane to Monterey, California, where I have taken up a new position as Vice Chancellor for Continuing Ed. at the Defense Language Institute. Carl is still in Amman, Jordan, which makes preparing the newsletter a little complicated. Also, late-breaking information, received literally hours before I left, was important enough to take the time to get it into the newsletter.

This is starting to be an exciting time for foreign-language study, as I think you will see from the contents of this newsletter.

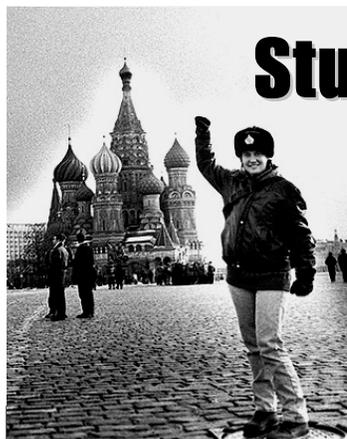
Betty L. Leaver

Presidents' Reception 2005 AATSEEL Conference

Stimulating papers, roundtables, and exhibits were not the only highlight of the 2005 AATSEEL Conference in Washington, DC in December. Conference attendees also enjoyed a lavish Presidents' Reception at the Embassy of the Russian Federation, sponsored not only by AATSEEL, but also by ACTR, the Harriman Institute, and the Embassy of the Russian Federation and Russian Ambassador Ushakov. At the reception, AATSEEL members enjoyed the best of Russian cuisine in a beautiful and elegant atmosphere as well as remarks by Cathy Nepomnyashchy, President of AATSEEL, Dan Davidson, Executive Director of ACTR, Jane Shuffelton, President of ACTR, James Billington, Librarian of Congress and Russian cultural historian, Ludmila Verbitskaia, Rector of St. Petersburg University, and Vitalii Kostomarov, pioneer in the field

of Russian as a foreign language. ACTR presented its annual service awards to John Sheehan and Richard Brecht and MAPRIAL presented an award to Vitalii Kostomarov. AATSEEL presented its awards, as well, and the evening was concluded with a New Year's Toast from Ambassador Ushakov. AATSEEL, its officers and all its members are grateful to our host, Ambassador Ushakov and the staff of the Russian Embassy, and to ACTR and the Harriman Institute for co-sponsoring the reception.

**See Photo
Coverage on
Next Page!**



Study Russian This Summer In Washington D.C.

**The Department of Slavic Languages
at Georgetown University**

announces the following courses for Summer 2006:



■ RUSS-111, Intensive Second-Level Russian I (June 6 – July 8)

Textbook: *V puti*, second edition, Chapter 1-6, and supplementary materials.

■ RUSS-112, Intensive Second-Level Russian II (July 11–August 12).

Textbook: *V puti*, second edition, Chapters 7-12, and supplementary materials.

■ HUMW-011, Tolstoy/Dostoevsky: Love/Pain (June 6 – July 8), taught in English.

Summer students may take both RUSS-111 and RUSS-112 or either course separately. Applicants for RUSS-111 must have completed two semesters of college Russian with at least four contact hours per week. HUMW-011 is an undergraduate humanities/writing course, with all readings, discussions and papers in English. For more information, contact the department chair, David R. Andrews, at andrews@georgetown.edu, or (202)-687-5951.

Applications are through the Georgetown Summer School, with complete instructions on line: <http://summerschool.georgetown.edu>.

Presidents' Reception 2005 AATSEEL Conference

Photos by Meg Sandstrom, daughter of AATSEEL Member Betsy Sandstrom



Welcome to the Embassy of the Russian Federation



AATSEEL President Catharine Nepomnyashchy addresses attendees



AATSEEL Teaching Award Winner (Post-Secondary), Maria Carlson, U. of Kansas



Ambassador Ushakov makes a toast for the New Year (behind him, Ludmila Verbitskaya, Rector of St. Petersburg University, and James Billington, Librarian of Congress)



AATSEEL Award Winners, Service to AATSEEL – Evans-Romaine, Ohio University, and Service to the Field, Maria Letic, U. of Maryland



AATSEEL Book Award Winners in Pedagogy Category – Laura Janda, U. of NC-Chapel Hill, Steven Clancy, U. of Chicago



AATSEEL Award Winner, Outstanding Contribution to Scholarship, William Mills Todd, Harvard U.



AATSEEL Teaching Award Winner (Secondary), Ruth Edelman, Tenafly High School



AATSEEL Past President Benjamin Rifkin reads award citations



Ambassador Ushakov addresses the reception



Librarian of Congress, James Billington



Performers at the reception

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

Editor's Note: Special thanks go to Rachel Stauffer of the University of Virginia for suggesting an interview with Colin Mc Cullough. Please continue to send names of former students and colleagues who use Russian in the workplace. Contact me at Lscatton@ets.org

The Road Not Taken: An Interview with Colin Mc Cullough

Sometimes the slow pace of bureaucracy produces unexpected benefits. If Colin Mc Cullough had been hired by the Moscow-based, English-only accounting firm that was dragging its feet with the hiring process, he probably never would have perfected his Russian or had the exciting series of jobs he's taken on in the seven years since he graduated from the University of Arizona. Colin earned a double major in Economics and Russian, and a minor in Russian and Soviet Studies in 1999. While he was waiting for the accounting firm to complete the paperwork necessary to offer him a job, he volunteered to work as an intern at a radio station, Radio Maximum, which broadcast Russian and European-American rock/pop.

With college DJ experience and a strong affinity for the type of program the Russian producer was seeking to introduce – a call-in show with a combination of culture, humor and reality – he was a natural for the post of assistant producer. He also assisted in producing shows that focused on drug abuse among Russian youth and a segment on the US entertainment industry.

Since then, he's found work using his Russian language skills in jobs as disparate Mission Security Force Guard at the US Embassy in Moscow and production assistant for television and documentary films primarily related to security issues. He notes that he never

would have gotten the film job if not for his knowledge of Russian. Editing work was just beginning on a documentary on nuclear materials in Russia. He brought language skills; his employers taught him about documentary film production and about nuclear issues in Russia.

Here is Colin's advice to students, in his own words:

First, go for it. Dwindling interest in Russia can be viewed as a strength because there are fewer people offering these skills to the world. Whether in the private sector, government work or non-profit fields, Russia will offer many unique opportunities for years to come. You can be one of the few who can take advantage of them.

Second, the literature is fantastic, and the people, once you've been embraced by them, are extremely giving and hospitable. Don't miss out.

Third, give it at least two semesters. The first one is where you struggle to learn the rules of the game. By second semester you'll be able to play along – that's when it becomes fun.

Fourth, if you do decide to pursue it further, get yourself to a Russian-speaking country. It may be difficult at first, but stick with it and realize that you'll be able to figure your way out of any situation where your language may fail you.

Fifth, as soon as you get over there, go out and make some Russian friends. Try to avoid the trap of just hanging out with your fellow study-abroad students. It will be good to commiserate with them at times too. But, make time for both. You'll be glad you did.

Sixth, while over there, take advantage of every opportunity you have to make mistakes with the language. It doesn't go on your permanent record. Often times these mistakes will only be endearing to people you meet. It's been said that people speak foreign languages slightly better when they're slightly inebriated. I'm guessing this is because

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

they're not afraid of making mistakes in this state. Get over this fear right away. Then remember, repetition and using new vocabulary in social settings will allow you to recall words years later.

Seventh, when you learn a phrase or word in school, try to use it in life that day. It may not always be opportune, but have fun with it and be creative in the many ways you can use 'idti' (to go) if that was the lesson that day.

And finally, be patient. You probably won't speak Russian fluently after being there for a semester; know that it will likely be a lifelong pursuit. Don't sweat it. Enjoy the ride.

And here is Colin's advice for teachers, also in his own words:

When I was in school many professors played up Russia's Soviet past, the Cold War rivalry, or the Tsarist history. For me, that was not nearly as intriguing as modern Russia, straddling the worlds of Europe and Asia: tremendous wealth and stifling poverty; vast areas of beautiful untouched wilderness and areas of ecological catastrophe; post-Soviet bureaucracy and renegade capitalism. Some attention should be paid to the modern era.

By all means, show "Ironija Sud'by;" make sure they read Tolstoj...but also let them know about the oligarchs, loans-for-shares scandals, storming of NTV's offices, Misha Two-Percent. Tell them they can borrow your Brat 2 soundtrack. Let them know where they can get a copy of 9 Rota.

Bring modern anecdotes and culture to the discussion, and it should give them inspiration to persevere through genitive plural...or perhaps even verbs of motion.

**Don't Miss Out!
Keep Your AATSEEL
Membership
Up-To-Date**

Call for Nominations for AATSEEL Awards

AATSEEL seeks nominations for its 2006 awards:

- Excellence in Teaching at the Secondary Level**
- Excellence in Teaching at the Post-Secondary Level**
- Distinguished Service to AATSEEL**
- Outstanding Contribution to the Profession**
- Outstanding Contribution to Scholarship**

Nominees must be members of AATSEEL and must not have already received the award for which they are nominated. (A list of recipients of these awards since 1991 is on-line at <http://aatseel.org/AATSEEL/award-rec.htm>.)

