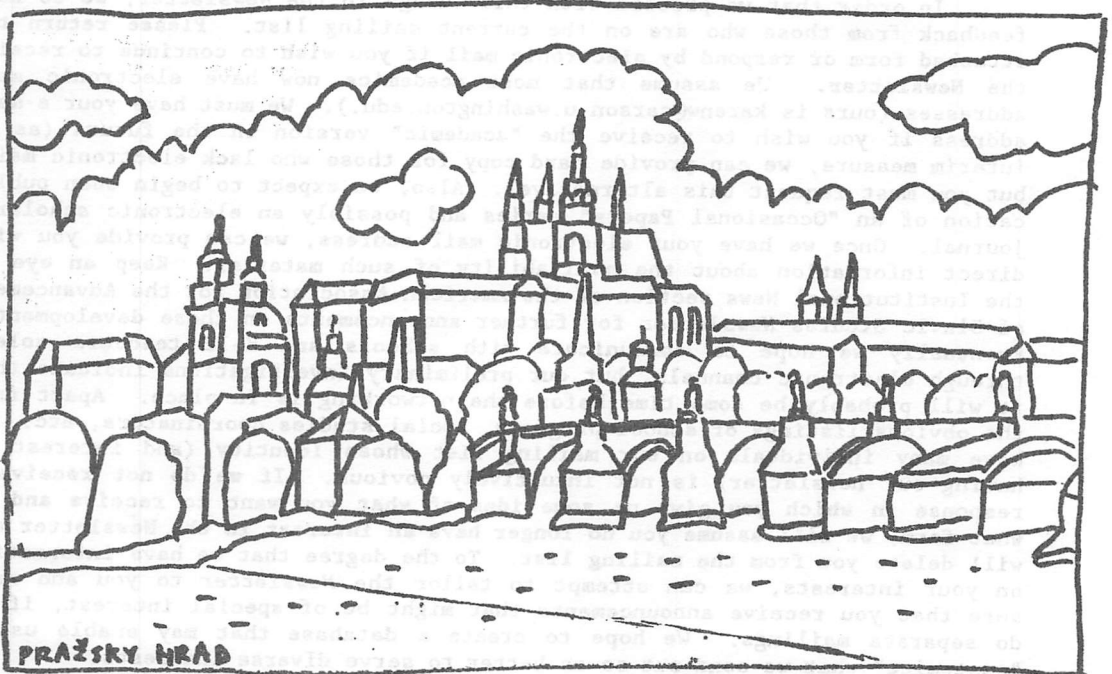


# REEU NEWSLETTER

FALL / WINTER 1992



To the readers of the REEU Newsletter:

With this issue of the *Newsletter* we mark the end of an era; with the next issue, we expect, however tentatively, to test the waters of the 21st century. In recent memory, the *Newsletter* has moved away from its original purpose, which was primarily to serve as a vehicle for outreach to K-12; increasingly the effort to serve various constituencies has meant a loss of focus. We hope to address that problem and at the same time exploit the possibilities for using new technology to reach a larger audience and simultaneously increase production efficiency and frequency.

Beginning with the spring/summer issue, the *Newsletter* will appear in an electronic format and a print format, each with different content. The contents of the current issue are divided to illustrate the two variants. The electronic format version will be oriented toward an academic audience and will contain news of activity involving faculty and graduate students in our program, information about academic conferences and publications, possibly some scholarly papers, and so on. The print format version will be for outreach especially to K-12 and will focus on information that may be of assistance to teachers developing curriculum on our area of the world. We expect to provide general articles on current events, reviews of teaching aids and textbooks, information on curriculum units that have been developed. In order that this publication be of maximum value, it is important that teachers provide us with feedback and materials that we might publish as a service to their colleagues in other schools.

In order that we proceed with this change in the *Newsletter*, we do need feedback from those who are on the current mailing list. Please return the attached form or respond by electronic mail if you wish to continue to receive the *Newsletter*. We assume that most academics now have electronic mail addresses (ours is karenw@carson.u.washington.edu.). We must have your e-mail address if you wish to receive the "academic" version in the future (as an interim measure, we can provide hard copy for those who lack electronic mail, but you must request this alternative). Also, we expect to begin soon publication of an "Occasional Papers" series and possibly an electronic scholarly journal. Once we have your electronic mail address, we can provide you with direct information about the availability of such material. Keep an eye on the Institutional News section of the American Association for the Advancement of Slavic Studies *Newsletter* for further announcements on these developments. Eventually we hope to communicate with schools and K-12 teachers solely through electronic channels, but our preliminary investigations indicate that it will probably be some time before the networking is in place. Apart from the obvious listings of school programs, social studies coordinators, etc., we have many individuals on our mailing list whose identity (and interest in having our newsletter) is not intuitively obvious. If we do not receive a response in which you give us some idea of what you want to receive and in what form, we will assume you no longer have an interest in the *Newsletter* and will delete you from the mailing list. To the degree that we have information on your interests, we can attempt to tailor the *Newsletter* to you and make sure that you receive announcements that might be of special interest, if we do separate mailings. We hope to create a database that may enable us to "customize" what we send out so as better to serve diverse interests.

As we adapt to a changing world, we have voted to change the name of our program to "Russian, East European and Central Asian Studies." This is especially important, because it reflects more accurately the strengths of what the University of Washington has to offer in "our area". We're not sure yet we want to go by the unfamiliar acronym of REECAS; we may decide to change the name of our Newsletter. You'll recognize us when you see it though.

Daniel Waugh, Chairman  
Russian, East European and Central Asian  
Studies Program

#### Aldon Bell, 1930-1992

Don Bell lost his battle against leukemia Monday, November 16. A Rhodes Scholar at Oxford after his graduation from the University of Oklahoma, he lived the ideals of the Rhodes trust, with his active social conscience and commitment to public causes. We remember him as a warm and concerned teacher, an idealist, a man of integrity. He was instrumental in organizing "Target Seattle"--public forums promoting better relations between the Soviet Union and the United States--and he chaired the Seattle-Tashkent Sister City Committee, for which he received the recognition of an honorary degree from Tashkent University. He took his professional interest in the history of South Africa beyond the ivory tower walls of the classroom and, as a means of combatting apartheid, fought for the university to divest itself of investments in firms doing business there. He was active in the parish life of St. Mark's Cathedral, where his friends, colleagues and former students gathered November 20 to celebrate the life of a man we shall sorely miss.

#### Peace Corps Arrives in Uzbekistan

Since 1990 the United States Peace Corps has sent almost 800 volunteers to Eastern Europe and the Baltic republics -- a possibility which, due to Cold War hostilities, seemed unimaginable from the time of the agency's inception in 1961. For the last two years, volunteers have served in Hungary, Poland, Czechoslovakia, Romania, Bulgaria, Albania, Latvia, Lithuania, and Estonia as English teachers and business and environmental advisors. At long last, one of the Central Asia republics of the former Soviet Union has requested Peace Corps assistance. This year, the agency is sending its first group of volunteers to serve as business advisors during Uzbekistan's transition to a market economy. The volunteers' assignments there include assistance in business planning, accounting, processing, marketing, and more technical guidance in agricultural processing, irrigation systems, transportation, and machine building. Knowledge of Uzbek or Russian is not required to participate but the 12 weeks of on-site training includes language instruction. For more information about Peace Corps opportunities in Eastern Europe or the former Soviet republics, contact 553-5490.

Brief Autobiographical Sketch  
by Assistant Professor Glennys Young, REEU

*Glennys Young joined our faculty this fall to fill the Russian historian position from which Professor Treadgold will retire in June 1993. Professor Young will begin teaching in the Winter quarter.*

I come to the University of Washington from Stanford University where I taught for two years in the Philosophy "track" of the Program in Cultures, Ideas, and Values (CIV), a required year-long course for all freshmen, as well as in the Department of History. During the academic year 1989-1990, I was a Visiting Scholar at the Hoover Institution. I earned my Ph.D. in December 1989 at the University of California in Berkeley, where I began my graduate career studying German intellectual history and then "defected" eastward to the field of Russian history. Having spent almost ten years in the Bay Area, I arrived here in early August already converted to the latte/espresso drinking ritual for which Seattle is now so famous, as demonstrated by two recent articles in the *New York Times*.

