

## ПЕРЕПИСКА ДРУЗЕЙ

— Olgas Chesakova, Pittsburg

*This set of letters continues the correspondence between the Russian girl, Katya, and the American boy, Michael, begun in the fall 2006 (volume 32, number 4) of this newsletter. This time we have accented the text to make the texts easier to use. — editor*

### КАТЯ ПИШЕТ МАЙКЛУ

Москв́а. Шестна́дцатое сентя́бря

Эй, Ма́йкл, зна́ешь кто позвони́л мне вчера́ – Ми́ка! По́мнишь<sup>1</sup> Ми́ку Бело́ва из на́шего кла́сса? По́мнишь, по́сле зи́мних кани́кул он не пришёл в шко́лу, он тогд́а у́ехал с роди́телями в Новосиби́рск. И вот он о́пять в Москве. Ты ду́маешь – в на́шей шко́ле? Нет! Он поступи́л<sup>2</sup> в универси́тет! Предста́ляешь!<sup>3</sup> Ему́ шестна́дцать лет, и он уже́ студéнт. Говори́т, что в Сиби́ри ему́ бы́ло оди́ноко, хотя́<sup>4</sup> ребя́та там хоро́шие. Роди́тели ему́ сказа́ли: у теб́я есть шанс верну́ться в Москву́ на год ра́ньше<sup>5</sup>, е́сли поступи́шь в универси́тет. И он за полго́да подгото́вился<sup>6</sup> и поступи́л, предста́ляешь! Пока́. Пиши́ мне.

Ка́тя

P.S. Ми́ка проси́л переда́ть тебе́ привéт<sup>7</sup>.

<sup>1</sup> По́мнишь?— Remember?

<sup>2</sup> поступи́л — enrolled in

<sup>3</sup> Предста́ляешь! — Imagine!

<sup>4</sup> хотя́ — though

<sup>5</sup> ра́ньше — earlier

<sup>6</sup> подгото́вился — prepared

<sup>7</sup> переда́ть тебе́ привéт — send his hello to you

### МАЙКЛ ПИШЕТ КАТЕ

Пи́тсбург. Семна́дцатое сентя́бря

Здра́вствуй, Ка́тя! Конéчно<sup>1</sup>, я по́мню Ми́ку. Я по́мню всех в на́шем классе. Если че́стно<sup>2</sup>, я так до конца́ и не по́нял, как же его́ зову́т. То он Ми́ка, то он Ми́тя. Он почему́–то<sup>3</sup> оби́делся на меня́<sup>4</sup>. Не понима́ю. Но я о́чень рад за него́. Что он изучáет в универси́тете? Переда́й ему́ мой привéт, пожа́луйста.

Ма́йкл

<sup>1</sup> конéчно — certainly

<sup>2</sup> е́сли че́стно — honestly

<sup>3</sup> почему́–то — somehow

<sup>4</sup> оби́делся на меня́ — took offense at me

### КАТЯ ПИШЕТ МАЙКЛУ

Москв́а. Восемна́дцатое сентя́бря

Ма́йкл, ты смешно́й! Я же тебе́ objáсняла ещ́е год наза́д<sup>1</sup>, а ты ничегó не по́нял. Его́ зову́т Ми́ка. А Ми́тя – э́то на́ше с ним о́бщее про́звище<sup>2</sup>. Мы с Ми́кой дружи́ли. Мне да́же каза́лось, что э́то бо́льше чем дру́жба. Мы всегд́а бы́ли вме́сте. Вот Ната́шка Ивано́ва и придумала́ э́то знаменíтое на всю шко́лу<sup>3</sup> про́звище «Ми́тя», как «Ми́ка плюс Ка́тя», то́лько без на́шего дво́йно́го «ка». И все ста́ли назывáть нас «Ми́тя». Нас, а не его́. Поня́тно? А потóм ты появи́лся<sup>4</sup> в кварта́ре мо́их сосéдей, да к томú же<sup>5</sup> стал учи́ться в на́шем кла́ссе... И учи́теля, и сосéдка Мари́на Па́вловна, да́же моя́ ма́ма – все проси́ли заботи́ться<sup>6</sup> о тебе́. Ты всё вре́мя задава́л вопро́сы. Так мно́го на́до бы́ло тебе́ objáснять! Я ду́маю, Ми́ке бы́ло тяжелó. Но како́й он всё–таки́ молодéц! Он стал учи́ться изо́ всех сил<sup>7</sup>. Я то́лько тепе́рь поняла́, почему́ так хоро́шо́ бы́ло с ним дружи́ть. Он прóсто

