

### A Word From the Director

**W**e bring you this second issue of the IAUNRC newsletter to give you an idea about some of the Center's activities in recent months. I will take this opportunity to report a development which is not the subject of a feature in this newsletter: the IAUNRC received Department of Education (DOE) funding for another three-year cycle, i.e., from August 2000-August 2003. The competition is increasingly keen and DOE is constantly asking us to do more with the same resources. DOE places special emphasis on efforts to bring area studies to non-area studies specialists.

We have been particularly successful in drawing IU faculty into international exchanges with scholars from some of our regions. Among others, faculty members from IU's Schools of Law, Public and Environmental Affairs, Music, Business, and Education have served as semester-



**INSIDE**  
Baku State University Rector Abel Mageramov presents IU Bloomington Chancellor Kenneth Gross Louis with a rug woven with the Baku State logo.

*See article p. 2*

or year-long mentors for visitors and have traveled to conduct training and to lecture in parts of the world they knew little about just a few years ago.

We are taking advantage of new technologies in a number of our

projects, most notably the CenAsiaNet modules for listening practice in four Turkic languages ([www.cenasianet.org](http://www.cenasianet.org)), a CD-ROM for Turkish language instruction, a Hungarian music project and, of course, our Center web page at [www.indiana.edu/~iaunrc/](http://www.indiana.edu/~iaunrc/). We are building a CD-ROM and VCR tape collection about all of "our" regions from Finland and Hungary to Mongolia and Tibet. We loan these to borrowers around the country for educational and cultural purposes.

I hope you enjoy reading about the selected activities described in this newsletter. If you have any comments, please send them to the Center at [iaunrc@indiana.edu](mailto:iaunrc@indiana.edu) or to me personally at [wfierman@indiana.edu](mailto:wfierman@indiana.edu).

Best wishes from Bloomington.

*--William Fierman*

**O**n January 19 the Baltic and Finnish Studies Association

(BAFSA) held a coffee hour at the Leo Dowling International Center. About 50 students attended, many of whom were previously unfamiliar with this area of Europe.

The program began with welcoming remarks from BAFSA president Eve Nilenders and was followed by a short talk given by Professor Toivo Raun, a historian in the Central Eurasian Studies Department. His talk focused on the commonalities between the Baltic countries (Latvia, Lithuania, Estonia) and Finland. He discussed ways in which the histories of

### Baltic and Finnish Studies Association Annual Coffee Hour

Finland and the Baltic countries are parallel but different, and how their cultures overlap but are distinct.

Guests at the coffee hour then received a quick language lesson. Eve Nilenders read a phrase in English and four native speakers gave renditions of the same in Finnish, Estonian, Latvian, and Lithuanian. The crowd chuckled when it was revealed that "My name is..." is the same in Estonian and Finish (Minu nimi on...).

The program also included a performance of five songs and dances provided by the BAFSA

Choir, a small group of Baltic studies students who have also performed at Estonian and Latvian Independence Day commemorations and on the WFHB program "Northern Lights."

After the program, guests were provided opportunities to taste Baltic and Finnish food, ask questions about the region, and look at the many books and decorative items that had been brought to display at the Dowling Center for the occasion.

### Inside this issue:

<i>IU-Baku State Exchange Program</i>	2
<i>ACES and Mongolia Society Conference</i>	2
<i>IAUNRC's RFE/RL Archives Go Digital</i>	2
<i>New Technological Approach to Teaching</i>	3
<i>Finnish Independence Day Celebration</i>	3
<i>IAUNRC's Visiting Scholars, 2000-01</i>	4
<i>Teaching Turkish on CD-Rom</i>	5
<i>IAUNRC Recent Acquisitions</i>	5
<i>Celebrating in the Sayans</i>	6
<i>Bonpo Tenjur</i>	6
<i>IU-Taraz Exchange</i>	7
<i>IAUNRC Biographical Questionnaire</i>	7
<i>Võro Language Revival</i>	8

## IU-Baku State University Exchange Program

### ACES and Mongolia Society Hold Joint Conference

The exchange between IU and Baku State University, established in 1999, has proceeded in the 2000-2001 academic year. The program has established an American Studies Center on the campus of Baku State, brought faculty and stu-

“The Center must position itself to be able to raise funds to continue its activities...One of the things we want to do is help them reach that point before the grant is over.”

dents to the IU campus from Azerbaijan, and sent faculty to Baku from IU and IUPUI. The American Studies Center includes an Internet center, which was the first to be made accessible to all students of Baku State, and the American Studies Library for publications on American studies and international relations. The library also includes a TV with access to CNN and BBC. The United States Information Agency (USIA), now part of the US Department of State, has provided funding for the exchange and American Studies Center for a three-year period. The long-term objective is to make the Center self-sustaining. Charles Reafsnider, Associate Dean of International Research and Development in the Office of International Programs, emphasizes the challenge, “The Center must position itself to be able to raise funds to continue its activities...One of the things we want to do is help them reach that point before the grant is over.” Dr. Reafsnider suggests that to make the Center self-sustainable Baku State should involve groups like the Azeri-American Chamber of Commerce, the Open Society Institute and ACTR/ACCELS in creating a board to raise funds.

