

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Special in This Issue: News & Changes

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- (3) Please do not double-space between sentences in electronic submissions.
- (4) Please query the editor about formatting, content, graphics, or language.
- (5) Since the newsletter is produced in part in Jordan, submissions must be sent by fax or email by deadlines given on the back cover and on the AATSEEL website.
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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>

Message from the AATSEEL President

Dear Members of AATSEEL,

I am sad, but sympathetic to announce that Kathleen Dillon has decided to step down as Executive Director of AATSEEL upon the expiration of her term on June 30, 2006.

In her own modest, but very effective way, Kathleen has served our organization—and very fortunately will continue to serve for another year—with grace, good humor, and acuity. As members, we all benefit from Kathleen's good management in ways we perhaps do not always sufficiently value.

It will be hard to find someone to fill her shoes. In fact, the work of the Executive Director has grown to such an extent that it appears likely that it will take two people—an Executive Director and a Conference Manager—to do the work Kathleen has been doing on her own.

I hope all of you will take the time at the AATSEEL National Conference in Washington, DC in December to say thank you to Kathleen.

Planning for the conference moves along apace. We are indeed honored that the eminent scholar, Alexander Schenker—who last year was awarded the AATSEEL award for distinguished scholarship—will be giving a plenary address.

While it is too early to make other formal announcements about the program for Washington, DC, I can pique your interest by assuring you that there are a number of other very exciting events in the works which will make it well worth your while to attend and participate.

As the high “busy-ness” of end of semester looms, I wish you all a restful, but productive summer ahead.



Resignation of Executive Director

I regret to have to inform you that Kathleen Dillon has decided not to renew her term as Executive Director of AATSEEL, which will expire June 30, 2006. As I'm sure you all know, we all owe Kathleen an extraordinary debt of gratitude for her service to AATSEEL, and I, for one, am very glad that she will still remain in her position for another year.

In order to make the transition as smooth as possible, we need to get Kathleen's replacement or replacements in place as soon as possible so that Kathleen will be able to walk him, her, or them through their paces while she is still running things.

I oscillate between singular and plural in talking about Kathleen's replacement(s) because, as you will remember, we discussed at the December meeting the possibility and even likelihood of splitting what are now Kathleen's responsibilities up into two positions: Executive Director and Conference Manager.

Ads for these positions will appear in the AATSEEL Newsletter currently being electronically published. However, it will most likely take all of our efforts to find the appropriate person or people. I ask you all to think about people you think could do these jobs well and are at a place in their lives and careers where they can find the time to devote to this work. Obviously devotion to AATSEEL is a prime qualification.

Thank you in advance for your help and best wishes, Cathy

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

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

AATSEEL Seeking Executive Director & Conference Manager

AATSEEL invites applications for two positions, as described below. Individuals may apply to hold one or both positions. Instructions on how to apply follow the position descriptions:

Executive Director, in consultation with the Association's president and executive council, is responsible for the orderly and timely management of the Association's business, including but not limited to supervision of conference manager, responding to member queries, interacting with association's web master and website management service.

Travel required annually to the AATSEEL conference (expenses paid). Honorarium: \$8,000-\$10,000, depending on qualifications. 3-year contract beginning July 1, 2006, but some work at the AATSEEL 2005 conference.

Conference Manager, in consultation with the Association's president, executive director and program committee chair, is responsible for organizing and managing the Association's annual convention. This includes but is not limited to negotiating with conference hotels and audio-visual vendors, recruiting exhibitors, and staffing the conference registration desk.

Travel required twice a year (expenses paid). Honorarium: \$5,000-\$7,000, depending on qualifications. 3-year contract beginning July 1, 2006, but some work in summer 2005.

To apply for one or both positions: Send a letter of application stating your qualifications and interest in the position(s), a curriculum vitae, and the names and contact information of 3 referees by May 15, 2005 to: Dr. Catharine Nepomnyashchy, President of AATSEEL cn29@columbia.edu Electronic submission of applications required: use attachments in Microsoft Word.

Call for Nominations for 2005 AAASS Book Prizes

American Association for the Advancement of Slavic Studies (AAASS) invites nominations for its 2005 Book Prizes.

To be eligible, books must have been originally published in English in 2004 in the form of a monograph, preferably by a single author, or by no more than two authors. The Hewett Prize, however, may be awarded for chapters of books or substantial articles. Textbooks, translations, bibliographies, and reference works are ineligible.

The AAASS book prizes carry a cash award and will be presented at the Awards Presentation reception during the 37th National Convention in Salt Lake City, Utah, on Saturday, November 5, 2005.

If you wish to nominate a book please ask the publisher to submit copies for consideration to the prize committee, or contact the AAASS National Office, aaass@fas.harvard.edu. For precise rules of eligibility for each prize and the mailing addresses for committee members, visit our Web site, www.aaass.org.

Deadline for nominations is May 13, 2005.

The following book prizes will be awarded by the AAASS in 2005:

AAASS/Orbis Books Prize for Polish Studies for the best book in any discipline, on any aspect of Polish affairs. Only works originally published in English, outside of Poland, are eligible; the book must be a monograph, preferably by a single author, or by no more than two authors.

Committee: Andrzej Tymowski, Chair, American Council of Learned Societies, e-mail: atymowski@acl.s.org; Brian Porter, U of Michigan; Bozena Shallcross, U of Chicago.

Ed A. Hewett Book Prize for an outstanding publication on the po-

litical economy of the centrally planned economies of the former Soviet Union and East Central Europe and their transitional successors. Only works originally published in English in the form of monographs, chapters in books, and substantial articles are eligible.

Committee: Peter Rutland, Chair, Wesleyan University, e-mail: prutland@wesleyan.edu; Vladimir Kontorovich, Haverford College; Mieke Meurs, American University.

Barbara Jelavich Book Prize for a distinguished monograph published on any aspect of Southeast European or Habsburg studies since 1600, or nineteenth- and twentieth-century Ottoman or Russian diplomatic history. The book must have been published in the United States; authors must be citizens or permanent residents of North America.

Committee: David Schimmelpenninck van der Oye, Chair, Brock University, e-mail: dschimme@brocku.ca; Keely Stauter-Halsted, Michigan State U; Nicholas Miller, Boise State U.

Marshall Shulman Book Prize for an outstanding monograph dealing with the international relations, foreign policy, or foreign-policy decision-making of any of the states of the former Soviet Union or Eastern Europe. The book must have been published in the United States; authors must be American scholars or residents of the U.S.

Committee: Rawi Abdelal, Chair, Harvard Business School, e-mail: rabelal@hbs.edu; Anna Grzymala-Busse, U of Michigan; Jack F. Matlock.

Wayne S. Vucinich Book Prize for the most important contribution to Russian, Eurasian, and East European studies in any discipline of the humanities or social sciences. Policy analyses, however scholarly, are not considered.

Committee: Mark Beissinger, Chair, U of Wisconsin, e-mail: beissinger@polisci.wisc.edu; Istvan Deak, Columbia U; Monika Greenleaf, Stanford U.

Call for Nominations for the 2005 AATSEEL 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.

To nominate someone for one of these awards: send your nomination, including a paragraph explaining why you think the individual is deserving of the award, to Benjamin Rifkin, Past President of AATSEEL at brifkin@wisc.edu. Deadline: May 1, 2005.

Award winners will be notified by July 1, 2005. Awards will be presented at the 2005 AATSEEL Conference in Washington, DC (December 28-30, 2005).

Letter from the Editor

Dear Readers,

This newsletter is coming to you with a few days' delay and many apologies. We wanted to hold the press to be able to inform you about impending changes at AATSEEL. You can read about these in President Catharine Nepomnyashchy's messages (page 3). I will miss Kathleen Dillion, as she has been a great support to the newsletter.

I invite all of you to share ideas on how to make the NL more helpful as we move to a fully web-based format (coming in October). Please send your thoughts to me at leaver@aol.com.

Finally, I hope you all have a great summer.

Betty J. Leaver

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

Editor's Note: Special thanks to colleagues on SEELANGS, who responded with suggestions and contact information on potential interviewees, including themselves. Sarah was one of these. The future of this column depends on those of you in the field who bring to my attention interesting careers of your former students or colleagues. Please continue to send me the names and email contact information of possible interviewees. Write to me at : Lscatton@ets.org.

Freelance Writer and Editor: An Interview with Sarah Hurst

What do competitive chess, subsistence whaling, gold and diamond mining, and soft-drinks packaging have in common? They are all topics which Sarah Hurst, a 1995 graduate of the University of Birmingham in England has written about, using her BA in Russian and History as the entry point. And she's done this writing in St. Petersburg, London, Anchorage, Hungary, Kalmykia, Georgia, Beijing, Minsk, and Azerbaijan.

Even before starting her undergraduate studies in the early 90s, Sarah was swept up in the great optimism of the early Gorbachev years and decided she would aim to be a journalist working in Russia. In advance of a school trip to Moscow, she wrote to a number of well-known Russians to ask for interviews: her nerve was rewarded when the Interior Minister and the Editor of Pravda both agreed to be interviewed. She capped her undergraduate experience with a senior paper on the politics and history of Soviet chess, detailing the nationwide political campaign in the 1930s to strongly promote chess playing among Soviet citizens. She interviewed a number of Russian chess champions for the paper, and the interviews were

later included her 2002 book, *Curse of Kirsan: Adventures in the Chess Underworld*, one of several books about chess that she has written and published.

In the mid-nineties Sarah fulfilled her dream by working as a journalist in Russia, serving as a reporter for the weekly St. Petersburg Press and writing on all subjects, but especially on politics. She covered the 1995 Duma elections, where she met prominent politicians including Grigory Yavlinsky and the late Galina Starovoitova. The late nineties found her in London writing about chess; the internet and business; and the former Soviet Union, for various publications. A market research firm hired her on behalf of Coca Cola to collect information on the soft drinks market in the former Soviet Union. She used her Russian to conduct a telephone survey of soft drink companies all over the region, learning what Russian consumers preferred in their flavors, bottle shapes and packaging.