<sup>1</sup> год наза́д — a year ago

<sup>2</sup> про́звище — nickname

<sup>3</sup> знаменíтое на всю шко́лу — known throughout the school

<sup>4</sup> появи́лся — appeared

<sup>5</sup> да к томú же — moreover

<sup>6</sup> заботи́ться — concern

<sup>7</sup> изо́ всех сил — with all his strength

<sup>8</sup> занима́ться — study

*Переписка, continued on page CP9*

*Переписка, continued from page CP8*

умнее всех нас. Ты спрашиваешь, чем он занимается<sup>8</sup> в университете. Биологией, как его родители.

Катя

**МАЙКЛ ПИШЕТ КАТЕ**  
Пйтсбург. Пятое ноября

Здравствуй, Катя! Я очень долго думал о твоём письме. И вспоминал прошлый год. Когда мне предложили<sup>1</sup> поехать в Москву по обмену студентами, мама сначала была против, но отец сказал: это хороший жизненный опыт<sup>2</sup>. Помнишь, я говорил, мой отец знает русский язык. И вот август прошлого года, мы с ребятами в Москве. Сначала мы жили вместе, нас возили везде<sup>3</sup>, показывали город, музеи, театры. В Третьяковке, кстати, мы тоже были. Потом, уже в сентябре, я стал жить у Марины Павловны и Серёжи, потом меня записали в твой класс... Мы с тобой вместе шли в школу и разговаривали. Вечером вместе делали домашние задания. Мне это очень помогало. Первое время было так трудно. Без тебя я бы пропал<sup>4</sup>!

Я тогда не понял ничего про «Митю». Только слышал: то Мика, то Митя. Один раз я назвал Мiku «Митя». Я хотел спросить его о чём-то, но он повернулся и ушёл<sup>5</sup>. Я теперь понимаю, что не надо было его так называть. Но я же ничего не знал. Значит<sup>6</sup>, этого «Митю» придумала<sup>7</sup> Наташа Иванова? Она и мне что-то такое придумала: Майкал с ударением на «и». Что это значит? Я спросил её, но она не объяснила. Она, наверное, будет изучать филологию.

Пришли мне Микин адрес, если можно. Хочу извиниться за «Митю» и объяснить ему, что я не знал. Как ты думаешь, можно ему писать по-английски? Мне по-английски было бы удобнее.

Майкл

**КАТЯ ПИШЕТ МАЙКЛУ**  
Москва. Двадцатое ноября

Привет, Майкл! Отвечаю на твоё письмо. Во-первых, ты ни в чём не виноват. Все знают, что тебе было тяжело в чужой стране. Директор<sup>1</sup> школы сказал, что некоторые ваши ребята вернулись домой раньше срока. Ты выдержал до конца<sup>2</sup>. Ты молодец!

Во-вторых, ты можешь писать по-английски и Мике, и мне, и моему соседу Серёжке. Это хорошая практика для всех нас. Но пожалуйста, не пиши Мике про «Митю». Я же говорю: он уникам<sup>3</sup> и всё на свете<sup>4</sup> понимает. А Наташка просто хотела показать, как ты неровно<sup>5</sup> говорил по-русски. Это была глупая шутка<sup>6</sup>. И потом<sup>7</sup>, через месяц ты уже говорил нормально. Она хочет поступать в экономический институт, а не в филологический, – так-то, Шерлок Холмс!

Катя

<sup>1</sup> мне предложили — they proposed to me

<sup>2</sup> жизненный опыт — experience

<sup>3</sup> нас возили везде — they made tours for us

<sup>4</sup> я бы пропал — I could perished

<sup>5</sup> повернулся и ушёл — turned on

<sup>1</sup> директор — principal

<sup>2</sup> выдержал до конца — stood fast to the end

<sup>3</sup> уникам — unique

<sup>4</sup> всё на свете — all and everything

<sup>5</sup> неровно — rough

<sup>6</sup> глупая шутка — stupid jest

<sup>7</sup> потом — afterwards

*Переписка, continued from page CP9*

на коньках. Помнишь каток<sup>8</sup> в Парке Горького? В этом году музыка там ещё громче!