In addition to other activities, the American Studies Center

serves as a venue for lectures and seminars by Azerbaijani scholars from various universities and disciplines and IU faculty members. Pekin Ogan, retired professor of business, was the first IU faculty member to have lectured at the Center. He

spent three weeks in Baku, giving lectures and providing consultation to Baku State on the development of its business curriculum.

Mary Goetze visited the Center during the past summer, hoping to identify a group of young musicians for travel to the US. Dr. Goetze was working on this project with Shahyar Daneshgar, IAUNRC research associate, and Aida Houseinova, assistant professor of Music at the Baku Music Academy and exchange program participant at IU in Spring 2000. Pointing to the importance of Professor Houseinova's visit, Dr. Goetze said, “It certainly was important that Aida

was here. The project never would have gotten to where it led without that first exchange.” Dr. Goetze, Dr. Daneshgar and Professor Housseinova are still seeking funding for the project, which they hope to integrate into a music education project that Dr. Goetze has undertaken. (see p. 3).

Besides Professor Houseinova, the Baku exchange program has brought four other scholars to IU: Nigar Ibrahimova, Mehriban Mamedova, Aisel Vezirova and

Sabina Manafova. During their time at IU, the scholars have the opportunity to conduct research in campus libraries, make contact with professors around the university and attend lectures relating to their respective fields. Ms. Mamedova said of a class on foreign policy she attended, “For me as a graduate student, it was very important to have the opportunity to compare the methodology with Russian and Azeri historiography.” Visiting scholars also benefit from the opportunity to use the University's library. “After the collapse of the Soviet Union,” Ms. Vezirova explained, “the links between the libraries in the National Republics and the central libraries in Moscow were weakened...So it was a very hard blow on everyone who was trying to do research because one couldn't get updated information on what was going on in his or her field. And when you can't do that for one year that might be a bit of a problem, but when you can't do that for five years it renders your research useless.” Ms. Vezirova explained further that being able to do research in the United States saved her from, as she put it, “reinventing the bicycle.”

The selection of the second half of Azeri participants will take place in late spring or summer 2001. IU faculty scheduled to visit Baku include Martha Nyikos from the School of Education; Tom Walsh, a Jazz faculty member from the Music School; and Bob Campbell, retired professor emeritus in economics.

Indiana University's annual ACES (Association of Central Eurasian Students) conference was held on March 21, 2001 in conjunction with the 40<sup>th</sup> annual meeting at the Mongolia Society. Jalbuu Choihor, Mongolia's Ambassador to the US, and Enkhsaikhan Jargalsaikhany, Mongolia's Representative to the UN, attended the conference. Noted historian Peter B. Golden gave the keynote address at the ACES conference

The Mongolia Society, presented an exhibition of artwork by the Inner Mongolian-born artist Chaolun Baatar. The exhibition was displayed in the IU Indiana Memorial Union gallery. The IU Fine Arts Gallery exhibited Gary Tepfer's photographs of Mongolia. Mr. Tepfer took the photographs as part of an archaeological project in the Altay Mountains. (A more complete report on the Mongolia Society meeting and ACES conference will be carried in the next issue of our newsletter.)

### IAUNRC's RFE/RL Archives Go Digital

The IAUNRC is completing a project to preserve historic Radio Liberty interviews and reports broadcast between 1990 and 1996 in Azeri, Kazakh, Kyrgyz, Tajik, Tatar, Turkmen and Uzbek. Thanks to advances in technology, this project has evolved considerably in the decade since its inception. All tapes have been catalogued and are currently being transferred to compact disc. Scholars and students will be able to order copies of the recordings on either cassette or CD. The Center is presently cataloguing summaries of the programs and will soon make them available on the Internet.

