

NAME _____

INSTITUTION _____

AGE _____

MAJOR	MINOR	GPA- GEN	GPA- MAJ	SEM'S ¹ RUSS	SEM. HRS. COMPLETED	SEM. HRS. COMPLETED PRES. INST.	LANGUAGE PROFICIENCY (see interview SPEAK. below)			
							COMP.	READ.	WRIT.	SPEAK.

INTERVIEW

POISE ²	GENERAL IMPRESSION ³	SPEAKING ABILITY (RUSSIAN)	RATING ⁴

NUMERICAL RATING ⁵

- NOTES:
- Semester for which currently enrolled (5th, 6th, etc)
 - Tact, bearing, sophistication, etc.
 - Knowledge of discipline, world affairs, own culture, goals
 - On a 5-1 scale: 5=excellent; 4=very good; 3=good; 2=fair; 1=poor
(combination of the three categories)
 - Final overall rating with regard to all candidates (first, second, etc)

INTERNATIONAL PROGRAMS
RECEIVED

JUN 24 1977
SUNY ALBANY

June 23, 1977

Professor Emily Tall
Department of Languages and Literatures
State University of New York
Clemens Hall
Buffalo, New York 14260

Dear Emily:

My apologies for not responding prior to your departure, but I did want the information to be waiting for you upon your return from Moscow. I compiled a chart on how many students have applied from each SUNY unit for the undergraduate exchange since the first year of inception and how many were chosen from each unit several weeks ago, and have forwarded it to Charles Colman who is currently completing a report on all of the exchanges which he hopes to distribute to appropriate administrative personnel and faculty on the various campuses. The enclosed graph of the two test scores for this year's applicants should be viewed as confidential material available to your faculty, but not to the students. In 1976-1977, we had 12 graduate students and in 1977-1978, we will have 19 or 20. As I dictate this letter, I do not know how many of this year's successful applicants have attended a Russian summer school, but we will compile such statistics and they will be enclosed before we mail the letter out.

*Albany
MA Program
in Russian*

Should you have any further questions or suggestions about the type of material you and your colleagues would enjoy seeing concerning the exchanges, please let Charles know so that we can establish a useful routine communication procedure. Hope you have a pleasant and productive summer at Moscow State University. With all best wishes,

Sincerely yours,

Alex M. Shane
Chairman

AMS:1jp
cc: C. Colman ✓

June 22, 1978

Dr. Edward L. Nordby
Wilderness Shores
Dyer Bay Road
Steuben, Maine 04680

Dear Ed,

I am enclosing a copy of Pierre Hart's letter to me protesting the manner in which decisions were reached about candidates for the exchange program with the Thorez Institute. I shall greatly appreciate your comments on his letter together with any suggestions you may have about whatever revisions you think are desirable in the manner of conducting the interviews. Please let me know whether or not you would object to my sending Pierre a copy of your letter or if you would prefer to have me simply summarize the principal comments. Thanks for asking Sue Fines to write me a letter about her reaction to the two letters from Emily and Pierre. I talked to her yesterday by phone and she asked me not to send a copy of her letter.

I was disappointed to learn from Charles Neff day before yesterday that Bazhanov had categorically refused to consider the possibility of increasing the number of students to be exchanged with the Thorez Institute even though the Institute itself was greatly in favor of such an increase. However it was encouraging to hear that Bazhanov would at least consider the possibility of an exchange of faculty with the Institute.

I was greatly pleased and relieved to learn that the freeze on positions had been lifted and that your problem on the third position had now been solved. Had you heard that Henry Urbanski however is having difficulty keeping the second position in Russian on his campus? The administration has eliminated the second position, but Henry is hoping that they may be willing to reconsider. Yesterday I wrote a letter to their Acting President Peter Vukasin to express my concern about the dropping of the position. I am always hesitant to write such a letter for fear it may have a negative effect but I explained that I was writing in my capacity both as director of the two exchanges with the Soviet Union and also as chairman of the SUNY-wide Advisory Committee on International Programs.

All best wishes for a pleasant summer down east. I envy you the opportunity to spend that much time in Maine. I shall be there for a few days during the early part of August. Regards to Gisela.

Cordially yours,

CWC/rp
Enc.