To nominate an individual for any of these awards, send a paragraph describing why the individual is an appropriate choice for the given award by e-mail to the chair of the AATSEEL Awards Committee, Past-President Benjamin Rifkin, by March 15, 2006: brifkin@temple.edu.

Member News

*Editor: Keith Meyer-Blasing
(University of Wisconsin)*

*The AATSEEL Newsletter likes to keep its members informed about important events and professional milestones! If you or an AATSEEL member you know has recently defended a dissertation, been hired, received a promotion or retired, please send the member's name, accomplishment and affiliation to:
Keith Blasing
kmblassing@wisc.edu*

**Please be sure to send us
any AATSEEL Member
News so it can be
included here.**



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The School of Russian and Asian Studies 2006 Feature Study Abroad Programs

- ✓ Russian Civilization Summer (Moscow)
- ✓ Russian Studies Semester (Moscow)
- ✓ The Arts in Russia (St. Petersburg)
- ✓ Language as a Career (Moscow) — for those planning to use their language skills professionally in teaching, translation, or journalism
- ✓ Siberian Studies (Irkutsk)
- ✓ Bordertalk: Sino-Russian Relations (Irkutsk)
- ✓ The Russian Far East (Khabarovsk)

Feature Study Abroad brings you intensive Russian language training combined with courses in various fields. Perfect for students seeking credit for study abroad!

Plus, year-round opportunities across Russia and Central Asia

- **Russian Language Study** for all levels
- **Internships** in museums, newspapers, consulting firms, NGOs, and other organizations
- **Educational Tours** ranging from a week to a month or more

Technology & Language Learning

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)

The award-winning web site "Gramota.ru" (<http://www.gramota.ru/>) bills itself as reference portal for contemporary standard Russian. Initiated in 2000 upon the recommendation of a government task force, the site is supported by the Russian Federal Agency for Print and Mass Media as a comprehensive and easily accessible resource for journalists and editors seeking a definitive answer to questions relating to spelling, pronunciation, grammar and word use. As such, the dictionary section allows users to search through multiple dictionaries with a single query, with results (definitions, stress, spelling, pronunciation, synonyms, antonyms, etc.) posted on a single page. Links to more specialized on-line dictionaries such as field-specific terminology, new words, foreign words, and acronyms are also available from the "Dictionaries" page, as are links to on-line encyclopedias and other reference materials.

While the convenience of searching through several dictionaries at once may serve as the primary draw, the "Reference Desk" (housed under "Spravka") may be the more innovative service, as it allows visitors to pose questions related to Russian language use: "You ask, we answer!" And the site claims to receive some 300 questions a day. Questions and answers are archived, so that users can search for prior discussions before posing a question or simply read up on particulars about Russian that have prompted others to consult the service.

In addition to dictionaries and a reference service for language use, the web portal [gramota.ru](http://www.gramota.ru) offers a wealth of information of interest to philologists:

*Editor: Jeanette Owen
(Arizona State University)*

The "Navigator" page hosts sections on folk wisdom (proverbs, riddles, tongue twisters), humor, and famous quotes about Russian, and supports an interactive chat session for visitors to interact with each other in real time. Under the "Forum" area, those who frequent the site can participate in any number of discussion boards devoted to specific topics, such as "Language errors on radio: monitoring by the people."

Other menus lead to any number of resources (in Russian) for teachers and researchers in Russian language and linguistics, including news about upcoming conferences and competitions, results of surveys about language and literature, and issues related to language policy (including maps depicting the various languages spoken in Russia and the Former Soviet Union: http://gramota.ru/book/rulang/page3_1.html).

What's All This Blue Text?

With the AATSEEL Newsletter now being electronically distributed as Acrobat PDF, there are many advantages to this format. One of those you may have noticed is the ability to use color anywhere in the newsletter. Examples of which can be seen with the color advertisement for The School of Russian and Asian Studies on page eight and the color photos of the Russian Embassy reception at the conference in December. We hope to keep adding more of these changes in the future.

Now, about this blue text, we have begun setting most website and email URLs as hyperlinks. For the non-technical that means that you can click on that blue text and either your web browser or your email program will start up and either take you to that website or open a blank email already addressed with the email address you clicked on.

If you have any questions or comments you can reach me at: CDLSrvcs@aol.com

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2003-2005. Authors and publishers are invited to submit information about their new publications.

Culture

Daniel Rancour-Laferriere. *The Joy of All Who Sorrow: Icons of the Mother of God in Russia / Traditsiia pochitaniia ikon Bogomateri v Rossii glazami amerikanskogo psikhoanalitika*. (Moscow: Ladimir, 350 pp., with 28 color plates).

Literature

Adlam, Carol, ed. 2005. *Women in Russian Literature After Glasnost: Female Alternatives*. Maney Publishing.

Balina, Marina, Gosilo, Helena, & Lipovetsky, Mark, eds.. 2005. *Politicizing Magic: An Anthology of Russian and Soviet Fairy Tales*. Northwestern University Press.

Chances, Ellen. 2005. *Andrei Bitov: The Ecology of Inspiration*. Cambridge University Press.

Gillespie, David. 2005. *Iurii Trifonov: Unity through Time*. Cambridge, UK: Cambridge University Press.

Hacikyan, Agop. 2005. *The Heritage of Armenian Literature: From The Eighteenth Century To Modern Times*. Wayne State University Press.

Hutchings, Stephen. 2005. *Russian Modernism: The Transfiguration of the Everyday*. Cambridge, UK: Cambridge University Press.

Layton, Susan. 2005. *Russian Literature and Empire: Conquest of the Caucasus from Pushkin to Tolstoy*. Cambridge, UK: Cambridge University Press.

Painter, Kirsten. 2005. *Flint On A Bright Stone: A Revolution Of Precision And Restraint In American, Russian, And German Modernism*. Palo Alto, CA: Stanford University Press.

Continued on page 11

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

Q. What's the best way to express the following sentiment in Russian?

“Who am I to say it's wrong?”
Would a literal translation work? An English speaker often makes use of such a phrase {Who am (I/you/they) to + verb} to imply that the speaker is:

1. not an authority,
2. has no influence on the matter, or
3. indifferent to the proposition offered by the other speaker.

When following the patterns of (Who is he/she/ to + V) or (Who are they to + V), the speaker is calling into question the authority, position, influence, or power of the person alluded to in the personal pronouns he, she, they. Here are some more examples:

“Who is he to tell me I can't do that?”

“Who are they to decide the fate of the rest of us?”

“Who is she to tell me what to do?”

“Who are you to say that she's incompetent?”

A. First of all, a literal translation will not work. Just by looking at the English sentences one can see that these are not your ordinary sentences, since there is an infinitive in the middle of them. And in fact Russian sentences that will correspond to this construction will include some form of modality. There are two ways of rendering this construction in Russian, with the help of subjunctive or with impersonal infinitive constructions.

The subjunctive construction is a bigger put down or denigration of the person and is less likely to be used in reference to oneself, i.e. the speaker:

[кто он такой/она такая/ты такой/ etc., чтобы + imperfective]

Кто он такой, чтобы мне говорить, что я могу и что я не могу делать?

Кто они такие, чтобы решать за нас нашу судьбу?

Кто она такая, чтобы указывать мне, что делать?

Кто ты такой, чтобы говорить ей, что она некомпетентна?

Needless to say, such sentences with *you forms become fairly rude, and one should use them only being fully aware of the rude impact.*

The second way is to use the infinitive construction. This can also be subdivided into two possibilities, a more negative one and a milder one. The more negative one is [не ей/ему/тебе etc. + imperfective]:

Не ему говорить, что я могу и что не могу делать.

Не им решать нашу судьбу.

Не ей мне указывать.

While Не тебе/не вам sentences are still rather rude, Не мне sentences with the element of self-denigration are quite common:

Не тебе меня учить. (rude)

Не мне вас учить. (humility)

Не мне вам объяснять. (You know it without me.)

The milder version with the infinitive construction involves the particle ли and a question. This merely casts doubt, rather than being totally negative about the person's rights or abilities. But the implication is the same: the person in question should not do it.

Ему ли говорить, что я могу и что не могу делать?

Им ли решать нашу судьбу?

Ей ли мне указывать?

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

However, it would be more common to use it with respect to the Subject's foibles:

Ей ли жаловаться на судьбу?
— She has no reason to complain about her fate, yet she does.

Нам ли отказываться от помощи? — We are in no position to turn down help.

Ему ли носом крутить? — He has no right to be so finicky.

So as a result, the collection of implications in the infinitive constructions may differ somewhat from the English list: the Subject has no right to perform the action in question or should not perform the action according to the speaker.