## A New Technological Approach to Teaching Music

Our Hungarian Music Project, beginning in January, 2000, included traditional and composed styles of Hungarian Music. Erzsébet Gáal, a doctoral music student from Hungary, became the artist-in-residence for the School of Music's International Vocal Ensemble (IVE). During the semester, this chorus learned several Hungarian choral pieces, including three versions of *Esti Dal*, a folk song from the Palóc region of Hungary collected by Zoltan Kodály in the early part of the 20th Century. Kodály's beautiful arrangement of *Esti Dal* has been performed widely, although often in English here in the US. In order to experience the roots of this piece, the ensemble learned the monophonic folk version in Hungarian from Iлона Budai, a well-known singer in Hungary who performs and researches the music of the Palóc region. In March, we had a lesson from Mrs. Budai via an interactive satellite link-up during which she sang for us and coached us as we sang back to her. In addition, during our long distance conversation, she shared interesting information, answered our questions and showed us some of the traditional dress and crafts of the area.

Erzsébet Gáal, who taught IVE to sing the Kodály version of *Esti Dal*, also arranged for Katalin Pócs, a composer from Budapest, to compose a new setting using contemporary techniques. Her

arrangement was accompanied by harp and electronic sound track. Part of the satellite link-up was spent singing the composition for Ms. Pócs and having an opportunity to interact with her and learn about her approach to composition. Her *Esti Dal* and the other two versions were featured on the IVE concert in April, 2000. Jay Fern of IUPUI has collaborated with me to develop a CD-ROM Series, designed to facilitate oral transmission of music from diverse sources. We have recently released a volume of South African choral songs, which facilitates learning the language, voice parts, movement, pronunciation and translation of the song texts. Using this volume as a model, the second phase of the Hungarian Music Project was to collect *Esti Dal* and other materials on audio and video so that we could help other musicians bring the music and language to life using CD-ROM technology. In June, we prepared a prototype of a CD-ROM based on Hungarian music. Over 40 teachers and professors from across the country attended a July workshop, sponsored by the IAUNRC, in which they received instruction in singing Hungarian music from Erzsébet Gáal and Azerbajjani music by mastersinger Mamedov Novruz and Shahyar Daneshgar, a research associate of the IAUNRC. Workshop participants were introduced to the pedagogical approach embodied in the CD-ROM project and received

instruction on field testing the CD-ROM prototype in their classrooms.

Jay Fern and I traveled to Hungary in August for a first-hand experience of Hungarian culture, guided masterfully by Erzsébet Gáal. We traveled to the small village of Boldog northeast of Budapest where a village singing group performed many songs and a wonderful group of children sang and played traditional singing games for our cameras. Seeing their beautiful costumes in a natural setting will enrich the experience of those who come to know these Hungarian treasures through the materials we are preparing. (Typically in American music classes and choirs, such material would be sung in English and learned from musical notation.)

While we were in Hungary, we were fortunate to record members of the Hungarian Radio Chorus singing the choral pieces. Katalin Pócs was on hand to insure a good recording of her composition. We conducted interviews with the Hungarian artists, children and scholars. These will be included on the CD-ROM and will provide information about Hungarian history and culture. We took numerous photos and video clips of Budapest, Kecskemét and Boldog, folk dancing and crafts from around the country that will be used in the Culture section of the CD-ROM and the accompanying materials.

The feedback from the field test sites assures us that we are on the right track with this technological approach to teaching music. The revised version of the Hungarian CD-ROM is in progress and should be released by the middle of the year 2001. In addition to the 3 versions of *Esti Dal*, it will include 3 children's singing games and *Katalinka*, a second arrangement by Kodály.

The CD-ROM package will also include the video materials on VHS or PAL video tape, audio CD of the musical materials and other audio files, as well as a Resource Guide with supplementary information. For more information about the CD-ROM series, visit the website <http://www.globalvoicesinsong.com> or for information about the International Vocal Ensemble, visit <http://indiana.edu/~ive>.

The artists, the 60 members of IVE and the workshop participants join me in thanking Dr. Fierman and his support staff at the IAUNRC for their assistance in completing this project. We are also indebted to Brian Winchester, head of the IU Center for the Study of Global Change for his support. Thanks to them, we hope to disseminate Hungarian musical materials and cultural information to teachers and students in classrooms and choirs in the US and abroad.

Contributed by Mary Goetze.

## Finnish Independence Day Celebration

About fifty people gathered at the Indiana Memorial Union's University Club on December 6, 2000 to celebrate the anniversary of Finland's independence. The event was organized by the CEUS Finnish program and co-sponsored by the Finnish Embassy in Washington, DC.