Perhaps it is not accidental that I refer to coffee drinking as a "ritual," for Russian Orthodoxy and sectarian movements have been among my main areas of scholarly research. My manuscript, "Rural Religion and Soviet Power, 1921-1932," a reworking of my doctoral dissertation, shows that rural Orthodox clergy and laity used both traditional and Soviet political institutions to sustain religious life in the context of the regime's anti-religious campaign. I am planning a social history of the Stalin cult as my next project.

I am often asked whether personal motivations led me to study Russian Orthodoxy. I am neither Orthodox nor a practicing member of any other faith. Nevertheless, religion has been an important part of my life. I was raised in Nazareth, Pennsylvania, which was founded in 1740 by the Moravians, a German Protestant sect. Launched as a religious "commune," the political and religious boundaries of the community were identical. Although Nazareth has not functioned as a religious commune for centuries, traces of its past make it a special town today, a place where the influence of religion in daily life seems more visible than elsewhere in the United States. As I grew up, I was conscious of its unusual origins and identity, an experience that has in large part generated my interest in the relationship between religion and politics.

I am delighted to be at the University of Washington and very much look forward to working with colleagues and students here.

Visiting Scholars

Cleo Protochristova is a visiting Fulbright scholar from Plovdiv, Bulgaria, where she has taught for many years at the University and published extensively on comparative literature themes. She is now in the second year of a stay at the UW Slavic Department and will continue through June 1993. She has been teaching Bulgarian language for us and this year will teach Bulgarian literature as well. She very much wants to share her experiences of growing up in the Balkans and her knowledge of Balkan literature and culture

with interested students of our REEU program. You are warmly invited to come by her office in 265 Smith Hall; phone: 543-2605.

Jan Stary is a Fulbright scholar from the Department of English Studies, Charles University, Prague, where he concentrated on American and Czech literature of the 17th & 18th centuries. Immediately prior to his assuming a position here, he worked for a year and a half during 1990-1991 as a translator for President Havel. Stary is now in his second year at the UW Slavic Department, where he has been teaching courses in Czech language. He hopes to add a course on Czech literature in the Winter Quarter. Sometime during the Winter or Spring quarter, he expects to give a series of lectures on Czech culture, which will necessarily include some discussion of political changes, as these are inextricably linked with any cultural expression. His office is 24 Smith; phone: 543-1628.

Igor Zevelev is Deputy Director of the Center for Developing Countries, at the Institute of World Economy & International Relations (IMEMO), Moscow. His specialty is urbanization and human rights in Southeast Asia and more recently in the republics of the former Soviet Union. Dr. Zevelev is a guest of the Jackson School, where he is currently offering a course on the History of Communism and a Seminar on Human Rights. In Winter Quarter he will present a Human Rights lecture course and a Task Force entitled "Aftermath of the Soviet Empire: Integration or Disintegration?" His office is in 502A Thomson; phone: 543-6142.

#### "New Russia in Asia" Project Receives Funding

The National Bureau of Asian and Soviet Research (NBR) has received a grant from the Rockefeller Brothers Fund for a series of research conferences to be held over the next three years on the new Russia and Asia. REEU professors Herbert Ellison and Judith Thornton have been major participants in the project, which is being organized jointly with the Jackson School.

An international partnership will be formed to explore in-depth the processes of economic and political transformation going on in the Russian Federation today. Through better understanding in neighboring Asian states and the United States, it is hoped that a vigorous dialogue will emerge with policymakers, who will bear the responsibility for the policy response of their respective countries. The ultimate goal is to facilitate the development of sound policy here as well as in Asia and Moscow.

The project involves the formation of a structure of cooperating institutions in Russia, the new Central Asian states, China, Japan, Korea, the United States, and, hopefully, Mongolia. These will be research institutes closely associated with ministerial and parliamentary groups concerned with foreign (political and economic) and security policy.

Six major international conferences will be held, beginning in April 1993, in Moscow, Central Asia, China, Japan, Korea, and the United States, at six-month intervals over a three-year period. They will explore the changes within Russia and Central Asia and their political, economic, and security consequences, as well as the impact of those changes on the politics, economy, and security of the other participating countries.

Book Hunting in Russia and Lithuania  
George Klim, Head, Slavic Section, Suzzallo Library

My four week book buying trip to Russia and Lithuania this summer began at the end of July with a two week stop in Moscow, followed by a week in St. Petersburg and concluded at the end of August in Vilnius. The purpose of the trip was threefold: (1) to buy library materials; (2) to contact local vendors who can provide much needed library materials; and (3) to improve and expand existing exchange arrangements with academic institutions in the former Soviet Union.

Book buying was perhaps the most challenging and interesting part of the experience. Characteristic of the new order in Russia is the fact that things aren't where they should be, or where one expects them to be. I wonder if this is a significant departure from the preceding period. Soon upon arrival in Moscow I discovered that those books which I wanted to buy were rarely available in book stores. Instead, they were sold in makeshift stalls surrounding metro stations and on card tables set up on street corners or in underground passages. This seems to be the preferred method of marketing. More than half of the titles acquired were found on such stalls and tables.

Finding interesting materials required digging through stacks of pornography and fast selling western popular literature which filled the card tables to overflowing. After a few days I developed a sense of where things could be found and looked in out of the way places for those rare treasures, which are now on their way here. This method of book acquisition presented its own challenges. In one instance I had to defend myself against a group of fellow book lovers who were browsing through my shoulder bag as I reviewed the books on the table.

Shipping was a separate problem. Individuals were hired to help with moving, packaging and mailing of materials back to the University. High shipping costs and complicated arrangements for shipping often influenced purchase decisions. This was particularly true in cases where duplication was suspected.

During the course of the trip I met and talked with several private book dealers and individuals who were interested in supplying materials or selling their own collections. Some made interesting offers and it is likely that we will be able to establish arrangements for purchase of some materials. Such was the case with A. Suetnov, the most important bibliographer and collector of Russian "unofficial" literature. I reviewed and ordered new bibliographic guides and a compendium of files on all the major political parties in Russia. This material is not yet published and is likely to be delivered in machine readable format.

I visited more than a dozen libraries in Moscow, St. Petersburg and Vilnius where I met with everyone from library directors to acquisitions and exchange librarians. Overall, I came away with the impression that close contacts and good relations with our exchange partners are more important now than ever before.

## Welcome to Our New REEU Grad Students

Greetings to all new graduate students in the Russian and East European Studies Program for the 1992-93 school year. Following is a list of our new students and the universities where they received their degrees:

### East European Studies

Angiewich, Erica	University of California/Berkeley
Lee, Craig C.	University of Washington
Seeley, Karl	Indiana University
Youngs, Jon	University of Missouri/Columbia

### Russian Studies

Bird, Jeffrey	Dartmouth College
Botkin, Brenda	University of Washington
Celestan, Gregory	U.S. Military Academy
Cervantes, Roberto	Rice University
Davis, Alfrazier	U.S. Military Academy at West Point
Driscoll, Brian	Swarthmore College
Eberhardt, Jeff	University of Wisconsin/Eau Claire
Emery, James	Lawrence University
Espinosa, Deborah	University of California/Berkeley
Hanson, Benjamin	University of North Carolina
Horvath, Therese	Georgetown University
Kropp, Peter	George Mason University
Lee, Yun-Sun	Seoul National University
Lehman, Jon	Dartmouth College
Luper, David	University of Tulsa
Magee, Kristi	University of Colorado/Boulder
Marks, Robin	University of Minnesota
McClung, Paul	University of Virginia
Miller, Gregory	University of California/Irvine
Murphy, Corey	Seattle Pacific University
Peters, Diederik	University of California/Irvine
Shelly, Deirdre	University of California/San Diego
Taverne, Michael	Seattle Pacific University
Wagner, Joy	University of Washington
Washington, Laura	University of Denver



### Update on REEU Alumni

Some of our readers have expressed an interest in hearing about what REEU alumni have been doing in the field. Therefore, we offer this sampling of some who have come to our attention, with notes--for our present students' benefit--on how they managed to acquire these opportunities.

Peter Christiansen (REEU graduate student 1991-92) has received a long-term fellowship from the Institute of Current World Affairs to study the political and economic relationships between Russia, the U.S., and Japan in the fisheries of the North Pacific. To investigate the interests involved at close range, he will spend the next two years in Eastern Russia, Japan, and Alaska (currently he is in Petropavlovsk, Kamchatka). Peter has a background with the Russian fishing industry: during 1986, '89, and '90, he worked as an at-sea company representative for Marine Resources Co., a joint Russian-American fishing venture based in Seattle. In addition, he has led hiking expeditions, including one into the mountains of Central Asia.