Q. We have found several different indications of governance for verbs meaning “to be jealous of” — can you please clarify it for us?

A. There are two types of jealousy as far as Russian language is concerned. One type of jealousy could be entitled “possession” jealousy or envy, and the other type “relational” jealousy.

Possession jealousy, true to its name, describes envy vis-a-vis possessions, but in a very broad sense (including qualities or qualifications):

Я завидую его способностям.

Может быть она позавидовала твоим успехам в учебе или на работе.

One can envy the person, not just a trait:

Он мне завидует.

Я ей завидую: она счастливая.

Relational jealousy usually deals with people, although not exclusively, in which case there must be a triangle. The object of relational jealousy in Russian is the object of love not the com-

petition, as it is in English (ревновать кого? к кому?/к чему?):

Она **ревновала** мужа к поклонницам и обижалась на вспышки гнева и невниманье.

Он **ревнует** ее к любому, на кого бы она ни посмотрела.

По словам Марусева, она **приревновала** его к Вике, потому и застрелила подружку-соперницу (www.vec-herka.net/tyumen/2004_17/08.shtml)

To be jealous of just anybody is ревновать к любому столбу:

По слухам, она сейчас живет с каким-то крутым кавказцем,

и он **ревнует ее к** каждому столбу (filimonka.ru/arxiv/20-04/032004.php)

Relational jealousy does not have to have a person in the triangle, it could be work or a hobby or even a car:

Но в такой же мере она **ревнует его к работе** и тоскует, почти никогда не видя его дома. (militera.lib.ru/memo/russian/klimov_gp/04.html)

Порой жена меня **ревнует к машине**, говорит, что я уделяю ей внимание больше, чем себе и семье. (www.extra.chita.ru/index.php?doc=1039)

Q. Can you think of why the town of Golitsyno would not be declined in the prepositional? (Several local native speakers have told me it's not declined, but of course they can't say why, and my collection of Russian grammar books doesn't seem to have the answer.) Several of us attended a conference in the little town of Golitsyno, outside of Moscow; the name is based of course on the surname, Golitsyn. Is there any rule at work here that you can think of? And would it also not be declined in other cases?

A. You are right, this issue is not commonly tackled by grammarians. The only place where I found an extended discussion is Граудина "Беседы о русской грамматике" (Беседа

седьмая, р. 66-76). Apparently there was quite a bit of public discussion of the issue in the late 50's— early 60's, with the majority of the writers opposed to the practice of Тушино, Горелово, and Неелово not being declined as if those were foreign cities like Токио and Бордо.

The practice of not declining city names in –о is most likely due to the fact that you can have two similar cities, for example Pushkin and Pushkino, and by the same token Golitsyn and Golitsyno. And although in many cases, such as Peredelkino, I am not aware of a town called Peredelkin, such a theoretical possibility exists.

However, contrary to inhabitants' wishes, we do find examples of Golitsyno being declined and from good authority, which only shows that this is not a clear-cut case:

О нас: из Болшева мы ушли 8-го ноября, месяц жили у Лили, на твоём пепелище, потом Литфонд нас с Муром устроил **в Голицыне**, Белорусской дороги, снял нам комнату, а столовались мы в Писательском Доме отдыха. (Письмо М.И. Цветаевой А.С. Эфрон от 5 февраля 1941 г. <http://www.peoples.ru/family/children/efron-tsvetaeva/history3.html>)

To see the frequency of both uses I searched the web. Голицино is not as commonly used as other places, and yielded 2-4 examples with each ending, which is not conclusive. However, Google searches <14.X.2005> of other common writers' resorts yielded a larger number of examples. In those cases when we get at least tens or hundreds of examples, the non-declined version is usually more popular, but not without some exceptions.

живет в Переделкино – 214
живет в Переделкине – 102

жил в Переделкино – 178
жил в Переделкине – 105

жили в Переделкино – 32
жили в Переделкине – 43

похоронен в Переделкино – 137
похоронен в Переделкине – 24

жил в Комарово – 24
жил в Комарове – 12

похоронена в Комарово – 72
похоронена в Комарове – 73

So I would suggest not declining these place names, particularly since that's how locals use them.

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Recent Publications Continued

Continued from page 9

Ryan-Hayes, Karen. 2005. *Contemporary Russian Satire : A Genre Study*. Cambridge, UK: Cambridge University Press.

Seifrid, Thomas. 2005. *Andrei Platonov : Uncertainties of Spirit*. Cambridge, UK: Cambridge University Press.

Sicher, Efraim. 2005. *Jews in Russian Literature after the October Revolution : Writers and Artists between Hope and Apostasy*. Cambridge, UK: Cambridge University Press.

Pedagogy

Alexander, Jonathan, & Dickson, Marcia. 2005. *Role Play: Distance Learning And the Teaching of Writing*. Hampton Press.

Browne, Ann. 2005. *Teaching And Learning Communication, Language And Literacy*. Thousand Oaks, CA: Sage Publications.

Dozier, Cheryl, Johnston, Peter, & Rogers, Rebecca. 2005. *Critical Literacy/Critical Teaching: Tools for Preparing Responsive Teachers*. NY: Teachers College Press.

Hall, Geoff. 2005. *Literature in Language Education*. Palgrave Macmillan.

Hyland, Ken. 2005. *Feedback in Second Language Writing*. Cambridge, UK: Cambridge University Press.

Wall, Diane. 2005. *The Impact of High-Stakes Testing on Classroom Teaching : A Case Study Using Insights from Testing and Innovation Theory*. Cambridge, UK: Cambridge University Press.

Visual Resources for Teaching and Research in Early East Slavic Cultures

A Summer Institute Sponsored by
The National Endowment for the Humanities
Saturday, June 17—Thursday, June 29, 2006

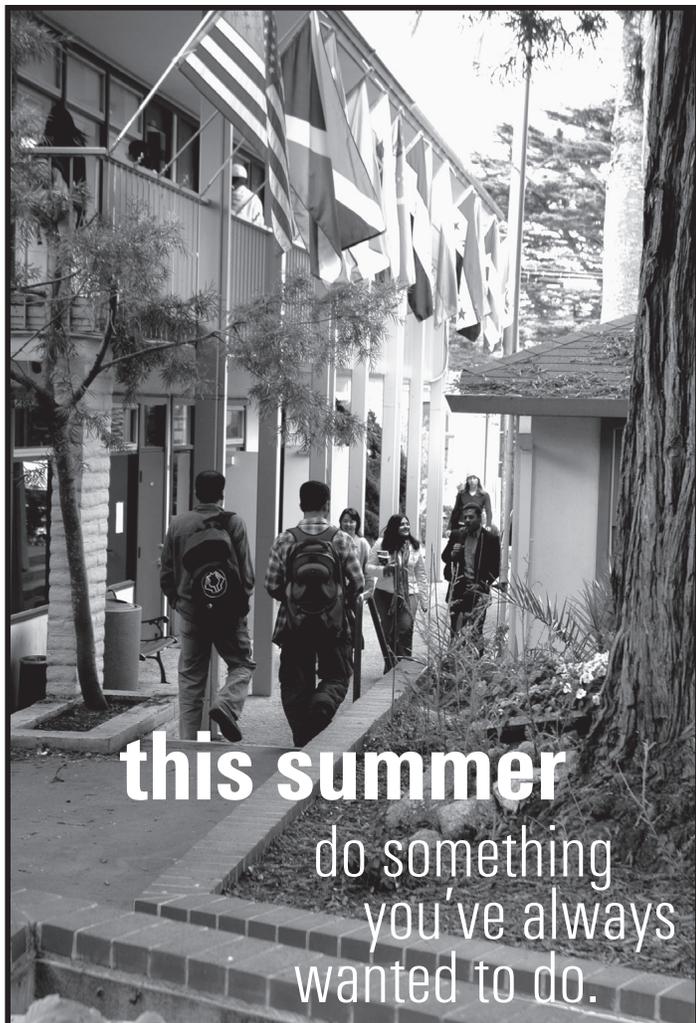
The New York Public Library (NYPL) invites applications for a Summer Institute for 20 undergraduate teaching faculty, librarians/bibliographers, and museum curators in the arts and humanities. Participants will analyze, interpret, contextualize, and “deconstruct” the early corpus of East Slavic visual images collected at the NYPL over more than a century and a half. Although the Institute’s focus is early East Slavic cultures, the core goal is to expose individuals from a wide array of backgrounds to the theory and methodologies of visual materials as research resources. A reading knowledge of Russian and/or Church Slavic is desirable, but not required.

Institute Director Edward Kasinec, Curator of NYPL’s Slavic and Baltic Division, will moderate a series of daily forums with *more than a dozen* prominent guest lecturers and discussion facilitators drawn from the academic, museum, library, and art historical communities. Valerie Kivelson, Professor of History, the University of Michigan, will serve as Faculty Advisor. Participants will have ample opportunity for hands-on work with the historic collections of the NYPL, and to visit other New York cultural institutions.