The celebration was the product of several weeks of effort

by Tuija Lehtonen, IU's Finnish-language instructor, IU students enrolled in the program, and students from Finland. The evening began with a traditional welcoming song from the *Kalevala*. The welcome was followed by classical Finnish music by composers Jean Sibelius and Armas Jarnefelt, performed by Jason Luke Thompson on violin and Hanna Viljanen on piano. Dr. Helja Robinson of

Bradley University gave the keynote speech, entitled "Bridging Worlds: Cross Cultural Literacy." Her interactive presentation demonstrated the importance of learning about other cultures and being open to new experiences in our everyday lives. Next, accompanied by Hanna Viljaen at the piano, John Howell sang Sibelius's "Finlandia" and Petri Laaksonen's "Taala Pohjantahden Alla."

Alexey Cheskidov and Katianna Pihakari performed Finnish dances, accompanied by Sophia Grace Travis on the accordion. The program ended with the celebrants assembling to sing the Finnish national anthem, "Maamme."

Contributed by Laura Robinson.

## IAUNRC's Visiting Scholars For 2000-2001

During the 2000-2001 academic year, the IAUNRC has been hosting an impressive total of 26 scholars. Here are short biographical profiles of each scholar:

### Spring Semester 2001

**Vafa Abbasova.** Ms. Abbasova is a Faculty Development (FD) Fellow from Baku, Azerbaijan. She is a graduate student and Teacher's Assistant at Qafqaz University in Baku and is expected to earn her Master of Arts in Public Administration this May. While at IU she is affiliated with the School of Public and Environmental Affairs.

**Rahat Achylova.** Dr. Achylova is a Professor of Philosophy at Kyrgyz State National University and former parliamentarian from Bishkek, Kyrgyzstan. She is also Chairperson of the Kyrgyz NGO **Women in Development**. Dr. Achylova is researching Civil Society and Rule of Law issues at the IU School of Law as an FD Fellow.

**Larissa Ashanina.** Prof. Ashanina is from Almaty, Kazakhstan, where she teaches at the Higher Law School "Adilet". She is at the School of Law as part of the IU-Adilet exchange program, and is conducting research on legal language.

**Fatimakhon Ahmedova.** Ms. Ahmedova comes to IU from Khujand, Tajikistan through the Regional Scholar Exchange Program (RSEP). She is an English and Humanities Teacher at Khujand State University and a specialist in Tajik women's issues. Ms. Ahmedova is conducting research on Women's Studies through the Department of Anthropology.

**Muazama Burkhanova.** Dr. Burkhanova is a Candidate of the Tajik Academy of Sciences and Chairperson of the Foundation to Support Civil Initiatives from Dushanbe, Tajikistan. As a Contemporary Issues (CI) Fellow, she is researching issues of NGO management at the School of Public and Environmental Affairs.

**Anatoly Didenko.** Prof. Didenko teaches at the Higher Law School "Adilet" in Almaty, Kazakhstan. He is researching Civil Law issues at the School of Law through the IU-Adilet exchange program.

**Sholpan Kalanova.** Dr. Kalanova is Vice

Rector of the Taraz State University in Taraz, Kazakhstan, where she is also a professor. She is visiting through the IU-Taraz scholar exchange program, and while in Bloomington is affiliated with the School of Education.

**Sulushash Kerimkulova.** Dr. Kerimkulova is Chair of the Department of Foreign Languages at Taraz State University in Taraz, Kazakhstan. She is also President of the Taraz Association of Teachers of English. Dr. Kerimkulova is visiting the School of Education through the IU-Taraz program.

**Raushan Nauryzbaeva.** Ms. Nauryzbaeva is a CI Fellow from Almaty, Kazakhstan. She works for the Soros Foundation – Kazakhstan as a legal reform specialist. Ms. Nauryzbaeva is affiliated with IU's Department of Criminal Justice, researching US and Kazakhstani penal issues.

**Almira Nurlybekova.** Dr. Nurlybekova is Docent at the Taraz State University in Taraz, Kazakhstan. She is also the director of the Ministry of Education's Coordinating Center for the Education of Children Overseas. Dr. Nurlybekova is visiting the IU School of Education through the IU-Taraz program.

**Elena Sadovskaya.** Ms. Sadovskaya is a Political Science Research Fellow at the Kazakh National State University in Almaty, Kazakhstan. She is a specialist in Sociology and Demography, and is conducting research on population migration issues at IU through RSEP.

**Baktybek Urmambetov.** Dr. Urmambetov is a Fulbright Scholar visiting from Bishkek, Kyrgyzstan. He is an Associate Professor of Mathematics and Business at the American University in Kyrgyzstan. Dr. Urmambetov is researching teaching methodologies for Microeconomics and Econometrics through the IU Department of Economics.