Charles W. Colman
Director of International Programs

State University of New York at Albany
Department of Slavic Languages and Literatures

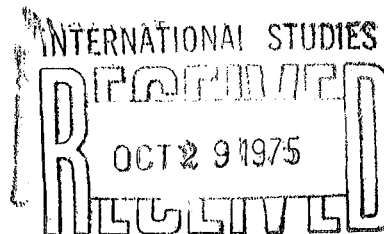
Professor Inna Pavlovna Krylova of the English Department at the Moscow State Institute of Foreign Languages (Maurice Thorez) will speak in Russian about the Institute in HU 131 on Thursday, October 30, at 2:10 p.m. All advanced students of Russian are invited to attend.

After the talk, Inna Pavlovna will make arrangements with those present to set up regular meetings on a weekly or bi-weekly schedule for conversation in Russian about contemporary life in the Soviet Union. The available time slots are Tuesday and/or Thursday in HU 131 anytime between 2:10 and 3:35.

We are delighted that Inna Pavlovna has graciously volunteered her services in providing you, our students, with a unique opportunity to utilize your Russian and to learn about the Soviet Union.

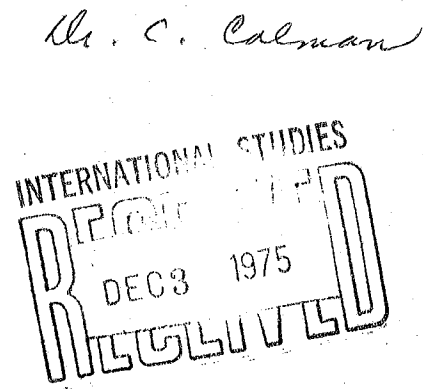

Alex M. Shane
Chairman

10/28/75





STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue, Albany, N.Y. 12222



December 2, 1975

TO: Administrative Communications Group

FROM: Robert Stierer

RE: Meeting December 10, 1975

PLACE: Lecture Center 19

TIME: 1:30 - 3:00 p.m.

AGENDA: 1. College Venture Program (Jeff Collins, University College)

This is a new program which offers students an opportunity to work in their career field.

2. Soviet-SUNYA Student Exchange Program (Ms. Inna Krylova)

Some of you know that Ms. Krylova is the leader of the ten-member student exchange group from the Institute for Foreign Languages in Moscow. She will discuss the program and its objectives and how they are being met.

3. Other items

I hope we will have a good turn out for this session to meet our guests, Ms. Krylova and Mr. Collins.

Please call Mrs. Betts (7-3806) if you cannot attend.



STATE UNIVERSITY OF NEW YORK AT ALBANY
ALBANY, NEW YORK 12222

INTERNATIONAL PROGRAMS

M E M O R A N D U M

March 5, 1975

TO: The State University Committee on USSR - East European Programming
FROM: Charles W. Colman, Director - International Programs
SUBJECT: Meeting on February 28, 1975

Charles W. Colman

I am enclosing for your information a copy of the summary notes of our program review. They were also sent to the SUNY participants in the program.

I am also enclosing a copy of the notes for the afternoon meeting in which we planned for the exchange of the second group of students next fall.

Finally, I am enclosing a copy of the committee's resolution to the Chancellor in regard to the elimination of one of the two lines for the teaching of Russian on the New Paltz campus. I trust that the list of persons who were present and who voted approval of the resolution is correct.

CWC/dcs
Enclosures

SUNY Committee on USSR and East European Programming

Meeting at SUNYA - February 28, 1975

Present:

Robert Benedict	Central Staff, Assoc. Director - International Programs
Charles W. Colman	Albany
E. J. Czerwinski	Stony Brook
Pierre Hart	Buffalo, University Center
Albert Hess	Brockport
Raymond F. Jones	Stony Brook
Gunhild T. Miller	Rockland Community College
Edward Nordby	Oswego
Gisela Nordby	Oswego
Ivan Putman	Central Staff, Director - International Programs
Wolodymyr Pylyshenko	Brockport
Frank F. Seeley	Binghamton
Alex M. Shane	Albany
Francis T. Siemankowski	Buffalo, State University College
Henry Urbanski	New Paltz
William Walisko	Oneonta

It was agreed that for purposes of planning and reviewing the Soviet-SUNY Exchange Program, the SUNY committee would be composed of the following faculty members: Edward Czerwinski (Stony Brook), Pierre Hart (Buffalo Center), Albert Hess (Brockport), Edward Nordby (Oswego), Frank Seeley (Binghamton), Alex Shane (Albany), Henry Urbanski (New Paltz), and William Walisko (Oneonta) together with Robert Benedict (SUNY Central) and Charles Colman (Albany). The committee will be open-ended, however, so that other campuses that may later wish to participate may send a representative. If one of the present committee members cannot attend a meeting, it will be his responsibility to designate a replacement for the occasion.