Sarah relocated from London to Azerbaijan for the BBC; there she edited and translated reports. Later she continued east to take a job as editor of Beijing Journal, a monthly lifestyle magazine for expatriates.

Still further east, she traveled to Anchorage to work for the University of Alaska as an editorial associate for the marketing department and eventually as the international programs coordinator. Sarah continues to live in Anchorage, where her freelance writing activities include editing a newspaper on mining industries in the Russian Far East. She is writing another book at present, this one focusing on the revival of subsistence whaling in Chukotka. Under the Soviets, subsistence whaling was banned as an undesirable facet of the traditional lifestyle, but Sibneft and the local government supports a return to this practice. There is agreement among the native blocs of Alaska and Chukotka to set reasonable quotas for

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

whaling. Sarah is reading, editing Russian documents and listening to tape recorded testimony for her book.

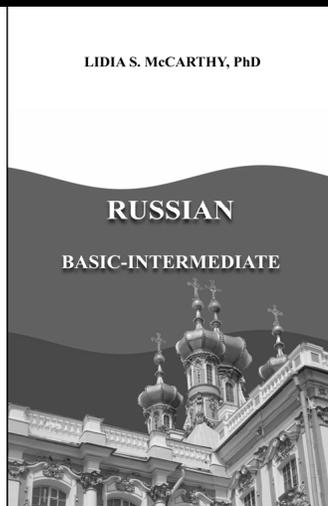
In the decade since she completed her undergraduate degree, Sarah Hurst has covered much territory and worked at a number of jobs, almost all of which have involved use of the Russian language. She advises students to follow what they like. Russian is an unusual language which gives you entrée in ways more common languages do not. She sees it as adding an extra advantage. There are so many unpredictable ways to use Russian, says Sarah, that many adventures can await those who learn it.

AATSEEL Newsletter Going Electronic

Or should that be "has gone electronic?" You may have noticed that this newsletter is coming to you for the first time ever in totally electronic format. No, this is not the first time that we have published an electronic newsletter. For the past year and a half, we have experimented with e-distribution of the newsletter. That experimentation has been quite successful. Those members of AATSEEL who received their copies of the newsletter by e-distribution received them on the first of the newsletter month whereas other members have had to wait as much as six weeks for the printed version to reach their doors. This is because the printing process is quite cumbersome: make plates, make dylux, send proof, get okay to print, print, adhere addresses sort by zip, bundle, and hand over to the USPS, which then goes through a slow process of delivering: bulk mail travels only whenever there is space available. With the e-newsletter, you will always have access to your newsletter before the information is outdated! Plans call for conversion from PDF to web-based format in the Fall.

RUSSIAN BASIC-INTERMEDIATE

LIDIA S. MCCARTHY, PHD



- Easy explanations to every grammar rule
- Russian-English vocabulary lists for every lesson
- Numerous exercises
- Revision Section after every four lessons
- Sidebars throughout the text with information about Russian history, literature, art and culture

Written by a native speaker, *Russian Basic-Intermediate* is an illustrated guide into the world of Russian language and culture. It is filled with interesting Russian texts, grammatical explanations, numerous exercises, humor and asides with information about Russian history, culture, literature and art.

This textbook consists of 18 lessons, each starting with text and vocabulary lists, grammar sections with explanations in English and various exercises combining both new and previously learned vocabulary and grammar. Every four lessons are followed by a revision section. *Russian Basic-Intermediate*'s illustrated asides cover Russian history from the period of Kievan Russia up to the end of the Soviet era. The author, holding a Ph.D in Historical Linguistics, explains how the Russian alphabet was created, where Russian names came from and tells about derivation of some Russian words and expressions.

Product details: Universal Publishers, July 2004,
ISBN: 1581125232

Paperback- \$29.95, eBook - \$9.00.

Available directly from the Publisher at
www.universal-publishers.com or
www.amazon.com; www.bn.com

WWW.UNIVERSAL-PUBLISHERS.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.

Children's Books

Libal, Autumn. 2005. *Women in the World of Russia*. Mason Crest Publishers.

McNeese, Tim. 2005. *Volga River*. Chelsea House Publications.

Culture

Hannan, Kevin. 2005. *Moja Polska: Eseje o polskosci*. Posań, Poland: Wydawnictwo Poznańskie.

Economics

Owen, Thomas C. 2005. *Dilemmas of Russian Capitalism: Fedor Chizhov and Corporate Enterprise in the Railroad Age*. Cambridge, MA: Harvard University Press.

History

Acton, Edward and Tom Stableford. 2005. *The Soviet Union: A Documentary History: 1917-1940*. Exeter, UK: Exeter University Press.

Murphy, Kevin. 2005. *Revolution and Counterrevolution: Class Struggle in a Moscow Metal Factory*. Bergahn Books.

Norris, John. 2005. *Collision Course: NATO, Russia, and Kosovo*. Praeger Publishers.

O'Connor, Emmet. 2005. *Reds and the Green: Ireland, Russia, and the Communist Internationals*. Dublin, Ireland: University College Dublin Press.

Pipes, Richard. 2005. *The Dagaev Affair: Terror and Treason in Tsarist Russia*. New Haven, CT: Yale University Press.

Plokhly, Serhii. 2005. *Unmaking Imperial Russia: Mykhailo Hrushevsky and the Writing of Ukrainian History*. Toronto, Canada: University of Toronto Press.

Service, Robert. 2005. *A History of Modern Russia: From Nicholas II to Putin*. Cambridge, MA: Harvard University Press.

Skrine, Francis Henry, Edward Denison Ross, and E. Denison Ross. 2005. *The Heart of Asia: A History of Russian Turkestan and the Central Asian Khanates from the Earliest Times*. London, UK: Routledge.

Literature

Chitnis, Rajendra A. 2005. *Literature in Post-Communist Russia and Eastern Europe: The Russian, Czech, and Slovak Fiction of the Changes 1988-1998*. London: Routledge.

Parthe, Kathleen. 2004. *Russia's Dangerous Texts: Politics between the Lines*. New Haven, CT: Yale University Press.

Continued on page 11

Technology & Language Learning

Russian Language on the Internet

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

In this first installment of a two-part series, co-authors Molchan and Riedl describe a revamping of the correspondence course model to accommodate language instruction and learning through the use of internet resources, email and telephone.

Русский язык по Интернету.

У русских есть такая шутка:

Вопрос: Чем отличается соловей от воробья?

Ответ: Оба заканчивали консерваторию, но воробей – заочно.

Найдя в Интернете сайт учебно-методического центра преподавания русского языка как иностранного “Интерлингва-Вест” (<http://www.comch.ru/~vest>), директором которого я являюсь, Джон Ридл, студент из США, обратился ко мне с просьбой об организации для него индивидуальных занятий по телефону и Интернету. Целью занятий было оказание студенту помощи в подготовке к экзамену ТРЯКИ-2.

С помощью современной техники мы решили на личном примере опровергнуть укоренившееся мнение о неэффективности заочного обучения.

Имевшиеся в нашем распоряжении средства связи вполне подходили для занятий по всем видам речевой деятельности: телефон для аудирования и говорения, компьютер – для чтения и письма. Интернет давал возможность найти все необходимые тексты и записи. Работа представлялась интересной, и преподавать я решил сам.

Что касается письма, то Джон присылал мне разного рода сочине-

*Editor: Jeanette Owen
(Arizona State University)*

ния, написанные по предоставленным мной образцам, я их редактировал, высылал Джону через Интернет, он вносил исправления, я их редактировал вновь и так далее до достижения удовлетворительного результата.

Навыки устной речи мы оттачивали на обсуждении публикаций из газет (ЛГ, АиФ и др). “Монологи”, написанные студентом перед уроком и посланные мне по электронной почте, представляли собой краткое изложение содержания этих публикаций с собственными комментариями студента.

Поскольку у Джона были трудности с аудированием, мы использовали в нашей работе передачи российского телевидения через вебкаст. Сделав запись передачи, я выбирал наиболее интересный с точки зрения языка видеосюжет, ставил к нему 8-10 вопросов и высылал их по электронной почте. Ответы на вопросы я получал от студента перед уроком.

Хотелось бы дать некоторые рекомендации тому, кто захочет организовать для себя такие занятия.

1. Сначала убедитесь в том, что эти занятия вам действительно нужны. Без сильной мотивации заниматься заочно очень сложно, так как уроки требуют большого напряжения и продолжаются длительное время без перерыва.

2. Необходимо добиться хорошего контакта между преподавателем и студентом. Для этого очень хорошо хотя бы один раз встретиться лицом к лицу.

3. Первые занятия не должны быть сложными по структуре. Постепенно, по мере вхождения в процесс работы, их можно усложнять.

4. Преподавать должны высококвалифицированные специалисты.

Подводя итоги, считаю, что занятия по Интернету дали очень хороший результат. Однако эта форма обучения больше подходит студентам, имеющим устойчивые навыки

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)

устного общения. Убежден, что со временем мы сможем найти другие интересные и полезные виды работы, с помощью которых можно будет достичь еще большего эффекта.

Анатолий Васильевич Молчан
Джон Ридл

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vest@comch.ru

Early Copies of AATSEEL Publications Sought For Archives

The earliest publication of AATSEEL—from November, 1943—was called “The AATSEEL Bulletin.” This publication was mimeographed and distributed on 8-1/2 x 11 sheets of paper.

Unfortunately the single copies that AATSEEL had in its archives of some of these issues sustained severe damage several months ago when there was a leak in the roof of our archival storage area (we have since changed storage areas).

AATSEEL would be very grateful to receive donations—or a loan, for photocopying and return—of any copies of the “Bulletin of AATSEEL” (which subsequently became the “AATSEEL Journal,” precursor to our present Slavic and East European Journal) from the years 1943-1956.

Copies of early issues of SEEJ (1957-1965) would also be welcome as donations. Please contact AATSEEL at aatseel@earthlink.net.