**Altynai Yespembetova.** Ms. Yespembetova is an FD Fellow from Almaty, Kazakhstan. She is a Lecturer on Economic and Social Geography and Coordinator of the Educational Insurance Program at the Kazakh-American University. Ms. Yespembetova is continuing her research on the economic and social geography of Kazakhstan at IU's Department of Geography.

### Visiting Scholars for 200-2001 Academic Year

**Nodira Azimova.** Dr. Azimova is the Director of the Sociological and Ecological Analysis Center **Sharh** in Tashkent, Uzbekistan. She is a Fulbright scholar affiliated with the Central Eurasian Studies

Department, where she is researching women's issues in Uzbekistan.

**Aleksei Kolpakov.** Mr. Kolpakov is Senior Teacher at the Department of Public Administration in Bishkek, Kyrgyzstan. He is a Junior Faculty Development (JFD) Fellow affiliated with the School of Public and Environmental Affairs and is researching methodologies of teaching Public Management and organizational behavior.

**Aybaniz Meybaliyeva.** Ms. Meybaliyeva is an English Teacher at Baku State University in Azerbaijan. She is a JFD Fellow affiliated with the School of Education, and is researching education administration methodologies.

**Gulnara Moldasheva.** Ms. Moldasheva is a JFD Fellow from Kazakhstan. She is a faculty member of the Kazakhstan Institute of Management, Economics, and Strategic Research in Almaty. Ms. Moldasheva is conducting research in business administration and finance.

**Alidjan Nazarov.** Dr. Nazarov works for the Fund of State Support of Development of Posts and Telecommunications in Tashkent, Uzbekistan. He is a Fulbright scholar affiliated with the IU Department of Telecommunications. Dr. Nazarov is studying marketing research in the development of telecommunications.

### Fall Semester 2000

**Galina Akhmedova.** Ms. Akhmedova was a CI Fellow from Turkmenabat, Turkmenistan conducting research on American educational NGOs at the School of Education. She is Director of the American Center of Education and Culture in Turkmenabat.

**Subhi Begmatova.** Ms. Begmatova is a secondary school English teacher and Principal's Assistant in Tajikistan. She conducted research on teaching methodologies for teachers of English at the School of Education, visiting through RSEP.

**Gaplan Esenamanov.** Mr. Esenamanov is Main Specialist for the Department of Higher Education of the Ministry of Education of Turkmenistan. He visited through RSEP, researching the United States' higher educational system as a model for Turkmenistan's own educational reforms.

**Abdusalom Mamadnazarov.** Mr. Mamadnazarov was a CI Fellow visiting from Dushanbe, Tajikistan, researching educational policy reform in the countries of Central Asia at the School of Education. He is Head of the

## Visting Scholars Continued

**Nurlan Uteshev.** Mr. Uteshev was an RSEP scholar. He is a Psychologist at the Gymnasium on Aesthetic Upbringing in Uralsk, Kazakhstan. His research concerned a comparative analysis of conflict resolution among students in the US and Kazakhstan.

**Larissa Yerokhina.** Ms. Yerokhina is an English Instructor at the Kazakh State University of International Relations and World Languages in Almaty, Kazakhstan. She visited IU through RSEP, researching the history and development of the US higher educational system at the School of Education.

**Sima Zeynalova.** Ms. Zeynalova is Head of the Department of Foreign Languages at Nakhchivan University in Baku, Azerbaijan. She visited IU through RSEP, where she studied the teaching of American literature and folklore in US schools and universities.

**Zemfira Zeynalova.** Ms. Zeynalova was a CI Fellow visiting from Baku, Azerbaijan. She is Professor of Linguistics at the Azerbaijan Academy of Sciences, and while here researched reforms in Azerbaijan's higher educational system through the School of Education.