Successful applicants receive NEH stipends in the amount of \$1,800 to help defray housing, travel, and other expenses. The Institute will suggest options for local housing for those who require it. Applications should be postmarked by **March 1, 2006**.

Requests for further information should be directed to: **Robert Davis, Co-Director and Associate Curator, Slavic and Baltic Division, The New York Public Library**

New York, NY 10018-2788; 212 930-0940; -0713 or email: rdavis@nypl.org



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EMPLOYMENT OPPORTUNITIES

Editor's Note: This column prints job advertisements that are sent in by potential employers. Information about possible job openings must arrive no later than six weeks before the date of the issue. For that reason, employment possibilities with quick turnaround dates are difficult to include. For these situations, readers are encouraged to check out the AATSEEL website, which maintains up-to-date information on job openings. We also encourage employers to share their job openings with the newsletter where possible.

Part-time Assistant Professor or Instructor of Russian DePauw University

Part-time position teaching Russian (and Russian culture) for 2006-2007. Ph.D., ABD or MA required, native or near-native fluency in Russian, and experience in proficiency-based teaching. Will teach elementary and intermediate Russian language, organize Russian Table and other Russian-related events. A culture class possible, depending on curricular needs and enrollment pressures. Commitment to effective undergraduate-level teaching in a liberal arts college essential. DePauw University, a premier liberal arts college of 2400 students and a 10:1 student-faculty ratio located in Greencastle, Indiana, has a large percentage of students participating in international programs. Send CV and names of references to Dr. James Rambo, Chair, Dept. of Modern Languages, DePauw University, Greencastle IN 46135. Review of applications will begin March 1, 2006 and continue until position is filled.

DePauw University is an Equal Opportunity Affirmative Action employer. Women and members of under-represented groups are particularly encouraged to apply.

AWARDS

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

Title VI Center Support for Pre-College Russian Teachers

by Todd Golding, Russian language and world history teacher at Jefferson High School, West Lafayette, Indiana (with the assistance of Denise Gardiner, Outreach Coordinator of the Indiana University Russian and East European Institute)

One of the challenges for most teachers of less commonly taught languages is the lack of onsite resources and colleague support. While instructors of languages such as French and Spanish generally work in departments with a pool of teaching resources, teachers of Russian often find themselves putting on quite a number of hats to reach students. Though pre-college Russian teachers may not have the direct, onsite wealth of materials and colleague support enjoyed by teachers in other areas, there are nineteen federally-funded centers throughout the United States that can provide assistance to teachers who are hoping to enhance their curriculum. As a high school Russian language and world history teacher, I have taken advantage of the help of the Russian and East European Institute at Indiana University throughout my career. The REEI has very graciously provided my program with films, helped organize an Olympiada, and has invited our students

to on-campus activities, just to name a few forms of support. Pre-college Russian language teachers should be aware that these centers, supported by grants from the U.S. Department of Education Title VI Language Resource Center and National Resource Center programs, are eager to help.

This summer I also had the opportunity to visit the Russian, East European and Central Asian Studies National Resource Center at Harvard. The staff at Harvard very graciously invited me to tour their facility and learn about the teacher programs they offer and the materials they have for loaning to school programs.

Under the Language Resource Center program, there is one center for Slavic languages run as a consortium by Duke/University of North Carolina: The Slavic and East European Language Resource Center (SEELRC). While this center has the most focus on language learning, it works with all the programs

funded under the National Resource Center program, and all the centers have funds and programs that reach out to pre-college teachers.

Below you can find some thumbnail sketches of the support offered by these Title VI centers grouped into general categories, followed by a table giving contact information and listing which services are offered by which centers.

Some outreach services are brought directly to your K-12 Russian classrooms:

1. **Lending Library.** Centers have audiovisual and curriculum material collections available for loan without charge to instructors for use in the classroom or for curriculum development. Such collections include the classics and the latest Russian feature films with subtitles, Russian television documentaries, Russian music, curricular materials for teachers of Russian, and lesson plans for cultural studies.



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 5 - July 14, 2006)

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Beginning and Intermediate: Bulgarian, Croatian, Polish, Serbian and Slovak
Beginning: Hungarian and Ukrainian

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- ◆ Fellowship deadline March 22. For more information please write or call:

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 1417 CL, University of Pittsburgh
 Pittsburgh, PA 15260

(412)624-5906/Fax (412)624-9714/e-mail: slavic@pitt.edu

Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 5 - July 28, 2006)

Beginning, Intermediate, Advanced, and Fourth-Year Russian

• Pittsburgh/Moscow 5+5 week program & 5+5 program for Russian Heritage Speakers also available (funding from Fulbright-Hays)



- 2. Classroom Guest Speakers.** If you teach in an area lacking a native Russian population, the centers often have programs that send international students, visitors, or even folk music performers from the campus out to K-12 schools as guest speakers. You may also request a university professor of Russian to present about his or her research, or about career opportunities for students who go on to study Russian in college. Such guest speakers may appear in person or over interactive video.
- 3. Olympiada of Spoken Russian.** For those of you who participate in the ACTR Olympiada, the university centers would be glad to work with you in sponsoring your event, finding additional judges, or adding cultural activities to the contest.

Some outreach services take place on the college campus:

- 4. Pedagogy Workshops/Teacher Training Conferences.** Centers offer short workshops (lasting one day to one or two weeks) that address a variety of topics in second language acquisition and language teaching methods. Some center training programs are focused on social studies or world history top-

ics. All offer some financial support for teachers to attend, include free materials for teachers to take home with them, and most offer the option for continuing education credit that can be applied to your state's certification requirements.

- 5. Extra-curricular opportunities to hear and practice language.** Centers organize language tables on campus or at local coffee shops where faculty, students, and local native speakers meet to practice Russian. Centers sponsor Russian film festivals or public lectures in Russian on campus.
- 6. Direct enrollment for you or your students.** Summer intensive Russian courses at many of the centers are a good option for teachers seeking re-certification credit hours, or for high school students seeking a head start on their college Russian career. Public university programs such as Indiana and Pittsburgh offer in-state tuition rates to all students in their summer courses.

Some are virtual services:

- 7. Pen pal organization; email exchange.** Centers will help connect your students with students of a similar age in a school in Russia for pen pal e-mail exchange.

- 8. Online resource guide; webliography.** Some centers have extensive lists of web resources for language and culture study.

Some offer study tours or grants through which a K-12 teacher can design his or her own professional development opportunity

- 9. Organization of trips to Russia for teachers and students.** Such trips may be sponsored by the university, or the Centers may help you choose among available programs for teachers and write a successful grant proposal for you or you and your students.
- 10. Professional development grants.** Centers often offer grants for K-12 teachers to develop new curriculum, work in the university library, or travel or study abroad.

The most important thing is to be in touch with the centers so you hear about free resources and opportunities. All pre-college Russian teachers should request to be on the mailing lists of the Title VI centers to receive notice of grants and invitation to events. If you would like to be added to a master e-mail list for Title VI outreach to K-12 Russian teachers, please send me a message: tgolding@lsc.k12.in.us.