NOTES FROM AATSEEL COUNTERPARTS

AIS

Associazione Italiana degli Slavisti has posted a number of interesting links on its website: http://www.humnet.unipi.it/~presais/info_AIS.html. Details are also available there about the December 2004 meeting of the Italian Association of Slavists.

BASEES

The 2005 conference program from the annual meeting of the British Association of Slavic and East European Studies is now available online: <http://www.basees.org.uk/>. Please note that the home page of BASEES has changed to the given URL.

CAS

The Canadian Association of Slavists (CAS), founded in 1954 at the

University of Manitoba, is an interdisciplinary gathering of scholars and professionals whose interests focus on the social, economic and political life of the Slavic peoples, as well as their languages, diverse cultures and histories.

CAS celebrated its 50th anniversary this past year.

Each May-June, the CAS holds an annual conference. Information can be found online at the CAS website: <http://www.ualberta.ca/~csp/cas/>.

Finnish Institute for Russian and East European Studies

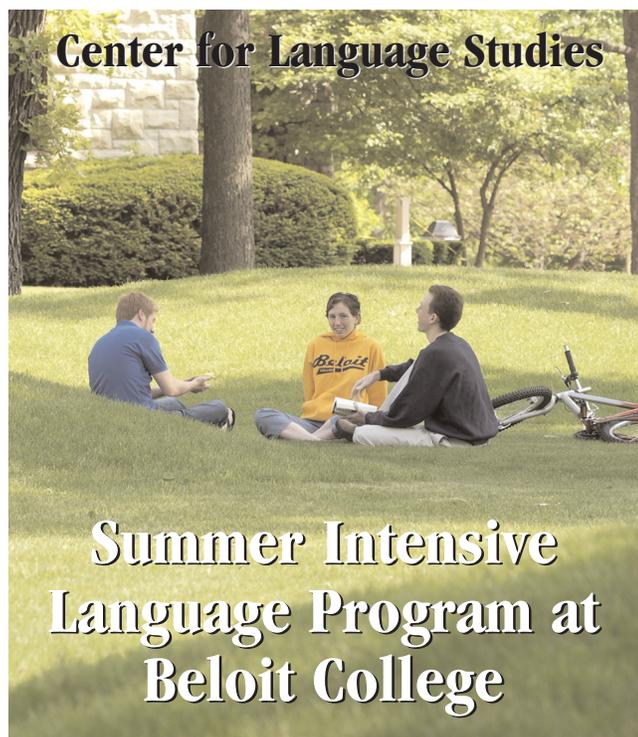
If anyone happens to be traveling through Finland enroute to St. Petersburg on a Tuesday, a stop-over might be in order. The Finnish Institute for Russian and East European Studies holds Tuesday public lectures on Slavic topics. See <http://www.rusin.fi/seminaareja/index.html> for a listing.

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 Meyer-Blasing
kmblasing@wisc.edu*

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



Center for Language Studies

**Summer Intensive
Language Program at
Beloit College**

Russian • Czech • Hungarian

June 11 - August 12, 2005

An intensive language challenge awaits you this summer at the Beloit College Center for Language Studies. Our quality, immersion style programs are available in either 4 1/2 or 9 week sessions and feature:

- superb language instructors
- small classes
- 1st-4th-year Russian, 1st-year Czech and Hungarian
- a variety of extracurricular activities
- a friendly, inviting atmosphere conducive to concentrated study

Classes are open to advanced high school students, undergraduates, graduate students, working professionals, and adult learners. Partial scholarships are available.

Center for Language Studies, Beloit College, 700 College Street, Beloit, WI 53511-5595
800-356-0751 • 608-363-2277 • Fax: 608-363-7129 • cls@beloit.edu • <http://www.beloit.edu/~cls>

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

Q. I am used to the idea that verbs ending in -овать and -евать lose a syllable in their conjugated forms. (целовать -> целую, etc.) The verb одевать seems to be an exception, however. (одевать -> одеваю, etc.) It cannot be that the verb is too short as we have the conjugated form of ковать as кую. Is there perhaps a good reason that this form is exceptional?

A. It is not an exception, and there is a good reason for it. In the history of the Russian language, actually even before there was a Russian language, that is in the Proto-Slavic period, there was a process known as monophthongization of diphthongs. The diphthongs OU/EU became OV/EV before a vowel, and turned into the vowel U before a consonant. Thus the verb *kouati > ковать (in this case the asterisk means a reconstructed form, not attested in written documents), *koujō > кую.

It is different in the case of одевать, сомневаться, развеивать; зевать, здороваться and others. In the first group, the suffix is -ва-, so there was no diphthong to begin with, but there was a vowel e followed by the consonant в, which is part of a different morpheme. This can be tested by shortening the verb by removing the suffix -ва-: одеть, сомнение, развеять. In the second group, в is part of the stem: зев, здоров.

Ironically, the conjugation type with the alternation ова/уй became the most productive type in contemporary Russian, particularly in the combination -ировать. Most of the new formations and borrowings follow this pattern: вибрировать, маршировать, группировать and countless others.

Q. One native Russian speaker has told me that the use of partitive genitive

is dying out. I have not heard others repeat this idea, however. From your experience, is partitive genitive disappearing?

A. This is also the point of view held by Offord (Modern Russian, Bristol Classical Press 1993: 105): "special partitive forms are for the most part rarely used, except perhaps by older speakers, in the standard modern language." It all depends on what is meant by "dying out". If the implication is that the -Y form is disappearing, that is definitely not so. The question might be put differently: Does the -Y form always mean 'partitive', and vice versa: is the partitive meaning always rendered by the -Y form? My answer to both of those questions is "no", although the -Y form is alive and well.

First of all, genitive -Y forms have never been called "partitive" in Russian

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grammars and for good reason. There is no context that demands –У forms with the partitive meaning to the exclusion of –а forms. In other words, one can say стакан чая or стакан чаю; both are correct and the meaning is the same. This is not the case with Prepositional2 where one cannot say *на носе or *на мосте, and the meaning in the following pairs is different: в снегу — в снеге, в аду — в аде, although we have to acknowledge that the norm has shifted over the last two centuries for some nouns: for example, instead of на бале we now say на балу.

We should keep in mind that the genitive “partitive” forms exist only for masculine nouns ending in hard consonants or Й. There are three types of nouns that can have genitive –У forms: nouns that mean substances (рису, мёду, перцу), nouns that are similar to substances insofar that they do not have a plural (винограду, луку, гороху, народу), and abstract nouns that may express gradation (много шуму, крику, свету). In addition, there are a few concrete nouns that take the –У ending if the stress is on the preposition: из носу, из дому, из лесу. And finally there are many set phrases with –У forms: без году неделя, нашего полку прибыло and so on. What is interesting is that many masculine nouns used with partitive meaning do not have the –У form: кусок пирога, кусок торта, ломоть хлеба, часть дня, треть месяца, половина года, часть обеда, ужина and so on.

Краткая русская грамматика (p. 167) acknowledges that variation occurs when designating a “certain amount of corresponding nouns”, i.e. partitivity: флакон клея or клею, масса снега or снегу, метр шелка or шелку, натаскать сору or сора, прибавить перцу or перца. According to the КРГ, –У forms are more common with transitive verbs: выпить бульону, натопить воску, купить ситцу (with possible выпить бульона, натопить воска, купить ситца), but in nominal constructions –а forms are more common: тарелка супа, банка клея (with possible тарелка супу, банка клею).

Grammars insist that if there is a modifier, –а forms should be used: чашка чаю/чая — чашка ароматного чая; купить клею/клея — купить канцелярского клея.

Янко-Триницкая (Русская морфология. М. “Русский язык” 1989: 14) maintains that stressed –У endings are obligatory for nouns meaning substances, with diminutive suffixes: кваску, медку, сахарку, сырку, табачку, хренку, чайку etc. Гвоздев (Современный русский литературный язык, М. “Просвещение” 1973) gives a list of some thirty nouns that fall into the first two groups of substances many of which, however, are not very likely to be used with –У endings anymore. In combination these two lists, the one in Janko-Trinickaja’s book and the one in Gvozdev’s book, provide a clue as to what the contemporary meaning and use of the –У forms is. The unlikely nouns from among Gvozdev’s examples are бархату, атласу, цементу, жемчугу. A Google search in September 2004 revealed the following results.

нитка жемчуга /жемчугу	1070/21
отрез бархата / бархату	17/1
кусок атласа / атласу	16/1
тонна цемента / цементу	92/9

All seven nouns from Janko-Trinickaja’s list not only belong to the kitchen area, but to the communications of people who are very close; they belong to what Yokoyama called свой-register. On the other hand, the four nouns above with such lopsided numbers are likely to be used in more a formal setting, between people who would not be involved in a kitchen talk. This is underscored by the expression пригласить на чашку чая (*чаю), which epitomizes a more formal invitation, as opposed to Миска каши да чашка чаю (Л. Латынин).

It is interesting to observe how the proportions change if we change the noun of measure with the same substance: a formal noun бокал prefers the –а ending to the –У ending 8 to 1, a less formal noun рюмка reduces the proportion to 1.3 to 1, a diminutive рюмочка (kitchen talk) reduces the preference even further to 1 to 1 with a slight preference for the –У form.

The addition of the suffix to the noun changes the proportion altogether in favor of the –У form 13 to 1.

бокал коньяка /коньяку	952/117
рюмку коньяка / коньяку	957/743
рюмочку коньяку /коньяка	684/654
рюмку коньячку / коньячка	27/2
рюмочку коньячку / коньячка	83/30

Other searches for the most part support КРГ’s statements regarding kitchen nouns such as чай, суп, квас, клей: with transitive verbs the –У form is more common, while with nouns the –а form is more common.