## Teaching Turkish on CD-ROM

While teaching students of beginning Turkish, I have often missed certain kinds of materials that would make my teaching more effective. At the top of my "wish list" were tools that students could use outside of the classroom to practice their listening comprehension of contemporary everyday Turkish. I especially wanted a way to provide students the chance to see and hear different kinds of Turkish speakers outside the classroom, while trying to understand very specific information being conveyed. Although for some time there have been a few audio tapes and even video available for work in the language lab, they had serious limitations in teaching listening comprehension. Most of these tools I have enjoyed emphasized pronunciation and limited speaking practice or, as in the case of Turkish feature films on video, they were too difficult for beginning learners to understand.

provided the opportunity to meet some of the need for Turkish language instructional materials with a CD-ROM program featuring interactive listening comprehension exercises. The end product will consist of three lessons which focus on the topics "Myself," "My Family," and "The Place Where I Live." In each lesson, a number of short video clips, ranging from 20 to 90 seconds in length, will feature relatively natural speech by Turkish students. The clips will be embedded in a series of interactive exercises that move the learner from basic to more complex tasks. In addition to videos, the fifteen exercises of each lesson will also use audio recordings, photographs and such graphics as maps of Turkey. I was able to embark on this project thanks to funding offered me by the Inner Asian and Uralic National Resource Center to develop new materials to enhance Turkish instruction at US universities and colleges. I was especially fortunate to have access to two other resources that were essential for my work. The first was a group of eleven Turkish students at IU, whose willingness to be recorded on video and on audio tapes provided the necessary human and linguistic core for this enterprise. I am extremely grateful for their friendly cooperation. Secondly, I have enjoyed the necessary technical and creative support from IU's Teaching and Learning Technologies Lab (TLTL). My close collaboration with TLTL staff member Jiang-Mei Wu has lasted for months, and it is rewarding to see how her creative work is now transforming the lessons I designed on paper into a colorful and lively multimedia format. We hope that by the end of summer 2001 after testing, we will have ready for distribution the new materials "Meeting Turkish Students: An Interactive Course."



Sample from CD-ROM

## IAUNRC Recent Acquisitions

As a part of the Center's outreach activities, we have made our catalog of Inner Asian and Uralic resource materials available on the IAUNRC website. Recent acquisitions have expanded our collection of books, videos, and CDs, most of which are available on loan for periods of up to two weeks. Loans are free of charge but are limited to instructors for use in the classroom or for curriculum development. The web catalog will be updated regularly as new acquisitions are made, and may be found under **Books, Videos, and CDs** at <http://www.indiana.edu/~iaunrc>. Some of our more noteworthy collection items include:

### Books:

**Manas.** Translated by Walter May. This translation into English of the Kyrgyz national epic attempts to capture the cadence and rhyme of the original narrative. Two volumes, with a preface by the translator.

**The Baburnama: Memoirs of Babur, Prince and Emperor.** Translated by Wheeler M Thackston. The celebrated translation of Babur Khan's memoirs into modern English. The preface and introduction provide thorough historical background on Babur's times and literary

style. Maps, photographs, and reproductions of period art add some context and make this a visually interesting book.

### Videos:

**Genghis Blues.** Audience Award winner at the 1999 Sundance Film Festival, and Academy Award Nominee for Best Documentary, this film captures blind blues musician Paul Pena's trip to Tuva for an international throat-singing competition.

**Wild Horses of Mongolia with Julia Roberts.** Julia Roberts narrates her trip to Mongolia, filmed for Public Television's Nature series. The actress spends a season living with a nomad family, learning about Mongolian horses.

### CDs:

**Pushkinski Dom Phonogram Archive: Series 1: Non-Russian Folk Traditions.** This CD series presents the folk music and vocal traditions of ethnic minorities of the former Soviet Union. Originally recorded before the Soviet break-up. Among the nine volumes are Buryat, Yakut, and Kalmyk folklore, as well as Turkmen and Uzbek instrumental music and a two-disc set of Altaic epics.

Contributed by Suzan Özel

Several factors have

## Celebrating in the Sayans: A Moment in Buryat Musical Culture

As we left the village of Kyren behind, having caught our second wind, thanks to a hearty helping of meat dumplings, the road seemed smoother and the scenery more beautiful. We drove with a rugged, snow-capped range of the Sayan

We played a few bluegrass and country tunes as Buryat locals danced on the muddy ground and clapped along....

Mountains to our right as twilight began to fall. A storm gathered over distant peaks, and I asked Sayan, our friend and guide, where we were headed. He pointed down a gravel track, toward those gloomy clouds and laughed, "That way!"

Thus began my interesting musical journey through the Republic of Buryatia this summer. On the way, I met many different musicians, both Buryat and Russian, all of whom were working and struggling with tradition. At the end of that ominous gravel road we traveled that night was the small village of Orlik, the site of a festival hosting a multitude of musical ensembles from different Buryat areas. Old people performed traditional songs and young people sang along to prerecorded tapes in typical Russian pop style, but in Buryat. The majority of them were amateurs, performing out of love and pride in their region. When the singers forgot the lyrics, enthusiastic audience members

called out the missing words and applauded as the performers continued. All the while, Sayan exceeded the events with the gracious smile of a host, in a pair of rock star shades. In a small wooden theater, I witnessed a call and response of traditions, old and invented, and of innovations.