<sup>8</sup> каток — ice-rink

### МАЙКЛ ПИШЕТ КАТЕ

Питсбург. Двадцать второе ноября

Катя, спасибо за письмо! Конечно же, я помню ледяные<sup>1</sup> аллеи в Парке Горького, и музыку, и всех наших ребят, особенно<sup>2</sup>

<sup>1</sup> ледяные — icy, of ice

<sup>2</sup> особенно — especially

Дашу и её брата. Как они красиво катались! Очень приятно вспоминать всё это.

А у нас ещё осень: холодный дождь, ветер. Но зато завтра у нас будет большой праздник, День Благодарения! У вас такого нет. Школы закрыты. Даже родители не работают. В каждом доме готовят праздничный обед. Обязательно запекают индейку с начинкой из хлеба<sup>3</sup>. В нашей семье все любят соус из клюквы<sup>4</sup>, поэтому мама варит его в большой кастрюле<sup>5</sup>. Мамин брат готовит два соуса: один из крыжовника<sup>6</sup>, другой из мяты<sup>7</sup>. Банки с соусами он посылает по почте<sup>8</sup> всем родственникам и друзьям, как подарок к празднику. Вчера я шёл домой из школы и видел: от нашего дома отъехала почтовая машина. Я сразу догадался<sup>9</sup>, что привезли посылку от дяди Эндрю. Скажу тебе по секрету, я съел тайком<sup>10</sup> почти пол-банки крыжовника. Очень вкусный праздник День Благодарения!

<sup>3</sup> запекают индейку с начинкой из хлеба — they roast turkey with bread stuffing

<sup>4</sup> клюква — cranberry

<sup>5</sup> кастрюля — pan

<sup>6</sup> крыжовник — gooseberry

<sup>7</sup> мята — mint

<sup>8</sup> посылать по почте — mail

<sup>9</sup> сразу догадался — grasped

<sup>10</sup> съел тайком — ate on the quiet

Завтра после праздничного обеда я пойду к моему другу на репетицию нашей музыкальной группы. Мы репетируем два раза в неделю в подвале<sup>11</sup> его дома. Мы играем музыку и записываем на магнитофон. Потом слушаем записи и обсуждаем. Мы готовимся к школьному концерту. Я играю на гитаре.

<sup>11</sup> подвал — basement

Майкл

### КАТЯ ПИШЕТ МАЙКЛУ

Москва. Двадцать первое декабря

Майкл, прости, давно не писала тебе! Абсолютно нет времени. Домашних заданий всё больше и больше. Дни всё короче<sup>1</sup> и короче. Но уже совсем скоро, ура<sup>2</sup>, Новый год и каникулы! А у вас ещё и Рождество перед Новым годом! А у нас Рождество между Новым годом и Старым Новым годом. Будем веселиться! Счастливого Рождества! С Новым годом!

<sup>1</sup> короче — shorter

<sup>2</sup> ура — hurrah!

Катя

*Переписка, continued on page CP11*

### ПРО ВОВОЧКУ

*Мама спрашивает у Вовочки:*

– Как дела в школе?

– Учительница сказала, что я совсем не знаю математики, и поставила мне в дневник какуюто цифру.

*В комнату бочком протискивается ревуций Вовочка. Мама:*

– Что случилось?

– Папа передвигал книжный шкаф, споткнулся, и все книги посыпались ему на голову...

– Ну и что тут плакать, наоборот, смешно!

– А я и рассмеялся...

Переписка, continued from page CP10

## РАБОТА С ТЕКСТОМ

Отвѣтьте на вопро́сы

1. Когда́ Ма́йкл прие́хал в Москвú?
 

зимой	весной
лѣтом	осенью
в августе	в сентябрѣ
в ноябрѣ	
2. Где познакомились Ка́тя и Ма́йкл?
 