выпил чаю /чая	982 /107
стакан чая /чаю	2610/1680
тарелку супа /супу	2230/117
выпил квасу / кваса	49 /15
кружку кваса /квасу	142/34
купил клею /клея	4/1
банка клея /клею	22/0

The one exception where the –а ending is preferred was

поел супа /супу	99/18
-----------------	-------

Having established the rule we can determine which nouns belong to kitchen-talk register. We can see that снег belongs to kitchen talk while песок and коньяк are in between, песок has a very slight preference for formal language and коньяк has a slight preference for kitchen talk:

набрал снегу / снега	61 /33
насыпал песка / песку	55/51
выпил коньяку/ коньяка	228 / 218

It is interesting to note that шоколад, лимонад, бензин, виноград do not belong to kitchen talk, showing a distinct preference for the –а forms.

плитка шоколада /шоколаду	2200/63
поел шоколада /шоколаду	9/0
выпил лимонада / лимонаду	42/18
налил бензина/ бензину	36/3
купил винограда/ винограду	6 /2

In addition to instances where one could translate –У forms as ‘some’ or where the amount of the substance is expressed by a noun, which lead to the introduction of the notion of partitive case, the –У form can also be used for negation: без толку, без счету, без умыслу, без сахару, без коньяку, без чаю, без гороху, нет снегу, нет песку, нет сахару, нет лесу, нет сору, even though the –а form is much more common with the exception of без толку.

The fact that the –У forms are possible at all for negation goes against the idea of partitivity:

Here are some negative examples for kitchen nouns with diminutive suffixes; both of these traits signal closeness between the speaker and the addressee:

А сахарку у нас и в помине нет! (И.С. Шмелев. Свет разума. <http://gosudarstvo.voskres.ru/shmlv/new5.htm>)

Нет у нас кипяточку! (А. А. Шевчук. Вид с Касьяновой горы. http://www.iremember.ru/navy/shevchuk/shevchuk_r.htm)

While it could be claimed that (сжить) со свету is somewhat idomatic, the same cannot be said by some other uses of –У forms after preposition С:

Вот раз остановился эскадрон у речки, а те, здешние, которые тогда воевали, на том берегу. И вот едет от них на переговоры ихний человек, от здешних, с того берегу. (Ю. Тынянов. Смерть Вазир-Мухтара)

Еще неплохая мойка на 24 линии В.О. там тоже моют классно но долго - моет один человек и ехать туда с нашего району не ближний свет. (oper.ru/news/read.php?page=2&t=1051601021)

In both cases there is a homesy-folksy feel about them, which is akin to kitchen talk.

The –У form is used exclusively with the nouns with the augmentative suffix –ИЩ-:

мне там понравилось, но народищу (www.auto.ru/wwwboards/nowheels/0005/1291.shtml)

Талантищу в тебе прям ужас. (www.livejournal.com/users/odarka/2004/03/01/)

Both of these examples are highly colloquial and could be addressed only to those with whom the speaker is on very friendly (kitchen-informal) terms (note *прям* instead of *прямо*). Needless to say, there is nothing partitive about a lot of people or a lot of talent.

Having tried to prove that the reason for the use of –У forms is kitchen talk, I must now question the validity of the numbers I used: If –У forms are used primarily among people who are close,

we are not as likely to find as many of them in print as of the counterpart –а forms. So even though the use of the –У forms is very common with appropriate register, the numbers in the data found in print will always be skewed. Yet in a conversation where all formality has been eliminated to the point that the offer is reduced to the noun, the only possible form would be:

Чаю или кофейку? А сахарку? Или может коньячку?

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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

Recent Publications Continued

Continued from page 6

Military Affairs

Sweetman, John. 2005. *Balaclava 1854: The Charge of the Light Brigade*. Praeger Publishers.

Music

Gasparov, Boris. 2005. *Five Operas and a Symphony: Words and Music in Russian Culture*. New Haven, CT: Yale University Press.

Pedagogy

Edwards, Corony and Jane Willis. 2005. *Teachers Exploring Tasks in English Language Teaching*. Hampshire, UK: Palgrave Macmillan.

Leaver, Betty Lou and Boris Shekhtman, eds. 2004. *Teaching and Learning to Near-Native Levels of Language Proficiency: Proceedings of the Spring & Fall 2003 Conferences of the Coalition of Distinguished Language Centers*. Salinas, CA: MSI Press.

Political Science

Dragovic-Soso, Jasna. 2004. *Saviours of the Nation: Serbia's Intellectual Opposition and the Revival of Nationalism*. Canada: McGill-Queen's University Press.

Gagnon, V. P., Jr. 2004. *The Myth of Ethnic War: Serbia and Croatia in the 1990s*. Ithaca, NY: Cornell University Press.

Helsinki Committee for Human Rights. 2004. *Human Rights and Accountability in Serbia (2003)*. Helsinki, Finland: Author.

Larrabee, F. Stephen. 2005. *Russia's Political Evolution and Perception Management: New Challenges and Dilemmas for Intelligence*. Los Angeles, CA: Rand Corporation.

Pirchner, Herbert. 2004. *Reviving Greater Russia?: The Future of Russia's Borders with Belarus, Georgia, Kazakhstan, Moldova and Ukraine*. American Foreign Policy Press.

Snyder, Timothy. 2004. *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*. New Haven, CT: Yale University Press.

Stojanovic, Svetozar. 2003. *Serbia: The Democratic Revolution*. Prometheus Books.

Thompson, Mark. 2003. *Forging War: The Media in Serbia, Croatia, Bosnia, and Hercegovina*. University of Luton Press.

Sending News to the AATSEEL NL

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

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

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

Ukrainian Issues

Editor's Note: The Ukrainian column continues its discussion of issues related to learning and teaching Ukrainian language, culture and literature. In this issue, Oksana Babenko, a graduate student of Slavic applied linguistics at the University of Alberta, presents her thoughts on how research in gender linguistics could be brought into the language classroom.

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

*Editor: Alla Nedashkivska
(University of Alberta)*

address below. Already there are several questions that await discussion, among them: dialectal and regional variations 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 in the fall. If you are a teacher of Ukrainian please consider sending a contribution to the Ukrainian Issues column editor, Dr. Nedashkivska.

- Don't discourage students with concerns about false beginners or perceived difficulty.
- Value of taking an "alternative language": students can "stand out" (jobs / grad school) if they have studied Chinese or Czech
- Language learning and teaching have changed dramatically in the past 15 years:
UW-Madison's commitment to communicative language teaching
- Exploring one's heritage: African languages, German, Native American languages, Polish, Russian, Scandinavian, Spanish (close or distant roots)
- It's not the same foreign language class you may have taken!
- A double major with a language is a real possibility: many students do it!

Grading Policies in UW-Madison Language Classes

- No bell curve / Criteria-based grading
- Small classes and monitoring of students encourages students to do well

Difficulty Load: Law of Constant Difficulty

- 1-2 hours homework (per credit) regardless of language (4 cr course = 6-8 hrs hw/week)
- New technology allows much work to be done over the Web from home or variety of campus locations: no longer a standard language lab.

Numerous Title VI Centers at UW-Madison: Cultural Richness

- Courses, lectures and events in area studies for Europe West & East, Africa, Latin America, and all corners of Asia
- Rich expertise in world regions coupled with special cultural events (music, film, etc.) provide special opportunities for students at UW-Madison

Language Study at UW-Madison Is for Everyone

Sally Magnan, French & Italian
(ssmagnan@facstaff.wisc.edu)

Ben Rifkin, Slavic
(brifkin@wisc.edu)

Language Study in Freshman Year

- Complete breadth requirements and be ready to pursue longer learning sequence and attain professional competence in a language: students who start language as seniors don't go far

Foreign Language Requirement for BA / BS

- 4 semesters or 3+2 for BA
- 3 semesters for BS

Learning Strategies & Study Skills Learned in the Language Classroom Transcend the Language Curriculum / Applicable for Next 3 Years and Beyond!

- Effort, participation, daily work, persistence

- Organizing learning process / building studying skills, growing in confidence for all classes

- Daily studying, daily deadlines, daily homework helps students keep on track everywhere!

Building Community in the Research University: Language Study = Supportive Environment

- Small classes: interactions with peers and instructors
- Students are active in class, generally look forward to going to class and participate in cultural activities after class with classmates and instructors (language tables, films, etc.)

Build Intercultural / International Competence

- Understanding / appreciating the OTHER
- Value for professional life after graduation

Encourage Students to Take Language of Their Choice / 67 Languages from A to Z!

- If they have an interest, that interest could grow into a passion.

- Housing opportunities for language learners help build communities

Bashing Cultural Stereotypes (examples: Francophone Africa, Russia)

- Consider the breadth that knowing a language brings for our students
- The myth of the ugly American

Building with Area Studies and Study Abroad

- Attaining professional competence requires sustained learning sequence

Great Study Abroad Programs All Over the World

- Our study abroad programs are quality assured. Financial aid makes it possible. Judy Humphrey has weekly meetings on funding study abroad (jhumphrey@bascom.wisc.edu). See the website: <www.wisc.edu/studyabroad>. Consider NSEP: <www.iie.org/nsep>

Developing Professional Competence

- Language + Area Studies + Study Abroad = Professional Opportunities
- Employers: US Government, Private Sector, Non-Profits
- Importance of sustained learning sequence. See IIPP website for opportunities for minority students: <http://www.ed.gov/offices/OPE/HEP/iegps/iipp.html>

Developing Skills for Professional Competence: Government Needs

- 70 Federal agencies report significant shortfall in staff with advanced-language skills in Arabic, Chinese, Russian, and Turkic languages. Congressional GAO reports 29% of all State Dept. jobs require such language expertise.
- French is required or preferred by 53% of international jobs listed by the U.S. State Department.
- Federal jobs pay 5-15% more for language expertise.

- 70% of all US Dept. of Commerce Foreign Service Officer Positions in Russian are budgeted, but not filled due to lack of qualified applicants!

- US Military eager to recruit linguists / up to \$60,000 towards college tuition! <http://www.goarmy.com/jobs/mos/mos98G.htm>

- Sample Federal Employers include: NASA, FBI, Coast Guard, USAID, Energy Dept., Broadcasting Board of Governors, NSA/CIA, Commerce Dept., Dept. of Defense, Nuclear Reg. Commission, Dept. of Agriculture, International Trade Commission, US Dept. of State.