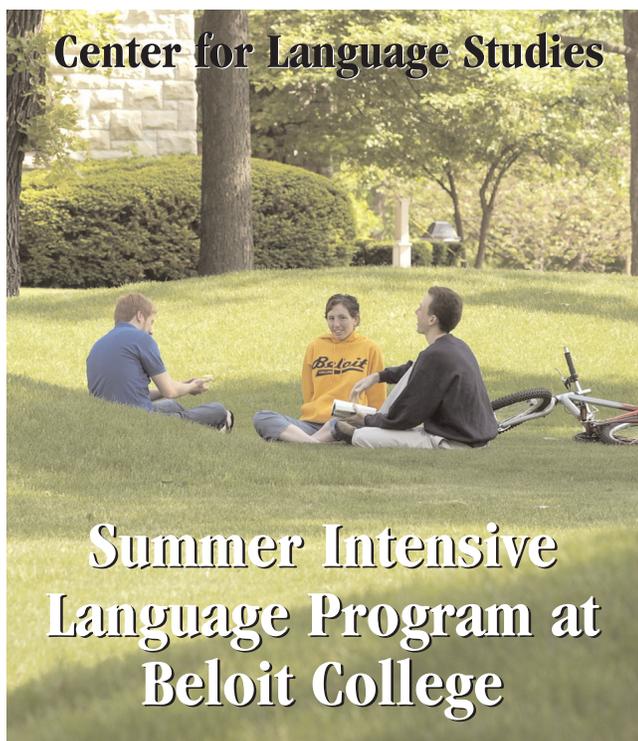
Language Resource Center	Website	Services offered
Duke/UNC	http://www.seelrc.org	1, 2, 4, 5, 8, 9
National Resource Centers	Website	Services offered
Columbia	http://sipa.columbia.edu/REGIONAL/ECE/teachers.html	1, 2, 4, 5, 8
Cornell/Syracuse	http://www.einaudi.cornell.edu/Europe/ http://www.maxwell.syr.edu/moynihan/programs/ces/	1, 2, 3, 4, 10
Duke/UNC	http://www.duke.edu/web/CSEEEES/ http://www.unc.edu/depts/slavic	1, 2, 4, 5, 8
Georgetown	http://ceres.georgetown.edu/	1, 2, 3, 4, 5, 8, 10
Harvard	http://www.fas.harvard.edu/~nrc	1, 2, 4, 5, 8
Illinois	http://www.reec.uiuc.edu	1, 2, 3, 4, 5, 8, 9, 10
Indiana	http://www.indiana.edu/~reeiweb/	1, 2, 3, 4, 5, 6, 10
Kansas	http://www.ku.edu/~crees	1, 2, 3, 4, 5, 6, 7, 8
Michigan	http://www.umich.edu/~iinet/crees/	1, 2, 4, 5, 6, 8, 10
Ohio State	http://slaviccenter.osu.edu/teachers.html	1, 2, 3, 4, 5, 8, 10
Pittsburgh	http://www.ucis.pitt.edu/crees	1, 2, 4, 5, 6, 8, 9
Stanford	http://creees.stanford.edu	1, 2, 4, 5
Texas	http://www.utexas.edu/cola/depts/creees/	1, 2, 3, 4, 8
UC Berkeley	http://socrates.berkeley.edu/~iseees/	1, 2, 4, 6, 8, 10
UCLA	http://international.ucla.edu/euro	1, 2, 4, 5, 6, 8
Washington	http://depts.washington.edu/reecas/	1, 2, 3, 5, 6, 7, 8
Wisconsin	http://www.wisc.edu/creeca	1, 2, 4, 5, 6, 8
Yale	http://www.yale.edu/ycias/europeanstudies/	1, 2, 4, 5, 9

JNCL-NCLIS Executive Summary

July, 2005-January, 2006

- On January 5, 2006, the U.S. President announced the National Security Language Initiative (NSLI). This \$114 million program has fourteen components intended to “expand the number of Americans mastering critical need languages” starting at an earlier age; “increase the number of advanced-level speakers of foreign languages”; and “increase the number of foreign language teachers and the resources for them”.
- In December, Congress finally passed the last of the appropriations bills. In the Department of Education, all programs experienced a one percent across-the board cut. For example, International Education and Foreign Language Studies went from \$106.8 million to \$105.7 million. A number of programs that were zero-funded by the President and/or the House such as Star Schools, Javits, and Civic Education were preserved but their funding was significantly decreased. One of only a few programs to receive an increase was the Foreign Language Assistance Program (FLAP) which went from \$17.8 million to \$21.7 million.
- Elsewhere, the National Security Education Program (NSEP) was continued at \$16 million. The National Endowment for the Humanities increased from \$138.0 million to \$143.1 million. In the State Department, Education and Cultural Affairs Programs grew from \$360.7 million to 437.1 million. Programs with decreased funding include Assistance for Eastern European and Baltic States (SEED) (\$393.4 million to \$361.0 million) and Assistance for the Independent States of the Former Soviet Union (FSA) (\$555.5 million to \$514 million).
- Section 8003 of the Budget Reconciliation Act now includes foreign languages as eligible for Academic Competitiveness Grants in Higher Education.
- In the final days of the First Session of the 109th Congress, Rep. Rush Holt introduced two bills: H.R. 4630 amending the David L. Boren National Security Education Program to allow scholarship and fellowship recipients to work in the field of education if no position is available in the Federal government; H.R. 4629, the “K-16 Critical Foreign Language Pipeline Act” creating five new programs in NSEP.
- The Senate has passed its reauthorization of Higher Education, S. 1614, the Higher Education Amendments Act of 2005 strengthening outreach, study abroad, IIPP, and making undergraduates eligible for FLAS fellowships. It contains no Advisory Board for Title VI, but

Continued on page 18



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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.

The 2006 Czechoslovak Society of Arts and Sciences World Congress will take place at the University of South Bohemia in Ceske Budejovice, Czech Republic on June 25-July 2.

The Congress has for its central theme "Czech and Slovak Culture in International & Global Contexts," and is organized jointly by the Academy of Sciences of the Czech Republic and the Slovak Academy of Sciences, as well as University of South Bohemia and the Statutory City of Ceske Budejovice - under the aegis of both President Klaus and President Gasparovic. This

event will be attended by a number of participants from all over the world. The details about the Congress can be found on the SVU Website: www.svu2000.org <<http://www.svu2000.org>>. Any subjects dealing with Czech and Slovak languages, culture, history, arts, humanities, social sciences, science & technology, medicine, agriculture, environment, politics, civil society, law, business & trade, media & information, tourism, etc. will be covered on the program. This conference will emphasize literature, languages, and Slavistics. As has been our practice recently, the Con-

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

gress proceedings will be published.

For registration go to <http://www.svu2000.org>

For further information contact Dr. Mila Rechcigl, President of the Czechoslovak Society of Arts and Sciences at svu1@comcast.net

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Ukrainian Issues

Editor's Note: The Ukrainian column continues its discussion of issues related to learning and teaching Ukrainian language, culture and literature. If you would like to share your insights on some specific issues related to methodologies, techniques, and curricula development, as well as specific questions that repeatedly arise in Ukrainian language, culture and literature classrooms, please send them to the address below. Already there are several questions that await discussion, among them: dialectal and regional variations

*Editor: Alla Nedashkivska
(University of Alberta)*

of Ukrainian, changes and innovations in the language, the diversity of registers, the integration of cultural information in the classroom, and the development of content-based courses. Alla Nedashkivska, alla.nedashkivska@ualberta.ca

The Ukrainian column was not ready at the time that this newsletter went to press. We expect it to return next issue. If you are a teacher of Ukrainian please consider sending a contribution to the Ukrainian Issues column editor, Dr. Nedashkivska.

National Defense Education and Innovation Initiative

Below is a link to the Association of American Universities' recently released "National Defense Education and Innovation Initiative: Meeting America's Economic and Security Challenges in the 21st Century." You may find some of their recommendations such as "revive the NDEA K-12 teacher skills summer workshops to help teachers of math, science, and foreign languages improve teaching skills and meet teaching standards" to be of considerable interest.

<http://www.aau.edu/reports/NDEII.pdf>

JNCL-NCLIS Executive Summary Continued

Continued from page 16

it does refer a number of times to reflecting "diverse and balanced perspectives" and generating "debate on world regions and international affairs."

- S. 1614 also includes foreign languages in Title IV, Financial Assistance, as well as Title II, Teacher Preparation and Title VII, Graduate and Postsecondary Improvement Programs as a "high-need academic subject area".
- The House Education Committee has passed H.R. 609, the College Access and Opportunity Act of 2005. This bill makes a number of improvements to Title VI such as increased outreach, greater opportunities to study abroad, and it expands the Institute for International Public Policy (IIPP). However, H.R. 609 retains a revised and softened, but nonetheless, an expensive and unnecessary Advisory Board.
- Of note, H.R. 609 includes foreign languages in Title IV, Financial Assistance, as an Area of National Need. Under these new provisions, foreign language students are eligible for loan forgiveness if they go

to work for the federal government or go into elementary or secondary education teaching.

- The Senate Appropriations bill contains report language for FLAP that recommends providing increased funding for a new grant competition to "school districts with poverty rates of 15 percent or more, to help the highest-need elementary schools within such districts establish foreign language instruction programs."
- The National Security Education Program (NSEP) will provide \$8 million for undergraduate scholarships and graduate fellowships. Additional funding has been appropriated for the Flagship programs, the K-16 Chinese Flagship Initiative, and an English Heritage Language Speakers Initiative.
- A companion bill to Senator Akaka's the National Foreign Language Coordination Act, S. 1089, was introduced in the House by Rep. Brian Baird (D-WA) as H.R. 4196, to establish a National Foreign Language Coordination Council.
- The Abraham Lincoln Commission released their report, Global Competence and National Needs: One Million Americans Studying

Abroad, on November 15, 2005. It recommended that fellowships and scholarships be awarded to Institutions of Higher Education and to students for study abroad. They recommended funding of \$50 million in FY 2007 increasing to \$125 million by FY 2011.

- S. 1376, Teaching Geography is Fundamental was introduced this summer by Senator Thad Cochran and five co-sponsors. The bill "expands geography literacy among kindergarten through 12th grade students by improving their teachers' professional development..."
- A 12-point policy statement, Languages in the National Interest, was finalized and distributed to our members, government agencies, congressional contacts, and other interested and appropriate parties.

AATSEEL Newsletter Columns

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

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 in 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@brynmawr.edu.

Dubravushka (Oak Grove) School

Summer 2006 High School Beginning and Intermediate Russian Language and Literature Program.