в Третьяко́вской галере́е	
в Па́рке Го́рького	у Мари́ны Па́вловны
на у́лице	на каткѣ
в кла́ссе	
3. Назови́те Ка́тиных однокла́сников. Расскажи́те о них.
4. Расскажи́те о Ми́те.
5. Назови́те эпизо́ды в хронологи́ческом поря́дке:
 

Ми́ка поступи́л в универси́тет.  
 Ма́йкл прие́хал в Москвú.  
 Ната́ша придúмала про́звище «Ми́тя».  
 Ма́йкл игра́ет на гита́ре.  
 Ма́йкл с однокла́сниками на каткѣ.  
 Ка́тя и Ма́йкл вме́сте иду́т в шко́лу.  
 Да́ша и её брат в Па́рке Го́рького.
6. Расскажи́те ру́сским друзья́м о Дне Благодарѣния.

— Olga Chesakova, Pittsburg, PA

Удмуртия, continued from page CP3

favorite designs are geometrical and their favorite colors are red, black, and white.

By their language Udmurts belong to the Finno-Ugric group of languages such as Finns, Hungarians, Estonians, and Komi. The Udmurt written language was developed in the 18<sup>th</sup> century on the basis of the Cyrillic alphabet. In Udmurt there are 15 grammatical cases, and the inanimate nouns have about 200 different endings. Verbs have six past tenses and a special construction expressing the desired action that is somehow similar to the subjunctive mood.

There is no concept of gender for expression and conjugating verbs. The Udmurt language is the official language of the Udmurt Republic. There are newspapers, radio, and television programs in the Udmurt language. The Udmurt language is taught at some schools alongside the Russian language.

The period of Christianization of the Udmurts began after Ivan the Terrible's armies in 1552 broke the "Tatar Yoke" and defeated the Tatar Mongols that ruled Russia for about two and a half centuries. However Orthodoxy remains up to now not completely accepted by the Udmurts. In ancient times Udmurts worshiped the powers of nature and pagan gods. Their beliefs remained in folklore, and many people especially in villages continue observing some pagan rituals. However Udmurtia is a multinational republic with more than twenty religious denominations with the Russian Orthodoxy as the largest one. St. Alexander Nevski Cathedral is a monument of the central piece of religious architecture in the capital of Udmurtia.



The capital of Udmurtia is Izhevsk. Forty percent of the population of Udmurtia, about 700,000 people, live in Izhevsk. Izhevsk is a big industrial center playing an important part in the economy of this area of Russia. The Izhevsk arms-producing factory is using the local deposits of iron. The Izhevsk steel factory is producing high quality steel. The Izhevsk arms factory was already playing a big part in the defense industry during the war with Napoleon in 1812. During World War II Izhevsk continued to play a big role supplying millions of arms to the Soviet army. Izhevsk has many other kinds of industrial production that go to more than 60 countries of the world. Udmurtia exports oil and minerals as well as oil exploration equipment, monocycles, plastic items, medical and computer equipment, paper-making equipment, and so on. Udmurtia has a great potential and there are many yet undiscovered opportunities for those who are interested in Russian studies and learning more about "small people" of Russia (*малые народы России*).

— Tatiana Blumenthal, Roland Park Country School

### Ижевск

Город Удмуртской Республики Российской Федерации.

Географическая широта 56°51'

географическая долгота 53°10'.

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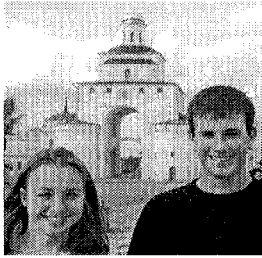
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American Councils for International Education:  
ACTR/ACCELS  
1776 Massachusetts Avenue, NW, Suite 700  
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## CONFERENCES AND CALLS FOR PAPERS

*Adapted from Internet Sources*

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- Collaborations in Language Teacher Education; and
- Processes of Language Teacher Education.

More information and on-line submission instructions can be found at: <http://www.carla.umn.edu/conferences/LTE2007/call.html>. For questions: [lteconf@umn.edu](mailto:lteconf@umn.edu).