Developing Skills for Professional Competence: Sample Private Sector Employers

- Sample Private Sector Employers for Russian with Offices in Russia: Morgan Stanley, Microsoft, General Motors, Otis Elevator, Reebok, Hewlett Packard, Delta Airlines, Price Waterhouse, Citibank, 3M, AT&T, Ford, Honeywell, Avon, Exxon/Mobil, Gillette. For more see <www.bisnis.doc.gov>.
- Sample Private Sector Employers for French Around the World: Many American corporations have offices in French-speaking countries, including IBM, Microsoft, Lands End, The Gap, Banana Republic, many hotels and restaurants. Areas of intensive research include: medical (Ex. Human Genome project in Paris) and high tech Aérospatiale, smart card, fiber optics, HDTV, and high-speed rail)
- Higher salaries, greater levels of responsibilities for US workers posted abroad!

Sample Non-Profit Employers for People with Language Expertise

- Non-Profits in Russia: AA, Amnesty International, Citizens Watch, Nonviolence International, Green Cross, International Resettlement Agencies, IREX, ACTR/ACCELS, Mother & Child, Church Missions,

Women's Crisis Center of St. Petersburg

- Non-Profits in Francophonie: Doctors without Borders, Doctors of the World, Handicap International.
- French is one of the official languages of many international organizations: the UN, UNESCO, NATO, the EU, the International Red Cross, the International Labor Bureau, and even the Olympics.

Not JUST Language: Language with Study Abroad Can Open the Door to a World of Opportunity!

World Russian Forum 2005

World Russian Forum to be held May 3-4, 2005 in the United States Congress in Washington, DC.

The agenda features new proposals for U.S.-Russia business, military, science, educational, and cultural cooperation, as well as review of the progress on Russia's democratic development. Our conference attendees to the Forum come from the United States, Russia and Europe, as well as many other countries.

The Forum is an annual event since 1991 and among its participants and speakers are the leading American and Russian experts. Once you register we will start sending you program and confirmed speaker updates.

Conference Hosts:

American University In Moscow, The New Eurasia Foundation, RIA Novosti in cooperation with The Eurasian Business Coalition, The Eurasia Center, Russian Chamber of Commerce and Industry, RosBusinessConsulting, Citibank, Russian Academy of Sciences, Foundation for International Arts and Education, MidAtlantic - Russia Business Council, Global Conference Associates, LTD, Russian-American Consulting Group, New Times and many other organizations.

For more information or to register go to www.russiahouse.org/wrf/

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 sup-

port 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. Tentative program dates are June 16 to August 3. 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, 2005.

The Eurasian Regional Language Program: offers instruction in virtually any of the languages of the former Soviet Union at leading institu-



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EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 6 - July 29, 2005)

Beginning, Intermediate, Advanced, and Fourth-Year Russian

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◆ **Cost:** \$2770 Generous scholarships available



tions 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, 2005.

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, 2005.

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.

Arizona State University

The 2005 Critical Language Institute summer session will run from May 31 to July 29, 2005. The following courses are offered: Albanian, Armenian, Bosnian/Croatian/Serbian (BCS), Macedonian, Polish and Tatar. Tuition is waived for all CLI courses. All CLI language courses are marked by a hybrid design, comprising in-class contact time, language lab activities, on-line interactive exercises, and cultural events. Courses are aimed at developing ILR level 1 to 1+ upon completion of the introductory level for all languages. All CLI courses develop (writing, reading, listening, and speaking) skills in

the following areas of foreign language training: grammatical structures, the lexicon, communicative competence, cultural sensitivity, language norms. Registration for 2005 CLI opens January 15, 2005. Contact the institute at CLI@asu.edu, <http://www.asu.edu/clas/reesc/cli/>

Beloit College

The Center for Language Programs at Beloit College is offering summer intensive programs in Russian, Czech, and Hungarian June 11-August 12, 2005. These courses last either 4 ½ or 9 weeks. First through fourth year Russian is offered, as is an advanced course in political Russian. Hungarian and Czech courses are at the beginning level. See ad on page 8 of this issue of the *AATSEEL Newsletter*.

Bryn Mawr College

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

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

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

The deadline for turning in applications is April 1, 2005. All decisions on financial aid will be made by April 15, 2005. 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 School

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

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

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

Indiana University

The Baltic Studies Summer Institute (BALSSI) at Indiana University, Bloomington, June 17-August 12, 2005 will offer the following courses

- First and second year Estonian
- First year Latvian
- First year Lithuanian
- Baltic Cultures course

More information available on BALSSI 2005 homepage: <http://www.indiana.edu/~iaunrc/balssi/>

Indiana University

Indiana University's Summer Workshop in Slavic, East European, and Central Asian Languages (SWSEEL) will be held June 17-August 12, 2005. Fellowships are available; application deadline is April 1, 2005. Languages include Russian, Bosnian, Croatian, Serbian, Czech, Macedonian, Polish, Romanian, Latvian, Estonian, Lithuanian, Yiddish, Georgian, Azeri, Kazakh, Pashto, Tajik, Turkmen, Uyghur, and Uzbek. More information can be found at 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 (11 June - 12 August 2005) and 6-week graduate courses (27 June - 12 August 2005) in language, literature, and civilization.

For further information and applications contact Margot Bowden, Coordinator, Russian School, Freeman International Center, Middlebury College, Middlebury, VT 05753, telephone 802-443-5533, or bowden@middlebury.edu, or Russian School Director Karen Evans-Romaine, Ohio University, at evans-ro@ohio.edu. Information and applications are also available at the Middlebury Russian School website: <http://www.middlebury.edu/lr/russian>. Consideration of applications begins in January 2005; apply early for financial aid.

Monterey Institute of International Studies

Preparing to travel, study or work in Russia? Take part in an intensive Russian language study experience this summer at the Monterey Institute of International Studies in beautiful Monterey, California.

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

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

University of California at Los Angeles

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

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

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

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

University of Kansas

The University of Kansas announces the 2005 Summer Institute of Polish Language and Culture in Krakow, Poland. Six-week (July 5 – August 15, 2005) summer program at the renowned Jagiellonian University in the School of Polish Language and Culture offers an intensive Polish language course and additional culture courses in areas of Polish art, history, music, film, and literature. The program includes sightseeing tours of Krakow and weekend trips to the Pieniny and Tatra Mountains, resort city of Zakopane, the Auschwitz Martyrdom Museum, the Pieskowa Skala Castle, and other places of interest.

For more information please contact Prof. Andrzej Karcz, Dept. of Slavic Languages and Literatures, the University of Kansas, 1445 Jayhawk Blvd., Room 2133, Lawrence, KS 66045; phone: 785-864-2351; e-mail: akarcz@ku.edu; see also: www.ku.edu/~slavic/

University of Pittsburgh

The University of Pittsburgh will be offering six-week intensive courses in East European languages (Bulgarian, Croatian, Hungarian, Polish, Serbian, and Slovak) at beginning, intermediate, and/or advanced levels from June 6-July 15, 2005. Scholarships are available. See ads on page 14 and 21.

The University of Pittsburgh will also offer an eight-week intensive Russian program at beginning, intermediate, advanced, and fourth-year levels from June 6-July 29, 2005. Scholarships are available. See ad page 14 and 21.

Programs in Polish and Russian are also available in Poland and Russia through the University of Pittsburgh. See ads on pages 9, 14 and 21.

Information is available at Slavic@pitt.edu.

University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee announces its 2005 annual Summer Study in Poland program at the Catholic University of Lublin.

The five-week Polish language course (July 9 - August 16) includes 100 hours of instruction at beginning, intermediate, or advanced levels, plus lectures on Polish culture and sightseeing. The program is open to students and the general public.

Also being offered this year are two, three, and four-week courses as well as two, three, four and five-week intensive and highly intensive courses of Polish language.

A new course on Polish culture (3 credits) is also offered during the first three weeks of the program and can be taken together with the Polish language course for the total of six credits (July 11-30).

For further information or to request application materials, contact Professor Michael Mikos, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee, Milwaukee, WI 53201, (414) 229-4948, fax (414) 229-2741, e-mail: mikos@uwm.edu, www.lrc.uwm.edu/tour/

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

PSYCHOLOGY OF LANGUAGE LEARNING

This column is intended to promote a dialogue for teachers of Slavic languages regarding the psychological aspect of language learning.

Submissions for future editions of this column should be sent electronically to vbelyanin@mtu.ru.

Communication and Miscommunication

Boaz Keysar

The University of Chicago

Teaching and learning depend on effective communication. Therefore, psychological processes that are central to communicative ability should be relevant to any learning environment. Consider this segment from the following classic American comedy sketch:

Costello: You know the fellows' names?

Abbott: Yes.

Costello: Well, then who's playing first?

Abbott: Yes.

Costello: I mean the fellow's name on first base.

Abbott: Who.

Costello: The guy on first base.

Abbott: Who is on first base.

Though Abbott and Costello's exchange might appear atypical, actually it externalizes and exaggerates processes that occur naturally in conversation. In the last several years, our research on the psychology of communication has demonstrated that the way the cognitive system works could give rise to such systematic patterns of misunderstanding.

The crux of the problem is that language is inherently ambiguous. Anything we say can be interpreted in a variety of ways. As listeners we are constantly resolving this ambiguity

problem, but our research shows that we do not solve it from the speaker's perspective; we use our own, egocentric perspective (Keysar, Barr, Balin & Brauner, 2000). People do attempt to adjust to the other's perspective, but this cognitive process is effortful and sometimes unsuccessful (Epley, Keysar, Van Boven & Gilovich, 2004). Most curiously, we found that people are more egocentric when trying to understand their good friends than when adjusting to a stranger's perspective.