Paul Perich (M.A. 1991 REEU) is working for Towers-Perrin in Frankfurt, Germany, an American company based in New York, with offices all over the world. Paul is a management consultant in human resources, specializing in employee compensation matters, such as retirement plans, company cars, etc.

Tanya Schuster (B.A., 1991 REEU) is Program Coordinator for the International Division of Executive Programs, UW Business School. It serves an international clientele (including Russian and Romanian) who want to acquire or enhance professional or management skills for functioning in a free market economy.

REEU graduate students Deborah Turnbull and (until recently) Ian Sterling are working for *Russian Far East Update*, edited and published by Elisa Miller, UW instructor of International Business. Ian was the Business and Production Manager; Deborah the Research and Marketing Manager. Charles Dodd, graduate student in Geography with REEU concentration, is the *Update's* cartographer. The *Update* is a monthly newsletter on trade and economic developments in the Russian Far East with a national and international subscriber base. The Business School library keeps the *Update* in its Periodicals collection.

Current REEU grad students Paulina Bren and Kate Brown received summer internships at Radio Free Europe in Munich. Paulina's reports on Czechoslovakia have appeared in the RFE Daily Reports (available in REEU Office).

Elizabeth Grygo (M.A., 1991, REEU) is Administrative Assistant for Humanitarian Assistance for Project Hope in Moscow for one year. She is responsible for budget management, support staff, communications, orientation, transportation, and liaisons with other Project HOPE programs in the CIS.

Marguerite Geagen (current REEU M.A.) is working in Moscow as an editor at a publishing company, a job advertised through a magazine. She left September 6 with a one year commitment.

Sara Benveniste (B.A., 1992, IS) is working at Kamchatka Trade Investments, downtown Seattle. It is a new company exporting consumer goods to the Russian Far East and offering consulting services for businesses that want to start projects there. She learned of the job while working at the Russian American Foundation for Economic Cooperation. She also held a previous internship at the International Trade Administration (Department of Commerce) in Seattle.

David Swalley (M.A., 1991, REEU) worked during the summer with an American attorney (whom he met at a consulate social function) at St. Petersburg Stock Exchange, attracting foreign investment to the city and the Exchange. The job entailed keeping abreast of economic and legislative affairs, participating in negotiations between city officials and foreign investors, and translating. Dave stresses the importance of living in the CIS, perhaps working there, to acquire a practical perspective. Opportunities abound because the standard of living favors foreigners; \$500 is quite adequate for a three-month stay. This September he left for Vladivostok to work for an American company, which has a joint venture -- a store in Vladivostok and one in Khabarovsk. Dave will be the on-site liaison between American and Russian partners, help with store operations, and meet prospective business partners.

Larry Watts (M.A., 1985, REEU) has served as IREX liaison officer in Bucharest, Romania, for the past two years, where he has been helping to administer the exchange program between Romania and the United States.

Kate Rusho (M.A., 1990, Slavic L&L and REEU) has been working at the newly formed (November 1989) Foundation for Russian-American Economic Cooperation as "Project Manager." Her job is to provide information to American companies wanting to start up trade with the CIS or perfect ongoing business. She began August 1990. Previously, Kate was a volunteer editor for about six months with *Soviet Business Journal*, a joint publication of the Moscow Business Center and the Foundation for Russian-American Economic Cooperation. Working in the field provided the contacts which led to her present position.

#### U.S.-Polish Economic Roundtable

The second U.S.-Polish Economic Roundtable, devoted to the question of structural changes and competitiveness in Poland, was held in Warsaw and Kazimierz Dolny on June 6-9, 1992. The roundtable, consisting of eight panels of four speakers each, in addition to keynote speeches by Jan Svejnar (University of Pittsburgh) and George Kolankiewicz (Essex University, England), was chaired by Kazimierz Poznanski and Judith Thornton of the University of Washington and Wojciech Maciejewski of Warsaw University.

Discussion on the stabilization program focused on the relatively better performance of Poland than that of most other East European countries which embarked on macroeconomic tightening. The longest and deepest recession has been in Romania, and the worst single one-year decline was reported in Czechoslovakia. On the other hand, Hungary's economy seems to be on its way to recovery, and Poland's now appears to be stabilizing. The depth of recession in the region has been blamed on a non-accommodating credit policy

(related to the issue of convertibility) and to the universal dilution of property rights (i.e., removal of state directives and deprotection of public assets) in those countries.

Another debated point was the relative merits of the radical (shock therapy) type of transition as compared to a more evolutionary approach. The fact that now in 1992 Poland's economy is stabilizing while its currency remains convertible is often interpreted as a sign that the 'shock' applied in 1990 worked. However, evidence that the economy seems to be leveling off and getting ready for a recovery is attributed by some to a relaxation of the initial restrictions (e.g., return to budget deficit, temporary return to trade deficit, unblocking of wages, restoration of tariffs, etc.).

Support for the roundtable was again provided by IREX (Princeton, NJ), the Provost's Office, and Mr. and Mrs. Dekaban.

#### Faculty Publications

Imre Boba, "In Defense of Emperor Constantine Porphyrogenitus," *Ungarn-Jahrbuch*, Munich: Verlag Ungarisches Institute, 1992.

Glennys Young, "Trading Icons: Clergy, Laity, and Rural Cooperatives, 1921-28," *Canadian-American Slavic Studies*, Fall (forthcoming).

James Felak, "At the Price of the Republic": *Hlinka's Slovak People's Party, 1929-1938* (forthcoming 1993, University of Pittsburgh Press).

Sabrina Petra Ramet, "War in the Balkans," *Foreign Affairs*, vol. 71, No. 4, Autumn 1992.

Sabrina Petra Ramet, ed., *Rocking the State: Rock Music and Politics in Eastern Europe and the Soviet Union*. Boulder: Westview Press (forthcoming in 1993).

Kazimierz Poznanski, ed., *Constructing Capitalism: The Reemergence of Civil Society and Liberal Economy in the Post-Communist World*. Boulder: Westview Press, 1992.

Kazimierz Poznanski, ed., *Stabilization and Privatization in Poland*. Boston: Kluwer, 1993.

Adele Barker, *Dialogues/Dialogi: Literary Critical Exchanges Between (ex) Soviet and American Women Writers*. Co-authored with Susan Hardy Aiken, Maya Koreneva, and Ekaterina Stetsenko. Duke University Press, 1993.

Craig Zumbunnen, ed. and co-translator, *Urban Geography in the Soviet Union and United States*. Savage, Maryland: Roman & Littlefield Pubs., Sept. 1992.

Judith Thornton (with REEU graduate student Andrea Hagan), "Russian Industry and Air Pollution: What Do the Official Data Show?" *Comparative Economic Studies* (forthcoming 1993).

## Management Training and Economics Education in Romania

By Douglas Podoll, UW School of Business

*Doug Podoll is Associate Director of International Programs, a sub-division of "Executive Programs" at the UW School of Business Administration.*

In July 1991, the U.S. Agency for International Development and the U.S. Information Agency announced \$18 million in funding for a broad program of economic training and education in Central and Eastern Europe. The program includes projects designed and delivered by 32 U.S. colleges, universities, and other organizations, through their counterparts in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and the former Yugoslavia. Those programs were extended for a second year in 1992 at 75% of the original funding.

The Management Training and Economics Education Program in Romania is a \$2.1 million grant to the University of Washington's School of Business Administration for a joint project with Washington State University's Small Business Development Center. The U.S. Agency for International Development-funded program began its second year in July 1992 and has maintained two primary goals: to transfer the Small Business Development Center (SBDC) model to Romania; and to support curriculum development for business education in a transition economy. Washington State University is responsible for the SBDC transfer and the UW School of Business Administration is responsible for the curriculum development area.

The counterpart institutions in Romania are the Academy of Economic Studies and the Polytechnic Institute of Bucharest. Founded in 1913, the Academy is Romania's principal and largest institution of higher education and research in economics and business administration. The Polytechnic is the largest university in Romania and the principal center for engineering education. As the program developed, a key relationship was also developed with Romania's National Agency for Privatization's Small and Medium Enterprise Division -- the government agency with the task of registering and supporting the development of Romania's new private enterprises.