It was further agreed that the following subcommittee be named to select the resident program adviser for the fall semester of 1975-76 and the student participants: Edward and Gisela Nordby, Alex Shane, Henry Urbanski, Robert Benedict, Charles Colman, and resident program adviser. At the time students are interviewed, a representative of the student's home campus will join the subcommittee.

Committee members promised to encourage colleagues to consider applying for the post of resident program adviser. Now that the initial exchange has taken place and many of the problems solved, the position should leave considerable time for research and writing. Research facilities should be made available to the adviser as a matter of reciprocity since the Soviet adviser enjoys such opportunities in Albany.

Mr. Benedict reported on the status of a spring semester exchange. Since the Institute is reportedly interested in exchanging a group of students only in fall semesters, SUNY has proposed that the spring semester exchanges be with another Soviet institution. He also discussed a proposal for a joint SUNYA-General Electric arrangement for training a Soviet translator/interpreter in a scientific field. SUNYA would provide course work and General Electric practical experience on a GE-USSR project.

The following schedule was approved:

- March 15 - Deadline for applications for post of resident director
- March 15 - Deadline for student applications. Examinations to be scheduled immediately after March 15.
- April 1 - Completion of student interviews
- April 15 - Notification to students of decision on acceptance.
- May 1 and- Orientation

2

Henry Urbanski announced that his campus had decided reluctantly to eliminate one of the two faculty positions for the teaching of Russian, this in spite of a current enrollment of 100 students. The committee drafted and approved a resolution to be submitted to the Chancellor deploring this action and requesting that he assist New Paltz in finding a solution to the problem. A copy of the resolution is attached.

There was no time to revise the student vita forms and the rating sheets. Committee members agreed, therefore, to submit individually their suggestions for revisions to the Office of International Programs on the Albany campus.

dcs
3/5/75

3. - At the close of our session last Friday, someone inadvertently picked up the dossier for Mr. R. V. Barylski, of Empire State, who had applied for the post of resident adviser to the SUNY group in Moscow next fall. Could I ask you to check your files and, if you find it, return it to me at once.

My only copy of the agenda for last spring's orientation session also disappeared. I would greatly appreciate having it if you happen to find it among your papers

Thank you for your help.



INTERNATIONAL PROGRAMS

STATE UNIVERSITY OF NEW YORK AT ALBANY
ALBANY, NEW YORK 12222

THE SOVIET - SUNY EXCHANGE PROGRAM

September 1-December 20, 1974

SOVIET GROUP I

Program Report

The State University of New York at Albany felt highly honored to be designated as the host campus for the first group of Soviet students to participate in the exchange program between the Moscow State Institute of Foreign Languages - Maurice Thorez and the State University of New York. For our part we considered the program a most worthwhile experience and were glad to have our opinion confirmed by all of the Soviet students and their adviser, Mr. Igor Poluyan.

No matter how successful any new program may be it is inevitable that there will be many opportunities for improvements that become evident as one learns from experience. The purpose of this report is, therefore, to describe the program as it was conducted during the first semester of 1974-75 and to set forth recommendations for a revision of the program for the second Soviet group.

Throughout the semester close contact was maintained with all of the staff who participated in any aspect of the undertaking and adjustments were made as seemed desirable. At the conclusion of the semester thorough evaluation sessions were held for both the academic work and the non-academic activities. In all of these sessions, both during the semester and at the end of the program, Mr. Poluyan participated fully and made invaluable suggestions. At this point we should like to express our deep appreciation for the fine cooperation we enjoyed with Mr. Poluyan throughout the program. The chances for success of the program were greatly enhanced by his understanding of the problems encountered and by his constructive criticism.

The results of our evaluative analysis of the program will be presented under the following headings: 1. Orientation; 2. Academic Program; 3. Living Arrangements; 4. Supporting Cultural Field Trips; 5. Public Relations; 6. Stipends.

1. Orientation

The University requires students from abroad to arrive at SUNYA in time to spend three days of orientation with staff members learning university procedures and becoming familiar with regulations and services. This year the Soviet group arrived on September 1, five days after classes had started. Not only did they miss this valuable class time but their full attention to their academic work was further distracted by the necessary

bureaucratic procedures of registration and other logistical matters. Their entrance into their second foreign language classes was further delayed by the need to take placement examinations to assure assignment to the proper level of language instruction. These examinations are usually given during the orientation period.

In order to make sure that the next group is prepared to enter their classes on time, August 25, 1975, we strongly urge that they arrive in Albany no later than Tuesday, August 19.