While listeners comprehend egocentrically, speakers overestimate their effectiveness (Keysar & Henly, 2000). We asked students to read aloud an ambiguous sentence such as "The man is chasing a woman on a bicycle." However, we asked them to say it in a manner such that a listener would understand one particular meaning, either that the man or that the woman is on the bicycle. We found that when speakers thought they communicated successfully, they were wrong half the time. In general, speakers grossly overestimated their ability to communicate and were unable to distinguish successful from unsuccessful communications.

Egocentrism and overestimation are a result of natural cognitive processes, but they often go unnoticed by communicators. So what can a teacher do about all this? Perhaps the most important thing is heightened awareness of the problem; don't assume you were clear, assume the opposite, especially with more familiar students. Make it a habit of checking that your students have actually understood, and improve their understanding by rephrasing. Indeed, the good news for teachers is that awareness, active monitoring of self and others' perspectives and attention to corrective feedback do indeed improve the effectiveness of communication (Horton & Keysar, 1996; Traxler & Gernsbacher, 1992).

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

References.

- Horton, W. S., & Keysar, B. (1996). When do speakers take into account common ground? *Cognition*, 59, 91-117.
- Keysar, B., Barr, D. J., Balin, J. A., & Brauner, J. S. (2000). Taking perspective in conversation: The role of mutual knowledge in comprehension. *Psychological Sciences*, 11, 32-38.
- Keysar, B., & Henly, A. S. (2002). Speakers' overestimation of their effectiveness. *Psychological Science*, 13, 207-212.
- Traxler, M. J., & Gernsbacher, M. A. (1992). Improving written communication through minimal feedback. *Language and Cognitive Processes*, 7, 1-22.

Seeking AATSEEL Chapters

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

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

Contact AATSEEL at:
AATSEEL@earthlink.net

Graduate Student Forum

A graduate student asks:

I would like to conduct archival research in Moscow for my dissertation, and I've heard that it's helpful to become affiliated with a Russian university in order to facilitate access to materials. What programs are available for me to become affiliated with a university in Moscow?

Professor Irwin Weil responds:

You might be interested to know about the Russian State University for the Humanities (RGGU) and its newly established American Studies Center. The University itself was established in the late 1980's, to serve as a truly independent and free institution of high learning and research. All serious opinions are to be considered and discussed; all sources, both from libraries and archives, are to be open to any serious researcher. With such a program, the University was naturally able to attract a faculty of very high scholarly and academic standing, and a student body of truly curious and serious students.

From its beginning, the University was very much interested in international affairs and their connections with Russian culture and Russian life. A series of International Studies Centers has been established; each one of the Centers is connected with a European Country: France, Germany, Sweden, etc.

The American Studies Center has connections not only with Northwestern University, with whose Faculty the project was started. It also has connections with many of the best American Studies centers in the USA, including Harvard, Brown, Columbia, New York University, Chapel Hill, N.C., and many others. The Center is interested in attracting good scholars and students, both undergraduate and graduate, from the USA.

It is also, of course, interested in reciprocity: sending some of its scholars and students to institutions in the USA. Its work is intended to apply to many different fields of study, includ-

ing humanities, social sciences, art and music, and others. It welcomes graduate students who would want to work on specific projects and would be willing to seek the help of good specialists in whatever field the graduate student is pursuing.

At the same time, it offers graduate students the chance to do some teaching, usually in the practice of reading and speaking English. Of course, visitors are also welcome to deliver some lectures and/or seminars in the area of their specialization. Scholars and students are welcome both in American Studies and in various branches of Slavic or Russian Studies.

Those who might be interested in further information, or in participation, are encouraged to contact Professor Irwin Weil in the Slavic Department of Northwestern. People can also contact the American Studies Center directly at amcenter@rsuh.ru. Practical help in getting there can also be obtained through the American Council of Teachers of Russian: patton@actr.org

Note from the Graduate Forum editor:

Students conducting archival research and seeking to become affiliated with Russian universities can apply for funding and logistical support from the American Councils Research Scholar program (Title VIII Research Scholar Program).

Typical awards from this program include a visa arranged by American Councils in collaboration with academic host institutions in order to facilitate archive access and guarantee timely visa registration, airfare, academic affiliation at a leading local university, a monthly living stipend, housing, logistical support, and more.

Information can be found at <http://www.americancouncils.org/program.asp?PageID=121&ProgramID=15>. Other sources of funding include the IREX (International Research and Exchanges Board) Individual Advanced Research

*Editor: Olga Livshin
Northwestern University*

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

Opportunities Program (IARO), for predoctoral students, intended to support "individual long-term policy-relevant research in Europe and Eurasia." Students can make arrangements for affiliation with a Russian university before applying for the IARO. The IARO provides round-trip airfare from the United States to the host country and visa fees, a stipend for living expenses, and a housing allowance.

More information can be found at <http://www.irex.org/programs/iaro/index.asp>

AATSEEL Newsletter Columns

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

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.

International Association of Teachers of Czech News November Fund Prize

IATC, in collaboration with the charitable foundation The November Fund (www.novemberfund.org), proposes to offer a yearly book prize for Czech studies.

The prize will be administered as follows:

- Amount of \$400;
- Awarded yearly, beginning in 2005;
- Scholarly and popular works in Czech literary, linguistic, pedagogical or cultural studies are eligible, as are books where Czech comprises a significant portion of the topic (i.e. in comparison with one or two other fields);
- Books must have been published in the previous two years, e.g. 2003-2004 for the prize to be awarded in 2005;
- Prize to alternate between books published in Czech and books published in English (or German);
- Membership in IATC not required for entry;
- Authors can nominate their own books, or books can be nominated by IATC members in good standing;
- Three judges will be appointed by the Executive Committee of IATC,

with the expectation that all submissions will be read by at least two of the three.

- Judges will serve for three years. In the first instance, we will appoint judges to one two-, one three- and one four-year term, so that turnover will be gradual.
- Judges will be eligible for reappointment.

The criteria have been the result of deliberation among the Executive Committee.

The IATC continues with two names and a new constitution

The International Association of Teachers of Czech, formerly known as NAATC (North American Association of Teachers of Czech) will continue to use the its previous name

NAATC (North American Association of Teachers of Czech) in combination with the name IATC, wherever it provides continuity or helps avoid confusion.

The purpose of the Association is to promote study, teaching, and research in and of the Czech languages, Czech literature, and Czech culture on all educational levels.

For further information about the activities and/or membership, please, contact its president Neil Bermel, Russian and Slavonic Studies, University of Sheffield, Sheffield S10 2TN U.K., or Craig Cravens, Department of Slavic and Eurasian Studies, Calhoun 415, F3600, The University of Texas at Austin, Austin, TX 78713 512-232-9125

The IATC site: <http://www.language.brown.edu/IATC>

The Czech Program at the University of Nebraska at Lincoln has 30 scholarships for first-year students.

The work of the Czech Language Foundation in Nebraska to promote Czech language instruction in Ne-

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

braska resulted in the Czech Nebraska Community rallying and providing 30 scholarships for first-year students of the Czech language at the University of Nebraska at Lincoln.

The community maintains contacts with the Czech and Slovak Republics. Every year the Nebraska chapter of the Czechoslovak Society of Arts and Sciences sponsors five Paul Robitschek scholarships students from the Czech and Slovak Republics who study at UNL. They are invited to take part in the cultural life of Nebraska Czech organizations.

The organizations thus provide an opportunity for students of the Czech language and the students from the former Czechoslovakia to work together on many cultural programs. The students are invited to many of the 15 Czech festivals in the state of Nebraska, they present lectures, and introduce films.

The Czech Republic Embassy, in the meantime, continues to provide opportunities to students in the Czech language program, for interaction with the Czech Republic. A representative of the Czech Embassy is coming to Lincoln, Nebraska, on April 10th, to the Czech Language Foundation Student Recognition Banquet.

Russia's Nuclear Geography

NRDC presents an unprecedented portrait of Russia's nuclear arsenal through maps, satellite imagery and declassified data.

This is a free website, but you need to be granted access.

This is a very important database for scholars, reporters, and those interested in international security issues.

Visit the description of the site at: <http://www.maps.nrdc.org:8000/russia/>

MIDDLEBURY COLLEGE

The Russian School

- Study Russian in Vermont next summer
- Nine-week intensive language session equivalent to a year of undergraduate college Russian
- Six-week graduate session leading to an M.A. in Russian from Middlebury
- Summer 2005 graduate courses in civilization, literature and language taught by top-notch faculty from Russian and American institutions.
- Financial aid available based on financial need

The School in Russia

- Semester and academic year programs in Moscow, Irkutsk, and Yaroslavl
- Graduate study in Moscow
- Internships available



Middlebury College Language Schools & Schools Abroad

Middlebury, Vermont 05753 • (802) 443-5510
www.middlebury.edu/languages@middlebury.edu

In Memoriam Edward Joseph Czerwinski

Edward J. Czerwinski, PhD; Scholar, Author, Professor, Theatre Producer and Impresario passed away on the morning of February 16 in Erie, Pennsylvania. Czerwinski had been a prominent Full Professor at SUNY/Stony Brook (of Slavic Languages, Russian Literature and Comparative Literature) from 1970 to 1993. He was also the founder and Artistic Director of the Slavic Cultural Center, based in Port Jefferson, New York. This was a unique cultural institution, which in the 1970s and 1980s had significant and lasting impact - introducing Theatre, Music and other Arts from East Europe to the United States.

He earned a number of degrees, including a BA in Speech and English from Grove City College in 1951, an MA in Drama/Theatre and English from Penn State in 1955, completion of Ph.D. work in English and American Literature at Emory University in 1957, another MA in Russian Literature from the University of Wisconsin, Madison in 1964 and a second Ph.D. in Russian and Polish from the University of Wisconsin in 1965. In between, Czerwinski did graduate work at Indiana University and Jagellonian University in Krakow, Poland. Czerwinski also served in the Air Force from 1951-1953.