—Karen Larson, CARLA

### CARTA CONFERENCE

*Ninth Annual Conference  
of the Central Association of  
Russian Teachers of America*

CALL FOR PAPERS  
Deadline January 10, 2007

*March 30 – April 1, 2007  
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Professionals and graduate students are invited to submit proposals for individual papers, complete panels, or roundtables. The conference will be hosted by the Department of Slavic and Eurasian Studies of the University of Texas at Austin. Proposals are welcome on any aspect of Russian language, literature, history, social sciences, culture, methodology, and related topics. Send proposals to Dr. Mara Sukholutskaya, CARTA, East Central University, Department of English and Languages, Ada, OK 74820.

*Conferences, continued on page 27*

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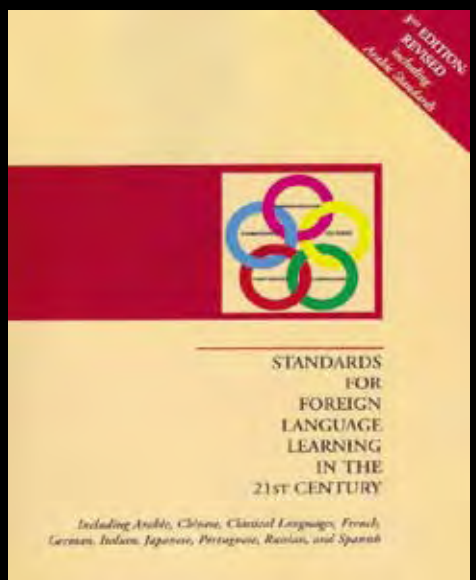
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### RUSSIAN ESSAY CONTEST

Students taking Russian in accredited colleges and universities are invited to participate in the eighth annual National Post-Secondary Russian Essay Contest sponsored by the American Council of Teachers of Russian.

All students must pay a registration fee according to the following schedule: Students whose teacher is an ACTR member — \$3.00 per registration. Students whose teacher is not an ACTR member — \$4.50 per registration. Students may not register themselves but can only be registered by a teacher. To register students, please send a registration form (below) and one check made out to “ACTR” to Patricia L. Zody, NPSREC Chair, Center for Language Studies, Beloit College, Beloit, WI 53511. All registrations must be received by January 29, 2007. When registering your students, please consult the criteria below to select the appropriate level.

Teachers whose students are participating in the contest will receive directions and the essay topic in late January 2007. Students will write their essays between Feb. 1 and Feb. 15, 2007 at a time selected by the instructor at each institution. Judges will review the essays in March 2007 and winners will be announced about April 16, 2007.

Please note that students cannot use any books or notes and may not work together. The time limit for writing the essays will be one hour. The essays must be written legibly in blue or black ink on lined or bluebook paper provided by teachers. Pencil is not acceptable (as it won't photocopy). After the students write the essay, teachers will make four photocopies of each essay as per the directions and then send the originals and three photocopies to Patricia Zody within 48 hours of the test date. All essays will be evaluated anonymously: no essay will be identifiable by the name or institution of the student who wrote it. Gold, silver, and bronze ribbon awards (certificates) as well as honorable

mention will be presented for the best essays at each level.

Teachers may not substitute students for those registered by the deadline. No refunds are available for students who don't show up for the essay contest.

Essays will be ranked according to levels as follows:

**CATEGORY 1:  
NON-HERITAGE LEARNERS** (those learners who do not and did not ever speak Russian in the home)

**LEVEL ONE:** students who at the time of the essay contest will have had fewer than 100 contact hours of instruction in Russian (whether in college alone or in college and high school). (This is mostly students in first-year Russian.) *Please note that heritage learners of any Slavic language, including Russian, are not allowed to participate in this level and category of the contest.*

**LEVEL TWO:** students who at the time of the essay contest will have had more than 100 contact hours but fewer than 250 contact hours of instruction. (This is mostly students in second-year Russian.)

**LEVEL THREE:** students who will have had more than 250 contact hours, but fewer than 400 contact hours of instruction. (This is mostly students in third- or fourth-year Russian.)

**LEVEL FOUR:** students who will have had more than 400 contact hours of instruction. (This is mostly students in fourth- or fifth-year Russian.)

**CATEGORY 2:  
HERITAGE LEARNERS**

**LEVEL ONE:** students who speak Russian with their families and who have NOT attended school for fewer than 5 years in Russia or the former Soviet Union

and have had to learn reading and writing skills after emigration.