Dubravushka is a prestigious private school located just outside Moscow whose summer program for Russian children is always over subscribed. However, it saves a limited number of places for international students. Available in week long increments during June and July for about \$250 per week. Includes room and board, language instruction, airport pick up and drop off.

The school can almost guarantee high school teachers of Russian that their students who attend, once back home, will be continuing their study of Russian!

See www.dubravushka.ru or phone 941-351-1596 for additional info.

Georgetown University

Georgetown University will offer the following Russian courses in Summer 2006: 1. RUSS-111, Second-Level Russian I (June 6 – July 8). Text: V puti, second edition. 2. RUSS-112, Second-Level Russian II (July 11 – August 12). Text: Same. 3. HUMW-011, Tolstoy/Dostoevsky: Love/Pain (June 6 – July 8).

Summer students may take both language courses or either one separately. Applicants for RUSS-111 must have completed two semesters of college Russian with at least four contact hours per week. HUMW-011 is an undergraduate literature/writing course taught entirely in English. For more information, contact David Andrews, chair, at andrews@georgetown.edu, or (202)-687-5951.

Applications are through the Georgetown Summer School, with forms and complete instructions on line: <http://summerschool.georgetown.edu>

Indiana University

Indiana University's 56th Summer Workshop in Slavic, East European, and Central Asian Languages will be held June 16th - August 11th, 2006, and will offer intensive first through sixth-year Russian, including cultural programming.

Besides Russian, 20 other languages will be offered including Albanian, Azeri (1st & 2nd), Bosnian/Croatian/Serbian, Czech, Estonian (1st & 2nd), Georgian (1st & 2nd), Hungarian, Kazakh (1st & 2nd), Latvian, Lithuanian (1st & 2nd), Pashto, Polish, Romanian, Slovene, Tajik (1st & 2nd), Tatar, Turkmen (1st & 2nd), Uyghur (1st & 2nd), Uzbek (1st & 2nd) and Yiddish.

ALL students pay IN-STATE TUITION and FLAS and SSRC funding is available. The following languages are ACLS-funded and TUITION-FREE for grads specializing in East European studies: Bosnian/Croatian/Serbian, Estonian, Latvian, Lithuanian (1st level only), Romanian and Slovene. Application deadline for fellowships is March 24th.

For more information contact: Director, Ballantine Hall 502, Indiana University, Bloomington, IN 47405, 812-855-2608, swseel@indiana.edu; <http://www.indiana.edu/~iuslavic/swseel/>.

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/ls/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/> r; <http://www.humnet.ucla.edu/russian>; <http://www.heritagelanguages.org>

University of Wisconsin-Milwaukee

Annual Summer Study-Tour at
Catholic University Lublin, Poland

- July 8-August 14, 2006
- Estimate cost \$2,207 plus round-trip airfare (Chicago-Warsaw)
- Accommodations and all meals in Poland
- Lectures, language classes, performances
- 5 UWM credits
- Five weeks in historic Lublin, with a course of Polish language (100 hours), at beginning, intermediate and advanced levels
- Lectures, films and cultural performances
- Excursions to Warsaw, Kazimierz and other places of interest
- Optional three-day trips to Cracow (cost \$120) and Białowieża Forest (\$100)

Also available: two, three, four-week as well as intensive and highly intensive two, three, four and five-week language courses

This study tour is led by Dr. Michael Mikoś, Professor of Polish language and literature and leader of 25 study tours to Poland.

For detailed information contact:

Prof. Michael J. Mikoś
Dept of Foreign Languages and Linguistics/Slavic Languages
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201-0413
(414) 229-4948 mikos@uwm.edu
(414) 229-2741 FAX

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

National Security Language Initiative

As you know, on Thursday, January 5, President George W. Bush announced a National Security Language Initiative at a U.S. University Presidents Summit on International Education. Below is a Department of Education Fact Sheet on the NSLI. Also included is a link to speeches by President Bush, the First Lady, Secretary Rice, Secretary Spellings and others. Finally, we have included an editorial from yesterday's Washington Post (the initiative has received a great deal of media coverage) which merits our serious consideration.

Link: <http://www.state.gov/r/summit/>

Teaching Language for National Security and Global Competitiveness: U.S. Department of Education Fact Sheet

FOR RELEASE: January 5, 2006
Contacts: Chad Colby (202) 401-4401

President Bush today announced a national initiative on the teaching of critical foreign languages. Below is a fact sheet on the U.S. Department of Education's role in the initiative along with an attached fact sheet from the U.S. Department of State:

Teaching Language for National Security and Global Competitiveness American students must master critical need foreign language skills for our nation to remain competitive and continue the progress in securing our nation. Together with the Departments of State and Defense and the Director of National Intelligence, the Department of Education is proposing to establish grants and train teachers under President Bush's National Security Language Initiative.

Critical need foreign language skills are necessary to advance national security and global competitiveness. . More than 200 million children in China are studying English, a compulsory subject for all Chinese primary school students. By comparison, only about 24,000 of approximately 54 million elementary and secondary school children in the United States are studying Chinese. . According to the Center for Applied Linguistics, only 31% of American elementary schools (and 24% of public elementary schools) report teaching foreign languages. . 79% of those schools focus on giving introductory exposure to a language rather than achieving overall proficiency. . Only 44% of American high school students are enrolled in foreign language classes as reported by the 2002 Digest of Education Statistics. Of those students, 69% are enrolled in Spanish and 18% in French. . Less than 1% of American high school students combined study Arabic, Chinese, Farsi, Japanese, Korean, Russian or Urdu. . Less than 8% of United States undergraduates take foreign language courses, and less than 2% study abroad in any given year. Foreign language degrees account for only 1% of undergraduate degrees conferred in the United States.

Together with the Departments of State and Defense and the Director of National Intelligence, the Department of Education is proposing to establish grants and train teachers under President Bush's National Security Language Initiative.

Federal partners have outlined national goals and are sharing resources to achieve those goals. The National Security Language Initiative will: . Increase the number of Americans mastering critical need languages and start at a younger age. Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical need languages . Increase the number of teachers of critical need

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PSYCHOLOGY OF LANGUAGE LEARNING

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

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.

The Psychology of Language Learning column was not ready at the time that this newsletter went to press. We expect it to return next issue. Please consider sending a contribution to the Psychology of Language Learning column editor, Valery Belyanin, vbelyanin@mtu.ru.

National Security Language Initiative Continued

Continued from page 21

languages and resources for them

The Department of Education and its partners will focus resources toward educating students, teachers and government workers in critical need foreign languages, such as Arabic, Chinese, Japanese, and Korean, and increasing the number of advanced-level speakers in those and other languages. The Department of Education's FY 2007 budget proposal will include: \$57 million for this initiative, a \$35 million increase over FY 2006. The Department of Education is proposing \$24 million to create incentives to teach and study critical need languages in K-12 by refocusing the Foreign Language Assistance Program (FLAP) grants. Twenty-four school districts in partnership with colleges and

universities will create programs in critical need languages in 2007 through a proposed \$24 million Department of Education program. The program will likely expand to additional schools in future years to ultimately build continuous programs of study from kindergarten through university. The Department of Education is proposing \$5 million to create a Language Teacher Corps with the goal of having 1,000 new foreign language teachers in our schools before the end of the decade. A proposed \$1 million nationwide Department of Education E-Learning Language Clearinghouse would deliver foreign language education resources to teachers and students across the country. The Department of Education would expand Teacher-to-Teacher seminars through a proposed \$3 million effort to reach thousands of foreign language teachers in 2007.

Continued on page 23



PITTSBURGH / MOSCOW

5 weeks - Pittsburgh — (June 5 - July 7, 2006)

5 weeks - Moscow — (July 8 - August 11, 2006)

Intensive Courses in Beginning, Intermediate, Advanced, and Fourth-Year Russian

◆ 10 credit hrs.

◆ In 2006 & 2007: Heritage Speakers Program Pitt/Moscow Funded by Fulbright-Hays

◆ Generous scholarships also available from SSRC, CREES & SLI

◆ Application and fellowship deadline March 22. For information write or call:

Department of Slavic Languages and Literatures

1417 CL, University of Pittsburgh

Pittsburgh, PA 15260

(412)624-5906/Fax (412)624-9714/e-mail: slavic@pitt.edu



Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

Graduate Student Forum

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 Chanon (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.

Q: "If you had to name one or two skills that you learned in graduate school and that proved particularly useful later on, what would they be?" Note from the column's editor: Inasmuch as this question implied a variety of answers, several scholars at different stages in their careers were asked to respond.