Czerwinski's career included positions teaching English and Drama at Georgia Tech. Institute in Atlanta and McNeese State College in Louisiana. In 1965-66 he taught Russian and Polish Literature at the University of Pittsburgh. From 1966-67, he was Chairman of the Slavic Department at SUNY/ Buffalo. From 1967-1970, he was Associate Professor of Russian and Polish at the University of Kansas. His final academic appointment was at State University of New York at Stony Brook, where he was full professor from 1970-1993, and Professor Emeritus since. He served as Department Chair twice.

As a teacher, Professor Czerwinski was greatly beloved by his students, and many talk of his great impact on their lives. Czerwinski took great interest in his students, and his relationships with them did not stop at the classroom door. He was awarded the SUNY Chancellor's Excellence in Teaching Award in 1973/74, and the Distinguished Professor Award, NY State Teachers of Foreign Languages, in 1975. Czerwinski also initiated and oversaw student exchange programs between SUNY/Stony Brook and several Polish universities.

In addition to teaching a full class load at the University and running a cultural mecca, Czerwinski also managed to pull off an incredibly prolific literary career, which by itself would be the envy of most scholars. Publications included over a hundred articles on East European theatre and drama, 30-50 translations of plays and other works, at least 10 books, and hundreds of reviews of East European literature. He was Editor or on the Editorial Board of at least 18 publications, including Slavic and East European Arts (a publication he founded). Czerwinski also wrote a number of creative works, including plays, poems, short stories and at least one novel.

BELARUSICA

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

New Discussion Group on Ruthenian (Old Belarusian/Old Ukrainian)

A new Internet discussion group has been created by Daniel Buncic (Bonn University, Germany) and Stefan Pugh (St. Andrews University, Scotland) for scholars engaged in the study of Ruthenian (Old Belarusian/Old Ukrainian), the administrative and literary language employed in the Grand Duchy of Lithuania and the southeastern portions of the Kingdom of Poland from the 15th to the 17th century. The group will serve as a

Editor: Curt Woolhiser
(Harvard University)

forum for discussion of current issues in Ruthenian (Old Belarusian/Old Ukrainian) philology and linguistics, as well as for sharing information about research in progress, new publications, and conferences. Most importantly, the group will help promote international dialogue and collaboration among researchers working on Ruthenian topics. To join the group, send an empty message to "ruthenistics subscribe@yahoo.com" or go to <http://groups.yahoo.com/group/ruthenistics/> and click on "Join this group".

For further information, please contact:

Daniel Buncic Slavistisches Seminar der Universität Bonn Lennéstraße 1, D-53113 Bonn Telefon: +49 (0)228 73-7203 Fax und Anrufbeantworter: +49 (0) 1212 515081457 E-Mail: dbuncic@web.de, d.buncic@uni-bonn.de Homepage: <http://www.uni-bonn.de/~dbuncic/>

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.

Executive Director & Conference Manager AATSEEL

AATSEEL invites applications for two positions, as described below. Individuals may apply to hold one or both positions. Instructions on how to apply follow the position descriptions:

Executive Director, in consultation with the Association's president and executive council, is responsible



STUDY POLISH IN PITTSBURGH & POLAND

6 weeks - Pittsburgh — (June 6 - July 15, 2005)

4 weeks - Lodz, Poland — (July 16 - August 13, 2005)*

Intensive Courses on the Beginning and Intermediate Levels

* Students demonstrating adequate academic preparation may join the course in Poland

◆ Cost: Pitt/Poland - \$4476, plus airfare**; Poland only - \$2098; Pittsburgh only - \$2134
(Generous scholarships available)

** Dates and costs are approximate

◆ 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/>

for the orderly and timely management of the Association's business, including but not limited to supervision of conference manager, responding to member queries, interacting with association's web master and website management service. Travel required annually to the AATSEEL conference (expenses paid). Honorarium: \$8,000-\$10,000, depending on qualifications. 3-year contract beginning July 1, 2006, but some work at the AATSEEL 2005 conference.

Conference Manager, in consultation with the Association's president, executive director and program committee chair, is responsible for organizing and managing the Association's annual convention. This includes but is not limited to negotiating with conference hotels and audio-visual vendors, recruiting exhibitors, and staffing the conference registration desk. Travel required twice a year (expenses paid). Honorarium: \$5,000-\$7,000, depending on qualifications. 3-year contract beginning July 1, 2006, but some work in summer 2005.

To apply for one or both positions: Send a letter of application stating your qualifications and interest in the position(s), a curriculum vitae, and the names and contact information of 3 referees by May 15, 2005 to: Dr. Catharine Nepomnyashchy, President of AATSEEL cn29@columbia.edu Electronic submission of applications required: use attachments in Microsoft Word.

Assistant Professor or Instructor of Russian

Montclair State University

Russian half-time Assistant Professor or Instructor, non-tenure track continuing appointment. Generalist, teaching experience, native or near-native fluency, Ph.D. preferred. Responsibilities include teaching undergraduate language, literature, culture courses, student advisement, committee work, and scholarly research. Starting date will be September 1, 2005.

Send letter and resume to Dr. Lois Oppenheim, Chair Dept. of French, German, and Russian, Montclair State University, Upper Montclair, NJ 07043

Part-time Lecturer in Russian San Diego State University

The Department of European Studies invites applications for a part-time lecturer in Russian to teach first year Russian for Fall 2005. Requirements: an MA in Russian (Ph.D. preferred), two years of experience teaching at the university level, native or near-native proficiency in both Russian and English. Applicants should submit a letter of interest, cv, transcript and 3 letters of recommendation to Chair, Department of European Studies, San Diego State University, San Diego, CA 92182-7704. Applications received by April 1st, 2005 will be given highest consideration.

*SDSU is a Title IX,
Equal Opportunity Employer.*

Lecturer in Russian University of Washington

The University of Washington Department of Slavic Languages and Literatures is hiring a Lecturer in Russian. The position will be a three-year renewable contract, with the possibility of promotion to Senior Lecturer; initial appointment will run from September 2005 through June 2008. Summer employment is optional for additional salary. Please submit your curriculum vitae, a summary of your career goals, three recommendation letters, up to 5 syllabi or a brief portfolio to Professor Galya Diment, Chair, Department of Slavic Languages and Literatures, Box 353580, University of Washington, Seattle, WA 98195. Priority will be given to applications received before March 15, 2005.

The University of Washington strongly encourages applications from women and minority candidates. AA/EO

Russian Language and Literature College of the Holy Cross Worcester, MA

The Department of Modern Languages and Literatures at the College of the Holy Cross invites applications for the following half-time renewable appointment: Faculty appointment to teach two courses per semester with benefits and research support. Ph.D. or ABD preferable; M.A. required.

Submit letter of application, c.v.,

copy of graduate transcript, and two current letters of recommendation to Professor Amy Adams, Department of Modern Languages and Literatures, P.O. Box 123-A, College of the Holy Cross, 1 College Street, Worcester, MA 01610. Review of applications will begin on February 15, 2005, and will continue until the position is filled.

*Holy Cross is an Equal Opportunity /
Affirmative Action institution.*

Volunteer Interns Eurasia Center

The Eurasia Center is looking for volunteer interns to work at 1800 Connecticut Avenue, NW, Washington, DC. Interns must have proficient computer skills, interested in research; web-design experience would be a plus. Send a message to eurasiacenter1@cs.com

Adjunct Instructor of Russian Temple University, Philadelphia, PA

Adjunct instructor to teach 2 courses per semester in Russian at the first- and second-year levels, four contact hours per class, with additional duties in class preparation, homework correction, office hours, departmental and section meetings and extracurricular events and activities. Excellent communication skills in both Russian and English, PhD or ABD in Slavic, experience teaching Russian to Americans required. Send letter, curriculum vitae, and three letters of recommendation by May 15, 2005 to: Dr. Istvan Varkonyi, Chair Department of French, German, Italian, Slavic Temple University Anderson Hall 532 1114 W. Berks St. Philadelphia, PA 19122

*Temple University is an
Equal Opportunity Employer.*

Part Time Instructor of Russian Boston College

Part-time Replacement Position in Literature for Fall 2005 at Boston College. One course in classics of Russian literature; second course in Russian Short Story (Chekhov and later). Near-native fluency required. Please send letter of application and CV, by April 30, to Prof. Cynthia Simmons, Dept. of Slavic and Eastern Languages, Lyons Hall 210, Boston College, Chestnut Hill, MA 02467.

PROFESSIONAL OPPORTUNITIES

Calls for Papers

April 30, 2005

Russian Women and Publishing

Charlotte Rosenthal and Christine Tomei are preparing to edit a volume under this general heading. If you are interested in placing a paper, please submit an abstract of 150-300 words as an attachment to e-mail to both: crosth@usm.maine.edu cdtomei@chesapeake.net Please use "Word" and, if possible, save your abstract in .rtf format*. Abstracts must be received by April 30th, 2005.

Examples of topics for submission include, but are not limited to: women's experience in getting their work published; women as publishers; publication records, redactions, etc.; memoirs regarding publishing.

July 15, 2005

CDLC Annual Conference

The Coalition of Distinguished Language Centers invites abstracts for papers to be presented at the October conference on "Achieving Nativelike Language Proficiency."

Contact Betty Leaver at: Leaver@aol.com.

August 31, 2005

2005 AATSEEL-Wisconsin Conference

Abstracts for twenty-minute papers on any aspect of Slavic literatures and cultures (including film) and on issues in the learning and teaching of Slavic languages and literatures are invited for the annual conference of the Wisconsin chapter of AATSEEL (the American Association of Teachers of Slavic and East European Languages). Comparative topics and interdisciplinary approaches are welcome. The conference will be held at the University of Wisconsin, Madison, on Saturday, 15 October 2005.

Recent conference programs and guidelines for preparing abstracts are

posted on the AATSEEL-WI website: <http://palimpsest.lss.wisc.edu/~danaher/aatseel-wi/>

Abstracts are due 31 August 2005. Send abstracts (200-250 words) by e-mail (no attachments, please) to: Professor Halina Filipowicz, hfilipow@wisc.edu

All submissions will be acknowledged.