**LEVEL TWO:** students who speak Russian with their families and who have attended school for fewer than five years in Russia or the former Soviet Union and may have had to relearn reading and writing skills after emigration.

**LEVEL THREE:** students who speak Russian with their families and who have attended school for five or more years in Russia or the former Soviet Union and have not had to relearn reading and writing skills after emigration.

Judges will evaluate essays according to content (the ability to express ideas in Russian and communicate information about the topic) and length, lexicon, syntax, structure (grammatical and orthographic accuracy), and originality or creativity.

Awards will be announced in the *ACTR Letter* and the *AATSEEL Newsletter*. Excerpts from the best gold ribbon essays will be published again this year in the *ACTR Letter*.

Teachers with questions about the essay contest should contact :

Patricia L. Zody, Director  
Center for Language Studies  
Beloit College, 700 College Street  
Beloit, WI 53511  
608-363-2277  
zodyp@beloit.edu

The registration form for the NPSREC appears on page 26.

**NPSREC**  
ACTR National Post-Secondary  
Russian Essay Contest

REGISTRATION FORM FOR THE EIGHTH NATIONAL POST-SECONDARY RUSSIAN ESSAY CONTEST

USE THIS FORM ONLY FOR REGISTERING COLLEGE AND UNIVERSITY STUDENTS FOR THE NATIONAL POST-SECONDARY RUSSIAN ESSAY CONTEST

NAME OF INSTITUTION: ..... INSTRUCTOR: .....

ADDRESS: .....

CITY, STATE, ZIP: ..... E-MAIL ADDRESS: .....

TELEPHONE: ..... FAX: .....

FULL NAME OF PARTICIPATING STUDENT

(CONSULT GUIDELINES ON P.25) CATEGORY 1 OR 2? LEVEL ?

- 1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....

SEND TO Patricia L. Zody, Chair NPSREC Center for Language Studies Beloit College 700 College Street Beloit, WI 53511

Enclose one check made out to ACTR for the total amount due — \$3.00 for each student of ACTR members, \$4.50 for each student of non-ACTR members

REGISTRATION DEADLINE: JANUARY 26, 2007 USE ADDITIONAL SHEETS TO ENROLL MORE STUDENTS EACH FACULTY MEMBER SHOULD REGISTER STUDENTS SEPARATELY

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*Conferences, continued from page 23*

**CANADIAN ASSOCIATION OF SLAVISTS**

*Annual Conference: Bridging Communities*

**CALL FOR PAPERS**

Deadline: February 1, 2007

May 26-28, 2007

Saskatoon, Saskatchewan

**P**roposals are invited for individual papers, panels, and roundtable discussions. Proposals for complete panels are preferred. Please follow abstract specifications when submitting proposal(s). Young scholars are encouraged to participate. Notifications of the Organizing Committee's decisions will be sent out by March 1, 2007. Audio-visual equipment will be provided upon request. Presentations should be in English. All presenters must be members of CAS.

For further details or questions <[baraban@cc.umanitoba.ca](mailto:baraban@cc.umanitoba.ca)> phone (204) 474-9735). For information about registration, accommodation, special events, and the conference program, please consult these web sites: <<http://www.ualberta.ca/~csp/cas/association.html>> and <<http://www.ualberta.ca/~csp/cas/conference.html>>.

**17TH INTERNATIONAL CONFERENCE  
ON PRAGMATICS & LANGUAGE LEARNING (PLL)**

*Pragmatics and Language Learning*

March 26-28, 2007

Hawai'i Imin International Conference Center

Honolulu, Hawai'i, USA

**T**he conference will address a broad range of topics in pragmatics, discourse, interaction, and sociolinguistics in their relation to second and foreign language learning, education, and use, approached from a variety of theoretical and methodological perspectives. Details: <<http://nflrc.hawaii.edu/prodev/pll/>>.

*Conferences, continued on page 28*

Вовочка, вернувшись домой после уроков.

— Папа, сегодня в школе родительское собрание... Но только для самого узкого круга,

— Для самого узкого круга? Что это значит?

— Будут только учитель и ты...