A: Beth Holmgren, Professor of Russian and Polish Literatures, Department Chair, University of North Carolina - Chapel Hill: Graduate training is much more professionalized now, and I think that learning how to carry out some of the basic tasks of our trade — designing a lesson plan, producing a paper abstract, writing up a fellowship proposal — is a prudent goal. But I've also found in retrospect that graduate school perhaps best served me as a less harried time for foundation building. These are the only years when I had both the opportunity and the encouragement to study foundational primary and theoretical texts in-depth, to cast widely in my research without having to produce to advance in my job. All the reading, notetaking, and library trawling I did as a graduate student paid off for me as I prepared to teach an ever changing roster of courses on a semester's notice. And my "notes on notes" and aborted essay projects yielded me quite a few early paper topics and course ideas. I'd urge graduate students to invest in their education as well as their professional development and to protect and indulge

*Editor: Olga Livshin
Northwestern University*

in this time of exploration as much as they can given funding exigencies, work obligations, and pressures about time-to-degree.

Ann Komaromi, Assistant Professor, Department of Comparative Literature, University of Toronto, a guest of this column:

Preliminary doctoral examinations in graduate school presented the simply overwhelming task of organizing and filling in several centuries of literary history. This taught me the necessity of (efficiently) assimilating canonical and scientific versions of knowledge about literature and culture in order to deal with all the brilliant challenges to those traditional models.

At some point each day my mind simply stopped being equal to the job, and so I trained for and ran the Chicago marathon before writing exams. I think being easy with channeling energy from the cerebral to the corporal mode of activity and back was the therapeutic trick that helped me later manage pregnancy and birth while starting a new job. Surely it need not be so "extreme," though.

National Security Language Initiative Continued

Continued from page 22

Learning Languages Sunday, January 8, 2006; Page B06

WITH A CERTAIN amount of fanfare Thursday, President Bush launched the National Security Language Initiative, designed to expand Americans' knowledge of critical foreign languages such as Arabic, Chinese, Russian, Hindi and Farsi. Before a group of 120 university presidents, he described learning foreign languages as a "kind gesture" toward other cultures, as well as an important facet of American security: "We need intelligence officers who, when somebody says something in Arabic or Farsi or Urdu, knows what they're talking about."

We applaud Mr. Bush's sentiments, though the lateness and modesty of this initiative are perplexing. It has been clear for more than four years, since Sept. 11, 2001, that Americans are horrifically deficient in knowledge about those parts of the world that now most threaten us, as well as about those that may pose important security challenges in the future. Yet the initiative will receive funding only in the 2007 budget -- if, of course, Congress approves. Although the State Department issued a fact sheet describing the new program's impressive goals, department officials conceded that only 15 public schools in this country teach Arabic at the moment. Although 200 million Chinese students study English, there are also only about 2,000 teachers of Chinese in the United States. There's a long way to go.

Department officials also referred to the launch of Sputnik, the first Soviet satellite, whose appearance in the sky inspired national concern about the "knowledge gap" between the United States and the Soviet Union and a new emphasis on science and Russian-language education in this country. Sputnik was launched in 1957. President Dwight D. Eisenhower signed the National Defense Education Act, which funded science education, in 1958. He also set up the National Aeronautics and Space Administration in 1958 -- a year after Sputnik, not four or five. The administration should move as fast as possible to make up for lost time.

JNCL-NCLIS 4646 40th St., NW Suite 310 Washington, DC 20016 Phone: 202-966-8477 Fax: 202-966-8310 info@languagepolicy.org www.languagepolicy.org



6+4 : PITTSBURGH ~ POLAND OR BULGARIA

6 weeks - Pittsburgh — (June 5 - July 14, 2006)

4 weeks - Lodz, Poland or Sofia, Bulgaria — (July 17 - August 11, 2006)*

Intensive Courses on the Beginning and Intermediate Levels

* Students demonstrating adequate academic preparation may join the course abroad

◆ Generous scholarships available for graduate students through CREES & ACLS

◆ Application and fellowship deadline March 22. For information write or call:

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Summer Workshop in Slavic, East European and Central Asian Languages

at Indiana University

June 16 - August 11, 2006



RUSSIA

- 1st through 6th year Russian
- 4- and 8-week courses available

EASTERN EUROPE and BALTIC COUNTRIES

- 1st year Albanian, Bosnian/Croatian/Serbian, Czech, Hungarian, Latvian, Lithuanian, Polish, Romanian, Slovene and Yiddish
- 1st and 2nd year Estonian; 2nd year Lithuanian
- The following languages are ACLS-funded and **TUITION-FREE** for graduate students specializing in any field related to these languages: Bosnian/Croatian/Serbian, Estonian, Latvian, Lithuanian (1st year only), Romanian, and Slovene

CENTRAL ASIA and the CAUCASUS

- 1st and 2nd year Azeri, Georgian, Kazakh, Tajik, Turkmen, Uyghur, and Uzbek
- 1st year Pashto; 1st year Tatar (pending funding)

FLAS and SSRC Fellowships are available

Application Deadline for Fellowships March 24, 2006

IN-STATE TUITION for all Languages

More information is available at: <http://www.indiana.edu/~iuslavic/swseel/>

Or write to: Director, SWSEEL, BH 502, Indiana University, Bloomington, IN 47405

Tel. (812) 855-2608 · FAX (812) 855-2107 · e-mail: SWSEEL@indiana.edu

PROFESSIONAL OPPORTUNITIES

Calls for Papers

March 1, 2006

ACS XIV International Congress of Slavists

The American Committee of Slavists (ACS) hereby issues a call for papers for the XIV International Congress of Slavists in Ohrid, Macedonia, late summer 2008 (precise dates TBA), to determine the composition of the American delegation.

- **Eligibility.** To be considered, an applicant must, without exception, have
 - 1) a regular (not occasional) academic position (including emeritus status) in an American college or university;
 - 2) a Ph.D. in hand by April 15, 2006, the deadline date for the submission of the abstract.
- **Application.** Qualified applicants must submit an [application form](#) (available from ACS website <http://www.fas.harvard.edu/~slavic/acs>) and accompanying materials by March 1, 2006, to

Prof. Robert A. Rothstein, Secretary-Treasurer, American Committee of Slavists, Slavic and East European Studies, Herter Hall, 181 Presidents Drive, University of Massachusetts, Amherst, MA 01003-9312

- **Abstract.** Applicants must submit a one-page [abstract](#) of the paper in three (3) copies by April 15, 2006, to:

Prof. Michael S. Flier, Chairman, American Committee of Slavists, Department of Slavic Languages and Literatures, Harvard University, Barker Center, 12 Quincy Street, Cambridge, MA 02138

Applicants are advised to follow instructions carefully in the [preparation of abstracts](#). Incorrectly written or formatted abstracts will not be considered.

Preference will be given to papers that are broadly comparative in nature.

- **Paper.** If the abstract is accepted, the applicant must submit the final version of the paper in two (2) copies by December 1, 2006, to Prof. Michael S. Flier at the above address. To achieve a measure of uniformity in the published volume(s), the ACS has prepared a [style sheet](#) for linguistic and literary contributions. Following the guidelines presented in the style sheet will save the editors countless hours of reformatting and word processing. Accordingly, all contributors are expected to adhere to the guidelines provided in the style sheet on the ACS website <<http://www.fas.harvard.edu/~slavic/acs>>. The editors are authorized to return to authors immediately all papers that do not conform to the standards of formatting and writing required. All such returned manuscripts that are not corrected and resubmitted to the editors within 10 days will be excluded from *American Contributions*.

August 31, 2006

2006 AATSEEL-Wisconsin Conference

Benjamin Jens and John Holm, co-chairs of the AATSEEL-Wisconsin conference, invite abstracts on any aspect of Slavic literatures and cultures (including film) and on issues in the learning and teaching of Slavic languages and literatures. Papers that cross disciplines, take creative risks, and draw on contemporary critical theory are especially encouraged.

The conference will be held at the University of Wisconsin, Madison, on 21 October 2006. The deadline for submitting abstracts is 31 August 2006.

Abstracts can be sent via e-mail. To ensure readability, please paste the proposal into the body of your message. Abstracts sent by regular mail or fax should include FOUR copies prepared for an anonymous review: only one copy should have the author's name and address. Guidelines for preparing abstracts are posted on the AATSEEL

website: http://aatseel.org/program/aatseel/abstract_guidelines.html

Each proposal will be allotted 20 minutes for presentation. Individual papers will be combined into panels by the conference co-chairs. Authors will hear about their proposals by mid-September.

Please include your name, university affiliation (if any), and mailing address. Send your proposal to: Benjamin Jens Department of Slavic Languages and Literatures University of Wisconsin 1220 Linden Dr. Madison, WI 53706 fax: 608.265.2814 bcjens@wisc.edu

Conferences and Workshops

March 31-April 2, 2006

CARTA/CSC Conference

First joint CARTA (Central Association of Russian Teachers of America)/CSC (Central Slavic Conference) conference

Dates: March 31-April 2.