The first step taken by UW was to review the five areas of business education (accounting, economics, finance, management and organization, and marketing) through a series of one week seminars taught by UW faculty. Washington State University helped to establish SBDCs at our two partner institutions. The inaugural year was brought to a close by a national symposium on business education and small business development.

Washington State University sends "business development specialists" to Bucharest to assist the two Romanian Universities in opening SBDCs and in training counselors to work with small business clients coming to the centers for assistance. During the second year of the program, WSU will extend their efforts to Timisoara to open the first SBDC outside of Bucharest. That center will be a joint effort by the local Chamber of Commerce, the Polytechnic Institute of Timisoara, and the Agricultural Institute of Timisoara. WSU has worked diligently to coordinate its efforts with related programs in Romania sponsored by the Romanian Chamber of Commerce, the U.N. International Development Agency, the Citizens Democratic Corps of the U.S., the Soros Foundation, and U.S. corporations now operating in Bucharest.

To enhance the interaction of the curriculum work with small business development, a design utilizing MBA students from the UW was put in place in

June of 1992. The objective of this plan is to have the MBAs work directly in Romanian businesses and governmental business support agencies and to write up that work in a manner that can then be used by Romanian faculty as case studies to support their teaching. Bill Avery (class of '93) came to the program with a background in the air freight industry and as the editor of a major trade newsletter. While in Bucharest, Bill has been working with two businesses, one in the air transport and travel business and the other an importer and forwarder that specializes in containerized shipments. Bill has also been assisting the editor of Romania's first business magazine, *Industrial Management*, in all phases of its production.

Tom Gaiser (class of '93) entered the program with a background in banking. He has used that background in Bucharest with the Romanian Banking Institute, established January 1992, and the Romanian Development Bank. His activities ranged from assisting with the development of a computer-aided software package that uses Romanian case studies rather than western European studies and the development of a banking bibliography for the institute. Tom and Bill each spent one day a week on one of the SBDCs in Bucharest. Tom has been working at the Polytechnic Institute of Bucharest and Bill with the Academy of Economic Studies.

The program is designed on a quarterly basis, so Bill and Tom are back to their classes at UW for the Fall quarter of 1992. Their excellent work is being built upon by Tom Rash (class of '93) and Darcy Shurin (class of '92) during the Fall Quarter of 1992. For further information about the Romania project, please telephone Doug Podoll at UW's Executive Programs, 543-8560.

#### Living & Teaching Opportunity in Hungary

"Teach Hungary" is a new teacher placement program working with Beloit College World Affairs Program Center. It began last year and has already placed 25 student-teachers in various cities throughout Hungary. Beloit College is one of the few colleges in the U.S. to offer Hungarian courses throughout the year and intensively in their summer language program. Ideally, students going over to Hungary to teach should take the language training the summer before they leave. Additionally, applicants are encouraged to get some prior ESL experience (i.e., tutoring international students, volunteering at community ESL centers).

Students will live and teach in Hungary for a year, teaching English in elementary and high schools. All applicants must be college graduates (or have completed their final year of undergraduate study by August 1993). Also those wishing to teach another language in addition to English must be native speakers of the language, certified to teach the language, or fluent in the language. Living arrangements are made for the guest teachers (dorms, apartments, or with a family) and they receive a basic salary in forints (approximately US \$150/month).

There may be positions in Bulgaria for the 1993-94 school year. For more information, contact Lesley Davis, Director, Teach Hungary at Beloit College, Box 242, 700 College Street, Beloit, WI 53511-5595. Tele: (608) 363-2619; FAX: (608) 363-2689.

### Tentative REEU Seminar Calendar

Following is a tentative list of speakers we hope to bring in this year for REEU Seminars. Keep on the lookout for these visitors as the time approaches and please call 543-4852 to confirm, as many of these arrangements are still in the planning stage and changes occur frequently.

- Fri, Dec. 4 - Barry Naughton, UC-San Diego (International Political Economy Colloquium). "China's Economic Success: Effective Reform Policies or Unique Conditions?" 12 Noon, 317 Thomson.
- Mon, Jan. 11 - Antony Polonski, Brandeis University, "The Failure of Jewish Assimilation in 19th Century Warsaw." Thomson 317 at 3:30 p.m.
- Jan. TBA - Igor Zevelev, Jackson School, UW, "Aftermath of the Soviet Empire: Challenges for Russia."
- Fri, Jan. 29 - Ivo Banac, Department of History, Yale University, Topic TBA.
- Fri, Feb. 5 - Legal symposium with the business community on "Legal Issues Involved in the Transformation of Russian Society." A major focus will be legal issues of privatization. Participants: Peter Maggs (U. Illinois), Steve Crown, Kathryn Hendley (UC-Berkeley), Margaret Niles, Judith Thornton (UW), Judge Robert Utter.
- Fri., Feb. 5 - Peter Maggs (U. Illinois, Champaign) - Will speak about new privatization laws.
- Tues, Feb. 16 - Caryl Emerson, Slavic L&L Department, Princeton University. "Russia's Reluctant Feminists."
- Mon, Feb. 22 - Blair Ruble, Director, Kennan Institute, Washington, D.C., "The Emerging Politics of Property: Reshaping the Russian City."
- March (or April) - Steven Miner, Department of History, Ohio University. Will lecture on either his forthcoming book, Selling the Alliance, the Russian Orthodox Church during WW II, or using the Russian archives.
- March TBA - the Honorable Anatoly Sobchak (tentative).
- Mon, Apr. 12 - Norman Naimark, Department of History, Stanford University. "Soviet Occupation of Germany After WW II" (co-sponsored by the History Department).
- Mon, May 24 - Christine Worobec, Department of History, Kent State University. Topic TBA.
- May (late) - Marjorie Balzer, Georgetown University. Topic TBA. (Alternate: Igor Krupnik).

Upcoming Cultural Events  
(for everyone)

Nov. 20. *Close to Eden*. New film from Nikiti Mikhailov (*Dark Eyes, Oblomov, Slave of Love*). Grand Prize winner at the Venice Film Festival in September 1992, this is a comedy a Russian truck driver who breaks down far from home and has to seek help at the nearby yurt of a Mongolian herdsman and his family. The latter, averse to government efforts at family planning and other consequences of civilization, tries to help and, in doing so, runs into difficulties confronting the modern world. A beautiful film, shot on location (subtitles). Seven Gables Theatre. Expected to run a month or more.

Dec. 20-21. *Dersu Uzula* (Dir. Akira Kurosawa). At the Neptune Theatre. This magnificent film, shot in Eastern Russia, depicts the life of a native woodsman and his contact with western civilization.

Jan. 11. *Zentropa* (Dir. Lars von Trier) and *The Nasty Girl*. Two films from East Germany, the first takes place in occupied Germany after WW II; the second deals with a woman researching her town's collaboration with the Nazis years later and incurring the enmity of the citizens. At the Neptune.

Jan. 14. Singers from the Republic of Tuva in Central Asia. Co-sponsored by the Burke Museum, Dept. of Near Eastern Languages and Civilization, Ethnomusicology, Anthropology, and REEU programs. These three singers have a very unusual and beautiful style called harmonic or overtone singing. They performed at Vancouver Folk Festival last summer, and at the Smithsonian Folklife Festival, among other places. At Kane Hall 130, UW, at 7:30 PM. Tickets are \$8 (\$6 seniors and UW students). Call Scott Freeman, 543-9681 at Burke Museum for more information.

Jan. 26. *Ashes and Diamonds* (Dir. Andrej Vajda). Early work (1962) of the famous Polish filmmaker. Set after WW II in Poland and starring popular Polish actor Zbigniew Cybulski, the film concerns a man who was partisan during the war trying to reenter civilian life. One day only. At the Neptune.

Jan. 29. A literary evening to honor Alexander Pushkin, organized by the students of 4th year Russian, under the guidance of their instructor Zoya Polack. 7 PM. Russian House. Especially we invite all the members of the faculty, students, and graduate students.

Feb. 6. *Wings of Desire* (Dir. Wim Wenders). Starring Bruno Ganz. Set in divided Berlin shortly before the city was reunited, this beautiful and poetic film casts the main actor as an angel, who is able to know peoples' thoughts and goes about trying to minister comfort. Same cinematographer who did *Children of Paradise* 30 years earlier.