Several ensembles from Ulan-Ude, Buryatia's capital, had traveled in stalwart buses down the same road to Orlik. One was a small group of young people, all under 25, who played a variety of Buryat traditional instruments. They showed an intense commitment to the music and an equally intense affection for each other. The leader of the ensemble, Dmitri, had learned *morin huur* (horse head fiddle) from a Mongolian master and had the modesty of a disciple and the confidence of a skillful leader. They quickly befriended us, inviting us to a late night bonfire and supporting us as we performed with Sayan. It was terrifying, but as Sayan energetically launched into his guitar-supported arrangements of tradi-



Tom Lee and Sayan Zhambolov performing Buryat songs at the Orlik festival.

tional great emotion. He then went on to perform several original throat-singing pieces in Russian praising Buryatia. His songs seemed the perfect complement to the Russian-influenced guitar ballads in Buryat dances), performed by Sayan and Erzhen, my friends, his wife and co-composer.

I felt, both in Orlik and in that dining room on Lake Baikal, that I was witnessing the unique mixing of two cultures, something which defied nationalists on both sides. Then, we and which gave new life to both Buryat and Russian music. For the most part, the close-knit gang of local musicians who performed together respected each others' tunes as approaches, be they traditional or innovative. Like all small groups, locals they had their politics, their personal issues, but the close quarters were as productive as they were

ground and clapped

I felt, both in Orlik and in that dining room on Lake Baikal, that I was witnessing the unique mixing of two cultures....

along. I couldn't believe it; here I was, following a traditional Buryat ensemble with an American song in the middle of another continent, in the shadow of Siberian mountains. I felt I was in the middle of something new yet ancient, of a group of people greeting change and making it their own. My experience had become a piece in this process through the people swaying below me.

Later, on the shores of Lake Baikal, this feeling returned. At an official reception in a tourist resort, a Russian pop singer, well known in Buryatia, got on stage to sing a duet with a Buryat singer. He opened his mouth and, to the great confusion of the mostly Russian audience, sang in Buryat and with

destructive. In Buryatia, as in many other places in the Russian Federation and the former Soviet Union, a fascinating synthesis is happening between artists, who are listening to each other despite their personal politics. What new Buryat culture is being formed, I wondered then and still wonder, in that space between the grandmothers' songs and the urban pop stars' numbers? Where does this foreboding yet exciting road lead?

Contributed by Trista Newyear.

## IU Library Acquires Bonpo Tenjur

The IU Main Library, with funds provided by the IAUNRC, has recently acquired the *Bonpo Tenjur* (Bstan-'gyur), one of the major parts of the canon of the Tibetan Bonpo. The Bon religion distinguishes itself from Buddhism and claims a presence in Tibet prior to the advent of

Buddhism in the country. However one may view this assertion, the *Tenjur* is a rare collection of texts, and Indiana University's acquisition of a copy makes the IU Library one of the few institutions outside Tibet to possess one. The *Bonpo Tenjur* is a collection of philosophical, ritual texts, and

commentary related to the basic canonical collection, the *Bonpo Kanjur* (Bka'-'g yur), which was assembled in the 14<sup>th</sup> and 15<sup>th</sup> centuries.

The *Bonpo Tenjur* will be made available to the public by the end of the summer of 2001, though presently it is available to scholars

by request. The *Bonpo Tenjur* must go through a process of deacidification before being made available to the public. This will help preserve our copy by removing the acid content responsible for yellowing and brittleness.

# IU-Taraz State Exchange Program

Recently, the US Department of State awarded Indiana University a three-year institutional partnership grant to conduct an exchange program with Taraz State University (TarGU) in Taraz, Kazakhstan. The program is a multi-campus partnership, sending IU Bloomington and IUPUI School of Education faculty to Kazakhstan. Other IU Participants include faculty from Central Eurasian Studies, Economics, History, and the Kelley School of Business from the Bloomington campus, as well as the School of Liberal Arts and the Economics Department from the Indianapolis campus. The theme of the program is higher education administration and curriculum reform and restructuring. The administration of the exchange will be used to demonstrate higher education administration issues and practices. The selection of work groups and exchange teams will be used to model diversity in higher education administration. In addition, the project includes plans for public lectures, workshops, case studies, school visits and videoconferences.