Place: Doubletree Hotel, Tulsa, Oklahoma

Theme: Russian as a World Language: Histories, Cultures, Literatures, Methodologies

Special Event: Performance by Yevgeny Yevtushenko for the Conference participants only

For more information contact Mara Sukholutskaya at msukholu@mailclerk.ecok.edu

April, 18-20 2006

Symposium on Distinguished Language Studies

Sponsored by the Jordan Consortium of Teaching Excellence Center an affiliate of the US-based Coalition of Distinguished Language Centers, this conference is dedicated to exploring the issues of developing high-level proficiency in reading and writing in foreign languages, with some attention as well to the issue of speaking, listening and cultural competency. 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 within Jordan, establish low-cost lodging and air transportation, 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 cities of Petra and Jerash, viewing the "promised land" from Mount Nebo, and much more. Plan to come! Plan to participate!

For more information, see the Coalition of Distinguished Language Centers' website: www.distinguished-languagecenters.org or contact Dr. Betty Lou Leaver, leaver@msipress.com.

April 27-30, 2006

National Council of Less Commonly Taught Languages Ninth National Conference

The Ninth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 28-30, 2006, in Madison, WI (with a pre-conference workshop scheduled for April 27th).

Grants and Fellowships

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

The Department of Slavic Languages and Literature at the University of Wisconsin-Madison is pleased to announce the endowment of undergraduate scholarships and graduate fellowships for students of Polish language, literature, and culture at UW-Madison. The gift by Leona Lapinski Leute was \$1.25 million.

The Michael and Emily Lapinski Scholarship Endowment will pay partial or full tuition for undergraduate and graduate students of Polish language, literature, and culture at UW-Madison. Tuition may be used to pay for study abroad in Poland through UW-Madison.

The annual deadline for applications is February 15. Application forms and instructions for applicants are online at:

<http://slavic.lss.wisc.edu/lapinski.htm>

For additional information, please contact Professor Halina Filipowicz, Chair of the Lapinski Scholarships and Fellowships Committee: [<hfilipow@wisc.edu>](mailto:hfilipow@wisc.edu)

For 2005-2006, the Committee awarded approximately \$25,000 in scholarships and fellowships. For 2006-2007 and beyond, it is anticipated that about \$60,000 will be awarded in scholarships and fellowships annually. The Committee hopes to fund one or two graduate students with a full fellowship (one if out of state, two if in state) and to give partial or full scholarships to several undergraduates on an annual basis.

February 15, 2006

Fulbright Foreign Language Teaching Assistant (FLTA) Program 2006-07

Schools wishing to host an FLTA are free to tailor the program to meet their needs. FLTAs often teach beginning and intermediate classes or offer tutorial sessions to improve U.S. students' language acquisition. On many campuses they serve as coordinators of the Language House or Language Floor, offering students access to the language and culture of interest at all times.

The FLTA Program is organized into three components depending on the level and source of funding provided to the fellows; please refer to the attached Fact Sheet for details. FLTAs are selected by U.S. Embassies, Fulbright Commissions and Bi-National Centers in their home countries. Participating institutions will receive the dossiers of several candidates that match their requirements and select the one (or more) FLTA(s) they believe most appropriate for their campus.

1) Strategic Fulbright Languages

The U.S. Department of State provides Fulbright FLTAs in strategic languages with a monthly stipend to cover room and board, daily living expenses, round-trip travel, health insurance and additional enrichment activities. The only financial responsibility of host institutions is a tuition and fee waiver for two courses per semester.

Countries: Afghanistan, Algeria, Bahrain, Bangladesh, Egypt, Kenya, India, Indonesia, Iraq, Israel, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyz Republic, Lebanon, Libya, Malaysia, Mongolia, Morocco, Nigeria, Oman, Pakistan, Philippines, Qatar, Russia, Saudi Arabia, Senegal, South Korea, Syria, Tajikistan, Tanzania, Thailand, Tunisia, Turkey, United Arab Emirates, Uzbekistan and Yemen.

Languages: Arabic, Bengali, Dari, Hausa, Hindi/Urdu, Indonesian, Kazakh, Kiswahili, Korean, Malay, Mongolian, Pashtu, Russian, Tagalog, Tajik, Thai, Turkish, Uzbek, Wolof and Yoruba.

2) Traditional Fulbright Languages.

Host institutions must offer room and board, a tuition and fee waiver for the required two courses per semester, and a small monthly stipend of between \$300 and \$600 per month. Some host institutions offer a monthly stipend to cover all of these costs. Fellows receive a travel stipend, visa sponsorship and U.S. Department of State ASPE health insurance coverage.

Countries: Argentina, Austria, Canada, France, Germany, Ireland, Italy, Mexico and Spain.

Languages: French, Gaelic, German, Italian and Spanish.

3) Non-Fulbright Languages.

Host institutions provide these "Non-Fulbright" FLTAs with room and board, a tuition and fee waiver for the required two courses per semester, and a small additional stipend of between \$300 and \$600 per month. Some host institutions offer a monthly stipend to cover all of these costs. Some institutions offer health insurance coverage and round-trip travel. If institutions do not offer health insurance or a travel stipend, FLTAs pay for these expenses with personal funds.

Countries: Brazil, Chile, Colombia, France, Iran, Japan, Peru, South Korea and Taiwan.

Languages: Chinese, French, Japanese, Korean, Persian, Portuguese and Spanish.

To apply, simply fill out the online application at the following website: www.iie.org/flta. Please follow the link to the host institution application under the Application Center. The deadline is February 15.

John Valliere, Program Officer, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, Telephone: (212) 984-5335, FAX: (212) 984-5484, Email: jvalliere@iie.org

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

New DVD-ROM *Beginning Ukrainian*

The University of Arizona Critical Languages Program is pleased to announce the availability of a new title in the Critical Languages Series: "Beginning Ukrainian."

This new title is in DVD-ROM format and can be used either by independent learners of Ukrainian or by students in a traditional classroom setting. The courseware contains video clips, native speaker audio recordings, several types of interactive exercises, and is equivalent to a one-year college course. It is distributed by the University of Arizona Press 1-800-426-3797. For more information about the product or about the Critical Languages Series please visit the web site http://www.coh.arizona.edu/crit_lang/

Why Join AATSEEL?

Some Slavists ask why they should bother joining AATSEEL when they can belong to the MLA and AAASS. The fact is that neither the MLA nor the AAASS puts at the heart of its mission the goals, concerns and interests of those who teach Slavic languages and literatures. AATSEEL is the only professional association dedicated precisely to these fields; it is the first and most important scholarly “home” for Slavists in the United States.

Slavists who belong to AATSEEL:

- Support and receive *SEEJ*, a quarterly journal with the most groundbreaking research in Slavic literature, linguistics, and pedagogy along with reviews of books Slavists need to read and know about;
- Publish research in *SEEJ*, joining colleagues in the most important journal for Slavists in North America, benefit from referee reports by the best scholars in the field and, in turn, contribute to the work of other scholars by reviewing their submissions;
- Receive the *AATSEEL Newsletter*, a quarterly bulletin with important news about events in our profession, grant and fellowship opportunities, job listings, summer programs, study abroad programs, news of other members (promotions, retirements, etc.), and informative columns such as “Everything you wanted to know about Russian grammar but were afraid to ask” as well as columns on Ukrainian, Belarusian, Czech and other languages;
- Can attend and participate in the annual **AATSEEL Conference** (held in the same city and at the same time as the annual MLA Conference), together with tenured and tenure-track scholars as well as graduate students and independent scholars, hear and give papers, take part in panels and roundtables and job interviews, receive the annual conference program book with its abstracts;
- Receive the annual **AATSEEL membership directory**;
- May nominate others for **AATSEEL awards**, including the book awards;
- Are eligible themselves for **AATSEEL awards**, including the book awards;
- Support **AATSEEL** and thus the Slavic languages and literatures field in the United States.

Without AATSEEL, there would be no *SEEJ*, no *AATSEEL Newsletter*, and no **AATSEEL Conference**. All three of these venues are critically important for maintaining our identity as a field focused predominantly on the languages, literatures and cultures of Russia and Eastern Europe, and for ensuring the vitality of our field into the future. Joining AATSEEL and supporting AATSEEL now with your membership is your way of saying that the future of Slavic studies in the United States is important to you.

AATSEEL works together with AAASS, ACTFL, ACTR and MLA, along with other associations, to help push the agenda of support for research in Russia and Central Europe and research in foreign languages. AATSEEL pays dues to the Joint National Committee for Languages and the National Council for Languages and International Studies (www.languagepolicy.org). Your membership in AATSEEL helps support these causes, too.

Membership in AATSEEL is affordable and the web-based membership form makes it convenient to join: go to www.aatseel.org and sign up now.

AATSEEL 2006 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2006 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA AND RECEIVE A \$10 DISCOUNT.

TO JOIN, RENEW or CHANGE YOUR ADDRESS BY MAIL, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o Kathleen Dillon, P.O. Box 7039, Berkeley, CA 94707-2306 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

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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.

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

Address Correction Requested