Feb. 10-Mar. 6. Seattle Repertory Theatre will present the Flying Karamazov Brothers in *The Brothers Karamazov*. Call Seattle Repertory at 443-2210 for information.

## REEU OUTREACH CENTER

### New REEU Videotapes in the Media Collection

The UW Educational Media Collection, housed in Kane Hall, has acquired the following new titles during 1991-92 not mentioned in previous newsletters. To rent Media Collection materials, call 543-9907.

*ANGI VERA* (1979, color, 96 min., \$30, VHS). With precision and insight, *Angi Vera* expresses, rather than embodies, the confusion of the late '40's in Eastern Europe. (In Hungarian with English subtitles.) (Restricted to institutions of Higher Education in the state of Washington only.)

*GORBACHEV'S REVOLUTION: THE PROMISE AND THE PERILS* (HEDRICK SMITH) (1991, Color, 28 min, \$15, VHS). Hedrick Smith, syndicated columnist and author of *The New Russians*, discusses the differences between regions that continually cause problems for the Russians, including ethnic background, political stance, and views about reform.

*HOPE FOR ROMANIA?* (ANDREI CODRESCU) (1991, color, 28 min., \$15, VHS). Andrei Codrescu, commentator for NPR, poet and author, discusses his latest work, *A Hole in the Flag*, the story of a Romanian exile's return to his homeland and the revolution.

*JOSEPH BRODSKY: A MADDENING SPACE* (1990, color, 57 min., \$16, VHS). Joseph Brodsky, winner of the Nobel Prize for Literature, tells the story of his persecution in Russia and of his immigration to the United States.

*WINDS OF CHANGE* (KING 5) (1992, color, 59 min., \$15, VHS). A superpower, the Soviet Union, has died an unceremonious death, and has been replaced by 15 nations, some of whose names we hardly know. There are questions whether the communist nation off our own shore, Cuba, may not face a similar breakup. (Restricted to use by institutions of education within the State of Washington)

### Russian Language on T.V.

Cable T.V. Channel 27 regularly broadcasts two programs that could be convenient and helpful for persons wishing to reinforce their Russian language skills. *Let's Get Acquainted* is geared toward those with an elementary knowledge of Russian, who need help with sentence construction. Each program is presented as a sequence of three 20-minute lessons, on Wednesday nights from 8:30-9:30 p.m. For intermediate and advanced level students, *Kontakt* is offered Fridays from 9:30-10:00 p.m. It has a news magazine format and gives the student an opportunity to listen to Russian spoken at standard speed.

Also worth being aware of is STEP, the Satellite Telecommunications Education Program, which broadcasts a Russian Level One class every morning Monday-Thursday at 11:10 a.m. on Cable Channel 28 geared toward high school students. Each lesson lasts 50 minutes. STEP is a Spokane-based consortium, six years

old now, which offers courses in various subject areas--Math, Physics, eleven languages--via satellite TV. Originally planned to reach outlying areas, the bulk of its membership is in small towns in Alaska, Oregon, and Washington that lack funds to hire teachers in the desired subject areas. Seattle-area schools, however, are welcome to participate, and those that do join the consortium can offer Beginning Russian as a credit course. For more information, contact, Vinton Eberly at 1-800-545-5008 ext. 2172.

Here at the University, our Language Learning Center (543-0536; basement of Denny Hall) broadcasts a good selection of news broadcasts from various regions of East Europe on a regular basis. Anyone is welcome to watch -- you do not need to be a UW student -- but you are requested to bring identification, which you will be asked to leave with the LLC staff when using one of the TV viewing rooms. The current schedule (which changes frequently) is as follows:

M-F 10:00-11:00 a.m.	Russia
F 1:00- 1:30 p.m.	Lithuania
F 1:30- 2:00 p.m.	Latvia
n 3:30- 4:00 p.m.	Croatia
F 4:40- 5:00 p.m.	Poland
F 6:30- 7:00 p.m.	Slovenia
F 7:00- 8:00 p.m.	Yugoslavia

#### New Guides on Teaching About East Europe

Our REEU program has acquired three new booklets developed by AAASS (American Association for the Advancement of Slavic Studies) and SPICE (Stanford Program on International and Cross-Cultural Education) geared toward teachers of grades 9-12, which offer some approaches to discussing the changes going on in Eastern Europe today. They can be read in the REEU office, and obtained at the address given for each below.

*Free to Choose*--a teacher's resource and activity guide to revolution and reform in Eastern Europe (c. 1991). This 30-page booklet contains a pre-test, glossary of terms, maps, themes for discussion, chronology of major historical events after World War II, and political cartoons, all intended to involve students in interactive classroom activities. It is believed that the ideas presented here would be equally useful in courses on Current Events, World History, and Economics. For a copy, write to: AAASS, 128 Encina Commons, Stanford University, Stanford, CA 94305-6029. Tel: (415) 723-9668

*The Collective Legacy*--a teacher's resource and activity guide to past and present issues in Eastern Europe (c. 1992). This 30+ page booklet is designed to serve as a mini-unit on changes since 1989, as well as relevant events in the last 40 years of the region's history. It consists of a pre-test, unit on propaganda posters, description of how economic plans worked under communism, translation of a Polish article before and after submission to censors, political cartoons, excerpts from a thought-provoking speech by Czech President Vaclav Havel, glossary of terms, 1991-92 chronology, and map

of Europe. For a copy, write to: AAASS, Jordan Quad/Acacia Bldg., 125 Panama Street, Stanford, CA 94305-4130; or call: (415) 723-9668.

*Eastern Europe--a resource guide for teachers* (c. 1992). This 28-page revised bibliography and audio-visual list on Eastern Europe was compiled by some of the leading scholars in the field, who based their selections on the requests of secondary school teachers. Recognizing that most textbooks on the subject are "out of date and woefully inadequate," the guide hopes to direct teachers to the most useful materials and information available to date. For a copy, contact AAASS at the Jordan Quad address above.

#### Other REEU Center Acquisitions

The REEU program has recently obtained the following resource materials for teacher use, available in our office:

*CHANNELS*, a 1992 directory of organizations offering educational and service opportunities in the former Soviet republics. The Seattle-based Center for Civil Society International's directory includes academic and non-academic study abroad programs, work and volunteer opportunities, homestay organizations and resource handbooks.

*THE SOVIET UNION*, third edition, a 1990 Congressional Quarterly publication, is a comprehensive introduction both to Imperial Russia and aspects of Soviet history, politics (including attempts at political reform), economics, and culture. *THE SOVIET UNION*, with its brief biographies, 1964-90 chronology of events, and text of selected documents prominent in Soviet affairs since 1949, is a miniature encyclopedia geared towards young students. The fourth edition, which includes the August 1991 coup attempt is on order.

#### The Camera Shows Other Sides

There are several new award-winning, insightful films about life in Eastern Europe and the former Soviet republics which may be useful for teachers. All these films are available for rental or purchase from the Filmmakers Library at 124 East 40th Street, New York, NY 10016, phone (212) 808-4980, fax (212) 808-4983. The following is a brief synopsis of those films of particular interest:

*AGE 7 IN THE USSR*. You may have caught this remarkable film, which offers a glimpse into the childhood of seven-year olds in four of the former Soviet republics, last summer on PBS. Candid conversations with the children about the breakup of the Soviet Union, family, love, and many other vital themes fill its 64 captivating minutes. In seven years time the producers will again visit these same children in order to reflect on the effects of growing up in a strife-ridden environment. Rental: \$75.

*CHILDREN OF CHERNOBYL*. Just by the title, the disturbing and tragic qualities of this film are apparent. A walk through children's wards in a number of hospitals attests to the tragedy which is Chernobyl. This film documents the sobering and shocking accounts of Chernobyl's victims. Rental: \$75.

*A DAY IN THE WARSAW GHETTO: A Birthday Trip in Hell.* Winner of the 1992 Gold Apple at the National Educational Film & Video Festival, this film hauntingly portrays life in the 1941 Warsaw Ghetto using the filmmaker's personal photographs taken on his 43rd birthday. Rental: \$55.

*BLACK TRIANGLE.* The Black Triangle refers to the heavily polluted region where Poland, Czechoslovakia and East Germany meet and provides lessons in both geography and ecology. As the winner of both the 1991 American Film & Video Festival and the San Francisco Film Festival, this film documents another environmental tragedy. Rental: \$75.