August 15, 2005

Developing Nativelike Literacy in L2

Papers, panels, and workshop proposals are invited for a conference, "Developing Nativelike Literacy in L2" to be held in Amman, Jordan in February 2006. Proposals may be sent to betty@nyit.edu or ajaser@just.edu.jo

Also proposals are requested for the Annual CDLC Conference on "Developing Nativelike Proficiency" in all four skills.

Conferences and Workshops

April 15, 2005

Dostoevsky Dismembered: Decentering A Great Writer

On April 15th, from late morning until late afternoon, the Penn Slavic Department, with the support of the Comparative Literature Program and SAS, will host a number of prominent scholars to take part in the spring symposium:

DOSTOEVSKY DISMEMBERED:
DECENTERING A GREAT WRITER

The event will take place in the Max Kade Center at 3401 Walnut St., Rm. 329A.

Presenters include:

Dr. Liza Knapp, Columbia University; Dr. William Todd, Harvard University; Dr. Caryl Emerson, Princeton University; Dr. Steven Cassedy, University of California, San Diego; Dr. Claudia Verhoven, University of California, Los Angeles; Dr. Sharon Allen, Penn Humanities Forum; Ms. Monica Popescu, University of Pennsylvania; Dr. Ilya Vinitsky, University

of Pennsylvania; Dr. Ilya Kliger, Yale University

Associate Professor Kevin M. F. Platt Chair, Department of Slavic Languages and Literatures Acting Chair, Program in Comparative Literature and Literary Theory, 745 Williams Hall, 255 S. 36th Street, University of Pennsylvania, Philadelphia, PA 19104-6305, kmfplatt@sas.upenn.edu <http://ccat.sas.upenn.edu/slavic>, Tel: 215-746-0173 Fax: 215-573-7794

April 18 - 20, 2005

2005 Conference of the International Society for Language Studies

Monday, April 18 - Wednesday, April 20, 2005, Montréal, Canada

Conference web site: www.isls-inc.org

The International Society for Language Studies (ISLS) promotes research on critical discourse and language matters, broadly conceived, including the teaching and learning of second / foreign languages and general education (mother tongue). Session strands include:

- Discourse and Identity
- Education
- Interdisciplinary Foci
- Language Professions
- Pedagogy
- Policy
- Research Methodology
- Technology

Conference Chair: John Watzke, University of Notre Dame

The ISLS Conference directly follows the 2005 American Educational Research Association (AERA) conference.

May 3-4, 2005

World Russian Forum 2005

You are cordially invited to participate in the annual World Russian Forum to be held May 3 - 4, 2005 in the United States Congress in Washington, DC. The Forum is organized by the American University in Moscow and New Eurasia Foundation in cooperation with many business and media companies. The agenda features new proposals for U.S. - Russia business, military, science, educational, and cultural cooperation as well as review of the progress on Russia's democratic development.

The Forum is an annual event since 1991 and among its participants and speakers are the leading American and Russian experts. Once you register we will start sending you program and confirmed speakers updates.

Additional information can be found on www.RussiaHouse.org/wrf

May 20-22, 2005

CONTENT, TASKS and PROJECTS: Meeting the Challenges of Classroom Implementation

(Special Focus on Less-Commonly Taught Languages)

Monterey Institute of Int'l Studies, Monterey, CA May 20-22, 2005 (plus pre-conference workshops)

Plenary speakers: Donna Brinton (UCLA), David Nunan (University of Hong Kong), Amy Ohta (Univ. of Washington)

Pre-conference workshop leaders: Peter Shaw, Renee Jourdenais, Jean Turner, Bob Cole (all Monterey Institute)

The Graduate School of Language and Educational Linguistics at the Monterey Institute welcomes proposals from language educators using content-based approaches in second and foreign language classrooms. We particularly encourage the participation of instructors of less-commonly taught languages (LCTLs).

The conference will once again bring together educators from a variety of languages, levels and contexts to a) identify critical elements in the use of content, tasks and projects, and their relationship to each other, b) share successful program and curricular models, and c) exchange ideas and materials for successful classroom implementation and assessment.

Sessions will focus on the following aspects of CBI: * Pedagogy: Aspects of Effective Classroom Implementation * Program, Curriculum & Materials Development * Assessment of Learning * Integration of Technology

To access the call for papers, program overview, and general conference flyer, please visit the conference web site at <http://ciin.miis.edu/events.html>

June 27-August 5, 2005

Summer Linguistics Institute

The Summer Linguistics Institute will be held in Cambridge, Massachusetts. Fellowships will be awarded and Institute Affiliates are welcome. Applications for fellowships and affiliate status will be available in June 2004. For further information, contact: iatridou@mit.edu.

July 5 - 15, 2005

Summer Opportunities for Language Teachers at Concordia Language Villages

Concordia Language Villages is offering a graduate course in Second Language Methodologies, July 5 – 15, 2005. This 10-day course includes discussion of a variety of topics related to second language instruction. Immersion methodologies and their application to the K-12 classroom will be highlighted. Participants will have the opportunity to visit several of the Language Villages in order to observe immersion methodologies in action. The course will be taught in English.

Participants earn three semester hours of graduate credit upon successful completion of this course, as well as return to their classroom with a plethora of materials to assist in immersion methodology instruction. The course instructor is Donna Clementi, a nationally recognized workshop presenter who has been a classroom teacher for 32 years.

The cost for the program, \$1,290, includes tuition, food and lodging, class excursions, and instructional material. The Goethe-Institut/AATG offers scholarships to German language teachers nationwide. The Central States Conference on the Teaching of Foreign Languages offers a scholarship to language teachers from its 17-state region.

For more information please go to: http://www.cord.edu/dept/clv/general/teach_opp.html, or contact Lois Egelhof at 800-450-2214 or egelhof@cord.edu.

Teaching opportunities are also available in one of our 13 languages (Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Ko-

rean, Norwegian, Russian, Spanish and Swedish). For more information, please log onto our website at: <http://www.ConcordiaLanguageVillages.org>.

July 24-29, 2005

14th World Congress of Applied Linguistics

The 14th World Congress of Applied Linguistics will be hosted by the American Association for Applied Linguistics in Madison, Wisconsin. This is the first time that the World Congress will be held in the United States.

Presentations will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is "The Future is Now," a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away.

Contacts include (1) Richard F. Young (program information), Department of English, University of Wisconsin, 600 North Park Street, Madison, WI 53706, rfyoung@wisc.edu; (2) Maureen Sundell (registration information), The Pyle Center, 702 Langdon Street, Madison, WI 53706, sundell@ecc.uwex.edu; and (3) Robert Rainerie (general information), American Association for Applied Linguistics, 3416 Primm Lane, Birmingham, AL 35216, robert@primemanagement.net. For the latest information, check the AILA website, <http://www.aila2005.org>.

July 25-30, 2005

Seventh World Congress of ICCEES

The 7th World Congress of the International Council for Central and East European Studies will take place in Berlin, Germany, on 25-30 July 2005. The theme of the Congress is: "Europe—Our Common Home?" The Congress will be held at the *Humboldt Universität*, located in the centre of Berlin.

The opening and closing ceremonies will take place at the *Haus der Kulturen der Welt/Kongresshalle* (House of World Cultures/Congress Hall), located in the park, *Tiergarten*. The

local organizer of the Congress is the *Deutsche Gesellschaft für Osteuropakunde* (German Association for East European Studies). More information can be found at the following website: www.rusin.fi/ICCEES/.

October 7-10, 2005

3rd National Conference of the Russian American Medical Association

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

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

October 22, 2005

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

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

February 2006

Developing Nativelike Literacy in L2

Co-sponsored by the Consortium of Teaching Excellence Center affiliate of the US-based Coalition of Distinguished Language Centers, New York Institute of Technology in Jordan, Jordan University of Science and Technology, and the University of Jordan, this conference is dedicated to explor-

ing the issues of developing high-level proficiency in reading and writing in foreign languages. It is an outgrowth of a CCCC (NCTE) grant to study the acquisition of high-level writing skills. Reading skills will be included, as well, in the conference.

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

For more information, watch the Coalition of Distinguished Language Centers' website: www.distinguishedlanguagecenters.org or contact Dr. Amal Jaser, ajaser@just.edu.jo.

Grants and Fellowships

April 15, 2005

Junior Scholars' Training Seminar

East European Studies of the Woodrow Wilson Center and the Committee on East European Studies of the American Council of Learned Societies are soliciting applications for the eighteenth annual training seminar for junior scholars in East European studies, to be held 12-15 August 2005, at the historic Wye Conference Center on the Chesapeake Bay in southern Maryland.

These scholarships are only available to American citizens (or permanent residents). The sponsors will cover all transportation, accommodation and meal costs. Graduate students enrolled in a doctoral or masters program and recent graduates in any field of East European studies are eligible.

Special consideration will be given to candidates working on Southeastern Europe or projects on other countries that have crossover application to the Western Balkan region. Participants will present their research, discuss the works of other junior scholars and exchange impressions of the state of the field with a group of senior scholars.

The application must include the following items:

- a completed application form (available for downloading at: www.wilsoncenter.org/ees/);
- a curriculum vitae (which must include social security number, institution where degree is expected or was received, title of dissertation and name and department of advisor);
- a single page, single-spaced statement of the work you wish to discuss - either the dissertation or another project; and
- one letter of recommendation from advisor.

For more information please visit the EES website: www.wilsoncenter.org/ees/.

Application materials outlined above should be sent by April 15, 2005 to:

EAST EUROPEAN STUDIES,
Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027, 202-619-4222 (tel); 202-619-4001 (fax), e-mail: ees@wwic.si.edu

The Junior Scholars' Training Seminar 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 United States Department of State.

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.

Sending News to the AATSEEL NL

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

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

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

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 2005 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2005 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.

(Please PRINT all information.)

First name _____ Last name _____

Mailing address: _____ Contact info (in case we have questions):
 _____ Phone: _____
 _____ Fax: _____
 _____ Email: _____

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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. The next deadline is February 15, 2005.

PUBLICITY AND ADVERTISING POLICY

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

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

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

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

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

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

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

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