2. Academic Program

Courses on the Albany campus normally meet for fifty minute sessions three to five times a week or for two seventy-five minute sessions per week. Instructors expect students to spend an average of two hours of study outside of class for each hour spent in class.

The weekly schedule of classes for the Soviet group was as follows:

English as a Second Language (including study of idioms, dialects, and analysis of news media)	8 hours
English Composition	4 hours
Translation from Russian to English	4 hours
American Studies	3 hours
Second foreign language	3-5 hours (depending on level)
<hr/>	
TOTAL	22-24 hours

During the first part of the semester, the teaching staff met once a week to coordinate their teaching of the Soviet students and to discuss common problems. Mr. Poluyan participated in these sessions. Later in the semester the group met only every other week. As a result of these discussions, the American Studies course was revised to conform better to the needs and interests of the students. At the end of the semester, a full day was devoted to an evaluation of the academic portion of the program. Mr. Benedict, Mr. Poluyan, and Mr. Colman met with the Soviet students as a group to learn their opinions of the instruction they had received. Then the same three persons talked with each of the instructors separately in order to exchange views on the classes and to obtain their suggestions about how the courses could be improved for the next group. As a result of this evaluation, we arrived at the following recommendations that should make the next semester's program more effective.

In order to provide a cross cultural experience and to foster conversation with native speakers of English, Soviet students had been placed in classes with American students in English Composition, American Studies and the second foreign language courses. Because their cultural and academic backgrounds were so different, there was little common basis for classroom discussion. It is recommended, therefore, that separate sections of English Composition and American Studies be scheduled for the Soviet group. However, since it was agreed that there was special value in classroom discussions in which both Soviet and American students participate, we recommend a new course in Rhetoric and Public Address which would consist primarily of short prepared speeches on selected contemporary topics followed by criticism and class discussion. American and Soviet students would treat the same topic each from his own point of view, e.g. education.

It was further agreed that the course on American Studies should be revised to focus on contemporary American society and its institutions. It would consist of 14 topics to be treated in 28 class sessions of one and a half hours each. The first session would consist solely of a lecture. The second session would include prepared statements by two of the students to be followed by discussions. The topics proposed are:

Contemporary American Scene

- 1,2 and 3) The Federal Legislative, Judiciary, and Executive Branches of Government
- 4) State and Local Administration
- 5) A Review of Geography (physical features, climate)
- 6) American Economic System
 - a) Industry (names and main areas thereof)
 - b) Agriculture (Names, areas, soils)
- 7) Business in U.S. (assets, shares, taxes, etc.)
- 8) Labor Unions (names of main ones, members, terminology, etc.)
- 9) Mass Media
 - a) Press and Periodicals
 - b) Radio and Television
- 10) Financial System, Banks, Insurance Companies, Federal Reserve Board
- 11) Foreign Trade
- 12,13 and 14) American Art, Culture and Music (including jazz)

Total of 14 lessons

Every other lesson may be set aside for group discussion, possibly with the participation of professors of English Composition and of English as a Second Language.

It was agreed that all of the courses should be closely coordinated by the respective instructors so that the topics selected for American Studies with applicable vocabulary would serve also whenever feasible as subjects for English Composition, for Translation, and for Rhetoric and Public Address. By focusing on a single topic at one time, each course will reinforce the others and the students will derive greater profit from a treatment of the topic in depth and from exposure to a wider vocabulary. This procedure should encourage freer discussion and wider class participation.

It was recommended that the students be provided with a list of the more interesting lecture courses offered at the University so that they might visit the courses occasionally as they wished and as they had time.

The professor, who supervised the work in English as a Second Language and who taught part of the course, has compiled a list of the most common oral and written errors made by the Soviet students together with his analysis of the reasons for the errors. This report will be sent to the Institute for the information and use of its faculty.

3. Living Arrangements

The Soviet students lived in a quadrangle of dormitories only some hundred yards from the academic podium on which all of the classroom buildings and the library are located. This close proximity to classrooms, to the library, and to the student activities building saved valuable time and fostered informal contacts with American students. The gymnasium, with an olympic size swimming pool, a quarter of a mile from the dormitory provided an opportunity for sports and additional social contacts.

The students lived in four-men suites composed of three rooms -- two bedrooms with a study room between them. Each of the suites housed two Soviet students in one bedroom and two Americans in the other. Everyone agreed that this was a highly satisfactory arrangement and should be continued.