*RUSSIA FOR SALE: The Rough Road to Capitalism.* Against the backdrop of the dismantling of the Soviet Union, this documentary relates the life of a steel worker in St. Petersburg, a Moscow police chief, and an entrepreneur. Combining present day life with 1917-1935 footage, *RUSSIA FOR SALE* illustrates the evolution of communism's self-destruction. Available from Parallax Productions, Attn: Marianne, 727 Greenwich Street, #9-J, New York, NY 10014, phone (212) 727-1732 and fax (212) 989-8957. Rental: \$125.

#### Seattle Sister City Series

Beginning this winter, CABLELEARN Channel 27 will air a weekly series highlighting one of Seattle's many Sister Cities including Tashkent, Uzbekistan. Other cities to be included are Bergen, Norway; Kaohsiung, Taiwan; Mazatlan, Mexico; Mombasa, Kenya; Kobe, Japan; Cebu, Philippines; Nantes, France; Perugia, Italy; and most likely Limbe, Cameroon and Chongqing, China. The specific dates of each program have not yet been set though the series is scheduled to air between January 4th and March 22nd, and from March 29th to June 14th. For more information, please call CABLEARN at: 543-2927.

#### Area Schools Introduce Integrated Studies Courses on Russia

##### *Edmonds High School*

This Fall Edmonds High School began a year long, two-hour daily course devoted to study of Russia's history, literature, and culture. The course is a natural evolution of Mike Hess's Russian history course, which has been an ongoing feature of the school's academic curriculum since 1969 and one of the few such regular courses in the state. Hess, who at one time studied under REEU professors Ellison and Waugh, has always offered his students exposure to aspects of Russian life besides history. This year, however, the course has been officially merged with a language arts unit as a joint-offering by Hess and English teacher Carol Geere. The 12th graders who sign up have a choice of regular or honors level credit, the latter earned by doing additional projects such as visits to the Russian Orthodox Church.

So far this year the group has covered the Kievan period, beginning with geography and a look at early folklore. Students tried creating their own folktales using traditional Russian themes -- which led to an investigation of Russian art. the Pysanki style of Easter eggs. and Prokofiev's musical

depiction of the *Peter and the Wolf* tale. Some sense of the language is being made possible by the combined efforts of Hess and Geere (they claim one can speak and the other can read) and supplemented by language videos.

The Kievan unit wound up recently with the reading of Tolstoy's *Taras Bulba* and showing of the Yul Brynner film (class meets the first two hours of the school day), and the group is now ready to move into a study of the rise of Moscow as a State. Scheduled ahead are *Fiddler on the Roof* and historical stories of Pushkin. While students and faculty alike seem pleased with the progress of the program to date, Hess stresses it is but in its first year, and therefore still at a formative stage.

#### *Sedgwick Junior High*

Sedgwick Junior High in Port Orchard also initiated an integrated teaching unit on Russia for their seventh graders this year. The impetus came from a group of teachers who applied for a district grant for curriculum development. Their proposal involved two month-long study units--one on Russia and the other on Kenya--to be taught in three hour blocks of time. They used the money received to hire substitute teachers to free up their own time for planning. The Russian unit was offered for the first time this fall, with the majority of 7th graders at the school participating. The unit lasts four weeks and covers literature, geography, and art. As part of the Russian cultural exposure, Sedgwick sent a group of 4 teachers and 12 students to Odessa School #35 last year (mostly at their own expense) and this year raised \$11,000 to receive a reciprocal delegation from Odessa consisting of 4 teachers and 6 students.

#### *Kentridge Junior High*

Kentridge is hoping to launch a pilot program next year which will combine acquisition of business and computer skills with Russian language competence and at the same time be an experiment in cooperative learning for the students. Considering the influx of Russian immigrants to the area (about 85 youth in and around Kent) and the sizeable group at Kentridge alone (15-20), the idea was born to establish a program whereby Russian (and Ukrainian) students could help Americans learn Russian, and both, working in pairs, could together learn word processing, marketing skills, and business terminology. The goal is to produce high school graduates who will go forth equipped to enter the business world. The project, if approved, will be funded by the Kent District Administration and the Vocational Education Program at Kentridge High School. Instruction will be given by Thom Rohm (history and social studies), in collaboration with teachers from the language and business departments.

*We are interested in hearing about any programs your school may be doing on Russia, East Europe, and/or Central Asia. Particularly valuable to us is information that can be shared with other schools in the community.*

Lithuania in Transition  
by Amanda Floan, REEU Graduate Student

In 1991, after fifty years as a Soviet republic, Lithuania achieved its independence. It has been said that gaining freedom is the easy part, but that living with it is much more difficult. This summer I had the opportunity to spend six weeks in Lithuania and to observe both the results of the Lithuanians' struggle for freedom and the long road which remains ahead of them as they build a democratic government and a market economy.

The most tragic event in Lithuania's recent struggle for independence occurred on January 13, 1991. Soviet tanks rolled into Vilnius, attacked the television tower and moved towards the Parliament building. Everyone whom I met had their own story of that day: where they were, what they were doing, how they felt. A university professor described standing across the street from the television tower with his brother and having tanks shooting over their heads. A translator for the Parliament told me of translating urgent messages to the West while outside the Parliament building barricades were being built and inside the building young men were preparing Molotov cocktails in case of an attack. "I was more afraid of someone dropping a match," she said, "than of the Soviet tanks." A university student told me of standing guard at the television tower in Kaunas in case of Soviet attack. "Were you afraid?" I asked. "No," he answered, "I had a big gun." Soviet military service paid off after all. A young woman whom I met was also at the television tower in Kaunas. "I faced death," she said, "and it has changed my life." The thirteen victims of January 13, 1991, and the seven Lithuanian border guards executed by Soviet paratroopers in July have become national symbols representing the suffering of the Lithuanian people in their struggle for freedom.

The recent tragedies are only part of the suffering which the Lithuanians have experienced as part of the Soviet Union. After fifty years of silence, the Lithuanians can finally discuss some of the most painful events of their history. The result has been an outpouring of emotion. The State Museum in Vilnius has an exhibit entitled "Soviet Genocide in Lithuania." Punctuated with large red exclamation points, it details atrocities committed against the Lithuanian people during World War II, the deportations to Siberia after the Soviet occupation, and religious persecutions during the Soviet period.

These tragedies served to unite the Lithuanians against a common enemy, the Soviet regime. Nationalism, not surprisingly, is a very strong force in Lithuania. Young and old, Communists and dissidents were united under the banner of *Sajudis*, the independence movement in the late 1980s. Their nationalist fervor enabled the Lithuanians to stand firm in their struggle to achieve independence, yet there are also problems associated with nationalism.

One example is the nationalists' attitude towards history. The search for information about their history is being called a search for "truth." I asked several historians if they felt that the Lithuanian people would be able to accept that there are often various interpretations of history and that one "truth" may not exist. One historian stated most clearly the response I received when he said, "You know that and I know that, but the government doesn't."

The attempt by the nationalists to create one "truth" of history is symptomatic of the intolerance which is often a strong force in nationalism. Intolerance is evident in the attempts to define who is a true Lithuanian. Those who do not fit the definition are considered to be somehow betraying their homeland. For the Lithuanian nationalists, Catholicism is an important criterion, along with unquestioning support of Vytautas Landsbergis, the nationalist leader and President of the Supreme Council.

Another aspect of nationalism which leads to problems is the expectation that the nationalist fervor can be maintained indefinitely. Nationalism united the Lithuanians in their fight for independence, but now that independence has been achieved, their unity is already becoming strained. Young people feel that the adults are too focused on the events of the past, including the tragedies of 1991, and that they aren't taking responsibility to build a future for Lithuania. Several intellectuals whom I met said that they felt obligated to support the nationalist sentiments promoted by the government because of the Soviet troops still on Lithuanian soil. The existence of these troops in Lithuania seems to be the only remaining unifying factor in the country. Every one agrees with the posters plastered all over Vilnius which say "Red Army Go Home!"