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*Conferences, continued from page 27*

### MID-ATLANTIC SLAVIC CONFERENCE

#### CALL FOR PAPERS

Deadline: December 12, 2006

March 31, 2007

Columbia University  
New York, NY

Proposals on any appropriate scholarly aspect of Slavic and East European Studies should include the paper's title, a very brief abstract, any request for technical support, the surface and email address of the presenter, and the institutional affiliation. The President of the conference this year is Bradley Abrams, Associate Director of the Harriman Institute. Please send proposals to Mary Theis at [theis@kutztown.edu](mailto:theis@kutztown.edu) and/or follow up by sending them in hard copy to Dr. Mary Theis, MASC Executive Secretary, Department of Modern Language Studies, Kutztown University, PO Box 730, Kutztown, PA 19530. After December 15 mail hard copy of the emailed proposal to 503 Friendship Drive, Fleetwood, PA 19522.

Participation by graduate students is especially encouraged. A juried award of \$200 is given annually for the best graduate paper submitted to the regional competition. The paper must be presented

at MASC to be considered. The winning paper enters in the national AAASS competition where the rewards are more significant.

—Mary E. Theis, Executive Secretary, MASC

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#### CALL FOR PAPERS

April 19-21, 2007

University of Kentucky  
Lexington, KY

The Kentucky Foreign Language Conference offers a venue for sharing ideas with colleagues in a welcoming, open forum. Submissions are invited for panels on Russian/Slavic Language Pedagogy and Russian/Slavic Music. One-page abstracts are welcome from colleagues in any field and at any rank. Graduate students are encouraged to participate.

Submit a one-page abstract and direct any questions to Cynthia Ruder at [raeruder@uky.edu](mailto:raeruder@uky.edu) or visit [www.uky.edu/AS/KFLC](http://www.uky.edu/AS/KFLC). Deadline is November 30, 2006.

—Cynthia Ruder, University of Kentucky

*Conferences, continued on page 29*

*Conferences, continued from page 25*

### NATIONAL COUNCIL OF LESS COMMONLY TAUGHT LANGUAGES

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April 26-29, 2007  
Tenth National Conference  
Madison, Wisconsin

For information, see the NCOLCTL Website at <http://www.councilnet.org/conf/conf2007/prpsl.htm> or questions contact the NCOLCTL Secretariat at [ncolctl@mailplus.wisc.edu](mailto:ncolctl@mailplus.wisc.edu) or by phone at 608-265-7903 or fax at 608-265-7904.

### SOUTHEAST EUROPEAN STUDIES ASSOCIATION

CALL FOR PAPERS  
Deadline: April 26-28, 2007  
Third SEESA Conference  
The Ohio State University  
Columbus, OH

Papers should treat some aspect of the Southeast European region including the successor states of the former Yugoslavia, Bulgaria, Romania, Albania, Greece, and Turkey. All disciplines are welcome including but not restricted to anthropology, cultural studies, education, film studies, folklore, history, language, literature, linguistics, political science, and sociology. Papers addressing issues that cross national and disciplinary boundaries are particularly welcome.

A special feature of this year's SEESA Meeting is that the Tenth Annual Kenneth E. Naylor Memorial Lecture will be a plenary event at the conference with Brian Joseph as the lecturer speaking on Balkan linguistics. In addition, two panels consisting of previous Naylor lecturers (Victor Friedman, Ronelle Alexander, Wayles Browne, Howard Aronson, Christina Kramer, Ilse Lehiste, Grace Fielder, and Tom Priestly) will be convened to present papers on topics in South Slavic and Balkan linguistics and to offer some remembrances of Kenneth Naylor.

Potential presenters may submit paper proposals by sending a title and a one-page abstract of the proposed paper together with the author's name, address, and contact information (phone and e-mail). The deadline for submitting all proposals is January 15, 2007. The program will be announced by February 20, 2007.

Please address all questions to Professor Brian Joseph at [joseph.1@osu.edu](mailto:joseph.1@osu.edu) or Daniel Collins at [collins.232@osu.edu](mailto:collins.232@osu.edu). Titles, abstracts, and contact information may be sent by email to Daniel Collins, by fax to 614-688-3107, or to the address below.

Daniel Collins, Chair  
Slavic and East European Languages  
and Literatures  
The Ohio State University  
400 Hagerty Hall  
1775 College Road  
Columbus, OH 43210-1340

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