In order to provide additional opportunity for the students to listen extensively to American English and to keep abreast of current events, a radio set was placed in each of the dormitory suites. Television sets were available for viewing in the lobbies close to the suites. Copies of Pravda could be read both in the library and in the Department of Slavic Studies. Because of technical difficulties due to the steel construction of our campus buildings, the short wave radio receiver has not functioned properly. We shall make every effort to solve these difficulties and to provide an opportunity for future groups to listen regularly to Radio-Moscow.

We shall plan to house the next group in the Dutch Quadrangle which has the reputation of being quieter than the other quadrangles. Each quadrangle has its own cafeteria that serves all meals except Sunday morning breakfast.

4. Supporting Cultural Field Trips

It seemed obvious that classroom instruction about American society would have to be supplemented by a variety of field trips if the students were to profit fully from their sojourn in the United States. This is especially needed since an American campus tends to isolate students from the life of the community.

Weekend visits lasting two or three days each were made to Lake George; Washington, D.C.; New York City; Buffalo and Niagara Falls; Binghamton; and New Paltz. Shorter one-day trips were made to Cooperstown; southern Vermont and northwestern Massachusetts; Bennington, Vermont; Cobleskill; and to other places in and around Albany. Except where otherwise indicated, all of the places visited were within New York State. The trips to Buffalo, Binghamton, and New Paltz were taken primarily to visit other campuses of the State University of New York for the purpose of meeting with faculty and students of their Russian departments and of stimulating further interest in studying the Russian language and Soviet society. The shorter trips included visits to a farm, a SUNY agricultural and technical college, the General Electric factory in Schenectady and their Research and Development Center in Niskayuna, three nearby high schools, and local Election Day polling sites. Because we did not want to deprive students of study time, not all of the students participated in each of the trips. Except for the major trips, a rotating procedure was devised by Mr. Poluyan. During the Thanksgiving weekend, November 27 - December 1, the students were guests of American families, two or three students with each family.

Although there was general consensus that all of the field trips were highly worthwhile and added an essential element to the program, it was agreed that next fall there should be fewer trips to distant places and a greater variety of visits to local points of interest such as small business operations and social institutions. However, we shall plan to repeat the long weekend visits to Washington, D.C. and to New York City. This year both of these trips provided valuable supplements to the classroom instruction. In Washington, the students talked with two members of the House of Representatives, attended sessions of both the House and the Senate, and visited the White House. Their conversations with the congressmen gave them a good firsthand insight into the functioning of the Federal Government. They also visited the Smithsonian Institution (including the National Air and Space Museum), the National Gallery of Art, Lincoln Memorial, Kennedy Center, and Dumbarton Oaks. For the planning and organization of the Washington visit we were ably assisted by the staff of the Washington Office of the State University of New York. During the New York City trip, the students visited the Metropolitan Museum, the Frick Museum, the United Nations, the Empire State Building, the Statue of Liberty, Greenwich Village and Chinatown. We consider the excursions to these two cities indispensable.

5. Public Relations

Public interest in this historic first undergraduate student exchange program between the United States and the Soviet Union was keen. It was seen as tangible evidence of the seriousness with which both countries were taking the policy of détente and as proof of goodwill on both sides. The students were the best possible type of informal ambassadors -- personable, poised, well informed, relaxed, friendly, and outgoing. As a result they were eagerly sought after by representatives of the news media. Toward the end of the semester, the students felt that there had been too many press interviews. We are sympathetic to their reaction but believe that the exposure of these young, attractive, goodwill ambassadors to the American public did a great deal to further sympathetic attitudes toward and understanding of the Soviet Union. The next group will not bear the burden of being members of a ground breaking program and will consequently not be the subjects of such attention by the media.

6. Stipends

The stipend of \$145. a month proved to be sufficient for the basic needs of the students. In order to take advantage of the lower rate for meals, the students and Mr. Poluyan chose to participate in the 20 meal a week program in the quadrangle cafeteria. This economical food plan left the students two dollars a day for their other needs. No one complained of being short of funds but those who smoked heavily needed to budget their money very carefully. They had little opportunity, therefore, to attend motion pictures or to attend other cultural events that were not a part of the campus program of activities. If there is an increase in the cost of meals as a result of on-going inflation, it will be essential to augment the stipend somewhat. State University is prepared to negotiate the subject of stipends on a reciprocal basis for the next group.

Conclusion

The faculty and staff of State University who worked with the initial group of Soviet students in the exchange program found it a satisfying experience. They all contributed to the formulation of the foregoing recommendations and look forward to welcoming the second group in the fall of 1975.

February 18, 1975