The government itself is one of the best examples of the discord in Lithuania. The Supreme Council, or Parliament, was elected in 1990 and still contains a large number of Communist Party members. I spent one morning at a demonstration outside the Parliament building. A crowd of about two hundred people were calling for the removal of the Communists from the Parliament. Many Lithuanians are frustrated with the worsening economy and the legislature's inability to accomplish such fundamental tasks as writing a new constitution. Several sessions of Parliament have been reduced by various members to name-calling and even fistfights. Elections for new members of the Supreme Council were held in October, 1992. Surprisingly, reformed Communists, who have formed the Democratic Labor Party, received 44% of the vote and at least one third of the seats in Parliament. Algirdas Brazauskas, the party leader, will be forming a coalition government. President Landsbergis has stated that Sajudis will be in opposition to the newly elected government. A new constitution which provides for a directly elected president was also approved. Elections are expected to be held early in 1993, and Mr. Landsbergis and Mr. Brazauskas are the likely candidates.

The composition of the new Council and the outcome of the presidential elections will have a significant impact on the immediate and long-term future of Lithuania. This is a crucial time in Lithuania's history. The decisions which are being made and the institutions which are being developed will lay the foundation for what Lithuania will become in the future. At this point, I cannot confidently predict whether that future will be as a stable democracy or a nationalist authoritarian regime. It is certainly my hope that it will be the former.



Washington State Teacher Exchanges Update  
by Nancy Holmes, Chairwoman, Accent on Understanding

Educators from the states of the former Soviet Union are expected to arrive in Vancouver Washington on April 9, 1993 for a month long stay in various areas of Washington state. At least 12 teachers from the organization International Educators for Peace will be visiting and teaching in the following school districts: Evergreen, Vancouver, Griffin, North Thurston, South Kitsap, Wenatchee, Central Valley in Spokane, Vashon Island, Mercer Island, and Highline. A three day seminar offering current teaching trends in the U.S. and innovative educational ideas in the former Soviet Union will be held near the midpoint of the visit. Information on the seminar and participation in it can be obtained from Janis Miller, Vice-Chair of Accent on Understanding, 206-352-8212. During the visit details will be worked out for the 1994 Washington delegation which will visit the former Soviet states. Applications for participation in that delegation will be available next April.

Alexander Moisseyenko, a teacher of English from Kiev, will be a teacher-in-residence at Bellarmine High School for the month of March 1993. He will work with students in the school's Russian language program and if possible offer introductory Russian lessons to 7th and 8th grade students at one or two of the schools which feed students to Bellarmine. Mr. Moisseyenko says his supervisor is interested in having a native-English speaking educator come to his school in Kiev while Moisseyenko is in the U.S. Housing will be provided, as well as compensation in the amount of 15,000 Ukraine coupons. Responsibilities include 3 hours of teaching three days a week -- Monday, Wednesday, and Friday -- plus special courses for teachers who wish to improve their English. The cost of the air travel to Kiev would be the responsibility of the participant. If interested, call Nancy Holmes, 206-871-3654.

School Restructuring in the CIS and the USA  
by Professor Steven T. Kerr, College of Education

School reform. School restructuring. Site-based management. Teacher empowerment. Terms such as these have become "buzz words" for American educators over the past ten years. Changing the existing structure of education is also a hot political issue, and was a topic of considerable debate in the recent state and national elections. Whether or not they feel schools are in serious trouble, teachers cannot help but think about the alternatives that are proposed, the implications of school change for their own work, and the consequences for their communities and their pupils.

The United States is not the only country engaged in this debate. Teachers and school administrators (to say nothing of community groups and parents) in the Commonwealth of Independent States are also eagerly discussing the future of their work. The problems they face are in some ways similar, but are larger and perhaps more difficult to solve by an order of magnitude. Think it's hard to buy a computer for your classroom here? How about a six-month wait to get chalk and light bulbs in Ukraine! Concerned that bureaucratic thinking stifles innovative teaching approaches? Try coping with 75 years of

top-down administration that not only prescribed textbooks, but also defined what teaching methods to use and how to conduct specific classroom activities! Unable to attract parents and community members to work on a site council? Imagine trying to do that in an environment where any kind of social activism very recently led to suspicion, threats, legal action, or worse!

Faced with all of these problems, it is a wonder that there are any good teachers left in Russian and other CIS schools. Nonetheless, there are truly remarkable educators, both teachers and principals, who do still work there -- dedicated individuals who see their countries' futures at risk, and who are committed to trying to change one of the most resistant parts of former Soviet society. Perhaps most interesting is the prospect that schools in the CIS and American schools might actually work together on some of these issues, and might learn some valuable things from one another.

In October, 1992, I participated in a seminar that took place in Ust-Narva, Estonia. Sponsored by the Eureka Center, a non-profit educational consulting and development group based in Moscow, the seminar drew some 125 teachers, principals, and other school administrators from all parts of the former Soviet Union for a five-day, 15-hour-a-day intensive experience in rethinking fundamental assumptions about how schools should be organized and run. Participants included principals of rural schools in southern Russia, a teacher who runs a home school and "emergency psychological service" in Arkhangelsk, the Superintendent of Schools for Lugansk oblast in Ukraine, and the director of a boarding school in Tarko-Sale, deep in the Iamalo-Nenets region of the Russian far north.

All of these educators were deeply troubled by their educational past, by its regimented and bureaucratized structure, and by the cruel effects of that structure on both pupils and teachers. While they differed about approaches, all were concerned to try to create approaches that would free students to learn and teachers to teach in new and different ways. Several alternative pedagogical approaches were discussed and modeled at the conference--the "Developmental School" modeled on the work of famous Russian psychologist L.S. Vygotsky, the "School of Tolstoy" based on the renowned writer's work with peasant children a century ago, the "Dialogue of Cultures" approach created by V.S. Bibler, a philosopher turned educator.

What was most fascinating to me was their enthusiasm, their willingness--almost desperation--to try new approaches, to think about their craft in new ways, even as their society and economy increasingly slide into disarray. As one told me, "Whatever happens in Moscow will happen; we can't control that. But we know we'll never return to the old patterns of centrally directed schools. We won't stand for it, and neither will the parents of our pupils."

What could American educators do? For one thing, exchanges could be established, exchanges not merely to send letters and delegations back and forth, but also to engage in real professional discussion of the common issues of educational change that face us in both societies. Russian (and other CIS) teachers are thirsty for new ideas and new models of teaching--subscriptions to educational periodicals in English would be a tremendous help, as would donations of old textbooks (to help pupils in the CIS learn English, a critical need at the moment).

Perhaps even more valuable would be joint efforts to define how to go about the changes that many people see as being important. Are there better

ways of attracting community and parent groups to significant involvement in the lives of young people? How can teachers' professional knowledge be developed and applied in the service of the pupils and the school? What is the proper relationship between public and private education, and can real alternatives be created within the public school system? How can schools improve the life chances of those with the poorest backgrounds? All of these are concerns in both societies, and all are possible areas for real collaborative work that would go much deeper than the exchanges of the past.

American exchange participants sometimes worry that "if we collaborate with the Russians, it's all one-way--we give and they get." My strong feeling is that in this case, we are equally ignorant, yet also equally talented -- Americans have a long tradition of openness, experimentation, and local control, as well as of teacher organization and activism, that are all extraordinarily interesting to our Russian and other CIS counterparts. But what we often forget is that there is an incredibly rich pedagogical culture that existed, survived, and even flourished in the CIS both before and after the revolution of 1917. Russian approaches, for example, could greatly enrich our notions of how to work with students in groups and how to structure such activity; models of intensive instruction for students from disadvantaged backgrounds that pack two years of education into one could easily be adapted for use here; approaches to school administration that try to foster students' sense of worth and self-definition could be very attractive.

The groups involved in these efforts from the CIS side include a number of newly-organized consulting groups such as Eureka. Others include the Center for Social Policy, several groups within the Ministries of Education in the various new republics, a number of independent groups of teachers and principals, and new higher educational institutions such as the Russian Open University and the Russian Humanities University.

A number of collaborative efforts are presently under way. Interested in joining, or launching one of your own? Contact: Prof. Steve Kerr; College of Education; 122 Miller Hall, DQ-12; University of Washington; Seattle, WA 98195; (206) 543-6636; Fax: (206) 543-8439; e-mail: [stkerr@u.washington.edu](mailto:stkerr@u.washington.edu).