Michael Parsons, director of the project and IU Associate Professor of Education went to Taraz for three months beginning early November. Dr. Parsons spent his time in Kazakhstan planning for later exchanges, conducting orientations for those TarGU faculty members involved in the exchange, giving lectures and taking part in outreach activities. In February 2001, three TarGU faculty members arrived to IU, two of whom are staying for most of the Spring semester.

The second year of the program will focus on curriculum reform, in particular, student-centered learning, curriculum internationalization, and multiculturalism. The program's third year, in turn, will be devoted to assessment and evaluation approaches, emphasizing overall program, as well as student learning evaluation. These activities will be developed and supported through the IU faculty visits and the Web-based distance education activities. Sulushash I. Kerimkulova, the Department of Foreign languages Chair at TarGU, will spend the semester at IU, researching issues of assessment and evaluation. She will be joined by Michael A. Sim, Maira Z. Sultanbekova, Senior Lecturer in the Department of information Science, and Sergei N. Tsoy, Co-Dean of international Scholarship and Fellowship Programs, who will stay for a 45-day visit that will focus on assessment.



## IAUNRC Biographical Questionnaire

## The IAUNRC Needs Your Help

The staff at the IAUNRC would like to find out more about those who have taken coursework in Inner Asian and Uralic studies over the years. Provide any information that you see fit to share with us. Please take the time to fill out this form and return it to the Center.

time

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City, State ZIP Country \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

Please mail, e-mail, or fax your response to:

IAUNRC Tel: 812.856.5263  
 Indiana University Fax: 812.855.8667  
 Goodbody Hall 324 E-mail: iaunrc@indiana.edu  
 Bloomington, IN 47405

Or submit your response online at:  
<http://www.indiana.edu/~iaunrc/>  
 (click on "Biographical Questionnaire" under the "People" Menu item.)

Universities attended other than IU and Degrees Received/Expected

Current or past line of work/employer

Honors/Awards/Distinctions/Publications

## Võro Language Revival: Impressions of a Researcher

**L**aughter. Compliments. Suspicious glances. Grins. These were just some of the reactions when I told Estonians why I was in southern Estonia for the summer--to do pre-dissertation research on the Võro language revival. The mention of the revival and the idea that it merited research by an American doctoral student tapped into the Estonians' strong feelings towards the movement. For the supporters of the language revival, my interest in the movement helped to justify the importance of the language and to display the international interest in the region. For the movement's detractors, my research was deemed too frivolous of a topic; in July, a southern Estonian man admonished, "Why don't you research something more important like the use of computers in schools?"

While Võro (võro kiil), a regional, Balto-Finnic language, lost its political prominence and

cultural prestige in Estonia during the first half of the twentieth century, it was clear from the reactions to my research topic that the Võro language movement is infused with cultural politics. People had strong opinions about the value of the movement and they were usually open to sharing them. Their openness was fortunate since one of my research goals was to understand how the southern Estonians' feelings about Võro shaped their reactions to the introduction of a regional language program in public schools.

As a result of my three months of research, I found that the reaction to policies designed to encourage the use of written and spoken Võro in current political, social, and economic life has been mixed. Supporters of the policies mainly argue that Võro must have a public profile if it is to survive, and that a way of life and a way of seeing the world will be lost if Võro fades. The Estonian government endorses

the language revival for a different reason—it is aware that the financial support of a regional language movement will enhance its European Union accession portfolio. As an expression of support, the government finances the Võro Institute, the group spearheading the movement, and has just approved a four-year policy to develop southern-Estonian (Võro) language and culture.

There are also many critics of the Võro-language revival. Some Estonians feel that Võro should be confined to informal settings with friends and family and that it is inappropriate for the formal, professional spheres of work, school and government. Many Southern Estonians, keenly aware of the lack of economic opportunity in the region, also find it difficult to support the investment of time, resources, and energy into a language whose boundaries are coextensive with those of economic deprivation (Võro County has the

second highest unemployment rate in the country).

As a result of this lack of local support, the Võro Institute has found it difficult to convince today's students to take Võro in school. Consequently, the twenty (of forty-one) elementary and secondary schools in southeastern Estonia that offer Võro-language programs can seldom offer the language class to more than one grade per year. Many southern Estonians argue that a Võro language course in school will not add to the cultural richness of Estonia, but will instead deprive their children of more time to learn English or have computer classes. These goals—to revive the Võro language and to develop the English and computer classes—need not be mutually exclusive.

**Contributed by Kara Brown**

**Inner Asian & Uralic**  
National Resource Center

Indiana University  
Goodbody Hall 324  
Bloomington, IN 47405