### On the Current Conflict in the Balkans

A Talk with REEU Professor, Sabrina Petra Ramet

*Professor Ramet is a specialist on the region until recently known as Yugoslavia, and has been repeatedly called upon to discuss the subject on radio and to various civic groups. In Autumn 1992, her analysis of the crisis -- an article entitled "War in the Balkans" -- was published in Foreign Affairs. She summarized the situation on November 10th for our Newsletter.*

The roots of the conflict in Yugoslavia, Ramet says, can be traced back 70 years. The national question, as it came to be called, was not innate in the situation but was created through insensitive policies in the '20s and '30s. Prior to 1918 there were no problems between Serbs and Croats. However, problems developed relatively quickly after the two peoples formed a common state. And yet that common state seemed, at the time, to be the fulfillment of a longstanding "illyrian" dream.

The difficulty lay in the tension between the two alternate visions of what Yugoslavia could be. The first was that of a unified, homogenous state with a centralized government. An alternative vision favored a federalized and decentralized state in which there would be guarantees for the autonomy and safeguarding of diverse ethnic cultures. These two opposing strategies remained in conflict from the beginning of Yugoslavia in 1918 until the entire state dissolved into war in June 1991. At certain periods, one vision predominated, at other times the other.

In the early kingdom, it was the Serbs above all who favored the centralized model, while the Croats were the loudest champions of the federal model. The Serbs had their way for most of the interwar period, which gave rise to growing resentment among Croats, Muslims, Albanians, and Macedonians. In 1938 a compromise was offered to the Croats, and suddenly the alternative approach was attempted, namely, decentralization and the creation of a large self-governing unit, the banovina of Croatia.

This model, however, never really had a chance to prove itself because World War II broke out the following year and Yugoslavia was invaded by Nazis and dismembered in April 1941. The wartime years were years of ethnic conflict in which many Croats, Serbs, Muslims, and other nationalities died in the fighting. From this ethnic civil war, much pain and bitterness was born. When the war was over, there was not a single national group that did not bear strong resentment toward at least one of the other national groups.

Tito and the partisans declared a provisional government in November 1943, and by the end of summer 1945, they were in firm control of the country. Tito replicated the pattern in interwar Yugoslavia, trying first a centralized approach, pushing for assimilation, and later abandoning this in favor of a decentralized model with tolerance of ethnic and cultural diversity. Tito's formula included a very specific compromise with the concept of democracy, namely, he wanted to maintain a one-party system and hence abjured democratic pluralism, offering in its place regional pluralism in which different regions would be self-governing but under local communist authority. At first, this compromise seemed to work but, with time, the pressures for democratization became stronger. In turn, his regionalized approach tended to reinforce the very thing that Tito most wanted to contain -- the wildfires of ethnic nationalism.

In the years after 1971, when Tito purged the party of its liberal wing, tensions were contained but not solved. Ten years later, in April 1981, there were large-scale riots among ethnic Albanians in the Serbian province of Kosovo. These demonstrations, which mobilized tens of thousands of Albanians throughout the province for a period lasting more than a week, awakened Yugoslavia to the reality that the ethnic question was far from solved and could be destabilizing.

In the years after Tito's death (May 1980), the communist leaders of Yugoslavia allowed a certain liberalization of politics, but by and large skirted the nationalities question. For the most part, they had no new perspectives on what to do about it. In the final third of 1987 (September-December), Slobodan Milosevic, an erstwhile banker who had risen high in the party apparatus, engineered a coup within the Serbian party organization; dislodged the incumbent, Ivan Stambolic, from power and took the helm himself. Milosevic reversed the Titoist policies regarding the nationalities question

and immediately began to mobilize Serbia, churning out anti-Croatian, anti-Muslim, and anti-Albanian propaganda. By the early months of 1991, his propaganda had sown widespread hatred of non-Serbian groups among the Serbs. As a result, war became increasingly more difficult to avoid. In fact, a large portion of Serbian society have supported the war against Croatia and Bosnia.

And yet there have been voices against the war. Opposition leaders such as Vuk Draskovic and Micunovic have criticized continuation of the war. There have also been at least three rock concerts devoted to the cause of peace held in Ljubljana (1991), and in Belgrade and Pula (Croatia) so far in 1992. Many Serbian intellectuals, including rock musicians, have been opposed to the war, and some have lost their jobs because of their opposition to it.

#### Foreign Reactions.

Very few countries have shown much interest, the level of concern being, roughly speaking, directly proportional to proximity to the fighting. Most attentive are those countries immediately adjacent to the war zone -- to the North: Germany, Austria, Hungary; to the south: Albania, Macedonia, Greece; to the East: Bulgaria and Turkey. Some of these countries, especially in the north, feel affected because of traditional friendships and on account of the large numbers of refugees fleeing to their countries. In the South, there is fear that the war could reach them. Current Bulgarian President Zheliu Zhelev called on NATO soon after the war began, asking for intervention against Serbia. Neither he, nor Albania's President Berisha, wants to see his country drawn into the conflict.

Other European nations are less directly affected. France and Britain, in particular, have been loath to adopt any measures to contain Serbian aggression, even though much of the French opposition has demanded just that. The U.S. recently agreed to accept some refugees from Bosnia. So, in a small way, the war will make itself felt here too.

Within the U.S. policy establishment, there has been a debate going on for several months regarding appropriate policy. The leading voice for intervention has been George Kenney, who resigned his post as State Department Desk Officer for Yugoslavia last August in protest over U.S. inaction.

Zbigniew Brzezinski and Alexander Haig have also called for intervention in interviews for CNN. The leading voices against intervention have been Colin Powell, Chairman of the Joint Chiefs of Staff, and Dick Cheney, George Bush's Secretary of Defense.

The most common arguments raised against intervention are: (1) if the European powers don't want to take action, the U.S. should not either; and (2) as Colin Powell put it, the U.S. military should not become involved without having a political objective in mind. Ramet counters that the first point implies the U.S. should not make any calculations about its interests in Europe independent of the European powers; and the second argument feigns ignorance about the political objectives at hand. Those who advocate intervention have suggested the following clear objectives: (1) to punish Serbia for its aggression; and (2) to make its aggression unacceptably costly to the Serbian government itself. That the war makes nonsense out of the Helsinki Agreement, upon which European security is supposedly built, should be obvious.

### How Shall We Teach About the Collapse of Communism?

One of the critical issues facing educators today is how to teach about the historic changes occurring in Eastern Europe and the former Soviet republics. Allen R. Brandhorst of the University of North Carolina at Chapel Hill made an early attempt to address this dilemma in his article, "How Shall We Teach About the Collapse of Communism?" (Fall 1990 *Social Science Record*). Though Mr. Brandhorst does not address the difficulties in conveying complex questions such as nationality and ideology, he does suggest a few useful activities.

The first step in teaching about the failure of the communist system, according to Brandhorst, is to determine the level of the students' knowledge about the subject. He suggests giving the students an informal quiz about issues such as the difference between "communists" and "Russians." By first identifying and then clarifying common misconceptions about the communist world, it's possible to provide a base on which to build.

Secondly, teachers might take advantage of the fact that there is no clear consensus as to the cause of the collapse by encouraging students to investigate and speculate themselves as to why communism has been abandoned. As an example, the author suggests a competition to see who can provide the most convincing argument about the causes of the collapse. By emphasizing that there are many reasons and no authoritative explanation, students may be more inclined to think critically and formulate their own opinions.

And, finally, in order to cultivate students' interests in current events, he suggests students predict ten headlines concerning events in Eastern Europe or the former Soviet republics. The predictions would not be revealed until the end of the school year. "The competitive nature of the game might predispose some students to follow events more closely, in the interest of checking on their progress." An exercise asking the students to explain why their forecasts did or did not come true might be a fitting summation of the subject.

The American Association for the Advancement of Slavic Studies (AAASS) has also provided teachers with tools to discuss recent events in Eastern Europe. Their guides include useful activities for discussing the "New Europe." For a description, see the article, "New Guides on Teaching About East Europe."

*If you would like to share strategies, resources and/or activities that have been successful in the classroom, we would be happy to publish them in our next "Outreach" newsletter. You may mail suggestions to us or call: 543-4852.*



*Happy Holidays!*  
*from the REEU Program*

REEU Newsletter  
203 Thomson Hall, DR-05  
Jackson School Int'l Studies  
University of Washington  
Seattle, WA 98195

Non-profit Org.  
U.S. Postage  
Seattle, WA  
Permit No. 62

Address Correction Requested